



Department
for Culture
Media & Sport



Meta-data for Taking Part 2013/14 Child Report

Meta-data to accompany the Statistical Release

September 2014



Taking Part is a National Statistic and has been produced to the standards set out in the Code of Practice for Official Statistics

The United Kingdom Statistics Authority has designated these statistics as National Statistics, in accordance with the Statistics and Registration Service Act 2007 and signifying compliance with the Code of Practice for Official Statistics.

Designation can be broadly interpreted to mean that the statistics:

- meet identified user needs;*
- are well explained and readily accessible;*
- are produced according to sound methods; and*
- are managed impartially and objectively in the public interest.*

Once statistics have been designated as National Statistics it is a statutory requirement that the Code of Practice shall continue to be observed. The UK Statistical Authority assessment is available at <https://www.gov.uk/government/publications/uk-statistics-authority-assessment>

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Introduction

Meta-data

The meta-data describe the Taking Part data and provides terms and definitions. This document provides a stand-alone copy of the meta-data which are included as annexes in the Statistical Release.

The Taking Part Survey

Taking Part is a household survey in England, looking at participation in the cultural and sporting sectors. The survey has run for nine years and was commissioned by the Department for Culture, Media and Sport (DCMS) in partnership with Arts Council England, English Heritage, and Sport England. The statistics are used widely by policy officials, academics, the private sector and charities to measure participation in the sport and cultural sectors.

Taking Part is the key evidence base for DCMS, providing reliable national estimates of participation and supporting the Department's aim of improving the quality of life for everyone, by providing people with the chance to get involved in a variety of cultural and sporting opportunities.

If you would like further information on the Taking Part Survey, please contact the Taking Part team on TakingPart@culture.gsi.gov.uk. Additional contact details are contained within Annex A.

Annex A: Background note

1. The Taking Part survey is commissioned by the Department for Culture, Media and Sport (DCMS) and its partner Arm's Length Bodies (ALBs). For 2011 to 2015 these are Arts Council England, English Heritage and Sport England.
2. Taking Part is a National Statistic and as such has been produced to the high professional standards set out in the Code of Practice for Official Statistics. National Statistics undergo regular quality assurance reviews to ensure they meet customer needs and are produced free from any political interference. For more information, see the [UK Statistics Authority code of practice](#)

The United Kingdom Statistics Authority has designated these statistics as National Statistics, in accordance with the Statistics and Registration Service Act 2007 and signifying compliance with the Code of Practice for Official Statistics. Designation can be broadly interpreted to mean that the statistics:

- meet identified user needs;
- are well explained and readily accessible;
- are produced according to sound methods; and
- are managed impartially and objectively in the public interest.

Once statistics have been designated as National Statistics it is a statutory requirement that the Code of Practice shall continue to be observed. See [The UK Statistics Authority assessment](#) online.

3. Our quality assurance procedures mean that all data and analysis has been checked and verified by two different members of the team and TNS-BMRB to ensure the highest level of quality.

Guidance on the quality that is expected of Taking Part statistical releases is provided in a [quality indicators document](#). These quality indicators outline how statistics from the Taking Part survey match up to the six dimensions of quality defined by the European Statistical System (ESS). These are: relevance, accuracy, timeliness, accessibility, comparability and coherence.

4. The latest results presented here are based on child survey interviews issued between April 2013 and March 2014. The total sample size for this period was 2,019, comprising of 1,233 5-10 year olds and 786 11-15 year olds.
5. The survey measures participation by adults (aged 16 and over) and children (5-10 and 11-15) living in private households in England. No geographical restriction is placed on where the activity or event occurred. Further information on data for Scotland, Wales and Northern Ireland can be found in question 2 of the "[Taking Part: Guidance Note](#)"
6. The median adult sample interview length for the 2013/14 survey was 44 minutes 14 seconds. The median survey length for the 5-10 year old child interview was 11 minutes 8 seconds and for 11-15 year olds it was 20 minutes 41 second.
7. The range has been calculated using a 95% confidence interval. This means, had the sample been conducted 100 times, creating 100 confidence intervals, then 95 of these intervals would contain the true value. All estimates have been rounded to one decimal place. An overall design factor of 1.167 has been applied to the child

dataset for the period April 2013 to March 2014. Individual child design factors have been calculated for each sector in this period, ranging from 0.877 to 1.732.

8. Statistical significance tests have been run at the 95% level. A significant increase at the 95% level means that there is less than 5% (1 in 20) chance that the difference observed within the sampled respondents does not also hold for the English population as a whole.
9. Some figures may have been revised from previous releases, in which case the figures in this release supersede those from previous statistical releases. For more detailed information on the DCMS revisions policy and how revisions are handled for the Taking Part Survey, please see the [DCMS statement of compliance](#) on our website.
10. The data are weighted to ensure the representativeness of the Taking Part sample. There are two types of weighting: i) to compensate for unequal probabilities of selection; and ii) to adjust for differential non-response. Weighting is based on mid-2009 population estimates from the Office for National Statistics.
11. For more information about the Taking Part Survey, including previous publications, see the [Taking Part web pages](#).

See here for versions of the [questionnaire](#) from all years of the survey.

12. The fieldwork for the survey is being conducted by [TNS-BMRB](#). See the web page for more information.
13. We can help to meet the specific requirements of people with disabilities. Please call 020 7211 6000 or email takingpart@culture.gsi.gov.uk
14. This report has been produced by Jodie Hargreaves, Maddy May and Tom Knight (DCMS). Acknowledgement goes to colleagues within the DCMS, partner ALBs and TNS-BMRB for their assistance with the production and quality assurance of this release.
15. The responsible statistician for this release is Jodie Hargreaves. For enquiries on this release, please contact Jodie Hargreaves on 0207 211 6327, Maddy May on 0207 211 2281 or Tom Knight on 0207 211 6021,.

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Annex B: Key terms and definitions

Term	Definition
Archives	Archives are collections of documents that have been created by families, individuals, businesses or organisations and have been specially chosen to be kept permanently. Further information is available in Annex C.
Arts	A list of arts that the respondent may have participated or attended is available in Annex C: Sector definitions.
Attendance	This refers to the respondent going to a place, for example, attending a library or a swimming pool.
Confidence interval	This provides a range in which there is a specific probability that the true value will lie within. For the Taking Part survey, 95% confidence intervals are used which means, had the sampling been conducted 100 times, creating 100 confidence intervals, then 95 of these intervals would contain the true value.
DCMS sectors	The DCMS sectors are the culture, arts , sport and volunteering and charitable giving sectors.
Engagement	This refers to either attending and/or participating in the sport, culture or arts sector. For example, if the respondent attended an art gallery (attendance) or gave a dance performance (participation).
Following the Olympics	This covers watching the Olympics on TV at home, listening to the radio at home, watching or listening on the internet at home, reading the newspaper online or offline or watching live events on a public big screen.
Participation	This refers to the respondent actively taking part in the activity. For example sports participation could refer to playing football or tennis, whilst participating in the arts may refer to painting.
Significant increase/decrease	A significant increase/decrease at the 95% level means that there is less than a 5% (1 in 20) chance that the difference observed within the sampled respondents is representative of the population as a whole.
Taking Part Survey	A survey commissioned by the Department for Culture, Media and Sport (DCMS) in partnership with the Arts Council England, English Heritage and Sport England, looking at engagement and non-engagement in culture, leisure and sport. Further information is available at https://www.gov.uk/government/organisations/department-for-culture-media-sport/series/taking-part
The Games	The 2012 Olympic and Paralympic Games.
The latest data	The latest data presented in this report, which covers the time period April 2013 to March 2014.

Annex C: Child sector definitions

For those aged 5-10 and 11-15, the following definitions apply from the Taking Part child survey:

Libraries

The respondent will be asked if they have visited a library to do activities such as the ones on the show card. The interviewer will ask the following.

“By this we mean visiting a library to do activities like the ones on this card.

- Read or taken out books
- Taken out CDs, DVDs etc
- Used computer services, photocopiers etc
- Used study areas
- Used reference materials or information services
- Attended an event in the library”

Children aged 5-10 are asked to “include any helping out with these types of activities”; those aged 11-15 are asked to “include any helping out or volunteering”.

Museums

The respondent will be asked if they have visited a museum.

“By this we mean visiting a museum to do activities like the ones on this card.

- Visited exhibitions
- Attended an event held at the museum

Children aged 5-10 are asked to “include any helping out with these types of activities”; those aged 11-15 are asked to “include any helping out or volunteering”.

Archive

For those aged 11-15, the respondent will be asked if they have visited an archive. This question is not asked of those aged 5-10.

“By this we mean visiting an archive to do activities like the ones on this card.

- Searched records at the archive
- Used computer or microfilm services, photocopiers etc
- Used study areas
- Used reference materials
- Attended an event held at an archive

Respondents are asked to “include any helping out or volunteering”.

Arts

The respondent will be asked if they have done any of the activities on the cards shown to them. Activities and events are as follows.

Dance activities

- Taken part in a dance club
- Taken part in a dance performance

- Created a new dance routine
- Attended a dance event
- Taken part in a dance lesson

Include any helping out with these types of activities (5-10) or any helping out or volunteering (11-15)

Do not include: Danced at a disco or party

Music activities

- Sang to an audience or rehearsed for a performance
- Practiced and rehearsed a musical instrument
- Played a musical instrument to an audience
- Written music (includes writing lyrics or music)
- Attended a live music event
- Taken part in a music lesson

Include any helping out with these types of activities (5-10) or any helping out or volunteering (11-15)

Theatre and drama activities

- Rehearsed or performed in a play/drama or drama club
- Taken part in a drama lesson
- Attended theatre performances such as:
 - Plays
 - Pantomime
 - Opera
 - Musicals
 - Comedy

Include any helping out with these types of activities (5-10) or any helping out or volunteering (11-15)

Reading and writing activities

- Written stories, plays or poetry (include adults helping/writing on behalf of child for 5-10)
- Read books for pleasure
- Taken part in a reading club (where people meet up to discuss and share books)
- Listened to authors talk about their work
- Taken part in an English Literature lesson (11-15)

Include any helping out with these types of activities (5-10) or any helping out or volunteering (11-15)

Do not include: Reading textbooks which are required for school (5-10) or reading textbooks which are required for school (except those required for English Literature lessons) (11-15)

Arts, crafts and design

- Painting, drawing, printmaking, sculpture or model making
- Photography as an artistic activity
- Crafts such as pottery or jewellery making (woodwork and metal work also included for 11-15)

- Attended exhibition of arts, photography or other craft work
- Taken part in an arts, crafts, design or photography lesson

Include any helping out with these types of activities (5-10) or any helping out or volunteering (11-15)

Film and video activities

- Made or appeared in films or videos for artistic purposes
- Watched and discussed film or videos in a lesson or film society (to know more about how films are made as well as the stories they tell)
- Attended the cinema or an outdoor film screening

Include any helping out with these types of activities (5-10) or any helping out or volunteering (11-15)

Do not include: Watching films on television, DVD or the internet; Talking about films with family and friends

Other media activities (5-10 only)

Computer based activities such as:

- Made, revised or wrote their own blog, website or podcast
- Made or revised their own computer game
- Used a computer to create original artworks or animation

Radio activities such as:

- Made radio broadcasts or programmes

Do not include: Playing computer games, Surfing the internet, Listening to the radio

Computer based activities (11-15 only)

- Made, revised or wrote your own blog, website or podcast
- Made or revised your own computer game
- Used a computer to create original artworks or animation

Do not include: Playing computer games; Surfing the internet

Radio activities (11-15 only)

- Made radio broadcasts or programmes

Include any helping out or volunteering

Do not include: Listening to the radio

Street arts, circus, carnival or festival activities

Taken part in or been to any of the following:

- Street arts (art in everyday surroundings like parks, streets or shopping centres)
- Outdoor sculptures and art works
- Circus
- Carnival
- Festivals

Include any helping out with these types of activities (5-10) or any helping out or volunteering (11-15)

Historic environment

The respondent will be asked if they have visited any historic or important modern, places, buildings or public spaces.

“By this we mean visiting the places or doing the activities on this card.

- Visited a historic building, garden or landscape open to the public
- Visited historical monuments or sites of archaeological interest
- Visited a city or town with historic character
- Visited important modern buildings or public spaces

Children aged 5-10 are asked to “include any helping out with these types of activities”; those aged 11-15 are asked to “include any helping out or volunteering”.

Sport and active recreation

The respondent will be asked about their participation in sports. Eligible activities are as follows.

Games (include mini-sports and mini-games)

- Football (include five-a-side)
- Netball
- Hockey (include unihoc but not ice, roller and street hockey)
- Cricket (include kwik cricket, soft-ball cricket)
- Rugby (include League, Union, touch rugby or new image rugby)
- Rounders
- Basketball (include mini-basketball)
- Volleyball (include mini-volleyball)
- Baseball or softball
- Dodgeball
- Tennis (include racquet ball, short tennis, swingball)
- Badminton and other shuttlecock games
- Table tennis
- Golf, putting, pitch and putt
- Tenpin bowling
- Snooker, pool or billiards (11-15 only)
- Darts (11-15 only)
- Other games such as American Football (11-15 only), Squash (include mini-squash), Lacrosse (11-15 only), bowls (carpet, lawn etc), street, ice or roller hockey (Specify)

Swimming

- Swimming, diving or lifesaving

Athletic and gymnastic activities

- Cross country, jogging or road running
- Athletics – track and field events, running races or jumping
- Gym, gymnastics, trampolining or climbing frame
- Other game skills (e.g. hoops, hopscotch, throwing and catching, bean bags, frisbee)

- Aerobics, keep fit (include skipping, dance exercise, exercise bike)
- Weight-training (11-15 only)
- Martial arts – Judo, Karate, Taekwondo and other Martial Arts
- Boxing or wrestling
- Other athletic and gymnastic activities such as yoga or pilates (Specify)

Skating

- Ice skating
- Roller skating/blading or skate boarding

Outdoor and adventurous activities

- Orienteering
- Walking (only include walking non-stop for more than 30 minutes for leisure purposes) or hiking
- Climbing (include indoor climbing), abseiling or potholing
- Cycling or riding a bike (include BMX and mountain biking)
- Horse riding or pony trekking
- Rowing or canoeing
- Angling or fishing
- Other outdoor and adventurous activities such as skiing (on snow or on artificial surface; on slopes or grass), fencing, motor-sports or karting (11-15 only), waterskiing, sailing, windsurfing or boardsailing (Specify)

To count towards the indicators reported, respondents must have participated in these activities within the last 4 weeks. In measuring participation during the last week to obtain measure of time spent, the respondent must have participated in the activity for at least 30 minutes.



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