



Department for
Digital, Culture
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National Citizen Service 2017 Evaluation

Technical report

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1. Background and introduction

1.1 Introduction

The Department for Digital, Media, Culture and Sport (DCMS) commissioned Kantar Public in 2017 to evaluate the impact of the National Citizen Service (NCS) programmes in summer and autumn 2017. This evaluation includes a value-for-money assessment conducted by London Economics.

In line with previous evaluations of the programme, the 2017 evaluation aimed to measure the programme's impact on three outcome areas:

- social cohesion
- social mobility
- social engagement

It also sought to assess whether NCS represents good value-for-money.

This report outlines the technical details of the longitudinal baseline and follow-up surveys and the value-for-money analysis conducted by Kantar Public in partnership with London Economics on the 2017 summer and autumn programmes.

1.2 Background

NCS is a youth programme aiming to improve social mobility, social cohesion, and social engagement. The programme seeks to bring together young people aged 15 to 17 from different backgrounds to develop their personal and social skills, and community engagement. NCS was fully launched in 2013 and is managed by the NCS Trust, a community interest company supported by government funding.¹ Since NCS was fully launched in 2013, more than 480,000 young people have taken part. The programme has grown each year, and in 2017, 98,733 young people took part in the programme. In England, 82,517 young people took part in NCS in the summer², 13,762 took part in autumn and 2,454 took part in spring.³

Structure and delivery of the programme

All 16 and 17-year-olds across England and Northern Ireland are eligible to participate in NCS. The programme involves groups of 12 to 15 young people completing a series of activities lasting up to four weeks. This includes an outdoor residential phase aimed at building teamwork, a phase for participants to learn life skills, and a community-based social action project in which young people build their understanding of issues in their local community and work together to find ways to have a positive social impact.

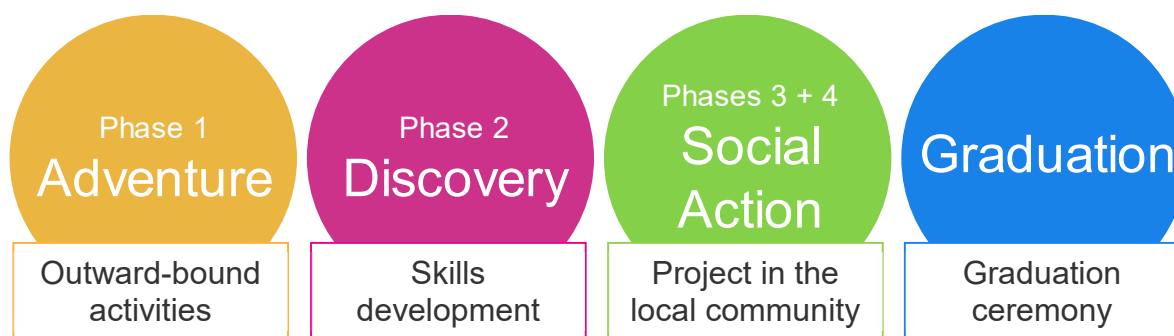
¹ In 2018 NCS transitioned from a community interest company to a royal charter body.

² This includes 11,863 young people who took part in 3-week courses.

³ These figures exclude Northern Ireland. In Northern Ireland 451 young people took part in 4-week programmes in 2017.

Since 2011, the structure of NCS has undergone several refinements based on evidence from pilot and test programmes. The main structure of NCS in 2017 is outlined in Figure 1 below.

Figure 1 NCS programme structure



Both the summer and autumn programmes included all phases, although the exact timings of delivery varied across regions and seasons. Summer programmes largely took place during the school summer holidays, while the autumn programmes took place over a few weeks during and after the autumn half-term holidays in October and November.

NCS has been delivered over three seasons since 2012: spring, summer, and autumn. This seasonal model recognises that not all young people will find it easy - for a variety of reasons - to attend the programme in the summer. Seasonal delivery is therefore one way of maximising the accessibility of the programme.

Table 1 summarises the differences between the programmes in summer and autumn.

Table 1 Programme overview

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

1.3 Evaluation methodology overview

The evaluation followed a similar approach to previous years. In 2017 all NCS participants taking part in NCS residential programmes in the weeks commencing July 31 and August 7 (summer) and October 13 and November 12 (autumn) were eligible for inclusion within the evaluation.

NCS participants on the programmes running during the weeks selected were invited to take part in a baseline survey and, if they agreed, later invited to complete a follow-up survey. In the same way, a comparison group of young people who had not taken part in NCS were invited to complete the baseline and follow-up surveys. The results from these surveys were analysed using a difference in difference approach and used to estimate the economic impact of NCS.

Baseline data collection happened simultaneously for the two groups. NCS participants were invited to fill out a self-completion paper questionnaire,⁴ which was distributed by providers before NCS activities began on the first day of the Phase 1 adventure residential programme. The comparison group was invited to complete a web survey with the same questions.⁵

The comparison group was mainly composed of young people who had previously expressed interest in NCS but did not take part. This was complemented with a boost sample of young people from online panels.

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

Kantar Public is certified to ISO 20252 (the International Standard for Market, Opinion and Social Research), ISO 9001 (the International Process Standard for Service Companies) and ISO 27001 (the International Standard for Information Security). All research was carried out in compliance with these standards and in line with The UK Data Protection Act 2018, the MRS and ESOMAR codes of conduct, and the Government Social Research ethics guidance⁶.

⁴ See Chapter 6

⁵ See Chapter 6

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

1.4 Value-for-money

Methodology, caveats and interpretation

The value-for-money analysis was conducted in line with the principles of the HM Treasury Green Book and sought to monetise the resource costs and a selection of the benefits associated with NCS. In line with the 2016 evaluation, 'full costs' were included.

However, as in previous evaluations, it has not been possible to assess and monetise all of the possible benefits of the programme, including longer-term benefits to young people who took part in the programme and any benefits to parents/guardians and the workforce that deliver the programme. Consequently, this value-for-money assessment focuses only on the value of the NCS programme's impact on young people's volunteering, leadership skills and well-being, and therefore is highly likely to undervalue the full benefit of the programme.

Due to continual improvements in the methodologies used to assess the value-for-money of the programme, the 2017 figures should not be compared directly with previous evaluation reports.

Note that there has been one important methodological adjustment between the 2016 and 2017 evaluation. Because of the timing of the fieldwork in 2017, both Standard and College model autumn participants were surveyed (unlike in 2016, when College model participants were largely excluded from the survey because fieldwork took place during half-term)⁷. The effect of this change is to increase both the associated benefits and costs associated with the 2017 NCS programme (compared to the 2016 Autumn programme); however, as the change in both costs and benefits are in the same proportions, the estimates of the various benefit to cost ratios are unchanged.

Alternative approaches

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

1.5 Evaluation outcome measures

The outcome measures for the evaluation were consistent with previous years and were grouped into the four outcome areas shown in Table 2. In the 2017 evaluation report, these have been grouped into three overall social objectives - social mobility, social cohesion and social responsibility.

⁷ While it is possible that a small number of College model participants were included in the 2016 survey the numbers are likely to have been so small that any impact on analysis would be negligible.

Table 2 NCS outcome areas and social objectives

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

1.6 Impact analysis

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

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

2. Baseline surveys

2.1 Participant surveys

Kantar Public collected data from participants in the summer and autumn programmes using a 12-page paper self-completion questionnaire booklet. The questionnaire included questions to measure the evaluation outcomes. It also included questions to collect demographic information, permission for re-contact and data linking, and contact details. The questionnaire was the same for summer and autumn programmes, with the exception of seasonal references and two questions asked about motivations in the autumn questionnaire.⁸

Kantar Public reviewed the questionnaires with the Office for Civil Society and the NCS Trust at the start of the evaluation. A number of questions were removed or changed to better capture some outcomes. The majority of outcomes were measured using the same questions as in 2016. All questionnaires are included in Chapter 6 of this report.

2.1.1 Sample

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

In 2017 NCS participants taking part in NCS residential programmes in the weeks commencing July 31 and August 7 were eligible to take part with the exception of participants on 3-week programmes who were largely excluded from the survey. During the fieldwork period the majority of 3-week programmes took place in one region (WM2) this was therefore excluded from the survey. In the second week of fieldwork 3 and 4-week programmes ran simultaneously in some regions. While questionnaires were distributed according to the number of 4-week participants expected, it is possible that some 3-week participants were included in the survey. They are likely to make up a very small proportion of the overall participants surveyed.

In the autumn programme all participants in programmes taking place between October 13 and November 17, 2017, were invited to take part. Unlike in 2016, the 2017 autumn fieldwork period extended beyond half term which means College model participants were included in the survey.

The NCS Trust provided a breakdown by region of the expected number of young people to attend the programme during these weeks. Based on this number, Kantar Public printed and despatched questionnaires to the prime organisations, who then distributed them to

⁸ These questions were included for a separate project commissioned by the NCS Trust and are not reported on in this evaluation.

their local delivery partners. Providers were instructed to give questionnaires to all participants during the defined fieldwork period. In case there were more young people than anticipated attending, Kantar Public instructed local delivery partners to take a complete census approach in the first fieldwork week and invite all NCS participants to take part. Kantar Public then asked that in the second week surveys were given to complete groups of participants until there were not enough questionnaires for a whole group to complete, at which point fieldwork ended.

2.1.2 Fieldwork

Providers handed out the questionnaires on the first day of the Phase 1 adventure residential, before participants started any of the programme activities. This was to ensure that, as far as possible, participant baseline measures were not affected by early experiences of NCS. However, it is possible that baseline measurements were influenced by even the very early experiences associated with NCS, such as nervousness about going on NCS and being away from home, being in a new environment or being around unfamiliar people. It was made clear to participants that they could choose whether to complete the questionnaire or not.

Providers were given precise instructions about how to administer the survey, to ensure consistency across the programmes. Chapter 7 of this report includes the instructions that Kantar Public sent to delivery partners ahead of a detailed briefing call to ensure they fully understood their requirements and had the opportunity to ask any questions. The prime organisations were responsible for collecting completed questionnaires from their local delivery partners. When Kantar Public arranged for the collection of questionnaires, prime organisations were given the opportunity to provide feedback, by email or telephone, on the data collection process and highlight any notable issues experienced. In 2017 no issues were raised. Completed questionnaires were collected from the prime organisations by secure couriers.

2.1.3 Data processing

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

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

Datasets for both programmes were produced in IBM SPSS.

2.1.4 Re-contact and data linkage

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

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

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

Table 3 Baseline numbers of completed interviews – participant group

Season	Number of completed interviews	% of respondents who agree to re-contact	% of respondents who agree to data linking
Summer	12,499	57%	71%
Autumn	7,115	52%	71%

2.2 Comparison group surveys

For both the summer and autumn programmes, the questionnaire used for the comparison group was nearly identical to the participant survey, with some appropriate wording tweaks to ensure the questions remained relevant. The autumn questionnaire included two questions about motivations for NCS participants that were not present in the questionnaire for the comparison group. These questions were for a separate project by NCS Trust and are not a part of this evaluation.

2.2.1 Sampling

The target sample size for the comparison group overall (completing the follow up survey) was approximately 2,000. This figure was based on the numbers achieved for the 2016 evaluation, and the estimated number of participant interviews. For both the summer and autumn programmes, the comparison group was initially drawn from a database of young people held by the NCS Trust. These young people had expressed interest in participating in NCS and agreed to be re-contacted but had chosen to not sign up or attend the programme (referred to as EOI sample). This was the same methodology used in 2015 and 2016, based on the rationale that this sample would be more similar to the participants than a representative sample of young people from the same age group.

Summer

In the summer evaluation, the NCS Trust sent Kantar Public 126,814 records from this database: 96,814 records were randomly selected for the summer programme evaluation, and the remaining 30,000 were kept for the autumn evaluation.

In order to achieve the target number of interviews, it was necessary to boost the EOI cases with additional sample. Therefore, this group was complemented with a sample of young people from an online panel. The online panel sample was drawn from trusted panel partners, who regularly verify the identities of their panellists. A screening question was included to ensure the young person had not completed NCS. All panel respondents were aged 16 or 17.

Even with the EOI and the online panel, there was still a risk that the target was not achievable. Given this, Kantar Public proposed trialling the inclusion of additional sample to establish if this was a feasible option for boosting the numbers of young people in the comparison group. To this end, a lifestyle sample of 8,000 parents of 16- and 17-year-olds was purchased. These parents were asked to pass the survey invitation onto their child. This approach had not been previously tested, and therefore a response rate was not estimated.

In the summer evaluation, 999 of these records were contacted, and 7,001 were retained for the autumn evaluation. These could only be contacted once, and hence, did not receive any reminders. In these cases parents were emailed a link to the survey, or sent a letter with login details, and asked to pass on the link or the details for the survey to their 16- or 17-year-old.

Autumn

The comparison group for the autumn similarly consisted of a mix of EOI sample, online panels and lifestyle sample. The 30,000 EOI records retained from the summer sample were complemented with an additional 11,689 records delivered by the NCS Trust ahead of fieldwork.

Achieved numbers for each sample type at the baseline are shown in Table 5, and for the final number of follow up interviews achieved see Table 8. In total, the comparison group comprised 1,990 young people, just 0.5% below the initial target.

As detailed in Table 5, the lifestyle sample was not found to be an effective means of supplementing the comparison group sample. The fact that respondents could only be contacted once and that parents were required to pass the survey details on to their 16-or-17-year old is likely to be the cause of this. In addition, due to a technical error, whereby the survey was not accessible through the link provided, only a small proportion of the lifestyle sample were able to access the autumn baseline survey. Consequently, the lifestyle sample response rate was even lower for autumn than for summer.

2.2.2 Fieldwork

The comparison group were invited to complete the survey online at both time points, over a fieldwork period of six weeks. The fieldwork dates are shown in Table 4. To help boost response rates, survey respondents were given the opportunity to enter a prize draw for a £500 Amazon voucher.

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

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

Table 4 Fieldwork dates for the 2017 baseline - comparison groups

Season	Sample type	Fieldwork start	Fieldwork end
	EOI sample	July 31	September 11
	Lifestyle sample	July 31	September 11
	Panel sample	August 11	September 4
Autumn	Participant sample	October 13	November 17
	EOI sample	October 16	November 27
	Lifestyle sample	October 16	November 27
	Panel sample	November 1	November 18

2.2.3 Response

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

Table 5 Baseline survey interviews achieved – comparison group

Season	Sample type	Respondents (n)	% of respondents who agree to re-contact	% of respondents who agree to data linking
Summer	EOI sample	3,764	61%	64%
	Panel sample	301	not applicable	68%
	Lifestyle sample	33	70%	76%
Autumn	EOI sample	2,163	72%	72%
	Panel sample	980	not applicable	64%
	Lifestyle sample	38	74%	68%

3. Follow-up surveys

All participants and comparison group young people who responded to the baseline survey and agreed to be re-contacted were invited to take part in a follow-up survey three months later. Both the participant and comparison groups completed the same online survey. However, the survey used routing to ask NCS participants an extra set of questions about their experience of NCS. Kantar Public reviewed this set of questions together with the Office for Civil Society and the NCS Trust ahead of the fieldwork period. A small number of changes were made as a result of this. The full questionnaire is included in Chapter 6.

3.1 Sampling

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

Table 6 Distribution of the issued follow-up sample

		Participant		Comparison	
		Summer 17	Autumn 17	Summer 17	Autumn 17
Age	16 years and under	87%	68%	78%	68%
	17 years and over	8%	25%	11%	25%
	Missing	5%	6%	11%	7%
Gender	Male	37%	43%	31%	35%
	Female	59%	54%	69%	65%
	Missing	4%	3%	^	^
Ethnicity	White	67%	55%	71%	71%
	Asian	13%	21%	12%	14%
	Black	8%	11%	8%	7%
	Mixed	5%	6%	7%	5%
	Other	2%	3%	2%	3%
	Missing	5%	4%	^	^
Free School Meals (FSM) ⁹	Yes	15%	18%	14%	17%
	No	74%	70%	75%	73%
	Missing	12%	12%	11%	10%
Religion	No religion	54%	41%	51%	51%
	Christian	31%	32%	33%	31%
	Muslim	8%	18%	11%	13%
	Hindu	2%	3%	1%	2%
	Sikh	1%	1%	1%	1%
	Jewish	^	^	^	1%
	Buddhist	1%	1%	^	1%
	Any other religion	1%	1%	1%	1%
	Missing	2%	2%	^	^

Base: summer participants (7,121), autumn participants (3,730), summer comparison group (2,301), autumn comparison group (1,586) ^ Indicates a figure of less than 1%

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

3.2 Fieldwork

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

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

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

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

Table 7 Fieldwork dates for the 2017 follow-up survey

Season	Sample type	Fieldwork start	Fieldwork end
Summer	Participants	October 23	January 3
	EOI sample	October 23	January 3
	Lifestyle sample	October 23	January 3
	Panel sample	November 14	December 15
Autumn	Participants	January 16	March 9
	EOI sample	January 16	March 9
	Lifestyle sample	January 16	March 9
	Panel sample	January 25	February 25

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

3.3 Survey exclusions

A small number of comparison group respondents (3) were removed for completing the survey too quickly or giving a flat-lined response.¹⁰

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

3.4 Data processing

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

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

3.5 Response

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

Response rates are based on the total number of completes achieved from the issued sample. All those who completed the baseline survey and consented to be re-contacted for the follow up were invited to complete the follow-up.

Table 8 Completed follow-up interviews achieved

Season	Type	Issued	Completes (n)	Response rate
Summer	Participants	7,079	1,870	26%
	EOI sample	2,278	645	28%
	Lifestyle sample	23	8	35%
	Panel sample	301	211	70%
Autumn	Participants	3,730	1,202	32%
	EOI sample	1,558	529	34%
	Lifestyle sample	28	13	46%
	Panel sample	980	584	60%

4. Weighting and impact analysis

4.1 Weighting

Kantar Public first weighted the participant group to be representative of 2017 NCS participants in terms of age, gender and regional provider, using information provided by the NCS Trust.¹¹ This weight adjusted for any differential non-response of participant subgroups with respect to these characteristics, and was used to analyse the experiences of NCS participants (this is discussed in the second chapter of the main 2017 NCS evaluation report).

Kantar Public then weighted the comparison group to be equivalent to the NCS participant group through propensity score matching (PSM). Using baseline survey variables, Kantar Public fitted logistic regression models predicting respondents' likelihood of having taken part in NCS (i.e. being in the participant group). The outcomes from these models were then used to calculate a weight to make the comparison group as similar as possible to the participant group. The objective here was to, as far as possible, account for any baseline differences between the participant and comparison groups. This allows greater confidence in attributing any change detected between baseline and follow-up surveys to the effect of taking part in NCS.

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

Kantar Public considered all variables collected in the baseline survey, for inclusion in the models to account for differences in the profiles of the comparison and participant groups and any prior differences in attitudes or behaviour:

- demographic characteristics – such as age, religion, eligibility for free school meals, disability status¹²
- geodemographic variables (where available) – ACORN category of respondent's address, quintiles of Indices of Multiple Deprivation (IMD)¹³

¹¹ A profile of 2017 NCS participants for the summer and autumn programmes can be found in the first chapter of the main report. The population figures used for weighting exclude summer participants on 3-week programmes but include autumn College model participants.

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

¹³ ACORN is a geodemographic segmentation developed by CACI that classifies individuals into one of six categories based on where they live. ACORN is based on a wide range of data sources including the UK Census, The Land Registry and large scale surveys. For more information, please see <https://acorn.caci.co.uk/downloads/Acorn-Technical-document.pdf>. The Index of Multiple Deprivation (IMD) is the official measure for local area-level deprivation in England. Deprivation is defined according to government

- reported behaviour and activities prior to the programme – for example, taking part in youth groups, ways in which respondents helped others, alcohol consumption
- attitudes – for example, trust in others, how comfortable the respondent was with a friend/relative going out with someone from a range of different backgrounds

Eligibility for free school meals, religion and, where available, geodemographic variables (ACORN category and IMD quintiles¹⁴) were included in all of the final models. Other variables were only included where they had a significant association with participation in NCS, in other words, where they represented a significant difference between the NCS participant group and the comparison group. Consistent with earlier evaluations, Kantar Public used religion and not ethnicity, given the high correlation between the two variables.

Tables 9 to 11 show the logistic regression propensity models for this matching process for the summer programme. Table 12 gives the profile across certain key demographic variables of the participant and comparison groups before and after matching.

4.2 Impact analysis

Impact was assessed through difference in difference analysis (DiD). Kantar Public compared the level of change for participants between the baseline and follow-up surveys to the corresponding level of change for the comparison group. The difference between these two levels of change is the impact attributed to participation in NCS. Impact estimates were tested based on OLS regression using a two-tailed t-test. Only statistically significantly different results ($p < 0.05$) are reported in the main findings report, but all estimates are included in the appendix.

statistics across a variety of domains including income, employment and crime. For further information, please see

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/464485/English_Indices_of_Deprivation_2015_-_Technical-Report.pdf.

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

	Coefficient	SE	Lower	Upper	sig.
Constant	0.193	0.767	-1.314	1.700	0.801
Free school meals					
Eligible	-0.289	0.347	-0.971	0.393	0.405
IMD					
Most deprived	0.928	0.425	0.093	1.763	0.030
Second quintile	-0.029	0.401	-0.816	0.758	0.942
Third quintile	0.300	0.318	-0.325	0.925	0.345
Fourth quintile	-0.239	0.307	-0.842	0.364	0.437
Least deprived	0.000	0.000			
Acorn					
Affluent achievers	0.288	0.426	-0.549	1.124	0.500
Rising prosperity	0.381	0.496	-0.594	1.356	0.443
Comfortable communities	-0.019	0.383	-0.771	0.733	0.961
Financially stretched	0.006	0.358	-0.697	0.709	0.987
Urban adversity	0.000	0.000			
Religion					
No religion	0.487	0.311	-0.123	1.097	0.117
Christian	0.596	0.325	-0.042	1.234	0.067
Other	0.000	0.000			
Help given outside the family in the last three months					
Baby sitting or caring for children	0.531	0.256	0.029	1.033	0.038
Helping out in some other way	0.844	0.243	0.367	1.321	0.001
NOT helped in any of these ways	0.959	0.270	0.428	1.490	0.000
I would know how to deal with a problem in my local area if I wanted to					
Strongly agree	-0.634	0.363	-1.347	0.080	0.082
Agree	-1.024	0.263	-1.540	-0.508	0.000
Neither/DK/REF	-0.733	0.287	-1.296	-0.169	0.011
Strongly disagree/disagree	0.000	0.000			
Young person's current activity					
Paid work	-0.876	0.265	-1.395	-0.356	0.001
Staying at home for another reason	-0.864	0.398	-1.646	-0.082	0.030
When solving a problem, I try to think of as many solutions as possible					
Strongly agree	1.205	0.289	0.638	1.773	0.000
Agree	0.310	0.238	-0.158	0.777	0.194
Strongly disagree/Disagree/Neither/DK/REF	0.000	0.000			
Whether young person is comfortable with a friend or relative going out with someone who is...					
Disabled	-0.130	0.051	-0.230	-0.030	0.011
Alcohol consumption					
None/DK/REF	0.646	0.297	0.064	1.229	0.030

	Coefficient	SE	Lower	Upper	sig.
1-6 units in last week	0.826	0.344	0.150	1.503	0.017
7+ units in last week	0.000	0.000			
Age					
Under 16 yrs 3 months	-1.761	0.306	-2.362	-1.159	0.000
16 yrs 3 months to 16 yrs 6 months	-1.872	0.330	-2.520	-1.224	0.000
16 yrs 6 months to 16 yrs 9 months	-1.839	0.326	-2.480	-1.198	0.000
16 yrs 9 months to 17 yrs	-0.639	0.354	-1.334	0.056	0.072
17 yrs or above	0.000	0.000			

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

	Coefficient	SE	Lower	Upper	sig.
Constant	1.055	0.644	-0.208	2.319	0.102
Free school meals					
Eligible	0.193	0.221	-0.241	0.626	0.383
IMD					
Most deprived	-0.264	0.292	-0.836	0.308	0.365
Second quintile	-0.392	0.257	-0.895	0.112	0.127
Third quintile	-0.306	0.245	-0.786	0.174	0.212
Fourth quintile	-0.082	0.213	-0.499	0.336	0.701
Least deprived	0.000	0.000			
Acorn					
Affluent achievers	-0.559	0.285	-1.117	0.000	0.050
Rising prosperity	-0.333	0.339	-0.999	0.333	0.327
Comfortable communities	-0.510	0.252	-1.004	-0.016	0.043
Financially stretched	-0.010	0.234	-0.470	0.450	0.965
Urban adversity	0.000	0.000			
Religion					
No religion	0.073	0.217	-0.353	0.500	0.735
Christian	0.479	0.230	0.029	0.930	0.037
Other	0.000	0.000			
Age					
Under 16 yrs 3 mnths	-1.626	0.350	-2.313	-0.939	0.000
16 yrs 3 mnths - 16 yrs 6 mnths	-1.276	0.356	-1.975	-0.577	0.000
16 yrs 6 mnths - 16 yrs 9 mnths	-1.519	0.357	-2.219	-0.819	0.000
16 yrs 9 mnths - 17 yrs	-0.826	0.343	-1.499	-0.152	0.016
17 yrs or above					
Help given outside the family in the last three months					
Help in some other way	0.795	0.151	0.499	1.090	0.000
I feel able to have an impact on the world around me					
Strongly agree	-0.719	0.288	-1.284	-0.154	0.013
Agree	-0.867	0.219	-1.296	-0.439	0.000
Neither/DK/REF	-0.784	0.220	-1.215	-0.352	0.000
Strongly disagree/Disagree	0.000	0.000			

	Coefficient	SE	Lower	Upper	sig.
I feel a sense of responsibility for my local community					
Strongly agree	0.219	0.320	-0.407	0.846	0.493
Agree	-0.619	0.241	-1.092	-0.147	0.010
Neither/DK/REF	-0.675	0.241	-1.147	-0.203	0.005
Strongly disagree/Disagree	0.000	0.000			
Young person's current activity					
Studying for GCSEs	-0.609	0.285	-1.167	-0.050	0.033
Paid work	-0.773	0.189	-1.143	-0.403	0.000
Looking after the home of children	-0.584	0.206	-0.988	-0.181	0.005
Staying at home for another reason	-0.845	0.350	-1.532	-0.159	0.016
Studying AS or A levels in a sixth form or college	0.917	0.326	0.278	1.556	0.005
Something else	-1.216	0.337	-1.877	-0.556	0.000
I think about both long term and short term consequences when I work through problems					
Strongly agree	0.381	0.210	-0.031	0.794	0.070
Agree	0.614	0.180	0.260	0.968	0.001
Strongly disagree/Disagree/Neither agree nor disagree/DK/REF	0.000	0.000			
I can usually tell if someone says one thing but means another					
Strongly agree	0.669	0.213	0.250	1.087	0.002
Agree	0.419	0.172	0.081	0.757	0.015
Strongly disagree/Disagree/Neither agree nor disagree/DK/REF	0.000	0.000			
I am able to see things from the other person's point of view					
Strongly agree	0.809	0.211	0.396	1.222	0.000
Agree	0.096	0.187	-0.271	0.464	0.607
Strongly disagree/Disagree/Neither agree nor disagree/DK/REF	0.000	0.000			
Comfortable with friend/relative going out with someone from a different					
Race or ethnicity to you	0.208	0.069	0.073	0.344	0.003
Religious background to you	-0.219	0.059	-0.335	-0.103	0.000

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

	Coefficient	SE	Lower	Upper	sig.
Constant	0.198	0.720	-1.218	1.613	0.784
Help given outside the family in the last three month					
Taking care of someone who is sick or frail	-1.117	0.447	-1.995	-0.240	0.013
Helping out in some other way	1.487	0.252	0.993	1.982	0.000
I feel able to have an impact on the world around me					
Strongly agree	-0.717	0.470	-1.640	0.207	0.128
Agree	-1.520	0.338	-2.185	-0.855	0.000
	Coefficient	SE	Lower	Upper	sig.

Neither/DK/REF	-0.878	0.356	-1.577	-0.178	0.014
Strongly disagree/Disagree	0.000	0.000			
Young person's current activity					
Paid work	-0.826	0.336	-1.487	-0.165	0.014
Looking after the home or children	-0.717	0.312	-1.330	-0.103	0.022
Apprenticeship	-1.175	0.553	-2.262	-0.088	0.034
Something else	-1.410	0.464	-2.322	-0.497	0.003
I think about both long term and short term consequences when I work through problems					
Strongly agree	0.692	0.349	0.005	1.378	0.048
Agree	0.975	0.289	0.408	1.542	0.001
Strongly disagree/Disagree/Neither agree nor disagree/DK/REF	0.000	0.000			
I get along with people easily					
Strongly agree	1.130	0.362	0.418	1.841	0.002
Agree	0.334	0.282	-0.219	0.887	0.236
Strongly disagree/Disagree/Neither agree nor disagree/DK/REF	0.000	0.000			
Trust in others					
Most people can be trusted	-1.063	0.392	-1.833	-0.293	0.007
It depends/DK/REF	-0.081	0.276	-0.624	0.462	0.770
You can't be too careful in dealing with people	0.000	0.000			
Whether young person is comfortable with a friend or relative going out with someone who is					
From a richer or poorer background to you	0.232	0.082	0.071	0.393	0.005
Gay or lesbian	-0.165	0.064	-0.290	-0.040	0.010
Limiting illness / disability					
Yes has limiting illness / disability	1.554	0.405	0.758	2.349	0.000
Age					
Under 16 yrs 3 mnths	-1.644	0.418	-2.465	-0.823	0.000
16 yrs 3 mnths - 16 yrs 6 mnths	-1.182	0.418	-2.004	-0.361	0.005
16 yrs 6 mnths - 16 yrs 9 mnths	-1.340	0.408	-2.142	-0.538	0.001
16 yrs 9 mnths - 17 yrs	-0.562	0.455	-1.456	0.331	0.217
17 yrs or above	0.000	0.000			
Wt_Gender					
Male	-1.126	0.264	-1.646	-0.607	0.000

Table 12 Demographic profile of summer participant and comparison groups before and after matching

	Participants¹⁵	Comparison group (unweighted)	Comparison group (after PSM)
Gender			
Female	57%	71%	60%
Male	40%	29%	40%
DK/REF	3%	<1%	<1%
Age			
Up to 16 years 6 months	55%	35%	53%
16 years 6 months up to 17 years	38%	33%	39%
17 years or above	7%	32%	8%
Eligibility for FSM			
Eligible	13%	13%	14%
Not eligible	76%	76%	73%
DK/REF	11%	11%	13%
Religion			
No religion	54%	49%	57%
Christian	31%	35%	31%
Other/DK/REF	15%	16%	12%
IMD			
Most deprived quintile	16%	22%	17%
Second quintile	20%	18%	20%
Third quintile	20%	17%	19%
Fourth quintile	22%	21%	24%
Least deprived quintile	22%	22%	21%
Young person's current activity			
Studying GCSEs	86%	64%	86%
Studying AS/A levels	7%	30%	8%
Studying for other qualification	7%	6%	6%
Apprenticeship, or similar type of training or work experience	5%	3%	3%
Paid work	22%	15%	19%
Unpaid voluntary help or community work	17%	14%	13%
Looking after home or children	16%	8%	12%
Caring for friend or family member	12%	6%	8%
Staying at home for another reason	9%	4%	7%
Something else	10%	4%	5%

¹⁵ Weighted to be representative of 2017 summer participants, with respect to age, gender and regional provider.

5. Value-for-money

The value-for-money analysis was conducted in line with the principles of the HM Treasury Green Book and sought to monetise (as far as possible) the resource costs and benefits associated with the scheme. The analysis is comparable to the approach adopted in the 2016 evaluation of the National Citizen Service (NCS).

As with previous evaluation work, this assessment of benefits does not look at longer term outcomes associated with the programme, and only examines a small number of the short-term benefit to young people who took part in the programme. In addition to the benefits accrued by young people, there are also likely to be significant short and longer-term benefits of NCS to parents/guardians and the workforce that deliver the programme. As the current value-for-money assessment only focuses on a small number of short-term benefits to young people themselves, it is highly likely to undervalue the full benefit of the programme.

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

- The first approach (Approach 1) is a similar approach as that adopted in the evaluation of the 2015 NCS programmes¹⁶. It focuses primarily on calculating the monetary value of increased lifetime earnings among NCS participants due to enhanced **leadership skills** as well as the value of additional hours spent **volunteering** by NCS participants; and
- A complementary approach (Approach 2) estimates the monetary value associated with the impact of NCS on **wellbeing** based on self-reported life satisfaction scores. This approach is based on a replication of a separate analysis of the value associated that was undertaken in relation to the 2015 and 2016 NCS programmes.¹⁷

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

Approach 1

Leadership skills

- A.** The impact analysis presented in the main report demonstrated that the NCS was associated with an 18.2% impact on improved leadership skills¹⁸ in summer 2017 and 15.0% impact in autumn 2017.

¹⁶ Ipsos MORI (2017), "National Citizen Service 2015 Evaluation: Main report". Available at: <https://wearencs.com/our-objectives-and-impact>

¹⁷ Jump x Simetrica (2017), "If you could bottle it...A wellbeing and human capital value-for-money analysis of the NCS 2015 programme". Available at: https://wearencs.com/sites/default/files/2018-10/NCS%20Wellbeing%20and%20Human%20Capital%20Valuation%20-%20Jump_0.pdf

¹⁸ As described in the main report, in the value-for-money analysis, the survey question used to assess leadership skills was: Q10 How do you feel about the following things, even if you have never done them before...? (a) Meeting new people; (c) Working with other people in a team; (d) Being a leader of a team; (e)

- B. The existing literature¹⁹ suggests that leadership skills can improve the present value of lifetime earnings by between 2.1% and 3.8%, holding other factors constant. London Economics assume that these earnings premia are the lower and upper bounds respectively, with the central estimate standing at 2.95%.
- C. The central estimate of the present value of lifetime earnings was £616,200.^{20 21}
- D. There were 70,654 participants of the 4-week summer programme and 13,762 participants in the autumn programme.
- E. An individual who attains leadership skills is likely to earn more because of those skills directly, but also because those skills will typically help him or her gain a higher level of education, which is also associated with higher earnings. In order not to double-count these two confounding effects, and following the approach adopted in previous evaluations for comparability, a 20% discount rate is applied.

As presented in Table 13, the estimated effect of NCS participation on leadership measures is relatively large. In particular, the analysis suggests that the relative increase in the proportion of participants indicating a gain in leadership skills was between 17 and 19 percentage points depending on gender (in summer 2017). This finding has been identified consistently in previous evaluations (for instance, between 16 and 21 percentage points in 2016).

The average **effect size** across the four measures of leadership is approximately 0.4 (NCS participants possess 'leadership skills' that are 0.4 standard deviations higher than they would have been without the programme). The approach adopted here implicitly assumes an effect size of less than half of this (a 1 standard deviation change in leadership skills applied to 18.2% of participants, which equates to an effect size of 0.18). This means that we have taken a conservative approach in relation to including all the estimated benefits in the value for money analysis.

To monetise this impact we rely on external econometric analysis linking perceived changes in leadership skills and earnings outcomes later in life and the assumption that the leadership impact persists over the working life (Kuhn and Weinberger (2005)).

While the persistency of the leadership effect is a relatively strong assumption, there are also a number of issues in respect to the academic findings on which this analysis is based (in particular, whether the current cohort of NCS participants are really comparable to the individuals in the original analysis). However, in the absence of other evidence, and

Explaining my ideas clearly. The proportion of participants who gained leadership skills was calculated as the simple average of the proportion of participants who improved on each of these four criteria.

¹⁹ Kuhn P., and Weinberger C., (2005), "Leadership Skills and Wages", *Journal of Labour Economics*, Volume 23, Number 3, July 2005.

²⁰ Department for Business Innovation & Skills (2013), "The impact of university degrees on the lifecycle of earnings; some further analysis". BIS Research Paper No, 112. Original estimates updated to account for inflation.

²¹ In previous evaluations (for instance the 2015 evaluation of NCS), the authors used estimates of the net graduate premium and net Exchequer benefit associated with undergraduate degree level qualifications (See footnote 20) weighted by the proportion of men and women in the cohort (assuming a non-completion rate of 9%). However, given that this estimate aggregates across both genders, in the sensitivity analysis, we estimate alternative measures of the net graduate premium and net Exchequer benefit by gender.

in part to ensure consistency with earlier evaluations, we have adopted the same estimates of leadership effects on lifetime earnings.

In the 2015 NCS evaluation, the authors refer to the underpinning Kuhn and Weinberger (2005) analysis, where the wage effect is estimated to be approximately 3%, and indicate that 20 percent of the effects of leadership skills on earnings were mediated by further and higher education. To avoid the misattribution of improved earnings to improvements in leadership (solely), the gross impact of leadership on lifetime benefits are adjusted accordingly. London Economics follow the same approach in the baseline analysis for consistency.

The monetised impact per participant was estimated to be approximately £2,650 per summer participant in 2017. The total value of leadership skills is the product of these five stages (table 13).

Table 13 Summary of value-for-money assessment for leadership skills (Baseline Approach 1)

Factors	Description	Values
A	Proportion of participants who gained leadership skills	18.2% for summer, 15.0% for autumn
B	Lower/central/upper bound effect	Lower bound: 2.1% Central estimate: 2.95% Upper bound: 3.8%
C	Present value of lifetime earnings	£616,200
D	Number of participants	70,654 for summer, 13,762 for autumn
E	Discount to avoid double counting	Reduction of 20%
A*B*C*D*E	Total value of leadership	Product of all the above

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

Volunteering

During the NCS programme

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



- A.** There were 70,654 participants of the 4-week summer programme and 13,762 participants in the Autumn programme

- B.** The impact analysis presented in the main report demonstrated that the average **prior-level** of volunteering amongst NCS summer participants was 11.9 hours in a typical month and 10.9 hours amongst NCS autumn participants. With the average number of hours spent volunteering identified during the NCS programme itself standing at 30 hours, by subtraction, participants in the 2017 NCS programme volunteered an **additional** 18.1 hours as a result of the programme, with autumn participants contributing an **additional** 19.1 hours
- C.** The median wage rate associated with 16- to 17-year-olds derived from the 2016 Annual Survey of Hours and Earnings (April 2016) was £5.60 per hour

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

The total value of **volunteering** during the NCS period itself is the product of these three factors (and presented in Table 14). The total monetary impact was estimated to be £7.2 million in summer 2017 and £1.5 million in autumn 2017.

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

Factors	Description	Summer 2017 	Autumn 2017 
A	Number of participants	70,654	13,762
B	Additional volunteering hours supplied (30 hours minus baseline hours)	18.1	19.1
C	Median wage rate for 16-17-year-olds	£5.60	
A*B*C	Total	Product of all the above	

After the NCS programme

A two-year follow up evaluation of NCS 2013²² found that the impact of the programme lasted well beyond its lifetime, with significantly higher rates of volunteering observed up to

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

28 months after graduation. In particular, previous evaluation analysis²³ indicated that there is a persistent volunteering effect between three months and 15 months post completion – as well as a declining (but positive) incidence of volunteering up to 27 months post completion. The previous evaluation analysis indicates that there is no statistically significant impact after 28 months.

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

- A.** There were 70,654 participants of the 4-week summer programme and 13,762 participants in the autumn programme
- B.** Additional hours of volunteering: According to the three-month follow on survey for summer NCS 2017 participants, the average additional amount of volunteering hours supplied by participants, relative to the comparison group, was 5.9 hours per month. The 95% confidence interval around this estimate gives the lower and upper bounds of 2.5 and 9.3 hours per week, used in the ‘low’ and ‘high’ scenarios respectively. For the autumn programme, the central estimate was 6.7 hours per month, with a lower and upper bound of 3.7 and 9.7 hours, used in the ‘low’ and ‘high’ scenarios respectively (with the upper and lower bounds computed using a 95% confidence interval around the central estimate(s))
- C.** Rate of decline in hours volunteered: In the first 15 months post completion, London Economics have assumed that the level of volunteering activity remains constant (at the augmented level of volunteering identified in the three-month follow-up). In other words, the assumption is that the number of hours reported in the three-month follow-up survey remains constant over the subsequent 12 months (i.e. up to month 15)

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

- A.** In the ‘low’ scenario, the positive volunteering effects are assumed to end at this point (15-months post programme completion)
- B.** In the ‘central’ scenario, the effects are assumed to diminish at a constant rate, starting from month 16 of the post completion period, and falling to zero by the 27th month

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



- C.** In the 'high' scenario, the number of additional hours supplied also begins to decline in month 16; however, it is assumed that the rate of decline is marginally slower - falling to zero only in the 29th month of the post-programme period
- D.** Wage rate: In order to monetise the value of volunteering associated with the programme, each hour must be translated into a monetary value. London Economics do this by considering the opportunity cost of the individual's volunteer work (i.e. the wage the young person would have otherwise earned in employment). London Economics consider the median wage rate for a young person's age category to be the most accurate measure of this opportunity cost. The median pay reported in ASHE (undertaken in April 2017) was £5.60 for 16-17 year olds and £7.50 for 18-20 year olds

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

- A.** Over the first year after graduation, the impact calculations use the median wage rate for 16-17-year-olds of £5.50 per hour
- B.** The calculations for the impact during months 25-28 used the median wage rate for 18-20-year-olds of £7.50 per hour
- C.** To take account of some participants turning 18 in the second and third years following graduation from the NCS, an average of the two rates (£6.55 per hour) was applied to additional volunteering hours between month 13 and month 25
- D.** Economic analysis of streams of future benefits or costs requires discounting in order to make them comparable to benefits and costs accruing in the present. Following recommendations in HM Treasury's Green Book²⁴, the benefits in the first 12 months are not discounted. Thereafter, the social rate of time preference of 3.5% gives a discount factor of 0.9662 from month 12 to month 23 and 0.9335 from month 24 onward

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

Table 15 Summary of value-for-money assessment for volunteering hours supplied following the NCS programme (Approach 1)

Factors	Description	Summer 2017 	Autumn 2017 
A	Number of participants	70,654	13,762
B	Additional volunteering hours supplied (three month follow-up survey)	Lower bound: 2.5 per month Central estimate: 5.9 per month Upper bound: 9.3 per month	Lower bound: 3.7 per month Central estimate: 6.7 per month Upper bound: 9.7 per month
C	(Linear) Rate of decline in hours volunteered	Central estimate: Additional monthly hours supplied assumed to be the same as in three-month follow-up – and last for a further 12 months. Volunteering hours fall at a constant rate after the 15-month point until reaching zero by month 27	
D	Wage rate	£5.60 per hour in first 12 months, £6.55 in months 13 to 25, £7.50 in subsequent months	
E	Discount factor	Following HM Treasury Green book guidelines: 0.9662 after one year and 0.9335 after two years	
A*B*C*D*E	Total	Product of all the above	

Understanding costs and value for money

Value-for-money assessment: Approach 1



From information provided by the NCS Trust, the total delivery cost associated with providing the National Citizen Service programme to the 2017 cohort of participants was approximately £104.8 million in summer 2017 (excluding 3-week programme) and £16.7 million in autumn 2017.

In addition to these delivery costs, the NCS also provided information on the central costs associated with the operation and facilitation of the programme. However, there is a mismatch between the financial year in which these costs are accounted for against the calendar year in which the bulk of activity took place. Therefore, these costs from an accounting perspective have been re-allocated to align with the timing of NCS participant activity. The costs associated with the operations of the NCS Trust associated with programme participants were estimated to be £33.3 million in 2017. Note that this estimate relates to all programme participants – including those undertaking the spring programme and the 3-week summer programme and autumn College model. Given the spring programme participants and summer 3-week participants are not the focus of the


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

Therefore, in addition to the £104.8 million in delivery costs associated with the 4-week summer 2017 programme, an additional £23.9 million in NCS central and overheads costs were incurred (bringing the total cost of delivery to £128.6 million). Similarly, in addition to the £16.7 million in delivery costs associated, an additional £4.6 million in NCS central and overheads costs were incurred (bringing the total cost of delivery to £21.4 million).


Table 16 Cost information

Factors	Description	Summer 2017 	Autumn 2017 
A	Number of participants	70,654	13,762
B	Delivery Costs	£104.8m	£16.7m
C	NCST Central cost and overheads	£23.9m	£4.6m
D	Total costs	£128.6m	£21.4m

Given this information, the 2017 NCS programme costs used are as follows:

 Summer 2017: £128.6 million in total costs associated with 70,654 participants, equating to:



- a total cost of £1,821 on average per participant
- a delivery cost of £1,483 on average per participant

 Autumn 2017: £21.4 million in total costs associated with 13,762 participants equating to:

- a total cost of £1,555 on average per participant
- a delivery cost of £1,217 on average per participant

Given this information on costs, Table 17 presents the net benefit-cost ratios associated with the summer and autumn 2017 NCS programmes.

Table 17 Value-for-money assessment: summer and autumn 2017 NCS (Baseline Approach 1)

	Summer 2017 			Autumn 2017 		
	Low scenario	Central scenario	High scenario	Low scenario	Central scenario	High scenario
Leadership (£m)	£133.1m	£187.0m	£240.9m	£21.4m	£30.0m	£38.7m
Volunteering (£m)	£22.4m	£57.7m	£91.1m	£5.9m	£12.6m	£18.5m
Total net benefits (£m) ²⁵	£155.0m	£244.2m	£331.5m	£27.1m	£42.6m	£57.1m
Total costs (£m)	£128.6m			£21.4m		
Net benefit total Cost Ratio	1.20	1.90	2.58	1.27	1.99	2.67
Delivery costs (£m)	£104.8m			£16.7m		
Net benefit Delivery Cost Ratio	1.48	2.33	3.16	1.62	2.54	3.41

Note: The methodology used in calculating the above results is slightly different from that used in previous years and is therefore not directly comparable (in particular 2015).

Approach 2: Valuing the impact on wellbeing

The second approach is based on monetising the **wellbeing** impact of 2017 NCS using self-reported life satisfaction scores. This approach is distinct from Approach 1. The following monetisation is based on estimates of impacts three months following 2017 summer NCS.

The core of this approach (dating back to Fujiwara (2013)) is to establish a relationship between some measure of wellbeing and financial outcomes. In particular, the original analyses essentially assess the extent to which an individual's self-reported assessment of life satisfaction changes following a lottery win. In particular, using this approach, it is possible to assess how much financial compensation might be required following a reduction in wellbeing or life satisfaction, or how much income might need to be taken from an individual to 'compensate' for a positive change in wellbeing. This is the approach that is adopted to monetise the positive impact of the NCS on wellbeing.

²⁵ Note that there was a small means-tested contribution towards the costs associated with the NCS from parents of participants. The parental contribution expended by the Trust was deducted from the estimate of gross benefits (as this was a cost incurred to achieve the economic benefits associated with volunteering and leadership), and accounts for any totals that do not add up.

Description of Calculation

Using the same methodology as the previous Jump (2016) analysis assessing the monetary value of wellbeing, the following equation was used to calculate the value (i.e. CS or Consumer Surplus) associated with a change in wellbeing for the 2017 summer and autumn NCS programmes:

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

Understanding the calculation

To understand this equation (which is based off an analysis by Fujiwara (2013) and used by Jump (2017) to value wellbeing from the 2015 National Citizen Service,

- M^0 represents a measure of median household income
- $\exp[\ln(M^0) - (\beta_{NCS} / \alpha_1)]$ provides an indication of the **trade-off** between income and wellbeing – and essentially calculates the level of income and individual would be prepared to accept to achieve higher wellbeing or satisfaction, so
- **CS** represents the “Consumer Surplus” or amount of income that an individual would be prepared to give up from household income for a higher level of wellbeing, satisfaction or welfare.

The description of the various terms is presented in Table 18, with further explanation below

Table 18 Description of the elements of the wellbeing analysis

Element	Description	Value – Summer 2017	Value – Autumn 2017
M^0	Average income (British Household Panel Survey; 15-25 year olds)	£26,394	£26,394
β_{NCS}	NCS impact on life satisfaction: lower bound estimate	0.34	0.17
	NCS impact on life satisfaction: central estimate	0.53	0.38
	NCS impact on life satisfaction: upper bound estimate	0.73	0.60
α_1	The causal effect of a log-point change in household income on life satisfaction for an average individual (BHPS sample; 15-25 year olds) ²⁶	2.015 ²⁷	2.015
Calculations	β_{NCS}/α_1	0.17	0.19
	$\ln(M^0)$	10.18	10.18
	$\ln(M^0) - \beta_{NCS}/\alpha_1$	10.01	9.99

²⁶ This is calculated using lottery wins as an ‘instrumental variable’ for an increase in income.

²⁷ The value of α_1 reported by Jump (2016) is 1.282. However, this is adjusted to account for different scales used in the British Household Panel Survey and the NCS questionnaire. The BHPS asks about life satisfaction on a 7-point scale, whereas NCS uses an 11-point scale. To account for this we apply the following adjustment: $(\alpha_1)^{11/7}$ to get 2.0146.

	$e(\ln(M^0)-\beta(\text{ncs})/\alpha_1)$	22,295	21,856
	$M^0-e(\ln(M^0)-\beta(\text{ncs})/\alpha_1)$	£6,105	£4,537
CS	Compensating Surplus per participant: lower bound	£4,099	£2,136
	Compensating Surplus per participant: central estimate	£6,105	£4,537
	Compensating Surplus per participant: upper bound	£8,026	£6,798

To explain the calculations


- β_{NCS} represents the difference in the change in wellbeing identified in the analysis between NCS participants and non-participants (**0.53**).
- α_1 provides the link between changes in wellbeing and household income (and is a standard deviation estimated to be 1.28). The estimate is from the previous reports by Fujiwara (2013). This is scaled (by 7/11) because the scale in the NCS evaluation is different from the scale in original analysis. This results in the measure of α_1 being **2.015**. Essentially, this is saying that a move of 1.28 on a 7-point scale is the ‘same’ as a 2.015 move on an 11-point scale.
- $\beta_{\text{NCS}} / \alpha_1 = 0.26$, which is used to translate the ‘wellbeing’ effect of NCS into monetary values.
- Median household income of 18-25 year olds in the BHPS stands at **£26,934** (M^0) – so $\ln(M^0) = 10.18$.
- $[\ln(M^0) - (\beta_{\text{NCS}} / \alpha_1)] = 9.92$. This allows the introduction for the wellbeing impact – and answers the question ‘(in logarithm terms) what would your income need to be to compensate you for your improvement in wellbeing?’
- $\exp[\ln(M^0) - (\beta_{\text{NCS}} / \alpha_1)] = \mathbf{£20,288}$ provides this as a monetary equivalent. An individual would be indifferent between a higher wellbeing score and income of **£20,288** compared to a lower wellbeing score and higher income (**£26,934**).
- This difference equates to **£6,105** and represents the “Consumer Surplus” or amount of income that an individual would be prepared to give up from household income for a higher level of wellbeing, satisfaction or welfare.


This means that the central estimate of the monetised value of increased wellbeing per participant stands at approximately £6,105 in summer 2017 and £4,537 in autumn 2017²⁸.

²⁸ As with the analysis of the monetary value of leadership skills, in the case of wellbeing impacts, there is a need to undertake a longer term evaluation to identify the extent to which the early impacts dissipate or persist into the longer term. However, the results presented here reflect the **in year** financial benefits associated with the change in wellbeing (as the financial baseline is a measure of median household income (in a particular year)). Clearly, there are issues in respect of whether median household income is an appropriate measure of the income; however, the approach adopted here reflects the previous approach adopted by Jump (2017).

Using Approach 2 (but with the same costs as in Approach 1), Table 19 presents the benefit-cost ratios associated with the summer and autumn 2017 NCS programmes.

Table 19 Value-for-money assessment: Summer 2017 NCS programme (Approach 2)

	Summer 2017 		
	Low scenario	Central scenario	High scenario
Net wellbeing (£m)	£289.1m	£430.9m	£566.3m
Total costs (£m)	£128.6m		
Net Benefit to Total Cost ratio (Baseline approach)	1.20	1.90	2.58
Net Benefit Cost Ratio (Wellbeing approach)	2.25	3.35	4.40

	Autumn 2017 		
	Low scenario	Central scenario	High scenario
Net wellbeing (£m)	£29.3m	£62.3m	£93.5m
Costs (£m)	£21.4m		
Net Benefit to Total Cost ratio (Baseline approach)	1.27	1.99	2.67
Net benefit to total cost ratio (Wellbeing approach)	1.37	2.91	4.37

Note that the analysis presented here, as with the information presented in the main report, considers the various measures of the economic benefit (associated with improved wellbeing in this case) to the total cost associated with NCS provision. In previous evaluations (2015 and before), only delivery costs were considered when estimating benefit to cost ratios, which means that the results from different evaluation studies are not directly comparable.

6. Questionnaires



KANTAR PUBLIC

NCS Questionnaire

Summer 2017

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

This study is being carried out by Kantar Public, an independent research organisation, on behalf of the Office for Civil Society in the Department for Digital, Culture, Media & Sport (DCMS), which funds NCS.

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

Instructions

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

Thank you very much for taking part

Instruction to Local Delivery Provider: Please cross this box if you helped the participant complete this questionnaire

+

+

+

+

ABOUT YOU

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

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

Please cross one box only

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

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

Please cross all that apply

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

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

Do not include anything you were paid to do.

Please cross all that apply

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

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

Write in hours in a typical recent month

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

Please cross one box only on each line

		Strongly agree	Agree	Neither	Disagree	Strongly disagree
a.	I feel able to have an impact on the world around me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	I feel a sense of responsibility towards my local community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	My local area is a place where people from different backgrounds get on well together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	I would know how to deal with a problem in my local area if I wanted to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Please cross one box only

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

WHAT YOU HAVE BEEN DOING RECENTLY

Q7 What were you doing before this summer?

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

Q8 How much do you agree or disagree with the following statements?

Please cross one box only on each line

		Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
a.	I enjoy finding new ways to do things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	When solving a problem, I try to think of as many solutions as possible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	I think about both long term and short term consequences when I work through problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	I usually make good decisions, even in difficult situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q9 How much do you agree or disagree with the following statements?*Please cross one box only on each line*

		Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
a.	I often help out my family and around the home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	I am optimistic about the future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	I feel positive about my chances of getting a job in the future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	I am confident I will have the skills and experience to get a job in the future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

MORE ABOUT YOUR LIFE**Q10 The next question is about how confident you feel about different areas of your life. How do you feel about the following things, even if you have never done them before...?***Please cross one box only on each line*

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

Q11 How much do you agree or disagree with the following statements?*Please cross one box only on each line*

		Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
a.	It is hard to say 'no' to friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	I can usually handle whatever comes my way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	When things go wrong I usually get over it quickly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	When I'm faced with a stressful situation I am able to stay calm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	I am able to stay in control when I am angry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q12 And how much do you agree or disagree with the following statements?*Please cross one box only on each line*

		Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
a.	Setbacks don't normally discourage me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	I get along with people easily	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	I can usually tell if someone says one thing but means another	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	I notice quickly if someone in a group is feeling awkward	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	I am able to see things from the other person's viewpoint	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.	If I needed help there are people who would be there for me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q13 On a scale of 0-10, where 0 is not at all satisfied and 10 is completely satisfied, overall, how satisfied are you with your life nowadays?*Please cross one box only*

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

Q14 On a scale of 0-10, where 0 is not at all worthwhile and 10 is completely worthwhile, overall, to what extent do you feel the things you do in your life are worthwhile?*Please cross one box only*

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

Q15 On a scale of 0-10, where 0 is not at all happy and 10 is completely happy, overall, how happy did you feel yesterday?*Please cross one box only*

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

Q16 On a scale of 0-10, where 0 is not at all anxious and 10 is completely anxious, overall, how anxious did you feel yesterday?*Please cross one box only*

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

YOUR RELATIONSHIPS WITH OTHER PEOPLE

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

Please cross one box only

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

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

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

Please cross one box only on each line

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

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

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

Please cross one box only on each line

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

Q20 ...now thinking of your own experiences with people from the same race or ethnicity as you, how often, if at all, would you say you have had...

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

YOUR HEALTH, LIFESTYLE AND MORE ABOUT YOU

Q21 Do you have a disability or health problem that you expect to last for more than a year?

Please cross one box only

Yes **Go to question 22**
No **Go to question 23**

Q22 Does this illness or disability limit your daily activities in any way?

Please cross one box only

Yes No

Q23 Do you consider yourself to have a special educational need?

Please cross one box only

Yes No

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

The number of units in different types of drink are:

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

Please cross one box only

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

+

+

Q25 Are you?

Please cross one box only

Male

Female

Q26 What is your date of birth?

Day

Month

Year

Write in
day

Write
in month

Write
in year

Q27 What is your ethnic group?

Please cross one box only

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

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

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

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

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

Please write in

Q28 What is your religion?

Please cross one box only

No religion

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

Buddhist

Hindu

Jewish

Muslim

Sikh

Any other religion

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

Please cross one box only

Yes

No

Don't know

+

+

Q30

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

Please cross one box only

Yes

No

CONTACTING YOU

Thank you for taking part.

We would like to contact you, after NCS, to invite you to take part in a short survey about your experiences. Everyone who takes part in the follow up research will be entered into a prize draw, with the opportunity to win a £500 Amazon voucher.

Your contact details will be kept confidential.

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

Yes

No

Please print your name clearly:

First name: _____

Surname: _____

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

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

Please write your address here:

Postcode: _____

Please can you write **today's** date in the boxes below

Day

Month

Year

Write in day

Write in month

Write in year

PTO...

LINKING YOUR INFORMATION

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

To help us link to this information we will need to securely send your personal information (name, gender, date of birth and postcode) to the NCS Trust and other government departments holding data relating to the topic areas outlined above. After the linking has taken place, all your personal information will be securely removed from the linked data sets. The raw personal data will be retained by DCMS and NCS Trust. All research done will be anonymous; will be carried out by DCMS or NCS Trust (including researchers approved by DCMS or NCS Trust); and used for research purposes only - no decisions will be made about individuals as a result of the research.

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

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

Yes

No

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

Thank you for taking the time to complete this questionnaire.

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

+

+

+

+

Summer baseline comparison questionnaire

INTRO: INTRODUCTION AND PRIZE DRAW

Text

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

INTRODUCTION AND PRIZE DRAW

Single coded

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

- 1 Yes
- 2 No

Instructions

Text

You can change an answer by going back to choose another one. Please use the 'Next' and 'Back' buttons at the bottom of the screen, not the forward and back buttons on your browser.

Your answers will be automatically saved when you move to the next page, so you can stop and close the internet browser at any time, and come back to it at a later date.

NCS Participant Screener

Single coded

Firstly, have you ever taken part in National Citizen Service (NCS)?

- 1 Yes
- 2 No

Q001 - Q1: Activities outside school/college

Single coded

ABOUT YOU

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

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

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

Q002 - Q2: Ways given help**Multi coded**

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

Please select all that apply

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

Q003 - Q3: Ways helped not in family**Multi coded**

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

Do not include anything you were paid to do.

Please select all that apply

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

Q004 - Q4: Hours spent helping**Numeric**

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

That is, [Textfill: Answer codes selected at Q2 and Q3, each separated by comma]?

Please type in the hours in a recent typical month

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

Please tick one box only for each statement

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

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

Please select one box only

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

Q007 - Q7: Doing before summer**Multi coded****WHAT YOU HAVE BEEN DOING RECENTLY**

What were you doing before this summer?

Please select all that apply

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

Q008 - Q8: Problem solving and decision making**Matrix**

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

Please select one answer per statement

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I enjoy finding new ways to do things	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When solving a problem, I try to think of as many solutions as possible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think about both long term and short term consequences when I work through problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I usually make good decisions, even in difficult situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q009 - Q9: Attitudes towards the future**Matrix**

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

Please select one answer per statement

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I often help out my family and around the home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am optimistic about my future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel positive about my chances of getting a job in the future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident I will have the skills and experience to get a job in the future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q010 - Q10: Confidence statements**Matrix****MORE ABOUT YOUR LIFE**

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

Please select one answer per statement

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

Q011 - Q11: Attitudinal Statements part 1**Matrix****How much do you agree or disagree with the following statements?**

Please select one answer per statement

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
It's hard to say 'no' to friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can usually handle whatever comes my way	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When things go wrong I usually get over it quickly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I'm faced with a stressful situation I am able to stay calm	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to stay in control when I am angry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q012 - Q12: Attitudinal Statements part 2**Matrix****And how much do you agree or disagree with the following statements?**

Please select one answer per statement

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Setbacks don't normally discourage me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I get along with people easily	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can usually tell if someone says one thing but means another	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I notice quickly if someone in a group is feeling awkward	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to see things from the other person's point of view	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I needed help there are people who would be there for me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q013 - Q13: Satisfaction with life**Single coded**

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

Please select one answer only

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

Q014 - Q14: Worthwhile**Single coded**

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

Please select one answer only

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

Q015 - Q15: Happiness

Single coded

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

Please select one answer only

Normal

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

Q016 - Q16: Anxiety

Single coded

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

Please select one answer only

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

Q017 - Q17: Trust

Single coded

YOUR RELATIONSHIPS WITH OTHER PEOPLE

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

Please select one answer only

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

Q018 - Q18: Comfortable with friends relationships

Matrix

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

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

Please select only one answer per line

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

Q019 - Q19: Experience with different backgrounds

Matrix

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

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

Please select one box per line

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

Q020 - Q20: Experience with same backgrounds**Matrix**

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

Please select one answer per line

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

Q021 - Q21: Disability/Health problem**Single coded**

YOUR HEALTH, LIFESTYLE AND MORE ABOUT YOU

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

Please select one answer only

- 1 Yes
2 No

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

Q022 - Q22: Limiting illness or disability**Single coded**

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

Please select one answer only

- 1 Yes
2 No

Q023 - Q23: SEND**Single coded**

Do you consider yourself to have a special educational need?

Press select one answer

- 1 Yes
2 No

Q024 - Q24: Alcohol**Single coded**

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

The number of units in different types of drink are:

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

Please select one answer only

Normal

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

Q025 - Q25: Gender**Single coded**

Are you...?

Please select one answer only

- 1 Male
- 2 Female

Q036 - Q26: DOB**Alpha**

What is your date of birth?

Please write in DD/MM/YY

Q027 - Q27: Ethnicity**Single coded**

What is your ethnic group?

Please select one answer only

Normal

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

Q028 - Q28: Religion

Single coded

What is your religion?

Please select one answer only

Normal

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

Q029 - Q29: FSM

Single coded

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

Please select one answer only

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

Q030 - Q30: Looking after someone else

Single coded

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

Please select one answer only

- 1 Yes
- 2 No

Q031 - Q038: Recontact consent

Single coded

Thank you for taking part.

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

Your contact details will be kept confidential.

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

- 1 Yes
- 2 No

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

Q039 - Q039: Recontact: Name

Open

Please type your name carefully

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

Q040 - Q040: Recontact: Email

Open

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

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

Q041 - Q041: Recontact: Number

Open

We may get back in touch with you by telephone.

Please provide up to two telephone numbers on which we can contact you. These can be landlines or mobile numbers.

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

Q042 - Q042:

Open

Please type your address carefully

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

To help us link to this information we will need to securely send your personal information (name, gender, date of birth and postcode) to the NCS Trust and other government departments holding data relating to the topic areas outlined above. After the linking has taken place, all your personal information will be securely removed from the linked data sets. The raw personal data will be retained by DCMS and NCS Trust. All research done will be anonymous; will be carried out by DCMS or NCS Trust (including researchers approved by DCMS or NCS Trust); and used for research purposes only - no decisions will be made about individuals as a result of the research.

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

Normal

- 1 Yes
- 2 No

6.1 Summer Follow Up Participants and Control Questionnaire

Q047 - DUMMY_NCS: DUMMY NCS participant or control

Single coded

- 1 Participant
- 2 Control

INTRO: INTRODUCTION AND PRIZE DRAW

Text

[Not back](#)

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

Q001: INTRODUCTION AND PRIZE DRAW

001

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

- 1 Yes
- 2 No

Instructions

Text

You can change an answer by going back to choose another one. Please use the 'Next' and 'Back' buttons at the bottom of the screen, not the forward and back buttons on your browser.

Your answers will be automatically saved when you move to the next page, so you can stop and close the internet browser at any time, and come back to it at a later date.

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

B001: EXPERIENCE OF NCS

Begin block

Q048 - Q101: NCS experience hours

Single coded

YOUR NCS EXPERIENCE

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

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

Please select one answer only

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

Q049 - Q102: NCS experience worthwhile**Single coded**

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

Please select one answer only

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

Q050 - Q103: NCS experience enjoyable**Single coded**

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

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

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

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

Please select all that apply

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

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

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

Please select one answer only

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

Q053 - Q106: Recommendation of NCS**Single coded**

Would you recommend National Citizen Service to other young people?

Please select one answer

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

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

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

Please select one answer only for each statement

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

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

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

Please select one answer for each statement

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I now feel more responsible for my actions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel I have a better understanding of my abilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel better prepared for further education/training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I spend more time thinking about how I might do things differently in the future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel better prepared for challenges that life might bring me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am more able to see the steps needed to achieve my goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

B001: EXPERIENCE OF NCS**End block**

Q002 - Q1: Activities outside school/college**Single coded****ABOUT YOU**

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

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

Have you taken part in any groups or activities such as sports clubs, dance or drama clubs, scouts/guides or cadets outside of school or college hours {Textfill if DUMMY_NCS=participant: 'since your summer NCS (i.e. after summer 2017)', If DUMMY_NCS=Control: 'since the summer holidays this year'}?

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

Please select one answer.

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

Q003 - Q2: Ways given help**Multi coded**

Have you given your time to help in any of the following ways outside of school or college hours {Textfill if DUMMY_NCS=participant: 'since your summer NCS (i.e. after summer 2017)', If DUMMY_NCS=Control: 'since the summer holidays this year'}?

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

Please select all that apply

Normal

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

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

Have you helped anyone not in your family in any of these ways {Textfill if DUMMY_NCS=participant: 'since your summer NCS (i.e. after summer 2017)', If DUMMY_NCS=Control: 'since the summer holidays this year'}?

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

Please select all that apply

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

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

Max = 360

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

Please type in the hours in a recent typical month

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

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

Please select one answer for each statement

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

Q007 - Q6: Likelihood of voting

Single coded

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

Please select one box only

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

Q009 - Q7: Doing before summer

Multi coded

WHAT YOU HAVE BEEN DOING RECENTLY

Which, if any, of the following did you do after {Textfill if DUMMY_NCS=participant: 'your summer NCS (i.e. after summer 2017)'}; If DUMMY_NCS=Control: 'the summer holidays this year'}?

Please select all that apply

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

Q010**Multi coded**

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

Please select one answer per statement

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I enjoy finding new ways to do things	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When solving a problem, I try to think of as many solutions as possible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think about both long term and short term consequences when I work through problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I usually make good decisions, even in difficult situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

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

Please select one answer per statement

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I often help out my family and around the home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am optimistic about my future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel positive about my chances of getting a job in the future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident I will have the skills and experience to get a job in the future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q013 - Q10: Confidence statements**Matrix****MORE ABOUT YOUR LIFE****The next question is about how confident you feel about different areas of your life. How do you feel about the following things, even if you have never done them before...?**

Please select one answer per statement

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

Q014 - Q11: Attitudinal Statements part 1**Matrix****How much do you agree or disagree with the following statements?**

Please select one answer per statement

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
It is hard to say 'no' to friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can usually handle whatever comes my way	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When things go wrong I usually get over it quickly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I'm faced with a stressful situation I am able to stay calm	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to stay in control when I am angry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

Please select one answer per statement

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Setbacks don't normally discourage me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I get along with people easily	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can usually tell if someone says one thing but means another	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I notice quickly if someone in a group is feeling awkward	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to see things from the other person's viewpoint	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I needed help there are people who would be there for me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q016 - Q13: Satisfaction with life**Single coded**

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

Please select one answer only

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

Q017 - Q14: Worthwhile**Single coded**

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

Please select one answer only

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

Q018 - Q15: Happiness

Single coded

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

Please select one answer only

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

Q019 - Q16: Anxiety

Single coded

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

Please select one answer only

Normal

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

Q021 - Q17: Trust

Single coded

YOUR RELATIONSHIPS WITH OTHER PEOPLE

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

Please select one answer only

Normal

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

Q022 - Q18: Comfortable with friends relationships

Matrix

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

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

Please select only one answer per line

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

Q035 - Q19: Experience with different backgrounds

Matrix

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

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

Please select one box per line

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

Q036 - Q20: Experience with same backgrounds

Matrix

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

Please select one answer per line

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

YOUR HEALTH, LIFESTYLE AND MORE ABOUT YOU

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

The number of units in different types of drink are:

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

Please select one answer only

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



KANTAR PUBLIC

NCS Questionnaire

Autumn 2017

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

This study is being carried out by Kantar Public, an independent research organisation, on behalf of the Office for Civil Society in the Department for digital, culture, Media & Sport (DCMS), which funds NCS.

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

Instructions

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

Thank you very much for taking part

Instruction to Local Delivery Provider: Please cross in this box if you helped the participant complete this questionnaire

+

+

+

+

ABOUT YOU

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

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

Please cross one box only

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

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

Please cross all that apply

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

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

Do not include anything you were paid to do.

Please cross all that apply

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

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

Write in hours in a typical recent month

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

Please cross one box only on each line

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

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

Please cross one box only

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

WHAT YOU HAVE BEEN DOING RECENTLY

Q7 What were you doing recently?

Please cross all that apply

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

Q8 How much do you agree or disagree with the following statements?

Please cross one box only on each line

		Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
a.	I enjoy finding new ways to do things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	When solving a problem, I try to think of as many solutions as possible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	I think about both long term and short term consequences when I work through problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	I usually make good decisions, even in difficult situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Please cross one box only on each line

		Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
a.	I often help out my family and around the home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	I am optimistic about my future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	I feel positive about my chances of getting a job in the future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	I am confident I will have the skills and experience to get a job in the future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

MORE ABOUT YOUR LIFE

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

Please cross one box only on each line

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

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

Please cross one box only on each line

		Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
a.	It is hard to say 'no' to friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	I can usually handle whatever comes my way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	When things go wrong I usually get over it quickly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	When I'm faced with a stressful situation I am able to stay calm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	I am able to stay in control when I am angry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q12

And how much do you agree or disagree with the following statements?*Please cross one box only on each line*

		Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
a.	Setbacks don't normally discourage me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	I get along with people easily	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	I can usually tell is someone says one thing but means another	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	I notice quickly is someone in a group is feeling awkward	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	I am able to see things from the other person's viewpoint	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.	If I needed help there are people who would be there for me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q13

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

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

Q14

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

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

Q15

On a scale of 0-10, where 0 is not at all happy and 10 is completely happy, overall, how happy did you feel yesterday?*Please cross one box only*

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

Q16

On a scale of 0-10, where 0 is not at all anxious and 10 is completely anxious, overall, to how anxious did you feel yesterday?*Please cross one box only*

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

YOUR RELATIONSHIPS WITH OTHER PEOPLE

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

Please cross one box only

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

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

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

Please cross one box only on each line

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

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

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

Please cross one box only on each line

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

Q20 ...now thinking of your own experiences with people from the **same** race or ethnicity as you, how often, if at all, would you say you have had...

Please cross one box only on each line

Never Rarely Sometimes Quite often Very often

a. POSITIVE or GOOD experiences. For example someone being friendly to you, or making you feel welcome?

b. NEGATIVE or BAD experiences. For example someone being mean to you, or making you feel unwelcome?

Q21a To what extent do you agree or disagree that each of the following statements describes why you are taking part in NCS?

Please cross one box only on each line

Entirely agree Mostly agree Somewhat agree Neither agree nor disagree Somewhat disagree Mostly disagree Entirely disagree

a. I think it is interesting or fun

b. I think it is good for me

c. I don't have any choice

Q21b And to what extent do you agree or disagree with the following statement?

Please cross one box only

Entirely agree Mostly agree Somewhat agree Neither agree nor disagree Somewhat disagree Mostly disagree Entirely disagree

a I'm doing NCS but I am not sure if it is worth it

YOUR HEALTH, LIFESTYLE AND MORE ABOUT YOU

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

Please cross one box only

Yes → Go to question 23

No → Go to question 24

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

Please cross one box only

Yes No

Q24 Do you consider yourself to have a special educational need?

Please cross one box only

Yes No

Q25 Are you?

Please cross one box only

Male

Female

Q26 What is your date of birth?

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

Q27 What is your ethnic group?

Please cross one box only

- White** (including English, Welsh, Scottish, Northern Irish, Irish, Gypsy or Irish Traveller or any other White background)
- Black** (including Black British, African, Caribbean and any other Black background)
- Asian** (including Asian British, Pakistani, Bangladeshi, Chinese and any other Asian background)
- Mixed** (including White and Black Caribbean, White and Black African, White and Asian, any other Mixed or Multiple ethnic groups)
- Other ethnic group** (including Arab and any other ethnic group)

Please write in

Q28 What is your religion?

Please cross one box only

- No religion
- Christian (including Church of England, Catholic, Protestant and all other Christian denominations)
- Buddhist
- Hindu
- Jewish
- Muslim
- Sikh
- Any other religion

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

Please cross one box only

- Yes
- No
- Don't know

Q30

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

Please cross one box only

Yes

No

CONTACTING YOU

Thank you for taking part.

We would like to contact you, after NCS, to invite you to take part in a short survey about your experiences. Everyone who takes part in the follow up research will be entered into a prize draw, with the opportunity to win a £500 Amazon voucher.

Your contact details will be kept confidential.

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

Yes

No

Please print your name clearly:

First name:

Surname:

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

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

Please write your address here:

Postcode:

Please can you write today's date in the boxes below

Day

Month

Year

Write in day

Write in month

Write in year

PTO...

LINKING YOUR INFORMATION

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

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

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

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

Yes

No

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

Thank you for taking the time to complete this questionnaire.

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

Autumn baseline comparison questionnaire

INTRO: INTRODUCTION AND PRIZE DRAW

Text

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

Q001 – INTRODUCTION AND PRIZE DRAW

Single coded

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

- 1 Yes
- 2 No

Instructions

Text

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

Q040 - Q31: NCS Participant Screener

Single coded

Firstly, have you ever taken part in National Citizen Service (NCS)?

- 1 Yes
- 2 No

Q002 - Q1: Activities outside school/college

Single coded

ABOUT YOU

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

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

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

Q003 - Q2: Ways given help

Multi coded

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

Please select all that apply

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

Q004 - Q3: Ways helped not in family

Multi coded

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

Do not include anything you were paid to do.

Please select all that apply

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

Q005 - Q4: Hours spent helping

Numeric

Max = 360

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

That is, [Textfill: Answer codes selected at Q2 and Q3, each separated by comma]?

Please type in the hours in a recent typical month

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

Please tick one box only for each statement

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

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

Please select one box only

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

Q009 - Q7: Doing before summer**Multi coded****WHAT YOU HAVE BEEN DOING RECENTLY**

What have you been doing recently?

Please select all that apply

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

Q008 - Q8: Problem solving and decision making**Matrix**

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

Please select one answer per statement

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I enjoy finding new ways to do things	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When solving a problem, I try to think of as many solutions as possible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think about both long term and short term consequences when I work through problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I usually make good decisions, even in difficult situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

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

Please select one answer per statement

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I often help out my family and around the home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am optimistic about my future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel positive about my chances of getting a job in the future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident I will have the skills and experience to get a job in the future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q013 - Q10: Confidence statements

Matrix

MORE ABOUT YOUR LIFE

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

Please select one answer per statement

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

Q014 - Q11: Attitudinal Statements part 1

Matrix

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

Please select one answer per statement

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
It's hard to say 'no' to friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can usually handle whatever comes my way	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When things go wrong I usually get over it quickly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I'm faced with a stressful situation I am able to stay calm	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to stay in control when I am angry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

Please select one answer per statement

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Setbacks don't normally discourage me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I get along with people easily	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can usually tell if someone says one thing but means another	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I notice quickly if someone in a group is feeling awkward	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to see things from the other person's point of view	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I needed help there are people who would be there for me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

Please select one answer only

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

Q017 - Q14: Worthwhile

Single coded

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

Please select one answer only

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

Q018 - Q15: Happiness

Single coded

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

Please select one answer only

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

Q019 - Q16: Anxiety

Single coded

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

Please select one answer only

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

Q021 - Q17: Trust

Single coded

YOUR RELATIONSHIPS WITH OTHER PEOPLE

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

Please select one answer only

Normal

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

Q022 - Q18: Comfortable with friends relationships

Matrix

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

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

Please select only one answer per line

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

Q035 - Q19: Experience with different backgrounds

Matrix

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

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

Please select one box per line

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

Q036 - Q20: Experience with same backgrounds

Matrix

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

Please select one answer per line

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

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

YOUR HEALTH, LIFESTYLE AND MORE ABOUT YOU

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

Please select one answer only

- 1 Yes
2 No

Ask only if **Q025 - Q21,1****Q026 - Q22: Limiting illness or disability****Single coded**

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

Please select one answer only

- 1 Yes
2 No

Q023 - Q23: SEND**Single coded**

Do you consider yourself to have a special educational need?

Press select one answer

- 1 Yes
2 No

Q029 - Q25: Gender**Single coded**

Are you...?

Please select one answer only

- 1 Male
2 Female

Q030 - Q26: DOB**Alpha**

What is your date of birth?

Please write in DD/MM/YY

Q031 - Q27: Ethnicity

Single coded

What is your ethnic group?

Please select one answer only

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

Q032 - Q28: Religion

Single coded

What is your religion?

Please select one answer only

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

Q033 - Q29: FSM

Single coded

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

Please select one answer only

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

Q034 - Q30: Looking after someone else

Single coded

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

Please select one answer only

- 1 Yes
- 2 No

Q038 - Q038:

Single coded

Thank you for taking part.

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

Your contact details will be kept confidential.

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

- 1 Yes
2 No

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

Q039 - Q039: Recontact: Name

Open

Please type your name carefully

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

Q040 - Q040: Recontact: Email

Open

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

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

Q041 - Q041: Recontact: Number

Open

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

Ask only if Q038 - Q038,1

Q042 - Q042:

Open

Please type your address carefully

Q043 - Q043:

Single coded

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

To help us link to this information we will need to securely send your personal information (name, gender, date of birth and postcode) to the NCS Trust and other government departments holding data relating to the topic areas outlined above. After the linking has taken place, all your personal information will be securely removed from the linked data sets. The raw personal data will be retained by DCMS and NCS Trust. All research done will be anonymous; will be carried out by DCMS or NCS Trust (including researchers approved by DCMS or NCS Trust); and used for research purposes only - no decisions will be made about individuals as a result of the research.

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

- 1 Yes
- 2 No

Autumn follow up participants and comparison questionnaire

Q047 - DUMMY_NCS: DUMMY NCS participant or control

Single coded

- 1 Participant
- 2 Control

INTRO: INTRODUCTION AND PRIZE DRAW

Text

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

Q001: INTRODUCTION AND PRIZE DRAW

Single coded

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

- 1 Yes
- 2 No

Q045 - Q045: Instructions

Text

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

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

B001: EXPERIENCE OF NCS

Begin block

Q048 - Q101: NSC Experience hours

Single coded

YOUR NCS EXPERIENCE

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

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

Please select one answer only

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

Q049 - Q102: NCS experience worth**Single coded**

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

Please select one answer only

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

Q050 - Q103: NCS experience enjoyable**Single coded**

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

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

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

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

Please select all that apply

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

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

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

Please select one answer only

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

Q053 - Q106: Recommendation of NCS**Single coded**

Would you recommend National Citizen Service to other young people?

Please select one answer

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

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

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

Please select one answer only for each statement

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

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

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

Please select one answer only for each statement

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I now feel more responsible for my actions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel I have a better understanding of my abilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel better prepared for further education/training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I spend more time thinking about how I might do things differently in the future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel better prepared for challenges that life might bring me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am more able to see the steps needed to achieve my goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

B001: EXPERIENCE OF NCS**End block**

Q002 - Q1: Activities outside school/college**Single coded****ABOUT YOU**

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

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

Have you taken part in any groups or activities such as sports clubs, dance or drama clubs, scouts/guides or cadets outside of school or college hours {Textfill if DUMMY_NCS=participant: 'since your autumn NCS (i.e. since November 2017)', If DUMMY_NCS=Control: 'since the end of autumn half term (i.e. since November 2017)'}?

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

Please select one answer.

Normal

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

Q003 - Q2: Ways given help**Multi coded**

Have you given your time to help in any of the following ways outside of school or college hours {Textfill if DUMMY_NCS=participant: 'since your autumn NCS (i.e. since November 2017)', If DUMMY_NCS=Control: 'since the end of autumn half term (i.e. since November 2017)'}?

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

Please select all that apply

Normal

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

Q004 - Q3: Ways helped not in family

Multi coded

Have you helped anyone not in your family in any of these ways {Textfill if DUMMY_NCS=participant: 'since your autumn NCS (i.e. since November 2017)', If DUMMY_NCS=Control: 'since the end of autumn half term (i.e. since November 2017)}?

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

Please select all that apply

Normal

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

Q005 - Q4: Hours spent helping

Numeric

Max = 360

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

Please type in the hours in a recent typical month

Q006 - Q5: Local area statements

Matrix

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

Please select one answer for each statement

Normal

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

Q007 - Q6: Likelihood of voting

Single coded

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

Please select one box only

Normal

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

Q009 - Q7: Doing after autumn half term

Multi coded

Min = 1

WHAT YOU HAVE BEEN DOING RECENTLY

Which, if any, of the following did you do after {Textfill if DUMMY_NCS=participant: 'your autumn NCS (i.e. since November 2017)'}. If DUMMY_NCS=Control: 'the end of autumn half term (i.e. since November 2017)'?

Please select all that apply

Normal

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

Q008 – Q8:**Matrix**

Please select one answer per statement

Normal

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I enjoy finding new ways to do things	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When solving a problem, I try to think of as many solutions as possible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think about both long term and short term consequences when I work through problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I usually make good decisions, even in difficult situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

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

Please select one answer per statement

Normal

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I often help out my family around the home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am optimistic about my future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel positive about my chances of getting a job in the future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident I will have the skills and experience to get a job in the future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

MORE ABOUT YOUR LIFE

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

Please select one answer per statement

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

Q014 - Q11: Attitudinal Statements part 1

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

Please select one answer per statement

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
It is hard to say 'no' to friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can usually handle whatever comes my way	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When things go wrong I usually get over it quickly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I am faced with a stressful situation I am able to stay calm	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to stay in control when I am angry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q015 - Q12: Attitudinal Statements part 2

Matrix

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

Please select one answer per statement

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Setbacks don't normally discourage me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I get along with people easily	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can easily tell if someone says one thing but means another	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I notice quickly if someone in a group is feeling awkward	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to see things from the other person's viewpoint	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I needed help there are people who would be there for me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q016 - Q13: Satisfaction with life

Single coded

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

Please select one answer only

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

Q017 - Q14: Worthwhile

Single coded

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

Please select one answer only

Normal

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

Q018 - Q15: Happy

Single coded

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

Please select one answer only

Normal

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

Q019 - Q16: Anxious

Single coded

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

Please select one answer only

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

Q021 - Q17: Trust

Single coded

YOUR RELATIONSHIPS WITH OTHER PEOPLE

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

Please select one answer only

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

Q022 - Q18: Comfortable with friends relationships

Matrix

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

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

Please select only one answer per line

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

Q035 - Q19: Experience with different backgrounds

Matrix

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

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

Please select one box per line

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

Q036 - Q20: Experience with same backgrounds

Matrix

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

Please select one answer per line

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

QXX: Postcode

Text

Finally, what is your postcode?

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

7. Instructions to providers

National Citizen Service Summer 2017 Evaluation

Instructions for Staff at Residential Facilities

What is the NCS Evaluation and why is it important?

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

The aim of the summer 2017 evaluation is to provide information on young people's attitudes and views prior to taking part in the NCS experience, so that we can measure the differences after they complete NCS.

Your role

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

Overview

- Your role is to hand out questionnaires to all summer participants whose courses start **between 31st July and 11th August**.
- It is important that you do this **before** starting any of the Phase 1 activities, i.e. on the first day of Phase 1. This allows us to measure the full impact of the programme.
- You may not have enough questionnaires to hand to all young people:
 - You should have enough questionnaires for **all young people on all programmes starting during the w/c 31st July**.
 - Your Prime Provider will send you enough questionnaires to hand to all young people across **whole waves** that start during the **w/c 7th August**. If this is not possible, they may ask you to hand out questionnaires to **whole teams** that start during the **w/c 7th August**. Your Prime Provider will confirm this with you.
 - **Please do not hand out any questionnaires after the 11th August**.
- **All NCS participants** should be given one copy of the questionnaire in an envelope, and a pen – this includes any late-arriving participants.
- We suggest you **allow 30 minutes** for administering the survey. The questionnaire itself should only take young people around 15 minutes to complete, but you will need time to introduce the survey, hand out the questionnaires and to collect them at the end.
- If **any** participants have needs or disabilities that make filling out the questionnaire more difficult, please help them complete it
- We ask you to tell the NCS participants about the follow up survey which we will invite them to if they give us permission. Without this follow up survey we cannot assess the impact of NCS so please stress the importance of this.

Thank you!

We are extremely grateful for your help with this evaluation

Step 1

Introduce the survey enthusiastically!

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

Please read the below to the young people before handing out the survey:

The survey is all about you and how you spend your time. Knowing more about this is **really important** to help us understand your NCS journey and how we can make it better.

It is **not** an exam or test! There are no right or wrong answers. We want to hear about what **you** think. Please do not discuss your answers while you are filling in the questionnaire.

The survey should **not take long to complete**. Your answers will not be seen by anyone here and will be kept **completely confidential**.

Please try and answer every question, and check you have completed the whole questionnaire at the end. If you are unsure about any of the questions please ask us. Don't worry if there are any questions you don't want to answer, you don't have to.

Some questions of these can be answered by marking a cross (x) in one box. Others can be answered by marking a cross (x) in more than one answer box. There are instructions at each question will tell you how many boxes to cross.

We would like to contact you again in a few months to hear what you thought about NCS. There is a question at the end of the survey asking if you agree to being contacted again. If you agree and take part in the second survey, you will have a chance to win a £500 Amazon voucher.

Step 2

Check for any questions

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

Step 3

Hand out the questionnaires

Hand out the questionnaires in envelopes and a pen to all participants, and ask them to complete the survey. Please check for any further questions as participants are completing the survey.

Step 4

Collect the completed questionnaires

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

Step 5

Pack and return the questionnaires

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

- Gather up the questionnaire envelopes into boxes or packs. Please make sure you store them in a secure location as they contain confidential and personal information about participants.
- Fill out a **Survey Administration Form** for each box/pack and enclose the form at the top of each box/pack. Write your NCS region on the top of each box/pack.
- Return all boxes/packs **to the site that you received the questionnaires from**, as instructed by your prime provider.
- Boxes/packs will be collected by Kantar Public from the site you are returning them to – **please do not send any questionnaires directly to Kantar Public.**