



KANTAR PUBLIC



Department for
Digital, Culture
Media & Sport

National Citizen Service 2016 Evaluation

Technical report

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1. Background and introduction

1.1 Introduction

In 2016, the Office for Civil Society¹ commissioned Kantar Public to conduct an impact evaluation of the 2016 summer and autumn National Citizen Service programmes (NCS). The evaluation included a value for money assessment, which was conducted by London Economics.

The main aims of the 2016 evaluation were to:

- assess the impact of the programme on three outcome areas
 - social cohesion
 - social mobility
 - social responsibility
- understand whether NCS represents good value for money

This report describes the technical details of the longitudinal baseline and follow-up surveys and the value for money analysis.

1.2 Background

NCS is a government-sponsored initiative managed by the NCS Trust, a community interest company established by the government to shape, champion and support NCS. NCS brings together young people aged 15 to 17 from different backgrounds and gives them the chance to undertake a programme of personal and social development and community action. Overall, NCS is working to enable and encourage social cohesion, social mobility and social responsibility.

Following successful pilots in 2011 and 2012, NCS was fully launched in 2013, with just under 40,000 young people taking part across England that year. Numbers have increased each year, and in 2016, over 90,000 young people took part: 3,632 in the spring programme; 72,889 in summer²; and 16,194 in autumn^{3,4}.

Programme Structure

Since 2011, the structure of NCS has undergone a number of refinements based on evidence from pilot and test programmes. In 2016, following an introductory period where participants may have taken part in induction activities, participants completed the four main phases outlined in figure 1 below.

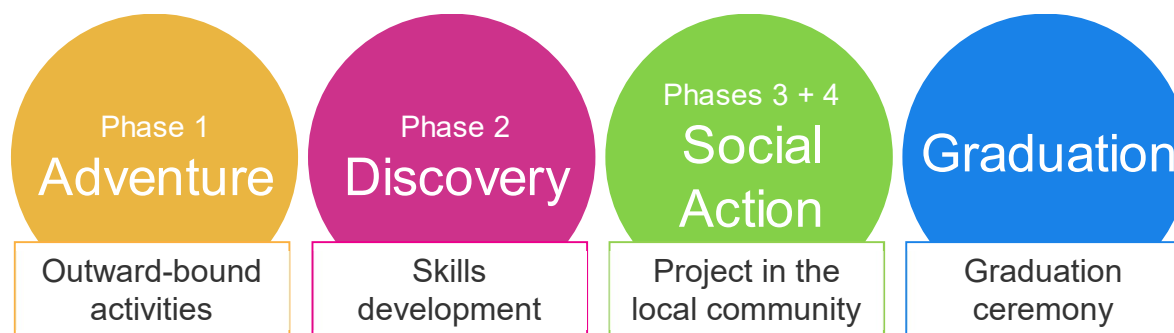
¹ At the time, the Office for Civil Society (OCS) was part of the Cabinet Office. As part of machinery of government changes in summer 2016, the functions of OCS were transferred to the Department for Culture Media & Sport, now the Department for Digital, Culture Media & Sport.

² This includes 9,900 on the 3-week summer programme; and 62,989 participants on the 4-week summer programme

³ This comprises 10,556 on Standard model programmes and 4,706 undertaking the College model programmes, plus an additional 932 autumn pilot participants

⁴ Kantar Public only evaluated the 2016 4-week summer and Standard model autumn programmes.

Figure 1 NCS programme structure



NCS is led by 10 prime organisations spread over 19 regions. The prime organisations work with local delivery partners, who deliver NCS at a local level. Both the summer and autumn programmes included all phases, although the exact timings of delivery varied across regions and seasons. Summer programmes largely took place during the school summer holidays, while the autumn programmes took place over a period of a few weeks during and after the autumn half-term holidays in October and November.

Since 2012 NCS has been delivered over three seasons: spring, summer and autumn. This seasonal model recognises that not all young people will find it easy - for a variety of reasons - to attend programme in the Summer. Seasonal delivery is therefore one way of maximising the accessibility of the programme as the NCS Trust continues to work towards the goal of making NCS a rite of passage for all young people.

Table 1 below provides an overview of the differences between the programmes in summer and autumn.

Table 1 Programme overview

Phase	Summer	Autumn
Phase 1 - Adventure <i>Outdoor team-building activities</i>	4 nights/5 days residential, greater than 1 hour from participants' homes	3 nights/4 days residential, greater than 1 hour from participants homes
Phase 2 - Discovery <i>Skills development and community exploration</i>	4 nights/5 days residential, less than 1 hour from participants' homes	3 days non-residential
Phase 3 - Action <i>Designing and delivering social action projects</i>	(a) 30 hours over 4/5 days, planning projects (non-residential)	30 hours, full-time or part-time, planning and delivering social action projects (non-residential)
	(b) 30 hours, either full-time or part-time, delivering social action projects (non-residential)	
Celebration Event <i>Participants receive certificates and celebrate achievements/development</i>		

1.3 Evaluation methodology overview

Kantar Public took a similar approach to previous NCS evaluations. Kantar Public conducted a baseline and follow-up survey with NCS participants and a matched comparison group of young people to enable difference in difference (DiD) analysis. A census approach was taken of all young people who took part in the standard NCS programme during the fieldwork period⁵. The comparison group was composed of young people who had expressed an interest in NCS but didn't take part, and a boost sample of young people from an online panel.

Data was collected at the baseline as follows:

- participants - paper self-completion questionnaires were distributed by providers on the first day of the phase 1 adventure residential programme before NCS activities began
- comparison group - web survey during the same period the participant data was collected

All participants and comparison group respondents who agreed to re-contact in the baseline survey were invited to complete an online follow-up survey around three months after the end of the NCS residential programme.

Kantar Public is certified to ISO 20252 (the International Standard for Market, Opinion and Social Research), ISO 9001 (the International Process Standard for Service Companies) and ISO 27001 (the International Standard for Information Security). All research was carried out in compliance with these standards, in line with The UK Data Protection Act 1998, the MRS and ESOMAR codes of conduct, and the Government Social Research ethics guidance⁶.

1.4 Value for money

Methodology, caveats and interpretation

The value for money analysis was conducted in line with the principles of the HM Treasury Green Book, and sought to monetise (as far as possible) the resource costs and benefits associated with NCS. It is important to note that for this analysis, 2016 'full costs' were included for the first time (rather than a narrower focus on core programme delivery costs as in previous evaluations).

However, as in previous evaluations, it has not been possible to assess and monetise all of the possible benefits of the programme, including longer-term benefits to young people who took part in the programme and any benefits to parents/guardians and the workforce that deliver the programme. Consequently, this value for money assessment is likely to undervalue the full benefit of the programme.

Due to continual improvements in the methodologies used to assess the value for money of the programme, the 2016 figures should not be compared directly with previous evaluation reports.

⁵ This is defined as those taking part in the 4-week summer programmes and the Standard delivery autumn programmes. The 3-week summer programmes and the autumn College model programmes, which were smaller than the 4-week and Standard delivery model programmes in terms of participant numbers, were largely excluded.

⁶ <https://www.gov.uk/government/publications/ethical-assurance-guidance-for-social-research-in-government>

Alternative approaches

Two approaches to understanding the value for money associated with NCS were adopted. The first approach for assessing value-for money is a more 'traditional' approach to undertaking a cost-benefit analysis, in which London Economics estimated the monetised impact associated with both leadership and volunteering activity, which were strongly impacted by participation in NCS. In the second approach, London Economics estimated the monetary impact associated with changes in the self-reported wellbeing of participants, which was also positively impacted following NCS participation.

1.5 Evaluation outcome measures

The outcome measures for the evaluation were consistent with previous years and were grouped into the four outcome areas shown in table 2. In the 2016 evaluation report, these have been grouped into three overall social objectives - social mobility, social cohesion and social responsibility.

Table 2 NCS outcome areas and social objectives

Outcome area	Social objective
Improving teamwork, communication and leadership	Social mobility
Facilitating transition to adulthood	Social mobility
Improving social mixing	Social cohesion
Encouraging community involvement (attitudes and actions)	Social responsibility

1.6 Impact analysis

To make the participant and non-participant (comparison) groups as comparable as possible, Kantar Public undertook propensity score matching, which attempts to control for differences in the characteristics between NCS participants and non-participants.

Kantar Public then conducted difference in difference (DiD) analysis to assess the impact NCS participation had on the measured outcomes. This measures the change in outcomes for NCS participants between their two interviews, compared with the change observed for non-participants. The difference between these two levels of change is the impact attributed to participation on NCS. Impact estimates were tested based on OLS regression using a two-tailed t-test.

2. Baseline surveys

2.1 Participant surveys

Kantar Public collected data from participants in the summer and autumn programmes using a 12-page paper self-completion questionnaire booklet. The questionnaire included a number of questions to measure the evaluation outcomes. It also included questions to collect demographic information, permission for re-contact and data linking, and contact details. The questionnaire was the same for summer and autumn programmes, with the exception of seasonal references.

Kantar Public reviewed the questionnaires with the Office for Civil Society at the start of the evaluation. To reduce the questionnaire length, a number of questions used in previous evaluations were removed, although the majority of the outcome measures were retained. All questionnaires are included in chapter 6 of this report.

2.1.1 Sample

The summer sampling approach was consistent with the 2015 evaluation. Earlier evaluations (2011 to 2014) took a census approach, surveying all summer NCS participants. However, as NCS expanded this approach was no longer viable. Instead, in 2015 and 2016, a census approach was adopted but only for a specified time-period.

All participants who took part in NCS residential programmes in the weeks commencing July 18 and July 29 were invited to take part in the evaluation. The only exception is participants on 3-week programmes who were largely excluded from the survey. During the fieldwork period the majority of 3-week programmes took place in one region (WM2) this region was excluded from the survey. In one region (YH2) 3 and 4-week programmes ran simultaneously during the second week of the fieldwork period. It is therefore possible that some 3-week participants from programmes in this region were included in the survey. However, they will have made up a very small proportion of the overall participants surveyed and their impact on the survey results is likely to have been negligible. In the autumn programme all participants in programmes taking place during half term week (October 21 to 30), or weekend programmes up until November 18, were invited to take part. Therefore, the surveyed population mainly comprised Standard model participants, with Standard model programmes taking place during half term. College model programmes ran during term time and consequently College model participants were largely excluded from the survey. While it is possible that a small number of College model participants were included in the sample it is likely to have had a negligible effect on the estimates

During both programmes there were instances where providers did not have enough questionnaires to survey all participants. This was the case when programmes were organised at a late stage, or the number of participants was significantly higher than expected. In these cases Kantar Public asked local delivery partners to take a complete census approach in the first fieldwork week and invite all NCS participants to take part. Kantar Public then asked that in the second week surveys were given to complete groups

of participants until there were not enough questionnaires for a whole group to complete, at which point fieldwork ended. The total shortfall was 1707 questionnaires.⁷

2.1.2 Fieldwork

Questionnaires were printed and despatched to the prime organisations, who then distributed them to their local delivery partners. Providers were instructed to give questionnaires to all participants during the defined fieldwork period. Providers handed out the questionnaires on the first day of the phase 1 adventure residential, before participants started any of the programme activities. This was to ensure that, as far as possible, participant baseline measures were not affected by early experiences of NCS. It was made clear to participants that they could choose whether to complete the questionnaire or not.

Providers were given precise instructions about how to administer the survey, to ensure consistency across the programmes. Chapter 7 of this report includes the instructions that Kantar Public sent to delivery partners ahead of a detailed briefing call to ensure they fully understood their requirements and had the opportunity to ask any questions. The prime organisations were responsible for collecting completed questionnaires from their local delivery partners. Kantar Public then arranged for secure couriers to collect the completed questionnaires from the prime organisations.

2.1.3 Data processing

Respondents were asked to provide their contact details on the penultimate page of the questionnaire, and this and the last page of the questionnaire were separated from the rest of the document to preserve the confidentiality of respondents' answers. As for all elements of the research, participation was optional. Please see chapter 6 for the wording used.

All questionnaires were scanned. Where participants agreed to re-contact, Kantar Public manually typed up their details from the scanned images of the questionnaire and entered them into an Excel database.

Datasets for both programmes were produced in IBM SPSS.

2.1.4 Response

As noted at 2.1.3 participants were asked their permission to be re-contacted for the follow-up survey and their contact details (name, address, two telephone numbers and an email address).

Participants were also asked their permission for data linking to enable users to potentially identify the longer-term impact of NCS. The data linking request clearly explained why the question was being asked, what survey responses may be linked to, and that the data would be anonymised and stored securely. The baseline questionnaire in chapter 6 includes the exact wording used.

Table 3 shows the numbers of questionnaires received and the proportion of young people who agreed to be re-contacted and to data linking.

⁷ This accounts for 9% of the total number of 18,981 NCS participants during the fieldwork period, based on numbers reported by prime organisations.

Table 3 Baseline numbers of completed interviews – participant group

Season	Number of completed interviews	% of completes who agree to re-contact	% of completes who agree to data linking
Summer	13,905	59%	88%
Autumn	7,900	53%	87%

2.2 Comparison group surveys

At both the summer and autumn waves, the questionnaire used for the comparison group was nearly identical to the participant survey, with some appropriate wording tweaks to ensure the questions remained relevant.

2.1.5 Sampling

In the summer and autumn programmes, the comparison group was initially drawn from a database of young people held by the NCS Trust. These young people had expressed interest in NCS and agreed to be re-contacted but had chosen to not attend the programme (referred to as EOI sample). This was the same methodology used in 2015, based on the rationale that this sample would be more similar to the participants than a representative sample of young people from the same age group.

In the summer evaluation, the NCS Trust sent Kantar Public 125,000 records from this database: 100,000 records were randomly selected for the summer programme evaluation, and the remainder were kept for the autumn evaluation. However, as Kantar Public achieved a lower response than required, they topped up this group with a sample of young people from an online panel (the exact numbers achieved are shown in section 2.1.8).

The online panel sample was drawn from trusted panel partners, who regularly verify the identities of their panellists. A screener question was included to ensure the young person had not completed NCS. All panel respondents were aged 16 or 17. For the summer evaluation, Kantar Public conducted the impact analysis both with and without the panel respondents to assess how the inclusion of the panel respondents affects results (see section 4.2). Given the similarities, it was felt that it was appropriate to include panel respondents in the analysis.

For the autumn evaluation, fieldwork began with the 25,000 records retained from the summer EOI sample (referred to as batch 1). The NCS Trust also delivered a second batch of 9,000 records towards the end of fieldwork (referred to as batch 2). Again, the online panel sample was used to ensure Kantar Public achieved a robust number of completed interviews.

2.1.6 Fieldwork

The comparison group were invited to complete the survey online at both time points, over a fieldwork period of six weeks. In the summer evaluation, the survey was reopened for one week to include the online panel boost sample.

For the autumn evaluation, the six-week fieldwork period began with batch 1 of EOI sample, and then panel sample was also included (the dates are shown in table 4).

However, as batch 2 of the EOI sample was received towards the end of fieldwork, the survey was reopened for two extra weeks to accommodate this.

Respondents were invited to take part in the comparison group baseline survey through a variety of channels - email, letter and text message (autumn only) depending on the contact information provided. Email invitations included a unique link for each individual that they could follow to start the survey. For the letter and text methods, Kantar Public set up a bespoke website and gave respondents a username and passcode to log in to the survey. Kantar Public adapted the mixed-mode reminder strategy as fieldwork progressed, using the different contact details provided to maximise response. To help boost response rates, survey respondents were given the opportunity to enter a prize draw for a £500 Amazon voucher.

Table 4 Fieldwork dates for the 2016 baseline - comparison groups

Season	Sample type	Fieldwork start	Fieldwork end
Summer	EOI sample	July 18	August 26
	Panel sample	August 26	September 5
Autumn	EOI sample – batch 1	October 21	December 2
	EOI sample batch 2	December 9	December 23
	Panel sample	November 22	December 2

2.1.7 Survey exclusions

A small number of comparison group respondents (14) were excluded from the results for completing the online survey too quickly or giving a flat-lined response⁸.

2.1.8 Response

As with the participant survey, comparison group respondents from the EOI sample were asked for permission to re-contact them and for consent to data linkage. The panel boost respondents had already given their permission to be re-contacted as part of joining the panel, so only data linking permission was asked of this group.

Table 5 Baseline survey interviews achieved – comparison group

Season	Sample type	Completes (n)	% completes who agree to re-contact	% of completes who agree to data linking
Summer	EOI sample	3,374	65%	66%
	Panel sample	312	n/a	48%
Autumn	EOI sample	1,528	65%	68%
	Panel sample	1,341	n/a	69%

⁸ This is where a respondent gives an identical response across a list of questions using the same rating scale, which suggests they have not read each question or thought about their answers.

3. Follow-up surveys

All participants and comparison group young people who responded to the baseline survey and agreed to be re-contacted were invited to take part in a follow-up survey three months later. Both the participant and comparison groups completed the same online survey. However, the survey used routing to ask NCS participants an extra set of questions about their experience of NCS. A new question was added for the 2016 evaluations, which measured participants' views of the NCS staff on their programme.

3.1 Sampling

Table 6 shows the profile and breakdown of the sample available for the follow-up survey.

Table 6 Distribution of the issued follow-up sample

		Participant		Comparison	
		Summer 16	Autumn 16	Summer 16	Autumn 16
Age	16 years and under	80%	62%	68%	38%
	17 years and over	14%	33%	21%	47%
	Missing	6%	5%	11%	15%
Gender	Male	36%	44%	30%	36%
	Female	62%	54%	69%	64%
	Missing	2%	2%	^	^
Ethnicity	White	66%	57%	72%	77%
	Asian	15%	19%	14%	11%
	Black	9%	11%	7%	6%
	Mixed	5%	6%	6%	5%
	Other	1%	3%	2%	2%
	Missing	3%	4%	^	^
Free School Meals (FSM) ⁹	Yes	24%	25%	22%	22%
	No	65%	63%	69%	69%
	Missing	11%	12%	9%	8%
Religion	No religion	51%	42%	51%	50%
	Christian	30%	34%	34%	36%
	Muslim	10%	15%	10%	9%
	Hindu	3%	3%	2%	1%
	Sikh	1%	1%	1%	1%
	Jewish	^	^	1%	1%
	Buddhist	1%	1%	^	^
	Any other religion	2%	2%	2%	2%
	Missing	2%	2%	^	^

Base: summer participants (7,750), autumn participants (4,224), summer comparison group (2,497), autumn comparison group (2,329)

^ Indicates a figure of less than 1%

⁹ FSM entitlement refers to pupils that are eligible for free school meals. These pupils come from families that are entitled to one or more of a range of benefits, which aim to support those on low incomes. As such, FSM entitlement is used as a proxy measure for disadvantage. Respondents were asked whether they had been eligible for free school meals in the last six years.

3.2 Fieldwork

Depending on the contact details available, respondents in both the participant and EOI sample groups were invited to take part in the online follow-up survey through a variety of channels:

- email invitations, which included a unique and direct link to the survey
- letters which included details of the website and username and passcode details to log in to the survey
- text messages which also included website and log in details
- telephone reminders conducted by Kantar Public’s telephone interviewers

In addition to this, respondents in the panel sample groups were invited to take part via an email sent by the panel partners.

The start of fieldwork was staggered for the different sample groups, due to the different timings of the corresponding baseline surveys. Table 7 shows the fieldwork period for each group.

Table 7 Fieldwork dates for the 2016 follow-up survey

Season	Sample type	Fieldwork start	Fieldwork end
Summer	Participants	October 17 2016	November 25 2016
	EOI sample	October 17 2016	November 25 2016
	Panel sample	November 25 2016	December 1 2016
Autumn	Participants	January 23 2017	March 20 2017
	EOI sample – batch 1	January 23 2017	March 20 2017
	EOI sample batch 2	February 20 2017	March 20 2017
	Panel sample	February 27 2017	March 20 2017

To help boost response rates, survey respondents were given the opportunity to enter a prize draw for a £500 Amazon voucher.

3.3 Survey exclusions

A small number of both participant and comparison group respondents (six) were removed for completing the survey too quickly or giving a flat-lined response¹⁰.

¹⁰ This is where a respondent gives an identical response across a list of questions using the same rating scale, which suggests they have not read each question or thought about their answers.

3.4 Data processing

Kantar Public created a longitudinal dataset, which combined respondents' survey responses from the baseline and follow-up survey. This dataset only included young people who had completed both the baseline and follow-up survey. Demographic variables were derived primarily from the data from the baseline survey.

A convention for variable names was developed, denoting whether each question was asked at baseline or follow-up and to participants or the comparison group.

3.5 Response

Table 8 below shows the number of responses achieved for each group.

Table 8 Completed follow-up interviews achieved

Season	Type	Completes (n)	Response rate
Summer	Participants	2,604	32%
	EOI sample	834	38%
	Panel sample	150	48%
Autumn	Participants	1,150	27%
	EOI sample (batches 1 and 2)	364	30%
	Panel sample	646	48%

4. Weighting and impact analysis

4.1 Weighting

Kantar Public first weighted the participant group to be representative of 2016 NCS participants in terms of age, gender and regional provider, using information provided by the NCS Trust.¹¹ This weight adjusted for any differential non-response of participant subgroups and was used to analyse the experiences of NCS participants (this is discussed in the second chapter of the main 2016 NCS evaluation report).

Kantar Public then weighted the comparison group to be equivalent to the NCS participant group through Propensity Score Matching (PSM). Using baseline survey variables, they fitted logistic regression models predicting respondents' likelihood of having taken part in NCS (i.e. being in the participant group). Kantar Public then used the outcomes from these models to calculate a weight to make the comparison group as similar as possible to the participant group. The objective here was to, as far as possible, account for any baseline differences between the participant and comparison groups. Kantar Public could then be more confident in attributing any change by the follow-up survey to the effect of taking part in NCS.

Kantar Public fitted separate models for the summer and autumn programmes and, within each programme, separate models for (i) male respondents, where geodemographic information was available, (ii) female respondents, where geodemographic information was available, (iii) remaining respondents where no geodemographic information was available. Tables 9 to 11 show the coefficients for each of the models used for PSM with the summer programme.

They considered a range of variables for the models to account for differences in the profiles of the comparison and participant groups and any prior differences in attitudes or outgoing behaviour:

- demographic characteristics – age, religion, eligibility for free school meals, disability status¹²
- geodemographic variables (where available) – ACORN category of respondent's address, quintiles of Indices of Multiple Deprivation (IMD)
- reported behaviour and activities prior to the programme – taking part in youth groups, ways in which respondents helped others, alcohol consumption
- attitudes – trust in others, how comfortable the respondent was with a friend/relative going out with someone from a range of different backgrounds

¹¹ A profile of 2016 NCS participants for the summer and autumn programmes can be found in the first chapter of the main report. The population figures used for weighting exclude summer participants on 3-week programmes but include autumn College model participants.

¹² Additionally, gender for the models of respondents for whom geodemographic information was not available.

Eligibility for free school meals, religion and, where available, geodemographic variables (ACORN category and IMD quintiles) were included in all of the final models. Other variables were only included where they had a significant association with participation in NCS, in other words, where they represented a significant difference between the NCS participant group and the comparison group. Consistent with the 2015 evaluations, Kantar Public used religion and not ethnicity, given the high correlation between the two variables.

Due to an error in the routing description on the paper questionnaire, some respondents from the autumn evaluation incorrectly did not answer the question about alcohol consumption. Just over half of participants who completed the follow-up survey were missing baseline data for this question. Therefore, to evaluate impact for the autumn programme, the difference in difference analysis for this question was conducted only among those respondents who gave an answer. First we calculated a participant weight for this question, weighting the profile of participants who gave an answer to match the overall profile of NCS participants, as provided by the NCS Trust. This was to make the subset of participants who gave an answer broadly representative of the total population of NCS participants. They then repeated the propensity score matching process, excluding any respondents who did not give an answer at this question. This was to ensure that the comparison group was matched to the sub-set of participants for whom they did have baseline data on this question.

Tables 9 to 11 show the logistic regression propensity model for this matching process.

4.2 Impact analysis

Impact was assessed through difference in difference analysis (DiD). Kantar Public compared the level of change for participants between the baseline and follow-up surveys to the equivalent level of change for the comparison group. The difference between these two levels of change is the impact attributed to participation in NCS.

Where there was a large difference on a given outcome in the DiD results between certain subgroups, for example, male and female respondents, Kantar Public additionally tested for a significant difference between these groups.

Impact estimates were tested based on OLS regression using a two-tailed t-test. Only statistically significantly different results ($p < 0.05$) are shown in the main findings report.

With the exception of the comparison group panel sample boost, this mirrors the methodology used in the previous NCS evaluations. To ensure that the results are comparable, the summer DID analysis was conducted both with and without the panel group. The impact estimates were very similar, suggesting that the inclusion of the panel group adds, at most, little bias to the estimates.

Table 9 The logistic regression propensity model for males (where geodemographics were available) used to match comparison sample cases to selected test participants after the summer follow-up survey

	Coefficient	SE	Lower	Upper	sig.
Constant	-0.913	0.482	-1.858	0.032	0.058
Free school meals					
Eligible	0.393	0.207	-0.014	0.799	0.058
IMD					
Most deprived	0.000	0.000			
Second quintile	-0.176	0.327	-0.818	0.465	0.590
Third quintile	0.293	0.333	-0.360	0.946	0.378
Fourth quintile	0.135	0.356	-0.564	0.834	0.705
Least deprived	0.246	0.365	-0.470	0.962	0.500
Acorn					
Affluent achievers	0.000	0.000			
Rising prosperity	-0.402	0.388	-1.162	0.359	0.300
Comfortable communities	-0.362	0.230	-0.813	0.088	0.115
Financially stretched	-0.189	0.289	-0.757	0.379	0.514
Urban adversity	-0.380	0.355	-1.076	0.316	0.284
Religion					
No religion	0.000	0.000			
Christian	0.339	0.187	-0.028	0.706	0.070
Muslim	-0.557	0.318	-1.182	0.067	0.080
Other	-0.298	0.327	-0.939	0.343	0.362
Help given outside the family in the last three months					
Taking care of someone who is sick or frail	-0.723	0.304	-1.319	-0.127	0.018
Writing letters or filling in forms for someone	0.336	0.166	0.011	0.661	0.043
Young person's current activity					
Studying AS or A levels in a sixth form or college	0.769	0.172	0.431	1.106	0.000
Paid work	0.538	0.196	0.153	0.922	0.006
Unpaid voluntary help or community work	0.491	0.228	0.044	0.938	0.031
Don't know	-0.737	0.340	-1.404	-0.070	0.030
Whether young person is comfortable with a friend or relative going out with someone who is...					
Gay or lesbian	-0.101	0.030	-0.160	-0.041	0.001

Table 10 The logistic regression propensity model for females (where geodemographics were available) used to match comparison sample cases to selected test participants after the summer follow-up survey

	Coefficient	SE	Lower	Upper	sig.
Constant	-1.490	0.411	-2.297	-0.684	0.000
Free school meals					
Eligible	0.265	0.130	0.010	0.521	0.042
IMD					
Most deprived	0.000	0.000			
Second quintile	-0.113	0.168	-0.443	0.217	0.502
Third quintile	-0.093	0.195	-0.476	0.290	0.633
Fourth quintile	-0.260	0.204	-0.659	0.140	0.203
Least deprived	-0.179	0.216	-0.603	0.245	0.408
Acorn					
Affluent achievers	0.000	0.000			
Rising prosperity	0.063	0.218	-0.364	0.490	0.773
Comfortable communities	-0.262	0.157	-0.569	0.045	0.095
Financially stretched	-0.200	0.195	-0.582	0.182	0.304
Urban adversity	-0.360	0.223	-0.797	0.077	0.106
Religion					
No religion	0.000	0.000			
Christian	0.057	0.115	-0.168	0.283	0.618
Muslim	0.251	0.186	-0.114	0.617	0.178
Other	-0.577	0.302	-1.169	0.016	0.056
Age					
Under 16 yrs 3 mnths	0.000	0.000			
16 yrs 3 mnths - 16 yrs 6 mnths	0.193	0.159	-0.118	0.504	0.224
16 yrs 6 mnths - 16 yrs 9 mnths	0.172	0.153	-0.129	0.473	0.262
16 yrs 9 mnths - 17 yrs	0.105	0.171	-0.231	0.442	0.539
17 yrs or above	1.000	0.158	0.690	1.309	0.000
Help given outside the family in the last three months					
Decorating, or any kind of home or car repair	-0.513	0.184	-0.875	-0.152	0.005
Looking after a pet for someone who is away	0.362	0.130	0.106	0.618	0.006
Helping with a university or job application	0.561	0.141	0.285	0.838	0.000
Writing letters or filling in forms for someone	0.471	0.115	0.246	0.696	0.000
Young person's current activity					
Studying AS or A levels in a sixth form or college	0.354	0.115	0.129	0.580	0.002
Paid work	0.496	0.123	0.255	0.738	0.000
Don't know	-0.654	0.212	-1.070	-0.238	0.002
Units of alcohol drunk in the last week					
None / Don't know / Refused	0.000	0.000			
1-6 units	0.179	0.130	-0.076	0.434	0.168
7 units or more	-0.436	0.207	-0.841	-0.030	0.035

	Coefficient	SE	Lower	Upper	sig.
Whether young person is comfortable with a friend or relative going out with someone who is...					
From a different race or ethnicity to you	0.293	0.062	0.171	0.415	0.000
From a different religious background to you	-0.177	0.044	-0.263	-0.091	0.000
Disabled	-0.109	0.049	-0.206	-0.012	0.027

Table 11 The logistic regression propensity model for respondents where geodemographics were not available, used to match comparison sample cases to selected test participants after the summer follow-up survey

	Coefficient	SE	Lower	Upper	sig.
Constant	-2.877	0.706	-4.263	-1.491	0.000
Free school meals					
Eligible	-0.177	0.264	-0.696	0.342	0.503
Religion					
No religion	0.000	0.000			
Christian	-0.173	0.239	-0.642	0.296	0.469
Muslim	0.433	0.402	-0.355	1.222	0.281
Other	0.071	0.414	-0.742	0.884	0.864
Gender					
Female	0.000	0.000			
Male	-0.980	0.238	-1.447	-0.513	0.000
Help given outside the family in the last three month					
Decorating, or doing any kind of home or car repair	-0.748	0.349	-1.433	-0.063	0.032
Young person's current activity					
Studying AS or A levels in a sixth form or college	0.523	0.213	0.104	0.941	0.014
Don't know	-1.429	0.532	-2.475	-0.384	0.007
Units of alcohol drunk in the last week					
None / Don't know / Refused	0.000	0.000			
1-6 units	0.726	0.257	0.221	1.232	0.005
7 units or more	-0.270	0.406	-1.067	0.526	0.505
Whether young person is comfortable with a friend or relative going out with someone who is					
From a richer or poorer background to you	0.206	0.066	0.077	0.335	0.002

5. Value for money

The value for money analysis was conducted in line with the principles of the HM Treasury Green Book and sought to monetise (as far as possible) the resource costs and benefits associated with the scheme. It is important to note that the analysis is not directly comparable to the approach adopted in the 2015 evaluation of the National Citizen Service (NCS). In particular, for this analysis 2016 'full costs' were included for the first time rather than the narrower focus on 'delivery' costs used in previous evaluations. Furthermore, some of the approaches to quantify the economic benefits associated with NCS participation have been refined and developed since previous evaluations. To facilitate a closer comparison between the analysis presented in the main report and previous analyses, a sensitivity analysis has been undertaken and provides further information to assist comparisons over time.

As with previous evaluation work, this assessment of benefits has not been expanded to assess longer term outcomes associated with the programme, and so only includes the short-term benefit to young people who took part in the programme. More generally, in addition to the benefits accrued by young people, there are likely to be significant short and longer-term benefits of NCS to parents/guardians and the workforce that deliver the programme. As these benefits are not currently measured, the value for money assessment is likely to undervalue the full benefit of the programme.

The value for money analysis adopted two approaches to determine the financial benefits associated with NCS:

- The first approach (Approach 1 or Baseline Approach) is a similar approach as that adopted in the evaluation of the 2015 NCS programmes¹³. It focuses primarily on calculating the monetary value of increased lifetime earnings among NCS participants due to enhanced **leadership skills** as well as the value of additional hours spent **volunteering** by NCS participants
- A complementary approach (Approach 2) estimates the monetary value associated with the impact of NCS on **wellbeing** based on self-reported life satisfaction scores. This approach is based on a replication of a separate analysis of the value associated that was undertaken in relation to the 2015 NCS programmes¹⁴

The specific methodological approach of each is discussed in turn, where the relevant information has not been presented in the main report.

¹³ Ipsos MORI (2017), "National Citizen Service 2015 Evaluation: Main report". Available at: <https://wearencs.com/our-objectives-and-impact>

¹⁴ Jump x Simetrica (2017), "If you could bottle it...A wellbeing and human capital value for money analysis of the NCS 2015 programme". Available at: https://wearencs.com/sites/default/files/2018-10/NCS%20Wellbeing%20and%20Human%20Capital%20Valuation%20-%20Jump_0.pdf

Approach 1

Leadership skills

- A. The impact analysis presented in the main report demonstrated that the NCS was associated with a 19.7% impact on improved leadership skills¹⁵ in summer 2016 and 19.8% impact in autumn 2016
- B. The existing literature¹⁶ suggests that leadership skills can improve the present value of lifetime earnings by between 2.1% and 3.8%, holding other factors constant. We assume that these earnings premia are the lower and upper bounds respectively, with the central estimate standing at 2.95%
- C. The central estimate of the present value of lifetime earnings used in the 2015 NCS evaluation was £600,000^{17 18}
- D. There were 62,989 participants of the 4-week summer programme and 10,556 participants in the Standard model autumn programme
- E. An individual who attains leadership skills is likely to earn more because of those skills directly, but also because those skills will typically help him or her gain a higher level of education, which is also associated with higher earnings. In order not to double-count these two confounding effects, and following the approach adopted in previous evaluations for comparability, a 20% discount rate is applied¹⁹

The total value of **leadership** skills is the product of these five stages (shown in table 12).

¹⁵ As described in the main report, in the value-for-money analysis, the survey question used to assess leadership skills was: Q10 How do you feel about the following things, even if you have never done them before...? (a) Meeting new people; (c) Working with other people in a team; (d) Being a leader of a team; (e) Explaining my ideas clearly. The proportion of participants who gained leadership skills was calculated as the simple average of the proportion of participants who improved on each of these four criteria.

¹⁶ Kuhn P., and Weinberger C., (2005), "Leadership Skills and Wages", *Journal of Labour Economics*, Volume 23, Number 3, July 2005. Note that there is very limited economic evidence relating to the impact of leadership on economic outcomes (such as enhanced earnings or employment outcomes). Although this particular paper provides a detailed peer-reviewed methodology and econometric estimates, it needs to be remembered that the analysis is based on 1 set of estimates that related to three cohorts of white male high school leavers from the United States (1960, 1972 and 1982) interviewed approximately 9-13 years post- graduation. Although this study is somewhat dated, and there are some questions about the composition of the sample under consideration in respect of the comparability with current NCS participants, the fact that the analysis considers the impact of different aspects of leadership during the later stages of secondary schooling on medium-term labour market outcomes (controlling for a range of personal and socioeconomic characteristics) makes it the most informative and relevant evidence in the field.

¹⁷ Department for Business Innovation & Skills (2013), "The impact of university degrees on the lifecycle of earnings; some further analysis". BIS Research Paper No, 112

¹⁸ In previous evaluations (for instance the 2015 evaluation of NCS), the authors used estimates of the net graduate premium and net Exchequer benefit associated with undergraduate degree level qualifications (See footnote 17) weighted by the proportion of men and women in the cohort (assuming a non-completion rate of 9%). However, given that this estimate aggregates across both genders, in the sensitivity analysis, we estimate alternative measures of the net graduate premium and net Exchequer benefit by gender.

¹⁹ In the 2015 NCS evaluation, the authors refer to the underpinning analysis undertaken by Kuhn and Weinberger (2005) and indicate that 20 percent of the effects of leadership skills on earnings were mediated by further and higher education. To avoid the misattribution of improved earnings to improvements in leadership (solely), the gross impact of leadership on lifetime benefits are adjusted accordingly. We follow the same approach in the baseline analysis for comparability.

Table 12 Summary of value for money assessment for leadership skills (Baseline Approach 1)

Factors	Description	Values
A	Proportion of participants who gained leadership skills	19.7% for summer, 19.8% for autumn
B	Lower/central/upper bound effect	Lower bound: 2.1% Central estimate: 2.95% Upper bound: 3.8%
C	Present value of lifetime earnings	£600,000
D	Number of participants ²⁰	62,989 for summer, 10,556 for autumn
E	Discount to avoid double counting	Reduction of 20%
A*B*C*D*E	Total value of leadership	Product of all the above

Note: The sensitivity analysis included in appendix 4 explores the impact of disaggregating the present value of lifetime earnings by gender.

Volunteering

During the NCS programme

Volunteering is a core theme of NCS. Phases 3 and 4 of the programme consist of a social action project in which participants are required to supply 30 hours of volunteer work in their local communities. However, additional hours of volunteering may not end after the programme ends. A follow-up survey undertaken three months after NCS graduation showed that after both the summer and autumn programmes, participants continued to volunteer at a higher rate than non-participants.



- A.** There were 62,989 participants of the 4-week summer programme and 10,556 participants of the autumn Standard model programme
- B.** The impact analysis presented in the main report demonstrated that the average **prior-level** of volunteering amongst NCS summer participants was 11.5 hours in a typical month and 8.8 hours amongst NCS autumn participants. With the average number of hours spent volunteering identified during the NCS programme itself standing at 30 hours, by subtraction, participants in the 2016 NCS programme volunteered an **additional** 18.5 hours as a result of the programme, with autumn participants contributing an **additional** 21.2 hours
- C.** The median wage rate associated with 16 to 17 year olds derived from the 2016 Annual Survey of Hours and Earnings (April 2016) was £5.50 per hour²¹

²⁰ Summer 4-week programme and autumn Standard programme (i.e. excluding College model)

²¹ Note that despite the heterogeneity in terms of the volunteering activities undertaken by NCS participants, there is no way to accurately identify a relevant opportunity cost associated with particular volunteering activities. This is because of either the limited information on the specific nature of the volunteering activities undertaken by participants (and how this might translate to industrial classification – and ‘which’ wage rate to use), or because of sample size, where measures of this opportunity cost in the labour market is insufficiently robust. Given this, we use information on the average wage as

The total value of volunteering during the NCS period itself is the product of these three factors (and presented in Table 13). The total monetary impact was estimated to be £6.0 million in summer 2016 and £1.6 million in autumn 2016.

Table 13 Summary of value for money assessment for volunteering hours supplied within the programme (Approach 1)

Factors	Description	Summer 2016 	Autumn 2016 
A	Number of participants	62,989	10,556
B	Additional volunteering hours supplied (30 hours minus baseline hours)	18.5	21.2
C	Median wage rate for 16-17 year olds	£5.50	
A*B*C	Total	Product of all the above	

After the NCS programme

A two-year follow up evaluation of NCS 2013²² found that the impact of the programme lasted well beyond its lifetime, with significantly higher rates of volunteering observed up to 28 months after graduation. In particular, previous evaluation analysis²³ indicated that there is a persistent volunteering effect between three months and 15 months post completion – as well as a declining (but positive) incidence of volunteering up to 27 months post completion. The previous evaluation analysis indicates that there is no statistically significant impact after 28 months.

Calculations of the monetary value of additional volunteering hours in this evaluation are based on these findings, as follows.

- A.** There were 62,989 participants of the 4-week summer programme and 10,556 participants in the autumn Standard model programme
- B.** Additional hours of volunteering: According to the three-month follow on survey for summer NCS 2016 participants, the average additional amount of volunteering hours supplied by participants, relative to the comparison group, was 6.3 hours per month. The 95% confidence interval around this estimate gives the lower and upper bounds of 2.8 and 9.7 hours per week, used in the 'low' and 'high' scenarios respectively. For the autumn programme, the central estimate was 6.0 hours per month, with a lower and upper bound of 3.1 and 8.8 hours, used in the 'low' and

identified in the (ONS) Annual Survey of Hours and Earnings, which is the most reliable source of information on labour market remuneration in the United Kingdom.

²² Ipsos MORI (2017), "National Citizen Service 2013 Evaluation – Two Years On: Main Report"

²³ Ipsos Mori (2015) "National Citizen Service 2015 Evaluation": The results of the evaluation of summer 2013 NCS suggest that the programme has an impact on the volunteering behaviour of participants that lasted beyond the short-term period. These findings suggested that participants continue to supply additional volunteering hours at a similar level (relative to a comparison group) for an *additional* 12 months post programme completion, though the magnitude of these effects declines over the following year, and by the 27/28th month following completion of NCS, the effects were not statistically significantly different from zero

'high' scenarios respectively (with the upper and lower bounds computed using a 95% confidence interval around the central estimate(s))

- C.** Rate of decline in hours volunteered: In the first 15 months post completion, we have assumed that the level of volunteering activity remains constant (at the augmented level of volunteering identified in the three-month follow-up). In other words, we assume that the number of hours reported in the three-month follow-up survey remains constant over the subsequent 12 months (i.e. up to month 15)

As previously mentioned, evidence from the two-year follow-on evaluation suggests that, by the third year of the post completion period, even the most optimistic scenario sees additional volunteering hours falling to zero. Taking these findings into account, the three scenarios in this analysis assume different rates of decline beyond the 15-month point:



- A.** In the 'low' scenario, the positive volunteering effects are assumed to end at this point (15-months post programme completion)
- B.** In the 'central' scenario, the effects are assumed to diminish at a constant rate, starting from month 16 of the post completion period, and falling to zero by the 27th month
- C.** In the 'high' scenario, the number of additional hours supplied also begins to decline in month 16; however, it is assumed that the rate of decline is marginally slower - falling to zero only in the 29th month of the post-programme period
- D.** Wage rate: In order to monetise the value of volunteering associated with the programme, each hour must be translated into a monetary value. We do this by considering the opportunity cost of the individual's volunteer work (i.e. the wage the young person would have otherwise earned in employment). We consider the median wage rate for a young person's age category to be the most accurate measure of this opportunity cost. The median pay reported in ASHE (undertaken in April 2016) was £5.50 for 16-17 year olds and £7.20 for 18-20 year olds

The value of additional volunteering hours beyond the three-month period is calculated as follows:

- A.** Over the first year after graduation, the impact calculations use the median wage rate for 16-17 year olds of £5.50 per hour
- B.** The calculations for the impact during months 25-28 used the median wage rate for 18-20 year olds of £7.20 per hour
- C.** To take account of some participants turning 18 in the second and third years following graduation from the NCS, an average of the two rates (£6.35 per hour) was applied to additional volunteering hours between month 13 and month 25
- D.** Economic analysis of streams of future benefits or costs requires discounting in order to make them comparable to benefits and costs accruing in the present. Following recommendations in HM Treasury's Green Book²⁴, the benefits in the first 12 months are not discounted. Thereafter, the social rate of time preference of 3.5% gives a discount factor of 0.9662 from month 12 to month 23 and 0.9335 from month 24 onward

²⁴ HM Treasury, 2011, "The Green Book, Appraisal and Evaluation in Central Government". Available at: <https://www.gov.uk/government/publications/the-green-book-appraisal-and-evaluation-in-central-government>

Table 14 Summary of value for money assessment for volunteering hours supplied following the NCS programme (Approach 1)

Factors	Description	Summer 2016 	Autumn 2016 
A	Number of participants	62,989	10,556
B	Additional volunteering hours supplied (three month follow-up survey)	Lower bound: 2.8 per month Central estimate: 6.3 per month Upper bound: 9.7 per month	Lower bound: 3.1 per month Central estimate: 6.0 per month Upper bound: 8.8 per month
C	(Linear) Rate of decline in hours volunteered	Central estimate: Additional monthly hours supplied assumed to be the same as in three-month follow-up – and last for a further 12 months. Volunteering hours fall at a constant rate after the 15-month point until reaching zero by month 27	
D	Wage rate	£5.50 per hour in first 12 months, £6.35 in months 13 to 25, £7.20 in subsequent months	
E	Discount factor	Following HM Treasury Green book guidelines: 0.9662 after one year and 0.9335 after two years	
A*B*C*D*E	Total	Product of all the above	

Understanding costs and value for money

Value for money assessment: Approach 1

From information provided by the NCS Trust, the total delivery cost associated with providing the National Citizen Service programme to the 2016 cohort of participants was £97.2 million in summer 2016 and £13.3 million in autumn 2016²⁵.



In addition to these delivery costs, the NCS also provided information on the central costs associated with the operation and facilitation of the programme. However, there is a mismatch between the financial year in which these costs are accounted for against the calendar year in which the bulk of activity took place. Therefore, these costs from an accounting perspective have been re-allocated to align with the timing of NCS participant activity. The costs associated with the operations of the NCS Trust associated with programme participants were estimated to be £26.4 million in 2016. Note that this estimate relates to all programme participants – including those undertaking the spring programme, 3-week summer programme and autumn College model. Given these participants are not

²⁵ £19.2 million in total delivery costs associated with the autumn 2016 programme, of which £13.3 million was associated with the Standard programme (excluding College model)


the focus of the evaluation, the central costs and overheads associated with these individuals were removed from the overall estimate of costs.

In addition to the £97.2 million in delivery costs associated with the 4-week summer 2016 programme, an additional £18.0 million in NCS central and overheads costs were incurred (bringing the total cost of delivery to £115.1 million). Similarly, in addition to the £13.3 million in delivery costs associated with the autumn 2016 programme, an additional £3.0 million in NCS central and overheads cost were incurred (bringing the total cost of delivery to £16.3 million). Given this information on costs, table 15, presents the costs associated with the summer and autumn 2016 NCS programmes.

Table 15 Cost information

Factors	Description	Summer 2016 	Autumn 2016 
A	Number of participants	62,989	10,556
B	Delivery Costs	£97.2m	£13.3m
C	NCST Central cost and overheads	£18.0m	£3.0m
D	Total costs	£115.1m	£16.3m

To inform the analysis, the 2016 NCS programme costs used are as follows:

 Summer 2016: approximately £115.1 million total associated with 62,989 participants, equating to:



- a total cost of £1,828 on average per participant
- a delivery cost of £1,543 on average per participant

 Autumn 2016: £16.3 million total associated with 10,556 participants equating to:

- a total cost of £1,541 on average per participant
- a delivery cost of £1,256 on average per participant

Table 16 presents the net benefit-cost ratios associated with the summer and autumn 2016 NCS programmes.

Table 16 Value for money assessment: summer and autumn 2016 NCS (Baseline Approach 1)

	Summer 2016 			Autumn 2016 		
	Low scenario	Central scenario	High scenario	Low scenario	Central scenario	High scenario
Leadership (£m)	£125.1m	£175.7m	£226.3m	£21.1m	£29.6m	£38.1m
Volunteering (£m)	£21.3m	£53.4m	£82.6m	£4.0m	£8.7m	£12.8m
Total net benefits²⁶ (£m)	£146.3m	£229.0m	£308.9m	£25.0m	£38.3m	£50.9m
Total costs (£m)	£115.1m			£16.3m		
Net benefit to total cost ratio	1.27	1.99	2.68	1.54	2.35	3.13
Delivery costs (£m)	£97.2m			£13.3m		
Net benefit to delivery cost ratio	1.51	2.36	3.18	1.89	2.89	3.84

Note: The methodology used in calculating the above results is slightly different from that used in previous years and is therefore not directly comparable. To facilitate a closer comparison, information contained in a later section contains a sensitivity analysis that uses the same methodology as previous years.

²⁶ Note that there was a small means-tested contribution towards the costs associated with the NCS from parents of participants. The parental contribution expended by the Trust was deducted from the estimate of gross benefits (as this was a cost incurred to achieve the economic benefits associated with volunteering and leadership). This accounts for any totals that do not add up.

Approach 2: Valuing the impact on wellbeing

The second approach is based on monetising the **wellbeing** impact of 2016 NCS using self-reported life satisfaction scores. This approach is distinct from Baseline Approach 1.

The following monetisation is based on estimates of impacts three months following 2016 summer NCS. Since the mean increase in wellbeing for 2016 autumn NCS was not statistically significant, there has been no attempt to attach a monetary value to it in the following analysis²⁷.

Description of Calculation

Using the same methodology as the previous Jump (2016) analysis assessing the monetary value of wellbeing, the following equation has been used in the previous evaluation to calculate the value (i.e. CS or Consumer Surplus) associated with a change in wellbeing for the 2016 summer NCS programme (where the description of the various terms is presented in table 17).

$$CS = M^0 - e^{\left[\ln(M^0) - \frac{\beta_{NCS}}{\alpha_1} \right]}$$

Table 17 Description of the elements of the wellbeing analysis

Element	Description	Value
M^0	Average income (British Household Panel Survey; 15-25 year olds)	£25,700
β_{NCS}	NCS impact on life satisfaction: lower bound estimate	0.16
	NCS impact on life satisfaction: central estimate	0.33
	NCS impact on life satisfaction: upper bound estimate	0.50
α_1	The causal effect of a log-point change in household income on life satisfaction for an average individual (BHPS sample; 15-25 year olds) ²⁸	2.01 ²⁹
Calculations	$\beta(ncs)/\alpha_1$	0.16
	$\ln(M^0)$	10.15
	$\ln(M^0) - \beta(ncs)/\alpha_1$	9.99
	$e(\ln(M^0) - \beta(ncs)/\alpha_1)$	21816.89
	$M^0 - e(\ln(M^0) - \beta(ncs)/\alpha_1)$	£3,883
CS	Compensating Surplus per participant: lower bound estimate	£1,962
	Compensating Surplus per participant: central estimate	£3,883

²⁷ It should be noted the lack of statistical significance of the increase on wellbeing for the 2016 autumn NCS is most likely due to the smaller sample size of the autumn programme, which makes it less likely for a statistically significant impact to be identified.

²⁸ This is calculated using lottery wins as an 'instrumental variable' for an increase in income.

²⁹ The value of α_1 reported by Jump (2016) is 1.282. However, this is adjusted to account for different scales used in the British Household Panel Survey and the NCS questionnaire. The BHPS asks about life satisfaction on a 7-point scale, whereas NCS uses an 11-point scale. To account for this we apply the following adjustment: $(\alpha_1) * 11/7$ to get 2.0146.



	Compensating Surplus per participant: upper bound estimate	£5,649
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Note: The mean impact estimate for autumn 2016 was not statistically significant.

This means that the (central estimate) of the monetised value of increased wellbeing per participant stands at approximately £3,883.

Using Approach 2 (but with the same costs as in Baseline Approach 1), table 18 presents the benefit-cost ratios associated with the summer and autumn 2016 NCS programmes.

Table 18 Value for money assessment: Summer 2016 NCS programme (Approach 2)

	Summer 2016 			Autumn 2016 		
	Low scenario	Central scenario	High scenario	Low scenario	Central scenario	High scenario
Total net wellbeing (£m)	£123.5m	£244.5m	£355.7m	-£4.3m	£23.2m	£48.8m
Total costs (£m)	£115.1m			£16.3m		
Net benefit to total cost ratio (Baseline approach)	1.27	1.99	2.68	1.54	2.35	3.13
Net benefit to total cost ratio (Wellbeing approach)	1.07	2.12	3.09	-0.25	1.42	3.00

Note: The mean impact estimate for autumn 2016 was not statistically significant.

Value for money calculations

Table 19 Volunteering value for money analysis summer 2016 lower bound

		Total: In programme	Total: Year 0	Total: Year 1	Total: Year 2	Within Programme	Post graduation	Overall Total
A	Extra Hours/ Participant	18.5	2.8	2.8	2.8			
B	Number of Participants	62,989	62,989	62,989	62,989			
C	Number of Months	1	12	12	3			
Result 1	A*B*C: Hours per participant * Number participants*Number of Months	1,165,261	2,116,421	2,116,421	529,105			
D	(Linear) Rate of decline in hours volunteered (Average)	1	1	0.25	0			
Result 2	Result 1 * D: Total (additional) hours per period	1,165,261	2,116,421	529,105	0			
E	Wage rate (£)	£5.50	£5.50	£6.35	£7.20			
F	Discount factor	1	1	0.9662	0.9335			
Result 3	Result 2* E* F: Value of Volunteering	£6.4m	£11.6m	£3.2m	£0	£6.4m	£14.9m	£21.3m

Note that results may not sum because of rounding

Table 20 Volunteering value for money analysis summer 2016 central estimate

		Total: In programme	Total: Year 0	Total: Year 1	Total: Year 2	Within Programme	Post graduation	Overall Total
A	Extra Hours/ Participant	18.5	6.3	6.3	6.3			
B	Number of Participants	62,989	62,989	62,989	62,989			
C	Number of Months	1	12	12	3			
Result 1	A*B*C: Hours per participant * Number participants*Number of Months	1,165,291	4,761,948	4,761,948	1,190,487			
D	(Linear) Rate of decline in hours volunteered (Average)	1	1	0.6875	0.0833			
Result 2	Result 1 * D: Total (additional) hours per period	1,165,291	4,761,948	3,273,839	99,207			
E	Wage rate (£)	£5.50	£5.50	£6.35	£7.20			
F	Discount factor	1	1	0.9662	0.9335			
Result 3	Result 2* E* F: Value of Volunteering	£6.4m	£26.2m	£20.1m	£0.7m	£6.4m	£46.9m	£53.8m

Note that results may not sum because of rounding

Table 21 Volunteering value for money analysis summer 2016 upper bound

		Total: In programme	Total: Year 0	Total: Year 1	Total: Year 2	Within Programme	Post graduation	Overall Total
A	Extra Hours/ Participant	18.5	9.7	9.7	9.7			
B	Number of Participants	62,989	62,989	62,989	62,989			
C	Number of Months	1	12	12	5			
Result 1	A*B*C: Hours per participant * Number participants*Number of Months	1,165,291	7,331,888	7,331,888	3,054,953			
D	(Linear) Rate of decline in hours volunteered (Average)	1	1	0.7321	0.1428			
Result 2	Result 1 * D: Total (additional) hours per period	1,165,291	7,331,888	5,637,989	436,422			
E	Wage rate (£)	£5.50	£5.50	£6.35	£7.20			
F	Discount factor	1	1	0.9662	0.9335			
Result 3	Result 2* E* F: Value of Volunteering	£6.4m	£40.3m	£32.9m	£2.9m	£6.4m	£76.2m	£82.6m

Note that results may not sum because of rounding

Table 22 Volunteering value for money analysis autumn 2016 lower bound

	Month Number	Total: In programme	Total: Year 0	Total: Year 1	Total: Year 2	Within Programme	Post-graduation	Overall Total
A	Extra Hours/ Participant	21.2	3.1	3.1	3.1			
B	Number of Participants	10,556	10,556	10,556	10,556			
C	Number of Months	1	12	12	3			
Result 1	A*B*C: Hours per participant * Number participants*Number of Months	223,787	392,683	392,683	98,171			
D	(Linear) Rate of decline in hours volunteered (Average)	1	1	0.25	0			
Result 2	Result 1 * D: Total (additional) hours per period	223,787	392,683	98,171	0			
E	Wage rate (£)	£5.50	£5.50	£6.35	£7.20			
F	Discount factor	1	1	0.9662	0.9335			
Result 3	Result 2* E* F: Value of Volunteering	£1.2m	£2.2m	£0.6m	£0m	£1.2m	£2.8m	£4.0m

Note that results may not sum because of rounding

Table 23 Volunteering value for money analysis autumn 2016 central estimate

		Total: In programme	Total: Year 0	Total: Year 1	Total: Year 2	Within Programme	Post-graduation	Overall Total
A	Extra Hours/ Participant	21.2	6.0	6.0	6.0			
B	Number of Participants	10,556	10,556	10,556	10,556			
C	Number of Months	1	12	12	3			
Result 1	A*B*C: Hours per participant * Number participants*Number of Months	223,787	760,032	760,032	190,008			
D	(Linear) Rate of decline in hours volunteered (Average)	1	1	0.6875	0.083333			
Result 2	Result 1 * D: Total (additional) hours per period	223,787	760,032	522,522	15,834			
E	Wage rate (£)	£5.50	£5.50	£6.35	£7.20			
F	Discount factor	1	1	0.9662	0.9335			
Result 3	Result 2* E* F: Value of Volunteering	£1.2m	£4.2m	£3.2m	£0.1m	£1.2m	£7.5m	£8.7m

Note that results may not sum because of rounding

Table 24 Volunteering value for money analysis autumn 2016 upper bound

	Month Number	Total: In programme	Total: Year 0	Total: Year 1	Total: Year 2	Within Programme	Post-graduation	Overall Total
A	Extra Hours/ Participant	21.2	8.90	8.90	8.90			
B	Number of Participants	10,556	10,556	10,556	10,556			
C	Number of Months	1	12	12	5			
Result 1	A*B*C: Hours per participant * Number participants*Number of Months	223,787	1,144,744	1,144,744	464,464			
D	(Linear) Rate of decline in hours volunteered (Average)	1	1	0.7321	0.1428			
Result 2	Result 1 * D: Total (additional) hours per period	223,787	1,144,744	816,130	66,352			
E	Wage rate (£)	£5.50	£5.50	£6.35	£7.20			
F	Discount factor	1	1	0.9662	0.9335			
Result 3	Result 2* E* F: Value of Volunteering	£1.2m	£6.1m	£5.0m	£0.4m	£1.2m	£11.6m	£12.8m

Note that results may not sum because of rounding

Table 25 Calculation of wellbeing monetisation

	Lower	Central	Upper
Parameters			
α_1	1.282	1.282	1.282
$(\alpha_1/7)*11$	2.0146	2.0146	2.0146
M^0	£25,700	£25,700	£25,700
$\beta_{(ncs)}$	0.16	0.33	0.5
Calculations			
$\beta_{(ncs)}/\alpha_1$	0.08	0.16	0.25
$\ln(M^0)-\beta_{(ncs)}/\alpha_1$	10.15	10.15	10.15
$\ln(M^0)-\beta_{(ncs)}/\alpha_1$	10.07	9.99	9.91
$e(\ln(M^0)-\beta_{(ncs)}/\alpha_1)$	23737.82	21816.89	20051.41
$M^0-e(\ln(M^0)-\beta_{(ncs)}/\alpha_1)$	£1,962	£3,883	£5,649
Wellbeing monetisation			
Number participants	62,989	62,989	62,989
Value per participant	£1,962	£3,883	£5,649
Total wellbeing monetisation (£000's)	£123,595	£244,592	£355,797

6. Questionnaires



TNS BMRB

NCS Questionnaire

Summer 2016

As part of NCS, we would like you to take part in an important study about how you spend your time, and your plans for the future.

This study is being carried out by TNS BMRB, an independent research organisation, on behalf of the Office for Civil Society in the Cabinet Office, which funds NCS.

Any information you provide is confidential and will not be shown to anyone.

Instructions

- Answer each question by putting a cross in the box next to the answer that applies to you. Most questions ask you to **"Cross one box only"** however some ask you to **"Please cross all that apply"**.
- The questionnaire is easy to complete and will not take long.
- Please read the instructions before answering each question carefully.
- If you mark the wrong box, fill in the box and put a cross in the right one like this: ■
- Please check you have answered all the questions.

Thank you very much for taking part

123456789

PB-5

BARCODE

ABOUT YOU

We are interested in what you do **outside** of school or college hours. So, thinking about your free time outside of school or college hours...

Q1 Have you taken part in **any** youth groups or activities such as sports clubs, dance or drama clubs, scouts/guides or cadets **outside of school or college hours** in the last three months?

Please cross one box only

- | | |
|------------|--------------------------|
| Yes | <input type="checkbox"/> |
| No | <input type="checkbox"/> |
| Don't know | <input type="checkbox"/> |

Q2 Have you given your time to help in **any** of the following ways **outside of school or college hours** in the last three months?

Please cross all that apply

- | | | | |
|---|--------------------------|---|--------------------------|
| Helped out at a local club, group, organisation or place of worship | <input type="checkbox"/> | Helped out other organisations | <input type="checkbox"/> |
| Raised money for charity (including taking part in a sponsored event) | <input type="checkbox"/> | Contacted someone (e.g. council, media, school) about something affecting your local area | <input type="checkbox"/> |
| Organised a petition or event to support a local or national issue | <input type="checkbox"/> | Done something to help other people, or to improve a local area | <input type="checkbox"/> |
| | | None of these | <input type="checkbox"/> |

Q3 Have you helped anyone **not in your family** in any of these ways in the last three months?

Do not include anything you were paid to do.

Please cross all that apply

- | | | | |
|--|--------------------------|---|--------------------------|
| Doing shopping, collecting pension, or paying bills for someone | <input type="checkbox"/> | Cooking, cleaning, laundry, gardening or other routine household jobs for someone | <input type="checkbox"/> |
| Decorating, or doing any kind of home or car repairs for someone | <input type="checkbox"/> | Baby sitting or caring for children | <input type="checkbox"/> |
| Taking care of someone who is sick or frail | <input type="checkbox"/> | Looking after a pet for someone who is away | <input type="checkbox"/> |
| Helping with a university or job application | <input type="checkbox"/> | Helping out in some other way | <input type="checkbox"/> |
| Writing letters or filling in forms for someone | <input type="checkbox"/> | None of these | <input type="checkbox"/> |

Q4 In a typical recent month, can you say approximately how many **hours in total** you have spent helping out in **any of the ways** listed in Q2 and Q3?

Write in hours in a typical recent month

Q5 How much do you agree or disagree with the following statements?

Please cross one box only on each line

		Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
a.	I feel able to have an impact on the world around me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	I understand the organisations and people that have influence in my local area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	My local area is a place where people from different backgrounds get on well together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	I would know how to deal with a problem in my local area if I wanted to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q6 At the next General Election where you are old enough to vote, how likely are you to vote? Use a scale of 1 to 10, where 10 means you would be absolutely certain to vote, and 1 means that you would be absolutely certain not to vote.

Please cross one box only

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5	6	7	8	9	10
Absolutely certain not to vote								Absolutely certain to vote	

WHAT YOU HAVE BEEN DOING RECENTLY

Q7 What were you doing before this summer?

Please cross all that apply

Studying for GCSEs	<input type="checkbox"/>	Studying for AS/A-levels	<input type="checkbox"/>
Studying for other qualification	<input type="checkbox"/>	Apprenticeship, similar type of training or work experience	<input type="checkbox"/>
Paid work (full-time or part-time)	<input type="checkbox"/>	Unpaid voluntary help or community work	<input type="checkbox"/>
Looking after the home or children	<input type="checkbox"/>	Caring for a friend or family member	<input type="checkbox"/>
Staying at home for another reason	<input type="checkbox"/>	Something else	<input type="checkbox"/>
		Nothing	<input type="checkbox"/>

Q8 What are you currently doing?

Please cross all that apply

Study AS/A-levels in a sixth form or college	<input type="checkbox"/>	Study for other qualification in a sixth form or college	<input type="checkbox"/>
Apprenticeship, similar type of training or work experience	<input type="checkbox"/>	Paid work (full-time or part-time)	<input type="checkbox"/>
Unpaid voluntary help or community work	<input type="checkbox"/>	Other	<input type="checkbox"/>
Looking after the home or children	<input type="checkbox"/>	Don't know	<input type="checkbox"/>
Caring for a friend or family member	<input type="checkbox"/>		

Q9 How much do you agree or disagree with the following statements?

Please cross one box only on each line

		Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
a.	A range of different career options are open to me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	Studying to gain qualifications is important to me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	Education is worthwhile	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	I feel positive about my chances of getting a job in the future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	I have the skills and experience to get a job in the future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

MORE ABOUT YOUR LIFE

Q10 The next question is about how confident you feel about different areas of your life. How do you feel about the following things, even if you have never done them before...?

Please cross one box only on each line

		Very confident	Confident	Neither confident nor not confident	Not very confident	Not at all confident
a.	Meeting new people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	Having a go at things that are new to me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	Working with other people in a team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	Being the leader of a team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	Explaining my ideas clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.	Managing my money	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.	Getting things done on time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q11 How much do you agree or disagree with the following statements?

Please cross one box only on each line

		Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
a.	I can pretty much decide what will happen in my life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	I can usually handle whatever comes my way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	When things go wrong I usually get over it quickly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	I find it easy to learn from my mistakes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q12

And how much do you agree or disagree with the following statements?

Please cross one box only on each line

		Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
a.	I like to finish things once I've started them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	I get along with people easily	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	I try to treat other people with respect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	I am someone others can rely on	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	I enjoy working with people who have different opinions to me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.	If I needed help there are people who would be there for me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q13

On a scale of 0-10, where 0 is not at all satisfied and 10 is completely satisfied, overall, how satisfied are you with your life nowadays?

Please cross one box only

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0	1	2	3	4	5	6	7	8	9	10
Not at all satisfied									Completely satisfied	

Q14

On a scale of 0-10, where 0 is not at all happy and 10 is completely happy, overall, how happy did you feel yesterday?

Please cross one box only

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0	1	2	3	4	5	6	7	8	9	10
Not at all happy									Completely happy	

Q15

On a scale of 0-10, where 0 is not at all anxious and 10 is completely anxious, overall, how anxious did you feel yesterday?

Please cross one box only

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0	1	2	3	4	5	6	7	8	9	10
Not at all anxious									Completely anxious	

Q16

On a scale of 0-10, where 0 is not at all worthwhile and 10 is completely worthwhile, overall, to what extent do you feel the things you do in your life are worthwhile?

Please cross one box only

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0	1	2	3	4	5	6	7	8	9	10
Not at all worthwhile									Completely worthwhile	

Q17 **Generally speaking, would you say that most people can be trusted, or that you can't be too careful in dealing with people?**
Please cross one box only

Most people can be trusted	<input type="checkbox"/>
You can't be too careful in dealing with people	<input type="checkbox"/>
It depends	<input type="checkbox"/>

Q18 **Please use this scale to show how you would personally feel about a close relative or friend going out with someone from the following backgrounds.** On this scale, 0 means that you would be very uncomfortable and 10 means that you would be very comfortable.

A close relative or friend going out with someone...
Please cross one box only on each line

		0	1	2	3	4	5	6	7	8	9	10
		Very uncomfortable										Very comfortable
a.	... from a different school or college to you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	... from a different race or ethnicity to you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	... from a different religious background to you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	... from a richer or poorer background to you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	... who is gay or lesbian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.	...who is disabled	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q20 **People report having positive and negative social contact with others from all kinds of backgrounds.**

Thinking of your own experiences with people from a different race or ethnicity to you, how often, if at all, would you say have had...

Please cross one box only on each line

		Never	Rarely	Sometimes	Quite often	Very often
a.	POSITIVE or GOOD experiences. For example someone being friendly to you, or making you feel welcome?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	NEGATIVE or BAD experiences. For example someone being mean to you, or making you feel unwelcome?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q21 **...now thinking of your own experiences with people from the same race or ethnicity as you, how often, if at all, would you say you have had...**

Please cross one box only on each line

		Never	Rarely	Sometimes	Quite often	Very often
--	--	-------	--------	-----------	-------------	------------

- a. POSITIVE or GOOD experiences. For example someone being friendly to you, or making you feel welcome?
- b. NEGATIVE or BAD experiences. For example someone being mean to you, or making you feel unwelcome?

YOUR HEALTH, LIFESTYLE AND MORE ABOUT YOU

Q22 Do you have a disability or health problem that you expect to last for more than a year?

Please cross one box only

Yes → Go to question 23

No → Go to question 24

Q23 Does this illness or disability limit your daily activities in any way?

Please cross one box only

Yes No

Q24 In the last week, how many units of alcohol have you had?

The number of units in different types of drink are:

- 1 pint of normal or continental strength beer or lager (e.g. Carling, Fosters, Stella) = 2 units
- 1 bottle or can of normal or continental strength beer or lager (e.g. Budweiser, Becks, Stella) = 1 unit
- 1 pint of cider or stout (e.g. Strongbow, Guinness) = 2 units
- 1 can of strong beer or lager or cider (e.g. Tennant's Super, Special Brew, Diamond White) = 4 units
- 1 glass of wine = 1.5 units
- 1 single measure of spirits or liqueur (e.g. Vodka) = 1 unit
- 1 bottle of Alcopop (e.g. Bacardi Breezer, Smirnoff Ice) = 1.5 units

Please cross one box only

- None in the last week
- 1 to 6 units in the last week
- 7 to 13 units in the last week
- 14 to 21 units in the last week
- 22 to 28 units in the last week
- 29 or more units in the last week

Q25 About how many cigarettes do you usually smoke in a week? Please write in 0 if you don't smoke cigarettes

Write in number

Q26 Are you?

Please cross one box only

Male

Female

Q27 What is your date of birth?

	<u>Day</u>		<u>Month</u>		<u>Year</u>
Write in day	<input type="text"/> <input type="text"/>	Write in month	<input type="text"/> <input type="text"/>	Write in year	<input type="text"/> <input type="text"/>

Q28 What is your ethnic group?

Please cross one box only

White (including English, Welsh, Scottish, Northern Irish, Irish, Gypsy or Irish Traveller or any other White background)

Black (including Black British, African, Caribbean and any other Black background)

Asian (including Asian British, Pakistani, Bangladeshi, Chinese and any other Asian background)

Mixed (including White and Black Caribbean, White and Black African, White and Asian, any other Mixed or Multiple ethnic groups)

Other ethnic group (including Arab and any other ethnic group)

Please write in

Q29 What is your religion?

Please cross one box only

- | | |
|---|--------------------------|
| No religion | <input type="checkbox"/> |
| Christian (including Church of England, Catholic, Protestant and all other Christian denominations) | <input type="checkbox"/> |
| Buddhist | <input type="checkbox"/> |
| Hindu | <input type="checkbox"/> |
| Jewish | <input type="checkbox"/> |
| Muslim | <input type="checkbox"/> |
| Sikh | <input type="checkbox"/> |
| Any other religion | <input type="checkbox"/> |

Q30 Have you been eligible for Free School Meals at any point in the last 6 years?

Please cross one box only

- | | |
|------------|--------------------------|
| Yes | <input type="checkbox"/> |
| No | <input type="checkbox"/> |
| Don't know | <input type="checkbox"/> |

LINKING YOUR INFORMATION

We would like to use the information you provide here to link with other government information and information held by the NCS Trust, to help us to understand *in general* what people go on to do after the NCS experience. This would involve linking information about your NCS experience to data on exam results, education, employment and benefits, health, and crime. This research will not identify or report on individuals and will only explore overall patterns, for example, the number of NCS participants that go on to complete A-Levels, or get a job. Your personal details will be secure at all times in line with the Data Protection Act.

To help us link to this information we will need to securely send your personal information (name, gender, date of birth and postcode) to the NCS Trust and other government departments holding data relating to the topic areas outlined above. Once the linking has taken place, all your personal information will be securely removed from the linked data set. All research done will be anonymous; will be carried out by Cabinet Office (including researchers approved by Cabinet Office); and used for research purposes only - no decisions will be made about individuals as a result of the research. Personal information will be held by the Cabinet Office for a maximum of 6 years whilst the linking exercise is completed.

Linking data in this way will help us to make NCS even better for young people in the future without having to ask you lots more questions. We are asking for your permission to use your data in this way for ongoing research use, but if at any point in the future you do not want your data used in this way please contact ncssurvey@tns-bmrb.co.uk for your information to be removed from any future data linking.

I agree to having the information I have provided used in this way.

Yes

No

If you answered yes please make sure you have completed your contact details on the previous page so that we can link your data in this way.

Thank you for taking the time to complete this questionnaire.

**Please place it in the envelope provided,
seal it and hand it back to the person who gave it to you.**

1234567890

BARCODE

Summer baseline comparison questionnaire

INTRO: INTRODUCTION AND PRIZE DRAW

Text

Welcome to this study about you and your future. Thank you for taking part.

Q001 – INTRODUCTION AND PRIZE DRAW

Single coded

For taking time to complete these questions we would like to enter you into a prize draw to win £500 worth of Amazon vouchers. Are you happy for us to use your [Textfill: email address/address] to enter you into the draw?

- 1 Yes
- 2 No

Q002 - Q1: Activities outside school/college

Single coded

ABOUT YOU

Have you taken part in any youth groups or activities such as sports clubs, dance or drama clubs, scouts/guides or cadets outside of school or college hours in the last three months?

- 1 Yes
- 2 No
- 3 Don't know

Q003 - Q2: Ways given help

Multi coded

Have you given your time to help in any of the following ways outside of school or college hours in the last three months?

Please select all that apply

- 1 Helped out at a local club, group, organisation or place of worship
- 4 Helped out other organisations
- 2 Raised money for charity (including taking part in a sponsored event)
- 5 Contacted someone (e.g. council, media, school) about something affecting your local area
- 3 Organised a petition or event to support a local or national issue
- 6 Done something to help other people, or to improve a local area
- 7 None of these

Q004 - Q3: Ways helped not in family

Multi coded

Have you helped anyone not in your family in any of these ways in the last three months?

Do not include anything you were paid to do.

Please select all that apply

- 1 Doing shopping, collecting pension, or paying bills for someone
- 6 Cooking, cleaning, laundry, gardening or other routine household jobs for someone
- 2 Decorating, or doing any kind of home or car repairs for someone
- 7 Baby sitting or caring for children
- 3 Taking care of someone who is sick or frail
- 8 Looking after a pet for someone who is away
- 4 Helping with a university or job application
- 9 Helping out in some other way
- 5 Writing letters or filling in forms for someone
- 10 None of these

Q005 - Q4: Hours spent helping

Numeric

In a typical recent month, can you say approximately how many hours in total you have spent [Textfill: Answer codes selected at Q2 and Q3, each separated by comma]?

Please type in the hours in a recent typical month

Q006 - Q5: Local area statements

Matrix

How much do you agree or disagree with the following statements?

Please tick one box only for each statement

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I feel able to have an impact on the world around me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand the organisations and people that have influence in my local area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My local area is a place where people from different backgrounds get on well together	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would know how to deal with a problem in my local area if I wanted to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q007 - Q6: Likelihood of voting

Single coded

At the next General Election where you are old enough to vote, how likely are you to vote? Use a scale of 1 to 10, where 10 means you would be absolutely certain to vote, and 1 means that you would be absolutely certain not to vote.

Please select one box only

- 1 1 - Absolutely certain not to vote
- 2 2
- 3 3
- 4 4
- 5 5
- 6 6
- 7 7
- 8 8
- 9 9
- 10 10 - Absolutely certain to vote

Q009 - Q7: Doing before summer

Multi coded

WHAT YOU HAVE BEEN DOING RECENTLY

What were you doing before this summer?

Please select all that apply

- 1 Studying for GCSEs
- 6 Studying for AS/A-levels
- 2 Studying for other qualification
- 7 Apprenticeship, similar type of training or work experience
- 3 Paid work (full-time or part-time)
- 8 Unpaid voluntary help or community work
- 4 Looking after the home or children
- 9 Caring for a friend or family member
- 5 Staying at home for another reason
- 10 Something else
- 11 Nothing

Q010 - Q8: Currently doing**Multi coded**

What are you currently doing?

Please select all that apply

Normal

- 1 Study AS/A-levels in a sixth form or college
- 6 Study for other qualification in a sixth form or college
- 2 Apprenticeship, similar type of training or work experience
- 7 Paid work (full-time or part-time)
- 3 Unpaid voluntary help or community work
- 8 Other plans
- 4 Looking after the home or children
- 5 Caring for a friend or family member
- 10 Don't know

Q011 - Q9: Attitudes towards the future**Matrix**

How much do you agree or disagree with the following statements?

Please select one answer per statement

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
A range of different career options are open to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Studying to gain qualifications is important to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Education is worthwhile	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel positive about my chances of getting a job in the future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have the skills and experience to get a job in the future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q013 - Q10: Confidence statements

Matrix

MORE ABOUT YOUR LIFE

The next question is about how confident you feel about different areas of your life. How do you feel about the following things, even if you have never done them before...?

Please select one answer per statement

	Very confident	Confident	Neither confident nor not confident	Not very confident	Not at all confident
Meeting new people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having a go at things that are new to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working with other people in a team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being the leader of a team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explaining my ideas clearly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managing my money	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Getting things done on time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q014 - Q11: Attitudinal Statements part 1

Matrix

How much do you agree or disagree with the following statements?

Please select one answer per statement

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I can pretty much decide what will happen in my life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can usually handle whatever comes my way	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When things go wrong I usually get over it quickly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find it easy to learn from my mistakes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q015 - Q12: Attitudinal Statements part 2**Matrix****And how much do you agree or disagree with the following statements?**

Please select one answer per statement

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I like to finish things once I've started them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I get along with people easily	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I try to treat other people with respect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am someone others can rely on	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoy working with people who have different opinions to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I needed help there are people who would be there for me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q016 - Q13: Satisfaction with life**Single coded****On a scale of 0-10, where 0 is not at all satisfied and 10 is completely satisfied, overall, how satisfied are you with your life nowadays?**

Please select one answer only

- 1 0 - Not at all satisfied
- 11 1
- 2 2
- 3 3
- 4 4
- 5 5
- 6 6
- 7 7
- 8 8
- 9 9
- 10 10 - Completely satisfied

Q017 - Q14: Happiness

Single coded

On a scale of 0-10, where 0 is not at all happy and 10 is completely happy, overall, how happy did you feel yesterday?

Please select one answer only

- 1 0 - Not at all happy
- 11 1
- 2 2
- 3 3
- 4 4
- 5 5
- 6 6
- 7 7
- 8 8
- 9 9
- 10 10 - Completely happy

Q018 - Q15: Anxiety

Single coded

On a scale of 0-10, where 0 is not at all anxious and 10 is completely anxious, overall, how anxious did you feel yesterday?

Please select one answer only

Normal

- 1 0 - Not at all anxious
- 11 1
- 2 2
- 3 3
- 4 4
- 5 5
- 6 6
- 7 7
- 8 8
- 9 9
- 10 10 - Completely anxious

Q019 - Q16: Worthwhile

Single coded

On a scale of 0-10, where 0 is not at all worthwhile and 10 is completely worthwhile, overall, to what extent do you feel the things you do in your life are worthwhile?

Please select one answer only

- 1 0 - Not at all worthwhile
- 11 1
- 2 2
- 3 3
- 4 4
- 5 5
- 6 6
- 7 7
- 8 8
- 9 9
- 10 10 - Completely worthwhile

Q021 - Q17: Trust

Single coded

YOUR RELATIONSHIPS WITH OTHER PEOPLE

Generally speaking, would you say that most people can be trusted, or that you can't be too careful in dealing with people?

Please select one answer only

- 1 Most people can be trusted
- 2 You can't be too careful in dealing with people
- 3 It depends

Q022 - Q18: Comfortable with friends relationships

Matrix

Please use this scale to show how you would personally feel about a close relative or friend going out with someone from the following backgrounds. On this scale, 0 means that you would be very uncomfortable and 10 means that you would be very comfortable.

A close relative or friend going out with someone...

Please select only one answer per line

	0 - Very uncomfortable	1	2	3	4	5	6	7	8	9	10 - Very comfortable
... from a different school or college to you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... from a different race or ethnicity to you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... from a different religious background to you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... from a richer or poorer background to you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... who is gay or lesbian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...who is disabled	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q035 - Q19: Experience with different backgrounds

Matrix

People report having positive and negative social contact with others from all kinds of backgrounds.

Thinking of your own experiences with people from a different race or ethnicity to you, how often, if at all, would you say have had...

Please select one box per line

	Never	Rarely	Sometimes	Quite often	Very often
POSITIVE or GOOD experiences. For example someone being friendly to you, or making you feel welcome?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NEGATIVE or BAD experiences. For example someone being mean to you, or making you feel unwelcome?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q036 - Q20: Experience with same backgrounds**Matrix**

...now thinking of your own experiences with people from the same race or ethnicity as you, how often, if at all, would you say you have had...

Please select one answer per line

	Never	Rarely	Sometimes	Quite often	Very often
POSITIVE or GOOD experiences. For example someone being friendly to you, or making you feel welcome?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NEGATIVE or BAD experiences. For example someone being mean to you, or making you feel unwelcome?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q025 - Q21: Disability/Health problem**Single coded**

YOUR HEALTH, LIFESTYLE AND MORE ABOUT YOU

Do you have a disability or health problem that you expect to last for more than a year?

Please select one answer only

- 1 Yes
- 2 No

Ask only if **Q025 - Q21,1**

Q026 - Q22: Limiting illness or disability**Single coded**

Does this illness or disability limit your daily activities in any way?

Please select one answer only

- 1 Yes
- 2 No

Q027 - Q23: Alcohol

Single coded

In the last week, how many units of alcohol have you had?

The number of units in different types of drink are:

- 1 pint of normal or continental strength beer or lager (e.g. Carling, Fosters, Stella) = 2 units
- 1 bottle or can of normal or continental strength beer or lager (e.g. Budweiser, Becks, Stella) = 1 unit
- 1 pint of cider or stout (e.g. Strongbow, Guinness) = 2 units
- 1 can of strong beer or lager or cider (e.g. Tennant's Super, Special Brew, Diamond White) = 4 units
- 1 glass of wine = 1.5 units
- 1 single measure of spirits or liqueur (e.g. Vodka) = 1 unit
- 1 bottle of Alcopop (e.g. Bacardi Breezer, Smirnoff Ice) = 1.5 units

Please select one answer only

Normal

- 1 None in the last week
- 2 1 to 6 units in the last week
- 3 7 to 13 units in the last week
- 4 14 to 21 units in the last week
- 5 22 to 28 units in the last week
- 6 29 or more units in the last week

Q028 - Q24: Cigarettes

Numeric

About how many cigarettes do you usually smoke in a week?

Please type in number

Q029 - Q25: Gender

Single coded

Are you...?

Please select one answer only

Normal

- 1 Male
- 2 Female

Q030 - Q26: DOB

Alpha

What is your date of birth?

Please write in DD/MM/YY

Q031 - Q27: Ethnicity

Single coded

What is your ethnic group?

Please select one answer only

Normal

- 1 White (including English, Welsh, Scottish, Northern Irish, Irish, Gypsy or Irish Traveler or any other White background)
- 2 Black (including Black British, African, Caribbean and any other Black background)
- 3 Asian (including Asian British, Pakistani, Bangladeshi, Chinese and any other Asian background)
- 4 Mixed (including White and Black Caribbean, White and Black African, White and Asian, any other Mixed or Multiple ethnic groups)
- 5 Other ethnic group (including Arab and any other ethnic group) - please specify

Q032 - Q28: Religion

Single coded

What is your religion?

Please select one answer only

Normal

- 1 No religion
- 2 Christian (including Church of England, Catholic, Protestant and all other Christian denominations)
- 3 Buddhist
- 4 Hindu
- 5 Jewish
- 6 Muslim
- 7 Sikh
- 8 Any other religion

Q033 - Q29: FSM

Single coded

Have you been eligible for Free School Meals at any point in the last 6 years?

Please select one answer only

Normal

- 1 Yes
- 2 No
- 3 Don't know

Q034 - Q30: Looking after someone else

Single coded

Is there anyone living with you who you look after or give special help to because they are elderly, or have a long standing illness or disability?

Please select one answer only

Normal

- 1 Yes
- 2 No

Q038 - Q038:

Single coded

Thank you for taking part.

We would like to contact you again to invite you to take part in another short survey like this one. Everyone who takes part in the follow up research will be entered into another prize draw, with a second opportunity to win a £500 Amazon voucher.

Your contact details will be kept confidential.

Can TNS BMRB social research contact you to invite you to take part in this research?

Normal1 Yes2 NoAsk only if **Q038 - Q038,1****Q039 - Q039: Recontact: Name**

Open

Please type your name carefully

Ask only if **Q038 - Q038,1****Q040 - Q040: Recontact: Email**

Open

Please can you provide an email address that we can contact you at. Please type carefully.

Ask only if **Q038 - Q038,1****Q041 - Q041: Recontact: Number**

Open

We may get back in touch with you by telephone. Please provide up to two telephone numbers on which we can contact you. These can be landlines or mobile numbers.

Ask only if Q038 - Q038,1

Q042 - Q042:

Open

Please type your address carefully

Q043 - Q043:

Single coded

We would like to use the information you provide here to link with other government information and information held by the NCS Trust, to help us to understand some aspects of young people's lives *in general*. This would involve linking information from this survey to data on exam results, education, employment and benefits, health, and crime. This research will not identify or report on individuals and will only explore overall patterns. Your personal details will be secure at all times in line with the Data Protection Act.

To help us link to this information we will need to securely send your personal information (name, gender, date of birth and postcode) to the NCS Trust and other government departments holding data relating to the topic areas outlined above. Once the linking has taken place, all your personal information will be securely removed from the linked data set. All research done will be anonymous; will be carried out by Cabinet Office (including researchers approved by Cabinet Office); and used for research purposes only - no decisions will be made about individuals as a result of the research. Personal information will be held by the Cabinet Office for a maximum of 6 years whilst the linking exercise is completed.

We are asking for your permission to use your data in this way for ongoing research use, but if at any point in the future you do not want your data used in this way please contact ncssurvey@tns-bmrb.co.uk for your information to be removed from any future data linking.

Normal

- 1 Yes
- 2 No

6.1 Summer Follow Up Participants and Control Questionnaire

Q047 - DUMMY_NCS: DUMMY NCS participant or control

Single coded

- 1 Participant
- 2 Control

INTRO: INTRODUCTION AND PRIZE DRAW

Text

[Not back](#)

Welcome to this study about you {Textfill: DUMMY_NCS= Participant 'and your NCS experience', DUMMY_NCS = Control 'and your future'}. Thank you for taking part.

Q001: INTRODUCTION AND PRIZE DRAW

001

For taking time to complete these questions we would like to enter you into a prize draw to win £500 worth of Amazon vouchers. Are you happy for us to use your [Textfill: email address/address] to enter you into the draw?

- 1 Yes
- 2 No

Instructions

Text

You can change an answer by going back to choose another one. Please use the 'Next' and 'Back' buttons at the bottom of the screen, not the forward and back buttons on your browser. Your answers will be automatically saved when you move to the next page, so you can stop and close the internet browser at any time, and come back to it at a later date.

Ask only if Q047 - DUMMY_NCS,1

B001: EXPERIENCE OF NCS

Begin block

Q048 - Q101: NCS experience hours

Single coded

YOUR NCS EXPERIENCE

The first questions we would like to ask you are about National Citizen Service (NCS).

How many hours have you spent on your team's National Citizen Service project in your local area?

Please select one answer only

- 1 Fewer than 10 hours
- 2 10 to 19 hours
- 3 20 to 29 hours
- 4 30 hours or more
- 5 I did not take part in my team's project

Q049 - Q102: NCS experience worthwhile

Single coded

On a scale of 0-10, where 0 is not at all worthwhile and 10 is completely worthwhile, how worthwhile did you find your National Citizen Service experience overall?

Please select one answer only

- 1 0 - Not at all worthwhile
- 2 1
- 3 2
- 4 3
- 5 4
- 6 5
- 7 6
- 8 7
- 9 8
- 10 9
- 11 10 - Completely worthwhile

Q050 - Q103: NCS experience enjoyable

Single coded

On a scale from 0-10, where 0 is not at all enjoyable and 10 is completely enjoyable, how enjoyable did you find your National Citizen Service experience overall?

- 1 0 - Not at all enjoyable
- 2 1
- 3 2
- 4 3
- 5 4
- 6 5
- 7 6
- 8 7
- 9 8
- 10 9
- 11 10 - Completely enjoyable

Q057 - Q103a: NCS experience organised

Single coded

To what extent do you agree that your National Citizen Service programme was well organised?

- 1 Strongly agree
- 2 Agree
- 3 Neither agree nor disagree
- 4 Disagree
- 5 Strongly disagree
- 99 Don't know **Position fixed *Exclusive*
- 97 Don't want to answer **Position fixed *Exclusive*

Q051 - Q104: Working with staff

Multi coded

Which, if any, of the following statements describes the member of staff who spent the most time with you and your team during your National Citizen Service experience?

Please select all that apply

- 1 They challenged me to step out of my comfort zone
- 2 They were supportive
- 3 They provided a safe environment
- 4 They encouraged me to fully take part in the programme
- 5 They were interested in me and my development
- 7 They were knowledgeable about the programme
- 96 Other (please specify) **Open *Position fixed*
- 99 Don't know **Position fixed *Exclusive*
- 97 Don't want to answer **Position fixed *Exclusive*

Q052 - Q105: Stay involved

Single coded

Would you like to stay involved in National Citizen Service in the future?

Please select one answer only

- 1 Yes, definitely
- 2 Yes, maybe
- 3 No

Q053 - Q106: Recommendation of NCS

Single coded

Would you recommend National Citizen Service to other 16 or 17 year olds?

Please select one answer

- 1 Yes, definitely
- 2 Yes, maybe
- 3 No

Q054 - Q107: NCS experience statements 1**Matrix**

To what extent do you agree or disagree with the following statements about your National Citizen Service experience?

Please select one answer only for each statement

Rotated

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I now feel more positive towards people from different backgrounds to myself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I got a chance to develop skills which will be more useful to me in the future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I saw that there were more opportunities available to me than I had realised	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am more likely to help out in my local area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am proud of what I achieved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I learned something new about myself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I now feel more confident about getting a job in the future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I now feel I have greater responsibility to my local community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I now feel capable of more than I had realised	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q055 - Q108: NCS experience statements 2**Matrix**

To what extent do you agree or disagree with the following statements about your National Citizen Service experience?

Please select one answer for each statement

Normal

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I now feel more responsible for my actions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel I have a better understanding of my abilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am better able to think through what I have learned by myself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I spend more time thinking about how I might do things differently in the future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

B001: EXPERIENCE OF NCS**End block**

Q002 - Q1: Activities outside school/college

Single coded

ABOUT YOU

{Textfill if DUMMY_NCS=Participant: 'Now we would like to ask you some questions about what else you may have done recently apart from National Citizen Service', if DUMMY_NCS=Control: 'First, we would like to ask you some questions about things you may have done recently.'

We are interested in what you do outside of school or college hours. So, thinking about your free time outside of school or college hours...

Have you taken part in any youth groups or activities such as sports clubs, dance or drama clubs, scouts/guides or cadets outside of school or college hours {Textfill if DUMMY_NCS=participant: 'since your summer NCS (i.e. after summer 2016)', If DUMMY_NCS=Control: 'since the summer holidays this year'}?

{Textfill if DUMMY_NCS=Participant: 'Please do not include anything you have done as part of NCS.'}

Please select one answer.

Normal

- 1 Yes
- 2 No
- 3 Don't know

Q003 - Q2: Ways given help

Multi coded

Min = 1

Have you given your time to help in any of the following ways outside of school or college hours {Textfill if DUMMY_NCS=participant: 'since your summer NCS (i.e. after summer 2016)', If DUMMY_NCS=Control: 'since the summer holidays this year'}?

{Textfill IF DUMMY_NCS=Participant: 'Please do not include anything you have done as part of NCS'}

Please select all that apply

Normal

- 1 Helping out at a local club, group, organisation or place of worship
- 4 Helping out other organisations
- 2 Raising money for charity (including taking part in a sponsored event)
- 5 Contacting someone (e.g. council, media, school) about something affecting your local area
- 3 Organising a petition or event to support a local or national issue
- 6 Doing something to help other people, or to improve a local area
- 7 None of these

Q004 - Q3: Ways helped not in family

Multi coded

Have you helped anyone not in your family in any of these ways {Textfill if DUMMY_NCS=participant: 'since your summer NCS (i.e. after summer 2016)', If DUMMY_NCS=Control: 'since the summer holidays this year'}?

Do not include anything you were paid to do {Textfill if DUMMY_NCS=Participant: 'or anything you have done as part of NCS'}.

Please select all that apply

- 1 Doing shopping, collecting pension, or paying bills for someone
- 6 Cooking, cleaning, laundry, gardening or other routine household jobs for someone
- 2 Decorating, or doing any kind of home or car repairs for someone
- 7 Baby sitting or caring for children
- 3 Taking care of someone who is sick or frail
- 8 Looking after a pet for someone who is away
- 4 Helping with a university or job application
- 5 Writing letters or filling in forms for someone
- 9 Helping out in some other way **Position fixed*
- 10 None of these **Position fixed*

Q005 - Q4: Hours spent helping

Numeric

In a typical recent month, can you say approximately how many hours in total you have spent helping out in any of these ways?

Please type in the hours in a recent typical month

Q006 - Q5: Local area statements

Matrix

How much do you agree or disagree with the following statements?

Please select one answer for each statement

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I feel able to have an impact on the world around me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand the organisations and people that have influence in my local area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My local area is a place where people from different backgrounds get on well together	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would know how to deal with a problem in my local area if I wanted to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q007 - Q6: Likelihood of voting

Single coded

At the next General Election where you are old enough to vote, how likely are you to vote? Use a scale of 1 to 10, where 10 means you would be absolutely certain to vote, and 1 means that you would be absolutely certain not to vote.

Please select one box only

- 1 1 - Absolutely certain not to vote
- 2 2
- 3 3
- 4 4
- 5 5
- 6 6
- 7 7
- 8 8
- 9 9
- 10 10 - Absolutely certain to vote

Q009 - Q7: Doing before summer

Multi coded

WHAT YOU HAVE BEEN DOING RECENTLY

Which, if any, of the following did you do after {Textfill if DUMMY_NCS=participant: 'your summer NCS (i.e. after summer 2016)', If DUMMY_NCS=Control: 'the summer holidays this year'}?

Please select all that apply

- 1 Studying for GCSEs
- 6 Studying for AS/A-levels
- 2 Studying for other qualification
- 7 Apprenticeship, similar type of training or work experience
- 3 Paid work (full-time or part-time)
- 8 Unpaid voluntary help or community work
- 4 Looking after the home or children
- 9 Caring for a friend or family member
- 5 Staying at home for another reason
- 10 Something else
- 11 Nothing

Q010 - Q8: Currently doing**Multi coded**

Which, if any, of the following are you planning to do in the next few months?

Please select all that apply

- 11 Study for GCSEs
- 1 Study AS/A-levels
- 6 Study for other qualification
- 2 Apprenticeship, similar type of training or work experience
- 7 Paid work (full-time or part-time)
- 3 Unpaid voluntary help or community work
- 4 Look after the home or children
- 5 Care for a friend or family member
- 12 Stay at home for another reason
- 8 Other plans
- 9 No plans
- 99 Don't know **Position fixed *Exclusive*
- 97 Don't want to answer **Position fixed *Exclusive*

Q011 - Q9: Attitudes towards the future**Matrix**

How much do you agree or disagree with the following statements?

Please select one answer per statement

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
A range of different career options are open to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Studying to gain qualifications is important to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Education is worthwhile	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel positive about my chances of getting a job in the future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have the skills and experience to get a job in the future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q013 - Q10: Confidence statements

Matrix

MORE ABOUT YOUR LIFE

The next question is about how confident you feel about different areas of your life. How do you feel about the following things, even if you have never done them before...?

Please select one answer per statement

	Very confident	Confident	Neither confident nor not confident	Not very confident	Not at all confident
Meeting new people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having a go at things that are new to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working with other people in a team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being the leader of a team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explaining my ideas clearly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managing my money	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Getting things done on time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q014 - Q11: Attitudinal Statements part 1

Matrix

How much do you agree or disagree with the following statements?

Please select one answer per statement

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I can pretty much decide what will happen in my life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can usually handle whatever comes my way	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When things go wrong I usually get over it quickly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find it easy to learn from my mistakes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q015 - Q12: Attitudinal Statements part 2**Matrix****And how much do you agree or disagree with the following statements?**

Please select one answer per statement

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I like to finish things once I've started them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I get along with people easily	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I try to treat other people with respect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am someone others can rely on	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoy working with people who have different opinions to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I needed help there are people who would be there for me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q016 - Q13: Satisfaction with life**Single coded****On a scale of 0-10, where 0 is not at all satisfied and 10 is completely satisfied, overall, how satisfied are you with your life nowadays?**

Please select one answer only

- 1 0 - Not at all satisfied
- 11 1
- 2 2
- 3 3
- 4 4
- 5 5
- 6 6
- 7 7
- 8 8
- 9 9
- 10 10 - Completely satisfied

Q017 - Q14: Happiness

Single coded

On a scale of 0-10, where 0 is not at all happy and 10 is completely happy, overall, how happy did you feel yesterday?

Please select one answer only

- 1 0 - Not at all happy
- 11 1
- 2 2
- 3 3
- 4 4
- 5 5
- 6 6
- 7 7
- 8 8
- 9 9
- 10 10 - Completely happy

Q018 - Q15: Anxiety

Single coded

On a scale of 0-10, where 0 is not at all anxious and 10 is completely anxious, overall, how anxious did you feel yesterday?

Please select one answer only

- 1 0 - Not at all anxious
- 11 1
- 2 2
- 3 3
- 4 4
- 5 5
- 6 6
- 7 7
- 8 8
- 9 9
- 10 10 - Completely anxious

Q035 - Q19: Experience with different backgrounds**Matrix**

People report having positive and negative social contact with others from all kinds of backgrounds.

Thinking of your own experiences with people from a different race or ethnicity to you, how often, if at all, would you say have had...

Please select one box per line

	Never	Rarely	Sometimes	Quite often	Very often
POSITIVE or GOOD experiences. For example someone being friendly to you, or making you feel welcome?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NEGATIVE or BAD experiences. For example someone being mean to you, or making you feel unwelcome?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q036 - Q20: Experience with same backgrounds**Matrix**

...now thinking of your own experiences with people from the same race or ethnicity as you, how often, if at all, would you say you have had...

Please select one answer per line

	Never	Rarely	Sometimes	Quite often	Very often
POSITIVE or GOOD experiences. For example someone being friendly to you, or making you feel welcome?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NEGATIVE or BAD experiences. For example someone being mean to you, or making you feel unwelcome?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q027 - Q23: Alcohol**Single coded**

YOUR HEALTH, LIFESTYLE AND MORE ABOUT YOU

In the last week, how many units of alcohol have you had?

The number of units in different types of drink are:

- 1 pint of normal or continental strength beer or lager (e.g. Carling, Fosters, Stella) = 2 units
- 1 bottle or can of normal or continental strength beer or lager (e.g. Budweiser, Becks, Stella) = 1 unit
- 1 pint of cider or stout (e.g. Strongbow, Guinness) = 2 units
- 1 can of strong beer or lager or cider (e.g. Tennant's Super, Special Brew, Diamond White) = 4 units
- 1 glass of wine = 1.5 units
- 1 single measure of spirits or liqueur (e.g. Vodka) = 1 unit
- 1 bottle of Alcopop (e.g. Bacardi Breezer, Smirnoff Ice) = 1.5 units

Please select one answer only

- 1 None in the last week
- 2 1 to 6 units in the last week
- 3 7 to 13 units in the last week
- 4 14 to 21 units in the last week
- 5 22 to 28 units in the last week
- 6 29 or more units in the last week

Q028 - Q24: Cigarettes**Numeric**

About how many cigarettes do you usually smoke in a week?

Please type in number.
Please type 0 if you don't smoke cigarettes



KANTAR PUBLIC

NCS Questionnaire

Autumn 2016

As part of NCS, we would like you to take part in an important study about how you spend your time, and your plans for the future.

This study is being carried out by Kantar Public, an independent research organisation, on behalf of the Office for Civil Society in the Cabinet Office, which funds NCS.

Any information you provide is confidential and will not be shown to anyone.

Instructions

- Answer each question by putting a cross in the box next to the answer that applies to you. Most questions ask you to "**Cross one box only**" however some ask you to "**Please cross all that apply**".
- The questionnaire is easy to complete and will not take long.
- Please read the instructions before answering each question carefully.
- If you mark the wrong box, fill in the box and put a cross in the right one like this:
- Please check you have answered all the questions.

Thank you very much for taking part

123456789

PB-5

BARCODE

ABOUT YOU

We are interested in what you do outside of school or college hours. So, thinking about your free time outside of school or college hours...

Q1 Have you taken part in any youth groups or activities such as sports clubs, dance or drama clubs, scouts/guides or cadets outside of school or college hours in the last three months?

Please cross one box only

- | | |
|------------|--------------------------|
| Yes | <input type="checkbox"/> |
| No | <input type="checkbox"/> |
| Don't know | <input type="checkbox"/> |

Q2 Have you given your time to help in any of the following ways outside of school or college hours in the last three months?

Please cross all that apply

- | | | | |
|---|--------------------------|---|--------------------------|
| Helped out at a local club, group, organisation or place of worship | <input type="checkbox"/> | Helped out other organisations | <input type="checkbox"/> |
| Raised money for charity (including taking part in a sponsored event) | <input type="checkbox"/> | Contacted someone (e.g. council, media, school) about something affecting your local area | <input type="checkbox"/> |
| Organised a petition or event to support a local or national issue | <input type="checkbox"/> | Done something to help other people, or to improve a local area | <input type="checkbox"/> |
| | | None of these | <input type="checkbox"/> |

Q3 Have you helped anyone not in your family in any of these ways in the last three months?

Do not include anything you were paid to do.

Please cross all that apply

- | | | | |
|--|--------------------------|---|--------------------------|
| Doing shopping, collecting pension, or paying bills for someone | <input type="checkbox"/> | Cooking, cleaning, laundry, gardening or other routine household jobs for someone | <input type="checkbox"/> |
| Decorating, or doing any kind of home or car repairs for someone | <input type="checkbox"/> | Baby sitting or caring for children | <input type="checkbox"/> |
| Taking care of someone who is sick or frail | <input type="checkbox"/> | Looking after a pet for someone who is away | <input type="checkbox"/> |
| Helping with a university or job application | <input type="checkbox"/> | Helping out in some other way | <input type="checkbox"/> |
| Writing letters or filling in forms for someone | <input type="checkbox"/> | None of these | <input type="checkbox"/> |

Q4 In a typical recent month, can you say approximately how many hours in total you have spent helping out in any of the ways listed in Q2 and Q3?

Write in hours in a typical recent month

Q5 How much do you agree or disagree with the following statements?

Please cross one box only on each line

		Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
a.	I feel able to have an impact on the world around me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	I understand the organisations and people that have influence in my local area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	My local area is a place where people from different backgrounds get on well together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	I would know how to deal with a problem in my local area if I wanted to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q6 At the next General Election where you are old enough to vote, how likely are you to vote? Use a scale of 1 to 10, where 10 means you would be absolutely certain to vote, and 1 means that you would be absolutely certain not to vote.

Please cross one box only

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5	6	7	8	9	10
Absolutely certain not to vote					Absolutely certain to vote				

WHAT YOU HAVE BEEN DOING RECENTLY

Q7 What were you doing before this summer?

Please cross all that apply

Studying for GCSEs	<input type="checkbox"/>	Studying for AS/A-levels	<input type="checkbox"/>
Studying for other qualification	<input type="checkbox"/>	Apprenticeship, similar type of training or work experience	<input type="checkbox"/>
Paid work (full-time or part-time)	<input type="checkbox"/>	Unpaid voluntary help or community work	<input type="checkbox"/>
Looking after the home or children	<input type="checkbox"/>	Caring for a friend or family member	<input type="checkbox"/>
Staying at home for another reason	<input type="checkbox"/>	Something else	<input type="checkbox"/>
		Nothing	<input type="checkbox"/>

Q8 What are you currently doing?

Please cross all that apply

Study AS/A-levels in a sixth form or college	<input type="checkbox"/>	Study for other qualification in a sixth form or college	<input type="checkbox"/>
Apprenticeship, similar type of training or work experience	<input type="checkbox"/>	Paid work (full-time or part-time)	<input type="checkbox"/>
Unpaid voluntary help or community work	<input type="checkbox"/>	Other	<input type="checkbox"/>
Looking after the home or children	<input type="checkbox"/>	Don't know	<input type="checkbox"/>
Caring for a friend or family member	<input type="checkbox"/>		

Q9 How much do you agree or disagree with the following statements?

Please cross one box only on each line

		Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
a.	A range of different career options are open to me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	Studying to gain qualifications is important to me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	Education is worthwhile	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	I feel positive about my chances of getting a job in the future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	I have the skills and experience to get a job in the future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

MORE ABOUT YOUR LIFE

Q10 The next question is about how confident you feel about different areas of your life. How do you feel about the following things, even if you have never done them before...?

Please cross one box only on each line

		Very confident	Confident	Neither confident nor not confident	Not very confident	Not at all confident
a.	Meeting new people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	Having a go at things that are new to me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	Working with other people in a team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	Being the leader of a team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	Explaining my ideas clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.	Managing my money	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.	Getting things done on time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q11 How much do you agree or disagree with the following statements?

Please cross one box only on each line

		Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
a.	I can pretty much decide what will happen in my life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	I can usually handle whatever comes my way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	When things go wrong I usually get over it quickly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	I find it easy to learn from my mistakes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q12

And how much do you agree or disagree with the following statements?

Please cross one box only on each line

		Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
a.	I like to finish things once I've started them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	I get along with people easily	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	I try to treat other people with respect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	I am someone others can rely on	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	I enjoy working with people who have different opinions to me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.	If I needed help there are people who would be there for me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q13

On a scale of 0-10, where 0 is not at all satisfied and 10 is completely satisfied, overall, how satisfied are you with your life nowadays?

Please cross one box only

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0	1	2	3	4	5	6	7	8	9	10
Not at all satisfied									Completely satisfied	

Q14

On a scale of 0-10, where 0 is not at all happy and 10 is completely happy, overall, how happy did you feel yesterday?

Please cross one box only

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0	1	2	3	4	5	6	7	8	9	10
Not at all happy									Completely happy	

Q15

On a scale of 0-10, where 0 is not at all anxious and 10 is completely anxious, overall, how anxious did you feel yesterday?

Please cross one box only

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0	1	2	3	4	5	6	7	8	9	10
Not at all anxious									Completely anxious	

Q16

On a scale of 0-10, where 0 is not at all worthwhile and 10 is completely worthwhile, overall, to what extent do you feel the things you do in your life are worthwhile?

Please cross one box only

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0	1	2	3	4	5	6	7	8	9	10
Not at all worthwhile									Completely worthwhile	

YOUR RELATIONSHIPS WITH OTHER PEOPLE

Q17 Generally speaking, would you say that most people can be trusted, or that you can't be too careful in dealing with people?

Please cross one box only

- Most people can be trusted
- You can't be too careful in dealing with people
- It depends

Q18 Please use this scale to show how you would personally feel about a close relative or friend going out with someone from the following backgrounds. On this scale, 0 means that you would be very uncomfortable and 10 means that you would be very comfortable.

A close relative or friend going out with someone...

Please cross one box only on each line

		0	1	2	3	4	5	6	7	8	9	10
		Very uncomfortable										Very comfortable
a.	... from a different school or college to you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	... from a different race or ethnicity to you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	... from a different religious background to you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	... from a richer or poorer background to you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	... who is gay or lesbian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.	...who is disabled	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q19 People report having positive and negative social contact with others from all kinds of backgrounds.

Thinking of your own experiences with people from a different race or ethnicity to you, how often, if at all, would you say have had...

Please cross one box only on each line

		Never	Rarely	Sometimes	Quite often	Very often
a.	POSITIVE or GOOD experiences. For example someone being friendly to you, or making you feel welcome?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	NEGATIVE or BAD experiences. For example someone being mean to you, or making you feel unwelcome?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q20

...now thinking of your own experiences with people from the **same** race or ethnicity as you, how often, if at all, would you say you have had...

Please cross one box only on each line

Never Rarely Sometimes Quite often Very often

- a. POSITIVE or GOOD experiences. For example someone being friendly to you, or making you feel welcome? Never Rarely Sometimes Quite often Very often
- b. NEGATIVE or BAD experiences. For example someone being mean to you, or making you feel unwelcome? Never Rarely Sometimes Quite often Very often

YOUR HEALTH, LIFESTYLE AND MORE ABOUT YOU

Q21

Do you have a disability or health problem that you expect to last for more than a year?

Please cross one box only

- Yes → **Go to question 23**
- No → **Go to question 24**

Q22

Does this illness or disability limit your daily activities in any way?

Please cross one box only

- Yes No

Q23

In the last week, how many units of alcohol have you had?

The number of units in different types of drink are:

- 1 pint of normal or continental strength beer or lager (e.g. Carling, Fosters, Stella) = 2 units
- 1 bottle or can of normal or continental strength beer or lager (e.g. Budweiser, Becks, Stella) = 1 unit
- 1 pint of cider or stout (e.g. Strongbow, Guinness) = 2 units
- 1 can of strong beer or lager or cider (e.g. Tennant's Super, Special Brew, Diamond White) = 4 units
- 1 glass of wine = 1.5 units
- 1 single measure of spirits or liqueur (e.g. Vodka) = 1 unit
- 1 bottle of Alcopop (e.g. Bacardi Breezer, Smirnoff Ice) = 1.5 units

Please cross one box only

- None in the last week
- 1 to 6 units in the last week
- 7 to 13 units in the last week
- 14 to 21 units in the last week
- 22 to 28 units in the last week
- 29 or more units in the last week

Q24

About how many cigarettes do you usually smoke in a week? Please write in 0 if you don't smoke cigarettes

Write in number

Q25 Are you?

Please cross one box only

Male

Female

Q26 What is your date of birth?

Day

Month

Year

Write in
day

Write
in month

Write
in year

Q27 What is your ethnic group?

Please cross one box only

White (including English, Welsh, Scottish, Northern Irish, Irish, Gypsy or Irish Traveller or any other White background)

Black (including Black British, African, Caribbean and any other Black background)

Asian (including Asian British, Pakistani, Bangladeshi, Chinese and any other Asian background)

Mixed (including White and Black Caribbean, White and Black African, White and Asian, any other Mixed or Multiple ethnic groups)

Other ethnic group (including Arab and any other ethnic group)

Please write in

Q28 What is your religion?

Please cross one box only

No religion

Christian (including Church of England, Catholic, Protestant and all other Christian denominations)

Buddhist

Hindu

Jewish

Muslim

Sikh

Any other religion

Q29 Have you been eligible for Free School Meals at any point in the last 6 years?

Please cross one box only

Yes

No

Don't know

LINKING YOUR INFORMATION

We would like to use the information you provide here to link with other government information and information held by the NCS Trust, to help us to understand *in general* what people go on to do after the NCS experience. This would involve linking information about your NCS experience to data on exam results, education, employment and benefits, health, and crime. This research will not identify or report on individuals and will only explore overall patterns, for example, the number of NCS participants that go on to complete A-Levels, or get a job. Your personal details will be secure at all times in line with the Data Protection Act.

To help us link to this information we will need to securely send your personal information (name, gender, date of birth and postcode) to the NCS Trust and other government departments holding data relating to the topic areas outlined above. Once the linking has taken place, all your personal information will be securely removed from the linked data set. All research done will be anonymous; will be carried out by Office for Civil Society (including researchers approved by Office for Civil Society); and used for research purposes only - no decisions will be made about individuals as a result of the research. Personal information will be held by the Office for Civil Society for a maximum of 6 years whilst the linking exercise is completed.

Linking data in this way will help us to make NCS even better for young people in the future without having to ask you lots more questions. We are asking for your permission to use your data in this way for ongoing research use, but if at any point in the future you do not want your data used in this way please contact ncssurvey@kantarpublish.co.uk for your information to be removed from any future data linking.

I agree to having the information I have provided used in this way.

Yes

No

If you answered yes please make sure you have completed your contact details on the previous page so that we can link your data in this way.

Thank you for taking the time to complete this questionnaire.

**Please place it in the envelope provided,
seal it and hand it back to the person who gave it to you.**

1234567890

BARCODE

Autumn baseline comparison questionnaire

INTRO: INTRODUCTION AND PRIZE DRAW

Text

[Not back](#)

Welcome to this study about you and your future. Thank you for taking part.

Q001 – INTRODUCTION AND PRIZE DRAW

Single coded

For taking time to complete these questions we would like to enter you into a prize draw to win £500 worth of Amazon vouchers. Are you happy for us to use your [Textfill: email address/address] to enter you into the draw?

- 1 Yes
- 2 No

Q002 - Q1: Activities outside school/college

Single coded

ABOUT YOU

Have you taken part in any youth groups or activities such as sports clubs, dance or drama clubs, scouts/guides or cadets outside of school or college hours in the last three months?

- 1 Yes
- 2 No
- 3 Don't know

Q003 - Q2: Ways given help

Multi coded

Have you given your time to help in any of the following ways outside of school or college hours in the last three months?

Please select all that apply

- 1 Helped out at a local club, group, organisation or place of worship
- 4 Helped out other organisations
- 2 Raised money for charity (including taking part in a sponsored event)
- 5 Contacted someone (e.g. council, media, school) about something affecting your local area
- 3 Organised a petition or event to support a local or national issue
- 6 Done something to help other people, or to improve a local area
- 7 None of these

Q004 - Q3: Ways helped not in family**Multi coded**

Have you helped anyone not in your family in any of these ways in the last three months?

Do not include anything you were paid to do.

Please select all that apply

- 1 Doing shopping, collecting pension, or paying bills for someone
- 6 Cooking, cleaning, laundry, gardening or other routine household jobs for someone
- 2 Decorating, or doing any kind of home or car repairs for someone
- 7 Baby sitting or caring for children
- 3 Taking care of someone who is sick or frail
- 8 Looking after a pet for someone who is away
- 4 Helping with a university or job application
- 9 Helping out in some other way
- 5 Writing letters or filling in forms for someone
- 10 None of these

Q005 - Q4: Hours spent helping**Numeric**

In a typical recent month, can you say approximately how many hours in total you have spent [Textfill: Answer codes selected at Q2 and Q3, each separated by comma]?

Please type in the hours in a recent typical month

Q006 - Q5: Local area statements**Matrix**

How much do you agree or disagree with the following statements?

Please tick one box only for each statement

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I feel able to have an impact on the world around me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand the organisations and people that have influence in my local area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My local area is a place where people from different backgrounds get on well together	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would know how to deal with a problem in my local area if I wanted to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q007 - Q6: Likelihood of voting

Single coded

At the next General Election where you are old enough to vote, how likely are you to vote? Use a scale of 1 to 10, where 10 means you would be absolutely certain to vote, and 1 means that you would be absolutely certain not to vote.

Please select one box only

- 1 1 - Absolutely certain not to vote
- 2 2
- 3 3
- 4 4
- 5 5
- 6 6
- 7 7
- 8 8
- 9 9
- 10 10 - Absolutely certain to vote

Q009 - Q7: Doing before summer

Multi coded

WHAT YOU HAVE BEEN DOING RECENTLY

What were you doing before this summer?

Please select all that apply

- 1 Studying for GCSEs
- 6 Studying for AS/A-levels
- 2 Studying for other qualification
- 7 Apprenticeship, similar type of training or work experience
- 3 Paid work (full-time or part-time)
- 8 Unpaid voluntary help or community work
- 4 Looking after the home or children
- 9 Caring for a friend or family member
- 5 Staying at home for another reason
- 10 Something else
- 11 Nothing

Q010 - Q8: Currently doing**Multi coded**

What are you currently doing?

Please select all that apply

- 1 Study AS/A-levels in a sixth form or college
- 6 Study for other qualification in a sixth form or college
- 2 Apprenticeship, similar type of training or work experience
- 7 Paid work (full-time or part-time)
- 3 Unpaid voluntary help or community work
- 8 Other plans
- 4 Looking after the home or children
- 9 No plans
- 5 Caring for a friend or family member
- 10 Don't know

Q011 - Q9: Attitudes towards the future**Matrix**

How much do you agree or disagree with the following statements?

Please select one answer per statement

Normal

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
A range of different career options are open to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Studying to gain qualifications is important to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Education is worthwhile	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel positive about my chances of getting a job in the future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have the skills and experience to get a job in the future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

MORE ABOUT YOUR LIFE

The next question is about how confident you feel about different areas of your life. How do you feel about the following things, even if you have never done them before...?

Please select one answer per statement

	Very confident	Confident	Neither confident nor not confident	Not very confident	Not at all confident
Meeting new people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having a go at things that are new to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working with other people in a team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being the leader of a team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explaining my ideas clearly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managing my money	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Getting things done on time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How much do you agree or disagree with the following statements?

Please select one answer per statement

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I can pretty much decide what will happen in my life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can usually handle whatever comes my way	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When things go wrong I usually get over it quickly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find it easy to learn from my mistakes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

And how much do you agree or disagree with the following statements?

Please select one answer per statement

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I like to finish things once I've started them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I get along with people easily	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I try to treat other people with respect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am someone others can rely on	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoy working with people who have different opinions to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I needed help there are people who would be there for me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q016 - Q13: Satisfaction with life

Single coded

On a scale of 0-10, where 0 is not at all satisfied and 10 is completely satisfied, overall, how satisfied are you with your life nowadays?

Please select one answer only

- 1 0 - Not at all satisfied
- 11 1
- 2 2
- 3 3
- 4 4
- 5 5
- 6 6
- 7 7
- 8 8
- 9 9
- 10 10 - Completely satisfied

Q017 - Q14: Happiness

Single coded

On a scale of 0-10, where 0 is not at all happy and 10 is completely happy, overall, how happy did you feel yesterday?

Please select one answer only

- 1 0 - Not at all happy
- 11 1
- 2 2
- 3 3
- 4 4
- 5 5
- 6 6
- 7 7
- 8 8
- 9 9
- 10 10 - Completely happy

Q018 - Q15: Anxiety

Single coded

On a scale of 0-10, where 0 is not at all anxious and 10 is completely anxious, overall, how anxious did you feel yesterday?

Please select one answer only

- 1 0 - Not at all anxious
- 11 1
- 2 2
- 3 3
- 4 4
- 5 5
- 6 6
- 7 7
- 8 8
- 9 9
- 10 10 - Completely anxious

Q019 - Q16: Worthwhile

Single coded

On a scale of 0-10, where 0 is not at all worthwhile and 10 is completely worthwhile, overall, to what extent do you feel the things you do in your life are worthwhile?

Please select one answer only

- 1 0 - Not at all worthwhile
- 11 1
- 2 2
- 3 3
- 4 4
- 5 5
- 6 6
- 7 7
- 8 8
- 9 9
- 10 10 - Completely worthwhile

Q021 - Q17: Trust

Single coded

YOUR RELATIONSHIPS WITH OTHER PEOPLE

Generally speaking, would you say that most people can be trusted, or that you can't be too careful in dealing with people?

Please select one answer only

Normal

- 1 Most people can be trusted
- 2 You can't be too careful in dealing with people
- 3 It depends

Q022 - Q18: Comfortable with friends relationships

Matrix

Please use this scale to show how you would personally feel about a close relative or friend going out with someone from the following backgrounds. On this scale, 0 means that you would be very uncomfortable and 10 means that you would be very comfortable.

A close relative or friend going out with someone...

Please select only one answer per line

	0 - Very uncomfortable	1	2	3	4	5	6	7	8	9	10 - Very comfortable
... from a different school or college to you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... from a different race or ethnicity to you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... from a different religious background to you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... from a richer or poorer background to you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... who is gay or lesbian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...who is disabled	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q035 - Q19: Experience with different backgrounds

Matrix

People report having positive and negative social contact with others from all kinds of backgrounds.

Thinking of your own experiences with people from a different race or ethnicity to you, how often, if at all, would you say have had...

Please select one box per line

	Never	Rarely	Sometimes	Quite often	Very often
POSITIVE or GOOD experiences. For example someone being friendly to you, or making you feel welcome?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NEGATIVE or BAD experiences. For example someone being mean to you, or making you feel unwelcome?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q036 - Q20: Experience with same backgrounds**Matrix**

...now thinking of your own experiences with people from the same race or ethnicity as you, how often, if at all, would you say you have had...

Please select one answer per line

	Never	Rarely	Sometimes	Quite often	Very often
POSITIVE or GOOD experiences. For example someone being friendly to you, or making you feel welcome?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NEGATIVE or BAD experiences. For example someone being mean to you, or making you feel unwelcome?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q025 - Q21: Disability/Health problem**Single coded**

YOUR HEALTH, LIFESTYLE AND MORE ABOUT YOU

Do you have a disability or health problem that you expect to last for more than a year?

Please select one answer only

- 1 Yes
2 No

Ask only if **Q025 - Q21,1**

Q026 - Q22: Limiting illness or disability**Single coded**

Does this illness or disability limit your daily activities in any way?

Please select one answer only

- 1 Yes
2 No

Q027 - Q23: Alcohol**Single coded**

In the last week, how many units of alcohol have you had?

The number of units in different types of drink are:

- 1 pint of normal or continental strength beer or lager (e.g. Carling, Fosters, Stella) = 2 units
- 1 bottle or can of normal or continental strength beer or lager (e.g. Budweiser, Becks, Stella) = 1 unit
- 1 pint of cider or stout (e.g. Strongbow, Guinness) = 2 units
- 1 can of strong beer or lager or cider (e.g. Tennant's Super, Special Brew, Diamond White) = 4 units
- 1 glass of wine = 1.5 units
- 1 single measure of spirits or liqueur (e.g. Vodka) = 1 unit
- 1 bottle of Alcopop (e.g. Bacardi Breezer, Smirnoff Ice) = 1.5 units

Please select one answer only

- 1 None in the last week
- 2 1 to 6 units in the last week
- 3 7 to 13 units in the last week
- 4 14 to 21 units in the last week
- 5 22 to 28 units in the last week
- 6 29 or more units in the last week

Q028 - Q24: Cigarettes**Numeric**

About how many cigarettes do you usually smoke in a week?

Please type in number

Q029 - Q25: Gender**Single coded**

Are you...?

Please select one answer only

- 1 Male
- 2 Female

Q030 - Q26: DOB**Alpha**

What is your date of birth?

Please write in DD/MM/YY

Q031 - Q27: Ethnicity

Single coded

What is your ethnic group?

Please select one answer only

- 1 White (including English, Welsh, Scottish, Northern Irish, Irish, Gypsy or Irish Traveler or any other White background)
- 2 Black (including Black British, African, Caribbean and any other Black background)
- 3 Asian (including Asian British, Pakistani, Bangladeshi, Chinese and any other Asian background)
- 4 Mixed (including White and Black Caribbean, White and Black African, White and Asian, any other Mixed or Multiple ethnic groups)
- 5 Other ethnic group (including Arab and any other ethnic group) - please specify

Q032 - Q28: Religion

Single coded

What is your religion?

Please select one answer only

- 1 No religion
- 2 Christian (including Church of England, Catholic, Protestant and all other Christian denominations)
- 3 Buddhist
- 4 Hindu
- 5 Jewish
- 6 Muslim
- 7 Sikh
- 8 Any other religion

Q033 - Q29: FSM

Single coded

Have you been eligible for Free School Meals at any point in the last 6 years?

Please select one answer only

- 1 Yes
- 2 No
- 3 Don't know

Q034 - Q30: Looking after someone else

Single coded

Is there anyone living with you who you look after or give special help to because they are elderly, or have a long standing illness or disability?

Please select one answer only

- 1 Yes
- 2 No

Q038 - Q038:

Single coded

Thank you for taking part.

We would like to contact you again to invite you to take part in another short survey like this one. Everyone who takes part in the follow up research will be entered into another prize draw, with a second opportunity to win a £500 Amazon voucher.

Your contact details will be kept confidential.

Can Kantar Public social research contact you to invite you to take part in this research?

- 1 Yes
2 No

Ask only if **Q038 - Q038,1**

Q039 - Q039: Recontact: Name

Open

Please type your name carefully

Ask only if **Q038 - Q038,1**

Q040 - Q040: Recontact: Email

Open

Please can you provide an email address that we can contact you at. Please type carefully.

Ask only if **Q038 - Q038,1**

Q041 - Q041: Recontact: Number

Open

We may get back in touch with you by telephone. Please provide up to two telephone numbers on which we can contact you. These can be landlines or mobile numbers.

Ask only if Q038 - Q038,1

Q042 - Q042:

Open

Please type your address carefully

Q043 - Q043:

Single coded

We would like to use the information you provide here to link with other government information and information held by the NCS Trust, to help us to understand some aspects of young people's lives *in general*. This would involve linking information from this survey to data on exam results, education, employment and benefits, health, and crime. This research will not identify or report on individuals and will only explore overall patterns. Your personal details will be secure at all times in line with the Data Protection Act.

To help us link to this information we will need to securely send your personal information (name, gender, date of birth and postcode) to the NCS Trust and other government departments holding data relating to the topic areas outlined above. Once the linking has taken place, all your personal information will be securely removed from the linked data set. All research done will be anonymous; will be carried out by the Office for Civil Society (including researchers approved by the Office for Civil Society); and used for research purposes only - no decisions will be made about individuals as a result of the research. Personal information will be held by the Office for Civil Society for a maximum of 6 years whilst the linking exercise is completed.

We are asking for your permission to use your data in this way for ongoing research use, but if at any point in the future you do not want your data used in this way please contact ncssurvey@kantarpublish.com for your information to be removed from any future data linking.

Normal

- 1 Yes
- 2 No

Autumn follow up participants and comparison questionnaire

Q047 - DUMMY_NCS: DUMMY NCS participant or control

Single coded

- 1 Participant
- 2 Control

INTRO: INTRODUCTION AND PRIZE DRAW

Text

Welcome to this study about you {Textfill: DUMMY_NCS= Participant 'and your NCS experience', DUMMY_NCS = Control 'and your future'}. Thank you for taking part.

Q001: INTRODUCTION AND PRIZE DRAW

Single coded

For taking time to complete these questions we would like to enter you into a prize draw to win £500 worth of Amazon vouchers. Are you happy for us to use your [Textfill: email address/address] to enter you into the draw?

- 1 Yes
- 2 No

Q045 - Q045: Instructions

Text

You can change an answer by going back to choose another one. Please use the 'Next' and 'Back' buttons at the bottom of the screen, not the forward and back buttons on your browser. Your answers will be automatically saved when you move to the next page, so you can stop and close the internet browser at any time, and come back to it at a later date.

Ask only if **Q047 - DUMMY_NCS,1**

B001: EXPERIENCE OF NCS

Begin block

Q048 - Q101: NSC Experience hours

Single coded

YOUR NCS EXPERIENCE

The first questions we would like to ask you are about National Citizen Service (NCS).

How many hours have you spent on your team's National Citizen Service project in your local area?

Please select one answer only

- 1 Fewer than 10 hours
- 2 10 to 19 hours
- 3 20 to 29 hours
- 4 30 hours or more
- 5 I did not take part in my team's project

Q049 - Q102: NCS experience worth

Single coded

On a scale of 0-10, where 0 is not at all worthwhile and 10 is completely worthwhile, how worthwhile did you find your National Citizen Service experience overall?

Please select one answer only

- 1 0 - Not at all worthwhile
- 2 1
- 3 2
- 4 3
- 5 4
- 6 5
- 7 6
- 8 7
- 9 8
- 10 9
- 11 10 - Completely worthwhile

Q050 - Q103: NCS experience enjoyable

Single coded

On a scale from 0-10, where 0 is not at all enjoyable and 10 is completely enjoyable, how enjoyable did you find your National Citizen Service experience overall?

- 1 0 - Not at all enjoyable
- 2 1
- 3 2
- 4 3
- 5 4
- 6 5
- 7 6
- 8 7
- 9 8
- 10 9
- 11 10 - Completely enjoyable

Q057 - Q103a: NCS experience organised**Single coded**

To what extent do you agree that your National Citizen Service programme was well organised?

- 1 Strongly agree
- 2 Agree
- 3 Neither agree nor disagree
- 4 Disagree
- 5 Strongly disagree
- 99 Don't know **Position fixed *Exclusive*
- 97 Don't want to answer **Position fixed *Exclusive*

Q051 - Q104: Working with staff**Multi coded**

Which, if any, of the following statements describes the member of staff who spent the most time with you and your team during your National Citizen Service experience?

Please select all that apply

- 1 They challenged me to step out of my comfort zone
- 2 They were supportive
- 3 They provided a safe environment
- 4 They encouraged me to fully take part in the programme
- 5 They were interested in me and my development
- 7 They were knowledgeable about the programme
- 96 Other (please specify) **Open *Position fixed*
- 99 Don't know **Position fixed *Exclusive*
- 97 Don't want to answer **Position fixed *Exclusive*

Q052 - Q105: Stay involved**Single coded**

Would you like to stay involved in National Citizen Service in the future?

Please select one answer only

- 1 Yes, definitely
- 2 Yes, maybe
- 3 No

Q053 - Q106: Recommendation of NCS

Single coded

Would you recommend National Citizen Service to other 16 or 17 year olds?

Please select one answer

- 1 Yes, definitely
- 2 Yes, maybe
- 3 No

Q054 - Q107: NCS experience statements 1

Matrix

To what extent do you agree or disagree with the following statements about your National Citizen Service experience?

Please select one answer only for each statement

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I now feel more positive towards people from different backgrounds to myself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I got a chance to develop skills which will be more useful to me in the future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I saw that there were more opportunities available to me than I had realised	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am more likely to help out in my local area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am proud of what I achieved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I learned something new about myself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I now feel more confident about getting a job in the future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I now feel I have greater responsibility to my local community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I now feel capable of more than I had realised	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q055 - Q108: NCS experience statements 2

Matrix

To what extent do you agree or disagree with the following statements about your National Citizen Service experience?

Please select one answer for each statement

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I now feel more responsible for my actions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel I have a better understanding of my abilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am better able to think through what I have learned by myself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I spend more time thinking about how I might do things differently in the future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q002 - Q1: Activities outside school/college

Single coded

ABOUT YOU

{Textfill if DUMMY_NCS=Participant: 'Now we would like to ask you some questions about what else you may have done recently apart from National Citizen Service', if DUMMY_NCS=Control: 'First, we would like to ask you some questions about things you may have done recently.'

We are interested in what you do outside of school or college hours. So, thinking about your free time outside of school or college hours...

Have you taken part in any youth groups or activities such as sports clubs, dance or drama clubs, scouts/guides or cadets outside of school or college hours {Textfill if DUMMY_NCS=participant: 'since your autumn NCS (i.e. since November 2016)', If DUMMY_NCS=Control: 'since the end of autumn half term (i.e. since November 2016)'}?

{Textfill if DUMMY_NCS=Participant: 'Please do not include anything you have done as part of NCS.'}

Please select one answer.

Normal

- 1 Yes
 2 No
 3 Don't know

Q003 - Q2: Ways given help

Multi coded

Min = 1

Have you given your time to help in any of the following ways outside of school or college hours {Textfill if DUMMY_NCS=participant: 'since your autumn NCS (i.e. since November 2016)', If DUMMY_NCS=Control: 'since the end of autumn half term (i.e. since November 2016)'}?

{Textfill IF DUMMY_NCS=Participant: 'Please do not include anything you have done as part of NCS'}

Please select all that apply

Normal

- 1 Helping out at a local club, group, organisation or place of worship
 4 Helping out other organisations
 2 Raising money for charity (including taking part in a sponsored event)
 5 Contacting someone (e.g. council, media, school) about something affecting your local area
 3 Organising a petition or event to support a local or national issue
 6 Doing something to help other people, or to improve a local area
 7 None of these

Q004 - Q3: Ways helped not in family

Multi coded

Min = 1

Have you helped anyone not in your family in any of these ways {Textfill if DUMMY_NCS=participant: 'since your autumn NCS (i.e. since November 2016)', If DUMMY_NCS=Control: 'since the end of autumn half term (i.e. since November 2016)}?

Do not include anything you were paid to do {Textfill if DUMMY_NCS=Participant: 'or anything you have done as part of NCS'}.

Please select all that apply

Normal

- 1 Doing shopping, collecting pension, or paying bills for someone
- 6 Cooking, cleaning, laundry, gardening or other routine household jobs for someone
- 2 Decorating, or doing any kind of home or car repairs for someone
- 7 Baby sitting or caring for children
- 3 Taking care of someone who is sick or frail
- 8 Looking after a pet for someone who is away
- 4 Helping with a university or job application
- 5 Writing letters or filling in forms for someone
- 9 Helping out in some other way **Position fixed*
- 10 None of these **Position fixed*

Q005 - Q4: Hours spent helping

Numeric

Max = 360

In a typical recent month, can you say approximately how many hours in total you have spent helping out in any of these ways?

Please type in the hours in a recent typical month

Q006 - Q5: Local area statements

Matrix

How much do you agree or disagree with the following statements?

Please select one answer for each statement

Normal

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I feel able to have an impact on the world around me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand the organisations and people that have influence in my local area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My local area is a place where people from different backgrounds get on well together	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would know how to deal with a problem in my local area if I wanted to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q007 - Q6: Likelihood of voting

Single coded

At the next General Election where you are old enough to vote, how likely are you to vote? Use a scale of 1 to 10, where 10 means you would be absolutely certain to vote, and 1 means that you would be absolutely certain not to vote.

Please select one box only

Normal

- 1 1 - Absolutely certain not to vote
- 2 2
- 3 3
- 4 4
- 5 5
- 6 6
- 7 7
- 8 8
- 9 9
- 10 10 - Absolutely certain to vote

Q009 - Q7: Doing after autumn half term

Multi coded

Min = 1

WHAT YOU HAVE BEEN DOING RECENTLY

Which, if any, of the following did you do after {Textfill if DUMMY_NCS=participant: 'your autumn NCS (i.e. since November 2016)', If DUMMY_NCS=Control: 'the end of autumn half term (i.e. since November 2016)'}?

Please select all that apply

Normal

- 1 Studying for GCSEs
- 6 Studying for AS/A-levels
- 2 Studying for other qualification
- 7 Apprenticeship, similar type of training or work experience
- 3 Paid work (full-time or part-time)
- 8 Unpaid voluntary help or community work
- 4 Looking after the home or children
- 9 Caring for a friend or family member
- 5 Staying at home for another reason
- 10 Something else
- 11 Nothing

Q010 - Q8: Currently doing**Multi coded**

Which, if any, of the following are you planning to do in the next few months?

Please select all that apply

- 11 Study for GCSEs
- 1 Study AS/A-levels
- 6 Study for other qualification
- 2 Apprenticeship, similar type of training or work experience
- 7 Paid work (full-time or part-time)
- 3 Unpaid voluntary help or community work
- 4 Look after the home or children
- 5 Care for a friend or family member
- 12 Stay at home for another reason
- 8 Other plans
- 9 No plans
- 99 Don't know **Position fixed *Exclusive*
- 97 Don't want to answer **Position fixed *Exclusive*

Q011 - Q9: Attitudes towards the future**Matrix**

How much do you agree or disagree with the following statements?

Please select one answer per statement

Normal

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
A range of different career options are open to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Studying to gain qualifications is important to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Education is worthwhile	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel positive about my chances of getting a job in the future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have the skills and experience to get a job in the future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

MORE ABOUT YOUR LIFE

The next question is about how confident you feel about different areas of your life. How do you feel about the following things, even if you have never done them before...?

Please select one answer per statement

	Very confident	Confident	Neither confident nor not confident	Not very confident	Not at all confident
Meeting new people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having a go at things that are new to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working with other people in a team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being the leader of a team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explaining my ideas clearly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managing my money	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Getting things done on time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q014 - Q11: Attitudinal Statements part 1

How much do you agree or disagree with the following statements?

Please select one answer per statement

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I can pretty much decide what will happen in my life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can usually handle whatever comes my way	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When things go wrong I usually get over it quickly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find it easy to learn from my mistakes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

And how much do you agree or disagree with the following statements?

Please select one answer per statement

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I like to finish things once I've started them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I get along with people easily	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I try to treat other people with respect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am someone others can rely on	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoy working with people who have different opinions to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I needed help there are people who would be there for me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q016 - Q13: Satisfaction with life

Single coded

On a scale of 0-10, where 0 is not at all satisfied and 10 is completely satisfied, overall, how satisfied are you with your life nowadays?

Please select one answer only

- 1 0 - Not at all satisfied
- 11 1
- 2 2
- 3 3
- 4 4
- 5 5
- 6 6
- 7 7
- 8 8
- 9 9
- 10 10 - Completely satisfied

Q017 - Q14: Happiness

Single coded

On a scale of 0-10, where 0 is not at all happy and 10 is completely happy, overall, how happy did you feel yesterday?

Please select one answer only

Normal

- 1 0 - Not at all happy
- 11 1
- 2 2
- 3 3
- 4 4
- 5 5
- 6 6
- 7 7
- 8 8
- 9 9
- 10 10 - Completely happy

Q018 - Q15: Anxiety

Single coded

On a scale of 0-10, where 0 is not at all anxious and 10 is completely anxious, overall, how anxious did you feel yesterday?

Please select one answer only

Normal

- 1 0 - Not at all anxious
- 11 1
- 2 2
- 3 3
- 4 4
- 5 5
- 6 6
- 7 7
- 8 8
- 9 9
- 10 10 - Completely anxious

Q019 - Q16: Worthwhile

Single coded

On a scale of 0-10, where 0 is not at all worthwhile and 10 is completely worthwhile, overall, to what extent do you feel the things you do in your life are worthwhile?

Please select one answer only

- 1 0 - Not at all worthwhile
- 11 1
- 2 2
- 3 3
- 4 4
- 5 5
- 6 6
- 7 7
- 8 8
- 9 9
- 10 10 - Completely worthwhile

Q021 - Q17: Trust

Single coded

YOUR RELATIONSHIPS WITH OTHER PEOPLE

Generally speaking, would you say that most people can be trusted, or that you can't be too careful in dealing with people?

Please select one answer only

- 1 Most people can be trusted
- 2 You can't be too careful in dealing with people
- 3 It depends

Q022 - Q18: Comfortable with friends relationships

Matrix

Please use this scale to show how you would personally feel about a close relative or friend going out with someone from the following backgrounds. On this scale, 0 means that you would be very uncomfortable and 10 means that you would be very comfortable.

A close relative or friend going out with someone...

Please select only one answer per line

	0 - Very uncomfortable	1	2	3	4	5	6	7	8	9	10 - Very comfortable
... from a different school or college to you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... from a different race or ethnicity to you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... from a different religious background to you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... from a richer or poorer background to you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... who is gay or lesbian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...who is disabled	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q035 - Q19: Experience with different backgrounds**Matrix**

People report having positive and negative social contact with others from all kinds of backgrounds.

Thinking of your own experiences with people from a different race or ethnicity to you, how often, if at all, would you say have had...

Please select one box per line

	Never	Rarely	Sometimes	Quite often	Very often
POSITIVE or GOOD experiences. For example someone being friendly to you, or making you feel welcome?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NEGATIVE or BAD experiences. For example someone being mean to you, or making you feel unwelcome?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q036 - Q20: Experience with same backgrounds**Matrix**

...now thinking of your own experiences with people from the same race or ethnicity as you, how often, if at all, would you say you have had...

Please select one answer per line

	Never	Rarely	Sometimes	Quite often	Very often
POSITIVE or GOOD experiences. For example someone being friendly to you, or making you feel welcome?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NEGATIVE or BAD experiences. For example someone being mean to you, or making you feel unwelcome?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q027 - Q23: Alcohol**Single coded**

YOUR HEALTH, LIFESTYLE AND MORE ABOUT YOU

In the last week, how many units of alcohol have you had?

The number of units in different types of drink are:

- 1 pint of normal or continental strength beer or lager (e.g. Carling, Fosters, Stella) = 2 units
- 1 bottle or can of normal or continental strength beer or lager (e.g. Budweiser, Becks, Stella) = 1 unit
- 1 pint of cider or stout (e.g. Strongbow, Guinness) = 2 units
- 1 can of strong beer or lager or cider (e.g. Tennant's Super, Special Brew, Diamond White) = 4 units
- 1 glass of wine = 1.5 units
- 1 single measure of spirits or liqueur (e.g. Vodka) = 1 unit
- 1 bottle of Alcopop (e.g. Bacardi Breezer, Smirnoff Ice) = 1.5 units

Please select one answer only

- 1 None in the last week
- 2 1 to 6 units in the last week
- 3 7 to 13 units in the last week
- 4 14 to 21 units in the last week
- 5 22 to 28 units in the last week
- 6 29 or more units in the last week

Q028 - Q24: Cigarettes**Numeric**

About how many cigarettes do you usually smoke in a week?

Please type in number.
Please type 0 if you don't smoke cigarettes**QXX: Postcode****Text**

Finally, what is your postcode?

We are asking for this information for analysis purposes only. We need this for analysis purposes. It will be kept completely confidential and we won't use it to contact you again.

7. Instructions to providers

National Citizen Service Summer 2016 Evaluation

Instructions for Delivery Staff

What is the NCS Evaluation and why is it important?

The NCS evaluation helps to demonstrate the positive impact that taking part in NCS has on young people. It also allows us to develop the programme to ensure participants get the most out of their NCS experience and more young people can benefit from this once-in-the-lifetime opportunity.

The aim of the summer 2016 evaluation is to provide information on young people's attitudes and views prior to taking part in the NCS experience, so that we can measure the differences after they complete NCS.

Your role

In order to fully understand the impact of NCS, it is crucial that we get as many young people to complete the survey as possible. We are asking you to help achieve this!

Overview

- Your role is to hand out questionnaires to young people whose programmes start **between 18th and 31st July**.
 - You may not have enough questionnaires to hand to all young people:
 - *You should have enough questionnaires for **all young people on all programmes starting during the w/c 18th July**.*
 - *Your Prime Provider will send you enough questionnaires to hand to all young people across **whole waves** that start during the **w/c 25th July**. If this is not possible, they may ask you to hand out questionnaires to **whole teams** that start during the **w/c 25th July**. **Your Prime Provider will confirm this with you.***
 - **Please do not hand out any questionnaires after the 31st July.**
- It is important that you do this **before** starting any of the Phase 1 activities, i.e. on the first day of Phase 1. This allows us to measure the full impact of the programme.
- **All NCS participants** should be given one copy of the questionnaire, an envelope, and a pen – this includes any late-arriving participants.
- We suggest you **allow 30 minutes** for administering the survey. The questionnaire itself should only take young people around 15 minutes to complete, but you will need time to introduce the survey, hand out the questionnaires and to collect them at the end.
- **Detailed instructions are given on the next page**, but if you have further questions, or run into any issues, please get in touch by emailing ncssurvey@tns-bmrb.co.uk.

Thank you!

We are extremely grateful for your help with this evaluation.

Step 1

Introduce the survey enthusiastically!

*Start by introducing yourself and the survey. It is very important that you are **enthusiastic** and explain the benefits of taking part clearly to encourage the participants to complete the survey.*

Please read this to the young people *before* handing out the survey:

- The survey is about young people, the people they know and how they spend their time.
- Understanding this is **really important** in helping us understand your NCS journey, and helps us to learn how we can make it better for young people taking part.
- It is **not** an exam or test! There are no right or wrong answers. We want to hear about what **you** think, so please do not discuss your answers with others while you are filling in the questionnaire.
- Your answers will not be seen by anyone here and will be kept **completely confidential**.
- The survey should **not take long to complete**. Some of these can be answered by marking a cross (x) in one box. Others can be answered by marking a cross (x) in more than one answer box. There are instructions at each question will tell you how many boxes to cross.
- Please try and answer every question, and check you have completed the whole questionnaire at the end. However, if there are any questions you don't want to answer, that's fine, you don't have to.
- If you are unsure about any of the questions please ask us.
- To help us improve NCS, we would like to contact you again in a few months to hear what you thought about NCS. There is a question at the end of the survey about whether you agree to being contacted again about this. If you agree to be contacted again, and then take part in the second survey, there will be a chance to win a £500 Amazon voucher.

Step 2

Check for any questions

Ask whether anyone has any questions before handing the questionnaires out. Remember that the survey is voluntary but that we would really like everyone to complete if at all possible.

Step 3

Hand out the questionnaires

Hand out one questionnaire, envelope and a pen to all young people, and ask them to complete the survey. Please check for any further questions as participants are completing the survey.

Step 4

Collect the completed questionnaires

Remind participants to put their completed questionnaires back into the envelopes and seal them, before handing it back to you.

Step 5

Pack the questionnaires

Once you have the envelopes containing completed questionnaire back in, you need to pack these into boxes or packs to be sent back to the Prime Provider.

- Gather up the questionnaire envelopes into boxes or packs, and fill out a **Survey Administration Form** for each box/pack. Enclose the form at the top of each box/pack.
- Write your NCS region (as per the Survey Administration Form) on the top of each box/pack.
- Return all boxes/packs **to the site that you received the questionnaires from**, as instructed by your prime provider.
- Boxes/packs will be collected by TNS BMRB from the site you are returning them to – **please do not send any questionnaires directly to TNS BMRB.**

