

Respondent Centred Surveys: Putting respondents at the heart of survey design.



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Talk overview

Section 1:

Why Respondent Centred Design is important (Laura)

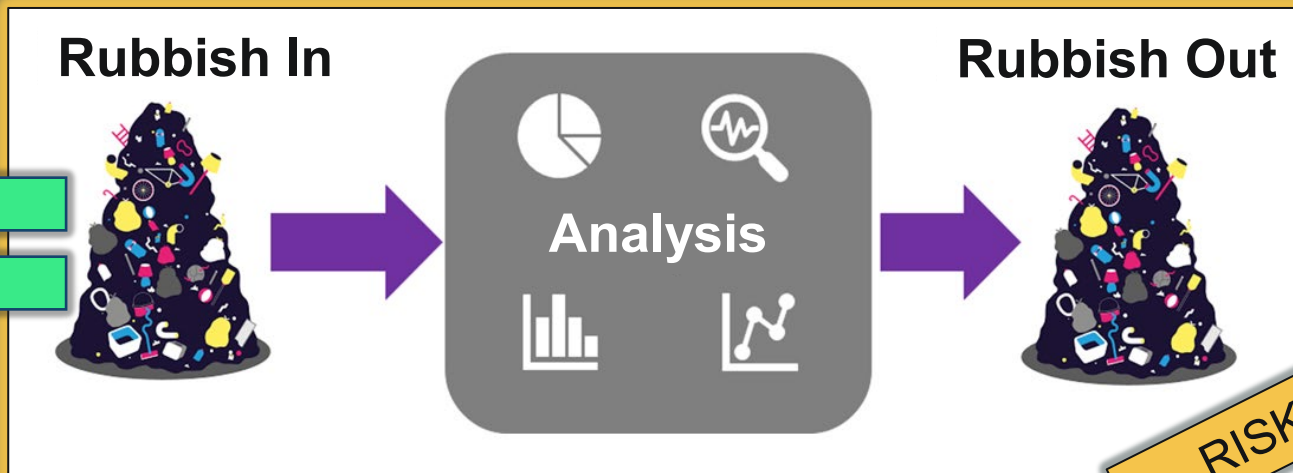
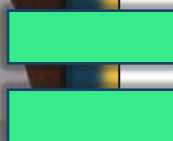
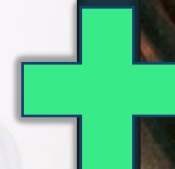
Section 2:

The Respondent Centred Design Framework (Emma)

Section 1.

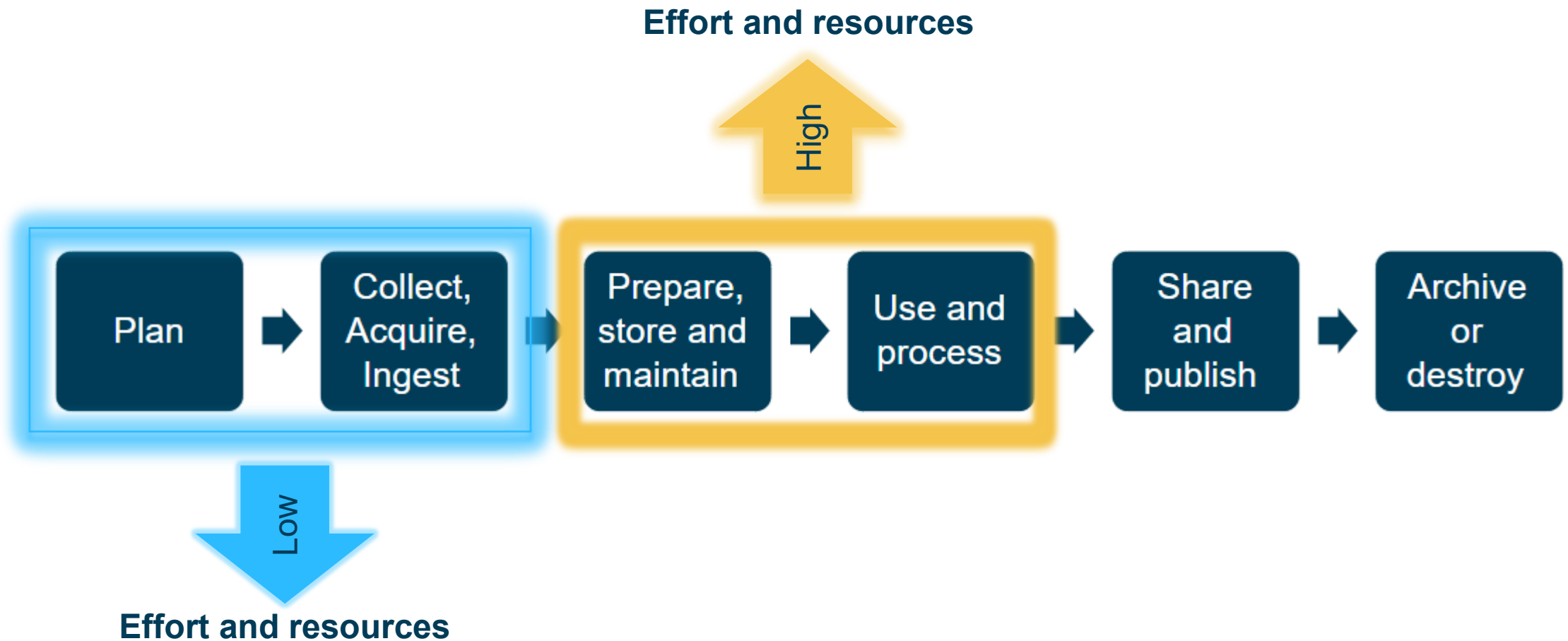
Why Respondent Centred Design is important

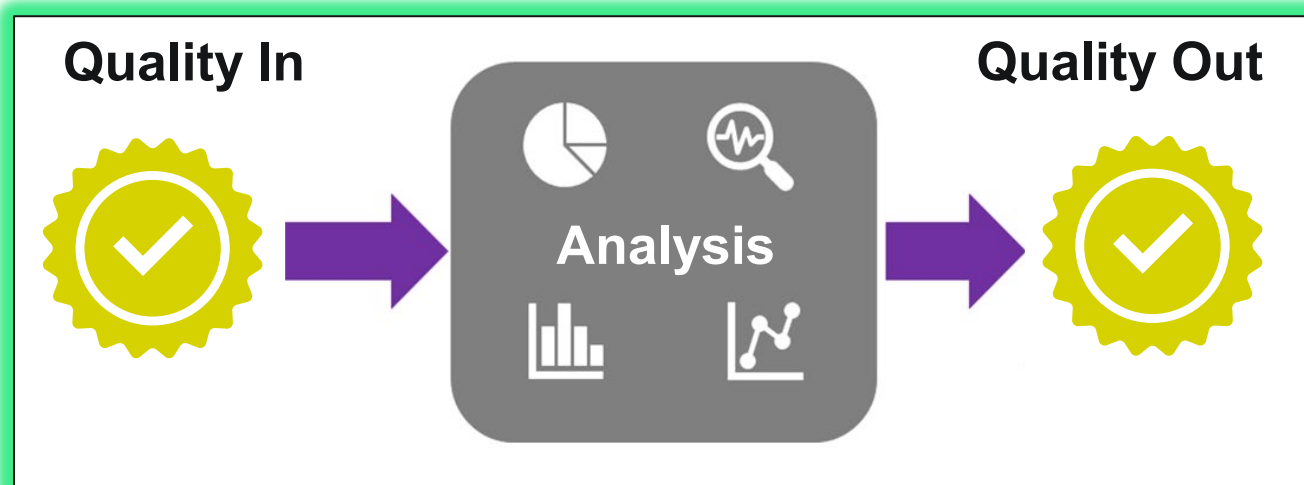
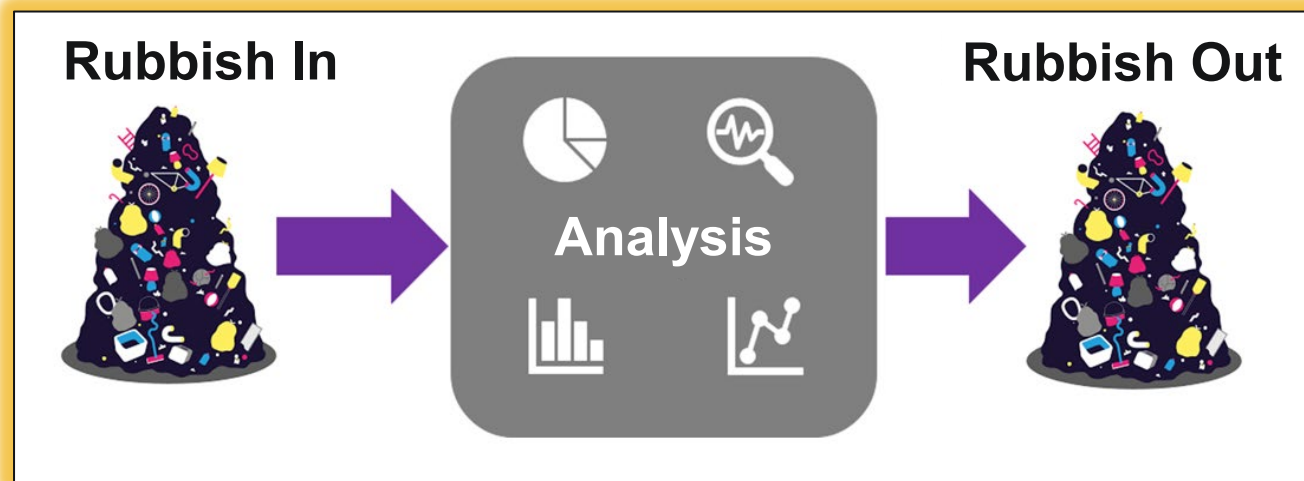
Laura Wilson



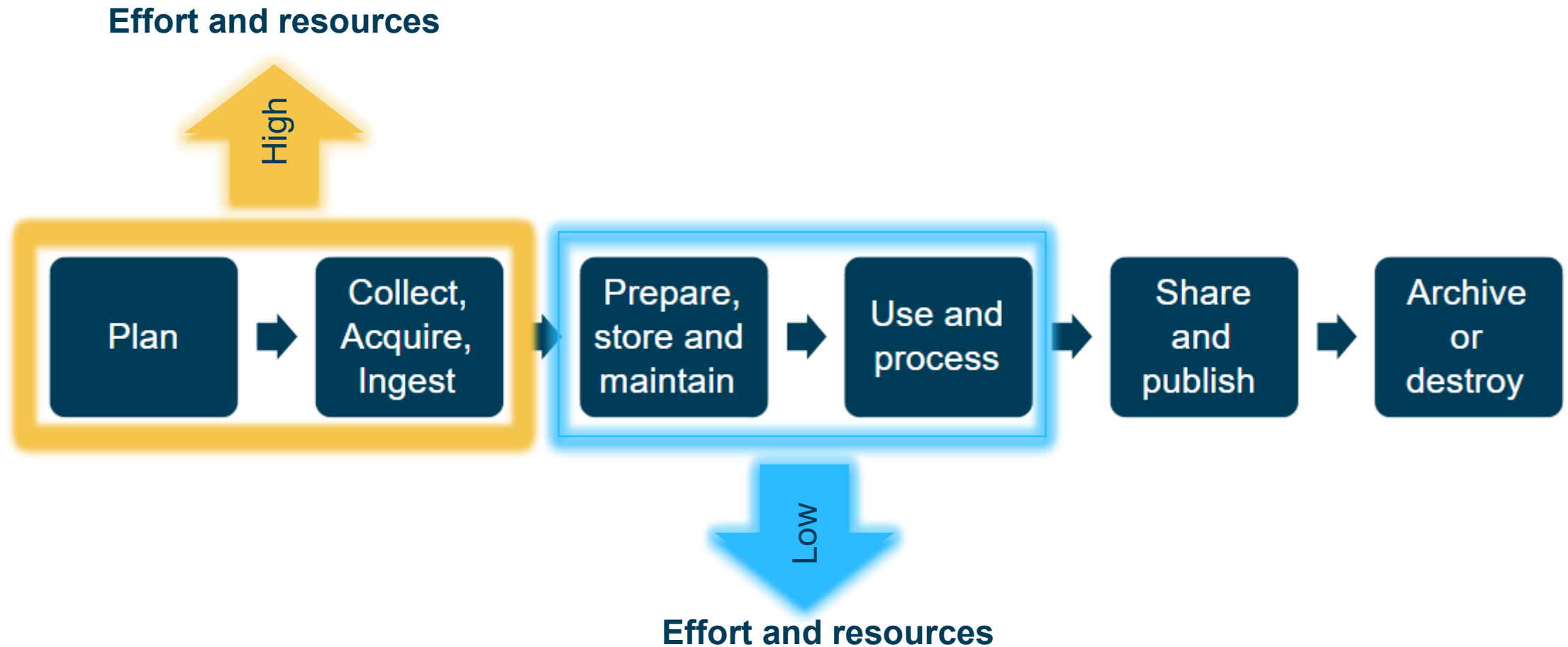
RISK

Data lifecycle – priority areas ‘as is’





Data lifecycle – priority areas ‘to be’



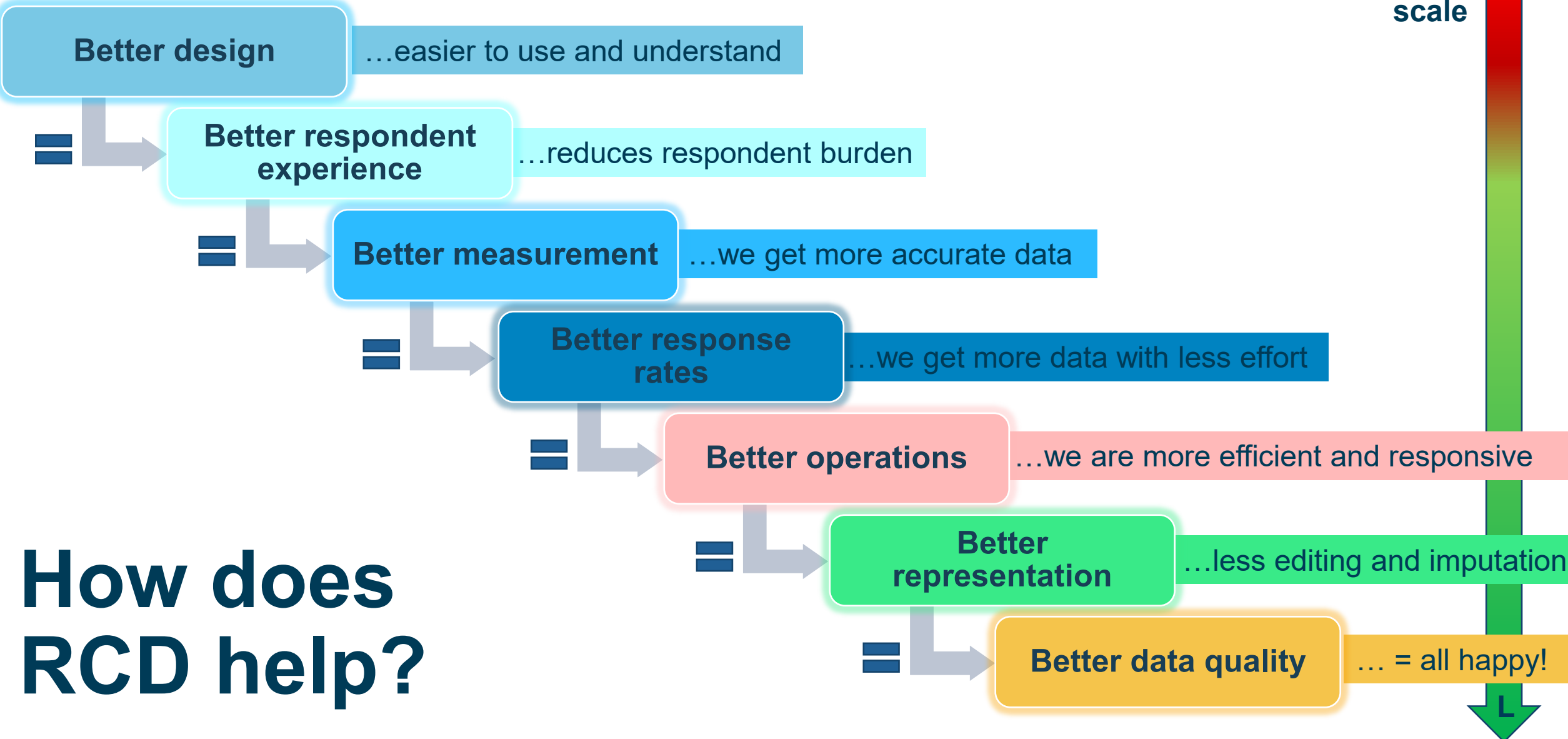
RCD can help us to achieve our survey goals...

Respondent Centred Design is defined as learning about the needs of those who will complete your survey and designing to meet them. It keeps the respondent as the informant of the design as we learn about:

- **Who** they are
- What their **circumstances** are
- What **information** they require before, during and after taking part
- **How and where** they take part
- What they are trying to do and what they **want to be able to do**
- What their **expectations** are at each stage of the journey
- How they **conceptualise** topics
- Issues that cause them **friction** and **pain points** when taking part



Effort scale
H
L



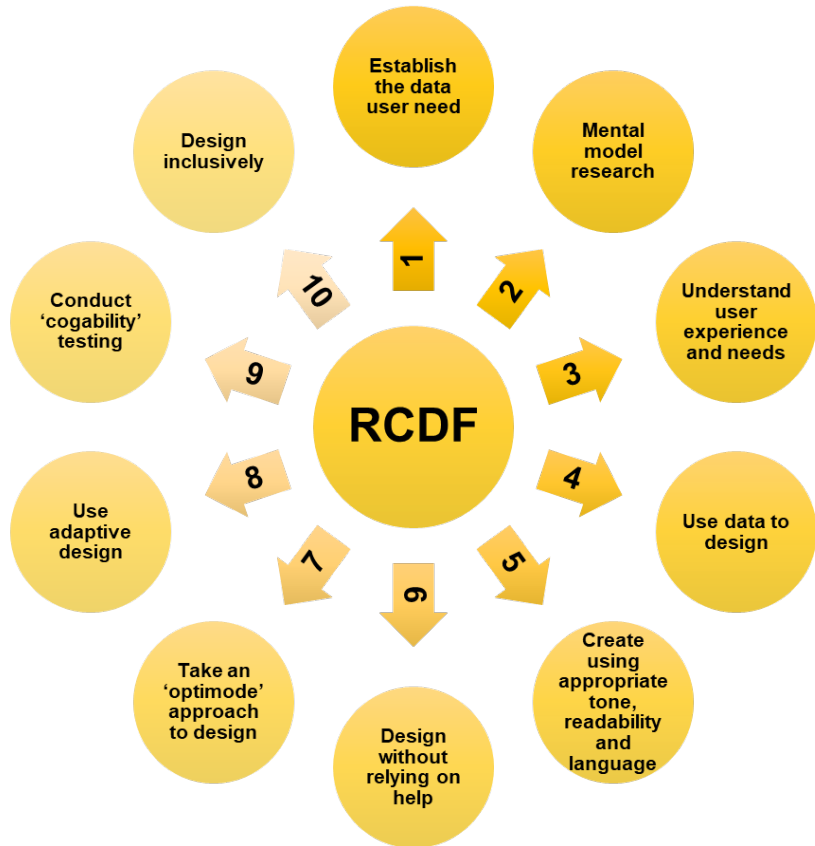
How does RCD help?

Section 2.

The Respondent Centred Design Framework

Emma Dickinson

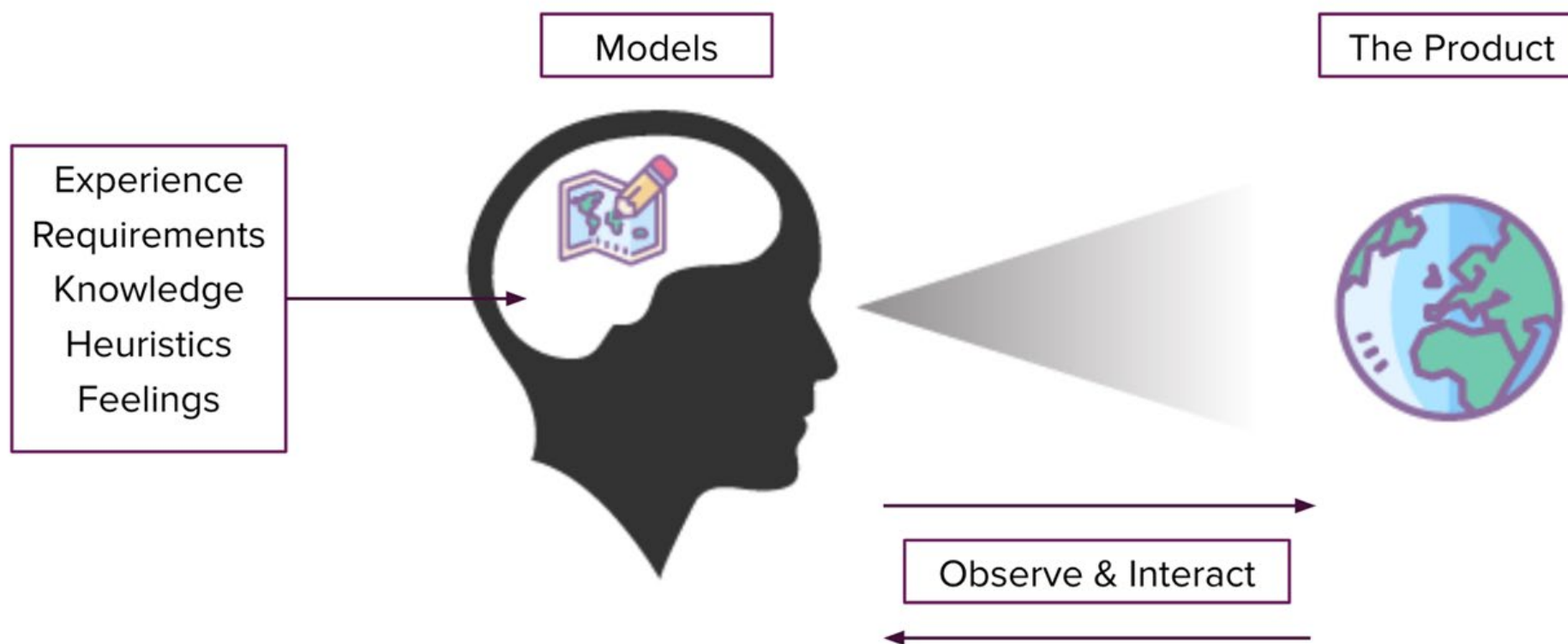
The Respondent Centred Design Framework (RCDF)



1. Gather the data user need



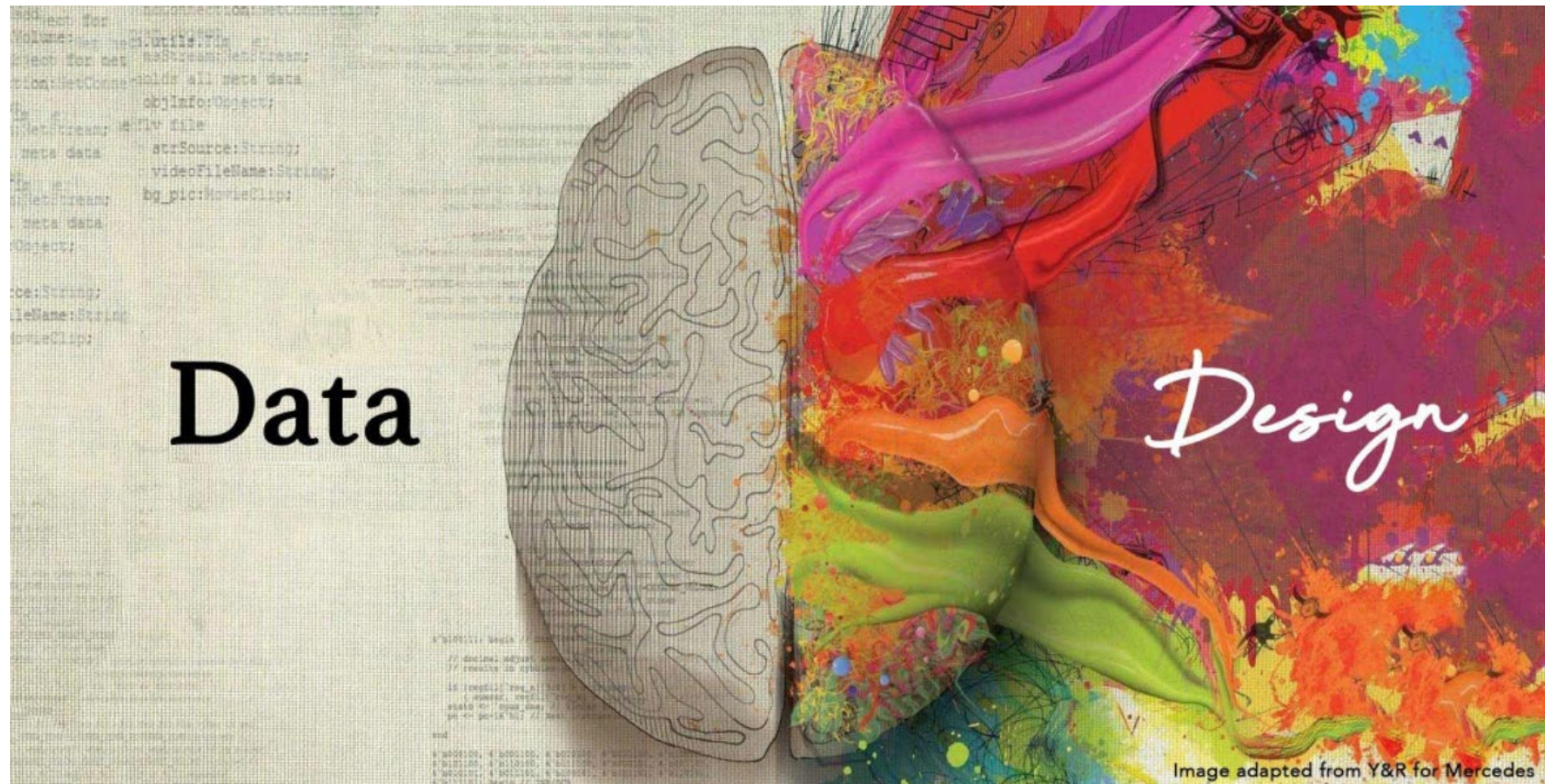
2. Understand mental models



3. Understand respondent experience and needs

**As a ... [who]
I want ... [what]
So that ... [why]**

4. Use data and insights to inform



5. Create using appropriate tone, readability and language

Speak **THEIR**
Language, **Not**
Yours

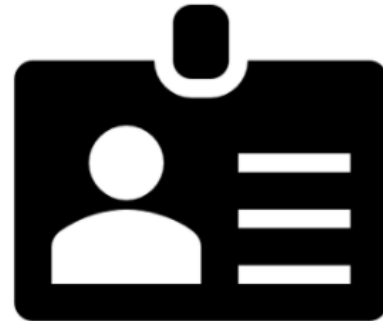
6. Design without relying on help



7. Take an 'optimode' approach



Q1a



Q1b

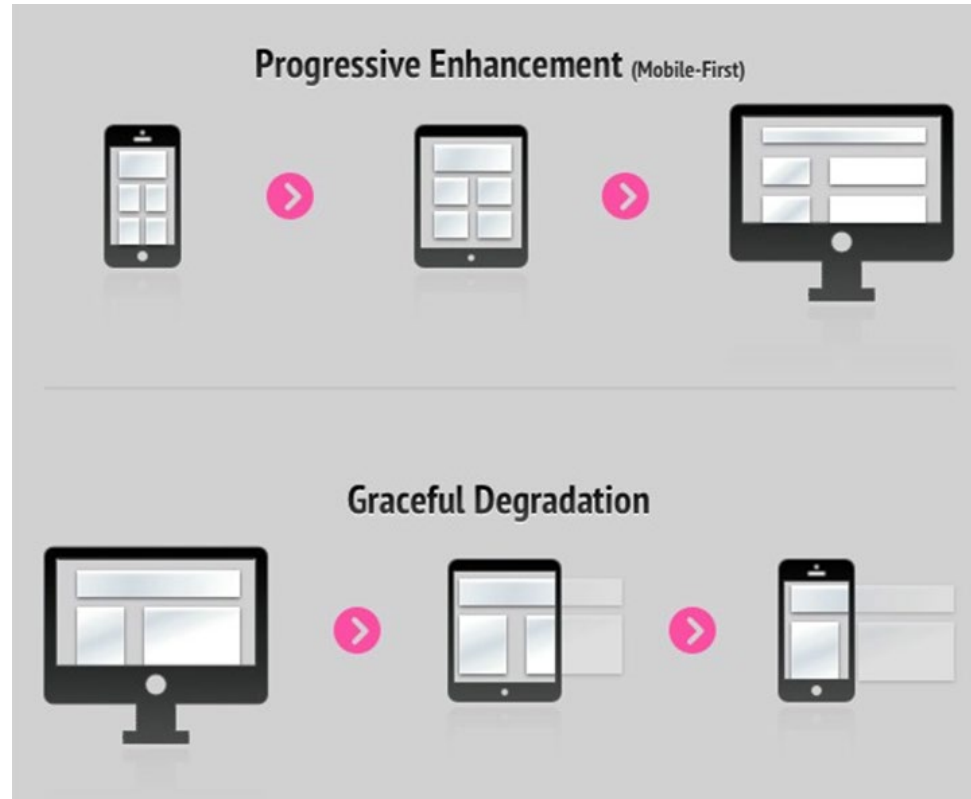


Q1c



Q1d

8. Use adaptive design



9. Conduct 'Cogability' testing

Cognitive
testing
+
Usability
testing
=
'Cogability'
testing



10. Design inclusively

People who find it hard to understand

- Use plain language
- Keep sentences short and to the point
- Don't have long paragraphs
- Keep paragraphs short. Try to keep to one line, except when it means the full line you will fit.

People who need a custom design

- Don't use forms using grids. Unless a table with borders being able to zoom in or out
- Make sure you provide with text if there have transparent backgrounds
- Put up content in white, rather than red
- Don't use important in your CSS

People who aren't online

- Make sure your users can get your content in the format they need: large print, braille, audio CD, Braille and Easy Read
- Don't include PDFs with images of text
- Format all PDFs with semantic tags

People who find it hard to read

- Don't set your lines of text out longer than about 60 characters
- Make sure there's enough space between the lines of text, and don't track the lines together too tightly
- Don't set white passages of text in blue, black or other color
- Don't do text alignment, left-align paragraphs, and don't justify unless you're using a language that needs to be justified

People who can't see colour

- Don't communicate information just using colour
- Don't give instructions that rely on colour

People who find it hard to see

- Make sure your text sizes big enough for the screen
- Use a font with obvious differences after spaces
- Don't use too colour contrasts
- Zoom in the browser or couple of different sizes to make sure you can't zoom in too much

People who can't hear

- Make sure all content with audio is captioned
- Provide a text transcript of any audio
- Put in any audio with a text transcript

People who struggle with computers

- Make sure everything you expect a user to tap or click is large enough and has plenty of whitespace around it
- Don't have any interactive elements that get too close with a keyboard
- Test using your whole design with just a keyboard to make sure you haven't built any "keyboard traps"

People in distracting situations

- Make sure users can pause moving content like carousels and videos
- Pages can't timeout, make sure users can return to them
- Labels have to clearly say that if a user is interrupted they can remember what they were doing

People with screen readers

- Put your content in a logical order with a useful heading hierarchy
- Check that you're using semantic tags and use ARIA correctly
- Don't refer to content by its location on the screen
- If you've made keyboard controls, test that they can't be overridden by screen reader shortcuts
- Make sure your form labels, focus and error messages are associated with the relevant form inputs and buttons
- The ARIA "application" role turns off accessibility, so don't use it without implementing appropriate keyboard navigation
- Anything communicated in images, photographs and video should have text alternatives
- Don't have audio or video play automatically when the page loads. It will draw out the screen reader
- If you're embedding third party stuff like YouTube video with a player, give them the attributes that describe the content

Design for everyone

GOV.UK accessibility.blog.gov.uk

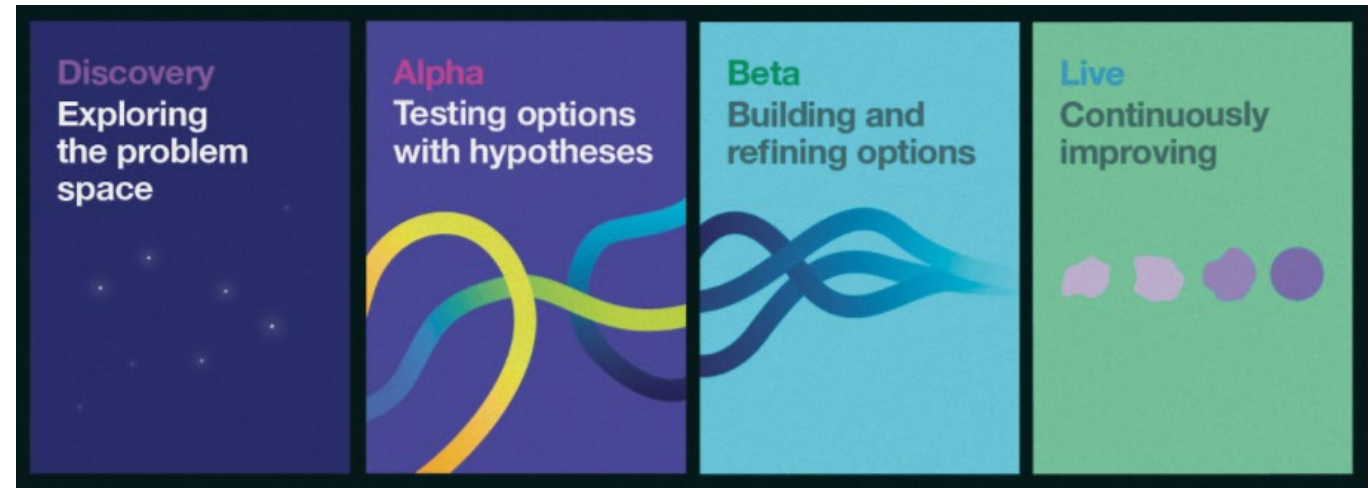
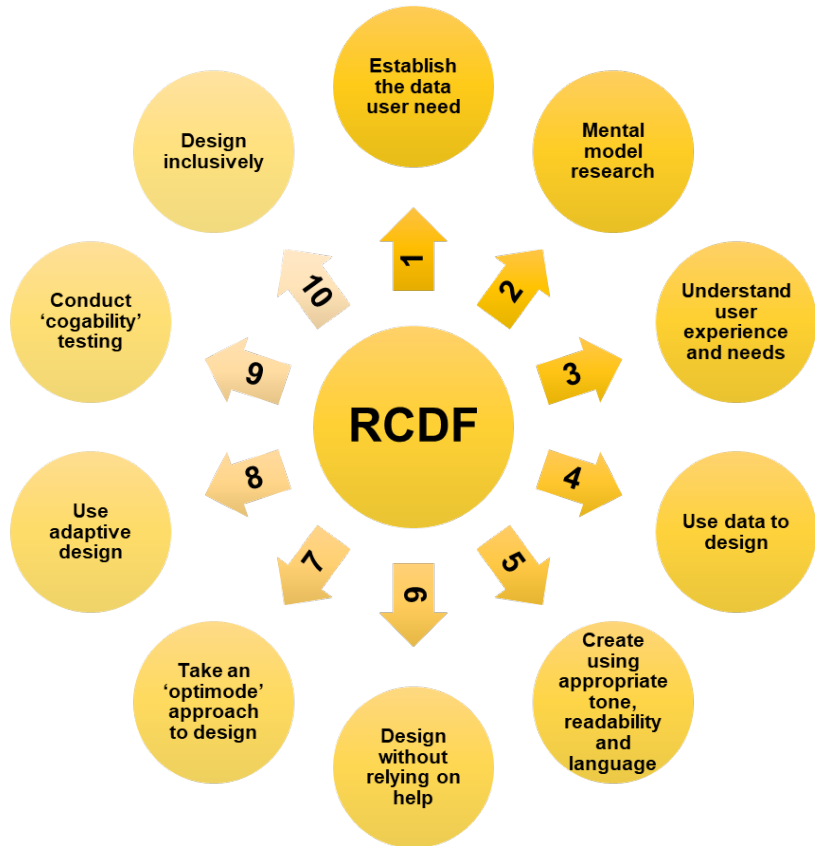
This is for one one one everyone

Government Design Principles

- 1 Start with user needs
- 2 Do less
- 3 Design with data
- 4 Do the hard work to make it simple
- 5 Iterate. Then iterate again
- 6 This is for everyone
- 7 Understand context
- 8 Build digital services, not websites
- 9 Be consistent, not uniform
- 10 Make things open: it makes things better

GOV.UK

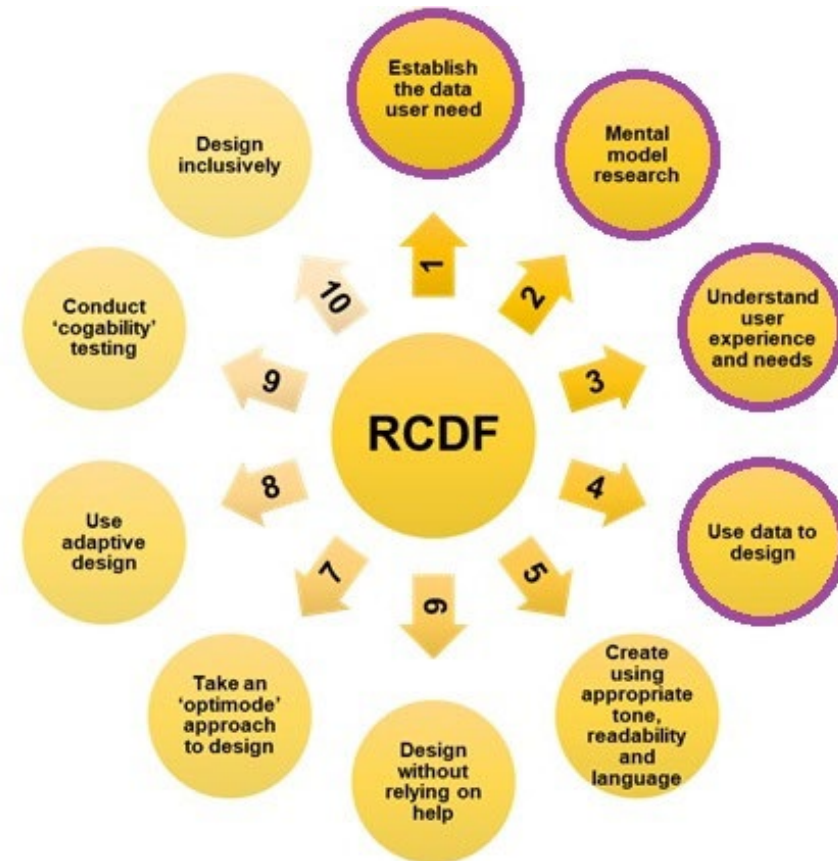
The RCDF



Application - The Discovery Phase

Research activities

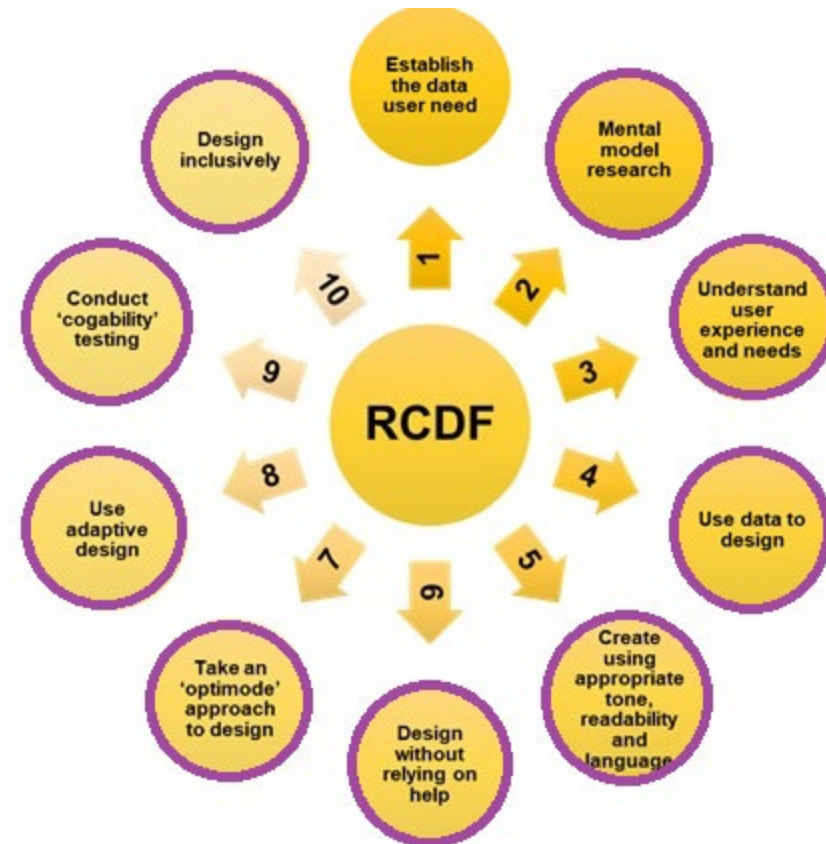
- Learn from others
- Create a research grid
- Insight sessions
- Watch, listen and learn
- Conduct in depth interviews
- Design with data
- Collate, analyse and create



Application - The Alpha Phase

Research activities

- Prototype
- Test
- Analyse
- Share
- Redesign and iterate
- Test again



Useful Resources

- Webinar (includes case studies): [Designing user-centred engagement strategies for online-first surveys – part of the ONS Social Survey Transformation Project](#) (two more here too on [Labour Force Survey](#) questions and [Socio demographic](#) questions)
- UN RCD webinar (includes case studies): https://www.youtube.com/watch?v=GDq_6N-ReSA
- ONS research publication on UCD respondent materials <https://gss.civilservice.gov.uk/policy-store/respondent-engagement-for-push-to-web-social-surveys/> (all the development from 2016 to Feb21)
- Ethical considerations in quali research <https://uksa.statisticsauthority.gov.uk/publication/ethical-considerations-associated-with-qualitative-research-methods/>
- GSS UCD guidance <https://gss.civilservice.gov.uk/policy-store/a-user-centred-design-approach-to-surveys/>
- [gov.uk User research, Service manual](#)
- [Doing pop-up research](#)
- [Government Digital Services Blog](#)
- [A simple technique for evaluating content](#)
- [UX Mapping Methods Compared: A Cheat Sheet](#)
- [Hemingway Editor](#)
- [Seeing AI](#) – visual accessibility app from Microsoft

Thanks!

Any questions?

Laura Wilson - Principal Social Researcher

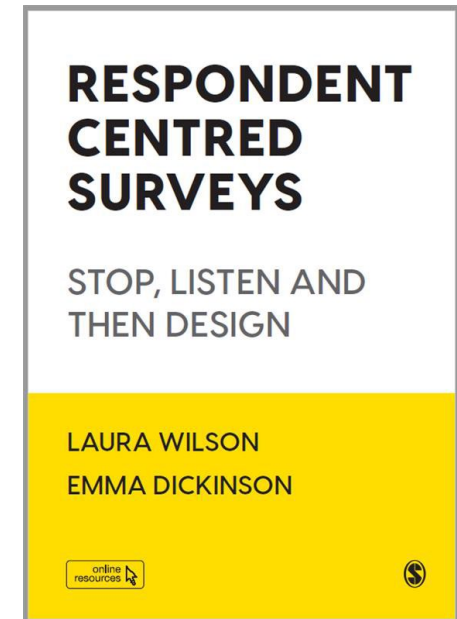
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Book, [SAGE Publishing](#)
[Nov 2021](#)