

Understanding of Genomics and the Dynamics of Opinion Change – A

Panel Study.

Technical Guide.

Introduction:

The genomics panel study was designed as an extension of the British Social Attitudes Survey 2003, therefore the reader is referred to the technical literature supporting this dataset for information on the baseline survey, including sampling frames and data collection procedures. This guide is designed to provide users with information on waves 2 and 3 of the panel study, conducted on behalf of the University of Surrey by BMRB international.

Aims:

The original research this dataset originates from was undertaken to construct an ‘information panel’ to investigate longitudinal stability and change in individual attitudes towards a diverse range of genomic issues. This is based on a sample from the BSA 2003 who were asked a range of questions on different aspects of genomics and who formed the baseline population for subsequent waves of data collection. Two further waves of interviewing have since been carried out at 6 month intervals, with the resulting longitudinal dataset presented here. The data allows users to undertake complex analytical procedures including multi-level models, growth curve models, and longitudinal structural equation models to examine the nature of attitudes towards genomics.

The sample:

All BSA respondents asked the 'genomics' questions, and who gave their permission for their contact details to be passed on to a third party were included in the panel study sample frame (n=1,940). These were then sorted by postcode sector, with the number of cases within each postcode sector identified. All postcode sectors with 3 or fewer cases were excluded (resulting in n=1,857), and the remaining sectors (225) were ranked by BSA region, population density, and % of homes owner-occupied (in that order). From this a random starting point between 1 and 225 was created, and 1 in every 1.5475 postcode sectors was selected, resulting in 145 sectors and approximately 1,200 potential respondents.

All selected cases were then randomly allocated to one of three equal sized conditions (variable 'g111'), two 'treatment' groups and a 'control' group. At wave two, the two treatment groups received information on gene technologies, conveyed by means of a short film integrated within the CAPI interview. These two treatment groups differed only in the nature of the information presented to them; one group receiving information on genetic science only, and the other receiving the same genetic science information, plus additional information on how genetic science is regulated. The 'control' group received no additional information. At this second wave of data collection 867 interviews were completed, resulting in a response rate of 72%.

Wave 3 of the data collection was a telephone survey conducted via CATI, and all respondents who had successfully completed wave 2 were identified as eligible participants. An advance letter was sent to all those identified, and 458 interviews were successfully completed, a response rate of 53%. This reduced response rate reflects the increasing

difficulty of securing interviews with the same people, and the high attrition rate associated with telephone interviews. The advance letter has been included at the end of this report.

The dataset:

A battery of 51 genomics questions included in the BSA (2003) were asked at each wave, as well as questions directly relating to the intervention (omitted for the control group). This results in 3 sets of data for each respondent, allowing changes in responses to be identified.

The dataset is presented in 'wide' format with the prefix 'w_' indicating the wave of data collection that each question refers to. Question wording remained consistent across all 3 waves, and respondents were instructed to select suitable answers from a range that was also held constant over the 3 waves. This allows direct comparison of answers over time. Variables that do not contain the prefix 'w_' should be considered as contextual variables that remain constant (or near constant in the case of age) across all 3 waves of data collection. This information was collected at wave 1.

Only a small selection of contextual variables has been included with this dataset, which can be expanded on by merging the data with the 2003 BSA. This should be done with the variable 'serial', an individual identifier for each respondent which has been retained from the BSA data.

It is noted that there is considerable attrition between each wave of the study, therefore it is recommended that the user derive weights to compensate. For this purpose the variable 'in3' has been included in the dataset, a binary variable identifying those respondents that

completed all 3 waves. This variable is also required when conducting a 'complete cases' analysis of the data, allowing users to omit the 410 respondents that were lost between waves 2 and 3 ('in3'=0).

Ethical considerations:

All respondents included within the panel study gave their prior consent to be re-contacted after the initial BSA was conducted, and informed of the voluntary nature of the study. Additionally, all information contained in the dataset has been anonymised.

Included with this dataset:



The dataset contains one SPSS file labelled 'genomicspanel.por', containing data on 867 respondents. A list of all variables in the dataset has been included, with the file name 'variablelist.doc'. The questionnaire used at all 3 waves of the study is included, labelled 'questionnaire.doc'. Additionally, the instructions provided for interviewers prior to conducting wave 2 of the study are contained in the file 'interviewerinstructions.doc', and 'advanceletter.doc' is the advance letter sent out prior to wave 3.

Finally, the film shown prior to wave 2 of the study is included 'genesandsociety.wmv'. This is the longer version of the film, containing information on genetic science, and information on how genetic science is regulated.

Variable list

From BSAS 2003	
Variable name	Label
serial	Serial Number
country	Country: England, Scotland or Wales? Q29
househld	Number in household including respondent? Q37
rsex	Sex of Respondent Q39
rage	Respondent's age in years Q40
marstat2	Respondent's marital status[full] Q133
hhtype	Household type dv Q147
hincdiff	Closest view to own:household incomeQ257
rnseg	Respondents Socio-econmic group dv Q712
rnseggp	Respondents Socio-econmic group (7 categories) dv Q712
rnsoccl	Respondents social classdv Q713
rclass	Respondents occupation category dv Q715
tenure2	Housing tenure <compressed> Q851
respres	R live in city/suburbs or country? Q852
religsum	Respondent's religion<summary> dv Q867
tea	Terminal education age<categorised> Q930
hedqual	Highest educational qual obtained Q1018
bioqual	Studied school/college biology/genBC1019
bioqolev	R studied biology O-level/CSE etc BC
bioqalev	R studied biology A-level/As/A2/S etc BC
bioqdegr	R studied 1st degree/EdExcel/NVQ 4 etcBC
bioqpstg	R studied biology postgraduate/NVQ 5 BC
bioqnurs	R studied biology nursing qualificationBC
bioqoth	R studied biology/genetics other qual.BC
Panel survey Questions	
Variable Name	Label
g111	Which film shown
Wave 1	
Variable Name	Label
w1ginter	Q1 Amount of interest in genetic issues
w1gheard	Q2 How much heard about genetic issues in past months
w1gtalk	Q3 How much talked about genetic issues in past months
w1gthink	Q4 How much thought about genetic issues over past months
w1gfeel	Q5 How much knows about how government monitors genetic science
w1gsick	Q6 Whether in favour of using genetic information to improve understanding of illness/disease
w1gcrim	Q7 Whether in favour of using genetics to identify criminals
w1gorigi	Q8 Whether in favour of using genetic information to find out about people's ancestors

w1ginsur	Q9 Whether in favour of using genetic information for judging health/life insurance
w1gjob	Q10 Whether in favour of using genetic information to determine a person's suitability to a job
w1gcrm2	Q11 Whether in favour of being obliged to give out genetic information to help identify criminals
w1gtest	Q12 Whether would like to use genetic information to find out risk of developing untreatable illness
w1gmenta	Q13 Agreement with parents using genetic tests to determine whether unborn child has serious mental disability
w1gphysi	Q14 Agreement with parents using genetic tests to determine whether unborn child has serious physical disability
w1gdieyg	Q15 Agreement with parents using genetic test to decide whether to have child with condition that would cause it to die in its 20s or 30s
w1gtissu	Q16 Agreement with parents using genetic tests to decide whether to have a child with certain body tissues to help save ill sibling
w1ggrlby	Q17 Agreement with parents using genetic test to decide sex of child
w1gintel	Q18 Whether think genes or upbringing determine a person's intelligence
w1gheart	Q19 Whether think genes or upbringing determine a person's chances of getting heart disease
w1gviole	Q20 Whether think genes or upbringing determine a person's chances of being aggressive or violent
w1ggay	Q21 Whether think genes or upbringing determine a person's chances of being gay or lesbian
w1gbcanc	Q22 Whether think genes or upbringing determine a person's chances of getting breast cancer
w1cviol	Q23 Whether should allow changing a person's genes to make them less aggressive/violent
w1cgay	Q24 Whether should allow changing a person's genes to make them straight, rather than gay or lesbian
w1ccanc	Q25 Whether should allow changing a person's genes to reduce their chances of getting breast cancer
w1csex	Q26 Whether should allow changing a person's genes to determine sex of unborn baby
w1csick1	Q27 Whether should allow changing a person's genes to help treat a person in their 20s with a life-threatening condition
w1csick2	Q28 Whether think should be allowed to pass new genes to future children to reduce their chances of getting same condition in their 20s
w1gtrst1	Q29 Whether in agreement that cannot trust those in charge of developments in genetic science to act in society's interests
w1gtrst2	Q30 Whether in agreement that rules set by government will keep us safe from risks linked to genetic science
w1gtrst3	Q31 Whether in agreement that genetic science too complex for public involvement in policy decisions
w1gtrst4	Q32 Whether in agreement that genetic scientists only tend to tell us what the people paying their wages want us to hear
w1gquiz1	Q33 Whether think true or false that by eating a genetically modified fruit, a person's genes could become modified
w1gquiz2	Q34 Whether think true or false that it is possible to transfer animal genes into plants
w1gquiz3	Q35 Whether think true or false that ordinary tomatoes do not contain genes, while genetically modified tomatoes do
w1gquiz4	Q36 Whether think true or false that father's genes determine whether child is a girl
w1sc1	Q37 Agreement whether research into human genes will do more harm than good
w1sc2	Q38 Agreement whether claims about benefits of genetic science are exaggerated
w1sc3	Q39 Agreement whether nobody knows what impact genetic science will have on society

w1sc4	Q40 Whether think it likely that within next 25 years genetic information will be used to judge person's suitability for getting health or life assurance
w1sc5	Q41 Whether think it likely that within next 25 years genetic information will be used to judge person's suitability for getting a job they've applied for
w1sc6	Q42 Agreement that in order to compete with rest of world Britain should grow GM foods
w1sc7	Q43 Agreement that GM foods should be banned, even if food prices suffer as a result
w1sc8	Q44 Agreement that advantages of GM foods outweigh any dangers
w1sc9	Q45 Agreement that it is important for me to check whether or not foods contain genetically modified ingredients
w1sc10	Q46 Whether think growing GM foods poses danger to other plants and wildlife
w1sc11	Q47 Whether think GM foods already available in shops are safe to eat
w1sc12	Q48 Whether think cloning should be allowed if a person needs an organ transplant
w1sc13	Q49 Whether cloning should be allowed if a person has Parkinson's?
w1sc14	Q50 Whether think cloning should be allowed if a person in good health wants to live longer
w1sc15	Q51 Whether think cloning should be allowed for an infertile couple wanting to have a child
Wave 2	
Variable Name	Label
w2ginter	Q1 Amount of interest in genetic issues
w2gheard	Q2 How much heard about genetic issues in past months
w2gtalk	Q3 How much talked about genetic issues in past months
w2gthink	Q4 How much thought about genetic issues over past months
w2gfeel	Q5 How much knows about how government monitors genetic science
w2gsick	Q6 Whether in favour of using genetic information to improve understanding of illness/disease
w2gcrim	Q7 Whether in favour of using genetics to identify criminals
w2gorigi	Q8 Whether in favour of using genetic information to find out about people's ancestors
w2ginsur	Q9 Whether in favour of using genetic information for judging health/life insurance
w2gjob	Q10 Whether in favour of using genetic information to determine a person's suitability to a job
w2gcrm2	Q11 Whether in favour of being obliged to give out genetic information to help identify criminals
w2gtest	Q12 Whether would like to use genetic information to find out risk of developing untreatable illness
w2gmenta	Q13 Agreement with parents using genetic tests to determine whether unborn child has serious mental disability
w2gphysi	Q14 Agreement with parents using genetic tests to determine whether unborn child has serious physical disability
w2gdieyg	Q15 Agreement with parents using genetic test to decide whether to have child with condition that would cause it to die in its 20s or 30s
w2gtissu	Q16 Agreement with parents using genetic tests to decide whether to have a child with certain body tissues to help save ill sibling
w2ggrlby	Q17 Agreement with parents using genetic test to decide sex of child
w2gintel	Q18 Whether think genes or upbringing determine a person's intelligence
w2gheart	Q19 Whether think genes or upbringing determine a person's chances of getting heart disease
w2gviole	Q20 Whether think genes or upbringing determine a person's chances of being aggressive or violent
w2ggay	Q21 Whether think genes or upbringing determine a person's chances of being gay or lesbian

w2gbcanc	Q22 Whether think genes or upbringing determine a person's chances of getting breast cancer
w2cviol	Q23 Whether should allow changing a person's genes to make them less aggressive/violent
w2cgay	Q24 Whether should allow changing a person's genes to make them straight, rather than gay or lesbian
w2ccanc	Q25 Whether should allow changing a person's genes to reduce their chances of getting breast cancer
w2csex	Q26 Whether should allow changing a person's genes to determine sex of unborn baby
w2csick1	Q27 Whether should allow changing a person's genes to help treat a person in their 20s with a life-threatening condition
w2csick2	Q28 Whether think should be allowed to pass new genes to future children to reduce their chances of getting same condition in their 20s
w2gtrst1	Q29 Whether in agreement that cannot trust those in charge of developments in genetic science to act in society's interests
w2gtrst2	Q30 Whether in agreement that rules set by government will keep us safe from risks linked to genetic science
w2gtrst3	Q31 Whether in agreement that genetic science too complex for public involvement in policy decisions
w2gtrst4	Q32 Whether in agreement that genetic scientists only tend to tell us what the people paying their wages want us to hear
w2gquiz1	Q33 Whether think true or false that by eating a genetically modified fruit, a person's genes could become modified
w2gquiz2	Q34 Whether think true or false that it is possible to transfer animal genes into plants
w2gquiz3	Q35 Whether think true or false that ordinary tomatoes do not contain genes, while genetically modified tomatoes do
w2gquiz4	Q36 Whether think true or false that father's genes determine whether child is a girl
w2sc1	Q37 Agreement whether research into human genes will do more harm than good
w2sc2	Q38 Agreement whether claims about benefits of genetic science are exaggerated
w2sc3	Q39 Agreement whether nobody knows what impact genetic science will have on society
w2sc4	Q40 Whether think it likely that within next 25 years genetic information will be used to judge person's suitability for getting health or life assurance
w2sc5	Q41 Whether think it likely that within next 25 years genetic information will be used to judge person's suitability for getting a job they've applied for
w2sc6	Q42 Agreement that in order to compete with rest of world Britain should grow GM foods
w2sc7	Q43 Agreement that GM foods should be banned, even if food prices suffer as a result
w2sc8	Q44 Agreement that advantages of GM foods outweigh any dangers
w2sc9	Q45 Agreement that it is important for me to check whether or not foods contain genetically modified ingredients
w2sc10	Q46 Whether think growing GM foods poses danger to other plants and wildlife
w2sc11	Q47 Whether think GM foods already available in shops are safe to eat
w2sc12	Q48 Whether think cloning should be allowed if a person needs an organ transplant
w2sc13	Q49 Whether cloning should be allowed if a person has Parkinson's?
w2sc14	Q50 Whether think cloning should be allowed if a person in good health wants to live longer
w2sc15	Q51 Whether think cloning should be allowed for an infertile couple wanting to have a child
Wave 3	
Variable Name	Label
w3ginter	Q1 Amount of interest in genetic issues

w3gheard	Q2 How much heard about genetic issues in past months
w3gtalk	Q3 How much talked about genetic issues in past months
w3gthink	Q4 How much thought about genetic issues over past months
w3gfeel	Q5 How much knows about how government monitors genetic science
w3gsick	Q6 Whether in favour of using genetic information to improve understanding of illness/disease
w3gcrim	Q7 Whether in favour of using genetics to identify criminals
w3gorigi	Q8 Whether in favour of using genetic information to find out about people's ancestors
w3ginsur	Q9 Whether in favour of using genetic information for judging health/life insurance
w3gjob	Q10 Whether in favour of using genetic information to determine a person's suitability to a job
w3gcrm2	Q11 Whether in favour of being obliged to give out genetic information to help identify criminals
w3gtest	Q12 Whether would like to use genetic information to find out risk of developing untreatable illness
w3gmenta	Q13 Agreement with parents using genetic tests to determine whether unborn child has serious mental disability
w3gphysi	Q14 Agreement with parents using genetic tests to determine whether unborn child has serious physical disability
w3gdieyg	Q15 Agreement with parents using genetic test to decide whether to have child with condition that would cause it to die in its 20s or 30s
w3gtissu	Q16 Agreement with parents using genetic tests to decide whether to have a child with certain body tissues to help save ill sibling
w3ggrlby	Q17 Agreement with parents using genetic test to decide sex of child
w3gintel	Q18 Whether think genes or upbringing determine a person's intelligence
w3gheart	Q19 Whether think genes or upbringing determine a person's chances of getting heart disease
w3gvirole	Q20 Whether think genes or upbringing determine a person's chances of being aggressive or violent
w3ggay	Q21 Whether think genes or upbringing determine a person's chances of being gay or lesbian
w3gbcanc	Q22 Whether think genes or upbringing determine a person's chances of getting breast cancer
w3cviol	Q23 Whether should allow changing a person's genes to make them less aggressive/violent
w3cgay	Q24 Whether should allow changing a person's genes to make them straight, rather than gay or lesbian
w3ccanc	Q25 Whether should allow changing a person's genes to reduce their chances of getting breast cancer
w3csex	Q26 Whether should allow changing a person's genes to determine sex of unborn baby
w3csick1	Q27 Whether should allow changing a person's genes to help treat a person in their 20s with a life-threatening condition
w3csick2	Q28 Whether think should be allowed to pass new genes to future children to reduce their chances of getting same condition in their 20s
w3gtrst1	Q29 Whether in agreement that cannot trust those in charge of developments in genetic science to act in society's interests
w3gtrst2	Q30 Whether in agreement that rules set by government will keep us safe from risks linked to genetic science
w3gtrst3	Q31 Whether in agreement that genetic science too complex for public involvement in policy decisions
w3gtrst4	Q32 Whether in agreement that genetic scientists only tend to tell us what the people paying their wages want us to hear
w3gquiz1	Q33 Whether think true or false that by eating a genetically modified fruit, a person's genes could become modified

w3gquiz2	Q34 Whether think true or false that it is possible to transfer animal genes into plants
w3gquiz3	Q35 Whether think true or false that ordinary tomatoes do not contain genes, while genetically modified tomatoes do
w3gquiz4	Q36 Whether think true or false that father's genes determine whether child is a girl
w3sc1	Q37 Agreement whether research into human genes will do more harm than good
w3sc2	Q38 Agreement whether claims about benefits of genetic science are exaggerated
w3sc3	Q39 Agreement whether nobody knows what impact genetic science will have on society
w3sc4	Q40 Whether think it likely that within next 25 years genetic information will be used to judge person's suitability for getting health or life assurance
w3sc5	Q41 Whether think it likely that within next 25 years genetic information will be used to judge person's suitability for getting a job they've applied for
w3sc6	Q42 Agreement that in order to compete with rest of world Britain should grow GM foods
w3sc7	Q43 Agreement that GM foods should be banned, even if food prices suffer as a result
w3sc8	Q44 Agreement that advantages of GM foods outweigh any dangers
w3sc9	Q45 Agreement that it is important for me to check whether or not foods contain genetically modified ingredients
w3sc10	Q46 Whether think growing GM foods poses danger to other plants and wildlife
w3sc11	Q47 Whether think GM foods already available in shops are safe to eat
w3sc12	Q48 Whether think cloning should be allowed if a person needs an organ transplant
w3sc13	Q49 Whether cloning should be allowed if a person has Parkinson's?
w3sc14	Q50 Whether think cloning should be allowed if a person in good health wants to live longer
w3sc15	Q51 Whether think cloning should be allowed for an infertile couple wanting to have a child
Wave 1 only	
Variable Name	Label
natcontr	Humans will control nature? B2.49C2.39
natfragl	Nature is fragile+man damage? B2.50C2.40
natworry	Worry2much about harming naturB2.51C2.41
sciharm	Not use science if harm cause?B2.52C2.42
scirisks	Go ahead if risks are clear? B2.53C2.43
meansend	Can R justify wrongs by benefitB2.54C2.44
Wave 2 only	
Variable Name	Label
qviewch	Q61 To what extent have respondent's views changed over the last year
qhowchg	Q62 Whether respondents views have become more in favour or against genetic science
qrelvid	Q63 How relevant did respondent find information in the film when asked if views have changed
qaccvid	Q64 Whether respondents thought information in film was accurate
qundvid	Q65 How much information in the film the respondent understood
qinfami	Q66 Extent information in video was familiar to respondent
qvidint	Q67 How interesting found video
qintinc	Q68 Whether interest in genetic science has increased since watching video
Wave 3 only	
Variable Name	Label

zviewch	Q52 To what extent have respondent's views changed over the last year
zhowchg	Q53 Whether respondents views have become more in favour or against genetic science
zremem	Q54 How much remembers of film shown at last interview
genfamil	Doctor say serious genetic in familyQ817
Additional Variables	
Variable Name	Label
in3	Whether in all 3 waves
weight	Weight to be applied to longitudinal analysis

Genomics - QUESTIONNAIRE

Questions asked at Wave 1, 2 and 3.

w1ginter, w2ginter, w3ginter How much interest, if any, do you have in issues to do with genes and genetics?

READ OUT

A great deal	1	(BSAS-780)
Quite a lot	2	
Some	3	
Not very much	4	
None at all	5	
Don't Know	Y	

w1gheard, w2gheard, w3gheard Over the past few months, how much, if anything, have you heard or read about issues to do with genes and genetics?

READ OUT

A great deal	1	(BSAS-781)
Quite a lot	2	
A small amount	3	
Not very much	4	
Nothing at all	5	
Don't Know	Y	

w1gtalk, w2gtalk, w3gtalk Over the past few months, how much, if at all, have you talked about issues to do with genes and genetics?

READ OUT

A great deal	1	(BSAS-782)
Quite a lot	2	
A small amount	3	
Not very much	4	
Not at all	5	
Don't Know	Y	

w1gthink, w2gthink, w3gthink Over the past few months, how much, if at all, have you thought about issues to do with genes and genetics?

READ OUT

A great deal	1	(BSAS-783)
Quite a lot	2	
A small amount	3	
Not very much	4	
Not at all	5	
Don't Know	Y	

w1gfeel, w2gfeel, w3gfeel How much do you feel you know about the way the government monitors and controls developments in modern genetic science?

READ OUT

A great deal	1	(BSAS-784)
Quite a lot	2	
A small amount	3	
Not very much	4	
Nothing at all	5	
Don't Know	Y	

w1gsick, w2gsick, w3gsick Samples of genetic information can be taken from people and the results kept in a database. Would you be in favour of, or against, setting up such a database if it was used to improve our understanding of illness and disease?

READ OUT

Strongly in favour	1	(BSAS-785)
In favour	2	
Neither fav/agst	3	
Against	4	
Strongly against	5	
Don't Know	Y	

w1gcrim, w2gcrim, w3gcrim ..and would you be in favour of, or against, setting up such a database if it was used to identify people who have committed serious crimes?

READ OUT

Strongly in favour	1	(BSAS-786)
In favour	2	
Neither fav/agst	3	
Against	4	
Strongly against	5	
Don't Know	Y	

w1gorigi, w2gorigi, w3gorigi ..and would you be in favour of, or against, setting up such a database if it was used by researchers to find out more about where people's ancestors originally came from?

READ OUT

Strongly in favour	1	(BSAS-787)
In favour	2	
Neither fav/agst	3	
Against	4	
Strongly against	5	
Don't Know	Y	

w1ginsur, w2ginsur, w3ginsur ..and would you be in favour of, or against, setting up such a database if it was used to judge a person's suitability for getting health and life insurance?

READ OUT

Strongly in favour	1	(BSAS-788)
In favour	2	
Neither fav/agst	3	
Against	4	
Strongly against	5	
Don't Know	Y	

w1gjob, w2gjob, w3gjob ..and would you be in favour of, or against, setting up such a database if it was used to judge a person's suitability for getting a job they've applied for?

READ OUT

Strongly in favour	1	(BSAS-789)
In favour	2	
Neither fav/agst	3	
Against	4	
Strongly against	5	
Don't Know	Y	

w1gcrm2, w2gcrm2, w3gcrm3 Some people think everyone in Britain should have to give a sample of their genetic information to a database that would help identify people who have committed serious crimes. Would you be in favour of, or against, this happening?

READ OUT

Strongly in favour	1	(BSAS-790)
In favour	2	
Neither fav/agst	3	
Against	4	
Strongly against	5	
Don't Know	Y	

w1gtest, w2gtest, w3gtest Genetic tests can be used to tell people whether they are likely to develop a serious genetic condition in the future. If such a test were easily available, would you want to find out your risk of developing such a condition if it could not be treated?

READ OUT

Definitely would	1	(BSAS-791)
Probably would	2	
Probably would not	3	
Definitely would not	4	
Don't Know	Y	

w1gmenta, w2gmenta, w3gmenta Genetic tests can also be carried out on an unborn child. Do you agree or disagree with parents using such tests to help them decide whether or not to have a child that has a serious mental disability and would never be able to live an independent life?

READ OUT

Agree strongly	1	(BSAS-792)
Agree	2	
Neither agree nor disagree	3	
Disagree	4	
Disagree strongly	5	
Don't Know	Y	

w1gphysi, w2gphysi, w3gphysi Do you agree or disagree with parents using such tests to help them decide whether or not to have a child that has a serious physical disability and would never be able to live an independent life?

READ OUT

Agree strongly	1	(BSAS-793)
Agree	2	
Neither agree nor disagree	3	
Disagree	4	
Disagree strongly	5	
Don't Know	Y	

w1gdieyg, w2gdieyd, w3gdieyg Do you agree or disagree with parents using such tests to help them decide whether or not to have a child that has a condition that means it would live in good health but would then die in its 20s or 30s?

READ OUT

Agree strongly	1	(BSAS-794)
Agree	2	
Neither agree nor disagree	3	
Disagree	4	
Disagree strongly	5	
Don't Know	Y	

w1gtissu, w2gtissu, w3gtissu Do you agree or disagree with parents using such tests to help them decide whether or not to have a child that has the same types of body tissues needed to treat a brother or sister who is seriously ill?

READ OUT

Agree strongly	1	(BSAS-795)
Agree	2	
Neither agree nor disagree	3	
Disagree	4	
Disagree strongly	5	
Don't Know	Y	

w1ggrlby, w2ggrlby, w3ggrlby Do you agree or disagree with parents using such tests to help them decide whether or not to have a child that is one sex rather than another?

READ OUT

Agree strongly	1	(BSAS-796)
Agree	2	
Neither agree nor disagree	3	
Disagree	4	
Disagree strongly	5	
Don't Know	Y	

READ OUT

Some things about a person are caused by their genes, which they inherit from their parents. Others may be to do with the way they are brought up, or the way they live. Some may happen just by chance. Please say what you think decides each of the things that I am going to read out. If you don't know, please just say so.

w1gintel, w2gintel, w3gintel Firstly, a person's intelligence?

READ OUT

- | | | |
|---|---|------------|
| All to do with genes | 1 | (BSAS-797) |
| Mostly to do with genes | 2 | |
| An equal mixture of genes
and upbringing/lifestyle | 3 | |
| Mostly to do with upbringing
or lifestyle | 4 | |
| All to do with upbringing or
lifestyle | 5 | |
| Just chance | 6 | |
| Don't Know | Y | |
-

w1gheart, w2gheart, w3gheart And what do you think decides a person's chances of getting heart disease?

READ OUT

- | | | |
|---|---|------------|
| All to do with genes | 1 | (BSAS-798) |
| Mostly to do with genes | 2 | |
| An equal mixture of genes
and upbringing/lifestyle | 3 | |
| Mostly to do with upbringing
or lifestyle | 4 | |
| All to do with upbringing or
lifestyle | 5 | |
| Just chance | 6 | |
| Don't Know | Y | |

w1gviolen, w2gviolen, w3gviolen And what do you think decides a person's chances of being aggressive or violent?

READ OUT

All to do with genes	1	(BSAS-799)
Mostly to do with genes	2	
An equal mixture of genes and upbringing/lifestyle	3	
Mostly to do with upbringing or lifestyle	4	
All to do with upbringing or lifestyle	5	
Just chance	6	
Don't Know	Y	

w1ggay, w2ggay, w3ggay And what do you think decides a person's chances of being gay or lesbian?

READ OUT

All to do with genes	1	(BSAS-800)
Mostly to do with genes	2	
An equal mixture of genes and upbringing/lifestyle	3	
Mostly to do with upbringing or lifestyle	4	
All to do with upbringing or lifestyle	5	
Just chance	6	
Don't Know	Y	

w1gbcanc, w2gbcanc, w3gbcanc And what do you think decides a person's chances of getting breast cancer?

READ OUT

All to do with genes	1	(BSAS-801)
Mostly to do with genes	2	
An equal mixture of genes and upbringing/lifestyle	3	
Mostly to do with upbringing or lifestyle	4	
All to do with upbringing or lifestyle	5	
Just chance	6	
Don't Know	Y	

w1cviol, w2cviol, w3cviol Suppose it was discovered that a person's genes could be changed. Do you think this should be allowed or not allowed to make a person less aggressive or violent?

READ OUT

Definitely allowed	1	(BSAS-802)
Probably allowed	2	
Probably not allowed	3	
Definitely not allowed	4	
Don't Know	Y	

w1cgay, w2cgay, w3cgay Do you think this should be allowed or not allowed to make a person straight, rather than gay or lesbian?

READ OUT

Definitely allowed	1	(BSAS-803)
Probably allowed	2	
Probably not allowed	3	
Definitely not allowed	4	
Don't Know	Y	

w1ccanc, w2ccanc, w3ccanc And should changing a person's genes be allowed or not allowed to reduce a person's chances of getting breast cancer?

READ OUT

Definitely allowed	1	(BSAS-804)
Probably allowed	2	
Probably not allowed	3	
Definitely not allowed	4	
Don't Know	Y	

w1csex, w2csex, w3csex And should changing a person's genes be allowed to determine the sex of an unborn baby?

READ OUT

Definitely allowed	1	(BSAS-805)
Probably allowed	2	
Probably not allowed	3	
Definitely not allowed	4	
Don't Know	Y	

w1csick1, w2csick1, w3csick1 I'd like you to think of someone in their 20s who has a life-threatening medical condition. Suppose it were discovered that changing some of their genes by giving them an injection would help treat them. These new genes would not be passed onto any children they might have. Do you think this should be allowed or not allowed?

READ OUT

Definitely allowed	1	(BSAS-806)
Probably allowed	2	
Probably not allowed	3	
Definitely not allowed	4	
Don't Know	Y	

w1csick2, w2csick2, w3csick2 Now, what if the new genes were passed onto their future children to give them less chance of getting the same medical condition in their 20s? Do you think this should be allowed or not allowed?

READ OUT

Definitely allowed	1	(BSAS-807)
Probably allowed	2	
Probably not allowed	3	
Definitely not allowed	4	
Don't Know	Y	

w1gtrst1, w2gtrst1, w3gtrst1 How much do you agree or disagree with this statement:

'Those in charge of new developments in genetic science cannot be trusted to act in society's interests.'

READ OUT

Agree strongly	1	(BSAS-808)
Agree	2	
Neither agree nor disagree	3	
Disagree	4	
Disagree strongly	5	
Don't Know	Y	

w1gtrst2, w2gtrst2, w3gtrst3 How much do you agree or disagree with this statement:

'Rules set by government will keep us safe from any risks linked to modern genetic science.'

READ OUT

Agree strongly	1	(BSAS-809)
Agree	2	
Neither agree nor disagree	3	
Disagree	4	
Disagree strongly	5	
Don't Know	Y	

w1gtrst3, w2gtrst3, w3gtrst3 How much do you agree or disagree with this statement:

'Modern genetic science is so complex that public involvement in policy decisions is not realistic.'

READ OUT

Agree strongly	1	(BSAS-810)
Agree	2	
Neither agree nor disagree	3	
Disagree	4	
Disagree strongly	5	
Don't Know	Y	

w1gtrst4, w2gtrst4, w3gtrst4 How much do you agree or disagree with this statement:

'Genetic scientists only tend to tell us what the people paying their wages want us to hear.'

READ OUT

Agree strongly	1	(BSAS-811)
Agree	2	
Neither agree nor disagree	3	
Disagree	4	
Disagree strongly	5	
Don't Know	Y	

READ OUT

Now for a quick quiz about genetics. For each of the following statements, please tell me whether you think it is true or false. If you don't know, just say so and we'll go on to the next one.

w1gquiz1, w2gquiz1, w3gquiz1 By eating a genetically modified fruit, a person's genes could also become modified.

PROMPT IF NECESSARY

True	1	(BSAS-812)
False	2	
Don't Know	Y	

w1gquiz2, w2gquiz2, w3gquiz2 It is possible to transfer animal genes into plants.

PROMPT IF NECESSARY

True	1	(BSAS-813)
False	2	
Don't Know	Y	

w1gquiz3, w2gquiz3, w3gquiz3 Ordinary tomatoes do not contain genes, while genetically modified tomatoes do.

PROMPT IF NECESSARY

True	1	(BSAS-814)
False	2	
Don't Know	Y	

w1gquiz4, w2gquiz4, w3gquiz4 It is the father's genes that determine whether a child is a girl.

PROMPT IF NECESSARY

True	1	(BSAS-815)
False	2	
Don't Know	Y	

w1sc1, w2sc1, w3sc1 To what extent do you agree or disagree that research into human genes will do more harm than good?

READ OUT

Agree strongly	1	(BSAS-B2.42aC2.32a)
Agree	2	
Neither agree nor disagree	3	
Disagree	4	
Disagree strongly	5	
Can't choose	6	

w1sc2, w2sc2, w3sc2 To what extent do you agree or disagree that many of the claims about the benefits of modern genetic science are greatly exaggerated?

READ OUT

Agree strongly	1	(BSAS-B2.42bC2.32b)
Agree	2	
Neither agree nor disagree	3	
Disagree	4	
Disagree strongly	5	
Can't choose	6	

w1sc3, w2sc3, w3sc3 To what extent do you agree or disagree that nobody really knows what impact modern genetic science will have on society?

READ OUT

Agree strongly	1	(BSAS-B2.42cC2.32c)
Agree	2	
Neither agree nor disagree	3	
Disagree	4	
Disagree strongly	5	
Can't choose	6	

w1sc4, w2sc4, w3sc4 How likely or unlikely do you think it is within the next 25 years that genetic information will be used to judge a person's suitability for getting health or life assurance?

READ OUT

Very likely	1	(BSAS-B2.43aC2.33a)
Quite likely	2	
Not very likely	3	
Not at all likely	4	
Can't choose	5	

w1sc5, w2sc5, w3sc5 How likely or unlikely do you think it is within the next 25 years that genetic information will be used to judge a person's suitability for getting a job they've applied for?

READ OUT

Very likely	1	(BSAS-B2.43bC2.33b)
Quite likely	2	
Not very likely	3	
Not at all likely	4	
Can't choose	5	

READ OUT

You may have heard of genetically modified or 'GM' foods. These are made from plants which have had their genes altered. Some people say that growing these plants may damage other plants and wildlife and that food made from them may not be safe to eat. Other people say that growing these plants may mean lower food prices and less use of pesticides and weedkillers.

w1sc6, w2sc6, w3sc6 To what extent do you agree or disagree that in order to compete with the rest of the world, Britain should grow genetically modified (GM) foods?

READ OUT

Agree strongly	1	(BSAS-B2.44aC2.34a)
Agree	2	
Neither agree nor disagree	3	
Disagree	4	
Disagree strongly	5	
Can't choose	6	

w1sc7, w2sc7, w3sc7 To what extent do you agree or disagree that genetically modified (GM) foods should be banned, even if food prices suffer as a result.

READ OUT

Agree strongly	1	(BSAS-B2.44bC2.34b)
Agree	2	
Neither agree nor disagree	3	
Disagree	4	
Disagree strongly	5	
Can't choose	6	

w1sc8, w2sc8, w3sc8 To what extent do you agree or disagree that on balance, the advantages of genetically modified (GM) foods outweigh any dangers?

READ OUT

Agree strongly	1	(BSAS-B2.44cC2.34c)
Agree	2	
Neither agree nor disagree	3	
Disagree	4	
Disagree strongly	5	
Can't choose	6	

w1sc9, w2sc9, w3sc9 To what extent do you agree or disagree with the following statement: 'It is important for me to check whether or not foods contain genetically modified ingredients'?

READ OUT

Agree strongly	1	(BSAS-B2.44dC2.34d)
Agree	2	
Neither agree nor disagree	3	
Disagree	4	
Disagree strongly	5	
Can't choose	6	

w1sc10, w2sc10, w3sc10 In general, do you think that growing genetically modified (GM) foods poses a danger to other plants and wildlife?

READ OUT

Definitely	1	(BSAS-B2.45C2.35)
Probably	2	
Probably not	3	
Definitely not	4	
Can't choose	5	

w1sc11, w2sc11, w3sc11
are safe to eat?

Do you think that all genetically modified (GM) foods already available in the shops

READ OUT

Definitely	1	(BSAS-B2.46C2.36)
Probably	2	
Probably not	3	
Definitely not	4	
Can't choose	5	

READ OUT

You might have heard of something called human cloning. One type of cloning would be if a person's genes were copied exactly and used to make an embryo. Cells from the embryo could be used to supply the person with tissues or organs that would be a perfect match for them, meaning their body would not reject them.

w1sc12, w2sc12, w3sc12
transplant?

Do you think this should be allowed or not allowed if a person needs an organ

READ OUT

Definitely allowed	1	(BSAS-B2.47aC2.37a)
Probably allowed	2	
Probably not allowed	3	
Definitely not allowed	4	
Can't choose	5	

w1sc13, w2sc13, w3sc13
Parkinson's disease?

Do you think this should be allowed or not allowed if a person needs treatment for

READ OUT

Definitely allowed	1	(BSAS-B2.47bC2.37b)
Probably allowed	2	
Probably not allowed	3	
Definitely not allowed	4	
Can't choose	5	

w1sc14, w2sc14, w3sc14 Do you think this should be allowed or not allowed if a person is generally in good health and wants to live longer?

READ OUT

- | | | |
|------------------------|---|---------------------|
| Definitely allowed | 1 | (BSAS-B2.47cC2.37c) |
| Probably allowed | 2 | |
| Probably not allowed | 3 | |
| Definitely not allowed | 4 | |
| Can't choose | 5 | |

w1sc15, w2sc15, w3sc15 Another type of cloning might be used to treat a young couple who are infertile and cannot have a child. Suppose that the genes from one of them were copied exactly and used to make an embryo with exactly the same genetic make up as that parent. Do you think this should be allowed or not allowed for a young couple who are infertile and cannot have a child?

READ OUT

- | | | |
|------------------------|---|-------------------|
| Definitely allowed | 1 | (BSAS-B2.48C2.38) |
| Probably allowed | 2 | |
| Probably not allowed | 3 | |
| Definitely not allowed | 4 | |
| Can't choose | 5 | |

Questions only asked at wave 1

READ OUT

The following questions each show two opposing views about science and nature. For each, please indicate whether you agree with the opinion at the top, with the opinion at the bottom, or whether your views are somewhere in between the two.

natcontr

Human intelligence and creativity means that we will eventually be able to control nature.

(✓)

↑

↓

<input type="checkbox"/>	(1)
<input type="checkbox"/>	(2)
<input type="checkbox"/>	(3)
<input type="checkbox"/>	(4)
<input type="checkbox"/>	(5)
<input type="checkbox"/>	(6)
<input type="checkbox"/>	(7)

Despite our intelligence and creativity, we will never be able to control nature

Can't choose (8)

natfragl

The balance of nature is fragile and can be permanently damaged by human actions.

(✓)

↑

↓

(1)

(2)

(3)

(4)

(5)

(6)

(7)

Nature is strong enough to cope with the effects of human actions.

Can't choose

(8)

natworry

We worry too much about human progress harming nature.

(✓)

↑

↓

(1)

(2)

(3)

(4)

(5)

(6)

(7)

We don't worry nearly enough about the harmful effects of human progress on nature.

Can't choose

(8)

sciharm

Society should go without the benefits of science and technology if there is any uncertainty about the possible harm they might cause.

(✓)

↑

↓

(1)

(2)

(3)

(4)

(5)

(6)

(7)

Society should accept the benefits of science and technology even if there is uncertainty about the harm they might cause.

Can't choose

(8)

scirisks

We should only be prepared to go ahead with new developments in science and technology when the risks involved are clear.

(✓)

↑

↓

(1)

(2)

(3)

(4)

(5)

(6)

(7)

We must accept that there will always be unknown risks if we want to make progress in science and technology.

Can't choose

(8)

meansend

Things we might consider to be wrong can sometimes be justified if the benefits are great enough.

(✓)

↑

↓

(1)

(2)

(3)

(4)

(5)

(6)

(7)

Some things should never be done, no matter what the benefits might be.

Can't choose

(8)

Only asked at wave 2

qviewch To what extent, if at all, have your views about modern genetic science changed over the last year?

READ OUT

A great deal	1
Quite a lot	2
A small amount	3
Not very much	4
Not at all	5
Don't Know	Y

IF qviewch = A great deal OR qviewch = Quite a lot OR qviewch = A small amount OR qviewch = Not very much
THEN ASK: qhowchg

qhowchg Overall, have your views over the last year become...

READ OUT

Much more in favour of modern genetic science	1
A little more in favour	2
A little more against or much more against genetic science?	3
Don't Know	4
	Y

qrelvid Hw relevant did you find the video when you were asked whether your views had changed?

READ OUT

Very relevant	1
Quite relevant	2
Neither relevant nor irrelevant	3
Not very relevant	4
Not relevant at all	5
No film	0

qaccvid Overall, how accurate did you think that the information shown in the film was?

READ OUT

Completeley accurate	1
Mostly accurate	2
Fairly accurate	3
Not very accurate	4
Not accurate at all	5
No film	0

qundvid Approximately how much of the information in the video would you say you understood?

READ OUT

All of it	1
Most of it	2
About half of it	3
Not much of it	4
None of it at all	5
No film	0

qinfami How familiar were you with the information that was shown in the film?

READ OUT

Completely familiar	1
Mostly familiar	2
Not very familiar	3
Not familiar at all	4
No film	0

qvidint How interesting did you find the film?

READ OUT

Very interesting	1
Fairly interesting	2
Neither interesting nor uninteresting	3
Not very interesting	4
Not interesting at all	5
No film	0

qintinc Since watching the video, would you say that your interest in this issue has...

READ OUT

Increased a lot?	1
Increased a little?	2
Stayed about the same?	3
Reduced a little?	4
Reduced a lot?	5
No film	0

Only asked at wave 3

zviewch To what extent, if at all, have your views about modern genetic science changed over the last year?

READ OUT

A great deal	1
Quite a lot	2
A small amount	3
Not very much	4
Not at all	5
Don't Know	Y

IF zviewch = A great deal OR zviewch = Quite a lot OR zviewch = A small amount OR zviewch = Not very much

THEN ASK: zhowchg

zhowchg Overall, have your views over the last year become...

READ OUT

Much more in favour of modern genetic science	1
A little more in favour	2
A little more against	3
or much more against genetic science?	4
Don't Know	Y

zremem How much of the film do you remember from the last interview?

READ OUT

All of it	1
Most of it	2
About half of it	3
Not very much of it	4
None of it at all	5
No film	0

Name
Address 1
Address 2
Address 3
Address 4
Address 5
Postcode

Serial Number

August 2004

Dear

I am writing to ask for your help. The University of Surrey have commissioned BMRB Social Research to undertake a national survey of 900 adults about their attitudes towards science in today's world.

You were visited earlier this year by an interviewer from BMRB Social Research and you said that you would be willing to be contacted again. We appreciate your willingness to help us in the past and would very much like to speak to you one last time for this survey. This time we would like to speak to you by telephone only.

We would be very grateful if you could spare twenty minutes to help us by taking part in this research. A BMRB interviewer will telephone you in August or September. Everything that you say will be treated in the strictest confidence by BMRB.

In the meantime, if you have any questions about the survey, please contact Hannah Carpenter on *** **** **.

Thank you very much for your help in this important study.

Yours sincerely,



Nick Coleman
BMRB Social Research

GENOMICS

INTERVIEWER INSTRUCTIONS

1 INTRODUCTION

BMRB Social Research has been commissioned by the University of Surrey to conduct a survey to assess the impact of scientific and, in particular, genetic knowledge on the general public's attitudes towards all aspects of genomics. The survey will cover all aspects of genomics, from genetically modified food to gene therapy and cloning. The aims of the research are:

- to understand the degree to which attitudes towards genomics are ambivalent within the public.
- to identify best future practice for policy makers, industry bodies, interest groups and academics involved in genomics;
- to ascertain the extent to which information has an effect on public attitudes.

2 OUTLINE OF THE RESEARCH

The study involves:

- Interviewing a main sample of adult respondents. These respondents will be shown one of either two short films about genetic science.
- Interviewing a "control" sample of adult respondents. This sample will not be shown a short film about genetics. This will allow us to compare the two samples.
- We will interview 900 respondents face-to-face. A third of these will be in the control sample.

3 SUMMARY OF THE ASSIGNMENT

3.1 The Sample

This assignment is based on named individuals. The sample has been selected from the pool of respondents to the 2003 BSA (British Social Attitudes survey) who were asked questions on genomics and agreed to be re-contacted by a third party during their BSA interview.

The BSA survey is conducted by the National Centre for Social Research and is used to monitor and interpret the British public's changing attitudes towards social, political, economic and moral issues. The survey was carried out in 2003 with a random sample selected from the Postcode Address File.

We want to interview as many people as possible in this sample. Everyone in the sample is eligible – there is no screening. You can only interview the respondent named on the contact sheet, you cannot interview anyone else in the household.

3.2 The questionnaire

The majority of questions in this survey will be the same as the questions about genomics on the BSA survey. As our sample was asked these questions as part of their BSA interview they may be familiar with the subject matter. The purpose of this is to allow us to measure the affect that giving respondents varying levels of information about genomics, in the form of short films, has on their attitudes towards genomics.

The sample has been split into three groups: Group 1, Group 2 and the Control Group. Each group will receive a varying level of information about genomics to accompany their interview.

For all three groups interviews will comprise of the set of questions taken from the BSA survey about genomics, which includes a short self-completion section. In addition to this, Groups 1 and 2 will be shown a short film and asked a set of questions about the film.

This works out as follows:

- Respondents in the first sample group will be given a full interview and shown Film A on genetic science (approx. running time 6 minutes).
- Respondents in the second sample group will be given a full interview and shown Film B, which will be the same as Film A plus additional information on regulation of genetic science (approx. running time 9 minutes).
- The third group will be the control group. Respondents in this group will **not** be shown a film and will receive a shorter interview, which excludes the questions about the film.

All films will be shown at the start of the interview.

When you enter the SERIAL NUMBER of the respondent the CAPI programme will automatically identify which group the respondent has been put into and will select the appropriate questions to ask him/her and, where relevant, film to show him/her.

All interviews will be conducted face-to-face with respondents in their households using a CAPI script.

3.3 Advance Letters

All sample individuals were sent an advance letter, two weeks before the start of fieldwork. A copy of the advance letter is provided in your interviewer pack. You may want to show respondents a copy of the letter as a reminder.

3.4 Introducing the survey

The contact sheet gives a suggested doorstep introduction to the survey.

As all respondents gave permission to be re-contacted in the BSA survey you should remind them about this previous interview, which was carried out by an interviewer working for the National Centre for Social Research.

As with other surveys, there is no obligation to take part. However, it is clearly very important that as many people as possible *do* take part, and you should use every encouragement to get respondents to participate.

In particular, try to pick up any doubts or worries they may have about taking part, and respond to those points. Do stress that on this survey you are working for **BMRB Social Research**, rather than doing **market** research.

The interview is fairly straightforward, but attitudes towards these issues can be quite personal. It will probably vary from person to person, so as with all surveys, you will need to be flexible and adopt the approach you think is best for each situation.

Things you could mention in the introduction:

- The study is for the University of Surrey.
- It is designed to find out about people's attitudes towards science in today's world.
- The information will help policy makers, industry bodies and interest groups make informed decisions and understand the public's needs and wants.
- Important that we talk to all types of people, so we can get a true picture of attitudes across England.
- When they were interviewed in the previous survey, they gave their permission to be re-contacted by another research organisation.

- If the respondent remembers answering questions on genomics for the BSA survey inform them that we are interested in how their views have changed over the past year.

Do **NOT** mention that the study is about measuring how information affects people's attitudes. It is vital that we record the respondents' natural responses to the films they may be shown. If we informed them that we want to assess their reaction to a film they may answer differently as they would otherwise. Some people do not like to think that their thoughts are easily influenced!

If the respondent is concerned about the confidentiality of the survey, stress that their personal details are kept in a separate data file to their responses and that their personal details are never sent to the University of Surrey or any other organisation.

Once you have gained the respondent's co-operation, ideally it would be best if you can carry out the interview in private. You could point out that there is quite a lot of reading out for you to do, and that both you and the respondent need to be able to concentrate. You can carry out the interview with other people around, but you must try to ensure that they do not "help" (or hinder!) during the questionnaire.

3.5 When to interview

As with all random probability surveys of this type – you will have to make a minimum of 5 attempts to contact the named respondent – 2 of which **MUST** be after 7pm or anytime at a weekend (telephone calls to the respondent do not count towards your 5 calls). Remember that different people have different lifestyles, so the best way to get 'difficult to contact' people is to vary the times and days of these visits. Therefore, it is advised that you start the assignment at the earliest opportunity, at the beginning of fieldwork.

3.6 Contact Sheet

As usual, there is a contact sheet for each sample name/address.

Front page

This contains the name of the sampled respondent – this is the person you need to contact and interview. **You can only interview the named person on the contact sheet.** The contact sheet also shows the address that is listed in the database for this person.

We have included the telephone number and/or mobile number of the respondent on the contact sheet. As a general rule, you should only phone these numbers after you have completed three personal visits to the address, to attempt to make contact. In all cases, you will still need to make at least 5 personal calls at the address, before coding as a “no contact” outcome.

The front page also includes:

Age and Sex – *these details may be helpful if we do not have the respondent’s full name*

Stable Address:

Telephone Number of Stable Address
Name of Contact at Stable Address
Relationship of Contact to Respondent

These details may help you if the named person has moved (see below for details)

Date of Wave 1 Interview – *use this to remind the respondent about the previous interview*

Area code, serial number, check sum and screen number – *to be used in electronic reporting and at the start of each interview*

Calls Record - Please make full notes of all calls at each address, making note of the date, day and time of visit. Remember to fill in the total number of calls and date of final visit when you have a final outcome for the address.

Page 2

Other information from previous survey – this will include any information that the National Centre interviewer recorded at the end of the previous interview.

Pages 2 and 3 - Movers

If the person has moved from the listed address (or in the case of non-contacts they may have moved but you will not necessarily know), please try to obtain details of the new address. This can be from:

- The new occupant of the listed address
- Neighbours or other local people near the listed address
- The Stable Contact
- Other people, e.g. local postman or post office

Please use your judgement as to how far to go in trying to obtain this information, but please note the following:

- Only make enquiries when you are at the address (i.e. don't make a special visit to try the neighbour)
- If the occupant at the listed address refuses to give the new address, do not then go onto the neighbours. Accept this refusal and do not ask further in the local area. However, the current occupant may just not know, in which case it is fine to approach neighbours
- Do not give the new occupant/neighbour any details about the survey or how the respondent came to be selected – just say that it is part of “a survey” you are conducting

If you can obtain a new address for a person, and that address is within your postcode area (e.g. W5), please attempt an interview at the new address. Calls made at the new address can be recorded on page 2 of the contact sheet.

If you obtain a new address and it is outside your postcode area, please make a note of this new address and contact the area office.

Stable Address

As well as the respondent's home address and telephone number, we have also included details for a “Stable Contact Person” on the Contact Sheet. This shows the name and telephone number of a friend or relative that respondents gave us to try, if we had trouble contacting them. Not all respondents have given us this information, so this may be blank on your sheet.

If you find that respondents have moved from their home address and there is a Stable Contact on the sheet, you can telephone the Stable Contact, to try and get a new address for the named person. As with contacting neighbours or local people about a mover, do not give any details about the survey or how the respondent came to be selected – just say that it is part of “a survey” you are conducting.

Page 3 of the contact sheet has space to enter the contact details and new address information, if you obtain this. Also, please fully complete C2, C3 & C5 about how you tried to trace movers.

If you do not find a new address/only found a partial address and your Stable Contact could not provide you with a new address, please make a note of this and record outcome code 9. You can then return your completed contact sheet to Head Office.

Page 4 - Outcome codes

The codes should be familiar to you, they are standard Random Probability Codes. Please note the following codes:

Interim Code 22 – this code can be electronically reported as interim code whilst you are tracing a mover, it is not a final code

Code 8 – use this code when the respondent has moved and the new address you have obtained is outside of your assignment area

Code 9 – use this code when the respondent has moved and you have been unable to find a new address

Code 51 – use this code when a full interview has been completed

Page 5 – Notes page

Please record any relevant information about the address on this page. These notes can be very useful if the address is re-issued to a different interviewer.

4 QUESTIONNAIRE

There is one questionnaire script for this survey. It is called:

The Public understanding of Genomics

The main body of the questionnaire is split into the following sections:

1. Interest in, and knowledge of, Genomics
2. Attitudes towards genetic science
3. Quiz about genetics
4. Self-completion section
5. Response to the film*

* Will not be asked of respondents in the control group.

The questionnaire should last approximately 25 minutes, plus the film (if appropriate).

4.1 The film

For respondents not in the control group a short film will be played at the beginning of the interview. This film will be 6 minutes in length for sample group one and 9 minutes for sample group two.

4.2 Show cards

The majority of questions in this questionnaire carry show cards. Showcards must be used for all questions they are provided for. This is to ensure responses are comparable to the answers we have from the BSA survey questions on genomics.

Any introduction text that will appear should be read out in full to all respondents.

4.3 Question breakdown

Film

At the start of the interview, there will be a screen which tells you whether the respondent will be shown the film, and if so which version. If you do need to show the film, there will be an introduction for you to read out. Then turn the screen so that the respondent can see the screen, start the film, and make sure that the sound is at a suitable volume.

For the showing of the film it is important that the respondent is able to have a full view of the screen. As the film is over five minutes long it will help the respondent's concentration if you inform them of the approximate length of the film and recommend them to sit down for the viewing.

At the end of the film, there will be a screen for you to confirm whether the film has been played.

Section 1 – Interest in, and knowledge of, genomics

w2ginter-
w2gthink

SHOW CARDS provided for all questions. As many people feel strongly about genomic issues it is important that you approach the questions with an appropriate level of sensitivity. It is also important that you remain objective and do not enter into discussions with the respondents that may affect their responses.

Section 2 – Attitudes towards genetic science

w2gfeel –
w2gtrst4

Again, SHOW CARDS provided for all questions. These questions cover people's attitudes towards the possible future uses of genetic science. As some of these cover potentially controversial issues they should be treated with sensitivity. Avoid discussion with respondents about any question topics as it may affect their responses.

Section 3 – Quiz about genetics

w2gquiz1 –
w2gquiz4

The respondent must answer true or false. Once you have entered an answer, confirm that the respondent is happy with that answer before moving to the next question.

Reassure them that answers are confidential and no one will find out if they answered correctly. As this is a quiz you should keep your tone and expression neutral. You should not inform respondents of the correct answers (if you know them!).

Section 4 – Self-Completion Section

w2sc1 –
w2sc15

The respondent should administer this section by him/herself, unless they specifically request not to do this. Read out the introduction at the start of the section and code how the respondent wants to complete it. Respondents will need to understand how to enter their answers into the laptop, so help them if they have any questions on how to code their answers. They should have full access to the screen and their answers should not be seen by anyone else.

Section 5 – Response to the film

Qviewch-
Qintinc

Not asked of control group respondents. Read out Qhowchg and Qintinc; other questions use a showcard.

