Preface

The Children's Media Literacy Research 2017 has been run by Saville Rossiter-Base on behalf of Ofcom. The objective of the survey is to provide detailed evidence on media use, attitudes and understanding among children and young people aged 5-15, as well as detailed information about the media access and use of young children aged 3-4.

Quadrangle Operations interviewed a quota sample of 1,388 children aged 5-15 and their parents in the UK and also 677 interviews with parents of children aged 3-4. Interviews were carried out across 194 different sampling points in the UK, face-to-face, in-home. All interviews were conducted between 24th April and 3rd June 2017.

Details of the sampling frame, research methodology, and weighting procedures are outlined in the following pages. A note on statistical reliability is also included.

Sample Design - Random Location Quota Sampling

To ensure consistency with trend data, the same approach to sampling has been used as in previous waves, using Census 2011 Output Areas (OAs)[1] as the basic building block for sampling, then using quota control by three key variables (interlocked age by gender quotas for children aged 3-15 and socio-economic group for the household) to control the sample interviewed within each sampling point.

The OAs in the UK were grouped into larger sampling units (SUs), which were then stratified by region, rural/ urban indicator and Small Area Deprivation Index.

- firstly, all the SUs were sorted by region/ country,
- secondly, the SUs were then sorted within region/ country by rural/ urban categories based on UK Geographics' Urbanity classification.
- Within rural/urban strata SUs were sorted by Small Area Deprivation Index.

Sampling units were selected with probability proportionate to size where the size of each first stage sampling unit was measured by the estimated number of children aged 3-15.

Since region has been used as the first sorting variable, regional distribution of SUs will be more or less in proportion to the number of children 3-15 in each region. The number of interviews per SU was 11.

Quotas

Quotas were set within each SU to achieve an overall UK sample by gender within each age group (3-4, 5-7, 8-11, 12-15) which would be sufficient to look in detail within this overall sample at internet users by gender within age.

The initial calculation of quotas for children aged 3-15 is based on Census 2011 data for each sampling point and these quotas are adjusted as necessary to achieve the targets

[1]The 2011 Census Output Areas were used as a building block for the creation of slightly larger first-stage Sampling Units (SUs) used for sampling. This approach allows 100% coverage of all UK areas.

detailed above. For each sampling unit, socio-economic group quotas are based on the Census 2011 variable Approximate Social Grade of Household Reference Person.

Fieldwork

Interviewers were provided with specific addresses, thus affording tight control over the addresses the interviewers called at. All interviews were conducted in the home, using CAPI (Computer Assisted Personal Interviewing).

Weighting

The face-to-face data are initially weighted to correct the SEG profile, then using target rim weights for age, gender and by urban/ rural. The following table shows the initial unweighted sample and the final weighted sample profile for the main sample.

Figures are based on UK children aged 3-15	Census profile	Interviews achieved unweighted	Interviews achieved weighted
Boys aged 3-4	8%	16%	8%
Girls aged 3-4	8%	17%	8%
Boys aged 5-7	12%	10%	12%
Girls aged 5-7	12%	10%	12%
Boys aged 8-11	16%	12%	15%
Girls aged 8-11	15%	12%	15%
Boys aged 12-15	15%	12%	15%
Girls aged 12-15	14%	12%	15%
SEG – AB	22%	20%	20%
SEG – C1	31%	30%	30%
SEG – C2	21%	22%	21%
SEG – DE	26%	28%	28%

Guide to Statistical Reliability

The variation between the sample results and the "true" values (the findings that would have been obtained if everyone had been interviewed) can be predicted from the sample sizes on which the results are based, and on the number of times that a particular answer is given. The confidence with which we can make this prediction is usually chosen to be 95%, that is, the chances are 95 in 100 that the "true" values will fall within a specified range. However, as the sample is weighted, we need to use the effective sample size (ESS) rather than actual sample size to judge the accuracy of results.

The following table compares ESS & actual samples for some of the main analysis groups within the main sample.

	Actual	ESS
Total	2065	1711
AGE: 3-4	677	669
AGE: 5-7	412	394
AGE: 8-11	497	461
AGE : 12-15	479	454
AGE: 5-15	1388	1304
BOYS AGED 3-4	334	330
GIRLS AGED 3-4	343	339
BOYS AGED 5-7	201	193
GIRLS AGED 5-7	211	202
BOYS AGED 8-11	255	238
GIRLS AGED 8-11	242	224
BOYS AGED 12-15	240	228
GIRLS AGED 12-15	239	226
SEG – AB (AGED 5-15)	293	277
SEG - C1 (AGED 5-15)	444	418
SEG - C2 (AGED 5-15)	284	268
SEG – DE (AGED 5-15)	367	344

The table below illustrates the required ranges for different sample sizes and percentage results at the "95% confidence interval":

Approximate sampling tolerances applicable to percentages at or near these levels					
Effective sample size	**10% or 90%** ±	**20% or 80%** ±	**30% or 70%** ±	**40% or 60%** ±	**50%** ±
1,304 (Total aged 5-15)	1.7	2.2	2.5	2.7	2.8
238 (Boys aged 8-11)	3.9	5.2	5.9	6.4	6.5
344 (SEG DE aged 5-15)	3.2	4.3	4.9	5.3	5.4

For example, if 30% or 70% of a sample of 1,304 gives a particular answer, the chances are 95 in 100 that the "true" value will fall within the range of ± 2.5 percentage points from the sample results.

When results are compared between separate groups within a sample, different results may be obtained. The difference may be "real", or it may occur by chance (because not everyone has been interviewed). To test if the difference is a real one – i.e. if it is "statistically significant" – we again have to know the size of the samples, the percentages giving a certain answer and the degree of confidence chosen. If we assume "95% confidence interval", the difference between two sample results must be greater than the values given in the table below to be significant:

Differences required for significant at or near these percentages					
Sample sizes being compared	**10% or 90%** ±	**20% or 80%** ±	**30% or 70%** ±	**40% or 60%** ±	**50%** ±
277 vs. 344 (AB vs. DE aged 5-15)	4.7%	6.3%	7.3%	7.8%	7.9%
238 vs. 224 (boys vs. girls aged 8-11)	5.5%	7.3%	8.4%	8.9%	9.1%