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Protecting audiences in a converged world

Appendices
## Appendices

### Timeline of fieldwork and notable events

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<thead>
<tr>
<th>Date</th>
<th>News</th>
<th>Workshop</th>
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<tbody>
<tr>
<td>Previously</td>
<td>Calls for public inquiry into phone hacking by News of the World (NoTW)</td>
<td></td>
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<tr>
<td>20 June</td>
<td>Cardiff Event 1</td>
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<tr>
<td>22 June</td>
<td>Manchester Event 1</td>
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<tr>
<td>23 June</td>
<td>Daily Mail runs story asking why Cameron has not upheld pre-election promise to scrap Ofcom</td>
<td>Birmingham Event 1</td>
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<tr>
<td>28 June</td>
<td>Edinburgh Event 1</td>
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<tr>
<td>29 June</td>
<td>York Event 1</td>
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<tr>
<td>4 July</td>
<td>A lawyer for Milly Dowler's family says he learned from police that her voicemail messages had been hacked,</td>
<td>Cardiff Event 2</td>
</tr>
<tr>
<td>5 July</td>
<td>Police reveal they have also been in touch with the parents affected by the 2002 Soham murders about possible phone hacking</td>
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<tr>
<td>6 July</td>
<td>Daily Telegraph reports that NoTW hacked into the phones of relatives of British soldiers</td>
<td>Manchester Event 2</td>
</tr>
<tr>
<td>7 July</td>
<td>News Corporation announces it will close down the News of the World. The July 10 edition was the last.</td>
<td>Birmingham Event 2</td>
</tr>
<tr>
<td>11 July</td>
<td>Rupert Murdoch withdraws News Corp's offer to spin off BSkyB's Sky News channel.</td>
<td>Ealing 16-17 year olds Segment</td>
</tr>
<tr>
<td>12 July</td>
<td>Edinburgh Event 2</td>
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<tr>
<td>12 July</td>
<td>York Event 2</td>
<td></td>
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<tr>
<td>13 July</td>
<td>News Corporation announces that it has withdrawn its bid for BSkyB.</td>
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<tr>
<td>14th July</td>
<td>London (Belsize Park) 16-17 year olds Segment</td>
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</tbody>
</table>
**Event 1 Discussion Guide**

<table>
<thead>
<tr>
<th>Timing</th>
<th>Description</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.30-7.00</td>
<td><strong>Introduction and Quiz</strong></td>
<td>Welcome and Introductions presentation</td>
</tr>
<tr>
<td><strong>6.30-6.35</strong></td>
<td>Plenary - Introduction from Ipsos MORI</td>
<td></td>
</tr>
<tr>
<td><strong>6.35 – 6.40</strong></td>
<td>Syndicate - Table introductions</td>
<td></td>
</tr>
<tr>
<td><strong>6.40 – 7.00</strong></td>
<td>Plenary - Warm-up/light intro to regulation</td>
<td>Stimulus A: Short Quiz – answers appear in builds on powerpoint.</td>
</tr>
</tbody>
</table>
| **Introducing the workshop well** - this will be key to the success of the evening | • Welcome and thanks – Introduce moderators and observers.  
  • Explain purpose of the workshop  
  • Logistics and ground rules – No right and wrong answers, confidentiality, seek permission to audio record the sessions |                                                                            |
| **Background on participants’ viewing and listening habits** | • Name and where from, what TV services do you have at home – do you watch TV on your PC/mobile/games console?  
  • What kind of TV programmes do you enjoy watching? What channels?  
  • How do you watch these programmes?  
    - On TV when live? / Recorded?  
    - Online?  
    - VoD? / Catch-up services?  
  • How often do you use these different services? What’s good about being able to watch TV on these platforms? What’s not so good? |                                                                            |
| **Introducing ideas of regulation and some information in a gentle way** | **6.30** – **6.35 Plenary - Introduction from Ipsos MORI**                                                                                   |                                                                            |
| **6.35 – 6.40 Syndicate - Table introductions** | **6.40 – 7.00 Plenary - Warm-up/light intro to regulation**                                                                                   |                                                                            |
| **Short fun quiz in small teams Each team to write down answers to the quiz** | **Moderator to ask each question, then ask for the answers given, then tell them correct answer – then ask the whole group for reactions to these answers.**  
  • Did you get it right or wrong? Different responses from different people?  
  • Surprised by the answers, why? |                                                                            |
| **Plenary moderator can ask the whole group some of the following questions, if the issues are not brought up within the quiz.** | **The idea is just to get people thinking and mentioning the issues, before the next section.** |                                                                            |
Protecting audiences in a converged world

• How much do you feel you know about how television programmes are regulated?
• What is your view on how television is currently regulated? Ask participants for a show of hands for those who think that current TV regulation is too little, too much, just about right – note: if participants claim not to know this, ask them to go with their instinct based upon what they watch on TV

Probe briefly for
• Content type
• Service types (PSB’s vs freeview vs pay)
• Platform type (broadcast vs catch up vs VOD)

7.00- 7.50 Introduction to broadcast TV and Current Regulation

<table>
<thead>
<tr>
<th>7.00 – 7.10</th>
<th>1. BROADCAST TV - REGULATED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plenary - Lead moderator to present slides on current Broadcast (Broadcast) TV regulation. Note – The presentation focuses on Ofcom, role of Ofcom, Broadcast in the first instance, and lays out the current framework for regulation (including current tools currently used to regulate broadcast TV)</td>
<td></td>
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<tr>
<td>Moderator to highlight to respondents that they do not need to memorise this information as it will be available on handouts after as we will be referring to these areas of regulation throughout the workshop. We would just like them to listen to the information and ask any questions about any areas that they do not understand</td>
<td></td>
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<tr>
<td>• Did you learn anything new from this presentation on current TV regulations?</td>
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<tr>
<td>• Were you aware of any of these regulatory tools before today?</td>
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</tr>
<tr>
<td>• When do you see them? What types of programmes etc.?</td>
<td></td>
</tr>
<tr>
<td>• Anyone use PIN protection?</td>
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</tbody>
</table>

Finally show slide on key principles of current regulation, focusing upon the following six areas with emphasis on the details of harm, offence, protection of minors, fairness, privacy and impartiality. Inform participants that all programmes shown on broadcast TV have to abide by these six principles of regulation, and if these are breached action is likely to be taken against broadcasters.

<table>
<thead>
<tr>
<th>7.10 – 7.40</th>
<th>Syndicate – on each table Moderator goes through the 6 mood boards on harm, offence, protection of minors etc. Discuss each area in turn.</th>
</tr>
</thead>
<tbody>
<tr>
<td>For each area of regulation in turn ask</td>
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</tbody>
</table>

Stimulus B- Six mood boards – laminated copies and paper copies in
| Regulation areas | • Any questions/comprehension issues?  
• First thoughts about this area – too much regulation, not enough, who would it protect etc?  
• What examples can you think of in this area  
At the end of the 6 areas ask:  
• What are your initial thoughts after this presentation? Any surprises?  
• What do you think overall of the current level of regulation as presented? (PROBE – Too much? Not enough? Doesn’t cover all issues? What doesn’t it cover?)  
• 7.40 – 7.50 Finish this syndicate session with the exercise: Mapping regulatory areas by priority of importance for current broadcast television  
  Can work in pairs if the exercise is hard to do (e.g. for low tech tables) or alone if they understand and find it easy (e.g high tech tables) – moderator decide what’s best for your group  
  After all have completed the exercise, group feedback on mapping –  
• Which ones do you consider to be very important (show of hands for top ranking across group?) – why  
• Who had something different to this why?  
• What no so important – why etc. Etc.  
• What are the differences and why?  
  Note- ensure each participant is given the opportunity to feedback their views on each area of regulation. It is important to capture detail here, but also ensure that participants have understood the task. |

7.50 – 8.00 Coffee & comfort break VERY QUICK BREAK!  

8.00- 8.50 New platforms and services  

| 8.00 – 8.10 Plenary  
2. VOD AND CATCH UP VIA PC - REGULATED  
Demonstration of VoD and catch-up services via PC | Moderator to introduce VoD via PC by presenting the slide and then showing the ITV player clip and present this as an existing method of VoD and catch-up services. |

| 8.10 - 8.25 Syndicate  
In the syndicate groups, discuss VoD  
• Has anyone heard of these online services? Has anyone used these services? Seen anyone else use them?  
• Which services specifically? How long have you used them for?  
New services presentation – slides and stimulus in plenary, then discussions in syndicate.  
Stimulus C: Demonstration of VoD/ catch up on PC.  
C: ITV Catch up clip |
• What do you think of these services? Why do/ don’t/ would you/ wouldn’t you use them?
• Thinking in terms of regulation as discussed for Broadcast TV, what do you think of these services? Do they need to be regulated? Are the importance of areas of regulation different? How?

Then complete importance rating exercise in their workbooks.
When all have written their answers, group feedback on ratings –
• Who has changed their rankings from what they selected for broadcast TV – why – what is more/less important?

Note- ensure each participant is given the opportunity to feedback their views on each area of regulation. It is important to capture detail here.

Still in syndicate groups, moderator to explain VoD regulation using slide in participant packs on the VoD Code

• Earlier we asked you how you felt television was currently regulated, and whether you thought this was too little, too much or just about right. Has your view changed now? Why is this?

8.25 – 8.35 Plenary
3. OPEN INTERNET/ TV LIKE CONTENT/ WEB-BASED STREAMING SERVICES – PC - UNREGULATED
Lead moderator demonstrates existing online services available on open internet services. Moderator to present ‘open internet’ slide and the play MUZU TV clip and YouTube clip and stress that we have now moved away from TV and focusing specifically on content shown on the web via PC/ laptops

8.35 – 8.50 Syndicate
In the syndicate groups, discuss open internet
• Has anyone used these services? Seen anyone else use them?
• Which services specifically? How long have you used them for?
• What do you think of these services? Why do/ don’t/ would you/ wouldn’t you use them?
• Other than common law, these services are not currently regulated. Should this type of content on the internet be regulated? Why/why not?

Then complete importance rating exercise in their workbooks.
• Group feedback on ratings –
  • Who has changed their rankings compared to what they ranked for broadcast TV/ Catch up via PC – why – what is more/less important

Note- ensure each participant is given the opportunity to feedback their views on each area of regulation. It is important to capture detail here.
Tell participants – after the break we will be moving from regulation of today, to the world of the future…

<table>
<thead>
<tr>
<th>8.50-9.10</th>
<th>Coffee and Comfort break – SLIGHTLY LONGER BREAK – THEY WILL BE TIRED</th>
</tr>
</thead>
</table>

### 9.10 – 9.50 Future platforms and services

#### 9.00-9.45

<table>
<thead>
<tr>
<th>9.10 – 9.20 Plenary</th>
<th>4. THE FUTURE: ONLINE SERVICES ON YOUR TV SET – REGULATED (VOD/CATCH-UP ON TV PLATFORM) ALONGSIDE UNREGULATED CONTENT FROM WEB</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lead moderator to present catch-up/ VOD services via TV using slides and clip, explaining that some TV sets can be connected to the internet, and allow catch-up services, or VoD through services like Sky Anytime, Virgin on Demand etc. Emphasise that these services will be available more widely, and that some people already access them. <strong>If necessary explain to participants that EPG stands for electronic programme guide (show screenshot H to show visually if needed)</strong></td>
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</table>

#### 9.20 – 9.35 Syndicate

In the syndicate groups, discuss connected TV

*Moderator note we are talking about AV content from UK commercial providers, not UGC or everything else on the web. Keep discussion focused on TV like programmes / content.*

- What do you think of web based TV services? Has anyone heard of these developments? Has anyone seen or used a web connected TV?
- How do you feel about having services internet services that used to be PC based on your TV in your living room?
- What do you think the advantages of these services are? What's good about them?
- Do you see any disadvantages? What are your concerns?
- How important is it that web based services on your TV are regulated, or not?
- Can they be regulated?
- How is it different to Broadcast TV?
- How is it different to viewing audio-visual content on your PC?

Discuss, (but don’t do a mapping exercise) how regulation priorities might change…

- For these services, that bring online internet services directly to your TV – does your ranking of the regulation areas change? How is it different to Broadcast TV, if at all? Should there be more/less regulation for each area?
- As it is shown on a TV set rather than a PC screen, do you think the ranking of regulation areas change?
- Do you think regulation should differ platform for (on TV or PC). Should they be? Why/why not?

**Stimulus G-K**

- Demonstration of new future services available on TV
  - G: Virgin VoD clip
  - H: YouView screenshot
  - I: Virgin TiVo screenshot
  - J: Future services clip
  - K: Smart TV screenshot

**A3 laminate examples of connected TV screenshots to be distributed amongst participants/ placed on wall**
### 9.35 – 9.40 Plenary

**5. PORTABLE DEVICES – BOTH UNREGULATED AND REGULATED**

Demonstration of portable devices to access content (ipad clip and iphone clip)

### 9.40 – 9.50 Syndicate

**In syndicate groups discuss portable devices**

- Does anyone in your household already access audio-visual content in any of the ways we’ve just shown you)? Have you come across these types of technology before? Did you know it was possible to watch this kind of programme using a portable device?
- Does it make a difference to your views on regulation if the device is portable? Why/why not? For e.g. if the same content is available via catch-up on a mobile device/tablet and on TV, are they any different? What is different about them? Probe: where you can view, who you view with, privacy when viewing etc
- Should content be regulated in the same way as it is on broadcast TV? Why? Why not?
- What concerns might you have about content viewed in these ways in contrast to things watched on a normal television, if any? Are these important?
- DISCUSS: does the portability of new devices change how you might prioritise the different areas of regulation? Why/why not?

**Then complete importance rating exercise in their workbooks** – NB this is for both portable devices AND connected TV – it’s about the world of the future where both portable and connected TV are prevalent.

- Group feedback on ratings –
  - Who has changed their rankings compared to what they ranked for broadcast TV/Catch up via PC – why – what is more/less important

Note: ensure each participant is given the opportunity to feedback their views on each area of regulation. It is important to capture detail here.

### 9.50 – 10.00 Wrap up and finalise next tasks

9.50 – 10.00

**Plenary**

- Lead moderator reiterates summary slide on the challenge for broadcast regulation
- Lead moderator asks each group to briefly feed back to plenary on whether or not they felt that regulation on different platforms or different services should vary (NB if running short of time, moderators can do this)

---

**Lead moderator clip:**

*Demonstration of mobile/portable devices*

**L: Ipad clip**

**M: Iphone clip**

Lead moderator can also use summary slide at this point – the 3 types of broadcast, VOD and open internet, available on the different devices, and regulated in different ways.
**Explain mid-event task, choose at least two of the following:**

- have a look at i-player (if you haven’t seen it before) and see what other providers of online television-like content you can find
- watch a specified television programme and think about implications if it was shown at a different time or in a different way
- Over the next two weeks keep an eye out for different types of TV regulation (and where possible across different platforms). Note what you seen and where and think how suitable this type of regulation might be if it was shown on a non-TV platform.

**Check times / dates for reconvened event**

**Final feedback, thanks and incentives**

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**Homework tasks.**
2. How is TV regulated at the moment?
What is Ofcom?

Independent regulator for UK communications industries, with responsibilities across TV, radio and telecoms.

As a regulator, Ofcom has to consider both what is best for individuals, but also society as a whole and both need to be taken into account when making decisions.

Ofcom also has a duty to protect children and other vulnerable groups.
How does Ofcom regulate TV?

UK and EU parliaments set regulation objectives

Ofcom sets rules which broadcasters must follow to make sure they comply with the law. These rules are in the Broadcasting Code

Ofcom investigates complaints or allegations of a breach of these rules following transmission

By law Ofcom can issue sanctions when broadcasters break the rules. This can include public apology, financial penalties and ultimately losing their licence to operate.

Ofcom does regular viewer research and reviews the Code regularly to ensure each area is in keeping with general public opinion.
What do we mean by TV?

This all applies to

**Broadcast Television**

i.e. programmes on all TV channels which you watch **at the time the programme is broadcast/ scheduled**

e.g. Eastenders as listed in the TV guide

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Current tools for control of services

Already a number of tools used for control of TV services...

- Time programme is available (e.g. not before the watershed)
- Channels must be in certain section of EPG (e.g. adult channels in adult section)
- Advice/warning at start of programmes and in EPG listing (e.g. strong language)
- PIN protection can be set for programmes or whole channels (e.g. 18 rated)
- PIN protection linked to a credit card (over 18 only) to pay for programmes
Six areas of regulation

- Protection of minors
- Harm
- Offence
- Impartiality
- Fairness
- Privacy
Protection of minors (B1)

Language or images that are unsuitable for children should not be shown at a time when they may be watching

Objective
To ensure that children are protected from potentially unsuitable or harmful material (e.g. that may impact on moral, social or psychological development) in television programmes

Material unsuitable for children must either be:
- Appropriately scheduled (taking into account age range of audience, nature of content, time of broadcast etc.)
- Encrypted and protected by the use of a PIN before being viewed

Example:

Programme: Adult chat-line

Concern: Presenter was wearing a bra and thong, shown in sexual positions, touching crotch area and breasts. Was the programme suitable for 7.30am broadcast on Freeview?

Ipsos MORI
To ensure that members of the public are adequately protected from harmful material (e.g. financial or medical harm) in television.

Programme: Religious TV show

Concern: Presenters made claims in programmes that certain products as having beneficial properties that would improve people’s health and wealth. No scientific or medical evidence to back up claims.
To ensure that members of the public are adequately protected from the inclusion of offensive material in television, material which may cause offence must be justified by context:

**Context** means factors such as: the subject of the programme, channel, time of broadcast, size and type of audience, warning prior to transmission.

**Programme**: Fly-on-the-wall documentary

**Concern**: Complaints made about frequent and sustained use of very offensive language (i.e. the ‘f’ word) on programme shown at 9pm- 115 uses in total, with 27 uses in the first 15 minutes.
Impartiality

Programmes should check facts independently and include viewpoints from both sides of a debate

**Objective**

Ensure that news on television is reported with appropriate accuracy and presented without bias and that other programmes treat matters of political or industrial controversy (e.g. British Airways strikes)/public policy with impartiality.

**Rules**

News programming must cover alternative viewpoints appropriately and accurately and where presenters express personal opinion, ensure that alternative and wide range of viewpoints are adequately covered.

**Example:**

**Programme: Current affairs investigation**

**Concern:** Some people complained that a documentary took a one sided view of abortion. Programme included arguments and opinions against abortion from Christian/Jewish perspective, but no alternative viewpoints in this or linked programmes.
**Fairness**

Programmes should ensure that portrayal of individuals is not one-sided and they are given a chance to speak directly

**Objective**

To avoid unjust or unfair treatment of individuals or organisations in programmes

**Rules**

Programmes should not portray unjust/unfair treatment of individuals or organisations

**Example:**

**Programme: Current affairs investigation**

**Concern:** Allegations that employees of Indian Consulate took bribes. The broadcaster did not corroborate the claims or provide an opportunity to respond to the allegation.
Privacy

Programmes should only include details from individuals’ private lives where it is justified by the public interest

Objective

To avoid any unjustifiable breach of privacy in programmes and obtaining materials included in programmes

Rules

Programmes should not infringe the privacy of individuals without justification

Example:

Programme: Fly-on-the-wall documentary

Concern: Complainant shown being questioned and interviewed by immigration officer. Details of family background were disclosed as well as footage of complainant’s luggage & personal documents and of her being finger printed and scanned. Complainant felt that her privacy had been breached. The public interest did not justify the broadcast of personal details

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4. New services
VoD and Catch-up

The world of TV is changing – there are now many more channels available and ways of receiving television

Relatively new services allow you to view programmes on-demand:

- **Catch-up services** of recently broadcast programmes e.g. BBC iPlayer, 4od, ITV player
- **Video on demand services** featuring brand new or older shows e.g. Sky Anytime

- These services are provided *via the internet*. They are currently most widely accessed on the web via PC’s/laptops, but also available on services such as Virgin Media & BT Vision.

- **There are currently only a few rules for VoD services - for protection of minors and to prevent harmful material. These are not as strict as the rules for Broadcast TV.**

Ipsos MORI
Current regulation of Catch-up/VoD services

Due to similarities between TV and some Video on Demand services, some **new rules** **have been introduced** which relate to Catch-up and Video on Demand.

- Although they are not as broad as the rules for broadcast TV, they regulate Video on Demand services in two areas:
  - Material that is likely to incite hatred based on race, sex, religion or nationality is **forbidden**
  - Controls (e.g. PIN protection) must be in place to ensure under 18s cannot watch materials that may harm them, such as strong sexual content

These rules apply to UK based Video on Demand services and help ensure that all providers of UK VoD services keep to the same standards.

**BUT**

Some open internet services, or services that are based outside the UK (such as?) are not covered by regulations at the moment.

These are subject to general law.

General UK law makes distribution of obscene material (e.g. extreme pornography), discrimination or incitement of hatred unlawful.
Open internet

There are increasing amount of programmes available on the world wide web.

- There are a wide number of websites that host programmes:
  - Single providers video/ video from lots of providers e.g. iTunes
  - Specialised in particular types of programmes e.g. music videos
  - Wider range of programmes including full and edited programmes
  - Carry small amount of programmes + other content e.g. Newspaper websites

- The services can be accessed directly, or through searching for a programme on Google or Bing. They can also be accessed through other websites e.g. Facebook

- There are currently no specific content rules for these services. But if they are carried in the UK, they must keep to UK general law.
The future: services on your TV set

New services via your TV

Many services currently available on the internet will be accessible through TVs with a broadband internet connection

Services will be accessed via any existing TV through TV set top box (Virgin, Sky, BT Vision)

In the future a new version of Freeview boxes- called YouView- will launch and will be internet connected

The services can be accessed on new Connected/ Smart TVs through a broadband connection
- On a pre loaded application
- Via a web browser
NB a slide was included showing a screen shot from the proposals for YouView. This information is commercially sensitive and has therefore been removed. It showed the potential for moving backwards in time to watch previously broadcast programmes at any time, accessed seamlessly through an EPG
Virgin TiVo

- Open Internet (No specific rules)
- Broadcast TV (Broadcasting Code)
- Catch-up (VoD rules)
Demonstration of new future services available on TV

Connected TV clip
Example: Samsung Smart TV

- Broadcast TV
- VoD
- Open Internet
The future: services on portable devices

Services via your mobile

All of these new services providing programmes can be accessed via portable devices such as mobile phones (Iphone) and internet tablets (e.g. Ipads).

These can either be connected to the home broadband network (Wifi) or used on a mobile network (e.g. 3G)
Demonstration of new mobile platforms

iPad clip
Demonstration of new mobile platforms

iPhone clip

Ipsos MORI
Summary Slide of Services and Platforms

Programmes on services...

- **Broadcast TV**
- **VoD**
- **Open Internet**

With different rules...

- Broadcasting Code
- VoD rules
- No specific rules (Common Law)

These are now all available on...

- New TV boxes
- Connected TVs
- Portable devices

(Images and logos from Ipsos MORI)
Have you changed your views on what’s important or not to regulate?
## Event 2 Discussion Guide

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<thead>
<tr>
<th>Timing</th>
<th>Description</th>
<th>Materials required</th>
</tr>
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<tbody>
<tr>
<td>6:30 – 7:00</td>
<td><strong>Introduction and Mid-Event Task</strong></td>
<td>Use new slide showing linear vs VOD vs web and 2 levels of existing regulation and common law (laminated) (slides 5 and 6)</td>
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<tr>
<td></td>
<td><strong>Plenary - Introduction from Ipsos MORI (plenary)</strong></td>
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<td></td>
<td><em>Welcome back</em></td>
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<td><em>Recap of objectives and focus on task for today – Come up with your best principles for whether, and if so how we as a society should regulate what we see and hear, and decide how, if at all, audiences should be protected in a world where we are watching and listening to a wide variety of things, across different platforms (e.g. television, PC or portable devices such as mobiles) and services (e.g. catch up services such as the i-player/4od, or VoD services)</em></td>
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<td><em>Recap of what we talked about last time – remember there are many different areas to consider today</em></td>
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<td>o Different areas which are currently and could be regulated further, in particular harm, offence, protection of minors, fairness and privacy, impartiality</td>
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<td></td>
<td>o Different platforms (TV, web streamed etc) and services (catch up etc) some of which are currently regulated and others which aren’t</td>
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<tr>
<td></td>
<td><strong>Plenary - Mid event task</strong></td>
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<td></td>
<td><em>Which tasks did you pick?</em></td>
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<tr>
<td></td>
<td><em>What did you learn? Any surprises? Any impact on how you think about regulations and other things we discussed last time?</em></td>
<td></td>
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<tr>
<td></td>
<td><em>What about technology? Did anyone try a different way of seeing TV content?</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Any changes of views since last time</em></td>
<td></td>
</tr>
<tr>
<td>7:00- 7:20</td>
<td><strong>Different audiences and how they might be affected by different types of content/ platforms/ services</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Widen</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Syndicate – Moderators to introduce case study characters on their table. This exercise is designed to help participants think about people who may be different</strong></td>
<td>A1 – A4 Case studies</td>
</tr>
<tr>
<td>Discussion to different types of audiences to check what they need – make sure that later discussion takes all citizens and consumers into account</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>to them, and how regulation may need to address different concerns when, for example, previously un-regulated content on the internet can be watched on a web connected TV at home or on portable/hand held devices. Each syndicate group to discuss 2 of the 4 scenarios. Summarise their collective thoughts and present back to the other syndicate group. REMEMBER – THEY NEED TO FOCUS ON THE CONTENT/REGULATION ISSUES. (Note – Moderators to remind participants that we are only talking about UK commercial content, as content delivered from other countries or user-generated content – e.g. home videos will remain un-regulated.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• In case of services – whose responsibility is it to protect this person? Probe – Their own responsibility? Others in the household? Regulatory authority? Content provider? ISP? How feasible/practical are these options?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Does this person need protection from any specific kind of content?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• How important or not would it be to have rules/regulation in place for</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Protection of minors/Harm/offence/fairness/privacy/impartiality</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• What will be the main areas of concern with respect to different services (broadcast TV, VOD services, web based services)?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• If the current system of regulation (focused on broadcast accessed on TV) doesn’t change, what might be the implications for this person?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• What should the regulator be thinking about to ensure that people can access the content they are interested in, but are also protected? (Note – bring up the specific areas such as offence, harm etc.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• If there is regulation to protect this person, will there be any other effects on other groups? (e.g. if people feel that all 18+ content should not be shown online, what are the implications for people like them, their friends, others who choose to watch these programmes?)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• PLUS SPECIFIC PROBES FROM INDIVIDUAL CASE STUDIES</td>
<td></td>
</tr>
<tr>
<td>7.20- 7.50</td>
<td>Regulation Scenarios</td>
<td></td>
</tr>
<tr>
<td>Detailed views on each scenario</td>
<td>Plenary – Presentation of slide on reminder of the current regulatory environment. Each table moderator presents the scenarios one at a time and then discusses that one before moving on to the next.</td>
<td></td>
</tr>
<tr>
<td>Table 1 to go through the scenarios in order - 1, 2, 3, 4</td>
<td>Table 2 to go through scenarios in the order – 1, 4, 3, 2</td>
<td></td>
</tr>
<tr>
<td>C Scenarios 1-4</td>
<td>Slides / handouts of each scenario</td>
<td></td>
</tr>
</tbody>
</table>

From event 1 - Mood boards of various areas of regulation. These stimulus materials should be displayed in various parts of the workshop space so they can be referred in the next session.
### For each
- Everything clear, any questions?
- Things you like about this scenario?
- Any concerns?
- How will this scenario deal with each of the areas of regulation (harm, offence etc.)?
- How well will this scenario regulate content given the different platforms that exist now / will exist in future.

#### 7.35-7.50 – comparing across and slide 15 and feedback to group
- In each syndicate groups, put all 4 scenarios together, discuss which they think is best and why.
- Prompts -
  - Which are better than others
  - What are their advantages
  - What do they not do so well
  - How could the different scenarios impact you/ friends and family/ case study characters/ society as a whole?
  - Which scenarios best balance personal freedom vs censorship issues
  - Generally whose responsibility is it to protect vulnerable viewers from inappropriate content (regulator, personal responsibility/parental responsibility, ISP, content provider etc.).
  - No need to form a consensus
  - Individuals to complete ranking exercises in workbooks D1, WHICH SCENARIO DO YOU THINK IS MORE APPROPRIATE OVERALL
  - Those with different views summarise why they chose different scenarios

### 7:50 – 8.00
**Short coffee break.**

### 8.00 – 8.30
**Mapping scenario choices onto regulatory areas**

<table>
<thead>
<tr>
<th>Individual and group exercises to map how scenarios meet needs of regulation in different areas</th>
<th>8.00 – 8.15 Back to plenary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Moderator to check if participants recall and understand the 6 areas and recap if necessary using laminates.</strong></td>
<td><strong>Look at workbooks ranking exercise D2 – focussing on connected TV’s. Think about which scenario, for you, best meets the needs of regulation taking into account how important you think it is for each of these to be regulated in each of the 6 areas we talked about in Event 1</strong></td>
</tr>
<tr>
<td><strong>Please only choose one scenario for each area</strong></td>
<td><strong>Please only choose one scenario for each area</strong></td>
</tr>
</tbody>
</table>

### Workbook exercise 2

### Workbook exercise 3
Lead moderator uses flip chart page drawn in same style as slide 18 (D3) to collect all individual results for the whole group. PLEASE REMIND PARTICIPANTS TO LOOK DOWN AT THEIR WORKBOOK AND ENSURE THEY REPORT THE ANSWER THEY RECORDED.

- Any surprises that this is the spread/only choice of results?

**8.15-8.30 (if time) VERY brief plenary discussion**

- Does anything change if you think about the different platforms that exist now?
- How far did you take the different platforms into account when making your choices earlier?

---

**8.30-9.00**

**Build your ideal scenario**

**Refining and improving scenarios – not so much to come to a conclusion but to hear arguments as participants choose different elements.**

**Plenary - Divide into 4 groups of 5 each. Each group to be given a task to build a scenario that takes the best elements of each scenario, so it covers all the priorities identified. Look at the collective results on the flip chart. They have 20 minutes for the first part of this exercise. (Say 20, allow 25 minutes)**

- For each group – participants to decide:
  - 1) What (if anything) are the priorities for regulation?
  - 2) What is the most appropriate approach to regulation – referencing the scenarios? Why?
  - 3) Would you choose one approach/scenario for each area of regulation, or different approach/scenario for different areas i.e. protection of children/harm/offence etc.?
  - 4) take best elements/mix and match

**Think about the role you/others play in protection from these types of content -**

- *Introduce technical controls that can be used under any approach.* What controls would be most helpful e.g. PIN / password protection, time restrictions (watershed), age classification and guidance warnings, kitemarks, regulated / non-regulated area of EPG etc. Any others?
- Does this have an impact on your choice/design of scenario?

Remind respondents that whichever scenario they choose/build this will apply across all platforms — screen that receives all services this may be connected TV, PC, mobile, ipad

---

**Flipcharts**

**E: Tools for control of services**
9:00-9.50  Present your ideal scenario

**Plenary – Each group to think about their ideal scenario and present it back to whole workshop (both tables).**

Second moderator to note key elements of each scenario on a different flipchart sheet – useful when discussing the merits of different ideas in the plenary.

- You are in charge of Ofcom and have to explain your scenario to the general public; you may change the scenario if you think it could be improved.
- Explain why it will be better than what we have at the moment, and better than other options (REFER TO SLIDE 4 UP ON WALL AND SLIDE 22 THEY HAVE IN PACKS).
- Why would it suit the future environment and ways we will consume content
- Make list of bullet point notes – around five or seven that put forward its strongest points.

**Plenary – Discussion on the merits of different ideas**

(Note – It is likely that the scenarios that have been constructed have a lot of similarities, use this discussion to tease out the differences between these scenarios)

- Debate merits of each idea? What concerns does it answer? Which ones are not answered?

9.50-10.00  Wrap up and Thanks

- Overall summary (Lead Moderator)
- Thanks and incentives
Event 2 Stimulus
Protecting Audiences
research
Event 2 pack
Welcome

Ipsos MORI
Why have we asked you to this event?

- Thank you for attending the last event
- Today’s Agenda - How we as a society should regulate what we see and hear, and decide how, if at all, audiences should be protected in a world where we are watching and listening to a wide variety of things, across different platforms
Guidelines

- No right or wrong answers
- Make time for everyone to contribute
- Respect the opinions of others
- Let everyone speak
- Mobiles off please
- Take a break when you need one
- Through the event, we’ll ask you to think about your own views (as a consumer) and what you think would work best for everyone in society (a citizen view)
Programmes on services…

With different rules…

These are now all available on…

- Broadcast TV
- VoD
- Open Internet

- Broadcasting Code
- VoD rules
- No specific rules (Common Law)

- New TV boxes
- Connected TVs
- Portable devices
Six areas of regulation

Protection of minors

Harm

Offence

Impartiality

Fairness

Privacy
Case Study 1

Steven is 14 years old and lives with his parents. He has his own television in his bedroom which is connected to the internet.

Steve gets home from school and watches a programme on a catch-up service delivered over the internet onto his TV in his room. This programme was originally broadcast on TV at 11pm the previous night. It was scheduled at 11pm because of violent content.
Case Study 2

Anita is 32 years old. She has a young family and is cost conscious so is always on the lookout for good advice when it comes to money management. She likes to watch programmes on personal finance to gain tips and advice.

The family shares a computer and Anita has started to watch programmes delivered via internet services on the PC. She has looked into several personal finance programmes via these online services. Some of these programmes include ‘experts’ who recommend certain investments.
Case Study 3

Kira is 43 years old and lives with her husband and two teenage daughters. They are a busy family, and rarely get to sit down and watch TV together. They therefore use catch-up services and VoD services through their Virgin TiVo.

Kira was told about an educational programme on drug abuse that was broadcast two weeks ago. She wanted the family to watch this programme, but it was no longer available on broadcast TV, and she could not find it on any catch-up services, so searched and found it on an open internet service. It was the un-edited version and included several scenes of drug-taking. It also contained no warnings.
Case Study 4

Bob is 70 years old and lives alone. He is keen on news and likes to watch the news on TV and also reads the daily newspapers. His favourite newspaper is The Sun.

He recently bought a new TV which has a Sun TV service on it through VoD which he’s previously seen on the thesun.co.uk website. This has short news stories presented by The Sun’s reporters and clips to accompany it. He has been using this in preference to the TV news bulletins, for updates about government cuts and reforms to the health service.
How should programmes and services be regulated in the future when they can be seen on any screen?
Only broadcast TV regulated

What are the rules?
TV broadcasters are bound by the Broadcasting Code, administered by Ofcom.

What is included?
All TV channels operating under a UK Broadcast licence. This includes the vast majority of channels carried on analogue, Freeview, Freesat, Virgin Media and Sky.

Only catch-up programmes that have been previously broadcast are regulated (pay/subscription TV)

There may be different rules or tighter restrictions for Public Service Broadcasters (BBC, Channel 4, ITV1, Channel 5) or free to air channels than for other TV channels.

What’s not included?
Any Web streamed programme which is available via the internet on your TV or PC which has not previously been shown on broadcast television

Comedy video podcast only shown on the web (not previously on broadcast TV)

Exclusive music sessions recorded for the web
All content services regulated

What are the rules?
Regulation of all services (whether TV, internet or mobile delivered) in the UK that supply programmes.

These services would have to register themselves with the regulator and comply with regulations.

What's not included?
Programme on the web which is user generated.

What is included?
All UK generated programmes on any platform in UK to be regulated

There may be different rules or tighter restrictions
- more on Broadcast TV compared to;
- Video on Demand
- and fewer rules for Open internet services

Content on the web that originates outside the EU – as we are not able to oversee this
Industry agrees own rules

What are the rules?
No formal regulation of video services. Instead, services are encouraged to agree and publish a set of rules to follow. Services agreeing to abide by these rules are kite-marked to indicate that they adhere to industry set regulations.

What’s not included?
Other services not agreeing / meeting the kite-mark set their own rules, and remain subject to general law.

What is included?
The industry would agree on a common set of rules and standards

Youtube polices its content against the rules immediately takes down rude or offensive programmes

Channel 4 check their schedules against the rules and standards in order that it is included in the Sky EPG.

Safety kite marks set by industry

PARENTAL GUIDANCE LOCK

Adult humour

Ipsos MORI
No extra content regulation
- Common law and providers own rules

What are the rules?
No specific regulation of programmes. All services remain subject to general law – which protects against discrimination, hatred and obscenity. Services may choose to set their own rules and standards at a higher level than this.

What’s not included?
There would no longer be dedicated regulation for Broadcast TV services, as currently.

What is included?
Brands themselves would set their own rules for programmes

Youtube polices its content and immediately takes down rude or offensive videos

Channel 4 may show some extreme content with a warning, but ITV2 might choose not to because their audiences are very different
Which scenario do you think is most appropriate overall?

- More regulation: All content services regulated
- Less regulation: No extra content regulation (other than common law)
- In between: Only broadcast TV regulated, Industry agrees own rules

Ipsos MORI
Where would you place each area of regulation?

<table>
<thead>
<tr>
<th>Harm</th>
<th>Protection of minors</th>
<th>Offence</th>
<th>Impartiality</th>
<th>Privacy</th>
<th>Fairness</th>
</tr>
</thead>
</table>

More regulation

- **All content services regulated**
- **Only broadcast TV regulated**

Less regulation

- **Industry agrees own rules**
- **No extra content regulation (other than common law)**
### Where would you place each area of regulation? GROUP TASK

**Where did most people put each rule?**

**Where do people disagree? Why?**

<table>
<thead>
<tr>
<th>Harms</th>
<th>Protection of minors</th>
<th>Offence</th>
<th>Impartiality</th>
<th>Privacy</th>
<th>Fairness</th>
</tr>
</thead>
<tbody>
<tr>
<td>All content services regulated</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Only Broadcast TV regulated</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Industry agrees own rules</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No extra regulation (common law)</td>
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</tbody>
</table>

*Ipsos MORI*
Current tools for control of services

Already a number of tools used for control of TV services...

- Time programme is available (e.g. not before the watershed)
- PIN protection linked to a credit card (over 18 only) to pay for programmes
- PIN protection can be set for programmes or whole channels (e.g. 18 rated)
- Advice/ guidance at start of programmes and in EPG listing (e.g. strong language)
- Channels must be in certain section of EPG (e.g. adult channels in adult section)

Ipsos MORI
Tools for control of services

New services will allow controls to be extended across more services.

- Time restricted viewing/download of certain programmes
- Filter out programmes that are classified e.g. as suitable for 15+ only
- Filter out programmes with particular advice/guidance

These could be attached to an individual viewer profile – for ALL viewing across ALL screens rather than to a particular screen or device in the home.
How should services be regulated for each?

Thinking about services that are all available on a connected TV or portable device

1. Circle/highlight those which should be subject to each area of regulation?

<table>
<thead>
<tr>
<th>Harm</th>
<th>Protection of minors</th>
<th>Offence</th>
<th>Impartiality</th>
<th>Privacy</th>
<th>Fairness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Broadcast TV</td>
<td>Broadcast TV</td>
<td>Broadcast TV</td>
<td>Broadcast TV</td>
<td>Broadcast TV</td>
<td>Broadcast TV</td>
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<tr>
<td>VoD</td>
<td>VoD</td>
<td>VoD</td>
<td>VoD</td>
<td>VoD</td>
<td>VoD</td>
</tr>
<tr>
<td>Open Internet</td>
<td>Open Internet</td>
<td>Open Internet</td>
<td>Open Internet</td>
<td>Open Internet</td>
<td>Open Internet</td>
</tr>
</tbody>
</table>
C: Building your ideal scenario

Six areas …

Harm  Protection of minors  Offence  Impartiality  Privacy  Fairness

Different approaches to take…

- All content services regulated
- Only broadcast TV regulated
- Industry agrees own rules
- No extra content regulation (other than common law)
- New approach?

Different tools to help…

- Time restriction
- EPG section
- Advice/warning on content
- PIN/Password
- Content Filter

Ipsos MORI
C: Building your ideal scenario

Six areas …

- Harm
- Protection of minors
- Offence
- Impartiality
- Privacy
- Fairness

Different approaches to take…

- All content services regulated
- Only broadcast TV regulated
- Industry agrees own rules
- No extra content regulation (other than common law)
- New approach?

Different tools to help…

- Time restriction
- EPG section
- Advice/warning on content
- PIN/Password
- Content Filter

Ipsos MORI
Main stage fieldwork recruitment quotas

This table sets out the recruitment quotas for the main stage fieldwork.

Workshops took place in London (a pilot), Cardiff, Edinburgh, Birmingham, Manchester and York. Twenty-four people were recruited for each workshop.

The 16-17 year-old groups took place in London, urban and suburban locations. Eight people were recruited for each group.

<table>
<thead>
<tr>
<th>QUOTA</th>
<th>WORKSHOPS</th>
<th>16-17 YEAR OLD GROUPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of technology</td>
<td>50:50 high/low technology use for watching audio-visual content</td>
<td>50:50 high/low technology use for watching audio-visual content</td>
</tr>
<tr>
<td>Ethnicity</td>
<td>Minimum 6 participants</td>
<td>Mix of ethnic backgrounds</td>
</tr>
<tr>
<td>Gender</td>
<td>50:50 Male/Female</td>
<td>50:50 Male/Female</td>
</tr>
<tr>
<td>Age</td>
<td>Minimum of 4 participants aged 18-24</td>
<td>All aged 16-17</td>
</tr>
<tr>
<td></td>
<td>Minimum of 6 participants aged 25-34</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Minimum of 6 participants aged 35-54</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Minimum of 4 participants aged 55+</td>
<td></td>
</tr>
<tr>
<td>Social grade</td>
<td>Mix of social grades</td>
<td>Mix of social grades</td>
</tr>
<tr>
<td>Household type</td>
<td>Minimum of 8 with at least one child in the household under 11 years old</td>
<td>Mix of those:</td>
</tr>
<tr>
<td></td>
<td>Minimum of 8 with at least one child in the household between 11 and 18 years old</td>
<td>- who are an only child,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- with younger siblings in the household,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- with older siblings in the household and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- who have both younger and older siblings living in the same household.</td>
</tr>
</tbody>
</table>
Workshops Recruitment Screener

11-019508-01 Ofcom Regulation

1.1.1 **OFCOM REGULATION - RECRUITMENT QUESTIONNAIRE**

**WORKSHOPS**

Q1. Would you be interested in taking part?

<table>
<thead>
<tr>
<th>Yes</th>
<th>1</th>
<th>CONTINUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>2</td>
<td>CLOSE</td>
</tr>
</tbody>
</table>

Q2. Can I ask if you are available on both the dates and times of the group discussions?

<table>
<thead>
<tr>
<th>Yes</th>
<th>1</th>
<th>CONTINUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>2</td>
<td>CLOSE</td>
</tr>
</tbody>
</table>

Q3. Do you or any members of your immediate family work in any of the following areas, either in a paid or unpaid capacity? READ OUT

| Journalism/the media | 1 | THANK AND CLOSE |
| TV broadcasters | 2 |
| Radio | 3 |
| Market Research | 4 |
| No, none of these | 5 | CONTINUE |
| Don’t know | 6 |

Q4a. Have you participated in a focus group or workshop discussion for a market research company in the last 6 months?

<table>
<thead>
<tr>
<th>Yes</th>
<th>1</th>
<th>THANK AND CLOSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>2</td>
<td>CONTINUE</td>
</tr>
</tbody>
</table>

Q4b. Have you participated in a focus group or workshops discussion about TV or radio in the last year?

<table>
<thead>
<tr>
<th>Yes</th>
<th>1</th>
<th>THANK AND CLOSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>2</td>
<td>CONTINUE</td>
</tr>
</tbody>
</table>
Q5 Thinking about way(s) you watch television, can you tell me which of the following best describes you best?

A I watch broadcast TV (either through analogue, Freeview, Virgin Media, Sky, BT Vision) through my TV set, and sometimes record programmes myself to watch later, but I don’t watch anything on catch-up/Video on Demand (VoD) services such as – BBC Iplayer/ Sky Player/ ITV player/ 4oD/ Virgin Media Player/ Demand 5 etc.  

RECRUIT TO QUOTA

B I watch TV programmes in a variety of different ways including through catch-up/ VoD services (BBC Iplayer/ Sky Player/ ITV player/ 4oD/ Virgin Media Player/ Demand 5 etc) and/or watch programmes on a device other than a television (laptop, PC, Ipad, mobile phone, games console) at least once a week.  

RECRUIT AGAINST MAIN QUOTA

C None of these

Q6 Code sex (do not ask)

Male  
Female

RECRUIT AGAINST MAIN QUOTA

Q7 Write In & Code Exact Age

Exact Age  

18-24  1
25-34  2
35-54  3
55+  4

RECRUIT AGAINST MAIN QUOTA

Q8 Occupation of Chief Income Earner

Position/rank/grade

Industry/type of company

Quals/degree/apprenticeship

Number of staff responsible for

PROBE FULLY CODE FROM ABOVE

Social grade  
AB  1
C1  2
C2  3
D  4
E  5

RECRUIT TO QUOTA
How would you describe yourself?

Q9

**WHITE**
- British
- Irish
- Any other white background

**MIXED**
- White and Black Caribbean
- White and Black African
- White and Asian
- Any other mixed background

**ASIAN**
- Indian
- Pakistani
- Bangladeshi
- Any other Asian background

**BLACK OR BLACK BRITISH**
- Caribbean
- African
- Any other black background

**CHINESE OR OTHER ASIAN**
- Chinese
- Any other background

Q10 **Which of the following best describes your household?**

SHOWCARD

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Live alone/ single</td>
<td>Live with child(ren) (at least one aged under 11 years)</td>
<td>Live with child(ren) (all aged over 12 years but younger than 18))</td>
<td>Grown up children all living away from home</td>
<td>No children, living with partner/ spouse/ others</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

RECRUIT TO QUOTA
Young Persons’ Groups Recruitment Screener

11-019508-01 Ofcom Regulation

OFCOM REGULATION - RECRUITMENT QUESTIONNAIRE

Young person groups

Quotas

The main quota for this recruitment applies to whether the young person falls into the category of ‘High Tech’ or ‘Low Tech’ (Q5). Beyond this there are no set quotas for this recruitment but we would like:

- Mix of gender
- Mix of ethnicity (where possible)
- Mix of those
  - who are an only child,
  - with younger siblings in the household,
  - with older siblings in the household and
  - who have both younger and older siblings living in the same household.

These young participants are being recruited as pairs (Q4). If the nominated friend(s) are present then please take them through this screener at this point. If contact details have been provided please contact these individuals and check their eligibility for participation.

Q1 Write In & Code Exact Age

Exact Age

<table>
<thead>
<tr>
<th>Age</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 or below</td>
<td>1</td>
</tr>
<tr>
<td>16 -17</td>
<td>2</td>
</tr>
<tr>
<td>18 or above</td>
<td>3</td>
</tr>
</tbody>
</table>

Q2 Would you be interested in taking part?

<table>
<thead>
<tr>
<th>Yes/No</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
</tr>
</tbody>
</table>

Q3 Do you or any members of your immediate family work in any of the following areas, either in a paid or unpaid capacity? READ OUT

<table>
<thead>
<tr>
<th>Area</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journalism/the media</td>
<td>1 THANK AND CLOSE</td>
</tr>
<tr>
<td>TV broadcasters</td>
<td>2</td>
</tr>
<tr>
<td>Radio</td>
<td>3</td>
</tr>
<tr>
<td>Market Research</td>
<td>4</td>
</tr>
<tr>
<td>No, none of these</td>
<td>5 CONTINUE</td>
</tr>
<tr>
<td>Don’t know</td>
<td>6</td>
</tr>
</tbody>
</table>
Q4a Have you participated in a focus group or workshop discussion for a market research company in the last 6 months?

| Yes | 1 | THANK AND CLOSE |
| No  | 2 | CONTINUE |

Q4b Have you participated in a focus group or workshops discussion about TV or radio in the last year?

| Yes | 1 | THANK AND CLOSE |
| No  | 2 | CONTINUE |

Q5 Thinking about way(s) you watch television, can you tell me which of the following best describes you best?

A I watch broadcast TV at least once a week (either through analogue, Freeview, Virgin Media, Sky, BT Vision) through my TV set, and sometimes record programmes myself to watch later, but I don’t watch anything on catch-up/Video on Demand (VoD) services such as – BBC Iplayer/ Sky Player/ ITV player/ 4oD/ Virgin Media Player/ Demand 5 etc. and I don’t watch programmes on a device other than a television (laptop, PC, Ipad, mobile phone, games console)  

RECRUIT TO LOW TECH GROUP

B I watch TV programmes in a variety of different ways including through catch-up/ VoD services (BBC Iplayer/ Sky Player/ ITV player/ 4oD/ Virgin Media Player/ Demand 5 etc) and/ or watch programmes on a device other than a television (laptop, PC, Ipad, mobile phone, games console) at least once a week  

RECRUIT TO LOW TECH GROUP

C None of these  

THANK AND CLOSE
Q6  **Code sex (do not ask)**

<table>
<thead>
<tr>
<th></th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>1</td>
</tr>
<tr>
<td>Female</td>
<td>2</td>
</tr>
</tbody>
</table>

GOOD MIX

Q7  **Occupation of Chief Income Earner**

- Position/rank/grade
- Industry/type of company
- Quals/degree/apprenticeship
- Number of staff responsible for

PROBE FULLY CODE FROM ABOVE

<table>
<thead>
<tr>
<th>Social grade</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>AB</td>
<td>1</td>
</tr>
<tr>
<td>C1</td>
<td>2</td>
</tr>
<tr>
<td>C2</td>
<td>3</td>
</tr>
<tr>
<td>D</td>
<td>4</td>
</tr>
<tr>
<td>E</td>
<td>5</td>
</tr>
</tbody>
</table>

GOOD MIX (Where possible)

Q8  **How would you describe yourself?**

**WHITE**

<table>
<thead>
<tr>
<th>White</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>British</td>
<td>1</td>
</tr>
<tr>
<td>Irish</td>
<td>2</td>
</tr>
</tbody>
</table>
| Any other white background | \n
**MIXED**

<table>
<thead>
<tr>
<th>Mixed</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>White and Black Caribbean</td>
<td>2</td>
</tr>
</tbody>
</table>
| White and Black African    | \n| White and Asian       | \n| Any other mixed background | \n
**ASIAN**

<table>
<thead>
<tr>
<th>Asian</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indian</td>
<td>3</td>
</tr>
</tbody>
</table>
| Pakistani    | \n| Bangladeshi  | \n| Any other Asian background | \n
**BLACK OR BLACK BRITISH**

<table>
<thead>
<tr>
<th>Caribbean</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>
Q9 Which of the following best describes your household?

A. Only child
   1

B. I have younger brothers and/or sisters who live in the same house as me
   2

C. I have older brothers and/or sisters that live in the same house as me
   3

D. I have younger and older brothers and/or sisters who live in the same house as me
   4

GOOD MIX

Q10 Do you have a friend who would also like to take part in this research?

[Recruiter note: If friend is present please take each through this screener to judge eligibility. If friend not present please take a name and contact number and record below then screen them on Q1 - 5 and. We would also like you to record the response given for Qs 7 & 9]

YES
   1

NO
   2