

QMD Recommendations for Volume Test content

New Content: Individual Form

Sex

Sprint 4	Sprint 5
<p>3 Are you?</p> <p><input type="radio"/> male</p> <p><input type="radio"/> female</p>	<p>3 What sex are you?</p> <p><input type="radio"/> male</p> <p><input type="radio"/> female</p> <p><input type="radio"/> intersex</p>
Summary of findings (cognitive and Mass completion)	
<p>General Population</p> <ul style="list-style-type: none"> • Testing with general population found that some respondents did not notice the inclusion of the third category “intersex”. • Among those that did notice there was a general lack of understanding of the term “intersex”. • Reactions to “intersex” category ranged from curiosity to inability to conceive that a third option for biological sex was possible. <p>LGBTQI</p> <ul style="list-style-type: none"> • Non intersex respondents understood the term “intersex” was not applicable to them. • Some trans respondents reported for their biological sex, others for their transitioned identity. • The one intersex respondent preferred the term ‘intersex’ over ‘indeterminate’. They suggested that “sex diverse” may be a more inclusive term than intersex. 	
Recommendations	
<ul style="list-style-type: none"> • Recommend inclusion of Sprint 5 question version for Volume Test with help information available. • While testing to date shows general acceptance of the third category, we understand that the testing done has likely gained the perspectives of the most compliant respondents and true feelings may be masked due to the presence of the interviewer. • Inclusion in the Volume Test will allow us to understand reaction to the third category more fully in a larger scale and non-observed test environment. Examples may include volume of calls made to call centre, access to help information and for paper forms, multiple response and form annotations. • Comparison of observed intersex responses in the Volume Test can be compared against administrative sources of data such as birth registration data to gain an indication of facetious responses. • Recommend some advice from experts in Māori language/Māori world-view in the implications for asking in Māori language specifically and of Māori respondents in general. 	

Sprint 4 & 5	
<p>31 What gender do you identify as?</p> <p><input type="radio"/> male</p> <p><input type="radio"/> female</p> <p><input type="radio"/> gender diverse</p>	
Summary of findings (cognitive and Mass completion)	
<p>General Population</p> <ul style="list-style-type: none"> • Many respondents had a sense of déjà vu’ when they got to the gender question. In many cases the sex-based routing given in the ‘babies born alive’ question immediately preceding gender in Sprint 5 alerted respondents to there being two similar looking questions in the form. In Sprint 4, many more respondents didn’t have a sense of Deja-vu due to the questions being spaced far apart on the form and the absence of sex based routing prior to the gender question. • Some respondents realised there was a difference between the sex question and the gender question, but others remained confused. • Some respondents understood the difference between sex (biological) and gender (identity), but still had difficulty understanding that the categories were not dichotomous. • Many respondents felt that the distance between the two questions (sex and gender) was odd and wondered why the gender question was not placed together with the sex question on the form. <p>LGBTQI</p> <ul style="list-style-type: none"> • Respondents in the LGBTQI community liked the inclusion of this question and several felt the question was clearer than the sex question. • Some trans respondents selected ‘gender diverse’, while others selected either male or female. • Some trans respondents selected either male or female for sex and the same for gender, so it was not possible to identify them as trans from looking at the form. • Some respondents queried if they could select multiple responses. 	
Recommendations	
<ul style="list-style-type: none"> • Recommend inclusion of Sprint 5 question version for Volume Test with help information available. • While testing to date shows general acceptance of the gender question, we understand that the testing done has likely gained the perspectives of the most compliant respondents and true feelings may be masked due to the presence of the interviewer. • Inclusion in the Volume Test will allow us to understand reaction to the gender question more fully in a larger scale and non-observed test environment. Examples may include volume of calls made to call centre, access to help information and for paper forms, multiple response and form annotations. • Recommend development of some kind of note to explain and affirm that for many people ‘sex’ and ‘gender identity’ will be the same thing as a means to reassure respondents we are not in fact asking the same question twice. • Question as to whether the information we can collect will meet information need expressed in topic specifications is still an issue and one we need to take advice on from Customer Needs and Data. • Recommend removal of the ‘babies born alive’ question in the context of the sex and gender questions. <ul style="list-style-type: none"> ○ Both ‘babies born alive’ and ‘gender identity’ are questions that must come after the routing to identify the NZ Resident Adult population as neither questions are appropriate to ask of children. Further, if asked, we recommend ‘babies born alive’ 	

question precede the 'gender identity' question so 'male' respondents are routing on the basis of their sex, rather than have the complication of which basis to route. However, this increases the sense of 'déjà vu' for the majority of respondents for whom biological sex and gender identity are the same.

- Regardless of the effects of asking babies born together with gender identity, it is QM&Ds view that it would be preferable to remove 'babies born' in the interests of reducing overall respondent burden, especially given the continued and consistent feedback we get from respondents regarding the insensitivity of the question.
- Recommend some advice from experts in Māori language/Māori world-view in the implications for asking in Māori language specifically and of Māori respondents in general.

Sexual Orientation

Sprint 4 & 5

32 Which of the following options best describes how you think of yourself?

heterosexual or straight

gay or lesbian

bisexual

other. Please state:

or prefer not to say

Summary of findings (cognitive and Mass completion)

General Population

- The majority of respondents answered 'heterosexual or straight' in the testing, with a few respondents answering 'gay/lesbian', 'bisexual' or 'other'.
- Most respondents said they were happy to answer, but wondered whether this question might pose difficulties for other people. A small number of respondents selected 'prefer not to say' or didn't answer this question.
- Some respondents wondered why this was being asked and what the possible uses of the data might be.

Targeted LGBTQI community:

- Respondents felt this question was asking about sexual identity, attraction, orientation etc.
- Several respondents made use of the other, please specify option.
- A few respondents found this question very difficult to answer: one is figuring this out; intersex respondent struggled with this.
- Some queried whether they could select multiple options.
- Were mostly comfortable answering this in a census context. One respondent had concerns about 'flow on effects' of this being asked more widely, data sharing.

Recommendations

- **Recommend inclusion of Sprint 5 question version for Volume Test with help information available.**
- While testing to date shows general acceptance of the sexual orientation question, we understand that the testing done has likely gained the perspectives of the most compliant respondents and true feelings may be masked due to the presence of the interviewer.
- Inclusion in the Volume Test will allow us to understand reactions to the sexual orientation question more fully in a larger scale and non-observed test environment. Examples of potential issues to monitor may include volume of calls made to call centre, access to help information and for paper forms, multiple response and the number and nature of form annotations.
- Recommend some advice from experts in Māori language/Māori world-view in the implications for asking in Māori language specifically and of Māori respondents in general.

Second Residence

Sprint 4	Sprint 5
<p>7 Do you stay at another New Zealand address for more than 30 days a year?</p> <p><input type="radio"/> no → go to 9</p> <p><input type="radio"/> yes – please give that address:</p> <p>street number flat number</p> <p><input type="text"/> <input type="text"/></p> <p>street name</p> <p><input type="text"/></p> <p>suburb or rural locality</p> <p><input type="text"/></p> <p>city, town or district</p> <p><input type="text"/></p>	<p>7 In the last 12 months, did you stay at another New Zealand address for more than 30 days in total?</p> <p><input type="radio"/> no → go to 9</p> <p><input type="radio"/> yes – please give that address:</p> <p>street number flat number</p> <p><input type="text"/> <input type="text"/></p> <p>street name</p> <p><input type="text"/></p> <p>suburb or rural locality</p> <p><input type="text"/></p> <p>city, town or district</p> <p><input type="text"/></p>
<p>8 The address you gave in 7 is:</p> <p><input type="radio"/> a holiday home</p> <p><input type="radio"/> a working away from home address</p> <p><input type="radio"/> a term-time address for a secondary student</p> <p><input type="radio"/> a home address for a tertiary student</p> <p><input type="radio"/> another parent or caregiver's address</p> <p>or <input type="radio"/> none of the above</p>	<p>8 The address you gave in 7 is:</p> <p><input type="radio"/> a holiday home</p> <p><input type="radio"/> a working away from home address</p> <p><input type="radio"/> a term-time address for a secondary student</p> <p><input type="radio"/> a home address for a tertiary student</p> <p><input type="radio"/> another parent or caregiver's address</p> <p>or <input type="radio"/> other</p>
Summary of findings (cognitive and Mass completion)	
<p>General Population</p> <ul style="list-style-type: none"> • Sprint 4 found that respondents had difficulties with the reference period for this question. The reference to '30 days a year' was ambiguous to respondents and was interpreted differently across individuals. • The inclusion of a more specific reference period in Sprint 5 introduced some unintended effects. The second residence question was placed after 'usual address' but before previous address questions in the form. Test findings found that some respondents (those who had lived at their usual address for less than a year) were interpreting the 'second residence' question as asking about their previous address. • Some respondents had difficulties interpreting the response categories for second residence (Q8). • The most commonly selected response for second residence was the 'other' category, with the second most common response selected being 'home address for a tertiary student'. • Some respondents with shared parental arrangements found it difficult to decide which address to put as their 'usual address' and which to put as their 'second residence' • Some respondents wondered why the government was collecting this information and what it would be used for. 	
Recommendations	
<ul style="list-style-type: none"> • Not recommended for inclusion in the Volume Test. • Recommend further testing for possible later inclusion (Census Test 2017). • Recommend further mass completion tests to solve unintended effects due to question order and flow of address questions in the form. • Recommend including guide notes in further testing to explore whether and how this is useful to respondents answering this question. • Recommend including an "other – write in" response in future testing rounds to see what other types of second residence people are including and how they are interpreting the question. 	

- Recommend some advice from experts in Māori language/Māori world-view in the implications for asking in Māori language specifically and of Māori respondents in general.
 - For example, can the concept of 2nd residence be conveyed equivalently in the Māori language? Do Māori have different relationships with place that suggests new categories or a different conceptual basis for the New Zealand context?

difficulty following routing or an introduced error due to the street number being greyed out in the mass completion test forms.

- Some respondents had difficulties remembering 'address 5 years ago': *"Oh boy! Can I guess?"*

Recommendations

- **Recommend reduction in the number of address question by removing address 5 years ago.**
- **Recommend inclusion of "address 1 year ago" only in the Volume Test.**
- Removal of 'address 5 years ago' is recommended due to the complexities in routing and cross-references on the paper form caused by the number of address question, and, because it is expected that quality of responses for 'address 5 years ago' is likely to be lower than 'address 1 year ago'.
- Address 1 year ago allows for respondents who report any number of years at their usual address away from this question, saving the need to answer one of the address questions.
- If conflict among stakeholders regarding utility of the two different reference periods cannot be resolved, rather than recommend both we would be interested to understand if developing a question to collect a previous address from all respondents would be a good compromise. The immediately previous address of a respondent together with their length of time at current usual address (which is already collected) may allow both groups to be satisfied.

Activity limitation

Sprint 4	Sprint 5																																			
<p>19 The next questions ask about difficulties you may have doing certain activities because of a health problem.</p> <p>20 Do you have difficulty seeing, even if wearing glasses?</p> <p><input type="radio"/> no – no difficulty</p> <p><input type="radio"/> yes – some difficulty</p> <p><input type="radio"/> yes – a lot of difficulty</p> <p><input type="radio"/> cannot do at all</p>	<p>19 This question is about difficulties you may have doing certain activities because of a health problem. Do you have difficulty with any of the following? Mark one space for each row.</p> <table border="1"> <thead> <tr> <th></th> <th>no difficulty</th> <th>some difficulty</th> <th>a lot of difficulty</th> <th>cannot do at all</th> </tr> </thead> <tbody> <tr> <td>seeing, even if wearing glasses</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>hearing, even if using a hearing aid</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>walking or climbing steps</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>remembering or concentrating</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>washing all over or dressing</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>communicating using your usual language, for example understanding or being understood.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </tbody> </table>		no difficulty	some difficulty	a lot of difficulty	cannot do at all	seeing, even if wearing glasses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	hearing, even if using a hearing aid	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	walking or climbing steps	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	remembering or concentrating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	washing all over or dressing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	communicating using your usual language, for example understanding or being understood.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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<p>Summary of findings (cognitive and Mass completion)</p>																																				
<ul style="list-style-type: none"> The Washington Group short set of questions were tested in Sprint 4 & 5. Sprint 4 used a question-by-question approach, while Sprint 5 used a matrix format. There were no differences in question wording between sprints other than the question instruction/stem in Sprint 5 which was amended to suit the format used. The questions were included in the all usually resident population section of the census form (before the 15 years and over routing). Cognitive test respondents were shown both formats for this question, and format preferences were fairly evenly split. None of the respondents expressed a strong preference for one format over the other. Cognitive testing found the following conceptual/interpretation issues with the question wording: <ul style="list-style-type: none"> Respondents had difficulties interpreting the response categories, in particular the difference between ‘some difficulty’ and ‘a lot of difficulty’. Respondents said they would find some examples useful to help them interpret different levels of difficulty. Some respondents took into account the use of assistive devices in assessing their difficulty, while others did not. In some cases, respondents assessed their difficulty using an assistive device where they did not use one. E.g. one respondent with hearing difficulties hypothesised that they would have no difficulty hearing if they did use a hearing aid. Respondents did not always assess their answers within the context of a health problem. This was most common for ‘remembering or concentrating’ and ‘communicating using your usual language’. E.g. many respondents said they sometimes had difficulties remembering or concentrating but that it was not due to a health problem. Also respondents with English as a second language, living as NZ residents said they had difficulty communicating. 																																				
<p>Recommendations</p>																																				
<ul style="list-style-type: none"> Not recommended for inclusion in the Volume Test. Conduct further, targeted, cognitive testing for possible future inclusion (Census Test 2017). The Washington Group question set was designed for use in interviewer administered surveys and it is still not clear whether administration of these questions in a self-complete survey is appropriate or whether it will meet the aims of comparability with international measures. QM&D need this to be resolved before any recommendation to include could be made. 																																				

- **Recommend testing with respondents under 15 years, and testing of proxy respondents with parents and other caregivers prior to inclusion in the Volume Test.**
- The Washington Group question set was designed for respondents aged 5 years+ in interviewer administered surveys. Testing done to date has tested these questions with respondents aged 15+ years, and it is unknown how the question will work for respondents under 15 years of age or whether parents will be able to provide a reliable proxy response for their children.
- **If programme decision is to include in the Volume Test, recommend use of the matrix format in the paper form, but question by question approach for online.**
- There were no response errors identified in mass completions directly related to the question formatting. Therefore use of the matrix format in the paper form is recommended to save page space, while a question by question format would be better suited to online collections, particularly on small screen devices.

Step-family

Sprint 4	Sprint 5
<p>28 Which, if any, of the following step-family do you live with in this household?</p> <ul style="list-style-type: none"> <input type="radio"/> I DON'T live with any step-family <input type="radio"/> I live with my step-parent <input type="radio"/> I live with my step-child or step-children <input type="radio"/> I live with my step-brother or step-sister <input type="radio"/> other, for example step-grandparent 	<p>22 Mark as many spaces as you need to show which, if any, step-family live with you at your usual address.</p> <ul style="list-style-type: none"> <input type="radio"/> I don't have any step-family <input type="radio"/> I have step-family, but not at my usual address <input type="radio"/> I live with my step-parent <input type="radio"/> I live with my step-child or step-children <input type="radio"/> I live with my step-brother or step-sister <input type="radio"/> other, for example step-grandparent
<p>Summary of findings (cognitive and Mass completion)</p>	
<ul style="list-style-type: none"> • There was some confusion among respondents over the term 'step-family' and what scope of this term included or excluded. Some respondents thought about extended step-family e.g. step-cousins. • Some respondents didn't personally use the term 'step' to describe their relationships, but understood it in the context of the form. • Some respondents wondered about the inclusion of de-facto relationships in step-family. • Some respondents reported having some issue with this question as it is presented immediately after the living arrangements question. 	
<p>Recommendations</p>	
<ul style="list-style-type: none"> • Not recommended for inclusion in the Volume Test. • Recommend further testing for possible later inclusion (Census Test 2017). • This question and its interplay with the living arrangements needs to be resolved before we could recommend inclusion. This will require iterations of testing and experimentation with order and flow. • Consideration to be given to developing a question only to identify the presence of step relationships in the household (yes/no) rather than attempting to establish the nature of the step relationships. This may be easier to operationalise. • Consider Māori language/Māori world-view implications for the term 'step-family'. Conceptually difficult and misunderstood in English, how will the concept be conveyed in Māori? 	

Travel to Education (Usual)

Sprint 4	Sprint 5
<p>29 Are you attending, studying or enrolled at school or any other place of education?</p> <p> <input type="radio"/> yes - full-time (20 hours or more a week) <input type="radio"/> yes - part-time (less than 20 hours a week) } → go to 30 </p> <p>or <input type="radio"/> no - neither of these → go to 32</p>	<p>23 Are you attending, studying or enrolled at school or anywhere else?</p> <p> <input type="radio"/> yes - full-time (20 hours or more a week) <input type="radio"/> yes - part-time (less than 20 hours a week) } → go to 24 </p> <p>or <input type="radio"/> no - neither of these → go to 26</p>
<p>30 How do you usually travel to your place of education?</p> <p> • If you use more than one method to complete your journey, mark the one you use for the greatest distance. • If you don't have a usual method, select the method you used most recently. </p> <p> <input type="radio"/> study at home → go to 32 <input type="radio"/> school bus or other educational institution bus <input type="radio"/> public bus <input type="radio"/> train <input type="radio"/> drive a private car, truck or van <input type="radio"/> passenger in a private car, truck or van <input type="radio"/> motorbike <input type="radio"/> bicycle <input type="radio"/> walk or jog <input type="radio"/> other, for example TAXI, FERRY Print the main way you travelled for study: _____ </p>	<p>24 What is the one main way you usually travel to your place of education - that is, the one you use for the greatest distance?</p> <p> • If you don't have a usual method, select the method you used most recently. </p> <p> <input type="radio"/> study at home → go to 26 <input type="radio"/> school bus or other educational institution bus <input type="radio"/> public bus <input type="radio"/> train <input type="radio"/> drive a private car, truck or van <input type="radio"/> passenger in a private car, truck or van <input type="radio"/> motorbike <input type="radio"/> bicycle <input type="radio"/> walk or jog <input type="radio"/> other, for example TAXI, FERRY Print the main way you travelled for study: _____ </p>
<p>31 Where are you attending, studying or enrolled?</p> <p>Print the full name and physical address. Give all of these, if possible:</p> <p>name of pre-school, school or other place of education _____</p> <p>street number _____</p> <p>street name _____</p> <p>suburb or rural locality _____</p> <p>city, town or district _____</p>	<p>25 Where are you attending, studying or enrolled?</p> <p>Print the full name and physical address. Give all of these, if possible:</p> <p>name of pre-school, school or other place of education _____</p> <p>street number _____</p> <p>street name _____</p> <p>suburb or rural locality _____</p> <p>city, town or district _____</p>

Summary of findings (cognitive and Mass completion)

- Most respondents didn't have any difficulty reporting for their usual travel. However, some respondents needed guidance as they used different modes of travel on different days of the week.
- Respondents tended not to read the note text in the question, therefore there were more instances of respondents marking multiple modes of travel in earlier testing sprints. Due to this, the question wording was amended back to "what is the one main way you usually travel..." in Sprint 5.
- Other modes of travel reported in testing included skateboards, longboards and scooters.

- Respondents had difficulty providing a full street address for their educational institute. In most cases respondents entered the institution name, suburb and city/town only and were not able to provide a street number and name.

Recommendations

- **Recommend inclusion in Volume Test, with following changes:**
 - Revert to travel on census day (which will require response option of “did not travel to study on census day”). In consultation, users were split on whether usual travel or census day travel were most useful. Given census day travel is easier conceptually for respondents, we recommend census day travel.
 - Ask only for ‘name of educational institution’ and ‘city, town or campus’ rather than exact street address of educational institution.

License to occupy

Sprint 4 & 5

- 33** Thinking about the dwelling that you usually live in, do you yourself:
- have a licence to occupy it
 - hold it in a family trust
 - own or partly own it, with or without a mortgage
- or none of these

Summary of findings (cognitive and Mass completion)

- Without guidance or definition the term 'license to occupy' was not well understood by respondents.
- Renters were very likely to select 'license to occupy' as amongst the available options, to them this seemed the terminology most similar to 'rental agreement' or 'tenancy agreement'.

Recommendations

- **Not recommended for inclusion in the Volume Test.**
- **Recommend question revert to 2013 approach.** This question only established if the person owned or partly owned the dwelling (with or without a mortgage). This could include the addition of wording to instruct respondents not to count license to occupy arrangements.
- Detailed tenure information is collected in the dwelling form, is it necessary to also collect this in the individual form?

Travel to Work (Usual)

Sprint 4	Sprint 5
<p>56 How do you usually travel to work?</p> <ul style="list-style-type: none"> • If you use more than one method to complete your journey, mark the one you use for the greatest distance. • If you don't have a usual method, select the method you used most recently. <p> <input type="radio"/> work at home <input type="radio"/> public bus <input type="radio"/> train <input type="radio"/> drive a private car, truck or van <input type="radio"/> drive a company car, truck or van <input type="radio"/> passenger in a car, truck, van or company bus <input type="radio"/> motorbike <input type="radio"/> bicycle <input type="radio"/> walk or jog <input type="radio"/> other, for example <i>TAXI, FERRY</i>. </p> <p>Print the main way you usually travel to work:</p> <p> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> </p>	<p>50 What is the one main way you usually travel to work - that is, the one you use for the greatest distance?</p> <ul style="list-style-type: none"> • If you don't have a usual method, select the method you used most recently. <p> <input type="radio"/> work at home <input type="radio"/> public bus <input type="radio"/> train <input type="radio"/> drive a private car, truck or van <input type="radio"/> drive a company car, truck or van <input type="radio"/> passenger in a car, truck, van or company bus <input type="radio"/> motorbike <input type="radio"/> bicycle <input type="radio"/> walk or jog <input type="radio"/> other, for example <i>TAXI, FERRY</i>. </p> <p>Print the main way you usually travel to work:</p> <p> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> </p>
<p>Summary of findings (cognitive and Mass completion)</p>	
<ul style="list-style-type: none"> • Most respondents didn't have any difficulty reporting for their usual travel. However, some respondents needed guidance as they used different modes of travel on different days of the week. • Other respondents found the 'usual' concept difficult due to having multiple jobs. • One respondent on maternity leave wanted to answer this question as they "usually" work. • Respondents tended not to read the note text in the question, therefore there were more instances of respondents marking multiple modes of travel in earlier testing sprints. Due to this, the question wording was amended back to "what is the one main way you usually travel..." in Sprint 5. 	
<p>Recommendations</p>	
<ul style="list-style-type: none"> • Recommend inclusion in Volume Test, with following changes: <ul style="list-style-type: none"> ○ Revert to travel on census day (which will require response option of "did not travel to work on census day". In consultation, users were split on whether usual travel or census day travel were most useful. Given census day travel is easier conceptually for respondents, we recommend census day travel. 	

Voluntary work

Sprint 4	Sprint 5
<p>61 Mark as many spaces as you need to answer this question. In the last 4 weeks have you done any voluntary work for?</p> <p> <input type="radio"/> an organisation, group or marae <input type="radio"/> other people or households (not including people in your own household) or <input type="radio"/> none of these </p> <p>→ go to 62</p> <p>→ go to 63</p> <p>62 In the last 4 weeks, what is the total number of hours you spent doing the voluntary work you indicated in question 61?</p> <p>• total hours participating in voluntary work <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/></p>	<p>55 In the last 4 weeks have you done any voluntary work?</p> <p>Examples of voluntary work may be:</p> <ul style="list-style-type: none"> • helping at community and cultural groups, sports clubs or schools. • providing transport or assistance for neighbours. <p> <input type="radio"/> yes <input type="radio"/> no → go to 58 </p> <p>56 Who did you do voluntary work for? Mark all that apply.</p> <p> <input type="radio"/> for an organisation, group or marae <input type="radio"/> for other people or households (not including people who live at your usual address) <input type="radio"/> other </p> <p>57 In the last 4 weeks, what is the total number of hours you spent doing the voluntary work you indicated in question 56?</p> <p>• total hours participating in voluntary work <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/></p>
<p>Summary of findings (cognitive and Mass completion)</p>	
<ul style="list-style-type: none"> • Most respondents reported that they wouldn't include helping friends and family as voluntary work, even where those friends and family lived outside of their household. • Calculation of the number of hours volunteered was difficult for respondents, particularly where they volunteered for multiple entities over the course of four weeks. • The category "for an organisation, group or marae" was not broad enough for some respondents. 	
<p>Recommendations</p>	
<ul style="list-style-type: none"> • Recommended for inclusion in Volume Test, with • Respondents can generally answer the questions with the presence of examples seeming to help with question understanding. • Possibly consider disaggregation of categories for "Who did you do voluntary work for?" • While recommending this question, we note that "voluntary work" is different to the 2013 Census concept of 'unpaid activities' meaning less respondents are likely to answer in the positive. This will mean many respondents who in 2013 had options to reflect their unpaid activities in their own home will now have no such option. This, and the principle of 'do no harm' should be considered in determining content for 2018 Census. 	

New or Significantly Changed Content: Dwelling Form

License to occupy

Sprint 4	Sprint 5
<p>6 Look for the 'go to' instruction after you answer.</p> <p>Do you, or anyone else who lives here, have a licence to occupy this dwelling?</p> <p><input type="radio"/> yes → go to 14</p> <p><input type="radio"/> no → go to 7</p> <p><input type="radio"/> don't know → go to 7</p> <p style="text-align: right;">See the Guide Notes for help</p>	<p>6 Do you, or anyone else who lives here, have a licence to occupy this dwelling?</p> <p>A 'licence to occupy' lets you live in a dwelling that you don't own, rent or lease. Common examples are retirement village dwellings, company share apartments, and dwellings on Māori land.</p> <p><input type="radio"/> yes → go to 14</p> <p><input type="radio"/> no → go to 7</p> <p><input type="radio"/> don't know → go to 7</p>
<p>Summary of findings (cognitive and Mass completion)</p>	
<ul style="list-style-type: none"> • Inclusion of the 'note' text in Sprint 5 form was helpful, though all respondents needed to read this text in order to understand the term. • Even with the 'note' text in place there was still significant misunderstanding of the term, with the most common misunderstanding being renters feeling the term was referring to their tenancy agreement in an unfamiliar way. • Interplay with modified tenure question in Individual Form was problematic. 	
<p>Recommendations</p>	
<ul style="list-style-type: none"> • Not recommended for inclusion in the Volume Test. • Variable specification makes mention of counts of license to occupy arrangements, can we investigate uses of administrative sources to meet information needs? • Further research needed regarding company share and Māori land scenarios for license to occupy. • Consider Māori language/Māori world-view implications for the term 'license to occupy'. Conceptually difficult and misunderstood in English, how will the concept be conveyed in Māori? • Content to review and advise re the need to collect tenure information in both the Dwelling Form and Individual Form. 	

Number of rooms

Sprint 4	Sprint 5
<p>14 How many rooms are in this dwelling?</p> <p>Count open-plan rooms like this: kitchen–lounge–dining is three separate rooms.</p> <p><input type="checkbox"/> bedrooms, including any sleepouts furnished as bedrooms</p> <p><input type="checkbox"/> caravan(s) this household uses as a bedroom</p> <p><input type="checkbox"/> kitchens</p> <p><input type="checkbox"/> dining rooms</p> <p><input type="checkbox"/> lounges, living rooms, family rooms</p> <p><input type="checkbox"/> conservatories you can sit in</p> <p><input type="checkbox"/> studies, studios, hobby rooms</p> <p>Write '0' for any rooms not in this dwelling</p>	<p>14 For each type of room listed below, count the number in this dwelling.</p> <p>• Count open-plan rooms like this: kitchen–lounge–dining is three separate rooms.</p> <p>• Write '0' if this dwelling has no rooms of the type in the list.</p> <p><input type="checkbox"/> kitchens</p> <p><input type="checkbox"/> lounges, living rooms or family rooms</p> <p><input type="checkbox"/> dining rooms</p> <p><input type="checkbox"/> bedrooms, including any sleepouts furnished as bedrooms</p> <p><input type="checkbox"/> a caravan this household uses as a bedroom</p> <p><input type="checkbox"/> conservatories you can sit in</p> <p><input type="checkbox"/> studies, studios, hobby rooms</p>
<p>Summary of findings (cognitive and Mass completion)</p>	
<ul style="list-style-type: none"> • Generally question is performing well with no major issues. • Sprint 4 forms had a high incidence of fields being left blank rather than having zeroes entered. While movement of instruction from instructional 'bubble' to note immediately after the question has appeared to increase the entry of '0' there is still a lot of respondents leaving fields blank when they have none of the rooms listed. • Some categories are causing issues. The term conservatory is not well understood by younger respondents and the presence of 'caravan ...' in the list is surprising to respondents. 	
<p>Recommendations</p>	
<ul style="list-style-type: none"> • Recommend this question format for inclusion in Volume Test, with the removal of 'caravans ...' as a standalone category. • The format appears to be working well and will derive both number of bedrooms and total number of rooms in a single question. • Indications from testing suggest caravans that meet the criteria (use as a bedroom) are likely to be very rare and the burden of collecting is hard to justify. Recommend reverting to the approach to 2013 where respondents were instructed to add any caravan used as a bedroom to their bedroom count. 	

Heating appliance most used

Sprint 4 & 5

- 15** Mark one space. Which type of heating is used most often for this dwelling?
- heat pump
 - electric heater (including bar, panel, oil-filled or fan)
 - fixed gas heater
 - portable gas heater
 - wood burner
 - pellet fire
 - coal burner
 - other. Print type of heating used:
- or don't use any form of heating

Summary of findings (cognitive and Mass completion)

- Some comment from respondents regarding categories they felt were missing, particularly 'central heating' and 'open fire'. Expectation seemed to be that these warranted a category of their own rather than requiring entry as 'other'.
- Some respondents had issues resolving 'most often'. For example, using both heat pump and wood burner in quite different ways.
- Some evidence of multiple response, though not a widespread problem.

Recommendations

- **Recommend this question format for inclusion in Volume Test with some tweaks:**
 - Possibly bold 'most often' in question text.
 - Possibly include note text to provide guidance to respondent regarding how to resolve choosing the one method used most often.
 - Take advice from Customer Needs and Data regarding whether we should be collecting the one main method used or all methods used.

Amenities available in dwelling

Sprint 4 & 5	
<p>18 Mark as many spaces as you need to show which of these are in this dwelling.</p> <p>Don't include anything that is disconnected or broken.</p> <ul style="list-style-type: none"><input type="radio"/> cooking facilities<input type="radio"/> tap water that is safe to drink<input type="radio"/> bath or shower<input type="radio"/> toilet<input type="radio"/> electricity supply <p>or <input type="radio"/> none of these</p>	
Summary of findings (cognitive and Mass completion)	
<ul style="list-style-type: none">• Some respondents considering how 'broken' something needed to be before it was not to be counted (for example a cooker with broken oven but working stovetop).• Some respondents expressed surprise at the question, general expectation among respondents was "doesn't everyone have all of these things?" Some thought it might be better to ask which of those things, if any, the dwelling did not have.	
Recommendations	
<ul style="list-style-type: none">• Not recommended for inclusion in Volume Test in current format.• Recommend further testing in communities where we expect some deprivation of these basic amenities to be prevalent.<ul style="list-style-type: none">○ Suggestions include Eastern Christchurch and private dwellings in holiday parks.• On the one hand, respondents can answer this question and generally find it easy to answer. From our testing there is no sign of unintended item nonresponse for the category listings. Despite almost all respondents having to tick all options, this is not particularly onerous.• On the other hand, we are unclear if census is the appropriate vehicle to be trying measure these housing deprivation issues. Certainly census will find rare events among the general population but is a more targeted approach appropriate – is the burden on the many justified by the information need being filled?• We are also unclear why some items in the variable spec (inside toilet, fridge, sink) have not made it to the proposed question.• Variable specification makes reference to this topic as a measure of "severe housing deprivation (homelessness)". The reference to homelessness should be removed.• We encourage Customer Needs and Data to consider if an amenities type question focussed on observable housing quality features may meet user need regarding household deprivation and also provide context to (or replace) the subjective 'cold' and 'damp' questions. For example, presence or absence of insulation, home ventilation systems, double glazing etc.	

Cold

Sprint 4 & 5	Sprint 5
<p>19 In winter, is this dwelling too cold or difficult to heat?</p> <p><input type="radio"/> yes – always</p> <p><input type="radio"/> yes – often</p> <p><input type="radio"/> yes – sometimes</p> <p><input type="radio"/> no</p> <p>or <input type="radio"/> don't know – I haven't lived here in winter</p>	<p>19 In winter, is this dwelling difficult to heat and/or keep warm?</p> <p><input type="radio"/> yes – always</p> <p><input type="radio"/> yes – often</p> <p><input type="radio"/> yes – sometimes</p> <p><input type="radio"/> no</p> <p>or <input type="radio"/> don't know – I haven't lived here in winter</p>
Summary of findings (cognitive and Mass completion)	
<ul style="list-style-type: none"> • Sprint 4 version was problematic for respondents as they felt the question was asking two quite distinct things and found it difficult to answer. • For sprint 5, we adapted an existing question from the HES household deprivation module. Respondents still felt the question asked two distinct things but found this easier to resolve as the intent of the two things were clearly about heating. • For both question variants, respondents were generally thinking about the rooms they 'lived in' rather than the dwelling as a whole. • Respondents volunteered comments on the subjectivity of the question – that the answers would vary depending on who answered the dwelling form. 	
Recommendations	
<ul style="list-style-type: none"> • Recommended for inclusion in Volume Test, with some reservations: • While inclined to not recommend this for inclusion, due to the subjectivity of the question and the absence of any means to interpret the results, testing has shown respondents can answer the questions. • Customer Needs and Data are comfortable with the known subjectivity of responses and believe the subjective data will meet the needs of users. • Inclusion of an amenities question focused on insulation, ventilation etc would potentially allow for validation of the subjective measures against more observable, objective data. 	

Damp

Sprint 4 & 5

20 Is this dwelling damp?

A damp dwelling may feel or smell damp, or have damp patches on the walls, ceiling, floor or window frames.

- yes – always
- yes – often
- yes – sometimes
- no

or don't know

Summary of findings (cognitive and Mass completion)

- Some respondents answered 'yes – sometimes' and made comments about temporary states of dampness, for example while cooking.
- Respondents volunteered comments on the subjectivity of the question – that the answers would vary depending on who answered the dwelling form.
- Respondents found it difficult to answer if they hadn't lived in the dwelling over a winter. These respondents pointed out the inconsistent use of the 'don't know' response label across the cold, damp and mould questions.

Recommendations

- **Recommended for inclusion in Volume Test, with some reservations:**
- While inclined to not recommend for inclusion, due to the subjectivity of the question and the absence of any means to interpret the results, testing has shown respondents **can** answer the questions albeit with acknowledgement of the subjectivity of their answers.
- Customer Needs and Data are comfortable with the known subjectivity of responses and believe the subjective data will meet the needs of users.
- Inclusion of an amenities question focused on insulation, ventilation etc would potentially allow for validation of the subjective measures against more observable, objective data.

Mould

Sprint 4 & 5

21 Can you see mould inside this dwelling that, in total, is larger than an A4 sheet of paper?

- mould (mildew) may grow on the walls, ceiling, floor, doors, window frames, curtains or blinds.
- mould can be black, white, green, brown, red, etc.
- an A4 sheet is the size of this page.

yes

no

or don't know

Summary of findings (cognitive and Mass completion)

- One respondent commented that they thought the question should not apply if they have told us their dwelling is not damp, which while perhaps not valid, does hint that the questions are all somewhat interrelated and suggests burden for respondents with no housing issues.
- A few respondents answered 'no', but did volunteer that they might have a problem with mould if they didn't keep cleaning it up. Unclear if 'no' is the appropriate response for this scenario.
- For some residents the wording "... inside this dwelling" was too vague in that they didn't think about moulds presence on soft furnishings.
- One respondent felt "... inside this dwelling" was suggesting the whole dwelling was mouldy which may not be the case, suggested alternate wording "Can you see mould in any part of this dwelling"

Recommendations

- **Recommended for inclusion in Volume Test, with some reservations:**
- Respondents have generally been able to answer the question despite some difficulties calculating the total size of mould against the A4 sheet as the reference.
- QM&D would like some clarity if the A4 size is the appropriate reference to meet the variable specification requirements regarding presence of mould creating health impacts.