

Questionnaire Methodology and Development Testing of Census Forms

*Results and recommendations from Sprint 7
(June/July 2016)*

Table of Contents

- Executive summary 3
- Introduction 3
- Methodology..... 3
- Key findings and recommendations 3
- Introduction 5
- Research objectives 5
- Focus of testing..... 5
- Methodology..... 6
- Respondents 6
- Testing Methods 7
- Data Analysis..... 7
- Data compilation..... 7
- Coding 8
- Themes..... 8
- Factors influencing form completion and data quality..... 9
- Key findings and recommendations 11
- Overview 11
- Dwelling Form 13
- Tenure Suite..... 13
- Housing Quality Suite..... 16
- Amenities 18
- Household Grid 20
- Individual Form 23
- Living arrangements and step-family..... 23
- Second Residence 25
- Maori descent and Iwi 27
- Sex..... 29
- Sexual Orientation 30
- Activity limitations 31
- Highest Qualification..... 33
- Other questions 35
- Appendix 1: Respondent demographics 36

Executive summary

Introduction

In June/July 2016 QMD tested two versions of the Census forms, with a focus on selected topics/questions. The aim of testing was to ensure that questionnaire content is sufficiently developed and tested before inclusion in the next large scale census test. Test findings will contribute to evidence based decision-making regarding the suitability of questions for inclusion in the Census Test (March 2017).

Methodology

We conducted testing with 117 respondents, and focused on the following target groups: general public, youth, Maori, step families, parents with children at home, retirement village residents, and long-term holiday park residents. Testing was conducted over two weeks, with respondents living in Wellington, Christchurch, rural Canterbury, Napier and Hastings.

We used two testing methods in combination: cognitive tests with individuals followed by a semi-structured interview, and mass completions followed by a semi-structured group interview. In addition, focus groups were used for parallel testing the Census forms from the perspective of Māori worldview. Focus group findings have been written up in a separate report. Add link.

Key findings from cognitive interviews and group interviews were analysed using thematic analysis. Thematic analysis is an inductive method of analysis which explores the manifest (content that is noted or mentioned directly by respondents) and latent (implicit or underlying messages) themes.

Key findings and recommendations

Four main themes emerged from analysis: sensitivity, value, respondent burden, and error. These are described briefly below.

Sensitivity: Relates to how and why respondents perceive question content to be sensitive to themselves and other people. Sensitivity is often based on the individual person's personal experiences, worldview and personal values and can affect their willingness to respond.

Value: Relates to the explicit or implicit value judgements that respondents make about a question and whether they perceive it as having value, or not. Whether respondents perceive a question to have value or not will affect both their willingness to answer and the quality of their response should they choose to answer.

Respondent burden: Relates to the ease with which respondents are able to answer questions and the extent to which they have a positive respondent experience. There are many aspects of respondent burden which respondents may experience when answering questions. Some of these arise from ambiguous or unfamiliar terms or concepts in the questionnaire, while others may be a direct effect of the poorly designed question or form.

Error: Relates to causes of respondent error that can affect data quality and reliability. Sources of error usually arise from poor question and form design, but may also include contextual factors specific to the respondent which can't be controlled for.

The main themes and recommendations related to each question are summarised in the table below:

Question	Primary Theme	Secondary Theme	Recommendations
Tenure suite V1	Burden	Error	<ul style="list-style-type: none"> No recommendations for progressing this design including 'licence to occupy. Test an alternative format of Version 1 tenure without 'licence to occupy'.
Tenure suite V2	Error	Burden	<ul style="list-style-type: none"> No recommendations for progressing this design with or without 'licence to occupy. Reconsider the requirement to collect "license to occupy" data in light of the difficulties in implementation.
Amenities	Burden	Error	<ul style="list-style-type: none"> Revert to Sprint 5 version (e.g. mark what you <i>do</i> have).
Second address	Burden	Error	<ul style="list-style-type: none"> Roadblock. No obvious solutions to the issues raised in testing. Recommend assessing the extent of issues identified using data from Census Test (July 2016).
Household Grid	Error	No theme	<ul style="list-style-type: none"> Improve question instructions. Change the question wording for sex to be consistent with Individual Form. Review response categories in disaggregated relationship list.
Sex	Sensitivity	Burden	<ul style="list-style-type: none"> Reconsider use of the term 'indeterminate' for the third category.
Living arrangements (disaggregated list) / Step-family	Burden	Error	<ul style="list-style-type: none"> Include question note or guide note to provide clarity for respondents who have family who live with them 'part-time' and whether or not to include them in the Living arrangements and Step-family questions. Review response categories in disaggregated list
Activity limitations	Burden	Error	<ul style="list-style-type: none"> Change "5 and over" routing instruction so that it is worded for 'proxy' reporting. Assess extent of interpretation issues by looking at respondent feedback from July 2016 Census Test
Sexual orientation	Burden	Sensitivity	<ul style="list-style-type: none"> Look for evidence of any sensitivity from respondent feedback from July 2016 Census Test Revisit implications of 'prefer not to say' vs. 'object to answering'
Housing quality	Error	No theme	<ul style="list-style-type: none"> Exclude the 'Cold' question from the question set.

Introduction

In April 2016, Questionnaire Methodology and Development (QMD) made recommendations on the inclusion or exclusion of content topics for the Census Test (July 2016) based on findings from Cognitive and Mass Completion tests.

The test findings and recommendations highlighted concerns with particular content topics and/or questions that required further concept development and/or question testing with target groups of interest before they were able to be considered suitable to be included in a large scale test with members of the public. To that end, QMD has conducted further testing of selected topics/questions to ensure that questionnaire content is sufficiently developed and tested before inclusion in the next large scale census test to be held in March 2017.

Test findings and recommendations from Sprint 7 will inform ongoing questionnaire design and development, and the focus of testing in Sprint 8. QMD test findings will also contribute to evidence based decision-making regarding the inclusion or exclusion of question content for the Census Test (March 2017).

Research objectives

The broad research objectives of Sprint 7 (June/July 2016) were to:

- Understand how well individual questions and key concepts/definitions are understood by respondents
- Understand how well individual questions and the overall form design enables respondents to answer quickly and accurately
- Understand how new and changed questions may impact on other questions in the forms
- Understand respondent burden
- Understand public attitudes to new and changed questions which may influence their willingness to answer

Specific research objectives for each question are detailed alongside the key findings in this report, and can also be found in the separate document [Specific Testing Objectives for Sprint 7.docx](#).

Focus of testing

Selected topics/questions of interest were categorised into 'primary' and 'secondary' topics of interest based on the extent of previous testing and the level of comfort in terms of their questionnaire development.

Primary topics were seen to have more concerns and were the primary focus of testing, whereas information on secondary topics was gathered as a matter of course during the testing. Key topics of interest included in Sprint 7 testing are summarised in the table below.

Only paper forms were tested in Sprint 7. Online forms will be tested in Sprint 8. Two versions of each form were tested, which enabled us to test two versions of the tenure suite, and previous address/address 1 year ago. Version 1 was tested in the first week (Wellington and Christchurch), Version 2 in the second week (Napier and Hastings).

Table 1: Summary of Key Topics of Interest for Testing

Dwelling Form Primary	Individual Form Primary
Tenure question suite (two versions) <ul style="list-style-type: none"> - Licence to Occupy - Trusts - Mortgages 	Maori descent and Iwi Living arrangements Step-families Second residence question suite <ul style="list-style-type: none"> - Screener - Type - Address
Dwelling Form Secondary	Individual Form Secondary
Sector of landlord Housing quality suite <ul style="list-style-type: none"> - Amenities - Cold - Damp - Mould Expanded Household Grid – Sex Expanded Household Grid – disaggregated relationships	Middle name addition Sex (indeterminate) Address question suite <ul style="list-style-type: none"> - Usual address - Census night address - Address 1 year ago (Version 2) - Second address - Educational institution address - Workplace address Activity limitations Babies born Sexual Orientation Highest Qualification Work in reference week

Methodology

Respondents

We conducted testing with 117 respondents, and focused on the following target groups: General public, youth, Maori, step families, parents with children at home, retirement village residents, and long-term holiday park residents.

Recent testing sprints almost exclusively involved respondents living in Wellington and Christchurch (particularly Eastern suburbs). In Sprint 7 we continued to test in these locations, but also tested with respondents living in rural Canterbury, Napier and Hastings, to reflect more diversity.

Respondents were recruited using purposive sampling, snowball sampling, and personal contacts to target specific groups of interest as well as via a generic recruitment drive to include members of the general public.

For a detailed breakdown of respondent demographics please see Appendix 1.

Testing Methods

The Census questionnaires were tested using two methods in combination: cognitive tests with individuals followed by a semi-structured interview, and mass completions followed by a semi-structured group interview. Cognitive testing allows for in-depth discussion on focus topics, and mass completions enable us to reach a wider audience while also leveraging the benefits of focus group-style discussion.

Some testing of proxy reporting was included, for example, asking a parent to consider how they would complete a question on behalf of their child.

In addition, focus groups were used for parallel testing the Census forms from the perspective of Māori worldview. These were conducted in Napier, and facilitated by team members with specialist Māori skills. The key findings from the focus groups are being written up in a separate report. Add link.

For a more detailed description of testing methods used please refer to: [Plan for census testing by QMD – Sprint 7 \(June/July 2016\)](#)

Over two weeks of testing QMD conducted:

- 29 cognitive tests
- 7 mass completions + group interviews

4 focus groups with Maori respondents (second address, step families, sex and tenure)

Data Analysis

Key findings from cognitive interviews and group interviews were analysed using thematic analysis. Thematic analysis is an inductive method of analysis which explores the manifest (content that is noted or mentioned directly by respondents) and latent (implicit or underlying messages) themes.

Data compilation

Tester’s notes from cognitive interviews and group interviews were entered into a matrix, which was a systematic way of compiling the raw data. Each row of the matrix represents an individual respondent or group of respondents (if interviewed together), and each column in the matrix represents a question or focus of testing (see Table 3).

Table 2: Example from raw data matrix

Respondent code	Living arrangements	Step-families	Second residence
R3	Hesitated over how to capture step-sons, who live with her half the time. Doesn't call them "her sons". Selected "other relative" but felt that the options didn't capture "step"	Answered 'yes'. Doesn't like the term 'step' but accepts that it's a commonly understood term. Selected "step-child/children" but question wording 'live with you at usual address' tricky as they live with them 50% of	no

the time. Is question giving impression to answer based on 100% of time?

Coding

Testers coded the raw data matrix using descriptive labels to capture the essence of what the respondent was talking about. Testers then clustered codes to identify themes, and examined how these themes related to the main research objectives. Examples of codes are: unfamiliar concepts, willingness to respond, routing errors, issues with recall, interaction with other questions, and high effort to respond.

Coding and clustering was undertaken by several team members. A process of review and discussion between the coders was undertaken to challenge interpretations, gain consensus and achieve a level of inter-coder reliability in the analysis.

Four main themes emerged from the data: sensitivity, value, respondent burden, and error. These are described below.

Themes

Sensitivity: Relates to how and why respondents perceive question content to be sensitive to themselves and other people. Sensitivity is often based on the individual person's personal experiences, worldview and personal values and can affect their willingness to respond. Sensitivity toward a question may be manifest by:

1. Total non-response. This is unlikely in a cognitive setting due to the presence of an interviewer, but may be more evident in mass completions findings.
2. 'Protest' response. For example, respondents may spoil their form with message(s) expressing their displeasure, or they may select the 'object to answer' response category.
3. 'Reluctant' response, whereby the respondent in a cognitive setting gives a response but expresses displeasure or a lack of comfort in doing so.

Value: Relates to the explicit or implicit value judgements that respondents make about a question and whether they perceive it as having value, or not. Whether respondents perceive a question to have value or not will affect both their willingness to answer and the quality of their response should they choose to answer. Respondents may manifest value judgements by:

1. Wondering why we ask a particular question in the census.
2. Questioning the use of the data by government.
3. Wondering about the quality of the question and responses and whether it will provide any actionable data.

Respondent burden: Relates to the ease with which respondents are able to answer questions and the extent to which they have a positive respondent experience. There are many aspects of respondent burden which respondents may experience when answering questions. Some of these arise from ambiguous or unfamiliar terms or concepts in the questionnaire, while others may be a direct effect of the poorly designed question or form. Respondent burden may be manifest by:

1. Difficulty in recalling the information required to form a reliable answer.

2. Difficulty in interpreting the question, including key concepts and definitions.
3. Difficulties fitting their response into the response formats and/or categories offered in the questionnaire.
4. Confusion or difficulties arising from interactions between questions.
5. Dissatisfaction with question and/or response categories.

Error: Relates to causes of respondent error that can affect data quality and reliability. Sources of error usually arise from poor question and form design, but may also include contextual factors specific to the respondent which can't be controlled for. Sources of error include:

1. Missed routing instructions
2. Question instructions missed or incorrectly followed. For example when a respondent may select more than one response category for a single response question
3. Poor visual form design. For example lack of colour contrast or eye tracking issues
4. Subjective response
5. Proxy response error
6. Guessing by respondents

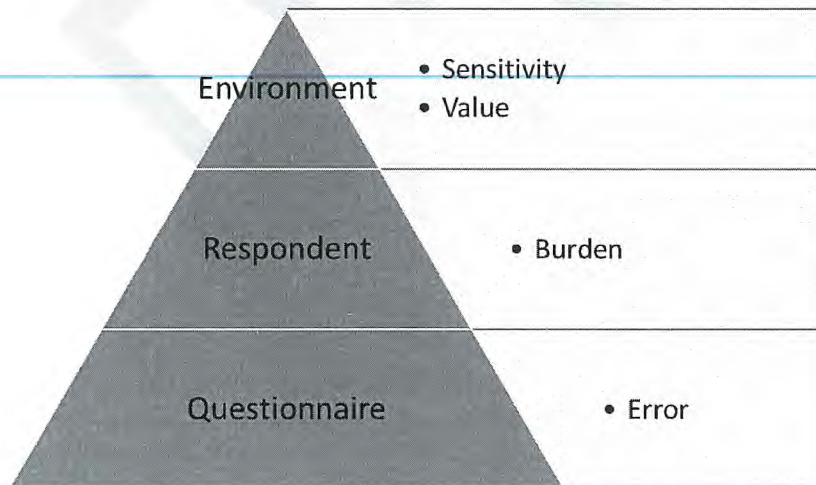
Factors influencing form completion and data quality

The themes that emerged from the analysis map to three key factors that influence form completion and data quality:

- The 'environment' in which the question is asked
- The respondent
- The design of the questionnaire

The framework below is helpful for understanding the extent to which QMD can resolve the issues identified in census testing.

Table 3: Relationship between themes and factors influencing form completion and data quality



Environmental factors: Examples include the context in which a census is conducted, the societal acceptance of a question and the perceived value of the information being collected relative to the 'intrusion' of collection. As questionnaire designers our ability to influence the effects of

environmental factors is minimal; if a question is found to be unacceptable to society in general, questionnaire design is not going to solve the issue.

Environmental factors map broadly to our themes of “Sensitivity” and “Value”.

Respondent factors: Relate to issues around the cognitive process in answering questions. These include a respondent’s ability to understand the question, form and recall an answer, edit their answer and ultimately code their answer in a format that matches the response format offered. These are things the questionnaire designer does have some influence over, although given the diversity of respondents there is no way to address all emerging factors. Here there are also elements of value judgements, now at a more personal level rather than societal.

Respondent factors map broadly to our themes of “Burden” and “Value”.

Questionnaire design factors: Issues that are directly introduced and therefore in the control of the questionnaire designer; for example, questions that break rules of good question design or suffer from poor visual layout.

Questionnaire design factors map broadly to our theme of “Error”.

Key findings and recommendations

Overview

A high level summary of each question that was a focus of testing is shown in the table below. The primary and secondary themes which emerged from analysis for each question are shown alongside a traffic light rating. The traffic light ratings indicate the overall quality and performance of the question in its current format, and the anticipated difficulty level in resolving any known issues highlighted by the testing.

Table 4: Summary of findings by question

Question	Primary Theme	Secondary Theme	Quality Rating	Resolution Rating
Tenure suite V1	Burden	Error	Red	Amber
Tenure suite V2	Error	Burden	Red	Red
Amenities	Burden	Error	Red	Green
Second address	Burden	Error	Red	Red
Household Grid	Error	No theme	Amber	Amber
Sex	Sensitivity	Burden	Amber	Amber
Step-family	Burden	Error	Amber	Amber
Living arrangements (disaggregated list)	Burden	Error	Amber	Amber
Activity limitations	Burden	Error	Amber	Red
Highest qualification	Error	Burden	Green	n/a
Sexual orientation	Burden	Sensitivity	Green	n/a
Middle name	No theme	No theme	Green	n/a
Housing quality	Error	No theme	Green	n/a

Quality Rating

Red = Testing shows there are significant issues with the question in its current format which have an unacceptable impact on data quality and/or respondent experience widely. The question may also have a significant impact on other questionnaire content. The question requires significant re-work and/or re-evaluation to assess whether it should be included in the Census forms.

Amber = Testing shows some issues with the question in its current format which may have a minor to moderate impact on data quality and/or may negatively affect some target groups of respondents. The question may also have some minor to moderate impact on other questionnaire content. The question requires some re-work and further testing and evaluation to assess whether any known issues can be improved upon or whether known issues are acceptable to the Census programme.

Green = Testing shows no or few issues with the question in its current format that impact on data quality and/or respondent experience. Little or no re-work is required. Any known issues are acceptable to the Census programme.

Resolution Rating

Red = No clear way forward for questionnaire design to resolve the issues identified from testing. Roadblock reached.

Amber = There are potential questionnaire design solutions to known issues that can be tried and tested by QMD. Whether or not these will adequately resolve issues is unknown.

Green = There are quick and simple questionnaire design changes that can be made to improve the question. There is a high level of confidence that these changes will resolve known issues.

The key findings for each question are now discussed in detail in the following pages.

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Dwelling Form

Tenure Suite

Sprint 7 Version 1	Sprint 7 Version 2
<p>5 From the following list, mark only the first space that applies to this dwelling.</p> <p>For example, if someone here owns the dwelling and another person in the dwelling pays rent to the owner, mark only the space for "owns or partly owns ..."</p> <p>Someone who lives here in this dwelling:</p> <ul style="list-style-type: none"> holds the dwelling in a family trust <input type="checkbox"/> owns or partly owns the dwelling, with or without a mortgage <input type="checkbox"/> → go to 6 rents the dwelling from an owner or their agent <input type="checkbox"/> → go to 7 has a licence to occupy this dwelling <input type="checkbox"/> → go to 10 none of these <input type="checkbox"/> <p>6 Mark as many spaces as you need to show who, if anyone, makes mortgage payments for this dwelling.</p> <ul style="list-style-type: none"> someone who lives here has a family trust that makes mortgage payments <input type="checkbox"/> people who live here make mortgage payments <input type="checkbox"/> another trust, company or people who do not live here make mortgage payments <input type="checkbox"/> → go to 10 <p>or</p> <p>no mortgage payments are made for this dwelling <input type="checkbox"/></p> <p>or</p> <p>don't know <input type="checkbox"/></p> <p>7 If nobody who lives here owns this dwelling, who owns it?</p> <ul style="list-style-type: none"> private person, trust or business <input type="checkbox"/> local authority or city council <input type="checkbox"/> Housing New Zealand Corporation <input type="checkbox"/> an iwi or hapū <input type="checkbox"/> other community housing provider <input type="checkbox"/> other state-owned corporation or state-owned enterprise, or government department or ministry <input type="checkbox"/> don't know <input type="checkbox"/> 	<p>5 Thinking about this dwelling, does this household pay rent to an owner (or to their agent) for this dwelling?</p> <p>yes → go to 6</p> <p>no → go to 8</p> <hr/> <p>6 How much rent, to the nearest dollar, does this household pay to the owner (or to their agent) for this dwelling?</p> <p>\$ 0 0</p> <p>each</p> <ul style="list-style-type: none"> week <input type="checkbox"/> two-week period <input type="checkbox"/> four-week period <input type="checkbox"/> calendar month <input type="checkbox"/> other. Print period: _____ <p>7 Who does this household rent this dwelling from?</p> <ul style="list-style-type: none"> private person, trust or business <input type="checkbox"/> local authority or city council <input type="checkbox"/> Housing New Zealand Corporation <input type="checkbox"/> an iwi or hapū <input type="checkbox"/> other community housing provider <input type="checkbox"/> → go to 14 other state-owned corporation or state-owned enterprise, or government department or ministry <input type="checkbox"/> don't know <input type="checkbox"/> <p>8 Do you, or anyone else who lives here, hold this dwelling in a family trust?</p> <p>yes → go to 9</p> <p>no <input type="checkbox"/> → go to 10</p> <p>don't know <input type="checkbox"/></p> <p style="text-align: right;">See the Guide Notes if you need more information.</p>
<p>8 Does this household pay rent to an owner (or to their agent) for this dwelling?</p> <p>yes → go to 9</p> <p>no → go to 10</p> <p>9 How much rent, does this household pay to the owner (or to their agent) for this dwelling?</p> <p>\$ 0 0</p> <p>each</p> <ul style="list-style-type: none"> week <input type="checkbox"/> two-week period <input type="checkbox"/> four-week period <input type="checkbox"/> calendar month <input type="checkbox"/> other. Print period: _____ 	<p>9 Does that trust make mortgage payments for this dwelling?</p> <p>yes → go to 14</p> <p>no → go to 12</p> <p>10 Do you, or anyone else who lives here, have a licence to occupy this dwelling?</p> <p>Common examples are retirement village dwellings, and dwellings on Māori land.</p> <p>yes → go to 14</p> <p>no <input type="checkbox"/> → go to 11</p> <p>don't know <input type="checkbox"/></p>

	<p>11 Do you, or anyone else who lives here, own or partly own this dwelling (with or without a mortgage)? yes → go to 12 no → go to 13</p> <p>12 Do you, or anyone else who lives here, make mortgage payments for this dwelling? yes → go to 14 no → go to 14</p> <p>13 Please explain who owns this dwelling.</p> <p>or don't know</p>
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Testing objectives

Version 1:

- For the 'tenure screening' question (Q5), assess how well respondents are able to follow the instruction to 'mark only the first space that applies'.
- Assess whether respondents read and understand the note box instruction on how to answer for multiple tenure dwellings.
- Identify whether there are any issues with the new approach to finding out who makes mortgage payments (Q6). This includes adequacy of response options.

Both Version 1 and Version 2:

- Assess whether the complicated routing issue for 2013 tenure suite is improved or worsened by the new design.
- Test the new response categories in the Sector of landlord question (Q7)

Summary of findings

Version 1 - Cognitive and group interview findings

The main theme for this question is respondent burden associated with correctly interpreting the question. This was mainly due to the question note example to help explain the instruction to mark only the first applicable option where there are multiple tenures within the household.

While this question note was important and well received by the people who needed it, overall very few people needed the note as most had simple tenure arrangements. For these people, the question note was unnecessary and distracted them from the task of answering. The question note also interrupted the flow between the main body of the question and the response categories, which meant that many respondents had to re-read the question.

Having answered, there was also a theme of error that was most related to routing errors, presumably due to the complex visual design of the routing devices used.

Version 1 - Mass completion test findings

Mass completion findings support the finding from cognitive testing with strong evidence of routing error and respondent's answering questions they were not required to answer. One interesting result was that there were zero multiple response to the tenure screening question (Q5). This suggests that for people who do have multiple tenures within the household the question instruction and example note worked well.

Version 2 - Cognitive and group interview findings

The primary theme for this question set is error, which is mostly due to routing errors. The sheer volume of routing instructions, their design and complexity are all contributing to respondents losing the navigational path through the form and making response errors.

There is a secondary theme of burden for this question set which is predominantly around issues with interpretation of key terms and concepts - for example 'license to occupy'.

Version 2 - Mass completion test findings

Mass completion findings are even more strongly indicative of the routing errors observed in cognitive interviews. Routing errors meant respondents were routed to questions they should not need to answer and yet many did answer and gave conflicting responses along the way which illustrates the interpretation difficulties which respondents faced. There was significant evidence of respondent's going back and amending previous answers in this question set, which adds to the narrative of respondents making interpretation errors that are later uncovered by following unintended routes.

For example, many of the retirement village residents who completed forms answered 'yes' to paying rent due to interpreting their weekly service/maintenance fees as a form of rent. Most also marked one or more additional types of tenure with some continuing on to answer 'yes' to owning or partly owning the dwelling (either privately or in trust), or 'yes' to licence to occupy. One respondent answered yes for all three types of tenure, stating that the dwelling they lived in was rented, had a license to occupy and was owned by members of the household. For retirement village residents, the rationale for saying they owned or partly owned the dwelling was sound in that they had paid a considerable amount of money to live in the dwelling and when they pass away their family will receive 80% of the sale value of their dwelling.

The number of respondents who reported multiple tenures due to either routing errors, interpretation issues or a combination of the two has a significant impact on data quality.

Recommendations

Reconsider the requirement to collect "license to occupy" data.

Neither tenure option tested in Sprint 7 recommends itself as a good solution and the presence of license to occupy is problematic for both designs as the 'licence to occupy' is not well understood by respondents, is subject to broad interpretation and is confounded with both renting and owning.

Version 1: QMD would like to test an alternative format of Version 1 tenure without 'licence to occupy'. The removal of licence to occupy from this design would allow QMD to vastly simplify the routing complexities in the tenure suite and the also the question instructions in the tenure screening question.

Version 2: QMD does not have an elegant solution that suggests itself based on Version 2 tenure. This question set has now been tested with various question ordering in Sprint 7 and previous testing sprints. Removal of "license to occupy" from this version would simply suggest reverting to the 2013 tenure suite which would retain many of the errors observed both in 2013 and in the current and previous rounds of testing.

Next steps/Actions

- Customer Needs and Data to reconsider the strength of information need for license to occupy data in light of the difficulties of implementation in the questionnaire, and consider whether information needs can be met using administrative data.
- QMD to socialise Version 1 alternative design that does not attempt to capture license to occupy.

Housing Quality Suite

Sprint 7
<p>14 In winter, is this dwelling difficult to heat and/or keep warm?</p> <p>yes – always yes – sometimes no or don't know – I haven't lived here in winter</p> <p>15 Is this dwelling damp?</p> <p>A damp dwelling may feel or smell damp, or have damp patches on the walls, ceiling, floor or window frames.</p> <p>yes – always yes – sometimes no or don't know</p> <p>16 Can you see mould in any part of this dwelling that, in total, is larger than an A4 sheet of paper?</p> <ul style="list-style-type: none"> ▪ Mould (mildew) may grow on the walls, ceiling, floor, doors, window frames, curtains or blinds. ▪ Mould can be black, white, green, brown, red, etc. ▪ An A4 sheet is the size of one page of this four page form. <p>yes no or don't know</p>
<p>Testing objectives</p> <ul style="list-style-type: none"> • Test the Housing Quality suite on respondent groups who are expected to have low housing quality to assess whether there are any unanticipated issues. • For the Cold and Damp questions (Q14, Q15), assess whether the removal of the 'yes - often' category from the response list has any effect on respondents reactions to these questions.
<p>Summary of findings</p> <p>Cognitive and group interview findings</p> <p>The main finding for all of these questions was that there is response error that is mostly associated with the high degree of subjectivity of the questions. What answer we get might depend on factors such as; who answers, length of tenure in dwelling, prevailing weather conditions and time of day. As an example, one respondent who marked 'yes - sometimes' for the damp question commented "yes, when it is raining and the wind is blowing in a certain direction water does get in and make things damp". This suggests not only subjectivity but also interpretation error which is another theme evident for this question. This subjectivity was most evident for the 'cold' question, was slightly less for the 'damp' question and was less again for the 'mould' question.</p> <p>Mass completion test findings</p> <p>Without observing respondents it is impossible to detect subjectivity but we did find very low prevalence of anyone selecting options that indicated housing quality issues. One finding of mass completion was the very strong correlation between 'cold' and 'damp' questions suggesting that only one question may be needed to understand these dimensions of housing quality.</p>

Recommendations
QMD recommends that the 'Cold' question not be included in the Census form for two reasons: <ul style="list-style-type: none">• It is the most subjective and least reliable of the three housing quality measures.• The 'Cold' and 'Damp' questions appear to be highly correlated, which suggests that these questions are acting as proxies for one another and only one of these measures is needed as an indication of housing quality.
Next steps
<ul style="list-style-type: none">•

DRAFT

Amenities

Sprint 7 Primary	Sprint 7 Alternative
<p>17 Which of these things, if any, are not available here in this dwelling?</p> <p>Mark the space for anything that is not here, or for things that are here but are disconnected or broken.</p> <p>cooking facilities tap water that is safe to drink kitchen sink fridge bath or shower toilet electricity supply</p> <p>or all of these things are here in this dwelling and in working order</p>	<p>X Mark one space for each row to show if these things are available here in this dwelling.</p> <p>available in this dwelling? yes no</p> <p>cooking facilities tap water that is safe to drink kitchen sink fridge shower or bath toilet electricity supply</p>

- Testing objectives**
- Test and compare two versions of the question, absence and presence of amenities.
 - Assess whether asking for ‘absence of amenities’ increases respondent error due to higher cognitive difficulties.
 - Find out whether respondents have any reaction (positive or negative) toward the inclusion of two new response categories (kitchen sink and fridge).
 - Understand respondents’ interpretations of the ‘tap water that is safe to drink’ category response.
 - Test this question with respondent groups who are expected to have low housing quality to assess whether there are any unanticipated issues.

Summary of findings

Cognitive and group interview findings

The main theme associated with this question was response error due to the increased cognitive burden on the respondent of asking for the ‘absence of amenities’ combined with a poor question design.

Respondents consistently preferred the Sprint 7 alternative format for this question which phrases the question in the positive (are available) rather than in the negative (are **not** available) as this was less cognitively burdensome for respondents. Some respondents also made suggestions on a third question format, which was equivalent to the amenities question tested previously in Sprint 5, as their preferred option (asking for the presence of amenities with a simple checkbox list).

Respondents commented that phrasing the question in the positive was much more intuitive for them and easier to answer. In addition the poor question design which combined a negatively phrased question (**not** available) with a combination of negative and positive response options served to add to respondents’ cognitive burden. One respondent commented “my brain had to do a flip” as they didn’t expect the last response option. Some respondents missed the last response option altogether or selected amenities which they had, rather than indicating what they didn’t have, leading to error in the data.

There were no comments from respondents on the inclusion of the two new response categories - kitchen sink and fridge. There were also no comments from respondents regarding the interpretation of the ‘tap water that is safe to drink’ response category.

Mass completion test findings

The mass completion findings support our assertion that response error for this question was increased due to cognitive burden on the respondent. Mass completion data showed a relatively high non-response rate (presumably due to respondents not anticipating the last response category). The data also showed high reporting of 'false positives' of absent amenities where respondents had selected 'all of these' in addition to other response options. Taking into account non-response, and selection of the 'all of these' category, our best guess for the number of respondents who had genuine amenity deprivation in the testing sprint is 7 people.

Recommendations

QMD recommends reverting to the Sprint 5 version of the amenities question as a more intuitive and simple design than either of the Sprint 7 Versions.

Next steps

- QMD to test the Sprint 5 version of amenities in the next round of testing with the inclusion of the additional categories (kitchen sink and fridge).

DRAFT

Household Grid

Sprint 7			
<p>18 Starting with yourself as Person 1, answer the following questions for all the people who are filling in a blue Individual Form here in this dwelling (and any people having one filled in for them here).</p>			
Person 1	Person 2	Person 3	Person 4
First name:	First name:	First name:	First name:
Family name:	Family name:	Family name:	Family name:
Your age?	This person's age?	This person's age?	This person's age?
Are you?	Is this person?	Is this person?	Is this person?
male	male	male	male
female	female	female	female
indeterminate	indeterminate	indeterminate	indeterminate
	Person 2 is:	Person 3 is:	Person 4 is:
	<i>my wife, husband, partner or de facto</i>	<i>my wife, husband, partner or de facto</i>	<i>my wife, husband, partner or de facto</i>
	<i>my parent</i>	<i>my parent</i>	<i>my parent</i>
	<i>my child</i>	<i>my child</i>	<i>my child</i>
	<i>my sibling</i>	<i>my sibling</i>	<i>my sibling</i>
	<i>my grandparent</i>	<i>my grandparent</i>	<i>my grandparent</i>
	<i>my grandchild</i>	<i>my grandchild</i>	<i>my grandchild</i>
	<i>my flatmate</i>	<i>my flatmate</i>	<i>my flatmate</i>
	<i>other relative (eg aunt)</i>	<i>other relative (eg aunt)</i>	<i>other relative (eg aunt)</i>
	<i>other non-relative (eg boarder)</i>	<i>other non-relative (eg boarder)</i>	<i>other non-relative (eg boarder)</i>
Remember to list any babies. If a baby is aged under one year, print 0			
Testing objectives			
<ul style="list-style-type: none"> Look for evidence of higher respondent burden due to the addition of providing sex information in the household grid. Assess feasibility of proxy responding sex for all people in the household (ability, willingness and error). Assess how well the expanded relationship list works for respondents, and any issues related to the number of categories in the disaggregated list. Any issues with removal of 'other' field and use of the 'other relative' and 'other non-relative' response categories. 			
Summary of findings			
<p>Cognitive and group interview findings</p> <p>The main theme associated with this question is error as a result of proxy responding and poor question instructions. This applied only to certain household types: family households and flatting situations. Single respondents and respondents living with a partner had no difficulties with this question.</p> <p>There were some difficulties for respondents living in family households related to the inadequacy of the question instruction. Firstly, many respondents asked for clarification from the interviewer on whether children (i.e. people under 18 years) should be included in the grid. Secondly, family household respondents were unsure whether to include children who lived part time in the household (i.e. children in shared custody). It was not apparent from the question instructions</p>			

what respondents should do in either scenario which resulted in burden for the respondents and could potentially result in high levels of error in household data.

Finally there were some difficulties due to the inadequacy of response categories for stepfamily in the disaggregated relationship list. This is discussed in more detail under the 'Living arrangements' findings. The extent to which this may be an issue for respondents in the dwelling form depends on the degree with which step-parents complete the dwelling form on behalf of the household compared with the biological parent.

For respondents living in 'flattening' situations the main difficulty was around proxy responding leading to errors. Respondents in these household types commented that they wouldn't necessarily know the full name and age information for all of the people living in the household. Additionally they couldn't be confident whether all of the people in the household would be present on Census night. As such there was a degree of 'guessing' involved in providing this information which is a source of potential error in the data.

Testing showed there was confusion around whether the sex question in the household grid was asking for sex or gender as it is not specified in the question text as it is in the individual form. There was also confusion over the third category term 'indeterminate' and what this meant. This is discussed in more detail under the 'Sex' question findings.

However there was little evidence of increased respondent burden with the addition of asking for sex information in the household grid. The majority of respondents answered this on behalf of other people in the household without comment. Where respondents were prompted about their level of comfort proxy responding sex, most were happy to do so, including for children. Only one respondent in a flattening situation expressed dissatisfaction at proxy reporting sex on behalf of others in their household.

Mass completion test findings

Mass completion test data did not highlight any difficulties with this question set.

Recommendations

Improve the question instructions for the household grid to resolve respondent issues with knowing whether or not to include people under 18 years and children living 'part-time' in the household. This should also make it more consistent with the online question in the household set-up form. E.g. "Starting with yourself as Person 1, please give the following details for all of the people who will be staying here in this dwelling on the night of 5 March. Include babies, children and visitors."

Change the question wording for sex in the household grid to be consistent with the Individual form question wording. This will help to remove ambiguity around whether we are asking for biological sex or gender identity.

Review the response categories in the disaggregated relationship list to resolve the issues with mutual exclusivity of response categories, and difficulties encountered around step-family relationships.

Reconsider the use of the term 'indeterminate' for the third sex category response.

Next steps

- QMD to update the question instructions for the household grid on the paper forms and test in the next sprint.

- QMD to update the question wording for sex in the household grid to be consistent with the individual form.

DRAFT

Individual Form

Living arrangements and step-family

Sprint 7 Version 1

16 Mark as many spaces as you need to show all the people who live with you at your usual address.

- I live alone → go to **19**
- my wife or husband, partner or de facto
- my mother and/or father
- my daughter(s) and/or son(s)
- my sister(s) and/or brother(s)
- my grandmother and/or grandfather
- my granddaughter and/or grandson
- my aunt(s) and/or uncle(s)
- my niece(s) and/or nephew(s)
- my flatmate(s)
- other relative(s) (for example, my cousin)
- other non-relative(s) (for example, my boarder)

17 Do you have a step family relationship with any of the people who live with you at your usual address?

Include any step family resulting from marriage, civil union and de facto relationships.

Don't include biological, adopted or foster family.

yes

no → go to **19**

18 Mark as many spaces as you need to show which step family live with you at your usual address.

- I live with my stepmother or stepfather
- I live with my stepchild or stepchildren
- I live with my stepbrother(s) and/or stepsister(s)
- other – for example, I live with a step grandparent

Testing objectives

Living arrangements

- Assess how well the expanded relationship list works for respondents, and any issues related to the number of categories in the disaggregated list.
- Any issues with removal of 'other' field.
- Understand respondents use of the 'other relative' and 'other non-relative' response categories.
- Any issues with aggregated 'partner' response category.
- Assess how well the question works for respondents with step-family.

Step-family

- Test with groups expected to have step-family relationships
- Identify whether there are any false positives or negatives to the screener question (Q17)
- Understand respondents' interpretation of step-family relationships and whether these are interpreted as intended.
- Observe and understand the inter-relationship with the Living arrangements question.

Summary of findings

Cognitive and group interview findings

The main theme for this question set was respondent burden, which was related to respondent difficulties in the interpretation of the question, key concepts and the interpretation and selection

of response categories. There was also some burden due to the number of response categories. Single respondents and respondents living with a partner generally had no difficulties with the Living arrangements question and the relationship response categories.

Some respondents felt that the response categories given in the Living arrangements question were inadequate to capture their step-family relationships and struggled to select a response category from the list provided. Respondents with step-children generally settled on the 'other relative' category to describe their relationship to their stepchildren but ultimately felt dissatisfied with this response category.

A couple of respondents commented on the response categories in the Living arrangements question and how they were not mutually exclusive which made it more difficult for them to select a response. For example, respondents pointed out that there is overlap between the 'flatmate' and 'other non-relative' categories, but also that the example of 'boarder' under the 'other non-relative' category could be confusing as a boarder could also be a relative.

Respondents with children in shared custody arrangements had difficulty interpreting the criteria for selecting people who 'live with you at your usual address' where children lived with them at their address part-time. This applied to both the Living arrangements and Step-family questions.

Some respondents struggled with the interpretation of the 'step-family' concept and wondered "what counts as step?" Respondents commented that whether someone was step-family was quite subjective. Respondents noted that their level of comfort in defining a relationship with someone as a step-family relationship was shaped by a number of different things including the length and quality of the relationship. Therefore the term 'step' was open to broad interpretation and could change over time and depending on who was answering.

There was some potential for error in the step-family screening question (Q17) due to false positives with some respondents thinking about step-family relationships more widely than the people who live at their usual address.

Respondents who answered 'yes' to having step-family relationships with people who live with them generally had no difficulties with Q18 which asks them to identify the type of step-family relationships they have at their usual address.

Mass completion test findings

The mass completion data showed that some people who 'live alone' missed the routing instruction in this question and continued to answer the step-family question in error.

Some respondents crossed out the non-applicable parts of their selected response categories on the form e.g. selecting 'my wife or husband or partner or de facto' and crossing out wife, partner or de facto parts of the response label.

Recommendations

QMD recommends including a question note or guide note to provide clarity for respondents who have family who live with them 'part-time' and whether or not to include them in the Living arrangements and Step-family questions.

Next steps

- Family relationships working group to review the response categories in the disaggregated list within the context of the issues raised by testing and make suggestions on a way forward.

Second Residence

Sprint 7
<p>22 Do you have another New Zealand address that you stay at for more than 30 days in total a year?</p> <p>yes</p> <p>no → go to 25</p> <p>23 Which of the following best describes that other address?</p> <p>If you have more than one other address, answer for the one you spend the most time at.</p> <p>my parent or guardian's address</p> <p>my partner's / boyfriend's / girlfriend's address</p> <p>another address for a tertiary student</p> <p>a term-time address for a school student</p> <p>a working away from home address</p> <p>a holiday home, bach or crib</p> <p>other family or friend's address</p> <p>or other. Please give a description:</p> <p>24 Please give the address:</p> <p>street number flat number</p> <p>street name</p> <p>suburb or rural locality</p> <p>city, town or district</p>
Testing objectives
<p>Second address - screen in question (Q22)</p> <ul style="list-style-type: none"> • Test respondents understanding of the question and whether it is interpreted as intended. • Seek evidence of false negatives or false positives. • Test proxy response for parents reporting for children. <p>Second address - purpose (Q23)</p> <ul style="list-style-type: none"> • Assess adequacy and mutual exclusivity of response categories. • Investigate nature of 'other' responses received. • Test proxy response for parents reporting for children. <p>Second address - physical address (Q24)</p> <ul style="list-style-type: none"> • Assess whether there are any issues with the brevity of the question stem. • Assess whether there is any sensitivity about why the question is being asked or with providing an address
Summary of findings
<p>Cognitive and group interview findings</p> <p>The main theme for this question was respondent burden related to difficulties interpreting and calculating whether the second residence criteria is met in the screen in question (e.g. 30 days per</p>

year). Difficulties in interpretation of the second address criteria is likely to lead to data quality issues with false negatives or positives from respondents to the second address screening question.

There was further respondent burden associated with this question due to the interaction between second address and usual address. For example, respondents who had children in 50:50 shared custody arrangements had difficulties with usual address and second address as did boarding school students and university students. The subjective interpretation of usual and second address means that the potential for error in the data could be high.

Some sensitivity was observed around providing an address for a partner as respondents felt uncomfortable providing someone else's personal information without their consent. Potentially other types of addresses might have similar sensitivity, although this was not observed in testing.

The burden associated with the number of address questions meant that some respondents who had a second address chose not to answer 'yes' to the second residence screener question (Q22), citing address fatigue as the reason for not disclosing this.

Mass completion test findings

Mass completion data indicated that some of the second residence type response categories were not well understood and interpreted as intended. For example students at a boarding school selected 'other' and described the address rather than selecting the 'term time address for a school student' response category.

Recommendations

QMD recommends analysing responses from the Census Test (July 2016) to better understand how respondents are using the second address purpose categories. In particular, what do respondents enter in the 'other' category and what overlap is there between 'other' responses and the pre-defined response categories. QMD also recommends looking at non-response levels for this question to look for evidence of sensitivity or address fatigue.

There is no good solution which recommends itself to help clarify the '30 days per year' criteria for respondents. Previous rounds of testing have attempted to make this clearer to respondents by specifying 'in the last 12 months' however this led to unintended error with respondents providing a previous address as their second address where they had been at their current address for less than 12 months.

Next steps

- Customer Needs and Data and QMD to analyse Census Test (July 2016) data to attempt to make further assessment on the interpretation and use of the second address purpose categories and levels of non-response or other indications of interpretation issues, sensitivity or address fatigue in respondents feedback.

Maori descent and Iwi

Sprint 7

12 Are you descended from a Māori (that is, did you have a Māori birth parent, grandparent or great-grandparent, etc)?

yes
 don't know → go to **13**
 no → go to **14**

13 Do you know the name(s) of your iwi (tribe), hapū (sub-tribe) and marae?

See the back of the Guide Notes for help.

yes. Mark your answer and provide as much detail as you can: ↓ no → go to **14**

iwi:	
hapū:	
marae:	
location:	
iwi:	
hapū:	
marae:	
location:	

Testing objectives

- Test new routing for 'don't know' to Iwi question.
- Test respondent understanding of the new question wording and layout for Iwi and whether it is interpreted as intended.
- Find out whether respondents are happy to provide as much detail as they can, and whether there are any negative effects on respondents of knowing some but not all things about their Maori identity.
- Observe how people use the 'marae' and 'location' fields.
- Assess the level of detail provided for 'location'.
- Find out what guidance people would like when answering this question.

Summary of findings

Cognitive and group interview findings

The main theme for these questions was respondent burden related to respondents' ability to recall the required information and wanting some guidance and resources to help them answer. Generally respondents felt positive about giving this information but they wanted some help to do so.

Most respondents didn't feel confident about accurately being able to recall all of the information required and said they would want to look it up online to check their response and that a list of iwi, hapu and marae to refer to would be useful.

Some respondents questioned the value of the information in terms of relative priority, e.g. what is most important to give - iwi, hapu or marae.

There were also some interpretation difficulties for the location response field as this was not specific enough and could be interpreted in different ways by respondents. Some respondents wondered whether location related to the marae location specifically, or whether this was a more general place of belonging.

Mass completion test findings

All of the respondents who selected 'don't know' to the Māori descent question answered 'no' to knowing the name of their iwi.

Some respondents who routed to the iwi question missed the yes/no checkboxes at the start of the question, but went on to provide information, including one respondent who marked 'no' to knowing the name of their iwi, but provided information anyway.

All of the respondents who routed to the iwi question were able to provide information about one or more iwi. Of the 13 respondents who provided iwi information, 5 respondents also gave hapu, 8 respondents also gave marae and 10 respondents also gave location information.

Some respondents repeated their iwi in order to provide the different hapu, marae or location information associated with them.

Recommendations

Provide greater clarity to respondents regarding the location response field and what this is asking for.

Consider testing an auto-suggest list for iwi in the online forms in the next round of testing if possible.

Next steps

- As-you-type working group to advise on testing an auto-suggest list for iwi and provide QMD with an auto-suggest list of iwi for testing in Sprint 8.
- Customer Needs and Data to provide clarification on the 'location' response field and what this is asking for.

Sex

Sprint 7
<p>3 What sex are you?</p> <p>male Mark female your answer indeterminate like this: —</p>
Testing objectives
<ul style="list-style-type: none"> • Observe respondent attitudes to the presence of a third category. • Test respondents understanding of the ‘indeterminate’ term. • Test the draft guide note for sex. • Investigate any possible facetious response.
Summary of findings
<p>Cognitive and group interview findings</p> <p>The main themes associated with this question were respondent burden related to interpretation of the third category and sensitivity on behalf of other people related to the use of the term ‘indeterminate’.</p> <p>Most of the unprompted comments that respondents made regarding the sex question were related to the use of the term ‘indeterminate’ rather than the presence or absence of a third category. The term ‘indeterminate’ was either not well understood by respondents or was viewed as an unsatisfactory response category. Although the third category did not directly affect any of the respondents in the sample they expressed dissatisfaction or sensitivity on behalf of other people. Respondents commented that the term seemed to be a “negative”, “dismissive” or “indecisive” term. A few respondents commented that there is a range of terms which could be used to describe someone who is not distinctly male or female and suggested that an ‘other’ response with a write in may be more acceptable and allow people to describe themselves in a way which is meaningful to them.</p> <p>Some respondents continued to interpret this question as asking about gender identity rather than biological sex.</p>
<p>Mass completion test findings</p> <p>There was no evidence of respondent difficulties or facetious response from mass completion data.</p>
Recommendations
<p>QMD recommends using a term other than ‘indeterminate’ for the third sex category.</p>
Next steps
<ul style="list-style-type: none"> • Customer Needs and Data to assess Census Test (July 2016) data to look to any supporting evidence of sensitivity to the term ‘indeterminate’. E.g. non-response rates, respondent feedback and any comments written on paper forms. • Customer Needs and Data to re-assess the rationale for the use of the term ‘indeterminate’ and advocate for using an alternative term to ‘indeterminate’ for the third sex category. • Customer Needs and Data to investigate what terms other overseas statistical agencies are using and provide advice on an alternative term to ‘indeterminate’.

Sexual Orientation

<p>Sprint 7</p> <p>33 Which of the following options best describes how you think of yourself?</p> <ul style="list-style-type: none"> heterosexual or straight gay or lesbian bisexual other. Please state: <p>or object to answering</p>
<p>Testing objectives</p> <ul style="list-style-type: none"> • Observe respondent attitudes to the presence of this question. • Observe any differences between ‘object to answer’ and previously tested ‘prefer not to say’
<p>Summary of findings</p> <p>Cognitive and group interview findings</p> <p>There were no strong themes that emerged from the data for this question. Most respondents answered the question with no difficulty and without comment.</p> <p>A few respondents had some difficulty interpreting the response options and selecting their response. One respondent sought clarification from the interviewer asking “heterosexual/straight - that’s ‘normal’ isn’t it?”</p> <p>A couple of respondents noted the ‘object to answering’ category and commented that they would prefer a ‘prefer not to say’ option, as they didn’t necessarily object to the question being asked in the form, but they would personally prefer not to answer it.</p> <p>Mass completion test findings</p> <p>There were no significant issues from mass completion data.</p>
<p>Recommendations</p> <p>QMD recommends assessing data and respondent feedback from the Census Test (July 2016) for this question to further assess public sensitivity to the inclusion of this question. The compliant respondent sample in this testing sprint combined with interviewer presence may have masked any sensitivity toward this question which may be expressed in other types of test environments.</p> <p>QMD recommends that stakeholders consider the ‘prefer not to say’ versus the ‘object to answering’ response categories and the explicit and implicit meaning that these different response labels may convey to respondents. In addition QMD recommends comparing Sprint 7 results which tested ‘object to answering’ with previous testing and Census Test (July 2016) results to see if there are any observable effects introduced by these two variations.</p>
<p>Next steps/Actions</p> <ul style="list-style-type: none"> • Customer Needs and Data, QMD and RI to assess data and respondent feedback from the Census Test (July 2016) for this question to further assess public sensitivity to the inclusion of this question. • Customer Needs and Data and RI to provide a steer on whether ‘object to answering’ or ‘prefer not to say’ is the preferred wording for final response category.

Activity limitations

Sprint 7																																			
<p>25 If you are aged 5 or older → go to 26 If you are aged less than 5 → go to 57</p> <p>26 This question is about difficulties you may have doing certain activities because of a health problem. Do you have difficulty with any of the following? Mark one space for each row.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;"></td> <td style="text-align: center; font-size: small;">no difficulty</td> <td style="text-align: center; font-size: small;">some difficulty</td> <td style="text-align: center; font-size: small;">a lot of difficulty</td> <td style="text-align: center; font-size: small;">cannot do at all</td> </tr> <tr> <td>seeing, even if wearing glasses</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td>hearing, even if using a hearing aid</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td>walking or climbing steps</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td>remembering or concentrating</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td>washing all over or dressing</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td>communicating using your usual language, for example understanding or being understood</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> </table>		no difficulty	some difficulty	a lot of difficulty	cannot do at all	seeing, even if wearing glasses	_____	_____	_____	_____	hearing, even if using a hearing aid	_____	_____	_____	_____	walking or climbing steps	_____	_____	_____	_____	remembering or concentrating	_____	_____	_____	_____	washing all over or dressing	_____	_____	_____	_____	communicating using your usual language, for example understanding or being understood	_____	_____	_____	_____
	no difficulty	some difficulty	a lot of difficulty	cannot do at all																															
seeing, even if wearing glasses	_____	_____	_____	_____																															
hearing, even if using a hearing aid	_____	_____	_____	_____																															
walking or climbing steps	_____	_____	_____	_____																															
remembering or concentrating	_____	_____	_____	_____																															
washing all over or dressing	_____	_____	_____	_____																															
communicating using your usual language, for example understanding or being understood	_____	_____	_____	_____																															
Testing objectives																																			
<ul style="list-style-type: none"> • Test introduction of 5 and over routing to screen in population of interest. • Test respondent understanding and interpretation of question. 																																			
Summary of findings																																			
<p>Cognitive and group interview findings</p> <p>The main theme for this question was respondent burden related to difficulties interpreting the question. The difficulties and inconsistency in interpretation may also lead to response error for this question.</p> <p>Many respondents had difficulties interpreting the “seeing, even if wearing glasses’ and ‘hearing, even if wearing a hearing aid’ parts of the question. The qualifiers on these two activities seemed to confuse respondents and many read and re-read these parts of the question. For example one respondent was unsure how to answer for hearing difficulties without a hearing aid, while another respondent was unsure how to answer for seeing as they used reading glasses.</p> <p>A couple of respondents commented that they thought the question stem was too long and could be simplified.</p> <p>Some respondents didn’t realise the question was about health problems or forgot this context in the process of reading and answering the question which could lead to response error in the form of false positives or false negatives to the question.</p> <p>One respondent was dissatisfied that the question didn’t ask about mental health problems as well as physical disabilities.</p> <p>Mass completion test findings</p> <p>There were five non responses to this question in the mass completions. The reasons for non-response are not clear.</p>																																			
Recommendations																																			
<p>Change the 5 and over routing instruction so that it is worded for ‘proxy’ reporting as unlikely that 5 year olds will be completing their own form. E.g. “If this form is being completed for someone aged 5 or less go to...”</p>																																			

Next steps

- Look for other evidence of interpretation issues related to this question from Census Test (July 2016) data and respondent feedback.
- Assess Census Test (July 2016) data for differences between paper (matrix) and online (question by question) formats.

DRAFT

Highest Qualification

Sprint 7

36 Apart from secondary school qualifications, do you have another completed qualification?

DON'T count qualifications that take less than 3 months of full-time study to get.

yes → go to **37**

no → go to **20**

37 What is your highest qualification?

Level 1 Certificate (eg Introduction Level Certificate)

Level 2 Certificate (eg Foundation Skills Certificate)

Level 3 Certificate (eg Pre-trade Certificate)

Level 4 Certificate (eg Trade Certificate)

Level 5 Diploma (eg Advanced Trade Certificate)

Level 6 Diploma (eg National Diploma/Certificate)

Bachelor Degree or Level 7 Qualification

Bachelor Hons or Postgraduate Certificate/Diploma

Masters Degree

PhD

other qualification. Print what it is:

38 Print the main subject of your highest qualification, for example:

subject: ELECTRICAL ENGINEERING

Testing objectives

- Test with respondents with lower level qualifications and older population to see how easily they are able to select a response category.
- Assess whether the examples given are helpful to respondents in resolving known difficulties around choosing a qualification level among Certificate and Diploma response categories.
- Attempt to assess the quality of response, where given. E.g. how accurate or confident do respondents feel about their answer.

Summary of findings

Cognitive and group interview findings

The main theme related to this question was respondent burden due to difficulties interpreting response options and coding a response.

Generally, respondents with degree level or higher qualifications had no difficulties with this question, while respondents with lower level qualifications and those who had gained their qualification some time ago continued to have some difficulties choosing a response category.

The difficulties in choosing a level among the Certificate and Diploma categories, previously observed in testing, did seem to be improved by the inclusion of examples alongside the response categories. Some respondents were able to use the examples to refine their response and found

them helpful. However, for some respondents the examples were not useful. For example one respondent commented that two examples related to trade qualifications which was not useful to their situation. Also, respondents who had gained qualifications some time ago continued to have difficulty.

Where respondents continued to have difficulties, some opted to select the 'other' category and write in their qualification, while others made a 'best guess'. This suggests that there will likely continue to be some errors in the data.

Mass completion test findings

Mass completion data showed a relatively high level of non-response and routing error for the other completed qualification screening question (Q36):

- Some respondents failed to mark a yes/no response to question 36 but went on to answer the questions about their highest qualification.
- Some respondents marked 'no' to another completed qualification in question 36 but went on to answer some, or all of Qs 37-39.
- Some respondents left the highest qualification question (Q37) blank but entered a highest qualification subject in question 38.
- Many of the respondents who entered an 'other' qualification in question 37 failed to also mark the 'other qualification' checkbox.

The reasons for these errors are not apparent from the data. Some respondents may have simply missed marking the response categories in the screening question (Q36) because they were concentrating on following the routing instructions. Others may have entered a subject but left the qualification level blank because they were unsure of the qualification level.

Recommendations

Next steps

- Assess quality of highest qualification response from Census Test (July 2016) data to look for evidence of routing issues and understand whether respondents are using the 'other' category response due to not knowing their level of qualification.
- Test online functionality in Sprint 8.

Other questions

Name	
<p>1 What is your full name?</p> <p>first name</p> <p>middle name(s), if any</p> <p>family name</p>	<p>Testing objectives</p> <ul style="list-style-type: none"> Assess the quality of middle name response and respondents willingness to provide this information. Observe behaviour of respondents who have no middle name. Identify any unintended effects of collecting middle names. <p>Summary of findings</p> <p>There were no issues or unintended effects observed from the addition of collecting middle name in the name question. Respondents who had a middle name(s) entered them without comment and respondents who had no middle name simply left this response field blank.</p> <p>Recommendations and next steps</p> <p>None</p>
<p>Babies born</p> <p>31 If you gave your sex as 'male' in 3 → go to 33 Otherwise → go to 32</p> <p>32 How many babies have you given birth to?</p> <p>number born alive } none } → go to 33 object to answering } this question }</p>	<p>Testing objectives</p> <ul style="list-style-type: none"> Assess whether the new standalone routing works or introduces new sources or error. <p>Summary of findings</p> <p>Generally there were no issues associated with the stand alone routing. One male respondent interpreted the routing instruction as being a routing 'to sexual orientation' for male respondents rather than a routing 'away from' the babies born question. As such he wrongly assumed that sexual orientation was only asked of male respondents and hypothesised why this might only be asked of males.</p> <p>Recommendations and next steps</p> <p>None</p>

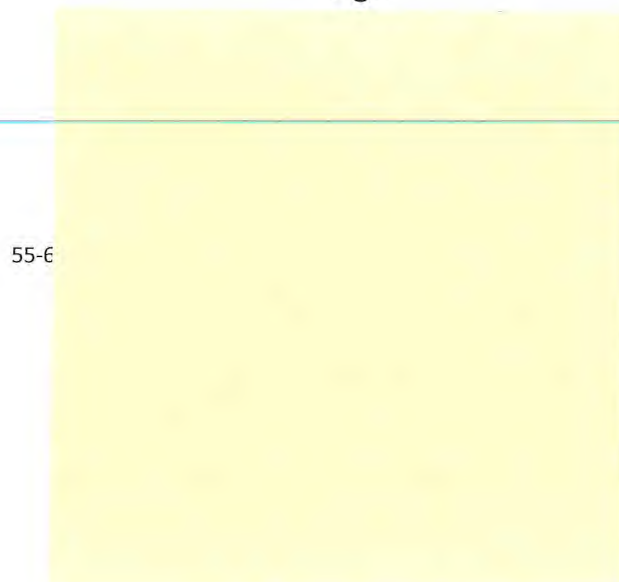
Appendix 1: Respondent demographics

Sprint 7 involved testing with a total of 117 respondents. Respondent demographics are based on responses to census questions, not all of which were answered or relevant.

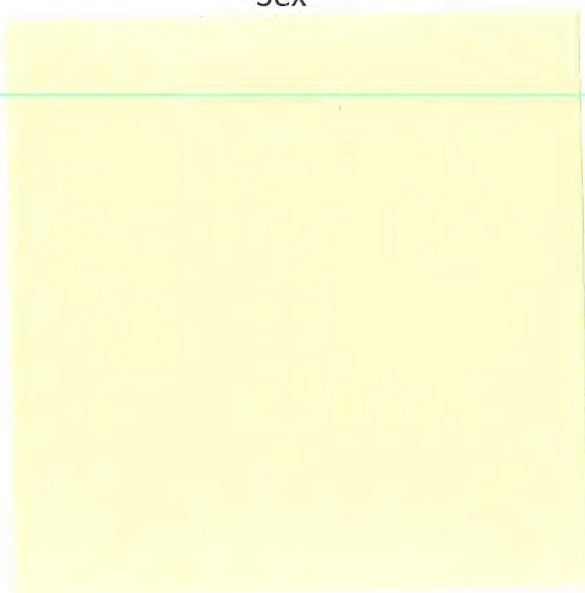
Usual address



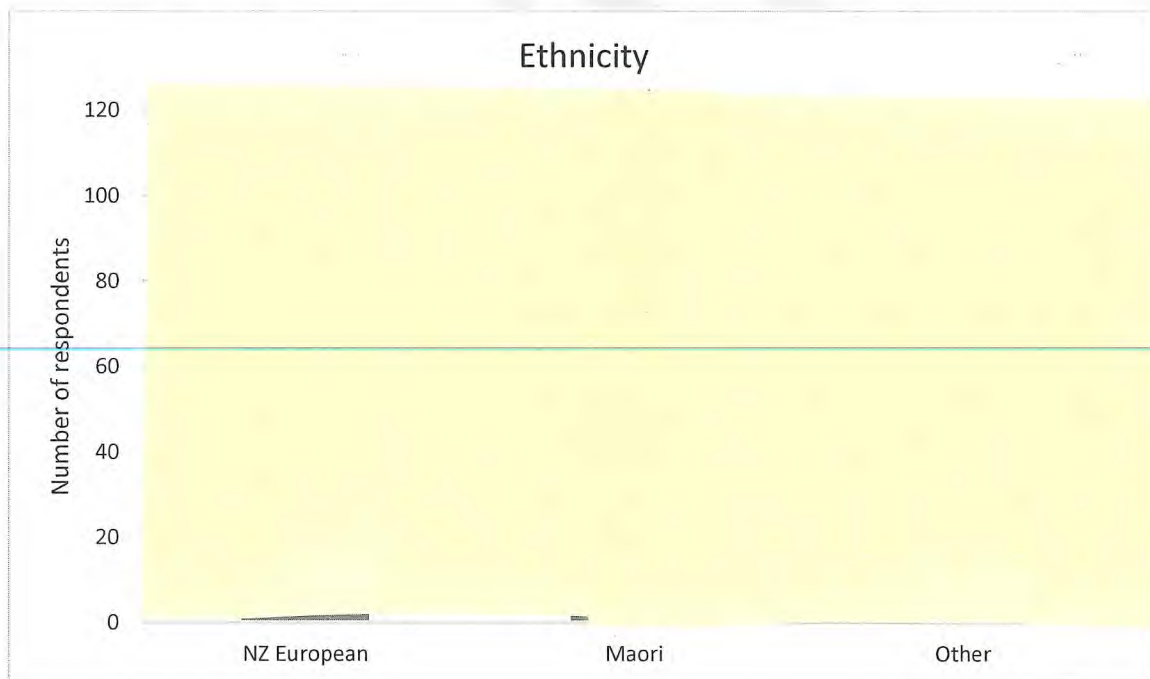
Age

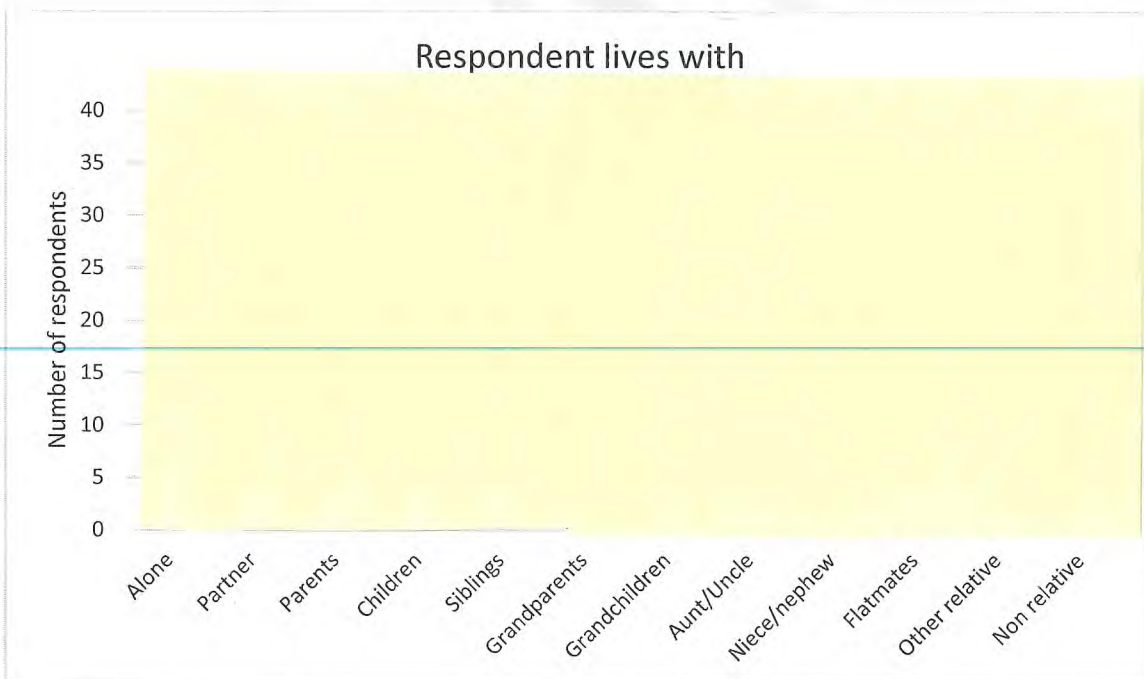


Sex



Ethnicity





		Total (of 117)	Forms Version 1	Forms Version 2
Usual address	Wellington			
	Christchurch			
	Rural Canterbury			
	Napier/Hastings			
	Other			
Age	15- 24 years			
	25-34 years			
	35-44 years			
	45-54 years			
	55-64 years			
	65+ years			
Sex	Male			
	Female			
	Indeterminate			
Ethnicity	New Zealand European			
	Maori			
	Samoan			
	Cook Island Maori			
	Tongan			
	Niuean			
	Chinese			
	Indian			
	Other			
Maori descent (target group)	yes			
	No			
	Don't know			
Other target groups	Step-families			
	Retirement village residents			
	Youth (15-24 years)			
	holiday park residents			
	Parents with children at home (proxy reporting)			



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