

APPENDIX F CODE FRAMES

There were five open questions which required office coding:

Main section

XOthSoc

XOthCrim

Victim Form

WhyBet

WhyHapp

MakeRep

WhyBet – ‘What additional information did you want to know from the police?’

(Ask if BetInfor = YES)

CODE UP TO 5 ANSWERS

1. Whether any investigation/action (e.g. sending patrol to prevent repeat)
2. Information on progress/outcome/nature of action/investigation – e.g. if offenders identified/caught/charged/convicted, if/when in court
3. Police didn't take opportunity to collect evidence/identify witnesses/visit scene of incident/involve respondent – e.g. identity parade/look at photos of suspects
4. Assurance that the incident was being taken seriously/not ignored
5. (Respondent did not receive information promised/expected)
6. Help/guidance – e.g. on security, compensation, respondent's rights
7. General answer – e.g. 'everything', 'anything'
8. Other specific answer

97 Vague/uncodeable answer

98 Don't know

99 Not answered

WhyHapp – ‘Can you tell me why you think this incident happened?’

(if RaceMot = No and RacePoss = NO – no racial motive for incident)

CODE UP TO 5 ANSWERS

1. Negligence/carelessness on the part of the respondent or someone else – e.g. door left unlocked
2. Due to personal relationship between the victim and the offender – e.g. during an argument, jealousy, conflicts over children/property
3. Offender wanted money or property (i.e. this was the motive for the incident)
Victim/property targeted – specific type of property targeted by offender
4. Offender was determined/not deterred by security measures, etc
5. Opportunist/'spur of the moment'/offender took advantage of the situation
6. Mindless/'for fun'/for something to do/'messing around'/boredom
7. Alcohol/drugs
8. Other explanation

97 Vague/uncodeable answer

98 Don't know/no explanation

99 Not answered

MakeRep – ‘Earlier you said that the police did not come to know about this matter. Was there anything which would have encouraged you to report the matter to the police?’

(IF ScorCrim > 5 AND Police not aware of Incident, for specified reasons)

CODE UP TO 5 ANSWERS

1. It was reported/Police took no action/Police knew but ignored it
 2. Police would not want it reported/don't do anything in cases like that
 3. Police were not available/not on patrol
 4. Incident occurred due to negligence/carelessness of victim (look foolish to Police)
 5. It wasn't a crime/just a nuisance/if the incident had been more serious/repeated
 6. If respondent or someone else had more information – e.g. had witnessed the incident or knew who the offenders were
 7. If respondent had needed to for insurance purposes
 8. If believed that police could/would have done more (e.g. caught offender)
 9. If had more faith/trust in the police
 10. If respondent had not feared the offender(s)/afraid of intimidation by offenders
 11. Other reasons
- 97 Vague/uncodeable answer
98 Don't know
99 Not answered

XothSoc – Could you tell me very briefly about that/the most recent incident?

(IF respondent or other person in household has been victim of disorderly or anti-social behaviour)

CODE UP TO 5 ANSWERS

1. Problem/trouble/disputes with neighbours (verbal and physical incidents)
 2. Local noise or disturbance (not necessarily directed at respondent)
 3. Nuisance/threatening telephone calls
 4. Driving related (inc. road rage)
 5. Vandalism/attacks on property (incl throwing objects at house, car)
 6. Verbal abuse, rude, sexual, aggressive language (incl trying to provoke respondent)
 7. Physical assault (incl throwing object at respondent)
 8. Threat to commit assault (verbal threat)
 9. Intimidation – respondent was victim/witness – might have identified culprit
 10. Other answer
- 97 Other abuse – vague/unspecified
98 Don't know/can't remember
99 Not answered

XOthCrim Could you tell me very briefly about that/the most recent incident?

(IF respondent or other person in household has victim of any other type of incident they consider to be a crime, OthCrim = YES)

- 1 Appears to be in-scope BCS crime (should have said Yes at screener) (including incident in a context where treated by respondent as not a crime – e.g. at work or too trivial)
- 2 Crime out of scope to BCS, but involved respondent/household (e.g. commercial property, road rage, fraud, pestering).
- 3 Crime involving BCS incident, but person out of scope (other household member in case of personal incident – assault, other theft, sexual incident, etc).
- 4 Crime involving BCS incident, but person outside household was the victim
- 5 Crime disregarded because offender mentally ill or under age of criminal responsibility
- 6 Crime disregarded because due to negligence/carelessness of victim
- 7 Crime disregarded because accidental (incl motor vehicle accidents with no aggression)
- 8 Other answer (including unclear whether victim in household or not)
- 97 Other abuse – vague/unspecified
- 98 Don't know/can't remember
- 99 Not answered

APPENDIX G OFFENCE CLASSIFICATION INSTRUCTIONS

**2000 BRITISH CRIME SURVEY
INSTRUCTIONS FOR CLASSIFICATION
OF
VICTIM INCIDENTS**

2000 Version (1.0)

INTRODUCTION

Classifying the incidents reported in Victim Forms is a complicated procedure. This is partly because it is difficult to say precisely what offence has been committed; and partly because a number of offences may have been committed in the course of a criminal act, and the rules are complex for deciding which is the "main" offence.

Victim Forms are to be assigned one and only one of the possible two-digit codes listed at the end of this introduction. To take an example, in a single incident a person might be the victim of a burglary where goods were stolen, an attempted rape and criminal damage. It would be assigned code 51 (burglary).

The offence classification is incorporated in the edit version of the Blaise program. The coder is provided with a summary of the answers given at a range of pre-coded questions in the Victim Form. On the same screen is shown the description of the incident. Where the data appears to indicate a certain type of offence, the computer 'suggests' the most likely offence code. The coder's task is to decide whether this code is consistent with the description of the incident. The paper notes on classification are to be referred to by coders when they needed to check the criteria for particular codes. As on previous sweeps of the BCS, the coding notes are organised on a series of sheets, with a distinctive colour of paper for each category of offences:

1. Assault	Orange
2. Attempted assault	Yellow
3. Sexual offence	Pink
4. Robbery, snatch theft or other theft from person	Cream
5. Burglary or attempted burglary or theft in a dwelling	Dark Green
6. Theft	Blue
7. Attempted theft	White
8. Criminal damage	Green
9. Threats	Purple

The nine sheets comprise first some general definitions about the offences in question, secondly a check list of questions from the Victim Form, and thirdly some supplementary guidance notes.

In most cases the instruction sheet selected by the coder will identify the most appropriate code for the primary classification. In a few cases, however, coders are directed to try an alternative instruction sheet and in a few cases coders are directed to the set of detailed instruction notes for guidance at the back of the instruction sheet. Coders are instructed to refer any cases about which they are unsure to coding supervisors, and supervisors should refer any difficult cases to the Home Office. Code 01 is used by SCPR to identify certain types of offence which are always to be referred to the Home Office for a coding decision.

GENERAL NOTES:

- **Mental illness**: note in classifying victim incidents that no act performed by someone who is clearly mentally ill and not responsible for his actions can be an offence. All such cases should be referred to the Home Office (code 01).
- **The police**: all incidents involving the police (as offenders) should be referred to the Home Office (01)
- **Respondent**: note that only the respondent can be the victim of assault, sexual offences, robbery, snatch theft or other theft from the person.
- **Incidents abroad**: incidents which happened abroad are in-scope and should receive an offence code just like any other incident.

CLASSIFICATION OF INCIDENTS: CRIME CODES

Category	Code	Description
	01	Refer to Home Office
	02	Duplicate victim form
1. ASSAULT	11	Serious wounding
	12	Other wounding
	13	Common assault
	19	Other assault outside the survey's coverage
2. ATTEMPTED ASSAULT	21	Attempted assault
3. SEXUAL OFFENCES	31	Rape
	32	Serious wounding with sexual motive
	33	Other wounding with sexual motive
	34	Attempted rape
	35	Indecent assault
	39	Sexual offence outside the survey's coverage
4. ROBBERY, SNATCH THEFT, THEFT FROM PERSON	41	Robbery
	42	Attempted robbery
	43	Snatch theft from the person
	44	Other theft from the person
	45	Attempted theft from the person
	48	Possibly theft but could have been loss/possibly attempted theft, but could have been innocent
	49	Other robbery or theft from the person outside the survey's coverage
5. BURGLARY, ATTEMPTED BURGLARY THEFT IN A DWELLING	50	Attempted burglary to non-connected domestic garage/outhouse
	51	Burglary in a dwelling (nothing taken)
	52	Burglary in a dwelling (Something taken)
	53	Attempted burglary in a dwelling
	54	Possible attempted burglary (insufficient evidence to be sure)
	55	Theft in a dwelling
	56	Theft from a meter
	57	Burglary from non-connected domestic garage/outhouse - nothing taken
	58	Burglary from non-connected domestic garage/outhouse - something taken
	59	Other burglary, attempted burglary, theft in a dwelling, falling outside the survey's coverage

Category	Code	Description
6. THEFT	60	Theft of car/van
	61	Theft from car/van
	62	Theft of motorbike, motorscooter or moped
	63	Theft from motorbike, motorscooter or moped
	64	Theft of pedal cycle
	65	Theft from outside dwelling (excluding theft of milk bottles)
	66	Theft of milk bottles from outside dwelling
	67	Other theft
	68	Possible theft, possible lost property
	69	Other theft/attempted theft falling outside survey's coverage
7. ATTEMPTED THEFT	71	Attempted theft of/from car/van
	72	Attempted theft of/from motorcycle, motorscooter or moped
	73	Other attempted theft
8. CRIMINAL DAMAGE	80	Arson
	81	Criminal damage to a motor vehicle (£20 or under)
	82	Criminal damage to a motor vehicle (over £20)
	83	Criminal damage to the home (£20 or under)
	84	Criminal damage to the home (over £20)
	85	Other criminal damage (£20 or under)
	86	Other criminal damage (over £20)
	87	Possibly criminal/possibly accidental damage/nuisance with no damage
	88	Attempted criminal damage (no damage actually achieved)
	89	Other criminal damage outside survey's coverage
9. THREATS	91	Threat to kill/assault made against, but not necessarily to respondent
	92	Sexual threat made against, but not necessarily to respondent
	93	Other threat or intimidation made against, but not necessarily to respondent
	94	Threats against others, made to the respondent
	97	Other threats/intimidation outside survey' s coverage
OTHER CODES	95	Obscene and nuisance telephone calls
	96	Invalid Victim Form (e.g. no information/no offence)

SHEET 1 ASSAULTS

Most assaults uncovered by the survey will be straightforward incidents arising in the course of family rows, arguments between acquaintances, brawls in pubs, fights at football matches and so on. In these there is no motive to steal, and no sexual motive. This main group of assaults has been divided into three sub-groups: serious wounding, other wounding and common assault.

It is not possible to draw precise boundary lines between these three sub-groups. Coders must use their judgement. Guidelines are:

- a '**serious wounding**' must involve a wound (where the skin is broken or a bone is broken) which clearly needs immediate medical attention: and the severity of the wounding must be intentional - the offender must have intended to do, and succeeded in doing, really serious bodily harm.
- the majority of incidents involving assault will be either '**other wounding**' (where the offender inflicts minor injuries, or unintentionally inflicts severe injuries) or
- '**common assault**', where the victim was punched, kicked, pushed or jostled but there was no injury or only negligible injury. Minor bruising or a black eye count as negligible injury. Victims of common assault are unlikely to require any medical attention.

Sometimes, the injuries described in the text description and those coded at **WhatFor1** will differ. In these cases, equal weight should be placed on the two sources of information and it should be assumed that both sets of injuries happened.

All assaults which have a sexual motive are to be classified using Sheet 3, Sexual Offences. In other words, if an incident is assigned one of the three assault codes, this means that the questionnaire contains no suggestion of any sexual motive.

For the survey's purposes, only the respondent can be the victim of any assault. Assaults happening to other household members are to be treated as outside the survey's coverage.

Possible codes

Code 11	Serious wounding
Code 12	Other wounding
Code 13	Common assault (no injury or negligible injury)
Code 19	Assault falling outside the survey's coverage

PRIORITIES

- It is possible that some victims will have been assaulted in the course of a burglary. In most cases this will be counted as a **burglary**, but if the offence involved serious wounding (as defined above), it may in some cases be counted as 'serious wounding' (see detailed notes).
- Similarly, if the offender did some malicious damage to property in the course of, or at the same time as, assaulting the victim, this will in most cases be classified as criminal damage (codes 81 to 89) **unless** the assault amounts to a serious wounding (but see Note for Guidance 1D).
- Threats where force was used, even if there was no injury, should be coded as assaults (codes 11-13) or sexual offences (codes 31-35), depending on the type of force used.

SHEET 1 CHECKLIST: ASSAULTS

1. **ForceWho** "On whom did they use force or violence?"
- NOT ANSWERED → See note 1A
- NOT respondent (code 2,3,4) → See note 1B
- RESPONDENT (may include others) (code 1)
- ↓
2. **WhatFor1** "In what way did they use force or violence?"
V712
- Respondent RAPED/ATTEMPTED RAPE/SEXUALLY ASSAULTED
(code 6, 7, 8) → Try Sheet 3
- OTHER RESPONSE/NO RESPONSE (code 1,2,3,4,5,9)
- ↓
3. **OffInvit** "Did the person/people who did it have a right to be inside (respondent's
home)?"
- NO (Code 2 or 3) → Try Sheet 5
- YES/NOT ANSWERED (code 1 etc.)
- ↓
4. **V71** "Was anything stolen?"
Stolltem "Did the person/people who did it try to steal anything?"
V75
- YES (to either question) (code 1) → Try Sheet 4
- No/Don't know (to both questions) (code 2, etc.)
- ↓
5. **DescrInc** How serious was the assault? (See note 1C for guidance)
- Injury1** SERIOUS WOUNDING → Provisionally **CODE 11**, but refer
DocAttn LIGHT INJURY/NO INJURY
- ↓
6. **V77** "Did the person/people who did it damage anything?"
DefaProp
- YES (code 1) → See note 1D
- NO (code 2)
- ↓
7. **Injury1** "Was the respondent bruised, scratched, cut or injured in any way?"
- YES (code 1) → **CODES 12 or 13** (See Note 1C)
- NO (code 2) → **CODE 13**

ASSAULTS: NOTES FOR GUIDANCE

1A Some assaults without injury will consist of merely grabbing the respondent. In these cases **UseForce** ('Did the person/any of the people actually use force or violence on anyone in any way, even if this resulted in no injury?') may be answered 'no'; the correct code is likely to be 13, common assault. Continue with checklist at stage 2, assuming that 'respondent' has been ringed in **ForceWho**.

1B Only the respondent can be the victim of an assault, for the purpose of the survey. Any incidents involving assault only, where the respondent is not a victim, should be treated as outside the survey's coverage (code 19). If the respondent is one of several victims, code on the basis of information about the respondent alone.

Refer any cases of burglary or other sorts of theft where serious injury was inflicted on someone other than the respondent.

1C Criteria for the three categories of assault are:

Common assault Code 13

- a) No injury was inflicted
 OR b) Injury inflicted was trivial or negligible:
 [Medical attention not really necessary].

Examples of injuries for code 13:

minor scratches or bruises
 black eye
 punched, kicked, pushed or jostled
 aches and pains
 headache
 stiff joints

Other wounding Code 12

- a) Injury inflicted
 i.e. - substantial bruising, cuts etc. but not amounting to a serious wound -
 [medical attention probably not necessary for a)]
 OR b) Serious wound inflicted but not intentional: i.e. the offender hurt victim more than he intended (but there were no cuts).

Note: If an incident involves serious wounding, it should only be coded 'other wounding' if the questionnaire makes it explicit that such a serious attack was not intended.

Examples of injuries for code 12:

nose bleed
 swollen lip/leg
 damaged rib
 dislocated shoulder
 torn cartilage
 scalding
 chipped tooth
 rash from CS gas

Serious wounding Code 11

- a) offender intended to inflict really serious wound
 OR b) a really serious wound was inflicted and therefore risk of permanent injury or damage
 [Medical attention needed immediately for a) & b)].

Note: Do not assume that the respondent seeing a doctor means the injury is serious. A stay in hospital is more likely to indicate serious injury.

Examples of injuries for code 11:

skin or bone is broken
 serious cuts or bones broken
 knocked unconscious
 internal bleeding
 blood clot on brain
 concussion
 damaged kidney
 needing stitches
 stab wound
 head injury
 broken rib

1D Code 11, serious wounding, always takes precedence over codes 81-89, criminal damage. However, the criminal damage codes take precedence over code 12, other wounding, and code 13, assault without injury. (Exceptions to this rule can be made where the damage is very trivial, and the assault involves injury; for example, if a victim is given a beating in which his eyes are both blacked and his clothes torn, it makes more sense to call this an assault than an act of criminal damage.) Arson (code 80) takes precedence over all assault codes.

SHEET 2: ATTEMPTED ASSAULT

Respondents are not asked, either in the main questionnaire 'screener' questions or in the victim form, whether anyone has tried to hit them, beat them up etc. Some respondents will have reported such incidents, all the same; they will probably be of the nature: "Someone took a swing at me in a pub". Attempted assaults are not the same thing as threatened assaults.

For the survey's purpose, only the respondent can be the victim of an attempted assault. Attempted assaults happening to other household members should be referred if this is the only offence.

Possible codes

Code 21 Attempted assault.

PRIORITIES

- If attempted assault is "competing" with any other offence classification, except threats, the other offence takes precedence. Attempted assault takes precedence over threats

SHEET 2 CHECKLIST: ATTEMPTED ASSAULT

1. **V710** "Did the person/people who did it actually hit anyone or use force or violence?"
UseForce
 YES - on respondent (**ForceWho** coded 1) → Try Sheet 1
 YES - but not on respondent (**ForceWho** coded 2, 3,4) → See Note 2A
 No (**UseForce** coded 2)
 ↓
2. **DescrInc** Did anyone try to hit or try to use force or violence on the respondent?
 NO → Can't be Code 21
 YES
 ↓
3. **OffInvit** "Did the person/people who did it have a right to be inside (respondent's home)?"
 NO (code 2 or 3) → Try Sheet 5
 YES/NOT ANSWERED (code 1 etc.)
 ↓
4. **V71** "Was anything stolen?"
StollItem "Did the person/people who did it try to steal anything?"
WhatStol
V75 YES (to either question - code 1) → Try Sheet 4
TryStOth NO (to both questions - code 2)
 ↓
5. **V77** "Did the person/people who did it damage anything?"
DefaProp
 YES (code 1) → Try Sheet 8
 NO (code 2) → **CODE 21**

ATTEMPTED ASSAULT: NOTES FOR GUIDANCE

- 2A An incident may involve an attempt to assault the respondent and a successful attack on someone else; in this case the incident should be counted as a code 21.

SHEET 3: SEXUAL OFFENCES

Most sexual offences uncovered by the survey will have an element of physical assault to them; and besides, some sexual offences will occur in combination with offences such as robbery. The survey uses six codes for sexual offences.

Codes 32-34 all involve attacks not amounting to rape. Code 32, serious wounding with sexual motive, refers to incidents which would be classified as serious wounding (code 11) if it were not for the sexual motive. (The criteria for serious wounding are as set out on sheet 1).

Indecent assaults, code 35, refer to incidents involving no injury; a typical case might be perpetrated by a "groper" on a train or bus. An assault may be indecent if its motive was clearly sexual, even though the specific act was not of an explicitly sexual character.

Indecent exposure ("flashers") does not count as indecent assault. Code as 'other sexual offence' (code 39).

Possible codes

Code 31	Rape
Code 32	Serious wounding with sexual motive
Code 33	Other wounding with sexual motive
Code 34	Attempted rape
Code 35	Indecent assault
Code 39	Other sexual offence, falling outside the survey's coverage.

PRIORITIES

- An incident of rape is counted as a code 31 (rape), regardless of any other offence with which it is combined. For example, if a rape takes place in the course of a burglary, it is to be classified as a rape, not a burglary.
- Code 32 (serious wounding with sexual motive), takes precedence over any offence with which it can occur in combination (except, of course, rape and except arson).
- Code 33 (other wounding with sexual motive), and code 34 (attempted rape), do not take precedence over codes for robbery, burglary, criminal damage and most thefts.
- Code 35 (indecent assault), does not take precedence over codes for robbery, burglary, criminal damage and theft.

Respondent: Both male and female respondents can be the victim of sexual offences. Sexual offences not in combination with any other crime should be referred to the Home Office.

SHEET 3 CHECKLIST: SEXUAL OFFENCES

1. **WhatFor** "In what way did they use force or violence on respondent?"
- NO RESPONSE → See Note 3A
- ANY RESPONSE INCLUDING RAPE (Any code 6) → **CODE 31**
- ANY RESPONSE INCLUDING ATTEMPTED RAPE/
SEXUAL ASSAULT (Any code 7,8)
- ↓
2. **V71** "Was anything stolen?"
StollItem "Did the person/people who did it try to steal anything?"
V75
TryStOth
- YES (to either question - code 1) → See Note 3B
- NO (to both questions - code 2)
- ↓
3. **Offinvt** "Did the person/people who did it have a right to be inside (respondent's home)?"
- NO (code 2 or 3) → See Note 3C
- YES/NOT ANSWERED (code 1 etc.)
- ↓
4. **DescrInc** "Did the incident involve serious injury?" (See Note 1B for guidance)
Injury1
DocAttn
- YES, SERIOUS INJURY
- WhoDoc**
- NO, INJURY BUT NOT SERIOUS
- NO INJURY
5. **WhatFor1** "In what way did they use force or violence on respondent?"
- ATTEMPTED RAPE (no injury- code 7) → **CODE 34**
- SEXUALLY ASSAULTED (no injury - code 8) → **CODE 35**
- ATTEMPTED RAPE (injury, but not serious- code 7) → **CODE 34**
- SEXUALLY ASSAULTED (injury, but not serious- code 8) → **CODE 33**
- ATTEMPTED RAPE (serious injury - code 7) → **CODE 32**
- SEXUALLY ASSAULTED (serious injury - code 8) → **CODE 32**

SEXUAL OFFENCES: NOTES FOR GUIDANCE

- 3A There will be some cases of indecent assault, code 35, in which no force or violence was used. In these, **WhatFor** will not be completed. For the purposes of classification, coders should assume that the response 'sexually assaulted' has been coded in **WhatFor**, and that the response 'no' has been coded for **Injury**; they should complete the checklist accordingly.

If **DescrInc** indicates that the incident was one of attempted rape (code 34) but **WhatFor** has not been answered, coders should assume that the response 'attempted rape' has been coded in **WhatFor**, and that the response 'no' has been coded for **Injury**, they should then complete the checklist accordingly.

- 3B If the respondent is simultaneously the victim of robbery or attempted robbery or theft from the person and of rape or serious wounding with sexual motive, the incident should be coded as rape or serious wounding with sexual motive. However, if robbery, attempted robbery or theft from the person occur in combination with other wounding with sexual motive, attempted rape or indecent assault, the sexual offence codes do not take precedence.

- 3C If the respondent is the victim of rape or serious wounding with sexual motive in the course of a burglary, the incident is given one of the two sexual offence codes rather than a burglary code.

If someone other than the respondent is the victim of rape or serious wounding with sexual motive in the course of a burglary, the case should be referred to the Home Office.

If any lesser sexual offence occurs in the course of a burglary, the incident is coded as burglary.

SHEET 4: ROBBERY, SNATCH THEFTS AND OTHER THEFTS FROM THE PERSON (INCLUDING ATTEMPTS)

Robbery involves the use of force or threat of force to a person immediately before or at the time of a theft. (A threat can be simply implied e.g. "Give us your wallet". The presence of a weapon is an implied threat, even if it is not actually used). Robbery is to be distinguished from snatch thefts and other thefts from the person. Snatch thefts have no element of threat, and only minimal force; they involve speed rather than force or threat - for example, pulling a handbag off a woman's shoulder or snatching a purse from a shopping bag. However, a snatch which turns into a 'tug of war' between victim and offender involves more than minimal force, and should be counted as robbery. Other thefts from the person involve neither force, threats nor snatching, but the offender intends that the victim should remain unaware of the theft whilst it is being committed – pickpocketing being the prime example.

Respondents are likely to use the term 'mugging' to refer to robbery and snatches, but not to other thefts from the person. Robberies will be rare. If someone is threatened or attacked by an intruder in their home, the element of robbery will usually be absent but see the detailed list.

Some thefts and attempted thefts of personal property may need to be classified under code 67 or 73 instead of here. The following broad hierarchy applies to thefts of personal property:

- robbery (41, 42) force used was more than necessary to snatch property away (including 'tug of war' between victim and offender) or threats used, whether or not victim actually holding items (if domestic location, may be code 55 or assault/wounding)
- snatch (43, 45) force used was just to snatch property away or no force used, but victim clearly aware of the incident as it happened and respondent actually holding items taken or carrying them on their person.
- stealth (44, 45) no force used and respondent clearly unaware of incident and respondent actually holding items or carrying them on their person (e.g. purse in pocket, holding bag).
- other (67, 73) no force used and respondent not actually holding items or carrying them on their person. (This includes bag put down by someone's feet, a purse on a shopping trolley, something put down on a shop counter for a while, and items well away from respondent at the time e.g. things left in cloakrooms).

Sometimes, the respondent may be unclear whether they had their pockets picked or lost their wallet or may report behaviour which may or may not have been attempted theft. In such cases code 48 applies.

Respondent: Only the respondent can be the victim of this group of offences.

Possible codes

- Code 41 Robbery
- Code 42 Attempted robbery
- Code 43 Snatch theft from the person
- Code 44 Other theft from the person
- Code 45 Attempted theft from the person
- Code 48 Possibly theft but could have been loss/
possibly attempted theft but could have been innocent
- Code 49 Other robbery, theft from the person, falling outside the survey's coverage.

PRIORITIES

- Where robberies occur in combination with other offences, code 41 takes precedence over all others except rape, code 31. Snatch theft and other thefts from the person, by their nature, will not occur in combination with any other offences except, conceivably, criminal damage, over which they take precedence.

SHEET 4 CHECKLIST: ROBBERIES, ATTEMPTED ROBBERIES, SNATCH THEFTS, OTHER THEFTS FROM THE PERSON, ATTEMPTED THEFTS FROM THE PERSON

1. **DescrInc** Was respondent a victim of this incident?
 NO → See Note 4A
 YES ↓
2. **OffInHom** "Was the person/people who did it inside the home?"
 YES (Code 1) → See Note 4B
 NOT ANSWERED/NO/DON'T KNOW (Code 2 etc.) ↓
3. **UseForce
ForceWho
ThreaVio
Who Harm** "Did they use force or violence on respondent?"
 "Did they threaten respondent?"
 UNCLEAR → See Note 4E
 NO - NO FORCE OR THREATS AGAINST ANYONE → Skip to 6
 Or only minimal force needed e.g. to pull handbag from shoulder.
 YES* (either force or threat against RESPONDENT) ↓
4. **V71
StollItem** "Was anything stolen?"
 YES (code 1) → CODE 41
 NO (code 2) ↓
5. **V75
TryStOth** "Did the person/people who did it try to steal anything?"
 YES (code 1) → CODE 42
 NO/DON'T KNOW (code 2 etc.) → See Note 4D
 ↓
6. **DescrInc
V71
StollItem
WhatStol
V79** Was anything stolen? Was it taken physically from respondent?
 Was respondent holding/carrying (any of) what was stolen/snatched (CODE 43) from respondent? Or was it taken by stealth (CODE 44)
 YES → See Note 4E
 NO ↓
7. **V75
TryStOth
DescrInc
V79** "Did the person/people who did it try to steal anything?"
 Did they try to take anything physically from the respondent?
 Was the respondent holding/carrying (any of) what was stolen?
 YES → CODE 45
 NO → See Note 4F

ROBBERIES AND THEFTS FROM THE PERSON: NOTES FOR GUIDANCE

- 4A For an incident to be coded with this group of codes (41-49), the respondent must be a victim. (Other people might also be victims simultaneously).

If the respondent was simply accompanying someone else who was robbed (or someone else who suffered a theft from the person), no offence has occurred for the purposes of the survey, and the incident should be referred.

But, if the respondent was accompanying someone else who was robbed, and the respondent was attacked in the course of the robbery, the incident should be coded as an assault (codes 11-19).

- 4B If someone breaks into a house and threatens the occupants in the furtherance of theft - in order e.g. to make them open up a safe - this is code 41, robbery. But if someone breaks into a house to steal and is disturbed by the occupants who (try to) stop him, this is burglary rather than robbery or attempted robbery - try burglary (sheet 5).
- 4C If there is no attempt to steal anything belonging to the respondent, and force or threats were used against another person, not the respondent, the incident should be referred.
- 4D If there was no attempt to steal anything from anyone, the wrong sheet has been selected; try sheet 1 or sheet 9.

If there was no theft and no attempt to steal from the respondent, see Note 4A above.

- 4E Robbery involves the use of force or threat of force before or at the time of a theft. A threat can, for these purposes, be simply implied. Snatch thefts (code 43) involve no threat and only minimal force - e.g. pulling a handbag from someone's grasp, or off their shoulder. As soon as the victim offers any resistance, more than 'minimal' force has been used, and the offence becomes one of robbery (code 41) or attempted robbery, code 42. Snatching a purse from a shopping basket counts as a snatch theft. 'Other thefts from the person' (code 44) involve stealth; pickpocketing for example, and covertly taking a purse from a shopping basket. Victims will not become aware of 'other theft from the person' until after the event - in contrast to robberies and snatches. (It may be helpful to check Aware: "Were you aware of what was happening?")
- 4F If there was no theft and no attempt to steal anything, the wrong sheet has been selected; try sheet 1 or sheet 9.

If there was no attempt to steal anything from the respondent see note 4A above.

SHEET 5: BURGLARY, ATTEMPTED BURGLARY AND THEFT IN A DWELLING

Burglary from a dwelling consists of entering the respondent's dwelling as a trespasser with the intention of committing theft, rape, grievous bodily harm or unlawful damage (whether the intention is carried through or not). Burglary does not necessarily involve forced entry; a burglar can walk in through an open door, or gain access by, for example, impersonating a gas man, electrician etc. It does not matter to whom the burgled property belongs – just the fact that it is taken from the respondent's household premises.

The "dwelling" is a house or flat or any outhouse or garage linked to the dwelling via a connecting door. The "dwelling" need not be the respondent's permanent residence. Temporary residences (holiday cottages, hotel rooms) count. Burglary from a friend's house would, however, be outside the scope of the survey.

For burglary to have occurred, the offender must have entered the home. The home "begins" at any door or window whether open or shut. For example, theft from an open porch (a porch without a door) would not count as burglary, but theft from a porch with a door would, even if the door was open at the time. 'Common areas' (e.g. hallway) of flats are included if usually secure. Garages are included if they are linked to the dwelling via a connecting door. If the garage is not linked to the house with a door, it is not 'burglary from a dwelling'. Assume outhouses are not linked to dwellings unless this is clearly the case.

For there to be an attempted burglary, there must be clear evidence that the offender made an actual, physical attempt to gain entry to the home (e.g. damage to locks or broken doors; glass panel in the door smashed; broken windows where the respondent said someone had tried to get in to the home). Footprints in the garden, damage to back/side gates, or even sighting an intruder in a garden, is not sufficient evidence for an attempted burglary. If no evidence of attempted theft, but damage was done, refer to sheet 8, or, if threat, to sheet 9.

Theft in a dwelling consists of theft committed inside (indoors not outside) a home by somebody who was entitled to be there at the time of the offence. Thefts in dwellings are committed, for example, by guests at parties and by workmen with legitimate access. Thefts from meters in dwellings are to be classified separately, unless these occurred in the course of burglary.

There are special rules regarding vehicles and bicycles stolen during the course of a burglary, so that if these were the only things stolen, it counts as theft of/from vehicle or bicycle theft rather than burglary (see Note 5D for details).

Possible codes

Code 50	Attempted burglary to non-connected domestic garage/outhouse
Code 51	Burglary in a dwelling (nothing taken)
Code 52	Burglary in a dwelling (something taken)
Code 53	Attempted burglary in a dwelling
Code 54	Possible attempted burglary
Code 55	Theft in a dwelling
Code 56	Theft from meter
Code 57	Burglary from a non-connected domestic garage/outhouse (nothing taken)
Code 58	Burglary from a non-connected domestic garage/outhouse (something taken)
Code 59	Burglary/attempted burglary/theft in a dwelling falling outside survey's coverage

PRIORITIES

- Burglary, attempted burglary and theft in a dwelling may all occur in combination with a number of other offences, and almost always take precedence over other offences. The exceptions are serious wounding, (code 11), rape (code 31) and serious wounding with sexual motive (code 32). E.g. if a burglar seriously injures a respondent who disturbs him, this may be classified as a code 11, serious wounding (but see detailed list).
- Arson (code 80) takes precedence over burglary but all cases of arson should be referred.

SHEET 5 CHECKLIST: BURGLARY, ATTEMPTED BURGLARY, THEFT IN A DWELLING

1. **WherVict
HomGarag** Was incident "inside own home" or in a garage connected to the house (including attempts)?
 NO (All codes except code 1) → See Notes 5A & 5D (CODES 50, 57 or 58)
 YES (Code 1 only) ↓
2. **OffInHom** "Was the person/people who did it actually inside your home?"
 NO/DON'T KNOW (Code 2, etc) → Skip to 7
 YES (Code 1) ↓
3. **OffInvit** "Did the person/people who did it have a right to be inside (respondent's home)?"
 UNCLEAR → See Note 5B
 YES (Code 1) → Skip to 5
 NO (Code 2 or 3) ↓
4. **V710
UseForce
V711
ThreaVio** "Did the person/people who did it actually hit anyone or use force or violence?" "Did they threaten to use force or violence?"
 YES (to either - code 1) → See Note 5C
 NO/NOT ANSWERED/DON'T KNOW (Code 2, etc) ↓
5. **V71
StollItem** "Was anything at all stolen?"
 NO (and offender no right to be in home) → **CODE 51**
 (StollItem = 2 and OffInvit = 2 or 3)
 YES (and offender no right to be in home) → **CODE 52**
 (V71 or StollItem = 1 and OffInvit = 2 or 3) (See Note 5D)
 NO (and offender entitled to be in home) → Must be wrong sheet
 (StollItem = 2 and OffInvit = 1)
 YES (and offender entitled to be in home)
 (V71 or StollItem = 1 and OffInvit = 1) ↓
6. **WhatStol** "What was taken?"
 MONEY FROM METER → **CODE 56**
 ANYTHING ELSE → **CODE 55**
7. **TryInsid** "Did they try to get inside?"
 YES (Code 1) → **CODE 53**
 NO/DK/UNCLEAR (Code 2, etc) → See Note 5E - **CODE 54**

BURGLARY, ATTEMPTED BURGLARY AND THEFT IN A DWELLING: NOTES FOR GUIDANCE

- 5A A burglary occurs only when the offender or any part of their body has entered the home. For the purposes of the survey, the 'home' here includes outhouses and garages linked to the dwelling via a connecting door, but excludes the grounds - i.e. garden - of a home, and garages and outhouses with no connecting doors to the home. Burglaries from such non-connected garages and outhouses are dealt with by codes 50, 57 and 58. 'Entering the home' means any part of the offender's body (e.g. reaching a hand through a window to steal something or taking mail from a letter-box on the entry door).

The home may be a temporary dwelling (holiday cottage) which the respondent has rented. Thefts from hotel bedrooms are probably 'other theft', code 67.

Caravans: an actual or attempted break-in to a caravan parked on the respondent's property counts as burglary/attempted burglary to a non-connected outhouse (codes 50, 57 or 58). An actual/attempted break-in to a caravan parked elsewhere (not being lived in) counts as 'other theft' (code 67) or 'other attempted theft' (code 73). An actual/attempted break-in to a caravan parked elsewhere which is being lived in, is possibly a burglary and should be referred (code 01). (Note that if the whole caravan or parts of it are stolen while parked on the respondent's property, this is 'theft from outside dwelling' (code 65). If parked elsewhere, it is 'other theft' code 67).

In some cases of attempted burglary, **WherVict** may be wrongly completed, 'outside own home' being given as the response to "Where did it happen?" rather than 'inside own home (including attempted break-ins)'. In these cases, assume for the purpose of classification that the response 'inside own home' has been given.

Deliberate damage to a back/side gate (even if in order to effect entry) but without proof of actual or attempted entry to the home or any outhouse should be coded as criminal damage. Damage to locks/padlocks of sheds or other outbuildings should be coded as attempted outhouse burglary (code 50). Damage to doors will usually be attempted burglary (unless it was obviously not part of an attempt to get in).

- 5B Thefts in dwellings are committed, for example, by guests at parties and by workmen with legitimate access. Thefts from a meter are classified separately unless they occurred in the course of a burglary. A person who gets access to a house by impersonating an official has no right to be inside the house. A gatecrasher at a party or someone who uses false pretences is trespassing and so leads to a burglary code.

- 5C If someone breaks into a house and threatens the occupants in the furtherance of theft - in order e.g. to make them open up the safe - this is code 41, robbery, or code 42, attempted robbery. But if someone breaks into a house in order to steal without intending to confront the occupants, and is disturbed by the occupants, who try to stop him, this is burglary (codes 51 or 52), except in the following situation:

If a burglar seriously wounds any member of the household, the case should be referred. (If anyone is seriously wounded with a weapon belonging to the burglar, the offence in law is 'aggravated burglary', and the code will be 51 or 52. But if the respondent is seriously wounded by anything other than a weapon belonging to the offender, the incident should be coded as a serious wounding, code 11. If anyone other than the respondent is seriously wounded by anything other than a weapon belonging to the burglar, the incident should in theory be excluded from the survey, being a code 11 with a victim other than the respondent).

If anyone was the victim of 'other wounding' or 'assault without injury', in the course of a

burglary, the incident is still coded as burglary - code 51 or 52.

- 5D If theft of/from a motor vehicle occurs in a connected garage or unconnected garage/outhouse, and these are the only things stolen, this should be coded as theft of/from a vehicle (codes 60-63), rather than burglary/theft from dwelling. However, if anything else was stolen, or an attempt was made to steal something else, it counts as burglary/theft from dwelling.

If only bicycles were stolen from a non-connected garage/outhouse and no attempt was made to steal anything else, this should be coded as bicycle theft (code 64), not outhouse burglary. However, if anything else was stolen, or an attempt was made to steal something else, it is outhouse burglary (code 58).

If only bicycles were stolen from a connected garage and they were taken easily (e.g. door left open), this also counts as bicycle theft (code 64). If the offender had to break in, however, or anything else was stolen as well, code as burglary (code 52).

- 5E It may not be clear whether the offender tried to get inside. If footprints were noticed in a flowerbed, or snow, this is not by itself evidence of an attempted burglary; the offender might just be a nosy parker, or a peeping Tom. Similarly an intruder sighted in a garden may not be a burglary. Such cases should be coded as code 54 'possible attempted burglary'.

A burglary of commercial premises is out of scope, unless the burglar was in living accommodation or personal items belonging to the respondent were taken, in which case an 'other theft' code would apply.

SHEET 6: THEFT OF/FROM CAR/VAN, THEFT OF/FROM MOTORBIKE ETC, THEFT OF PEDAL CYCLE, THEFT FROM OUTSIDE DWELLING AND OTHER THEFT

Theft is something of a residual category, classified by eliminating contenders such as burglary and robbery. Within the theft classifications, 'theft in a dwelling' code 55, (defined on sheet 5), takes precedence over 'theft of pedal cycle' (code 64) and 'other theft' (code 67). Thus a bicycle stolen from inside a house by somebody who was not trespassing at the time is counted as 'theft in a dwelling'. But 'theft of pedal cycle' takes precedence over 'theft outside a dwelling' (code 65) as do all theft classifications except 'other theft'.

A bicycle belonging to the household stolen from another person's home or garden is an in-scope bicycle theft.

Theft from motor vehicles refers both to theft of parts and accessories of motor vehicles and to theft of contents. The classification system makes no distinction between attempted thefts of and from motor vehicles, because it is often difficult to distinguish these. Where a vehicle and its contents are stolen and the vehicle is subsequently recovered without the contents, this still counts as theft of a vehicle.

Do not include small children's bicycles or tricycles in theft of pedal cycles: such thefts should be treated in the same way as general household property (e.g. code 65).

In some cases, the questionnaire will indicate that respondents were in doubt as to whether they had lost something or had it stolen. In any case where doubt is clearly expressed, the incident should be coded as code 68, 'possible theft, possible lost property'.

Sometimes it is difficult to distinguish criminal damage from theft. (e.g. aerials broken off cars, lighting removed from house walls). The guiding principle is that for something to have been stolen it has to be re-usable elsewhere. If only aerial or wipers were taken, code as criminal damage (81-82), (unless they were removed without being broken). However, code theft of wing mirrors or car badges as theft from vehicle (codes 61 or 63).

PRIORITIES

- When theft occurs with a straightforward assault, the classification is neither one of assault nor theft, but robbery. Similarly the classification of burglary embraces the element of theft. When theft occurs in combination with rape or serious wounding with sexual motives (codes 31 and 32) the theft codes do not take precedence.
- Theft will frequently occur in combination with criminal damage - for example, where the paintwork of a car is damaged and something taken off or from a car. In these cases the theft codes almost invariably take precedence over the criminal damage codes (codes 81 to 89). This is so even if the damage is very extensive and the theft very small; the exception is where the criminal damage amounts to arson, where a house is set on fire. Such cases should be coded 80 and referred. Note however, that where a car is stolen and later found burnt out, this should be coded as a vehicle theft (code 60), not arson.

Possible codes

Code 60	Theft of car/van
Code 61	Theft from car/van
Code 62	Theft of motorbike, motorscooter or moped
Code 63	Theft from motorbike, motorscooter or moped
Code 64	Theft of pedal cycle
Code 65	Theft from outside dwelling (excluding theft of milk bottles)
Code 66	Theft of milk bottles from outside dwelling
Code 67	Other theft
Code 68	Possible theft, possible lost property
Code 69	Other theft/attempted theft falling outside the survey's coverage.

SHEET 6 CHECKLIST: THEFTS OF/FROM MOTOR VEHICLES, OF PEDAL CYCLES, FROM OUTSIDE DWELLINGS, OTHER THEFT

1. **OffInHom
TryInsid** "Was the person/people who did it inside the home?"
"Did they try to get inside?"
YES (to either question - code 1) → Try Sheet 5 (but see Note 6A first)
DONT KNOW → See Note 6B
NOT ANSWERED/NO (to both questions)
↓
2. **V710
UseForce
V711
ThreaVio** "Did the person/people who did it hit anyone or use force/violence ?"
"Did the person/people who did it threaten to use force or violence?"
YES (to either question - code 1) → Try Sheet 4
NO (to both questions)/NOT ANSWERED/DK (code 2)
↓
3. **V71
Stolltem** "Was anything at all stolen?"
NO (Code 2) → Try Sheet 7
NOT CLEAR → See Note 6B
YES (Code 1)
↓
4. **WhatStol
DescrIn** "What was taken?"
"Where from?" (Check for thefts from vehicles at V73/V74)
CAR/VAN (Check WhatStol for vehicle thefts -code 1) → **CODE 60**
(See Note 6D)
ARTICLES FROM CAR/VAN¹ (V73/74 will clarify-code 3) → **CODE 61**
(See Note 6E)
MOTOR BIKE/SCOOTER/MOPED (Code 2) → **CODE 62**
ARTICLES FROM MOTORBIKE/
SCOOTER/MOPED (Code 3) → **CODE 63**
PEDAL CYCLE (Code 9) → **CODE 64**
MILK BOTTLES ONLY → See Note 6F
ANYTHING TAKEN PHYSICALLY FROM
RESPONDENT (V79) → Try Sheet 4
ANYTHING ELSE
↓
5. **WherVict** "Did it happen immediately outside own home (on same premises)?"
YES (Code 2) → **CODE 65**
NO
↓
6. **DescrInc** "Was respondent the victim?"
YES → **CODE 67**
NO - OTHER HOUSEHOLD MEMBER → See Note 6G

¹ If an aerial from a car is reported stolen, count this as criminal damage.

THEFTS OF/FROM MOTOR VEHICLES, OF PEDAL CYCLES, FROM OUTSIDE DWELLINGS, OTHER THEFT: NOTES FOR GUIDANCE.

- 6A If the offender was inside the home, this is usually burglary. However, there are special rules covering theft of/from vehicles and of bicycles:

If theft of/from a motor vehicle occurs in a connected garage or unconnected garage/outhouse, and these are the only things stolen, this should be coded as theft of/from a vehicle (codes 60-63), rather than burglary/theft from dwelling. However, if anything else was stolen, or an attempt was made to steal something else, it counts as burglary/theft from dwelling.

If only bicycles were stolen from a non-connected garage/outhouse and no attempt was made to steal anything else, this should be coded as bicycle theft (code 64), not outhouse burglary. However, if anything else was stolen, or an attempt made to steal something else, it is outhouse burglary (code 58).

If only bicycles were stolen from a connected garage and they were taken easily (e.g. door left open), this also counts as bicycle theft (code 64). If the offender had to break in, however, or anything else was stolen as well, code as burglary (code 52).

- 6B It may not be clear whether the offender tried to get inside the respondent's home; footprints in flowerbeds or snow do not count as sufficient evidence; seeing a person in the garden isn't evidence of attempted entry. If in doubt, regard 'don't know' as 'no' for both **OffInHom** and **TryInsid**.

- 6C If something is missing but may have been lost rather than stolen, the correct code is 68, 'possible theft, possible lost property' - for example, belongings left on a train and not recovered.

- 6D Thefts of company cars are in scope. However, thefts of hired cars are out of scope. If any of the respondent's property was inside the stolen hired car, this counts as 'other theft', code 67 (not as a theft from a vehicle). If only the hired car was stolen, the incident is out of scope (code 69).

Include caravanettes and light vans. Refer cases of theft of lorries, tractors, heavy vans. Assume that vans are light vans unless this is clearly not the case.

- 6E Thefts of the respondent's personal property from lorries/work vans/hired cars should be coded as 'other theft' (code 67), not as thefts from vehicles.

Where the respondent's belongings have been stolen from other peoples' private cars (or homes or garages), the incident is out of scope (code 69 or 59). However, where other peoples' property has been stolen from the respondent's car (or home or garage), even if none of the respondent's property was stolen, the incident is in scope and should be coded as a valid theft from a vehicle (code 61 or 63), or a valid burglary.

- 6F If an incident involves theft of milk bottles and nothing else from outside the home, a victim form should not have been completed and code 66, 'theft of milk bottles from outside dwelling' applies.

- 6G Only the respondent can be the victim of 'other theft', code 67. If another household member is the victim of theft, and the theft does not fit any one of codes 61-69, refer the incident.

Offences against businesses run by the respondent are out of scope, but if the respondent is clearly a one-man-band (e.g. a builder who has his own tools stolen), the incident is in scope ('other theft', code 67).

Respondent: Only the respondent can be the victim of 'other theft', code 67. Any member of the household can be the main victim of the remaining categories. All cases where the victim is neither the respondent nor a household member - e.g. the respondent's employing company, should be coded 69 (theft outside the survey's coverage).

**SHEET 7: ATTEMPTED THEFT
(EXCLUDING ATTEMPTED THEFT FROM THE PERSON)**

The most frequent categories of attempted theft are likely to be codes 71 and 72, attempted theft of or from cars/vans or motorbikes/scooters/mopeds. In their nature it will often be impossible to say whether these incidents were attempts to steal the vehicle or just parts/contents.

There are no codes for attempted theft in a dwelling, attempted theft of a meter, of a pedal cycle or from outside a dwelling; any such attempted thefts which emerge should be coded as other attempted theft (code 73) provided that the respondent is the victim; otherwise they should be referred.

Attempted theft from the person (code 45) is dealt with on Sheet 4.

Possible codes

Code 71	Attempted theft of/from car/van
Code 72	Attempted theft of/from motorbike, motorscooter or moped
Code 73	Other attempted theft

PRIORITIES

- Evidence for attempted theft of/from motor vehicles will often be damage (to locks, etc.): the attempted theft codes take priority over the criminal damage codes, except Arson (code 80).

**SHEET 7 CHECKLIST: ATTEMPTED THEFT OF/FROM MOTOR VEHICLES,
'OTHER' ATTEMPTED THEFT**

1. **OffInHom
TryInsid**

"Was the person/people who did it actually inside?"
"Did they try to get inside (respondent's home)?"

YES (to either question) → Try Sheet 5

NOT ANSWERED/NO/DONT KNOW (Code 2, etc.)
↓
2. **V710
UseForce
V711
ThreaVio**

"Did the person/people who did it actually hit anyone or use force or violence?"
"Did the person/people who did it threaten to use force or violence?"

YES (to either - code 1) → Try Sheet 4

NO/NOT ANSWERED/DONT KNOW (Code 2, etc.)
↓
3. **V71
Stolltem**

"Was anything stolen?"

YES (Code 1) → Try Sheet 6

NO (Code 2)
↓
4. **V75
TryStOth
WhTrySt
FromVeh**

"Did they try to steal anything?"
"What did they try to steal?"

NOTHING → See Note 7A

CAR/VAN OR PARTS/CONTENTS
FROM CAR/VAN (Code 1, 3) → CODE 71

MOTORBIKE/SCOOTER/MOPED
OR PARTS/CONTENTS (Code 2, 3) → CODE 72

ANYTHING ELSE (All other codes)
↓
5. **DescrInc
V79**

Were you holding or carrying any of what they tried to steal?
(i.e. did the person/people try to take something physically
from the respondent? - e.g. from hand, pocket, purse or bag?)

YES (Code 1) → CODE 45

NO/DONT KNOW (Code 2, etc.)
↓
6. **DescrInc**

Was the attempt to steal something from the respondent?

YES → CODE 73

NO - FROM SOMEONE ELSE → See Note 7B

**ATTEMPTED THEFT OF/FROM MOTOR VEHICLES, 'OTHER' ATTEMPTED THEFT:
NOTES FOR GUIDANCE**

- 7A If there was no attempt to steal anything, the wrong sheet has been selected.
Try damage sheet (Sheet 8).

It may be unclear what the attempt was aimed at; **DescrInc** may contain additional information.

There can be considerable ambiguity as to whether the incident is one of attempted theft or criminal damage. In such cases, the incident should be coded as attempted theft if any of the following conditions apply:

- the offender actually got into the car
- the damage was concentrated around the lock (e.g. scratches round the door lock, lock punched out)
- the quarterlight was smashed (or similar damage of the type which suggests that the offender was trying to get into the vehicle)
- the radio was pulled out or glove compartment ransacked
- other evidence exists of an attempt to steal

Smashed windscreens count as criminal damage (unless something else happened which indicates theft e.g. also tried to pull out radio).

Respondent

- 7B Only the respondent can be the victim of 'other attempted theft'. If, for example, a victim form reports an attempt to steal a bicycle from a household member other than the respondent, the incident should be referred.

SHEET 8: CRIMINAL DAMAGE

Arson (code 80) consists of causing deliberate damage by fire. This code takes precedence over all others, the one exception being where a vehicle is stolen and later found burnt out, when code 60 applies. All cases involving arson should be referred for checking.

Criminal damage does not just refer to vandalism, but to any intentional and malicious damage done to the property belonging to the respondent, or to their home or vehicles. Offenders and victims are quite likely to know one another, as in arguments between ex-friends, landlord/tenant etc. Criminal damage to the home includes doors, windows, gates, fences, plants, shrubs and belongings in the garden - but excludes motor-vehicles in driveways etc. Include damage to rented property as in-scope. Where damage is solely to a door (e.g. glass panel in door smashed, damage to lock, tried to smash door down), or there are smashed windows where the respondent said the offender was trying to get in, this is likely to be an attempted burglary (sheet 5).

Criminal damage does not include cases where the damage could be repaired by the labour of the victim without outside cost (e.g. throwing eggs at a house or vehicle, flour emptied on a car, rubbish dumped on a doorstep, drawing on walls with chalk, dogs fouling) or cases where there is nuisance only (e.g. letting down car tyres). These should be coded as 87. Criminal damage also does not include damage which is probably accidental (see Note 8C). Refer any doubtful cases. Code 88 covers cases where there was a definite but unsuccessful attempt to commit criminal damage.

A smashed windscreen counts as criminal damage (code 82) unless there is also evidence of an attempt to steal.

Possible codes

Code 80	Arson
Code 81	Criminal damage to a motor vehicle (£20 or under)
Code 82	Criminal damage to a motor vehicle (over £20)
Code 83	Criminal damage to the home (£20 or under)
Code 84	Criminal damage to the home (over £20)
Code 85	Other criminal damage (£20 or under)
Code 86	Other criminal damage (over £20)
Code 87	Possibly criminal/possibly accidental damage/nuisance with no damage
Code 88	Attempted criminal damage (no damage actually achieved)
Code 89	Other criminal damage falling outside the survey's coverage.

PRIORITIES

- When criminal damage occurs in combination with burglary or robbery, the burglary and robbery codes take precedence over the criminal damage codes. When criminal damage occurs in combination with theft, the incident is always to be classified as theft, except where the damage amounts to arson.
- When criminal damage occurs in combination with serious wounding (code 11), rape (code 31) or serious wounding with sexual motive (code 32), these codes take precedence. Where criminal damage occurs in combination with other wounding (code 12) and other wounding with sexual motive (code 33), the incident is to be given a criminal damage code only if the damage component is clearly the more serious aspect of the incident. For example, if someone was punched in the eye so that their glasses broke and they got a broken nose, this should be recorded as a code 12, other wounding.
- It is often hard to distinguish between criminal damage and attempted burglary or attempted theft. The 'attempt' classification should only be used where the victim form states clearly that an attempt was made. (In these cases, the attempt classification takes precedence over criminal damage).
- Threats where something was damaged should be coded as criminal damage.

SHEET 8 CHECKLIST: CRIMINAL DAMAGE

1. **DeliFire** Was there deliberate damage by fire?
 YES (Code 1) → **CODE 80**
 NO ↓
2. **V710 UseForce** "Did the person/people who did it actually hit anyone or use force or violence on anyone?"
 YES (Code 1) → See Note 8A
 NO/NOT ANSWERED/DON'T KNOW (Code 2, etc.) ↓
3. **V711 ThreaVio** "Did the person/people who did it threaten to use force or violence on anyone?"
 YES (Code 1) → See Note 8B
 NO/NOT ANSWERED/DON'T KNOW (Code 2, etc.) ↓
4. **Offinvt** "Did the person/people who did it have a right to be inside (respondent's home)?"
 NO (Code 2 or 3) → Try Sheet 5
 NOT ANSWERED/YES (Code 1 etc.) ↓
5. **V71 Stolltem V75 TryStOth** "Was anything at all stolen?"
 "Did the person/people who did it try to steal anything?"
 YES (something stolen - code 1 at **Stolltem** or **V71**) → Try Sheet 6
 YES (attempted theft - code 1 at **TryStOth** or **V75**) → Try Sheet 7
 NO (Code 2)/ DON'T KNOW (to both questions) ↓
6. **DescrInc** "Was the damage malicious (i.e. not accidental)?"
 NO → See Note 8C (**CODE 87**)
 YES ↓
7. **V77 DefaWhat TotDamag** "What damage did they do?"
 "What was the total value of the damage they did?"
 NO DAMAGE → See Note 8D (**CODE 88**)
 DAMAGE TO MOTOR VEHICLE (over £20) → **CODE 82**
 DAMAGE TO RESPONDENT'S HOME (over £20) → **CODE 84**
 DAMAGE TO MOTOR VEHICLE (£20 or under) → **CODE 81**
 DAMAGE TO RESPONDENT'S HOME (£20 or under) → **CODE 83**
 OTHER DAMAGE → See Note 8E
8. **DescrInc** "Was the respondent the main victim?"
 NOT CLEAR → See Note 8C
 YES and DAMAGE £20 or under → **CODE 85**
 YES and DAMAGE over £20 → **CODE 86**

See Note °

CRIMINAL DAMAGE: NOTES FOR GUIDANCE

- 8A) If an incident involves both criminal damage and serious wounding, the assault code (code 11) always takes precedence - provided that the respondent is victim of the serious wounding. If someone else is victim of the wounding, refer.

Criminal damage codes, however, take precedence over codes 12, 13 and 21 -other wounding, common assault and attempted assault. (Exceptions to this can be made where the damage is very trivial and the assault involves injury to the respondent; for example if a respondent is given a beating in which his eyes are blacked and his clothes slightly torn, it makes more sense to code this as an assault than an act of criminal damage.)

- 8B) If threats were made in an attempt to steal something, the incident should be coded as attempted robbery. Try sheet 4.

Refer the incident if the threat was to kill or endanger life.

- 8C) For an incident of criminal damage to have occurred, damage must have been done maliciously. Damage should be coded as accidental (code 87) in the following circumstances:
- the respondent says it was accidental (but if they say it was deliberate, then treat it as such)
 - the damage is just dents in the side of a car which could have caused by another car (although a dent or scratch on the roof of a car is almost certainly malicious and a scratch 'made with a coin' down the side of a car is obviously malicious)
 - the respondent just found the brake lights, headlight or wing mirror smashed (unless there is evidence that it was deliberate or two wing mirrors are smashed)
 - the damage is to the home and probably unintentional (e.g. cigarette burns after a party, crushed hedge from someone drunk falling in it)
- 8D) If the respondent was just left with a clean-up job but no further costs, or if the effect of the act was trivial (e.g. letting down car tyres, throwing eggs at a house or vehicle, flour emptied on a car, rubbish dumped on a doorstep, drawing on walls with chalk, dogs fouling) code 87 applies. However, graffiti done with paint, felt tip or aerosol does count as criminal damage, as does deliberate damage to plants/trees/hedges.

If the offenders were attempting to effect criminal damage but were stopped before they succeeded in doing so, code 88 applies.

- 8E) The "home" in this context includes doors, windows, gates, fences, plants, shrubs and belongings in the garden, but not motor vehicles in driveways etc.

Respondent

- 8F) Any member of the household can be the main victim of damage to motor vehicles or to the home. But only the respondent can be the victim of other acts of criminal damage. Thus damage, for example, to the respondent's bicycle would be coded 85 or 86 if the damage were done away from the home - but coded 83 or 84 if damaged when in the respondent's garden. But if the respondent's son's bike were damaged when away from the home, refer the incident.
- 8G) If the respondent has not put a cost to the damage, and it is more than just a clean-up job, you will need to estimate whether it would have cost more or less than £20 to repair. (Respondents will sometimes say the cost was zero because they did not repair it).

SHEET 9: THREATS

"Threats" are verbal. Any non-verbal threatening behaviour (following a person closely, menacing gestures) counts as intimidation.

In most cases, the respondent will be both the person to whom threats are made and the person against whom threats are made. There will be a few cases where this is not so. Either a threat may be made to the respondent against someone else (e.g. I will kill your child) or a threat may be made to someone else against the respondent (respondent's wife is told respondent will be beaten up). The coding system is adapted to this.

Where the offence consists only of obscene or nuisance telephone calls (no verbal threats stated in the calls), code 95 applies.

Threats where force was actually used, even if there was no injury, should be coded as assaults/sexual offences (code 11-13 or 31-35). Threats where the offender attempted to use force should be coded as attempted assault (code 21). Remember, however, that threats or force where something was stolen or an attempt was made to steal, should always be coded as robbery/attempted robbery rather than threats or assault.

Possible codes

- 91 Threat to kill/assault made against but not necessarily to respondent
- 92 Sexual threat made against but not necessarily to respondent
- 93 Other threat or intimidation made against but not necessarily to respondent
- 94 Threats against others, made to the respondent
- 97 Threats/intimidation falling outside survey's coverage

PRIORITIES

- All other codes take precedence over the threat codes.

THREATS: NOTES FOR GUIDANCE

- 9A) Some threats may simply be against property; in this case **ThreaVio** may be answered 'no', and **WhoHarm** and **WhThrea** not completed. In this case, use **DescrInc** as the basis for selecting codes 93, 94 or 99.
- 9B) The survey can cover threats made to the respondent, but not necessarily against him (e.g. I will kill your wife). This is a code 94. If the threat is made merely to someone else (though, for example, the respondent overheard it), this would be outside the scope of the survey and would be coded 97.

SHEET 9 CHECKLIST: THREATS

1. **V71**
StollItem
V75
TryStOth

"Was anything at all stolen?"
"Did the person/people who did it try to steal anything?"

YES (to either question - code 1) → Try Sheet 4
NO/DONT KNOW (to both questions - code 2, etc.)
↓
2. **V710**
UseForce

Did the person/people who did it actually hit anyone or use force or violence on anyone?" (include indecent assaults)

YES (Code 1) → Try Sheet 1 or 3
NO/DONT KNOW (code 2, etc.)
↓
3. **V77**
DefaProp

"Did the person/people who did it damage anything?"

YES (Code 1) → Try Sheet 8
NO (Code 2)
↓
4. **Offinvit**

"Did the person/people who did it have a right to be inside (respondent's home)?"

NO (Code 2 or 3) → Try Sheet 5
NOT ANSWERED/YES (Code 1 etc.)
↓
5. **WhoHarm**

"Who did they say that they might harm?"

NOT ANSWERED → See Note 9A
SOMEONE OTHER THAN
RESPONDENT (Code 2, 3,4) → Skip to 7
RESPONDENT (ALONE OR WITH OTHERS - code 1)
↓
6. **WhThreat1**

"What did they threaten to do to respondent?"

SEXUAL ATTACK OR ASSAULT (code 3) → CODE 92
ANY ATTACK OR ASSAULT EXCEPT
A SEXUAL ONE (Code 1, 2, 4) → CODE 91
ANY THREAT NOT INVOLVING
PERSONAL ATTACK/ASSAULT → CODE 93
↓
7. **DescrInc**
ThreViol [MAIN]

Was threat made to/via respondent?

NO/DK → CODE 97
YES → CODE 94

APPENDIX H DESIGN FACTORS FOR KEY SURVEY ESTIMATES

The data file was converted to a STATA file to enable sampling errors to be computed for key measures of victimisation, taking into account the stratification, clustering and weighting involved in the sample design.

The design factor (deft) is defined as the ratio of the standard error of an estimate taking the sample design into account to the standard error of the corresponding estimate assuming a simple random sample of the same size. In analysis, the standard error for a simple random sample is multiplied by the design factor to give the standard error for the survey estimate.

Household rates per 10,000	Core sample (N=19,411)	Ethnic minority boost sample (N=3,874)
Vandalism	1.19	1.18
Motor vehicle vandalism	1.10	1.13
Household vandalism	1.24	1.26
Burglary	1.23	1.04
Attempted burglary	1.16	1.06
Attempted burglary, no loss	1.18	1.01
Burglary with entry	1.20	1.05
Burglary with loss	1.19	1.08
Theft in a dwelling	1.19	1.03
Theft of motor vehicle	1.17	0.98
Theft of motor vehicle	0.96	0.97
Attempted theft of/from a vehicle	1.07	1.07
All thefts of/from a motor vehicle	1.18	1.05
All vehicle crime	1.19	1.07
Bicycle theft	1.10	0.98
Other household theft, including theft in a dwelling	1.18	1.17
Total comparable household crime	1.25	1.07
Total household crime	1.29	1.13
Total acquisitive crime	1.22	1.07

APPENDIX I ADDITIONAL VARIABLES ON THE 2000 BCS DATA FILES

APPENDIX I

(Interviewers are asked to record details for all residential addresses (contacts and non-contacts including vacants)

Visible security as in 1998

Vissecu1- Which of the following are visible at the sampled address?
Vissecu6 **CODE ALL THAT APPLY**

0. None
1. Burglar alarm
2. Security gate over front door
3. Bars/grilles on any windows
4. Other security device(s)
5. Estate/block security lodge/guards
6. Entry phone

INTERVIEWER ASSESSMENTS

Rubbcomm In the immediate area how **common** is Litter or rubbish lying around?

- 1 Very common
- 2 Fairly common
- 3 Not very common
- 4 Not at all common

Vandcomm In the immediate area how **common** is vandalism, graffiti or deliberate damage to property?

- 1 Very common
- 2 Fairly common
- 3 Not very common
- 4 Not at all common

Poorhou In the immediate area how **common** are houses in a poor condition/run down?

- 1 Very common
- 2 Fairly common
- 3 Not very common
- 4 Not at all common

BCS 2000 Data entered from Address Record Form

Acctyp	SAMPLED DWELLING IS:	
	1	Whole house detached
	2	semi-detached
	3	mid-terrace
	4	end-terrace
	5	Maisonette
	6	Flat – purpose-built
	7	Flat – converted
	8	Rooms, bedsitter
	9	Caravan/mobile home
	0	Unable to code

(IF NO DWELLING SELECTED, CODE FOR ADDRESS)

IF FLAT ETC (5-8 AT Acctyp) ANSWER b-c. OTHERS GO TO Houcond

Flattyp	CODE TYPE OF FLAT, ETC:	
	1	Self-contained
	2	Not self-contained
	0	Unable to code

Lockable	BUILDING HAS:	
	1	Common entrance: lockable
	2	Common entrance: not lockable
	3	No common entrance

Houcond	Is the sampled house in good or poor physical condition?	
	1.	Very good
	2.	Fairly good
	3.	Neither good nor bad
	4.	Fairly bad
	5.	Very bad
	0.	Unable to code

Relcond	Is the sampled house/flat in a better or worse condition than the other in this area?	
	1.	Better
	2.	Worse
	3.	About the same
	0.	Unable to code

Neigwat	Is the dwelling in a Neighbourhood watch area?	
	1.	Yes
	2.	No
	0.	Unable to code

APPENDIX 2**ADDITIONAL VARIABLES IN BCS2000 SAV FILES**

Data files contain the case identifier, area code, serial number, and screen number. The case identifier consists of the three components area code, serial number and screen number.

Neither the Home Office or The National Centre for Social Research (NCSR)/ONS accept responsibility for the correct construction of these variables, or for the use to which they are put.

MAIN (NON VICTIM FORM) FILE

samptype Identifies sample type distinguishing core and ethnic boost

1. Core with FE
2. Core no FE
3. FE sample
4. Ethnic high density

sample Not to be used for selecting out core

rowlabel The case identifier
7 digit identifier comprised of :

area	4 digit identifier of PSU
address	2 digit address identifier (1-32)
hold	1 digit household identifier

(0=core or high density ; 1-4 FE ethnic boost addresses)

split Whether Follow up A or Follow up B version

1. FUA
2. 1st half FUB
3. 2nd half FUB

subsplit

1. FUA 1st 20% core/50% ethnic
2. FUA 2nd 20% core/50% ethnic
3. FUA 60% or FUB

case The case identifier

weighta Individual weight
weightb Household weight

Interviewer Details

Intdate Date of the interview

Intno Interviewer identifier

Area Variables

Region	This is standard region <ul style="list-style-type: none"> (1) North (2) York/Humberside (3) North West (4) East Midlands (5) West Midlands (6) East Anglia (7) Greater London (8) South East (8) South West (9) Wales
GOR	Government Office Region – An administrative division of England and Wales* * Merseyside is no longer government office region (in with North West) <ul style="list-style-type: none"> (1) North East (2) North West (3) Yorks/Humberside (4) East Midlands (5) West Midlands (6) South West (7) Eastern (8) London (9) South East (10) Wales
Incit ¹	<ul style="list-style-type: none"> (1) inner city (2) non inner city
Acorn ²	The full acorn set 0-55 (0) invalid post code (1-54) see acorn documentation (55) unclassified
Acorncat	<ul style="list-style-type: none"> (1) thriving (2) expanding (3) rising (4) settling (5) aspiring (6) striving
Acorngrp	<ul style="list-style-type: none"> (1) Wealthy achievers, sub urban areas (2) Affluent greys, rural communities (3) Prosperous pensioners, retirement areas (4) Affluent executives, family areas (5) Well-off workers, family areas (6) Affluent urbanites, town and city (7) Prosperous professionals, metropolitan areas (8) Better-off executives, inner city areas (9) Comfortable middle-agers, mature home-owning areas (10) Skilled workers, home-owning areas (11) New home-owners, mature communities (12) White collar workers, better off multi-ethnic areas (13) Older people, less prosperous areas (14) Council estates, better off homes (15) Council estates, high unemployment (16) Council estates, greatest hardship (17) Multi-ethnic, low income areas

Chgroup	(1) Green Field developments
	(2) Continuing decline
	(3) Boom then decline
	(4) Improving but cautious
	(5) Rising Affluence
	(6) Along with the drift
	(7) Unclassified

¹Inner city areas are defined at the sampling stage as those postcode sectors with high population density, low owner-occupation and low proportions of professionals.

²ACORN (A Classification of Residential Neighbourhoods) classifies households according to the demographic, employment and housing characteristics of the surrounding neighbourhood. Acorn was developed by CACI Ltd, through the use of cluster analysis of variables from the 1991 Census. There are a total of 54 ACORN types from which 17 groups are constructed and from these a further 6 categories. (Further information about ACORN is available from CACI Ltd, CACI House, Kensington Village, Avonmore Road, London W14 8TS)

- Change**
- (1) Green Field Developments
 - (2) Many More Lone Parents, Greater Social Stress
 - (3) Baby Boom Areas with Many More Lone Parents
 - (4) More Children, Bigger Families, More Overcrowding
 - (5) Fewer Young Adults, More Lone Parents
 - (6) Baby Boom Areas with More Lone Parents
 - (7) More Singles, Less Overcrowding
 - (8) More Young Children and Lone Parents
 - (9) Many More Flats, Bedsits, Students and Young Singles
 - (10) More Young Workers, Children, Fewer Private Tenants
 - (11) Council Re-Development., More Smaller Dwellings
 - (12) More Singles and Young Workers, Less Spacious Dwellings
 - (13) More Young Families, Less Private Rented Accommodation
 - (14) More Young Workers, Students and Singles
 - (15) Re-developments with Many More Pensioners
 - (16) More Pensioners and Accommodation for the Elderly
 - (17) More Pensioners and Young Home Owners
 - (18) Many More Young Workers, Singles, Fewer Private Tenants
 - (19) Increased Ethnicity, More Young Families
 - (20) Maturing Areas, More Home Owners, Smaller Families
 - (21) Gentrifying Areas, More Young Working Singles
 - (22) More Young Workers, Less Private Rented Property
 - (23) More Young Working Families, Fewer Pensioners
 - (24) Maturing Areas, Many More Home owners
 - (25) Many More Home Owners, Less Rented Accommodation
 - (26) Many More Young Workers, Singles and Home Owners
 - (27) High Growth Areas, More Young Families
 - (28) Very High Growth Areas, Many More Young Home Owners
 - (29) Many More Pensioners
 - (30) Growth Areas, More Young and Larger Families
 - (31) Maturing, Modestly Improving Areas
 - (32) More Older Workers and Pensioners
 - (33) Improving Areas, Larger Families, Fewer Pensioners
 - (34) Maturing Areas with Greater Affluence
 - (35) More Older Workers, Larger Families
 - (36) Maturing Areas, More Home Owners and Pensioners
 - (37) More Young Working Families and Home Owners
 - (38) Growing, Maturing Areas, Fewer Self-Employed
 - (39) Maturing, More Affluent Areas, Many More Self-Employed
 - (40) Increasingly Prosperous, Maturing Areas
 - (41) More Home Owners, Increasing Prosperity
 - (42) More Young Workers
 - (43) Fewer Married Women Working, More Self-Employed
 - (44) Fewer Young Adults, More Self Employed
 - (45) Unclassified
- Council**
- (1) acorn.council
 - (2) acorn.non.council

ONS District Level Classification³

<u>Distfam</u>	Distgrp	Distclus
Rural	Scotland	Highland and Island (Scottish) Upland & Agriculture (Scottish)
	Coast & Country	Remoter England & Wales Heritage Coast Accessible amenity
	Mixed Urban & Rural	Towns in Country Industrial margins
Prospering Areas	Most Prosperous	Concentrations of prosperity Established High Status
	Growth Areas	Satellite towns Growth corridors Transient population Metropolitan overspill Market towns
<u>Maturer Areas</u>	Services & Education	University Towns Suburbs
	Resort & Retirement	Traditional Seaside Smaller seaside
Urban Centres	Mixed economies	Established service centres Scottish Towns New & Expanding towns
	Manufacturing	Pennine Towns Large ethnic minorities
Mining & Industrial Areas	Ports & Industry	Inner City characteristics Coastal Industry Glasgow & Dundee (Scottish) Concentrations of public Housing (Scottish)
	Coalfields	Mining & Industry Mining & Services (Wales) Former mining (Wales & Durham)
Inner London	Inner London	Central London Cosmo. outer boroughs Inner City Newham & Tower Hamlets

NB Clusters 1,2,13,14 and Group A only include Scottish Districts

ONS Ward Classification ⁴

Wardgrp <u>Suburbia</u>	Wardclus
	Leafier suburbs Classic Commuters
Rural Areas	Agricultural Heartlands Accessible Countryside Remoter coast and country
Rural fringes	Town and country Industrial margins Edge of town
Industrial areas	Growth points Scottish public housing Primary production Better-off manufacturing Traditional manufacturing
Middling Britain	Small towns Mixed economies Expanding towns West Midland manufacturing Welsh Coalfields
Prosperous areas	Established prosperity Affluent villages Concentrations of affluence
Inner city estates	High rise housing London public housing
Established owner occupiers	Outer suburbs Green belt
Transient population	Transient population
Metropolitan professionals	Urban achievers Young singles
Deprived city areas	Inner London Scottish inner city Cosmopolitan London
Lower status owner occupiers	Declining resorts Margins of deprivation Industrial towns Textile town terraces Miners' terraces
Mature populations	Remoter retirement areas Retirement areas Better-off retired Coastal very elderly
Deprived industrial areas	Heavy industry Low amenity housing Ethnic groups in industry

- ³ The ONS classification of areas is derived from the 1991 National Census. This classification like its predecessors uses multi-variate methods to identify a series of areas with common characteristics. Thirty-seven census variables were included in deriving the classification. Three nested classifications were defined, comprising 34, 12 and 6 strata. See 'The ONS classification of local and health authorities of Great Britain' by Meryll Wallace and Chris Denham for more detail.
- ⁴ The ward classification is based on the same principles as the district classification it has two nested classifications, comprising 43 and 14 strata.

Respondent Characteristics

Sex	(1) Male (2) Female (8) refused (9) dont know
Age	16-99
Agegrp	(1) 16-29 (2) 30-59 (3) 60+
Sexage	(1) Men aged 16-29 (2) Men aged 30-59 (3) Men aged 60+ (4) Women aged 16-29 (5) Women aged 30-59 (6) Women aged 60+
Ethngrp	(1) White (2) Black (3) Asian
Marital	(1) Married (2) Cohabiting (3) Single\never married (4) Widowed (5) Divorced (6) Separated (8) refused (9) dont know
Margrp	(1) Married/cohabiting (2) Single (3) Widowed (4) Separated/divorced
Agelong*	(1) 16-19 (2) 20-24 (3) 25-34 (4) 35-44 (5) 45-54 (6) 55-64 (7) 65-74 (8) 75-84 (9) 85+

BCS 2000 Additional variables in the SPSS system files

- Ageshort* (1) 16-24
(2) 25-44
(3) 45-64
(4) 65-74
(5) 75+
- Ethharm* (1) White
(2) All Black groups
(3) Indian
(4) Pakistani/Bangladeshi
(5) Other groups
- Livharm1* (1) Married
(2) Cohabiting
(3) Single
(4) Separated
(5) Divorced
(6) Widowed
- Livharm2* (1) Living in a couple
(2) Not living in a couple
- Lillharm* (1) No long-standing illness
(2) Long-standing illness

Household Characteristics

- Tenharm* (1) Owners (includes part rent/part mortgage)
(2) Social Rented Sector (ie. Council or HA)
(2) Private Rented Sector (includes Tied to job, Rent Free and Squatting)

* ONS Harmonised variables

- Accharm1* (1) Detached House
(2) Semi-detached house
(3) Terraced house
(2) Maisonette
(3) Purpose built flat
(4) Converted flat
(5) Other types (including caravans/mobile homes)
- Accharm2* (1) House
(2) Flat/maisonette/Bedsit
(3) Other
- Vehowner (0) Non-vehicle owner
(1) Vehicle-owner
- Ysadharm* (1) Less than 12 months
(2) 12 months, less than 2 years
(3) 2 years, less than 3 years
(4) 3 years, less than 5 years
(5) 5 years, less than 10 years
(6) 10 years, less than 20 years
(7) 20 years or more

Struct3	Structure of household.
	(1) No children
	(2) Adults and Children
	(3) Lone parent
	(4) Head of household aged 60+

Household Income.

Hhinc4	(1) Under £5,000
	(2) £5,000 <£15,000
	(3) £15,000 < £20,000
	(4) £20,000 +

Hhinc5	(1) Under £10,000
	(2) £10,000 < £15,000
	(3) £15,000 < £20,000
	(4) £20,000 < £30,000
	(5) £30,000 +
	(6)

	* ONS Harmonised variables
Hhinc6	(1) Under £2,500
	(2) £2,500 < £5,000
	(3) £5,000 < £10,000
	(4) £10,000 ,< £15,000
	(5) £15,000 < £20,000
	(6) £20,000 +

The Head of Households characteristics

hoh	(1) Respondent is the head of household
	(2) Respondent is not the head of household

Hohage	16-99
--------	-------

Hohsex	(1) Male
	(2) Female
	(8) refused
	(9) dont know

Hohmar	(1) Single/nev.mar
	(2) Married
	(3) Separated
	(4) Divorced
	(5) Widowed
	(8) refused
	(9) dont know

Hohmarit	(1) Married
	(2) Cohabiting
	(3) Single
	(4) Widowed
	(5) Divorced
	(6) Separated

Hhagegrp (1) 16-29
(2) 30-59
(3) 60+

Hhagelng* (1) 16-19
(2) 20-24
(3) 25-34
(4) 35-44
(5) 45-54
(6) 55-64
(7) 65-74
(8) 75-84
(9) 85+

Hhagesht* (1) 16-24
(2) 25-44
(3) 45-64
(4) 65-74
(5) 75+

Social class variables

Note that the first set of working questions on the demographic are asked of the respondent if the respondent is not the head of household. The second set refers to the HOH whether or not the HOH is the respondent.

In addition the following variables have been created which refer to the respondent whether or not they are the head of household.

Rwork Working in last week?
(1) yes
(2) no

Rftpt Full-time /part-time?
(1) full-time
(2) part-time

* ONS Harmonised variables

Rlastwk What doing in last week (if not working)?
(1) Govt. scheme
(2) unpaid work
(3) Waiting to take up a job
(4) looking for paid work
(5) intending to work but temporary sick/ill
(6) full-time student
(7) permanently sick
(8) retired
(9) at home
(10) other

Rstudy (1) Student
(2) Not student

Reverw Ever paid job (if not working)?
(1) had job in past
(2) never worked

BCS 2000 Additional variables in the SPSS system files

- Rselfemp Working as an employee or are you self employed?
 (1) Employee
 (2) Self employed
- Rempstat Any managerial duties or are they supervising any other employees?
 (1) Manager
 (2) Supervisor
 (3) Not manager / Supervisor
- Remplee How many employees?
 (1) 1-24
 (2) 25-499
 (4) 500 plus
- Remp100 Do you work on your own or do you have employees?
 (1) On own or partners
 (2) With employees
- Rnemp How many people are employed where you work?
 (1) 1-24
 (2) 25 or more

The following are for the respondent if the respondent is not the head of household

- Soc This provides the full soc breakdown for respondents only if they are not head of households
- seg This is the socio-economic group for respondents who are not the head of household
- (0) Inadequately described/ not stated occupation
 - (1.1) Employers in industry, commerce - employ 25 or more
 - (1.2) Managers in government, industry, commerce -employ 25 or more
 - (2.1) Employers in industry, commerce - employ less than 25
 - (2.2) Managers in industry, commerce, government -employ less than25
 - (3) Professional workers - self employed
 - (4) Professional workers - employees
 - (5.1) Non manual - ancillary workers, artists
 - (5.2) Non manual - foreman, supervisors
 - (6) Junior non manual workers
 - (7) Personal service workers
 - (8) Foremen, supervisors - manual
 - (9) Skilled manual workers
 - (10) Semi-skilled manual workers
 - (11) Unskilled manual workers
 - (12) Own account workers (other than professional)
 - (13) Farmers - employers and managers
 - (14) Farmers - own account
 - (15) Agricultural workers
 - (16) Members of the armed forces

- Sc
- (0) Inadequate description
 - (1) Professional
 - (2) Managerial and technical occupations
 - (3.1) Skilled occupations (non manual)
 - (3.2) Skilled occupations (manual)
 - (4) Partly skilled occupations
 - (5) Unskilled occupations
 - (6) Armed forces

The following are for the respondent whether or not they are the head of household

infsoc this provides the full soc breakdown for all respondents

- InfSEG This is the socio economic group for all respondents
- (0) Inadequately described/ not stated occupation
 - (1.1) Employers in industry, commerce - employ 25 or more
 - (1.2) Managers in government, industry, commerce -employ 25 or more
 - (2.1) Employers in industry, commerce - employ less than 25
 - (2.2) Managers in industry, commerce, government -employ less than 25
 - (3) Professional workers - self employed
 - (4) Professional workers - employees
 - (5.1) Non manual - ancillary workers, artists
 - (5.2) Non manual - foreman, supervisors
 - (6) Junior non manual workers
 - (7) Personal service workers
 - (8) Foremen, supervisors - manual
 - (9) Skilled manual workers
 - (10) Semi-skilled manual workers
 - (11) Unskilled manual workers
 - (12) Own account workers (other than professional)
 - (13) Farmers - employers and managers
 - (14) Farmers - own account
 - (15) Agricultural workers
 - (16) Members of the armed forces

infsc (numeric) This is gives an 8 code social class variable for all respondents

- (0) Inadequately described/not classified
- (1) Professional
- (2) Managerial and technical occupations
- (3.1) Skilled occupations (non manual)
- (3.2) Skilled occupations (manual)
- (4) Partly skilled occupations
- (5) Unskilled occupations
- (6) Armed forces

The following are for the head of household whether or not that individual is the respondent

Soc2 The full soc breakdown

Seg2 This is the socio economic group for all head of households
 (0) Inadequately described/ not stated occupation
 (1.1) Employers in industry, commerce - employ 25 or more
 (1.2) Managers in government, industry, commerce -employ 25 or more
 (2.1) Employers in industry, commerce - employ less than 25
 (2.2) Managers in industry, commerce, government -employ less than25
 (3) Professional workers - self employed
 (4) Professional workers - employees
 (5.1) Non manual - ancillary workers, artists
 (5.2) Non manual - foreman, supervisors
 (6) Junior non manual workers
 (7) Personal service workers
 (8) Foremen, supervisors - manual
 (9) Skilled manual workers
 (10) Semi-skilled manual workers
 (11) Unskilled manual workers
 (12) Own account workers (other than professional)
 (13) Farmers - employers and managers
 (14) Farmers - own account
 (15) Agricultural workers
 (16) Members of the armed forces

sc2 Variable of social class

- (0) Inadequate description
- (1) Professional
- (2) Managerial and technical occupations
- (3.1) Skilled occupations (non manual)
- (3.2) Skilled occupations (manual)
- (4) Partly skilled occupations
- (5) Unskilled occupations
- (6) Armed forces

*BCS 2000 Additional variables in the SPSS system files***VF FILE**

rowlabel	The Case identifier
samptype	Identifies sample type distinguishing core and ethnic boost 1 Core with FE 2 Core no FE 3 FE sample 4 Ethnic high density
vicno	The number of the victim form for the respondent
nseries	The number of incidents in a series of similar incidents.
weighti	Personal offences: $\text{weighta} * \text{series weight}$ Household offences: $\text{weightb} * \text{series weight}$
Crimeno	Index number for single incidents coming from the same screener question - the higher the number the more recent the incident.
Crimtype	(1) MotTheft (2) MotStole (3) CarDamag (4) BikTheft (5) PrevThef (6) PrevDam (7) PrevTry (8) PrevStol (9) PrOSide (10) PrDefac (11) HomeThef (12) YrHoThef (13) YrHoDam (14) YrHoTry (15) YrHoStol (16) YrOSide (17) YrDeface (18) PersThef (19) TryPers (20) OthThef (21) DelibDam (22) DelibVio (23) ThreVio (24) SexAttak (25) HhldVio

BCS 2000 Additional variables in the SPSS system files

Location	(1)	inside home
	(2)	home.garage
	(3)	outside home but in same building
	(4)	outside home on same premises
	(5)	row of garages
	(6)	street near home
	(7)	inside workplace
	(8)	outside workplace
	(9)	in work carpark
	(10)	street near work
	(11)	carpark at home
	(12)	shed
	(13)	inside disco
	(14)	disco carpark
	(15)	street near disco
	(16)	disco - other
	(17)	inside sports ground
	(18)	sports ground carpark
	(19)	street near sports ground
	(20)	sports ground - other
	(21)	inside public entertainment
	(22)	public entertainment carpark
	(23)	street near public entertainment
	(24)	public entertainment - other
	(25)	on train
	(26)	inside train station
	(27)	train station carpark
	(28)	street near train station
	(29)	train station -other
	(30)	on tube train
	(31)	inside tube station
	(32)	tube station carpark
	(33)	street near tube station
	(34)	tube station -other
	(35)	on bus
	(36)	bus stop/station/street
	(37)	bus station carpark
	(38)	bus station -other
	(39)	on plane
	(40)	airport
	(41)	airport carpark
	(42)	airport - other
	(43)	inside supermarket
	(44)	supermarket carpark
	(45)	street or precinct near supermarket
	(46)	supermarket - other
	(47)	inside college
	(48)	college carpark
	(49)	street near college
	(50)	college - other
	(51)	inside other commercial location
	(52)	carpark at other commercial location
	(53)	street near other commercial location
	(54)	commercial - other
	(55)	inside friend's/relative's home
	(56)	relative/friend's garage

BCS 2000 Additional variables in the SPSS system files

- (57) street near relative's/friend's
- (58) at relative's/friend's - other
- (59) other building
- (60) other carpark
- (61) subway under street
- (62) other street
- (63) park/open space
- (64) waste ground
- (65) work garage
- (66) on a boat
- (67) allotment
- (68) other home
- (69) other transport
- (70) caravan site
- (71) pub inside
- (72) pub car park
- (73) pub street
- (74) pub - other
- (75) sports club inside
- (76) sports club carpark
- (77) sports club street
- (78) sports club other
- (79) inside church
- (80) church carpark
- (81) church street
- (82) church other
- (83) street market
- (84) work other
- (85) in a taxi
- (86) driving or travelling in a car
- (97) other location
- (98) vague
- (99) not answered

- violgrp (1) domestic
(2) mugging
(3) stranger acquaintance
- relate** Victim/offender relationship
(1) stranger
(2) sight/casual
(3) well
- Vfvehown (0) non-vehicle owner
(1) vehicle-owner
- Stolen Was anything stolen?
(1) Yes
(0) No
- Damage Was any property damaged?
(1) Yes
(0) No

BCS 2000 Additional variables in the SPSS system files

AttSteal Was any attempt made to steal anything?
(1) Yes
(0) No

Force Was any force or violence used?
(1) Yes
(0) No

Thrforce Was force or violence used or threats made?
(1) Force or violence used
(2) Threats only
(3) No force or threats

Sexual Was there any sexual element?
(1) Sexual element
(2) Sexual violence
(3) No sexual element

Offinfo Was any information known about the offender?
(1) Can say something about offender
(0) Nothing known about the offender

Validoff If valid offence code and in England and Wales
(0) No
(1) Yes

****** Due to the variable construction it is only appropriate to use for violent offences. This relate variable is used to construct the BCS violence typology of mugging/stranger/acquaintance and domestic.

Index

Accharm1	10	Marital	9
Accharm2	10	Neigwat	2
Acctyp	2	nseries	17
Acorn	4	Offinfo	20
Acorncat	4	Poorhou	1
Acorngrp	4	Region	4
Age	9	relate	19
Agegrp	9	Relcond	2
Agelong	9	Remp100	14
Ageshort	10	Remplee	14
AttSteal	20	Rempstat	14
case	3	Reverw	13
Change	6	Rftpt	12
Chgroup	5	Rlastwk	12
Council	6	Rnemp	14
Crimeo	17	rowlabel	3, 17
Crimtype	17	Rselfemp	14
Damage	19	Rstudy	12
Ethharm	10	Rubbcomm	1
Ethngrp	9	Rwork	12
Flattyp	2	sample	3
Force	20	samptype	3, 17
GOR	4	Sc 15	
Hhagegrp	12	sc2	16
Hhageing	12	seg	14
Hhagesht	12	Seg2	16
Hhinc4	11	Sex	9
Hhinc5	11	Sexage	9
Hhinc6	11	Sexual	20
hoh	11	Soc	14
Hohage	11	Soc2	16
Hohmar	11	split	3
Hohmarit	11	Stolen	19
Hohsex	11	Struct3	11
Houcond	2	subsplit	3
Incity	4	Tenharm	10
infsc	15	Thrforce	20
InfSEG	15	Validoff	20
infso	15	Vandcomm	1
Intdate	3	Vehowner	10
Intno	3	Vfvehown	19
Lillharm	10	vicno	17
Livharm1	10	violgrp	19
Livharm2	10	Vissecul	1
Location	18	weighta	3
Lockable	2	weighti	17
Margrp	9	Ysadharm	10

APPENDIX J LIST OF CHECKS IMPLEMENTED IN THE BLAISE INTERVIEW PROGRAM

Confirm selection of correct serial number
Marital status, consistent with relationships and gender
Respondent first person included in household grid
Respondent must be black/Asian if Ethnic Minority boost
Marital status – only allow one spouse of respondent
Head of Household – must be one per household
Time lived in address cannot be greater than time lived in area
Time moved to address must be before date of interview
Causes of crime – Code 10 exclusive and main cause must be coded among causes mentioned
WhoPres – code 1 is exclusive
Similar – number of separate incidents must be less than total recorded
Date of most recent incident must be between 1 January 1999 and interview
A series must have consisted of at least two incidents
Code 0 to skip victim form allowed only for sexual and domestic violence incidents
Month of most recent incident must be consistent with quarter and date of interview
Most recent contact with police must be mentioned in types of contact
Next most common cannot be same as most common
If no community activity in last month, this cannot be more than average
Fire 'went out' is an exclusive code
If fire extinguished by Fire Brigade, must record that they were called
Main method which extinguished fire must be recorded at previous question
No injury is an exclusive code for type of injury sustained
No safety measures is an exclusive code for precautions against fire
No training about violence at work is an exclusive code
Age in self completion section on sexual victimisation must be consistent with household grid
Number of selected address must not be greater than number of occupied dwelling units
Check on date entered as date of last visit to the sampled address
Outcome code 10 is applicable only to the ethnic minority booster sample
Number of selected adult must not be greater than the number of adults at the address

APPENDIX K QUESTION DEVELOPMENT AND TESTING

K.1 Introduction and Aims

As part of questionnaire development for the 2000 British Crime Survey (BCS) the Home Office asked the *National Centre for Social Research* to carry out a programme of research to test the impact of wording changes to existing questions and to develop questions on new topics. In particular a number of new topic areas were to be included in BCS2000, reflecting Aim 5 of the Home Office's 1999/2000 Business Plan relating to racial equality, human rights and voluntary and community activity. This appendix summaries the findings of the programme of question testing.

The following question areas were included in the testing programme:

- The Criminal Justice System (section K.4.a)
- Quality of life and area questions (section K.4.b)
- Crime partnerships (section K.4.c)
- Voluntary/community activity (section K.4.d)
- Racial equality (section K.4.e)

Following these two phases of cognitive testing a full dress-rehearsal pilot of the survey took place in November 1999. Further details of the full dress-rehearsal pilot can be found in [Ref]. The findings from this pilot informed the decision that a further phase of piloting of the racial equality question was required, and this took place in December 1999.

K.2 Basis of cognitive methods

Cognitive methods can help researchers develop questions that are clear and can be understood by all respondents as the question designer had intended. The methods draw on cognitive and motivational psychology, and provide a useful framework for understanding the cognitive processes involved in answering survey questions. The emphasis is on the identification of, and reasons for, problems with questions, rather than quantifying the extent of any problems. In this sense cognitive methods are akin to qualitative methods, and thus sample size is not an issue.

The 'question and answer' model suggests there are four distinct actions that respondents perform in answering a verbal question:

1. firstly they must comprehend the question,
2. then retrieve the relevant information,
3. they must then make a judgement about the information (i.e. do they want to report this information),
4. and finally they respond to the question.

By understanding this process it is possible to identify certain kinds of non-sampling errors, and attempt to reduce them, thus improving the quality of survey data.

K.3 Question testing for BCS 2000

Question testing was carried out in October 1999, and consisted of two phases. This strategy enabled a relatively large number of questions to be tested, as well as enabling some testing of questions modified as a result of findings from the first phase.

Cognitive interviews were carried out by specially trained *National Centre* interviewers. Five interviewers worked on the two phases of testing (five on the first phase and four on the second). For the first phase interviewers attended a one-day personal briefing, which covered the following:

- Background information about the BCS and the purpose of the cognitive interviewing
- Recruitment of respondents
- Conducting the cognitive interviews, including a role-play session using the probe sheets
- Reporting findings – information required at the debriefing

A personal one-day debriefing session took place at the end of the first phase of testing, which was attended by Home Office researchers. As the same interviewers who had worked one worked on phase two, and there were only a few days between the phase one debrief and the start of phase two, it was not felt necessary to re-brief them in person. Rather materials were sent by post, which included detailed instructions on the requirements for the second phase of testing. If interviewers had any queries they were encouraged to telephone the research team. However a face-to-face debriefing session took place at the end of the second phase, which was again attended by researchers from the Home Office. Members of the Home Office research team also accompanied cognitive interviewers on some of their interviews at both phase one and phase two.

In both phases, retrospective probing was used to explore the ways in which respondents understood the questions and came up with their answers. Respondents were asked a series of survey questions on a particular topic, such as community activity, followed by in-depth probing on specific points of interest – for example, how an answer was arrived at and respondents' understanding of key words and phrases used in particular questions. The survey questions and follow up probes used in both phases of cognitive testing are included at the end of this Appendix.

A purposive sample was selected by specially trained cognitive interviewers to include respondents with the following characteristics:

- People from different ethnic backgrounds
- Men and women
- People of different ages

Interviewers were also asked to try and recruit people from different social classes.

In phase one a total of 16 respondents were interviewed and table 1 below summarises their characteristics.

Table 1

<i>Phase one respondent characteristics</i>	
Men	8
Women	8
White	9
Minority ethnic	7
Age range	17-69

The second phase of cognitive testing took place a week later, and contained questions modified as a result of the feedback from phase one as well as previously untested questions. In total 12 respondents were interviewed in this phase and table 2 shows their characteristics.

Table 2

<i>Phase two respondent characteristics</i>	
Men	6
Women	6
White	6
Minority ethnic	6
Age range	18-72

Interviews took place in respondents' own homes, and lasted 1 to 1 ½ hours. Respondents were paid £15 as a token of appreciation for agreeing to take part. Interviews were tape-recorded and interviewers were asked to summarise the results of individual interviews. Due to time and budgetary constraints interviews were not transcribed. Rather analysis was based on a combination of interviewer summaries, comments made at the debriefing session, which took place after each phase of testing, and by reference to the recordings of the interviews.

K.4 Results of cognitive testing

The following sections describe the findings of the cognitive testing of questions for the 2000 British Crime Survey (BCS), and any recommended wording or question-format changes.

K.4.a Criminal Justice System

The BCS asks a number of questions about the public's awareness of sentencing policy for certain types of crimes and about the public confidence in the way that the Criminal Justice System (CJS) deals with offenders. A number of additional questions, looking at where the public obtains their information about the CJS from and whether they have had any contact with the CJS (as part of their work) were to be included for the first time in the 2000 BCS.

The full set of questions tested is reproduced at the end of this Appendix. Questions covered the following topics:

- Confidence in the CJS

- Sources of information about the CJS, and main source
- Main purpose of sentencing an offender
- Worked in or for any part of the CJS
- Attitudes towards the different components of the CJS
- Awareness of new policy on sentencing repeat burglars
- Confidence in the way repeat burglars are dealt with by the CJS

In phase one only the questions on repeat burglars were tested, whereas in phase two all the questions were tested, replicating the order in which it was envisaged they would be asked in the main survey.

Confidence in the Criminal Justice System

Respondents were asked to rate their confidence in the Criminal Justice System (CJS) in relation to the following four criteria:

- Bringing offenders to justice
- Meeting the needs of victims
- Respecting the rights of offenders and treating them fairly
- Dealing with cases promptly and efficiently

A definition of the CJS was included in the question. However this was not always read out, as it appeared in brackets and interviewers are trained only to read text in brackets where appropriate. However the definition was important, as it ensured respondents thought of all components of the CJS when answering the questions. Most respondents said their confidence rating was based on information they had obtained from other sources, such as the media or from friends and relatives, rather than from personal experience.

Overall most respondents understood the questions, although some respondents were unsure about to whom the terms 'offender' and 'victim' referred. Interestingly the phrase 'bringing offenders to justice' was often interpreted as people who had committed crimes "getting what they deserve" or "teaching them a lesson", reflecting the view that the justice system was about administering punishment.

The 'needs of victims' covered a wide range of requirements – from offering counselling services to the victims of crime and their families to replacing goods, dealing with insurance companies or providing compensation.

In one or two cases respondents found it difficult to rate their confidence in the CJS in relation to the 'rights of offenders' and whether it 'treats them fairly'. This arose where these two phrases were seen as being two separate questions, which could be answered in different ways. For example, the respondent may feel that the CJS does respect the rights of the offender but that the offender is not treated fairly. Although the question asks about the treatment of the offender, in thinking about fairness some respondents compared the treatment of the offender with that of the victim. If, in the view of the respondent, the CJS is too concerned with the rights of the offender and not with the rights of the victim then the offender is treated unfairly, compared with the victim. In such cases the respondent had to decide which part of the statement they were going to answer about – the rights of the offender or their fair treatment.

Sources of information about the CJS

Respondents were asked which sources of information were most influential in shaping their opinions about the CJS. However in some cases respondents answered in relation to

where they obtained most of their information about crime rather than about the CJS. The question proved problematic for some respondents for the following reasons:

- Respondents found it difficult to differentiate between those sources of information that they had the most contact with and those that had the most influence on their views.
- Respondents found it difficult to say which was their main source of information
- Respondents were unable to differentiate between those information sources of 'most influence' and the 'main source' of information.
- The answer the respondent wanted to provide was not shown on the show card and no 'other' answer response was provided. In such cases respondents had to decide whether to include their answer under another heading, to discount it or to mention it to the interviewer.

Having decided which sources of information were the most influential, and which was the main source of information, respondents found it relatively straightforward to rate the accuracy of the information obtained from their main source.

Main purpose of sentencing an offender

This question proved difficult for some respondents. There were a number of reasons for this:

- The terms 'offender' and 'victim' were not understood by all respondents
- The question allowed for only one answer to be recorded yet some respondents wanted to give more than one answer
- Not all of the answer categories were seen as being mutually exclusive. For example option one 'to deter that offender from committing further crimes' was seen as being the same as option two 'to restrict that offender's freedom or opportunity to commit further crime' and option four 'to punish the offender'.

In the cognitive interview respondents were asked what kinds of crimes they had been thinking of when answering this question. Most respondents had thought of a range of crimes – from burglary and robbery through to rape and murder.

Personal experience of the CJS

These two questions established whether the respondent had any personal experience of Criminal Justice System. The first question asked whether the respondent had 'ever worked in, or for, any part of the Criminal Justice System...'. The wording of this question meant that respondents who had been in contact with the CJS as part of their work, but did not work for it directly were not being identified.

The second question asked whether the respondent had ever been:

- A victim of crime that was reported to the police
- Arrested
- Been in court as a victim, witness, spectator or juror in a criminal case
- Been in court as a defendant in a criminal case
- Been in contact with the probation service for whatever reason
- Been inside a prison for whatever reason

Overall this question worked well, identifying respondents who had personal experience of the Criminal Justice System. However some parts of the question were problematic for some respondents.

- Some respondents did not always recall that they had been the victims of a crime, which was reported to the police, until subsequent probing. One respondent had not answered 'yes' to this question as, although s/he had been a victim of crime and had reported it to the police, no action was taken. Another respondent had not answered 'yes' to this question as s/he had answered in relation to the last twelve months rather than about whether s/he had 'ever' been the victim of a crime, as the question asked. In fact this respondent had been the victim of crime over 20 years ago.
- The term 'defendant' was not always understood correctly. Sometimes it was interpreted as referring to "*someone defending someone else in court*" or to "*someone giving evidence in court*". This part of the question referred to a 'criminal' case, yet at least one respondent reported s/he had been a defendant, but as it emerged during the cognitive interview, this was in a civil case. Generally speaking, however, respondents understood the term 'criminal case' to refer to "*more serious*" crimes such as murder.
- The question asking about whether respondents had visited a prison 'for whatever reason' was found to work well, with respondents including visits to inmates, visits as part of a tour group and visits made to a prison museum. These questions were not found to be sensitive or intrusive by respondents.

Confidence in different parts of the CJS

These questions asked respondents to rate how good a job they felt the different organisations that make up the CJS were doing. Again respondents answered these questions in different ways, depending on whether they had personal experience of the different agencies or not.

The question on the police proved problematic for some respondents, as they rated the local police force differently to the national force. The term 'Crown Prosecution service' was not understood by some respondents, or was vaguely understood by others, for example as the "*people who decide what to do*". Furthermore the terms 'magistrates' and 'probation service' were not always understood, making the task of rating their performance difficult for some respondents.

Sentencing burglars and confidence in the CJS:

These questions asked whether respondents were aware of the new policy for sentencing repeat burglars, what they thought of this policy, and whether this policy gives them more or less confidence in the Criminal Justice System. In phase one of testing these were the only questions on the CJS to be asked. The phrase 'Criminal Justice System' was broadly understood to refer to the process by which people who commit crimes are dealt with. However the constituents of the Criminal Justice System were less clearly understood. For example, some respondents only thought of the 'courts' whilst others thought of lawyers, the police, and the courts. Some respondents also viewed the government as being part of the CJS. However, in phase two, these questions were asked at the end of a series of questions on the CJS and as such the term was found to be better understood by respondents. In phase two the CJS was thought to include magistrates, judges, courts, police and prosecutors.

Summary of recommendations for questions about the Criminal Justice System

Phase 2

- Change the term 'offenders' to 'people who commit a crime' (Q14).
- Change the term 'victim' to 'meets the needs of victims of a crime' (Q14).
- Change wording of Q15 (sources of information on the CJS), to read '...which ones would you say provide you, personally, with the most information about the Criminal Justice System?' Then 'And which one of those'
- Change 'information from other people' to 'word of mouth/information from other people', and include an 'other' category (Q15).
- Change question wording (Q16 - purpose of sentencing an offender), so that 'offender' is replaced with 'person' as follows:
"Looking at this card what in your opinion should be the main purpose of sentencing a person who has committed a crime?
To deter that person from committing further crimes,
To restrict that person's freedom or opportunity to commit further crime,
To provide compensation or redress to the victim of the crime,
To punish that person,
To provide support / training for the person who committed the crime,
To deter other people from committing that crime,
To show society's disapproval for that type of crime."
• Add 'however minor' to 'Have you ever been the victim...' (Q18a).
- Change 'in court as a defendant in a criminal case' to '...in court as the person accused of committing a crime' (Q18c).

Phases 1 and 2

- Sentencing burglar's policy - use split sample in the main survey to test the effect of question wording on the distribution of answers. Suggest test two variants: 'new policy' versus 'current policy' (Phase 1 Qs13-15, Phase 2 Qs19-21).

K.4.b Quality of life and area questions

The Home Office was planning to run two variants of questions asking people about the area in which they live. These questions sought to establish how common, or how much of a problem certain kinds of behaviour were and how these affected, if at all, people's quality of life. Both variants of the questions were included in the main survey, as part of a split sample experiment, whereby half the sample was randomly assigned one variant of the questions, with the other half being asked the alternative version. The purpose of the experiment was to assess whether question wording affected the extent to which respondents reported certain potential features of the local area – such as rubbish or noisy neighbours.

These two sets of questions, which had been included in previous rounds of BCS, were cognitively tested before inclusion in the main survey. The cognitive test sought to understand how the terms 'problem' and 'common' were understood and applied to describe characteristics of a local area.

The term 'your area' was interpreted in different ways. For example, some people thought of their area as referring to their street or housing estate, whilst others thought of a district, suburb or whole town. In some case the definition of 'your area' employed by respondents

changed depending on the type of problem they were asked to rate. For example, when asked about rubbish and litter some respondents thought about a relatively small area, such as their street or even their house or flat and those adjacent to it. However when asked about problems of people being attacked or the use or dealing of drugs, a much larger area was considered.

Where a problem occurred occasionally respondents found it much more difficult to say how much of a problem it was in their area. Other factors that affected respondents' ability to rate the size of the problem were:

- whether it was seasonal (some problems, such as 'noisy neighbours' were only problems in summer, when people tended to be outside and windows in the house tended to be left open at night)
- whether the respondent was answering from personal experience or based on what they had heard, or what they thought others living in the area might think.

The reference period people were using varied from the that day to over the past few weeks or months to over the entire time they had lived at their current address or in the area.

The term 'common' was generally understood as meaning something that happened regularly or that there was 'a lot of it about'. Usually respondents were thinking about the same area when answering questions about how common something was as when answering questions about how much of a problem it was. However in a few cases respondents thought about larger or smaller areas when thinking about how common problems were than when thinking of how much of a problem something was in their area.

The testing found that something could be described by a respondent as being 'common' but was not necessarily seen as being a 'problem' or visa versa.

Quality of life

The final question in the series asked respondents to indicate which of the problem types mentioned in the previous questions '...have a bad effect on your quality of life at the moment?' The term 'quality of life' was understood in a number of different ways. For example, some people thought of their physical environment whilst others thought of financial security or of health. Thus things that had 'a bad effect' on quality of life were often seen as things that were detrimental to the respondent's definition of a good quality of life. For example, if the respondent rated peace and quiet as being an important component of their quality of life then something that disrupted this peace and quiet would be seen as having a bad effect. However there was evidence of context effects, whereby respondents answers to the previous questions influenced the way in which they answered this question. In particular, there was evidence of recency effects, with respondents focusing on the last problem they had identified at the preceding question. This occurred even though the question asked about quality of life 'at the moment' – resulting in quality of life assessments being based on activities that had taken place several months earlier.

Summary of recommendations for questions about the area and quality of life

- | |
|--|
| <ul style="list-style-type: none">• Quality of life - change 'at the moment' to 'since 1st January 1999'.• Supply a definition of 'your area' in the question. |
|--|

It was not felt that a second phase of testing would be necessary for these questions.

K.4.c Local Crime Partnerships

A series of new questions were to be included in the 2000 BCS, asking about:

- Who should have responsibility for reducing crime in the respondent's local area;
- Awareness of Local Crime Partnerships; and
- Views on successful they will be in reducing crime.

These questions were included in phases one and two of testing, and details of the questions tested can be found in at the end of this Appendix.

Responsibility for reducing crime

The types of crime respondents thought about influenced the answers they gave about who should have responsibility for reducing crime. For example, some respondents thought of crimes committed by children, such as vandalism and thus thought that parents were responsible, whilst others thought of burglary or violent crime, where the police were thought of as having responsibility.

In phase one of testing the question asked about 'reducing crime in your local area' whereas in phase two the wording was changed to ask about 'your area'. In both tests respondents' understanding of 'local' or 'your area' was found to vary. Some people thought of just their street, some of their estate or district whilst others thought of the whole town.

In phase one part b) of the question asked about who should have 'main responsibility for tackling crime in your area'. The term 'tackling' was problematic for some respondents, and was interpreted in a number of different ways. For example, tackling was understood to mean imprisonment of people who committed crime, the general process of catching criminal or the whole process - both catching criminals and preventing crimes. In some cases respondents were unsure what the term 'tackling' meant. In phase two this phrase was changed to 'responsibility for reducing crime...' and this appeared to be more consistently understood.

The answer categories provided were also found to be problematic for some respondents. For example, respondents were unsure what the probation service was, so were unlikely to cite it as having an important role in reducing crime. The term 'everyone in the community' also caused some confusion and for phase two this was changed to 'members of the public', which was better understood. Some respondents also wanted to cite other organisations or agencies not listed, as having a responsibility: the main one being the media. Thus this was included in phase two.

The order of the answer categories was felt to influence the way in which respondents answered the question. In phase one 'the police' were the first organisation listed. This was the organisation virtually all respondents thought of as having responsibility for reducing crime, and whilst respondents felt some of the other organisations also had a responsibility the police had the main responsibility. For phase two the order of the list was changed, with the police being listed last. The rationale of this approach was to encourage respondents to look through the entire list, rather than stopping at the first, most obvious answer. Evidence from the second phase suggested most respondents still thought the police had the main responsibility for reducing crime. It was not possible to assess whether the order of the list affected the frequency with which other agencies were cited as having a responsibility for

reducing crime. Thus it was suggested that for the main survey, two variants of the question be used with split samples, where the order of the answer categories was reversed, to assess whether this affected the frequency of answers given.

Local Crime Partnerships

These questions asked about awareness, sources of information and views on the likely success of Local Crime Partnerships. Most respondents had not heard of them and so found it difficult to assess how successful they were likely to be in tackling crime. In some cases respondents confused Local Crime Partnerships with Neighbourhood Watch schemes.

Summary of recommendations for questions about Local Crime Partnerships

Phase one

- Change 'involved in tackling' to 'responsibility for reducing'.
- Allow second choice for 'main' responsibility.
- Re-order answer categories so that 'the police' come last, add 'Media/TV/Newspapers' and change 'everyone in the community' to 'members of the public'
- Change wording of question on crime partnerships to 'In 1998 there was a new initiative which set up...', and change 'tackling' to 'reducing'

K.4.d Volunteering and Active Community Questions

These new questions sought to capture information on whether respondents had participate in the following activities, and if they had, how often they had participated in them:

- Helped out neighbours or other people living near by
- Gone to a group, club or place of worship, for faith reasons, to meet other people, to help each other out, or for enjoyment and relaxation
- Given time to, or helped out at an organisation such as a school, a hospital, a prison, a probation office, a charity, a voluntary organisation or a community group
- Served as a school governor, magistrate, prison visitor, councillor, community representative, special constable or member of the Territorial Army
- Attended public meetings or consultation groups, or responded to a consultation exercise, or contacted your local councillor or MP, about services or issues in the area
- Got involved with other people in the area to tackle local issues or solve local problems

Respondents were also asked three attitudinal questions about their 'community'. Full details of the questions tested are included at the end of this appendix.

The question testing process sought to understand the following:

- Whether respondents understood the descriptions of activities included in each of the questions?
- Whether respondents recognised that the activities listed in each question were examples, and how they decided to classify activities that were not listed in the questions?
- How they interpreted the different reference periods cited in the questions?
- How they calculated their answers to the questions?

Comprehension

The concept of 'without payment in return, except expenses' was consistently understood by most respondents as were the descriptions of activities. However some activities were interpreted in different ways. For example, some respondents were uncertain whether they should include family members in the question asking about whether the respondent had 'helped out any of your neighbours, or people who live nearby' if the family member lived nearby or was a neighbour. Interestingly, although there was an instruction provided to interviewers stating that family members should not be included, those respondents whose neighbours were family members did not query their inclusion with the interviewer. Rather they made the decision to include or exclude them on their own.

Some respondents queried whether "going to the pub" counted as 'going to a local group... for enjoyment and relaxation' or whether a group across the other side of town counted as 'local'. Finally some respondents queried whether giving donations to charity came under 'helping out at... a charity or voluntary organisation'. Often where respondents had included such activities under the appropriate heading this was because they wanted to be seen to have been doing some kind of community activity.

Reference period

In phase one of testing the questions referred to one of two reference periods, depending on the types of activity included in the question. The reference periods were 'in the last month' or 'in the past year'. There was considerable variation in the way respondents interpreted 'last month'. Some thought of the last 4 weeks whilst others thought of the last full calendar month. In one or two cases respondents thought of other months in the year, or longer time periods. This was often connected with when they had participated in a particular activity. Such respondents wanted to record their participation in particular activities, even if this had not occurred in the reference period, or where the reference period did not provide a representative month in which to measure their level of activity.

The phrase 'in the last year' was also interpreted in a number of ways. Some respondents thought of a calendar year whilst other thought back over the past 12 months. Again some people thought back over more than 12 months, to include either a major period of activity, or to make their answer more representative of their 'true' level of activity.

Calculating amount of time spent doing each type of activity

The version of the question tested in phase one asked respondents to calculate how many hours they had spent on all activities mentioned in the previous six questions in - a) the past month and b) a typical month. The structure of these questions caused problems in that some respondents focused on the last activity they were asked about, rather than thinking about all activities. This type of problem is known as a recency effect. The other problem with the structure of the phase one set of questions was that respondents who said that they had not taken part in any of the activities listed in the past month were not asked about whether they had taken part in any of them in a 'typical' month. This meant that in some cases, information about typical behaviour was missed.

In phase two the structure of this set of questions was revised. Respondents were asked the following series of questions about each activity in turn:

- whether they had participated in the activity in the past 12 months, and if they had;

- how much time they had spent doing that activity over the past month;
- whether this amount of time was usual, and if not;
- what was an average amount.

This structure helped to focus respondents' attention on one activity at a time, and thus avoided the problem encountered in the first phase of testing of respondents only including activities in the last few questions from their overall calculation of the time spent doing such activities. It also ensured that information on whether the past month was typical of the respondent's participation in such activities was collected from all respondents. However whilst the accuracy of the information collected was improved due to a reduction in exclusions, it made the questioning more time consuming for both interviewers and respondents.

In phase two, if respondents said that last month was not 'usual', they were asked about how much time they had spent engaged in that activity in an average month. The term average was found to have similar problems to the term typical, tested in phase one. Where respondents were able to calculate an average a common strategy was to calculate an average day, and then multiply this by seven and then four, so that the resulting amount of hours represented a four week period.

However this type of approach to calculating hours, be it for the past month or for a typical month, only worked where respondents participated in either one or all of the activities included in each question on a regular basis. For example, question 2a in phase two asks '...how often have you gone to a group, club or place of worship, for faith reasons, to meet other people, to help each other out, or for enjoyment or relaxation...?' Where respondents have participated in a number of the activities included in this question, but with different degrees of frequency, the calculation on the hours spent engaged in such activities became more complex. In such cases some respondents 'guessed' at an answer, whereas others attempted to try to calculate a more exact answer.

The calculation of the usual hours spent in any one month was also problematic if the activity was a one-off. For example, one respondent had been involved in a local campaign. This involved attending several meetings over the course of a few months whilst the campaign was active, meaning that the respondent had been very active for a short period of time. The issue was what to take as a usual month – a month in which the campaign was active, an average over the whole campaign or an average over the whole year? The testing found that different respondents employed different strategies for calculating a usual amount of time spent on one-off activities.

Attitude questions

The attitude questions about community involvement were generally seen as straightforward, although a number of respondents commented that a straight 'yes/no' answer would be more appropriate for the last two questions, as opposed to the attitude scale.

Summary of suggestions and recommendation resulting from question testing

Phase one

- Include 'childcare' as an example of an activity involving 'helping out neighbours...'
- Delete 'local' from 'local group' in the second activity question
- Ask about frequency of involvement after each activity question.
- Standardise the time period for questions asking about whether the respondent has been engaged in particular activities to be one year, rather than varying between one year and one month depending on the activity
- Change 'month' to 'four weeks'
- Change 'year' to 'the last 12 months'
- Change 'typical' to 'average'
- Change the answer categories for the questions asking about involvement in local community activities from an agree/disagree scale to yes/no.

Phase two

- Change 'the last 12 months' to give a specific date, such as the reference date used for other BCS questions (that of 1st January 1999).
- Change 'the last month' to 'the last 4 weeks', thus providing a more precise and bounded reference period.
- Drop the question on how frequently respondents' engage in particular activities in an average month, as this caused many problems. Retain question which establishes whether frequency in last month is representative of usual level of activity.

K.4.e Racial Equality Questions

These new questions were designed by the Racial Equality Unit of the Home Office to measure whether individuals from different ethnic groups feel they would be treated equally or not by different organisations. Information was also collected on respondents' views about the extent of racial prejudice in Britain. Full details of the questions tested can be found at the end of this Appendix.

The question testing process sought to understand how respondents answered these questions. In particular:

- What did they understand by the term fairness, specifically, were they thinking of racial equality?
- Did respondents know what the different kinds of organisation that they were being asked about did?
- Were people able to envisage themselves as service users or employees of these organisations, and if so, what kinds of service user or employees were they thinking of? Did this make any difference to their assessment of how fairly they would be treated?

The findings below report issues commonly found among respondents.

Fairness

Generally this term was fairly well understood, and meant something similar to the respondents. Fairness was perceived as being about 'equality of treatment' or being treated 'the same' as everyone else.

However respondents did not think specifically about race or ethnicity when considering how fairly they would be treated by each organisation, either as a member of the public or as an employee. Rather they thought more generally, applying a broader definition of fairness. The application of this broader definition of fairness interacted with their understanding of the organisations they were being asked to rate.

In phase one the two questions asking about racial prejudice were asked after the questions on how fairly the respondent thought they would be treated by particular organisations, either as a member of the public or as an employee. In phase two these were asked immediately before the fairness questions. The moving of these questions appeared to have some impact on the way in which respondents answered the questions on fairness of treatment by particular organisations, whereby fairness was equated with racial equality. However the extent to which respondents thought of racial equality when answering these questions was not quantifiable.

The organisations

Understanding of what the different organisations listed were varied, however respondents' understanding of these organisations fell into three broad categories:

- Those that were familiar to respondents, either through personal experience or through knowledge obtained from other sources such as school or the media;
- Those where the name was recognisable but where few respondents had any direct experience. In such cases, knowledge of what each organisation did was more patchy, based on the experience of friends or family, or the media; and
- Those organisations where respondents had little idea of what they were, often because they had no experience of them, either personal or anecdotal.

Organisations such as the Police and the Fire Service were familiar to respondents, and they understood what these organisations did. The same was true of schools and GPs, as these were organisations that many people had had personal contact with at some point during their lives. However organisations such as private landlords and the Immigration Service were not so readily understood. People had a vaguer notion of what they were and what they did. They had heard of them but often had no experience, direct or indirect, of such organisations. For example, respondents found it difficult to rate the Immigration Service because they had no experience of it. In Phase one of testing the terminology used to describe public and private sector landlords contributed to the problem, so for phase two the wording was changed from 'private rented sector housing' to 'private landlords or letting agencies' and from 'public/voluntary sector housing' to 'Council Housing Departments or Housing Associations'. Whilst these wording changes helped respondents to understand what the organisations were they still found it difficult to rate them in terms of how fairly they would be treated if they had no experience of them.

Awareness of what organisations such as the Civil Service and the Home Office were varied considerably, indicating a lack of understanding by the public of what these organisations were. Although some respondents did know what these two kinds of organisation were, often either because of direct experience or because they were better-educated, many did

not. For example, the Civil Service was seen as being anything from *"the Police"* or *"all the legal bits"*, to *"bin men"* or *"the Armed Forces"*. The Home Office was also widely misunderstood, with respondents saying they were thinking about *"the council housing services"* or *"the DSS"*, or *"Inland Revenue"*, as well as others thinking it was synonymous with the Immigration Service or the police.

Treatment of the public and employees – strategies for answering these questions

The extent of knowledge of particular organisations was related to perceptions of how fairly respondents thought they would be treated as a member of the public or as part of the workforce by that organisation.

Generally respondents found it easier to answer questions about organisations they had personal experience of. Where respondents had no direct experience to draw on in terms of how they had been treated as a member of the public or an employee by a particular organisation, they would, for example:

- Draw on the experiences of friends or family, or
- What they had heard about such organisations in the media, or
- How they thought such organisations should treat people, or
- How they would like to be treated by such organisations.

Where respondents were unsure about what a particular organisation was, they were more likely to construct their answer based on the latter two premises. An explicit 'don't know' option was not provided, and although several respondents indicated that they did not know about what a particular organisation was, or how fairly they would be treated, they still provided an answer. This was often a 'guess'.

Some respondents found it difficult to give an answer for how a particular organisation would treat them as a member of the public, because it depended on the situation in which that contact with the organisation took place. For example, one respondent said that he would answer the question for 'the courts' differently depending on whether he was the victim of a crime or the person accused of committing the crime.

Respondents did not always understand the term 'employee' in the same way. In some cases respondents were confused as to who would be treating them unfairly – the employer, other people in the workplace or customers or clients. Some respondents found it difficult to switch from thinking about how they would be treated as a member of the public to by a particular organisation to thinking about how they would be treated as an employee or worker. In other instances respondents could not envisage what an employee at a particular organisation would do, or could not envisage ever working for such an organisation. In such cases respondents often adopted the strategy of thinking about how they would like to be treated, or how they ought to be treated by any kind of organisation.

For phase two, the word 'employee' was changed to 'a worker'. This term, although better understood, still had problems, as some respondents thought of specific kinds of jobs and not the full range of occupations that could be done in a particular organisation. The terms employee and worker were often thought of as excluding managers.

Satisficing

There was evidence from both phases of the cognitive pilot that some respondents engaged in 'satisficing', a technical term for the behaviour of some respondents to surveys, which encompasses, for example:

- being compliant (e.g. wishing to appear co-operative or polite),
- taking the line of least resistance (e.g. not querying what the question means, perhaps to avoid looking ignorant or foolish),
- giving answers without thinking when confronted with difficult questions,
- giving the same answer repeatedly when asked similar-sounding questions.

Where respondents did not know what particular organisations were, and had little or no experience of them, there was a tendency to give any answer (evidenced by the lack of spontaneous 'don't know'). Specifically it appeared that the 'fairly well' category was the most often cited response, particularly in relation to the less well-known organisations. Strong opinions, such as 'very fairly' or 'very unfairly' tended to be used to describe organisations such as the police, GPs or schools, where respondents had a clearer view as to what these organisations were, often through direct experience.

Fairness rating scale

In the version of the questions asked in phase one, the fairness scale that was used was found to be problematic for some respondents. The question asked about how fairly you would be treated with the response categories: 'very well', 'fairly well', 'not very well' or 'not at all well'. Several respondents wanted a mid-point on the scale, a 'neither' option. For the second phase the scale was changed to 'very fairly', 'quite fairly', 'neither fairly nor unfairly', 'quite unfairly', and 'very unfairly'. However the main problems with these questions still remained that respondents did not know what some of the organisations were, and used various different strategies to rate organisations. It would be very difficult to demonstrate that answers to these questions had any validity as a measure of perceptions of racial equality.

Advising a young person on their first job

In phase one respondents were asked to say which organisation they would advise a young person, looking for their first job, to choose. They were asked their first, second and last choice. This question proved very problematic. Respondents thought of the 'young person' in different ways – some thought of family (children or grandchildren) or friends' children, others thought of a 'typical' young person, others tried to think of themselves as a young person entering the world of work today, for the first time. Among those who thought of family or friends children, there were judgements made about which young person to think of – and this decision making process was influenced to some extent by the list of organisations they were presented with.

A few respondents appeared to misunderstand the question: for example a few respondents cited 'education services' as their first choice, but it later emerged that they meant the young

person should carry on in further education as a student rather than get a job there. Another simply said, "I would advise them to go to the Job Centre".

It was recommended that this question be dropped, and it was not included in phase two.

Summary of suggestions and recommendation resulting from question testing

Phase one

- Put the racial prejudice questions at the beginning of the section.
- Change the fairness scale from a 4-point scale (very well, fairly well, not very well, not at all well) to a 5-point scale (very fairly, quite fairly, neither fairly nor unfairly, quite unfairly, very unfairly)
- Change 'employee' to 'worker'
- Change 'public/voluntary sector housing' to 'Council Housing Departments and Housing Associations' and change 'private rented sector housing' to 'private landlords or letting agencies'
- Drop the question on advising a young person.

Phase two

- Include the five-point fairness scale in the main pilot.
- Change 'worker' to 'member of the workforce' for the pilot.
- Drop 'Civil Service' and 'Home Office' from the list of organisation, as these two organisations are consistently not understood by respondents.
- Reduce the number of organisations being asked about.

Further testing

Following the full dress-rehearsal pilot in November 1999, there was further discussion about the wording of the questions on racial equality. In particular, it was felt that the fairness scale would not always be effective at capturing perception of variation in treatment by different organisations. Thus a revised set of questions about racial equality was piloted over the weekend of 18-19 December 1999. These interviews were arranged to provide a quick assessment of whether the revised question wording was acceptable, and whether the questions could be answered in a meaningful way.

Two interviewers who had both worked on the full dress-rehearsal pilot for the 2000BCS were asked to test out the questions on a small, purposive sample of respondents of different:

- ethnic backgrounds
- ages
- gender, and
- social class

Interviews took place in Bradford and north London. Of the nineteen interviews obtained, 14 were with people from minority ethnic backgrounds.

Findings

Respondents were found to be willing to answer the questions, irrespective of ethnic origin. Generally interviewers reported that respondents found the revised questions easier to answer than those asked in the full dress-rehearsal pilot, as the question wording explicitly asked about equality of treatment by particular organisations rather than the vaguer concept of fairness.

The question wording also encouraged people to give a 'don't know' answer where they genuinely did not know what a particular organisation was or how it would treat members of the public or members of its workforce of different races.

However there were still problems with the recognition of particular organisations or institutions. Many respondents were uncertain about what organisations such as the civil service and the Home Office were. This problem was felt to be greater when asking about treatment of the workforce, where respondents could not visualise the kinds of jobs people would do in such organisations, let alone how the organisation would treat members of staff of different races.

Following this test it was recommended that further testing be conducted to assess whether these revised questions provided a more robust measure of public perceptions of organisations' treatment of people of different races. The provisional test results looked encouraging but the problem of lack of understanding of what certain organisations were was still found to be present.

The final wording of the racial equality questions was agreed between researchers at the Home Office and the *National Centre*, and took on board findings from previous rounds of testing. However due to timetable pressures further testing of the final question wording was not possible. Furthermore, whilst the earlier testing had shown that some respondents did not know what certain organisations were or what they did, these organisations were included in the final questionnaire, as there was an important policy requirement to obtain information covering these organisations.

Interviewer Name _____

Interviewer No: _____

SECTION 1

Q1. CARD A

For the following things I read out, can you tell me how much of a problem they are in your area. Please select your answer from this card.

How much of a problem are/is....

READ EACH STATEMENT OUT IN TURN	Very big problem	Fairly big problem	Not a very big problem	Not a problem at all	Don't know/ Can't say
(a) ...noisy neighbours or loud parties?	1	2	3	4	8
(b) ...teenagers hanging around on the street?	1	2	3	4	8
(c) ...people sleeping rough on the streets or in other public places?	1	2	3	4	8
(d) ...rubbish or litter lying around?	1	2	3	4	8
(e) ...vandalism, graffiti or other deliberate damage to property?	1	2	3	4	8
(f) ...people being attacked or harassed because of their race or colour?	1	2	3	4	8
(g) ...people dealing or using drugs?	1	2	3	4	8
(h) ...homes in bad condition/run down?	1	2	3	4	8
(i) ...abandoned or burnt out cars?	1	2	3	4	8

Q2. CARD B

And for the following things I read out, can you use one of the phrases on this card to tell me how common they are in your area.

How common would you say the following things are in this area...

READ EACH STATEMENT OUT IN TURN	Very common	Fairly common	Not very common	Not at all common	Don't know/ Can't say
(a) ...noisy neighbours or loud parties?	1	2	3	4	8
(b) ...teenagers hanging around on the street?	1	2	3	4	8
(c) ...people sleeping rough on the streets or in other public places?	1	2	3	4	8
(d) ...rubbish or litter lying around?	1	2	3	4	8
(e) ...vandalism, graffiti or other deliberate damage to property?	1	2	3	4	8
(f) ...people being attacked or harassed because of their race or colour?	1	2	3	4	8
(g) ...people dealing or using drugs?	1	2	3	4	8
(h) ...homes in bad condition/run down?	1	2	3	4	8
(i) ...abandoned or burnt out cars?	1	2	3	4	8

Q3. CARD C

And looking at this card, which of these is/are the most common in your area?

CODE ALL THAT APPLY

- Noisy neighbours or loud parties 1
- Teenagers hanging around on the street 2
- People sleeping rough on the streets or in other public places 3
- Rubbish or litter lying around 4
- Vandalism, graffiti or other deliberate damage to property 5
- People being attacked or harassed because of their race or colour 6
- People dealing or using drugs 7
- Homes in bad condition/run down 8
- Abandoned or burnt out cars 9

Q4. CARD C

The types of things we have discussed can affect people's quality of life. Can you tell me which, if any of the things listed on this card, you feel have a bad effect on your quality of life at the moment?

CODE ALL THAT APPLY

- Noisy neighbours or loud parties 1
- Teenagers hanging around on the street 2
- People sleeping rough on the streets or in other public places 3
- Rubbish or litter lying around 4
- Vandalism, graffiti or other deliberate damage to property 5
- People being attacked or harassed because of their race or colour 6
- People dealing or using drugs 7
- Homes in bad condition/run down 8
- Abandoned or burnt out cars 9

NOW ASK COGNITIVE PROBES FOR SECTION 1

SECTION 2

Q5.

Since the first of January 1999 have you or your household been the victim of any type of disorderly or anti-social behaviour?

- Yes 1 **ASK Q6**
- No 2 **END SECTION**
ASK PROBES

Q6.

How many times has this happened?

WRITE IN NUMBER

Q7.

Could you tell me very briefly about that/the last incident?

PROBE FULLY

NOW ASK COGNITIVE PROBES FOR SECTION 2

SECTION 3

Q8 CARD D

I am now going to read out a list of organisations. Choosing a phrase from this card please tell me how fairly or unfairly you think you would be treated as a member of the public by each of the following organisations...READ OUT...

	Very Well	Fairly Well	Not very Well	Not at all well	Don't know
(a)... the Civil Service?	1	2	3	4	8
(b)... the Home Office?	1	2	3	4	8
(c)... the Police?	1	2	3	4	8
(d)... the Fire Service?	1	2	3	4	8
(e)... the Probation Service?	1	2	3	4	8
(f)... the Immigration Service?	1	2	3	4	8
(g)... the Prison Service?	1	2	3	4	8
(h)... the Courts (Magistrates and Crown Courts)?	1	2	3	4	8
(i)... Public Sector Employers (e.g. local councils)?	1	2	3	4	8
(j)... Private Sector Employers (e.g. banks, large businesses etc.)?	1	2	3	4	8
(k)... Public/Voluntary Sector Housing?	1	2	3	4	8
(l)... Private Rented Sector Housing?	1	2	3	4	8
(m)... Your local GP?	1	2	3	4	8
(n)... Your local hospital?	1	2	3	4	8
(o)... Schools?	1	2	3	4	8
(p)... Colleges/Universities?	1	2	3	4	8
(q)... Education Authorities?	1	2	3	4	8

Q9. CARD D

And looking at the card again, please tell me how fairly or unfairly you think you would be treated as an employee by each of the following organisations...READ OUT...

	Very Well	Fairly Well	Not very Well	Not at all well	Don't know
(a)... the Civil Service?	1	2	3	4	8
(b)... the Home Office?	1	2	3	4	8
(c)... the Police?	1	2	3	4	8
(d)... the Fire Service?	1	2	3	4	8
(e)... the Probation Service?	1	2	3	4	8
(f)... the Immigration Service?	1	2	3	4	8
(g)... the Prison Service?	1	2	3	4	8
(h)... the Courts (Magistrates and Crown Courts)?	1	2	3	4	8
(i)... Public Sector Employers (e.g. local councils)?	1	2	3	4	8
(j)... Private Sector Employers (e.g. banks, large businesses etc.)?	1	2	3	4	8
(k)... Public/Voluntary Sector Housing?	1	2	3	4	8
(l)... Private Rented Sector Housing?	1	2	3	4	8
(m)... Your local GP?	1	2	3	4	8
(n)... Your local hospital?	1	2	3	4	8
(o)... Schools?	1	2	3	4	8
(p)... Colleges/Universities?	1	2	3	4	8
(q)... Education Authorities?	1	2	3	4	8

Q10. CARD E

Suppose you were advising a young person who was looking for his or her first job.

- a) From what you know or have heard, which of the organisations listed on this card would you be most likely to advise this young person to choose? **CODE ONE ONLY AT a) BELOW**
- b) And which next? **CODE ONE ONLY AT b) BELOW**
- c) And which would you be least likely to advise him or her to choose? **CODE ONE ONLY AT c) BELOW**

	a) Most Likely	b) Next	c) Least likely
The Civil Service	1	1	1
The Home Office	2	2	2
Police Service	3	3	3
Fire Service	4	4	4
Probation Service	5	5	5
Immigration Service	6	6	6
Prison Service	7	7	7
The Courts (Magistrates and Crown Courts)	8	8	8
Private Sector (e.g. banks, large businesses etc)	9	9	9
Local council	10	10	10
Health Service (e.g. hospitals)	11	11	11
Education Services (e.g. schools, colleges/ universities)	12	12	12
None of these	13	13	13
Don't know	98	98	98

Q11.

Do you think there is generally more racial prejudice in Britain now than 5 years ago, less, or about the same amount?

- More now 1
- Less now 2
- About the same 3
- Don't know 8

Q12.

Do you think there will be more racial prejudice in Britain in 5 years time compared with now?

- More in 5 years 1
- Less 2
- About the same 3
- Don't know 8

NOW ASK COGNITIVE PROBES FOR SECTION 3

SECTION 4

Q13. CARD F

A new policy has recently been introduced for sentencing repeat burglars. This is described on the card. Were you aware of this new policy?

Yes	1
No	2

Q14.

Do you think this new policy for sentencing repeat burglars is too tough, about right or too lenient?

Much too tough	1
A little too tough	2
About right	3
A little too lenient	4
Much too lenient	5

Q15.

Does this new policy give you more confidence in the way that the Criminal Justice System deals with burglars, less confidence in the way that the Criminal Justice System deals with burglars or does it not change your view?

PROBE: is that a lot or a little _____?

A lot more confidence in the Criminal Justice System	1
A little more confidence in the Criminal Justice System	2
Does not change view of the Criminal Justice System	3
A little less confidence in the Criminal Justice System	4
A lot less confidence in the Criminal Justice System	5

NOW ASK COGNITIVE PROBES FOR SECTION 4

SECTION 5

Q16. CARD G

a) Which of the groups on this card do you think should be involved in tackling crime in your local area?

CODE ALL THAT APPLY AT a) BELOW

b) And which of these groups do you think should have main responsibility for tackling crime in your local area?

CODE ONE ONLY AT b) BELOW

	a)	b)
The police	1	1
The probation service	2	2
Local authorities/councils	3	3
Local Education authorities/schools/teachers	4	4
Health authorities/GPs	5	5
Social services	6	6
Neighbourhood Watch	7	7
Private security organisations	8	8
Other local community/voluntary groups	9	9
Parents	10	10
Everyone in the community	11	11

Q17.

Since 1998 there have been local crime partnerships in each district of the country. These partnerships, involving local authorities, the police and other local organisations, were set up to tackle crime and disorder in their local area. Are you aware that there is a local partnership covering your area?

Yes	1	ASK Q18
No	2	GO TO Q19

Q18.

Did the local partnership contact you in any way to ask for your views? For example, through sending a questionnaire, telephoning you, holding public meetings or placing adverts asking for help in the local press?

Yes 1

No 2

Q19.

How successful do you think that the local crime partnership will be in reducing crime in your local area...READ OUT...

...very successful, 1

fairly successful, 2

not very successful, 3

or not at all successful? 4

NOW ASK COGNITIVE PROBES FOR SECTION 5

SECTION 6

Q20.

I'd now like to turn to some questions about how much you get involved with things going on locally and in your community. I am going to read out a list of activities. For each one I would like you to tell me whether you have done it without getting payment in return (except expenses).

In the last month, have you helped out any of your neighbours, or other people who live nearby (e.g. mowing their lawn, doing shopping for them, taking deliveries, discussing or helping with problems, collecting pension or prescriptions, helping with DIY, etc)?

Yes 1

No 2

Q21.

In the last month, have you gone to a local group, club or place or worship, for faith reasons, to meet other people, to help each other out, or for enjoyment and relaxation (e.g. place of worship, social club, residents' association, sports team, support group, community centre, drama or hobby group, etc)?

DON'T COUNT THINGS THAT ONLY INVOLVED BEING WITH MEMBERS OF THEIR FAMILY

Yes 1

No 2

Q22.

In the last month, have you given time to, or helped out at, an organisation such as a school, a hospital, a prison, a probation office, a charity, a voluntary organisation or a community group (e.g. being a volunteer for one of these organisations)?

Yes 1

No 2

Q23.

In the last year, have you served as a school governor, magistrate, prison visitor, councillor, community representative, special constable or member of the Territorial Army?

Yes 1

No 2

Q24.

In the last year, have you attended one or more public meetings or consultation groups, or responded to a consultation exercise, or contacted your local councillor or MP, about services or issues in your area (e.g. health, schools, environment, local development, housing, etc)?

Yes 1

No 2

Q25. In the last year, have you got involved with other people from your area to tackle local issues or solve local problems (e.g. improving the local environment, campaigning on local issues, organising a local event, etc)?

Yes 1
No 2

Q25 a) INTERVIEWER CHECK

Q20 – Q25 <u>ALL</u> ANSWERED NO (CODE 2)	1 GO TO Q27
Q20 – Q25 <u>ANY</u> ANSWERED YES (CODE 1)	2 ASK Q26

Q26. CARD H

a) Thinking about all of those things you have just mentioned, how many hours did you spend in total on all these things in the last month? Please take your answer from this card.

CODE ONE AT a) BELOW

b) And how many hours do you spend in total on all these things in a typical month?

CODE ONE AT b) BELOW

	a)	b)
Up to 2 hours	1	1
Over 2 hours but no more than 5 hours	2	2
Over 5 hours but no more than 10 hours	3	3
Over 10 hours but no more than 20 hours	4	4
Over 20 hours but no more than 35 hours	5	5
Over 35 hours	6	6
Don't know	8	8

Q27. CARD I

I am now going to read out some statements about your community. For each one please choose a phrase from the card to say how much you agree or disagree with it... **READ OUT...**

a) ...the neighbourhood you live in is a friendly one?

Agree strongly 1
Agree 2
Neither agree nor disagree 3
Disagree 4
Disagree strongly 5

b) ...you have a say in the way things are done locally?

Agree strongly 1
Agree 2
Neither agree nor disagree 3
Disagree 4
Disagree strongly 5

c) ...you feel you are part of a community (either in your local area, or some other community)?

Agree strongly 1
Agree 2
Neither agree nor disagree 3
Disagree 4
Disagree strongly 5

d) ...you would like to become more involved in the local community or other communities you belong to?

Agree strongly 1
Agree 2
Neither agree nor disagree 3
Disagree 4
Disagree strongly 5

e) ...you know how to become more involved in the local community, or in the other communities you belong to?

- Agree strongly 1
- Agree 2
- Neither agree nor disagree 3
- Disagree 4
- Disagree strongly 5

NOW ASK COGNITIVE PROBES FOR SECTION 6

SECTION 7 - DEMOGRAPHICS

And now I'd just like to collect a few details about you.

Q28. Could you tell me how many adults live in this household?
- I mean persons aged 16 or over?

WRITE IN NUMBER

Q29. INTERVIEWER: CODE SEX OF RESPONDENT

- Male 1
- Female 2

Q30. What was your age last birthday?

AGE IN YEARS

Q31. Did you do any paid work in the seven days ending last Sunday, either as an employee or self-employed?
INCLUDE ANY PAID WORK FOR ANY NUMBER OF HOURS.
NOTE: ON HOLIDAY FROM JOB = WORK.

- Yes 1
- No 2

Q32. **CARD J**

Starting from the top, please look down the list of qualifications on this card and tell me the number of the first one you come to that you have passed.

ENTER CODE FROM CARD 1 - 9

Q33. **CARD K**

And looking at this card, to which of these groups do you consider you belong?

- White 1
- Black-Caribbean 2
- Black-African 3
- Black-Other 4
- Indian 5
- Pakistani 6
- Bangladeshi 7
- Chinese 8
- Mixed race 9
- Other (SPECIFY) _____ 10

Interviewer Name _____

Interviewer No: _____

SECTION 1

Q1.

Do you think there is generally more racial prejudice in Britain now than 5 years ago, less, or about the same amount?

- More now 1
- Less now 2
- About the same 3
- Don't know 8

Q2.

Do you think there will be more racial prejudice in Britain in 5 years time compared with now?

- More in 5 years 1
- Less 2
- About the same 3
- Don't know 8

Q3. CARD A

I am now going to read out a list of organisations. As far as you know, how fairly would you say each of the following organisations treat members of their workforce of different races?...READ OUT...

	Treats whites better than other races	Treats all races the same	Treats other races better than whites	Don't know
(a)... the Police?	1	2	3	8
(b)... the Fire Service?	1	2	3	8
(c)... the Probation Service?	1	2	3	8
(d)... the Immigration Service?	1	2	3	8
(e)... the Prison Service?	1	2	3	8
(f)... the Civil Service?	1	2	3	8
(g)... the Home Office?	1	2	3	8
(h)... the Courts (Magistrates and Crown Courts)?	1	2	3	8
(i)... local councils?	1	2	3	8
(j)... large businesses?	1	2	3	8
(k)... Council Housing Departments or Housing Associations?	1	2	3	8
(l)... Private Landlords or letting agencies?	1	2	3	8
(m)... GP's?	1	2	3	8
(n)... hospital?	1	2	3	8
(o)... Schools?	1	2	3	8
(p)... Colleges/Universities?	1	2	3	8

And now I'd just like to collect a few details about you.

Q4. INTERVIEWER: CODE SEX OF RESPONDENT

Male 1
Female 2

Q5. What was your age last birthday?

AGE IN YEARS

Q6. Did you do any paid work in the seven days ending last Sunday, either as an employee or self-employed?

INCLUDE ANY PAID WORK FOR ANY NUMBER OF HOURS.

NOTE: ON HOLIDAY FROM JOB = WORK.

Yes 1
No 2

Q7. **CARD B**

And looking at this card, to which of these groups do you consider you belong?

White 1
Black-Caribbean 2
Black-African 3
Black-Other 4
Indian 5
Pakistani 6
Bangladeshi 7
Chinese 8
Mixed race 9

Other (SPECIFY) _____ 10

SECTION 1

Q1. For the following things I read out, can you tell me how much of a problem they are in your area...

Q1. For the following things I read out, can you tell me how much of a problem they are in your area...

Repeat

question to remind respondent.

How did you go about answering this question?

Probe

- How did you decide whether something was a 'problem' or not? (probe for examples of what makes something a problem or not a problem)
- What were you thinking of as 'your area'?
- Were you thinking just of your own experiences/opinions, or of what other people in your neighbourhood would say?
- Did you have a particular time period in mind?

Q2. For the following things I read out, can you tell me how common they are in your area and which of these is most common in your area?

Q2. For the following things I read out, can you tell me how common they are in your area?

Repeat question to remind respondent

How did you go about answering this question?

Probe

- How did you decide whether something was 'common' or not? (probe for examples of what 'common' or 'not common' is)
- What were you thinking of as 'your area'?
- Were you thinking just of your own experiences/opinions, or of what others in your neighbourhood would say?
- Did you have a particular time period in mind?
- How did you decide which was most common?

How is the 'common' question different from the 'problem' question?

Probe

- Did you answer the two types of question differently? Why? How?
- Do you think they are asking for different things?

Q3. Which of these is/are the most common in your area?

Q3. ...Which of these is/are the most common in your area?

How did you decide which was most common?

Q4. The types of things we have discussed can affect people's quality of life. Can you tell

Q4. The types of things we have discussed can affect people's quality of life. Can you tell me which, if any of the things listed on this card, you feel have a bad effect on your quality of life at the moment?

me which, if any of the things listed on this card, you feel have a bad effect on your quality of life?

Repeat question to remind respondent of it.

How did you go about answering this question?

Probe for understanding

- What is 'quality of life'? (Probe for examples.)
- What is a 'bad effect'? How did you decide if something had a 'bad effect'? (Probe for examples.)
- 'At the moment' – what kind of time period were you thinking of when you answered?

How easy or difficult did you find this question to answer?

Probe

Why was it easy or difficult?

SECTION 2

Q5. Since the first of January 1999 have you or your household been the victim of any type of disorderly or anti-social behaviour?

Q5.
Since
the
first of

January 1999 have you or your household been the victim of any type of disorderly or anti-social behaviour?

Repeat question to remind respondent of it

How did you go about answering this question?

Probe for understanding of:

- 'Disorderly behaviour' - what does this mean? Probe for examples
- 'Anti-social behaviour' - what does this mean? Probe for examples
- The difference between crime and disorderly or anti-social behaviour

How easy or difficult did you find this question to answer?

Probe

Why was it easy or difficult?

SECTION 3

Q8. I am now going to read out a list of organisations. Choosing a phrase from this card please tell me how fairly or unfairly you think you would be treated as a member of the public by the following organisations?

SHOW CARD

Q8.
I am
now
going to

read out a list of organisations. Choosing a phrase from this card please tell me how fairly or unfairly you think you would be treated as a member of the public by each of the following organisations:
SHOW CARD

Repeat question to remind respondent of it.

How did you go about answering this question?

Probe for understanding of:

- Fair/unfair - what is fair unfair treatment? (Examples of ways in which one would be treated fairly/unfairly)
- What each organisation is/does?
- Did the respondent view each of the organisations listed as being separate entities? For example was the Home Office seen as a separate organisation to the Immigration Service or the Probation Service, or as being part of the same organisation?
- What kinds of organisations were they thinking of in relation to Private Sector Businesses and Public Sector Employers - just those cited as examples?

How did you decide on your answer (whether you would be treated fairly or unfairly as a member of the public) by each organisation?

Probe

- Did respondents answer this question as "a member of the public"? Probe for examples of what they were thinking of in terms of their contact with each organisation as a member of the public?
- Did respondents answer in relation to personal experience of contact with each organisation or based on their perception of what the organisation was like.? If the latter- where did this perception come from - media, family, friends?

How easy or difficult did you find this question to answer?

Probe

Why was it easy or difficult?

Q9. And looking at this card again, please tell me how fairly or unfairly you think you were treated as an employee by each of the following organisations?

Repeat question to remind respondent of it.

How did you go about answering this question?

Probe for understanding of:

SECTION 4

Q15. Does this policy give you more confidence in the way that the Criminal Justice System deals with burglars, less confidence in the way the Criminal Justice System deals with burglars or does it not change your view?

Repeat question to remind respondent of it.

What do respondents understand the term Criminal Justice System to mean?

Probe for examples.

How easy or difficult did you find this question to answer?

Probe

Why was it easy or difficult?

SECTION 5

Q16a. Which of the groups on this card do you think should be involved in tackling crime in your local area?

Repeat question to remind respondent of it.

How did you go about answering this question?

Probe

What sorts of crimes were you thinking of?

What were you picturing as 'your local area'?

Can you think of any more groups that you think should be involved in tackling crime in your local area?

Q16b. And which of these groups do you think should have main responsibility for tackling crime in your local area?

Repeat question to remind respondent of it.

How easy or difficult was this question to answer?

Probe

Why was it easy or difficult? (Is it possible to choose only one group or do we need multiple codes?)

Q17. Since 1998 there have been local crime partnerships in each district of the country. These partnerships, involving local authorities, the police and other local organisations, were set up to tackle crime and disorder in their local area. Were you aware that there was a local partnership covering your area?

Repeat question to remind respondent of it.

If the respondent answered 'yes', probe for

Can you remember how you became aware of the local partnership?

How sure are you of your answer?

Check respondent is not confusing local partnerships with organisations such as neighbourhood watch.

- Fair/unfair - what is fair/unfair treatment? (Examples of ways in which one would be treated fairly/unfairly)
- What each organisation is/does (any different interpretations when question asked from the point of view of being an employee rather than a member of the public)?
- Did respondents see each organisation as a separate entity? For example was the Home Office seen as a separate organisation to the Immigration Service or the Probation Service? (Again any different interpretations when question asked from point of view of being an employee rather than a member of the public)?

How did you decide on your answer (whether you would be treated fairly or unfairly as an employee) by each organisation?

Probe:

- Did respondents answer this question as "an employee" or were they thinking of the application / recruitment process? Probe for examples of what they were thinking of in terms of being an employee with each organisation (fair pay, promotion, attitude of other staff/managers etc)?
- Did respondents answer in relation to personal experience of contact with each organisation or on their perception of what the organisation was like? If the latter - where did this perception come from, media, family, friends?

How easy or difficult did you find this question to answer?

Probe:

- Why was it easy or difficult?

Q10. Suppose you were advising a young person who was looking for his or her first job.

- From what you know or have heard, which job would you be most likely to advise this young person to choose?**
- And which next?**
- And which would you be least likely to advise him or her to choose?**

How did you go about answering this question?

Probe for:

- Who they were thinking of? Some one they knew? Themselves? Ask them to describe the person (or type of person) they had in mind - age group, gender, qualifications, ethnicity, health, personality
- Did they think of more than one person they could be advising? If so, how did they decide who they were going to answer the question about?
- Did they think of the same person in relation to all parts of the question (all organisations, first second and last choice of job)?

For their first choice: Were you thinking of a specific kind of job within the organisation?

Probe

- What type of job were you thinking of in this organisation?
- Why did you think of this job? Was this related to the type of young person they had in mind?

How did you decide on your first choice of job that you would advise a young person to take?

Probe for:

- Relative importance of pay, terms and conditions (pension, annual leave entitlement, job security), fringe benefits (company car, shares, bonuses), promotion prospects, training opportunities, how well staff are treated (family-friendly policies, equal opportunities), chances of being offered the job?
- Do they know anyone who works for this type of organisation/ have they worked for it?

And how did you decide on your second choice?

Probes as for first choice

And how did you decide on the organisation/job that would be least likely to recommend?

Probe for:

- Reasons why this organisation would be the one they would be least likely to advise a young person to work for

Q11. Did you think there is generally more racial prejudice in Britain now than 5 years ago, less, or about the same?

What did you understand the term racial prejudice to mean?

Probe for examples

How did you decide on your answer to this question?

Probes:

- Was their answer based on personal experience, friends/family experience, what's in the papers etc?
- Did they think of the last five years, a longer or shorter period?

Q12. Do you think there will be more racial prejudice in Britain in 5 years time compared with now?

Read question again to respondent

How did you go about answering this question?

Probe:

- Why do you think there will be more/less/about the same amount of racial prejudice in five years time, compared with now?

SECTION 6

Q20-25 Which of the following things have you done without getting payment in return (except expenses)?

How did you decide on your answers?

Probe

- How easy or difficult was each question to answer? Why? Were there any cases where you weren't sure whether an activity counted? Probe for examples
- How did you remember whether something had happened in the last month/ year? Did you think of a particular date or did you estimate?
- Check respondents understood that the lists of activities were just examples

Q26a. Thinking about all of those things you have just mentioned, how many hours did you spend in total on all these things..... in the last month?

Q26a. Thinking about all of those things you have just mentioned, how many hours did you spend in total on all these things...in the last month?

Repeat question to remind respondent of it.

How did you go about answering this question?

Probe

- How did you work out the answer? Did you try to count each time you had done one of these things, or did you make an estimate? Did you have a particular date in mind?
- Check respondents included all the activities in their answer (and not just the last few they were asked about)

How easy or difficult did you find this question to answer?

Probe

Why was it easy or difficult?

Q26b. Thinking about all of those things you have just mentioned, how many hours did you spend in total on all these things..... in a typical month?

Q26b. Thinking of all those things you have just mentioned, how many hours did you spend in total on all these things...in a typical month?

Repeat question to remind respondent of it.

How did you go about answering this question?

Probe

- How did you work out the answer? Did you have a particular month in mind? Did you try to add up each activity or did you make an estimate?
- How sure are you of your answer?
- Check respondents included all the activities in the answer, not just the last few.

Was the amount of time you spend in a typical month the same as or different from the number of hours you spent last month?

Probe

- Why do you think this is?

How easy or difficult did you find this question to answer?

Probe

Why was it easy or difficult?

P1958 CRIME SURVEY COGNITIVE INTERVIEW (PHASE 2)

Interviewer Name _____

Interviewer No: _____

SECTION 1

Q1.

I'd like to ask some questions about how much you get involved with things going on locally and in your community. I am going to read out a list of activities. For each one I would like you to tell me how often you have done it without getting payment in return (except expenses).

- a) Over the last 12 months, how often have you helped out any of your neighbours, or other people who live nearby (e.g. mowing their lawn, doing shopping for them, taking deliveries, discussing or helping with problems, collecting pension or prescriptions, helping with DIY, etc)? **DON'T COUNT THINGS THAT ONLY INVOLVED HELPING OUT MEMBERS OF THEIR FAMILY**

Never	1
At most, three or four times a year	2
About every other month	3
About once a month	4
Several times a month, but not every week	5
About once a week	6
Several times a week	7
Every day	8

IF RESPONDENT ANSWERS 'NEVER' (CODE 1) GO TO Q2.
OTHERWISE ASK b)

- b) And how much time have you spent doing this over the last month?

Up to 2 hours	1
Over 2 hours but no more than 5 hours	2
Over 5 hours but no more than 10 hours	3
Over 10 hours but no more than 20 hours	4
Over 20 hours but no more than 35 hours	5
Over 35 hours	6
None	7
Don't know	8

- c) Is this more, less or about the same as the time you would usually spend in an average month

More	1
Less	2
About the same	3
Don't know	4

IF 'ABOUT THE SAME' OR 'DON'T KNOW' (CODES 3 OR 4) GO TO Q2.
IF 'MORE' OR 'LESS' (CODES 1 OR 2) ASK d)

- d) How much time do you usually spend doing this in an average month?

Up to 2 hours	1
Over 2 hours but no more than 5 hours	2
Over 5 hours but no more than 10 hours	3
Over 10 hours but no more than 20 hours	4
Over 20 hours but no more than 35 hours	5
Over 35 hours	6
None	7
Don't know	8

Q2.

- a) Over the last 12 months, how often have you gone to a group, club or place of worship, for faith reasons, to meet other people, to help each other out, or for enjoyment and relaxation (e.g. place of worship, social club, residents' association, sports team, support group, community centre, drama or hobby group, etc)? **DON'T COUNT THINGS THAT ONLY INVOLVED BEING WITH MEMBERS OF THEIR FAMILY**

Never	1
At most, three or four times a year	2
About every other month	3
About once a month	4
Several times a month, but not every week	5
About once a week	6
Several times a week	7
Every day	8

IF RESPONDENT ANSWERS 'NEVER' (CODE 1) GO TO Q3.
OTHERWISE ASK b)

- b) And how much time have you spent doing this over the last month?
- | | |
|---|---|
| Up to 2 hours | 1 |
| Over 2 hours but no more than 5 hours | 2 |
| Over 5 hours but no more than 10 hours | 3 |
| Over 10 hours but no more than 20 hours | 4 |
| Over 20 hours but no more than 35 hours | 5 |
| Over 35 hours | 6 |
| None | 7 |
| Don't know | 8 |

- c) Is this more, less or about the same as the time you would usually spend in an average month?

- | | |
|----------------|---|
| More | 1 |
| Less | 2 |
| About the same | 3 |
| Don't know | 4 |

IF 'ABOUT THE SAME' OR 'DON'T KNOW' (CODES 3 OR 4) GO TO Q6.
IF 'MORE' OR 'LESS' (CODES 1 OR 2) ASK d)

- d) How much time do you usually spend doing this in an average month?

- | | |
|---|---|
| Up to 2 hours | 1 |
| Over 2 hours but no more than 5 hours | 2 |
| Over 5 hours but no more than 10 hours | 3 |
| Over 10 hours but no more than 20 hours | 4 |
| Over 20 hours but no more than 35 hours | 5 |
| Over 35 hours | 6 |
| None | 7 |
| Don't know | 8 |

Q6.

- a) Over the last 12 months, how often have you got involved with other people from your area to tackle local issues or solve local problems (e.g. improving the local environment, campaigning on local issues, organising a local event, etc)?

- | | |
|---|---|
| Never | 1 |
| At most, three or four times a year | 2 |
| About every other month | 3 |
| About once a month | 4 |
| Several times a month, but not every week | 5 |
| About once a week | 6 |
| Several times a week | 7 |
| Every day | 8 |

IF RESPONDENT ANSWERS 'NEVER' (CODE 1) GO TO Q7.
OTHERWISE ASK b)

- b) And how much time have you spent doing this over the last month?

- | | |
|---|---|
| Up to 2 hours | 1 |
| Over 2 hours but no more than 5 hours | 2 |
| Over 5 hours but no more than 10 hours | 3 |
| Over 10 hours but no more than 20 hours | 4 |
| Over 20 hours but no more than 35 hours | 5 |
| Over 35 hours | 6 |
| None | 7 |
| Don't know | 8 |

- c) Is this more, less or about the same as the time you would usually spend in an average month?

- | | |
|----------------|---|
| More | 1 |
| Less | 2 |
| About the same | 3 |
| Don't know | 4 |

IF 'ABOUT THE SAME' OR 'DON'T KNOW' (CODES 3 OR 4) GO TO Q7.
IF 'MORE' OR 'LESS' (CODES 1 OR 2) ASK d)

d) How much time do you usually spend doing this in an average month?

- | | |
|---|---|
| Up to 2 hours | 1 |
| Over 2 hours but no more than 5 hours | 2 |
| Over 5 hours but no more than 10 hours | 3 |
| Over 10 hours but no more than 20 hours | 4 |
| Over 20 hours but no more than 35 hours | 5 |
| Over 35 hours | 6 |
| None | 7 |
| Don't know | 8 |

Q7. CARD A

I am now going to read out some statements about your community. For each one please choose a phrase from the card to say how much you agree or disagree with it... **READ OUT...**

a) ...the neighbourhood you live in is a friendly one?

- | | |
|----------------------------|---|
| Agree strongly | 1 |
| Agree | 2 |
| Neither agree nor disagree | 3 |
| Disagree | 4 |
| Disagree strongly | 5 |

b) ...you have a say in the way things are done locally?

- | | |
|----------------------------|---|
| Agree strongly | 1 |
| Agree | 2 |
| Neither agree nor disagree | 3 |
| Disagree | 4 |
| Disagree strongly | 5 |

c) ...you feel you are part of a community (either in your local area, or some other community)?

- | | |
|----------------------------|---|
| Agree strongly | 1 |
| Agree | 2 |
| Neither agree nor disagree | 3 |
| Disagree | 4 |
| Disagree strongly | 5 |

Q8.

Would you like to become more involved in the local community or other communities you belong to?

- | | |
|-----|---|
| Yes | 1 |
| No | 2 |

Q9. Do you know how to become more involved in the local community, or in the other communities you belong to?

- | | |
|-----|---|
| Yes | 1 |
| No | 2 |

NOW ASK COGNITIVE PROBES FOR SECTION 1

SECTION 2

Q10. Do you think there is generally more racial prejudice in Britain now than 5 years ago, less, or about the same amount?

- More now 1
- Less now 2
- About the same 3
- Don't know 8

Q11. Do you think there will be more racial prejudice in Britain in 5 years time compared with now?

- More in 5 years 1
- Less 2
- About the same 3
- Don't know 8

Q12. CARD B

I am now going to read out a list of organisations. Choosing a phrase from this card please tell me how fairly or unfairly you think you would be treated as a member of the public by each of the following organisations...READ OUT...

	Very fairly	Quite fairly	Neither fairly nor unfairly	Quite unfairly	Very unfairly	Don't know
(a)... the Civil Service?	1	2	3	4	5	8
(b)... the Home Office?	1	2	3	4	5	8
(c)... the Police?	1	2	3	4	5	8
(d)... the Fire Service?	1	2	3	4	5	8
(e)... the Probation Service?	1	2	3	4	5	8
(f)... the Immigration Service?	1	2	3	4	5	8
(g)... the Prison Service?	1	2	3	4	5	8
(h)... the Courts (Magistrates and Crown Courts)?	1	2	3	4	5	8
(i)... Public Sector Organisations (e.g. local councils)?	1	2	3	4	5	8
(j)... Private Sector Organisations (e.g. banks, large businesses etc.)?	1	2	3	4	5	8
(k)... Council Housing Departments or Housing Associations?	1	2	3	4	5	8
(l)... Private Landlords or letting agencies?	1	2	3	4	5	8
(m)... Your local GP?	1	2	3	4	5	8
(n)... Your local hospital?	1	2	3	4	5	8
(o)... Schools?	1	2	3	4	5	8
(p)... Colleges/Universities?	1	2	3	4	5	8
(q)... Local Education Authorities?	1	2	3	4	5	8

d) How much time do you usually spend doing this in an average month?

- | | |
|---|---|
| Up to 2 hours | 1 |
| Over 2 hours but no more than 5 hours | 2 |
| Over 5 hours but no more than 10 hours | 3 |
| Over 10 hours but no more than 20 hours | 4 |
| Over 20 hours but no more than 35 hours | 5 |
| Over 35 hours | 6 |
| None | 7 |
| Don't know | 8 |

Q4.

a) Over the last 12 months, how often have you served as a school governor, magistrate, prison visitor, councillor, community representative, special constable or member of the Territorial Army?

- | | |
|---|---|
| Never | 1 |
| At most, three or four times a year | 2 |
| About every other month | 3 |
| About once a month | 4 |
| Several times a month, but not every week | 5 |
| About once a week | 6 |
| Several times a week | 7 |
| Every day | 8 |

IF RESPONDENT ANSWERS 'NEVER' (CODE 1) GO TO Q5.
OTHERWISE ASK b)

b) And how much time have you spent doing this over the last month?

- | | |
|---|---|
| Up to 2 hours | 1 |
| Over 2 hours but no more than 5 hours | 2 |
| Over 5 hours but no more than 10 hours | 3 |
| Over 10 hours but no more than 20 hours | 4 |
| Over 20 hours but no more than 35 hours | 5 |
| Over 35 hours | 6 |
| None | 7 |
| Don't know | 8 |

c) Is this more, less or about the same as the time you would usually spend in an average month?

- | | |
|----------------|---|
| More | 1 |
| Less | 2 |
| About the same | 3 |
| Don't know | 4 |

IF 'ABOUT THE SAME' OR 'DON'T KNOW' (CODES 3 OR 4) GO TO Q5.
IF 'MORE' OR 'LESS' (CODES 1 OR 2) ASK d)

d) How much time do you usually spend doing this in an average month?

- | | |
|---|---|
| Up to 2 hours | 1 |
| Over 2 hours but no more than 5 hours | 2 |
| Over 5 hours but no more than 10 hours | 3 |
| Over 10 hours but no more than 20 hours | 4 |
| Over 20 hours but no more than 35 hours | 5 |
| Over 35 hours | 6 |
| None | 7 |
| Don't know | 8 |

Q5.

a) Over the last 12 months, how often have you attended public meetings or consultation groups, or responded to a consultation exercise, or contacted your local councillor or MP, about services or issues in your area (e.g. health, schools, environment, local development, housing, etc)?

- | | |
|---|---|
| Never | 1 |
| At most, three or four times a year | 2 |
| About every other month | 3 |
| About once a month | 4 |
| Several times a month, but not every week | 5 |
| About once a week | 6 |
| Several times a week | 7 |
| Every day | 8 |

IF RESPONDENT ANSWERS 'NEVER' (CODE 1) GO TO Q6.
OTHERWISE ASK b)

b) And how much time have you spent doing this over the last month?

- | | |
|---|---|
| Up to 2 hours | 1 |
| Over 2 hours but no more than 5 hours | 2 |
| Over 5 hours but no more than 10 hours | 3 |
| Over 10 hours but no more than 20 hours | 4 |
| Over 20 hours but no more than 35 hours | 5 |
| Over 35 hours | 6 |
| None | 7 |
| Don't know | 8 |

c) Is this more, less or about the same as the time you would usually spend in an average month?

- | | |
|----------------|---|
| More | 1 |
| Less | 2 |
| About the same | 3 |
| Don't know | 4 |

IF 'ABOUT THE SAME' OR 'DON'T KNOW' (CODES 3 OR 4) GO TO Q6.
IF 'MORE' OR 'LESS' (CODES 1 OR 2) ASK d)

d) How much time do you usually spend doing this in an average month?

- | | |
|---|---|
| Up to 2 hours | 1 |
| Over 2 hours but no more than 5 hours | 2 |
| Over 5 hours but no more than 10 hours | 3 |
| Over 10 hours but no more than 20 hours | 4 |
| Over 20 hours but no more than 35 hours | 5 |
| Over 35 hours | 6 |
| None | 7 |
| Don't know | 8 |

Q6.

a) Over the last 12 months, how often have you got involved with other people from your area to tackle local issues or solve local problems (e.g. improving the local environment, campaigning on local issues, organising a local event, etc)?

- | | |
|---|---|
| Never | 1 |
| At most, three or four times a year | 2 |
| About every other month | 3 |
| About once a month | 4 |
| Several times a month, but not every week | 5 |
| About once a week | 6 |
| Several times a week | 7 |
| Every day | 8 |

IF RESPONDENT ANSWERS 'NEVER' (CODE 1) GO TO Q7.
OTHERWISE ASK b)

b) And how much time have you spent doing this over the last month?

- | | |
|---|---|
| Up to 2 hours | 1 |
| Over 2 hours but no more than 5 hours | 2 |
| Over 5 hours but no more than 10 hours | 3 |
| Over 10 hours but no more than 20 hours | 4 |
| Over 20 hours but no more than 35 hours | 5 |
| Over 35 hours | 6 |
| None | 7 |
| Don't know | 8 |

c) Is this more, less or about the same as the time you would usually spend in an average month?

- | | |
|----------------|---|
| More | 1 |
| Less | 2 |
| About the same | 3 |
| Don't know | 4 |

IF 'ABOUT THE SAME' OR 'DON'T KNOW' (CODES 3 OR 4) GO TO Q7.
IF 'MORE' OR 'LESS' (CODES 1 OR 2) ASK d)

d) How much time do you usually spend doing this in an average month?

- | | |
|---|---|
| Up to 2 hours | 1 |
| Over 2 hours but no more than 5 hours | 2 |
| Over 5 hours but no more than 10 hours | 3 |
| Over 10 hours but no more than 20 hours | 4 |
| Over 20 hours but no more than 35 hours | 5 |
| Over 35 hours | 6 |
| None | 7 |
| Don't know | 8 |

Q7. CARD A

I am now going to read out some statements about your community. For each one please choose a phrase from the card to say how much you agree or disagree with it... **READ OUT...**

a) ...the neighbourhood you live in is a friendly one?

- | | |
|----------------------------|---|
| Agree strongly | 1 |
| Agree | 2 |
| Neither agree nor disagree | 3 |
| Disagree | 4 |
| Disagree strongly | 5 |

b) ...you have a say in the way things are done locally?

- | | |
|----------------------------|---|
| Agree strongly | 1 |
| Agree | 2 |
| Neither agree nor disagree | 3 |
| Disagree | 4 |
| Disagree strongly | 5 |

c) ...you feel you are part of a community (either in your local area, or some other community)?

- | | |
|----------------------------|---|
| Agree strongly | 1 |
| Agree | 2 |
| Neither agree nor disagree | 3 |
| Disagree | 4 |
| Disagree strongly | 5 |

Q8.

Would you like to become more involved in the local community or other communities you belong to?

- | | |
|-----|---|
| Yes | 1 |
| No | 2 |

Q9. Do you know how to become more involved in the local community, or in the other communities you belong to?

- | | |
|-----|---|
| Yes | 1 |
| No | 2 |

NOW ASK COGNITIVE PROBES FOR SECTION 1

SECTION 2

Q10.

Do you think there is generally more racial prejudice in Britain now than 5 years ago, less, or about the same amount?

- More now 1
- Less now 2
- About the same 3
- Don't know 8

Q11.

Do you think there will be more racial prejudice in Britain in 5 years time compared with now?

- More in 5 years 1
- Less 2
- About the same 3
- Don't know 8

Q12. CARD B

I am now going to read out a list of organisations. Choosing a phrase from this card please tell me how fairly or unfairly you think you would be treated as a member of the public by each of the following organisations...**READ OUT...**

	Very fairly	Quite fairly	Neither fairly nor unfairly	Quite unfairly	Very unfairly	Don't know
(a)... the Civil Service?	1	2	3	4	5	8
(b)... the Home Office?	1	2	3	4	5	8
(c)... the Police?	1	2	3	4	5	8
(d)... the Fire Service?	1	2	3	4	5	8
(e)... the Probation Service?	1	2	3	4	5	8
(f)... the Immigration Service?	1	2	3	4	5	8
(g)... the Prison Service?	1	2	3	4	5	8
(h)... the Courts (Magistrates and Crown Courts)?	1	2	3	4	5	8
(i)... Public Sector Organisations (e.g. local councils)?	1	2	3	4	5	8
(j)... Private Sector Organisations (e.g. banks, large businesses etc.)?	1	2	3	4	5	8
(k)... Council Housing Departments or Housing Associations?	1	2	3	4	5	8
(l)... Private Landlords or letting agencies?	1	2	3	4	5	8
(m)... Your local GP?	1	2	3	4	5	8
(n)... Your local hospital?	1	2	3	4	5	8
(o)... Schools?	1	2	3	4	5	8
(p)... Colleges/Universities?	1	2	3	4	5	8
(q)... Local Education Authorities?	1	2	3	4	5	8

Q13. CARD B

And looking at the card again, please tell me how fairly or unfairly you think you would be treated as a worker by each of the following organisations... **READ OUT...**

	Very fairly	Quite fairly	Neither fairly nor unfairly	Quite unfairly	Very unfairly	Don't know
(a)... the Civil Service?	1	2	3	4	5	8
(b)... the Home Office?	1	2	3	4	5	8
(c)... the Police?	1	2	3	4	5	8
(d)... the Fire Service?	1	2	3	4	5	8
(e)... the Probation Service?	1	2	3	4	5	8
(f)... the Immigration Service?	1	2	3	4	5	8
(g)... the Prison Service?	1	2	3	4	5	8
(h)... the Courts (Magistrates and Crown Courts)?	1	2	3	4	5	8
(i)... Public Sector Organisations (e.g. local councils)?	1	2	3	4	5	8
(j)... Private Sector Organisations (e.g. banks, large businesses etc.)?	1	2	3	4	5	8
(k)... Council Housing Departments or Housing Associations?	1	2	3	4	5	8
(l)... Private Landlords or letting agencies?	1	2	3	4	5	8
(m)... Your local GP?	1	2	3	4	5	8
(n)... Your local hospital?	1	2	3	4	5	8
(o)... Schools?	1	2	3	4	5	8
(p)... Colleges/Universities?	1	2	3	4	5	8
(q)... Local Education Authorities?	1	2	3	4	5	8

NOW ASK COGNITIVE PROBES FOR SECTION 2

SECTION 3

Q14. CARD C

Thinking about the Criminal Justice System as a whole (that is, the police, courts, prison and probation services), please choose a phrase from this card to show how confident you are that it... **READ OUT...**

a)... is effective in bringing offenders to justice?

- Very confident 1
- Fairly confident 2
- Not very confident 3
- Not at all confident 4

b)... meets the needs of victims?

- Very confident 1
- Fairly confident 2
- Not very confident 3
- Not at all confident 4

c)... respects the rights of offenders and treats them fairly?

- Very confident 1
- Fairly confident 2
- Not very confident 3
- Not at all confident 4

d)... deals with cases promptly and efficiently?

- Very confident 1
- Fairly confident 2
- Not very confident 3
- Not at all confident 4

Q15. CARD D

- a) People get information about the Criminal Justice System (or CJS) from many sources. Of the sources listed on the card, which would you say have the most influence on your opinion of the CJS?

CODE ALL THAT APPLY AT a) BELOW

IF ONLY ONE ANSWER, GO TO c)

IF MORE THAN ONE ANSWER, ASK b)

- b) Which one would you say is your main source of information on the criminal justice system?

CODE ONE ONLY AT b) BELOW

	a)	b)
Personal experience	1	1
Relatives' and/or friends' experiences	2	2
Information from other people	3	3
Broadsheet newspapers (eg Times, Guardian, Telegraph)	4	4
Tabloid newspapers (eg Sun, Express, Daily Mail)	5	5
Local newspaper	6	6
TV/ Radio news	7	7
Soaps (eg Eastenders, Brookside, The Archers)	8	8
Films	9	9
TV drama	10	10
TV documentaries	11	11
Radio programmes	12	12
Government publications	13	13
Books	14	14
Internet / world-wide-web	15	15
School / college / evening-class	16	16

- c) How accurate do you think the information from this [main] source is... **READ OUT...**

very accurate,	1
fairly accurate,	2
fairly inaccurate,	3
or very inaccurate?	4

Q16. CARD E

Looking at this card, what in your opinion should be the main purpose of sentencing an offender?

CODE ONE ONLY

To deter that offender from committing further crimes	1
To restrict that offender's freedom or opportunity to commit further crime	2
To provide compensation or redress to the victim	3
To punish the offender	4
To provide support / training for offender	5
To deter other offenders from committing that crime	6
To show society's disapproval for that type of offence	7

Q17.

Have you ever worked in, or for, any part of the Criminal Justice System (including police, prisons, courts or the legal profession)?

Yes	1
No	2

Q18.

Have you ever been...**READ OUT...**

- a) ...the victim of any crime that was reported to the police (including anything you have previously mentioned)?

Yes	1
No	2

- b) ...arrested by the police for any reason?

INCLUDING WHERE NO FURTHER ACTION WAS TAKEN

Yes	1
No	2

- c) ...in court as a victim, witness, spectator or juror in a criminal case?

Yes	1
No	2

- d) ...in court as a defendant in a criminal case?

Yes	1
No	2

e) ...[Apart from in the course of your work] have you ever been in contact with the probation service for whatever reason?

Yes 1
No 2

f) ...[Apart from in the course of your work] have you ever been inside a prison for whatever reason?

Yes 1
No 2

NOW ASK COGNITIVE PROBES FOR SECTION 3

SECTION 4

CARD F

This card lists some different groups of people who collectively form the criminal justice system.

We would like to know how good a job you think each of these groups of people are doing.

Q19. CARD G

How good a job do you think the police are doing?

PROBE: Would that be an excellent, good, fair, poor or very poor job?

Excellent 1
Good 2
Fair 3
Poor 4
Very poor 5

Q20. CARD G

How good a job do you think the Crown Prosecution Service, that is the body responsible for making prosecutions, is doing?

Excellent 1
Good 2
Fair 3
Poor 4
Very poor 5

Q21. CARD G

How good a job do you think judges are doing?

Excellent 1
Good 2
Fair 3
Poor 4
Very poor 5

Q22. CARD G

How good a job do you think magistrates are doing?

- Excellent 1
- Good 2
- Fair 3
- Poor 4
- Very poor 5

Q23. CARD G

How good a job do you think the prisons are doing?

- Excellent 1
- Good 2
- Fair 3
- Poor 4
- Very poor 5

Q24. CARD G

How good a job do you think the probation services are doing?

- Excellent 1
- Good 2
- Fair 3
- Poor 4
- Very poor 5

Q25. CARD G

How good a job do you think the juvenile courts are doing?
Would that be an excellent, good, fair, poor or very poor job?

- Excellent 1
- Good 2
- Fair 3
- Poor 4
- Very poor 5

Q26. CARD H

A new policy has recently been introduced for sentencing repeat burglars. This is described on the card. Were you aware of this new policy?

- Yes 1
- No 2

Q27.

Do you think this new policy for sentencing repeat burglars is too tough, about right or too lenient?

- Much too tough 1
- A little too tough 2
- About right 3
- A little too lenient 4
- Much too lenient 5

Q28.

Does this new policy give you more confidence in the way that the Criminal Justice System deals with burglars, less confidence in the way that the Criminal Justice System deals with burglars or does it not change your view?

PROBE: is that a lot or a little _____?

- A lot more confidence in the Criminal Justice System 1
- A little more confidence in the Criminal Justice System 2
- Does not change view of the Criminal Justice System 3
- A little less confidence in the Criminal Justice System 4
- A lot less confidence in the Criminal Justice System 5

NOW ASK COGNITIVE PROBES FOR SECTION 4

SECTION 5

Q29. CARD 1

a) Which of the groups listed on this card do you think should have responsibility for reducing crime in your area?

CODE ALL THAT APPLY AT a) BELOW

IF MORE THAN ONE GROUP MENTIONED AT a)

b) And which of the groups you have mentioned do you think should have main responsibility for reducing crime in your area?

CODE ONE ONLY AT b) BELOW

IF MORE THAN TWO GROUPS MENTIONED AT a)

c) And which next?

CODE ONE ONLY AT c) BELOW

	a)	b)	c)
Members of the public	1	1	1
Media/Television/Newspapers	2	2	2
Parents	3	3	3
Other local community/voluntary groups	4	4	4
Private security organisations	5	5	5
Neighbourhood Watch	6	6	6
Social services	7	7	7
Health authorities/GPs	8	8	8
Local Education Authorities/schools/teachers	9	9	9
Local Authorities/councils	10	10	10
The probation service	11	11	11
The police	12	12	12

Q30.

In 1998 there was a new initiative which set up crime partnerships in each district of the country. These partnerships, involving local authorities, the police and other organisations, were set up to reduce crime and disorder in their area. Are you aware that there is a local partnership covering your area?

Yes 1 ASK Q31
No 2 GO TO Q32

Q31.

Did the local partnership contact you in any way to ask for your views? For example, through sending a questionnaire, telephoning you, holding public meetings or placing adverts asking for help in the local press?

Yes 1
No 2

Q32.

How successful do you think that the local crime partnership will be in reducing crime in your local area...**READ OUT...**

...very successful, 1
fairly successful, 2
not very successful, 3
or not at all successful? 4

NOW ASK COGNITIVE PROBES FOR SECTION 5

SECTION 6 - DEMOGRAPHICS

And now I'd just like to collect a few details about you.

Q33. Could you tell me how many adults live in this household?
- I mean persons aged 16 or over?

WRITE IN NUMBER

Q34. INTERVIEWER: CODE SEX OF RESPONDENT

- Male 1
- Female 2

Q35. What was your age last birthday?

AGE IN YEARS

Q36. Did you do any paid work in the seven days ending last Sunday, either as an employee or self-employed?

INCLUDE ANY PAID WORK FOR ANY NUMBER OF HOURS.

NOTE: ON HOLIDAY FROM JOB = WORK.

- Yes 1
- No 2

Q37. **CARD J**

Starting from the top, please look down the list of qualifications on this card and tell me the number of the first one you come to that you have passed.

ENTER CODE FROM CARD 1 - 9

Q38. **CARD K**

And looking at this card, to which of these groups do you consider you belong?

- White 1
- Black-Caribbean 2
- Black-African 3
- Black-Other 4
- Indian 5
- Pakistani 6
- Bangladeshi 7
- Chinese 8
- Mixed race 9

Other (SPECIFY) _____ 10

1958 CRIME SURVEY COGNITIVE PROBES (Phase 2)

SECTION 1

Q1-Q6a) In the last 12 months, how often have you.....

How
often
did
you

go about answering these questions?

Probe

- Was each type of activity clearly understood?
- How did respondents calculate their answer? How did they remember whether something had happened in the last 12 months? Did they count from a particular date or did they estimate? How easy or difficult was it?
- Were there any problems with finding the appropriate answer category?
- Check respondents understood that the lists of activities were just examples
- Check respondents had no problem with the idea of 'without getting payment in return (except expenses)'

Q1-Q6b) How much time have you spent doing this over the last month?

Repeat question to remind respondent of it.

How did you work out your answer for these questions?

Probe

- Did respondents try to count each time they had done the activity, or did they make an estimate?
- How did respondents think about the last month - did they think of a specific date or did they estimate?

How easy or difficult did you find this question to answer?

Probe

Why was it easy or difficult?

Q1-Q6c) Is this more, less or about the same as you would usually spend in an average month?

d) How much time do you usually spend doing this in an average month?

Repeat question to remind respondent of it.

How did you go about answering these questions?

Probe

- What is 'usual'? How did respondents decide what was 'usual'?
- What is 'on average'? How did respondents calculate their answers?
- If they usually spend more or less time, why was the last month different? How sure are they of their answer?

How easy or difficult did you find these questions to answer?

Probe

Why was it easy or difficult?

Q8 Would you like to become more involved in the local community or other communities you belong to?

Q9 Do you know how to become more involved in the local community, or in the other communities you belong to?

Repeat questions to remind respondent

How easy or difficult did you find this question to answer?

Probe

- Do the answer categories seem to work?
- What did respondents understand by 'more involved' and 'community'?

SECTION 2

Q10. Do you think there is generally more racial prejudice in Britain now than 5 years ago, less, or about the same?

What do you understand the term racial prejudice to mean?

Probe for examples

How did you decide on your answer to this question?

Probes:

- Was their answer based on personal experience, friends/family experience, what's in the papers etc?
- Did they think of the last five years, a longer or shorter period?

Q11. Do you think there will be more racial prejudice in Britain in 5 years time compared with now?

Read question again to respondent

How did you decide on your answer to this question?

Probe:

- Why do you think there will be more/less/ same amount of racial prejudice in five years time, compared with now?

Q12. I am now going to read out a list of organisations. Choosing a phrase from this card please tell me how fairly or unfairly you think you would be treated as a member of the public by each of the following organisations: SHOW CARD

Repeat question to remind respondent of it.

How did you go about answering this question?

Probe for understanding of:

- Fair/ unfair – what is fair/unfair treatment? (Examples of ways in which one would be treated fairly/unfairly)
- What each organisation is/does? (Especially the ones which have been modified as a result of the last phase of testing, i.e. 'Council Housing' and 'Private Landlords')
- Did respondents view each of the organisations listed as being separate entities? For example was the Home Office seen as a separate organisation to the Immigration Service or the Probation Service, or as being part of the same organisation?

How did you decide on your answer (whether you would be treated fairly or unfairly as a member of the public) by each organisation?

Probe:

- Did respondents answer this question as "a member of the public"? Probe for examples of what they were thinking of in terms of their contact with each organisation as a member of the public?
- Did respondents answer in relation to personal experience of contact with each organisation or based on their perception of what the organisation was like? If the latter – where did this perception come from – media, family, friends?
- Do the answer categories seem to work?

How easy or difficult did you find this question to answer?

Probe

Why was it easy or difficult?

Q13. And looking at the card again, please tell me how fairly or unfairly you think you would be treated as a worker by each of the following organisations?

Repeat question to remind respondent of it.

How did you go about answering this question?

Probe for understanding of:

- Fair/ unfair – what is fair/unfair treatment? (Examples of ways in which one would be treated fairly/unfairly)
- What each organisation is/does (any different interpretations when question asked from the point of view of being a member of staff rather than a member of the public)? Again, especially the ones which have been modified.
- Did respondents see each organisation as a separate entity? For example was the Home Office seen as a separate organisation to the Immigration Service or the Probation Service? (Again any different interpretations when question asked from the point of view of being a member of staff rather than a member of the public)

How did you decide on your answer (whether you would be treated fairly or unfairly as a worker) by each organisation?

Probe:

- What did respondents understand by 'as a worker'?
- Did respondents answer this question as 'a worker' or were they thinking of the application/ recruitment process? Probe for examples of what they were thinking of in terms of being a worker with each organisation (fair pay, promotion, attitude of other staff/ managers etc)?
- Did respondents answer in relation to personal experience of contact with each organisation or on their perception of what the organisation was like? If the latter – where did this perception come from – media, family, friends?

How easy or difficult did you find this question to answer?

Probe:

- Why was it easy or difficult?

SECTION 3

Repeat question to remind respondents

Q14a-d) Thinking about the Criminal Justice System as a whole (that is, the police, courts, prison and probation services), please choose a phrase from this card to show how confident you are that it...

How did you go about answering these questions?

Probe for

- Understanding of 'bringing offenders to justice'
- Understanding of 'the needs of victims'
- Understanding of 'the rights of offenders' and treating offenders 'fairly'
- Understanding of how cases would be dealt with 'promptly and efficiently' or not
- Were respondents actually thinking of the Criminal Justice System as a whole or were they thinking of particular parts of it for different questions?
- Do the answer categories seem to work, or did respondents have trouble choosing which category to fit themselves into?

Q15a) People get information about the Criminal Justice System (or CJS) from many sources. Of the sources listed on this card, which would you say have the most influence on your opinion of the CJS?

b) Which one would you say is your main source of information on the Criminal Justice System?

Repeat question to remind respondents

How easy or difficult was this question to answer?

Probe

- Why was it easy or difficult?
- Were there any items missing from the list?
- How easy was it to choose one main source for question 25b)?
- How did respondents decide what sources had the 'most influence' on their opinion? How did they decide which of those was their 'main source of information'? Is there any difference between these two concepts?

Q15c) How accurate do you think the information from this [main] source is?

Repeat question to remind respondent of it

How did you go about answering this question?

Probe

- How did respondents decide how accurate the information from the source was? What did they compare it to?
- Check respondents were referring just to their main source and not to all the sources they gave at a)
- How easy or difficult was this question to answer?

Q16. Looking at this card, what in your opinion should be the main purpose of sentencing an offender?

Repeat
ques

tion to remind respondents

How did you decide on your answer to this question?

Probe

- Did respondents understand all the answer categories?
- How easy was it to decide on one main purpose?
- What types of offence were respondents thinking of?

Q18a)-f) Have you ever been...

How easy or difficult were these questions?

Probe

- Understanding of 'a criminal case'; do respondents understand what a criminal case is? Probe for examples
- Understanding of being 'arrested' and of being 'a victim, witness, spectator or juror'
- **How did respondents feel** about being asked 'have you ever been in court as a defendant in a criminal case?'
- Understanding of 'inside a prison' – were respondents thinking of just being an inmate or were they including being a visitor as well?

SECTION 4

Q20. How good a job do you think the Crown Prosecution Service, that is the body which decides if a case should be prosecuted, is doing?

Repeat question to remind respondent.

How did you go about answering this question?

Probe

Do respondents understand what the Crown Prosecution Service is?

Q28. Does this new policy give you more confidence in the way that the Criminal Justice System deals with burglars, less confidence in the way that the Criminal Justice System deals with burglars or does it not change your view?

Repeat
questio
n to

remind respondent of it.

What do respondents understand the term Criminal Justice System to mean?

Probe

Did they think of it in terms of the organisations mentioned at questions 19-25? (Note that the card shown during the preamble to these questions lists those organisations as *collectively forming the Criminal Justice System* – does this influence respondents' understanding?)

How easy or difficult did you find this question to answer?

Probe

Why was it easy or difficult?

SECTION 5

Q29a. Which of the groups on this card do you think should have responsibility for reducing crime in your area?

Repeat question to

remind respondent of it.

How did you go about answering this question?

Probe

- What sort of crimes were respondents thinking of?
- What were they picturing as 'their area'?
- Can respondents think of any more groups that they think should be involved in reducing crime in their area?
- What were respondents thinking of in terms of 'responsibility' for 'reducing crime'?

Q29b. And which of these groups do you think should have main responsibility for reducing crime in your area?
 Q29c. And which next?

Repeat question to remind respondent of it.

How easy or difficult was this question to answer?

Probe

- Why was it easy or difficult?
- How and why did respondents decide on their answers?

Q30. In 1998 there was a new initiative which set up crime partnerships in each district of the country. These partnerships, involving local authorities, the police and other organisations, were set up to reduce crime and disorder in their area. Are you aware that there is a local partnership covering your area?

Repeat question to remind respondent of it.

If the respondent answered 'yes', probe for

- Can you remember how you became aware of the local partnership?
- How sure are you of your answer?

Check respondent is not confusing local partnerships with another organisation such as neighbourhood watch

P1958CRIME SURVEY QUESTION TEST DECEMBER 1999 (Ver. 01)

Interviewer Name _____

Interviewer No: _____

SECTION 1

Q1.

Do you think there is generally more racial prejudice in Britain now than 5 years ago, less, or about the same amount?

- More now 1
- Less now 2
- About the same 3
- Don't know 8

Q2.

Do you think there will be more racial prejudice in Britain in 5 years time compared with now?

- More in 5 years 1
- Less 2
- About the same 3
- Don't know 8

Q3. CARD A

I am now going to read out a list of organisations. As far as you know, how fairly would you say each of the following organisations treats members of the public of different races? **READ OUT...**

	Treats whites better than other races	Treats all races the same	Treats other races better than whites	Don't know
(a)... the Police?	1	2	3	8
(b)... the Fire Service?	1	2	3	8
(c)... the Probation Service?	1	2	3	8
(d)... the Immigration Service?	1	2	3	8
(e)... the Prison Service?	1	2	3	8
(f)... the Civil Service?	1	2	3	8
(g)... the Home Office?	1	2	3	8
(h)... the Courts (Magistrates and Crown Courts)?	1	2	3	8
(i)... local councils?	1	2	3	8
(j)... large businesses?	1	2	3	8
(k)... Council Housing Departments or Housing Associations?	1	2	3	8
(l)... Private Landlords or letting agencies?	1	2	3	8
(m)... GP's?	1	2	3	8
(n)... hospital?	1	2	3	8
(o)... Schools?	1	2	3	8
(p)... Colleges/Universities?	1	2	3	8

And now I'd just like to collect a few details about you.

Q4. INTERVIEWER: CODE SEX OF RESPONDENT

Male 1
Female 2

Q5. What was your age last birthday?

AGE IN YEARS

Q6. Did you do any paid work in the seven days ending last Sunday, either as an employee or self-employed?

**INCLUDE ANY PAID WORK FOR ANY NUMBER OF HOURS.
NOTE: ON HOLIDAY FROM JOB = WORK.**

Yes 1
No 2

Q7. CARD B
And looking at this card, to which of these groups do you consider you belong?

White 1
Black-Caribbean 2
Black-African 3
Black-Other 4
Indian 5
Pakistani 6
Bangladeshi 7
Chinese 8
Mixed race 9

Other (SPECIFY) _____ 10