

Comprehension and use of UK nutrition signpost labelling schemes – Technical Annex

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1 Multiple signposting study literature review

Prior to this project, work on food labelling largely was concerned with the level of understanding of individual label types, and based mainly on self-reported use and understanding. Neither of the major recent review papers (Cowburn & Stockley, 2005, and Grunert & Wills, 2007) refer to any research on the impact of multiple label formats. An earlier project (FSA 2007) had suggested that shoppers do not recall any problems caused by the presence of multiple label types, but felt consistency was important.

The early qualitative work for this project (Clegg & Lawless, 2008) found that making comparisons between different label types could be difficult, especially when respondents either did not understand the meaning of TL colours, or assumed that %GDA monochrome label colours were meaningful. When TLs were compared with monochrome %GDAs, respondents could become confused by the 'extra numbers' (GDAs), and there were sometimes assumptions that the use of a pale monochrome colour meant that products were healthy on all nutrients, leading some to choose a %GDA labelled product as more healthy, rather than a healthier product with a TL label.

This issue was followed up in the cognitive testing stage of the project (Malam et al, 2008) which found that, when asked explicitly whether they were able to deal with multiple label formats, many respondents said that they had no problem using different types of labels. Some said they had no problem, even though many had patently struggled with tests asking them to make evaluations based on FOP label information. In particular most of those who had carried out two product comparison tests said they had no problems, as they had found the tests (using the same label type for each of the pair of products) easy. When presented with a pair of fairly similar products (sandwiches) one higher in fat, one higher in salt, one with a TL label, the other with a %GDA label, it became apparent that most had some difficulty comparing the two when the comparison was not straightforward:

- Shoppers who were able to look at the grams of nutrients, and had a system that could help them to decide whether fat or sugars and salt were more important (to them) in making a decision were able to compare the two products to make a decision. These were in the minority.
- Others decided on the traffic lighted product, as they felt able to make some assessment of it, but were not making a comparison with the other product. Some pointed out which parts of the TL label helped them, but did not acknowledge that they were only looking at just one of the sandwiches.
- Some rejected the TL product as it had some red on it, but did not really compare the two products.

- One person rejected the %GDA label as it was plain and therefore a supermarket own brand and to be avoided.
- Some were confused and happy to admit it.

Whilst the team is not aware of any peer-reviewed work on this specific topic there is published work concerning other aspects of consumer confusion. Mitchell, Walsh & Yamin (2005) propose a conceptual model of consumer confusion. They posit three main sources of confusion (similarity, information overload and ambiguity/lack of clarity) and the confusion caused by multiple label types could fall into all three:

- **Similarity:** if labels look broadly similar but contain different signposting information, this could cause inaccurate comparison through misinterpretation of one or other of the labels. The authors suggest that consumers would adapt through prioritising certain information and reducing the number of attributes they considered. This is illustrated by the findings discussed above (Clegg & Lawless 2008, Malam et al 2008) whereby some respondents focused on one or two particular nutrients even when faced with only one label type and misallocated meaning to some label types (e.g. the presence of a monochrome colour interpreted as having a traffic light meaning).
- **Information overload:** the presence of multiple label types could result in too much information and an inability to deal with it. The authors suggest this type of problem is likely to result in the choice being abandoned entirely. This is illustrated by the finding that in the cognitive testing (Malam et al 2008) some respondents were unable to compare two products with different labels, declaring it was just too difficult.
- **Ambiguous/unclear information:** trying to compare two different label types could make two products appear not to be comparable at all. The authors suggest that people would look for further information to try to inform the decision and decide which information to trust. In the cognitive testing (Malam et al 2008) when comparing two products with different label types, some respondents selected the product with the label type with which they were most familiar, irrespective of the content of the product. This suggests trust in the most familiar label type was at play.

Leathwood et al (2007) looked at health claims on packages and some parallels can be drawn with FOP labels. They offered evidence that humans use internally held information together with external information (on labels etc) to make decisions. This backs up further findings from the cognitive testing (Malam et al 2008) which suggested that people use an internal benchmark when making decisions about the healthiness of individual products. The authors also describe

'heuristic' processing, whereby people take computational shortcuts to make evaluations. This relates to the tendency of respondents to focus on one nutrient only when making healthiness decisions noted during the cognitive testing.

They also suggest that if a health claim is present on one package and not on another, this can result in assumptions being made about the product with no claims on the package, which are not necessarily true. For example, if a product is not declared "low fat" that does not mean it is not low in fat, but comparing it with a product that makes such a claim could result in such a belief. There could be a parallel when comparing products with two different label types. For example, if one product carries a TL label, where fat is labelled green/low and the other carries a %GDA label where no explicit information on whether the proportion of fat is high, medium or low is given, then the shopper may make incorrect assumptions. They might assume that the fat level in the %GDA labelled product is not low, since it is not stated to be low, whatever the stated %GDA.

This brief review of the literature, together with the findings from the qualitative work and the cognitive testing suggested that the presence of different label types in the marketplace could cause problems and that there was a need for further work (both qualitative and quantitative) to explore the different dimensions of any problems, their sources and effects, and to quantify the degree of any problems there can be when comparing products with different label types.

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* these documents can be downloaded using the following link:

<http://www.food.gov.uk/foodlabelling/signposting/signpostevaluation/pmpanel/evaluation/quant/>

2 Technical details of quantitative surveys

2.1 Quantitative method

The method for the main survey is described in full in the Scientific Rationale (BMRB 2008)¹. Additional information on achieved response, weighting method, and sampling method for the additional omnibus work are included in this appendix.

Table 2.1: Response rates		% issued sample	% useable sample
Sample issued	5740		
Deadwood	695	12%	
(1) Not yet built/under construction	7		
(2) Derelict/demolished	35		
(3) Vacant/empty housing unit	303		
(4) Non-residential	65		
(5) Communal establishment/institution	14		
(6) Not main residence	54		
(10) Other ineligible	24		
(32) Nobody aged 16 or above at address	3		
(77) No main food shopper at address	154		
(12) Inaccessible	3		
(13) Unable to locate	33		
Useable sample	5045	88%	
No contact	309		6%
(11) Address not attempted	2		
(16) No contact with anyone	256		
(18) No contact at selected Unit	0		
(19) No adult contact at selected Unit	0		
(35) No contact with selected respondent	51		
Refusal	1503		30%
(17) Occupant info. refused	362		
(31) Office refusal	179		
(36) Refusal by selected respondent	852		
(37) Proxy refusal	105		
(38) Refusal during interview	5		
Other unproductive	301		6%
(39) Broken appointment	72		
(40) Ill at home	42		
(41) Away/in hospital	54		
(42) Physically/mentally unable	38		
(43) Inadequate English	50		
(44) Other unproductive	43		
(50) Unuseable Interview	2		
Full Interviews	2932		58%

¹ <http://www.food.gov.uk/multimedia/pdfs/quantrationale.pdf>.

Weighting details

A two stage weighting process was used for the main stage. First design weights were applied to correct for the number of main shoppers in the household (responsible for 50% or more of the shopping for the household). Whilst shoppers in a single main-shopper household were always included, those in two shopper households each only had a one in two chance of being selected, and those in multiple shopper households a lower chance still (one in n where n is the number of main shoppers). It is possible for three or more shoppers to be the main shopper, if they usually shop together for the household, but the majority were one or two main shopper households. Corrective weights were applied, weighting everyone up by the number of shoppers in the household.

This design weighted data was then weighted to the profile of main grocery shoppers (those responsible for half, more than half or all of the shopping) in the household aged 16 or over living in the United Kingdom. A rim weighting technique was used in which target profiles are set for eight separate demographic variables. The computer system then allocates a weight to each individual such that the overall composition of the sample is balanced in terms of the targets set.

Table 2.2 Weighting profile	Unweighted %	Design weighted %	Weighted target %
Sex/children			
Men	26.53	29.33	39.32
Women without children	47.41	45.56	38.49
Women with children	26.06	25.11	22.19
Sex/working status			
Men working full time	12.41	14.18	20.92
All other men	14.12	15.15	18.40
Women working at all	38.44	37.45	27.97
All other women	35.03	33.23	32.71
Sex/age			
Men 16-24	1.47	1.99	3.65
Men 25-34	3.85	4.42	7.16
Men 35-44	5.01	5.48	7.60
Men 45-54	5.25	5.74	7.22
Men 55-64	4.09	4.48	6.11
Men 65+	6.86	7.21	7.58
Women 16-24	3.07	3.46	5.63
Women 25-34	11.80	11.51	9.68
Women 35-44	14.63	14.09	11.75
Women 45-54	14.26	13.33	10.30
Women 55-64	12.79	12.36	9.30
Women 65+	16.92	15.91	14.02

Weighting profile ctd	Unweighted %	Design weighted %	Weighted target %
Sex/social grade			
Men AB	7.26	8.47	10.86
Men C1	6.86	7.79	10.70
Men C2	5.76	6.48	8.82
Men D	3.17	3.28	5.87
Men E	3.48	3.31	3.07
Women AB	16.37	16.09	15.30
Women C1	21.01	20.57	18.24
Women C2	14.60	14.27	11.50
Women D	9.75	9.23	9.58
Women E	11.73	10.52	6.06
Standard Region (SSR)			
North	5.01	4.75	4.86
North West	10.68	10.64	10.92
Yorks/Humber	8.59	8.35	8.55
East Midlands	7.88	7.76	7.16
West Midlands	8.70	8.44	8.67
East Anglia	5.18	4.98	4.08
South East	18.04	18.22	18.50
Greater London	9.41	9.93	12.98
South West	8.73	9.32	8.28
Scotland	9.17	9.14	8.57
Wales	5.73	5.77	4.89
Northern Ireland	2.86	2.70	2.54

(Source of profile data: BMRB Target Group Index, 2008 and NRS, 2008)

Design effects

When using survey data sample design must be taken into account. Clustering of data points for reasons of fieldwork efficiency is mostly likely to affect data precision. While clustering does not introduce bias, it can increase the estimation error of observed prevalences relative to a more dispersed simple random sample. This reduction in precision can be measured by calculating the design effect, with larger values indicating reduced levels of precision. This is calculated by looking at the variation in responses on key questions between sampling points. Looking at a range of questions an average design effect for a survey can be estimated.

Design effects were calculated for each label type for each test for both P1 and P2. Design effects tended to vary from around 1.2 to 1.45, with a few outliers. An average design effect of 1.35 was assumed when calculating significant differences at each test.

Sampling approach for omnibus survey (work on comparisons using different signpost methods)

The sampling technique used for the omnibus survey is a tightly controlled form of random location sampling developed within BMRB, and is the basis of most consumer surveys which BMRB conducts. The aim of random location sampling is to eliminate the more unsatisfactory features of quota sampling without incurring the cost and other penalties involved in conducting surveys according to strict probability methods.

One of the principal advantages of probability techniques of sampling is that selection of respondents is taken from the hands of interviewers. In conventional quota sampling, on the other hand, interviewers are given quotas to fill, usually from within specified administrative areas. When, for example, an interviewer is asked to complete a quota of AB respondents, she will tend to go to a part of the district where she knows such individuals to be available. AB individuals living in mixed social class areas will have little chance of inclusion. This and similar defects lead to biases which are concealed by superficial agreements between sample profiles and accepted standard statistics.

The principal distinguishing characteristic of random location sampling, as operated by BMRB, is that interviewers are given very little choice in the selection of respondents. Respondents are drawn from a small set of homogenous streets, selected with probability proportional to population after stratification by their ACORN characteristics and region. Quotas are set in terms of characteristics which are known to have a bearing on individuals' probabilities of being at home and so available for interview. Rules are given which govern the distribution, spacing and timing of interviews.

The sample of areas takes as its universe all sample units (groups of Census 2001 Output Areas, on average, 300 households) in Great Britain. Output areas are stratified in the following manner:

- (i) Standard Region
- (ii) Within Standard Region - by Acorn type
- (iii) Within Standard Region by County and ITV Region

Thus, the design is single stage, using direct selection of appropriate groups of Output areas, rather than taking streets at random from larger units such as wards or parishes.

Weighting for omnibus survey

The data from the omnibus survey used a single stage weighting using the same weighting profile as the main stage. As this part of the research used a random location sampling design, no design weight was needed.

Logistic regression

Logistic regression is a multiple regression technique that has been used in a number of chapters in this report. It predicts the outcome of a dependent variable which has only two possible outcomes (whether test answered correctly) for from a set of independent variables (e.g. age, sex, type of signposting). Variables with only two possible outcomes are known as dichotomous or binary variables. Logistic regression was developed specifically for dichotomous variables and makes more appropriate assumptions about the underlying distributions and range of possible proportions than the multiple linear regression method.

Logistic regression looks at how different independent variables interrelate by looking at the odds of the behaviour occurring for different combinations of the independent variables. Odds refers to the ratio of the probability that the event will occur to the probability that an event will not occur. The odds of an event happening are related to its probability (p) in the following way:

$$\text{odds} = p/(1-p)$$

To take an example, if 26% of men and 17% of women give an incorrect answer for one label, The odds of doing so are thus 26/74 for men and 17/83 for women, and the odds ratio, or relative odds, of a man reporting less than good health compared with a woman are $(26/74)/(17/83)$, or about 1.7.

The odds can be converted into a probability (p) using the following formula:

$$p = \text{odds} / (1+\text{odds})$$

Logistic regression can therefore be used to predict the probability of a behaviour occurring given a combination of characteristics, for example, it can be used to model the probability of a person giving the correct answer given their age and sex.

The logistic regression model can be written as

$$\text{Prob}(\text{correct}) = e^z / (1 + e^z)$$

where e is the base of natural logarithms. Logistic regression actually models independent variables against the log odds (the natural logarithm of the odds) of an event because this forms a linear relationship

$$Z = B_0 + B_1X_1 + \dots + B_pX_p$$

Where the Xs are the independent variables, Bs are the model parameters and B₀ is the baseline odds. The odds of being correct for any individuals can then be calculated by multiplying the baseline odds with the appropriate factors.

The first category of each of the independent variables is defined as a reference category (with a value of 1). For each of the independent variables included in the regression a coefficient is produced which represents the factor by which the odds of being correct increases if the person has that characteristic. The odds produced by the regression are relative odds, That is they are relative to the reference category. For example, if in sex men are taken as the reference category, then the odds given by the model would be relative to this reference category; so it would be possible to say how much greater the odds were of a woman being correct than the odds of a man being correct.

The model was run by entering all possible elements under consideration at one time, with the regression and then re-running after rejecting any that do not make a significant contribution.

When two (or more) independent variables are highly correlated this is referred to as collinearity. If one of the independent variables is fitted in the model, the other will have very little, if any, extra information with which to explain the variation in the dependent variable. Hence SPSS will only fit once of those variables – the one which explains most of the variation in the dependent variable.

2.2 Unweighted base sizes for quantitative surveys

Table 2.3: Main survey base sizes		Total	Test 1	Test 2 (energy)	Test 2 (no energy)	Test 3
ALL	ALL	2932	548	652	621	607
Lifestage	Under 35 no kids	290	64	63	72	68
	Kids aged up to 8	378	77	89	86	88
	Kids aged up to 16	517	97	128	115	121
	35-64 single no kids	424	83	94	90	76
	35-64 couple no kids	626	126	143	140	142
	65+	697	101	135	118	112
Age	16-34	592	134	128	143	132
	35-44	576	99	147	139	140
	45-54	572	110	135	126	124
	55-64	495	104	107	95	99
	65+	697	101	135	118	112
Sex	Male	778	144	157	156	173
	Female	2154	404	495	465	434
Social grade	ABC1	1510	293	342	350	353
	C2DE	1422	255	310	271	254
Children	No kids	2031	371	435	420	398
	Kids	901	177	217	201	209
Ethnicity	White	2724	503	609	587	571
	Non white	203	43	43	33	34
Education	Higher	908	185	234	207	200
	A level/apprenticeship	514	115	116	112	104
	GCSE C+	561	108	141	144	107
	GCSE D-	939	138	160	156	194
Literacy	Not all correct	715	94	85	103	90
	All correct	2217	454	567	518	517
Numeracy	Not all correct	347	69	87	92	90
	All correct	2159	479	565	529	517

Table 2.4 Omnibus unweighted bases		Total	Completed tests
ALL	ALL	1602	1273
Children	No kids	1039	783
	Kids	562	489
Age	16-34	439	381
	35-44	309	267
	45-54	281	236
	55-64	213	166
	65+	360	223
Sex	Male	633	488
	Female	969	785
Social grade	ABC1	711	662
	C2DE	891	611
Ethnicity	White	205	1141
	Non white	1391	128
Literacy	Not all correct	490	1054
	All correct	1112	219
Numeracy[§]	Not all correct	143	143
	All correct	1130	1130

[§]only asked of those doing tests

2.3 Sample profile (Weighted)

Table 2.5: Main survey - demographics		Unwtd total	Wtd total	Total %	Test 1*	Test 2 (energy)	Test 2 (no energy)	Test 3
Unweighted base size		2932	2932	2932	548	652	621	607
Lifestage	Under 35 no kids	290	456	16%	18%	13%	20%	17%
	Kids aged up to 8	378	364	12%	14%	15%	14%	16%
	Kids aged up to 16	517	615	21%	16%	18%	15%	20%
	35-64 single no kids	424	389	13%	13%	13%	12%	10%
	35-64 couple no kids	626	474	16%	21%	23%	21%	23%
	65+	697	633	22%	17%	20%	18%	17%
Age	16-34	592	766	26%	31%	22%	32%	30%
	35-44	576	567	17%	18%	24%	20%	22%
	45-54	572	514	19%	18%	19%	17%	19%
	55-64	495	452	18%	16%	15%	14%	15%
	65+	697	633	22%	17%	20%	18%	17%
Sex	Male	778	1153	39%	39%	36%	37%	44%
	Female	2154	1779	61%	61%	64%	63%	59%
Social grade	ABC1	1510	1616	55%	54%	58%	61%	63%
	C2DE	1422	1316	45%	46%	42%	39%	39%
Children	No kids	2031	2060	70%	69%	68%	71%	67%
	Kids	901	872	30%	31%	32%	29%	36%
Ethnicity	White	2724	2677	91%	90%	93%	94%	93%
	Non white	203	251	9%	9%	7%	6%	9%
Education	Higher	908	974	33%	34%	40%	36%	36%
	A level/apprenticeship	514	592	20%	24%	19%	22%	21%
	GCSE C+	561	510	17%	17%	19%	21%	16%
	GCSE D-	939	849	29%	24%	22%	21%	30%
Literacy	Not all correct	715	667	23%	17%	12%	15%	15%
	All correct	2217	2265	77%	83%	88%	85%	88%
Numeracy[§]	Not all correct	347	328	13%	11%	13%	14%	14%
	All correct	2159	2217	87%	89%	87%	86%	89%

[§]only asked to those doing tests

Table 2.6 Main survey – Literacy and numeracy tests		Unwtd total	Wtd total	Total %
Literacy tests		2932	2932	
Calories	Can replay	2698	2713	93%
	Cannot replay	234	219	7%
Grams	Can replay	2732	2746	94%
	Cannot replay	200	186	6%
Text	Can replay	2665	2678	92%
	Cannot replay	267	254	9%
%GDA	Can replay	2348	2398	82%
	Cannot replay	392	356	12%
	Already screened out	191	177	6%
Eyesight	Can read on screen	2506	2544	87%
	Can't read on screen	134	116	4%
	Already screened out	292	272	9%
Self –completion*	Self complete	176	1822	72%
	Interviewer complete	745	722	28%
Numeracy tests*				
Multiplication test*	Correct answer	2320	2363	93%
	Other answer/DK	186	181	7%
% GDA test*	Correct answer	2264	2324	92%
	Other answer/DK	242	220	9%

* only asked of those completing tests

Table 2.7 Main survey – Where usually shop (≥ 1% of sample)		Unwtd total	Wtd total	Wtd %
In store or online	In store	2718	2717	93%
	Online	54	68	2%
	Both	160	147	5%
Main store used	Tesco	1486	1525	52%
	Asda	896	878	30%
	Sainsbury's	815	865	29%
	Morrisons	657	654	23%
	Marks and Spencer	289	287	10%
	Co-op	255	255	9%
	Lidl	226	241	8%
	Somerfield	217	219	8%
	All Waitrose shoppers - store and online	227	218	7%
	Aldi	118	100	3%
	Netto	82	75	3%
	Iceland	74	69	2%
	Local/corner shop(s)	43	41	1%
	(Local) market	18	24	1%
(Local) butcher	18	21	1%	
Budgens	18	16	1%	

Table 2.8 Main survey – Whether shop to avoid FOP nutrients/calories (all mentions of 1% or more)	Unwtd total	Wtd total	Wtd %
Shopping to avoid/reduce ANYTHING on list	2273	2268	77%
Any FOP nutrient	1964	1932	66%
Any food or drink containing sugar	1343	1317	45%
Foods containing fat/ saturated fat	120	1193	41%
Salt	913	904	31%
Ready meals	564	583	20%
Foods high in additives/ preservatives/ E numbers	467	463	16%
Alcoholic drinks	356	375	13%
Processed food (e.g. sausages, cheese)	330	322	11%
Red meat (e.g. beef, lamb)	216	218	7%
Drinks containing caffeine	212	200	7%
Food high in carbohydrates	192	191	7%

Table 2.9 Main survey – Dietary requirements of anyone they shop for (all mentions of 1% or more)	Unwtd total	Wtd total	Wtd %
ANYTHING on list	1667	1623	55%
Avoid certain food for medical reasons	767	710	24%
On a diet trying to lose weight	725	684	23%
Allergic to certain food	332	298	10%
Partly vegetarian	214	197	7%
Avoid certain food for religious or cultural reasons	124	150	5%
Completely vegetarian	127	129	4%
Eat healthily/avoid what is not good for you	31	39	1%
Vegan	21	23	1%

Table 2.10 Main survey – Colour blindness	Unwtd total	Wtd total	Total
At all	50	61	2%
Red and green	17	20	1%
Blue and green	12	18	1%
Green, brown and red	12	16	1%

Table 2.11 Omnibus - demographics		Unwtd total	Wtd total	Total %	Completed tests %
Unweighted Base size		1602	1602	1602	1273
Children	Kids	1039	531	33%	35%
	No kids	562	1071	67%	65%
Age	16-34	439	418	26%	28%
	35-44	309	310	19%	21%
	45-54	281	281	18%	18%
	55-64	213	247	15%	15%
	65+	360	346	22%	18%
Sex	Male	633	630	39%	39%
	Female	969	972	61%	61%
Social grade	ABC1	711	883	55%	58%
	C2DE	891	719	45%	42%
Ethnicity	White	205	1411	89%	91%
	Non white	1391	184	12%	9%
Literacy	Not all correct	490	447	28%	17%
	All correct	1112	1155	72%	82%
Numeracy^{\$}	Not all correct	143	137	10%	10%
	All correct	1130	1183	90%	90%

^{\$}only asked to those doing tests

2.4 Level of correctness on tests for groups with specific needs

Table 2.12: Test 1 (level of individual nutrient)

Test 1	All (548)	Parent (175)	Non white (42)	C2DE (255)	65+ (101)	Medical need (142)	Avoid FOP nutrient (360)	Low literacy (94)	Low numeracy (69)	< GCSE C (125)
P1										
1. TL, Txt, %GDA	73%	73%	71%	71%	62%	72%	73%	61%	66%	67%
2. TL, Txt, No %GDA	70%	72%	63%	68%	64%	70%	71%	55%	66%	67%
3. TL, No Txt, %GDA	66%	67%	58%	65%	55%	66%	66%	47%	59%	66%
4. TL, No Txt, No %GDA	62%	62%	49%	57%	59%	63%	63%	57%	55%	56%
5. No TL, Txt, %GDA	70%	75%	55%	69%	59%	67%	71%	60%	60%	65%
6. No TL, Txt, No %GDA	67%	70%	62%	67%	61%	65%	69%	54%	62%	62%
7. No TL, No Txt, %GDA	64%	66%	54%	61%	49%	59%	62%	49%	47%	58%
8. None	60%	58%	56%	58%	55%	61%	60%	60%	59%	57%
P2										
1. TL, Txt, %GDA	70%	71%	64%	70%	67%	69%	71%	68%	64%	68%
2. TL, Txt, No %GDA	69%	72%	66%	69%	71%	68%	73%	66%	72%	69%
3. TL, No Txt, %GDA	69%	66%	52%	70%	70%	71%	70%	64%	56%	67%
4. TL, No Txt, No %GDA	65%	71%	70%	63%	53%	66%	67%	59%	66%	62%
5. No TL, Txt, %GDA	69%	69%	62%	67%	60%	68%	69%	58%	60%	68%
6. No TL, Txt, No %GDA	70%	70%	68%	68%	71%	71%	70%	62%	69%	73%
7. No TL, No Txt, %GDA	62%	65%	55%	63%	57%	68%	63%	52%	63%	63%
8. None	63%	61%	52%	67%	58%	64%	63%	60%	61%	66%

Table 2.13: Test 2 with energy (overall healthiness)

Test 2 with energy	ALL (652)	Parent (217)	Non- white (43)	C2DE (310)	65+ (135)	Medical need (178)	Avoid FOP nutrient (444)	Low literacy (85)	Low numeracy (87)	< GSCE C (139)
P1										
1. TL, Txt, %GDA	69%	74%	77%	67%	60%	63%	70%	53%	61%	67%
2. TL, Txt, No %GDA	71%	72%	67%	68%	72%	63%	70%	64%	60%	67%
3. TL, No Txt, %GDA	62%	62%	54%	65%	53%	52%	61%	56%	57%	56%
4. TL, No Txt, No %GDA	62%	60%	65%	63%	61%	66%	63%	60%	50%	61%
5. No TL, Txt, %GDA	65%	63%	65%	61%	59%	64%	64%	60%	56%	63%
6. No TL, Txt, No %GDA	67%	66%	66%	64%	65%	67%	67%	64%	59%	69%
7. No TL, No Txt, %GDA	53%	50%	44%	48%	46%	48%	55%	37%	45%	45%
8. None	58%	57%	39%	55%	59%	59%	60%	53%	56%	47%
9. GDA non-TL colour	59%	59%	58%	58%	54%	54%	58%	48%	57%	57%
10. Circular TL	60%	62%	54%	59%	55%	58%	60%	61%	60%	55%
P2										
1. TL, Txt, %GDA	71%	75%	77%	73%	63%	71%	72%	63%	64%	73%
2. TL, Txt, No %GDA	69%	69%	55%	64%	63%	65%	71%	64%	65%	69%
3. TL, No Txt, %GDA	64%	68%	60%	60%	59%	67%	65%	60%	65%	60%
4. TL, No Txt, No %GDA	65%	66%	70%	62%	60%	67%	64%	63%	66%	66%
5. No TL, Txt, %GDA	65%	64%	64%	64%	65%	65%	69%	53%	56%	65%
6. No TL, Txt, No %GDA	64%	63%	65%	61%	61%	63%	65%	45%	62%	61%
7. No TL, No Txt, %GDA	58%	58%	57%	58%	54%	59%	61%	52%	49%	56%
8. None	56%	54%	49%	57%	54%	59%	54%	55%	64%	55%
9. GDA non-TL colour	59%	65%	67%	58%	56%	59%	61%	50%	64%	57%
10. Circular TL	66%	72%	55%	62%	52%	57%	66%	53%	59%	57%

Table 2.14: Test 2 without energy (overall healthiness)

Test 2 without energy	ALL (652)	Parent (217)	Non-white (43)	C2DE (310)	65+ (135)	Medical need (178)	Avoid FOP nutrient (444)	Low literacy (85)	Low numeracy (87)	< GSCE C (139)
P1										
1. TL, Txt, %GDA	70%	75%	72%	71%	57%	69%	70%	69%	66%	61%
2. TL, Txt, No %GDA	71%	70%	67%	68%	74%	73%	70%	70%	68%	74%
3. TL, No Txt, %GDA	64%	67%	63%	67%	64%	62%	63%	64%	57%	61%
4. TL, No Txt, No %GDA	64%	64%	61%	61%	65%	63%	62%	47%	63%	73%
5. No TL, Txt, %GDA	68%	67%	70%	63%	60%	66%	64%	57%	62%	58%
6. No TL, Txt, No %GDA	69%	66%	62%	62%	68%	70%	68%	71%	60%	67%
7. No TL, No Txt, %GDA	60%	60%	71%	55%	53%	49%	58%	57%	53%	49%
8. None	58%	63%	73%	59%	51%	58%	59%	68%	55%	52%
9. GDA non-TL colour	64%	62%	57%	62%	59%	68%	64%	65%	63%	62%
10. Circular TL	63%	65%	64%	61%	54%	63%	62%	55%	49%	60%
P2										
1. TL, Txt, %GDA	67%	64%	55%	64%	67%	69%	69%	58%	71%	64%
2. TL, Txt, No %GDA	73%	70%	47%	66%	73%	72%	74%	63%	63%	63%
3. TL, No Txt, %GDA	65%	60%	47%	59%	58%	66%	67%	60%	52%	64%
4. TL, No Txt, No %GDA	57%	58%	53%	55%	58%	59%	59%	60%	56%	56%
5. No TL, Txt, %GDA	67%	70%	64%	60%	59%	68%	69%	66%	64%	56%
6. No TL, Txt, No %GDA	68%	67%	51%	63%	66%	71%	69%	60%	64%	72%
7. No TL, No Txt, %GDA	57%	61%	44%	55%	55%	61%	57%	54%	59%	51%
8. None	57%	55%	52%	56%	52%	57%	58%	47%	57%	52%
9. GDA non-TL colour	64%	60%	68%	58%	64%	64%	64%	54%	64%	59%
10. Circular TL	62%	67%	70%	60%	54%	63%	62%	55%	58%	61%

Table 2.15: Test 3 (comparison of healthiness of two products)

Test 3	ALL (652)	Parent (217)	Non- white (43)	C2DE (310)	65+ (135)	Medical need (178)	Avoid FOP nutrient (444)	Low literacy (85)	Low numeracy (87)	< GSCE C (139)
P1										
1. TL, Txt, %GDA	89%	92%	87%	82%	84%	87%	88%	83%	73%	82%
2. TL, Txt, No %GDA	87%	89%	81%	83%	85%	90%	85%	82%	77%	86%
3. TL, No Txt, %GDA	90%	93%	95%	89%	89%	88%	90%	92%	83%	90%
4. TL, No Txt, No %GDA	88%	92%	90%	84%	83%	89%	86%	89%	79%	86%
5. No TL, Txt, %GDA	90%	90%	79%	88%	84%	93%	90%	75%	84%	90%
6. No TL, Txt, No %GDA	92%	91%	92%	87%	93%	93%	92%	91%	87%	91%
7. No TL, No Txt, %GDA	89%	91%	92%	89%	89%	88%	88%	86%	85%	84%
8. None	90%	91%	83%	85%	87%	92%	89%	82%	87%	85%
9. GDA non-TL colour	89%	89%	84%	88%	90%	87%	89%	84%	82%	88%
10. Circular TL	89%	89%	93%	86%	80%	89%	89%	84%	87%	87%
P2										
1. TL, Txt, %GDA	93%	94%	94%	92%	91%	91%	93%	88%	93%	93%
2. TL, Txt, No %GDA	92%	93%	85%	90%	89%	95%	92%	88%	80%	89%
3. TL, No Txt, %GDA	93%	92%	90%	92%	93%	94%	92%	92%	91%	93%
4. TL, No Txt, No %GDA	92%	90%	90%	89%	90%	94%	92%	88%	90%	90%
5. No TL, Txt, %GDA	91%	90%	95%	89%	90%	94%	90%	86%	84%	88%
6. No TL, Txt, No %GDA	91%	90%	79%	93%	91%	92%	91%	89%	87%	93%
7. No TL, No Txt, %GDA	92%	97%	78%	91%	84%	92%	91%	83%	85%	87%
8. None	93%	94%	93%	93%	88%	92%	93%	87%	86%	90%
9. GDA non-TL colour	92%	95%	90%	90%	91%	95%	92%	89%	91%	94%
10. Circular TL	87%	91%	87%	84%	85%	83%	87%	80%	80%	84%

2.5 Questionnaire: main quantitative study

INTRODUCTION

Good morning/afternoon, I'm from BMRB, an independent research organisation. We are carrying out research for the Food Standards Agency about the kind of labels that appear on food packaging.

The results of the survey will be used to see what people find easy or difficult to understand.

If asked: the interview should take around 30 minutes

DOORSTEP SCREENING (on paper)

1. How many dwelling units – if more than 1, select one at random
2. Determine number of adults in household
3. Determine number of adult(s) (aged 16+) is/are responsible for food shopping for household (at least half of food shopping for household)
4. If 2 or more adults responsible then select one at random
- 5.

CAPI INTERVIEW

SECTION 1 – Interviewer enters information from contact sheet for design weighting

- Q1. INTERVIEWER: Enter number of dwelling units
Q2. INTERVIEWER: Enter number of adults in household
Q3. INTERVIEWER: Enter number of adult shoppers in household
Q4.

SECTION 2 – CHECKS FOR LITERACY/ABILITY TO EXTRACT AND REPLAY INFORMATION

DO NOT SHOW SCREEN

During the course of this survey, I will ask you to look at a number of food labels. Firstly, I need to check that you can clearly see the text we will be using.

IF RESPONDENT WEARS GLASSES FOR READING, ASK THEM TO PUT THEM ON.

INTERVIEWER NOTE: REMEMBER, IF RESPONDENT SHOWS SIGNS OF LITERACY PROBLEMS, STATE 'I am not here to make you feel uncomfortable. I am willing to stop if you want to, but ANY information you can give me is important'.

SHOW CARD 1 WITH READING TEST LABEL A (Type 5 – all information but not TL)

- Q5. Looking at this label, can you tell me how many calories there are in this product?
1. 545 calories
 2. Any other answer

SAME LABEL

- Q6. And how many grams of SUGAR does it contain?
1. 4.8 grams
 2. Any other answer

SAME LABEL

- Q7. Is it high, medium or low in SATURATES?
1. High
 2. Any other answer

IF HAVE ANSWERED AT LEAST TWO OF ABOVE CORRECTLY FINAL LITERACY QUESTION:

SAME LABEL

Q8. And finally, what percentage of your guideline daily amount of SALT does it provide?

1. 37%
2. Any other answer

SKIP TO SECTION 5 IF 'FAIL' – IF INCORRECT ANSWER TO MORE THAN ONE OF THESE QUESTIONS

ALL OTHERS:

SHOW LABEL A ON SCREEN

Q9. We are going to be showing you the labels on screen from now on. Can I just check that you are still able to read the label when it appears on screen

1. Can read on screen
2. Unable to read on screen

SKIP TO FIRST SECTION AFTER TESTS (SECTION 5) IF UNABLE TO READ ON SCREEN

SECTION 3 – TESTS – SELF COMPLETION

SECTION 3.1 - INTRODUCTION AND PRACTICE QUESTION

INTERVIEWER INSTRUCTION:

THE NEXT QUESTIONS ARE FOR SELF COMPLETION BY THE RESPONDENT.

READ OUT

The next set of questions are to be completed by yourself. Please use the information on the screen to answer the questions. If you aren't sure, please give the best answer that you can. If you really can't say what you think the answer is then you can type 'DK'. None of the answers will be traced back to any individual taking part in this survey.

I would like you to read the questions for yourself and type in your answers. Please answer each question carefully, it is better that you are accurate with your answers than trying to rush through them.

Before you start there are two practice questions so I can show you how to use the laptop.

SHOW SCREEN

Q10. EXAMPLE QUESTION 1

SHOW LABEL B1 ON SCREEN. DK AS HIDDEN OPTION.

Using the information on this label, how much SALT do you think there is in one serving of this product? Choose a number from 1 to 5 where 1 is a little and 5 is a lot.

TYPE THE NUMBER, PRESS THE F2 KEY TO MOVE ONTO THE NEXT SCREEN. IF YOU HAVE A PROBLEM THE INTERVIEWER WILL EXPLAIN WHAT TO DO

1. A little
- 2.
- 3.
- 4.
5. A lot

SHOW SCREEN

Q11. EXAMPLE QUESTION 2

SHOW LABEL B2 ON SCREEN. DK AS HIDDEN OPTION.

Using the information on this label, how healthy do you think one serving of this food is? Choose a number from 1 to 5 where 1 is very healthy and 5 is very unhealthy.

NOTE: to be eating healthily the Government advise that most people reduce the level of fat, saturated fat (also known as saturates), salt and sugars in the foods they eat

TYPE THE NUMBER, PRESS THE F2 KEY TO MOVE ONTO THE NEXT SCREEN. IF YOU HAVE A PROBLEM THE INTERVIEWER WILL EXPLAIN WHAT TO DO

1. Very healthy
- 2.
- 3.
- 4.
5. Very unhealthy

RETURN LAPTOP TO INTERVIEWER

Q12. HOW WILL SELF COMPLETION SECTION BE DONE?

1. Respondent will do self completion themselves
2. Respondent asks interviewer to type for them

GIVE COMPUTER TO RESPONDENT

SECTION 3.2 – TEST COMPLETION – max 20 mins

You are now going to see some labels like the ones you get on the front of food packaging. For each label, you will be asked a question.

Please use the information on each label to come up with your answer. We would like you to think about each food generally from the point of view of someone who wants to eat in a healthy way **and not necessarily in terms of your own eating habits or health needs.**

Remember, you can type 'DK' if you really don't know which answer to choose, but try and use one of the answers on the screen if you can. Please ask at any time if you need help with putting in your answer. When you are ready to start please press F2.

FOR TESTS 2 AND 3 on next screen:

Please note when you are answering these questions, to be eating healthily the Government advise that most people reduce the level of fat, saturated fat (also known as saturates) , salt and sugars in the foods they eat.

TIMING OF **20 MINUTES** WILL START HERE FOR FIRST QUESTION AND WHOLE SECTION. EACH QUESTION TO BE TIMED INDIVIDUALLY AS WELL AS THE WHOLE SECTION. AT END OF 20 MINUTES RESPONDENTS WILL COMPLETE THE QUESTION THEY ARE CURRENTLY ANSWERING AND THEN SKIP TO SECTION 4 IF THEY HAVE ANSWERED SECTION 3A OR SECTION 3X IF THEY HAVE ANSWERED SECTIONS 3B/C/D.

TEST QUESTIONS. THE CONTENTS OF THIS BOX DO NOT FORM PART OF THE SCRIPT, IT IS JUST TO GIVE AN AT A GLANCE VIEW OF THE QUESTIONS BEING USED FOR THE TESTS.

Test 1 - SHOW LABEL

QT1. Using the information on this label, how much NUTRIENT do you think there is in one serving of this product? Choose a number from 1 to 5 where 1 is a little and 5 is a lot.

NOTE: the amount of fat INCLUDES the amount of saturates shown on the label

1. A little
- 2.
- 3.
- 4.
5. A lot

Test 2 - SHOW LABEL

QT2. Using the information on this label, how healthy do you think one serving of this food is? Choose a number from 1 to 5 where 1 is very healthy and 5 is very unhealthy.

NOTE: to be eating healthily the Government advise that most people reduce the level of fat, saturated fat (also known as saturates), salt and sugars in the foods they eat

1. Very healthy
- 2.
- 3.
- 4.
5. Very unhealthy

Test 3 - SHOW 2 LABELS SIDE BY SIDE CLEARLY MARKED LABEL A AND LABEL B

QT4. Using the information on these two labels, which of these two products do you think is healthier?

NOTE: to be eating healthily the Government advise that most people reduce the level of fat, saturated fat (also known as saturates), salt and sugars in the foods they eat

1. A
2. B
3. No real difference between A and B

The products are labelled using the following key.

Type	Example	Label
Product grouping P1	Ready Meal	A
	Soup	B
	Sandwich	C
Product grouping P2	Fruit yoghurt	D
	Breakfast cereal	E
	Crisps	F

SECTION 3A – TESTS FOR RESPONDENTS IN GROUP 1 (TEST 1)

RANDOMISE ALL QUESTIONS WITHIN THIS SECTION AND RANDOMISE SUB QUESTIONS WITHIN EACH QUESTION. ALL LABELS IN THIS SECTION WILL INCLUDE ENERGY. INCLUDE DK AS HIDDEN OPTION FOR ALL QUESTIONS.

Each respondent will be assigned to one of groups 1 – 8, getting 2 nutrients per label, giving 32 test questions per person. Allocation of products and nutrients as below. Fuller details of products selected are available on request.

Product allocation				Test 1															
				P1								P2							
Respondent group				1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8
TL	Text	%GDA	L1	A1	B3	A3	C2	B2	A2	C1	B1	D1	E3	D3	F2	E2	D2	F1	E1
		no %GDA	L2	B1	A1	B3	A3	C2	B2	A2	C1	E1	D1	E3	D3	F2	E2	D2	F1
	no text	%GDA	L3	C1	B1	A1	B3	A3	C2	B2	A2	F1	E1	D1	E3	D3	F2	E2	D2
		no %GDA	L4	A2	C1	B1	A1	B3	A3	C2	B2	D2	F1	E1	D1	E3	D3	F2	E2
No TL	Text	%GDA	L5	B2	A2	C1	B1	A1	B3	A3	C2	E2	D2	F1	E1	D1	E3	D3	F2
		no %GDA	L6	C2	B2	A2	C1	B1	A1	B3	A3	F2	E2	D2	F1	E1	D1	E3	D3
	no text	%GDA	L7	A3	C2	B2	A2	C1	B1	A1	B3	D3	F2	E2	D2	F1	E1	D1	E3
		no %GDA	L8	B3	A3	C2	B2	A2	C1	B1	A1	E3	D3	F2	E2	D2	F1	E1	D1

Nutrient allocation to products

P1			P2		
A1	a	c	D1	a	c
A2	a	d	D2	a	b
A3	b	c	D3	b	c

B1	c	d	E1	c	d
B2	a	b	E2	a	d
B3	b	c	E3	b	c

C1	a	d	F1	a	d
C2	b	d	F2	b	d

NUTRIENT		P1	P2
Fat	a	4	4
Saturated fat	b	4	4
Sugar	c	4	4
Salt	d	4	4

SECTION 3B – TESTS FOR RESPONDENTS IN GROUP 2 (TEST 2)

RANDOMISE ALL QUESTIONS WITHIN THIS SECTION. INCLUDE DK AS HIDDEN OPTION FOR ALL QUESTIONS.

Each respondent will be assigned to one of groups 9 – 18, giving 20 test questions per person. Allocation of products as below. Fuller detail of products selected are available on request.

Product allocation			Test 2																				
			P1 with energy										P2 with energy										
Respondent group			9	10	11	12	13	14	15	16	17	18	9	10	11	12	13	14	15	16	17	18	
TL	Text	%GDA	L1	A1	A4	C3	B3	A3	C2	B2	A2	C1	B1	D1	D4	F3	E3	D3	F2	E2	D2	F1	E1
		no %GDA	L2	B1	A1	A4	C3	B3	A3	C2	B2	A2	C1	E1	D1	D4	F3	E3	D3	F2	E2	D2	F1
	no text	%GDA	L3	C1	B1	A1	A4	C3	B3	A3	C2	B2	A2	F1	E1	D1	D4	F3	E3	D3	F2	E2	D2
		no %GDA	L4	A2	C1	B1	A1	A4	C3	B3	A3	C2	B2	D2	F1	E1	D1	D4	F3	E3	D3	F2	E2
No TL	Text	%GDA	L5	B2	A2	C1	B1	A1	A4	C3	B3	A3	C2	E2	D2	F1	E1	D1	D4	F3	E3	D3	F2
		no %GDA	L6	C2	B2	A2	C1	B1	A1	A4	C3	B3	A3	F2	E2	D2	F1	E1	D1	D4	F3	E3	D3
	no text	%GDA	L7	A3	C2	B2	A2	C1	B1	A1	A4	C3	B3	D3	F2	E2	D2	F1	E1	D1	D4	F3	E3
		no %GDA	L8	B3	A3	C2	B2	A2	C1	B1	A1	A4	C3	E3	D3	F2	E2	D2	F1	E1	D1	D4	F3
(Tesco) No TL	no text	%GDA	L9	C3	B3	A3	C2	B2	A2	C1	B1	A1	A4	F3	E3	D3	F2	E2	D2	F1	E1	D1	D4
(Sainsbury) TL	no text	no %GDA	L10	A4	C3	B3	A3	C2	B2	A2	C1	B1	A1	D4	F3	E3	D3	F2	E2	D2	F1	E1	D1

SECTION 3C – TESTS FOR RESPONDENTS IN GROUP 3 (TEST 2)

RANDOMISE ALL QUESTIONS WITHIN THIS SECTION. INCLUDE DK AS HIDDEN OPTION FOR ALL QUESTIONS.

Each respondent will be assigned to one of groups 19 – 28, giving 20 test questions per person. Allocation of products as below. Fuller details of products selected are available on request

Product allocation				Test 2																			
				P1 without energy										P2 without energy									
		Respondent group		19	20	21	22	23	24	25	26	27	28	19	20	21	22	23	24	25	26	27	28
TL	Text	%GDA	L1	A1	A4	C3	B3	A3	C2	B2	A2	C1	B1	D1	D4	F3	E3	D3	F2	E2	D2	F1	E1
		no %GDA	L2	B1	A1	A4	C3	B3	A3	C2	B2	A2	C1	E1	D1	D4	F3	E3	D3	F2	E2	D2	F1
	no text	%GDA	L3	C1	B1	A1	A4	C3	B3	A3	C2	B2	A2	F1	E1	D1	D4	F3	E3	D3	F2	E2	D2
		no %GDA	L4	A2	C1	B1	A1	A4	C3	B3	A3	C2	B2	D2	F1	E1	D1	D4	F3	E3	D3	F2	E2
No TL	Text	%GDA	L5	B2	A2	C1	B1	A1	A4	C3	B3	A3	C2	E2	D2	F1	E1	D1	D4	F3	E3	D3	F2
		no %GDA	L6	C2	B2	A2	C1	B1	A1	A4	C3	B3	A3	F2	E2	D2	F1	E1	D1	D4	F3	E3	D3
	no text	%GDA	L7	A3	C2	B2	A2	C1	B1	A1	A4	C3	B3	D3	F2	E2	D2	F1	E1	D1	D4	F3	E3
		no %GDA	L8	B3	A3	C2	B2	A2	C1	B1	A1	A4	C3	E3	D3	F2	E2	D2	F1	E1	D1	D4	F3
(Tesco) No TL	no text	%GDA	L9	C3	B3	A3	C2	B2	A2	C1	B1	A1	A4	F3	E3	D3	F2	E2	D2	F1	E1	D1	D4
(Sainsbury) TL	no text	no %GDA	L10	A4	C3	B3	A3	C2	B2	A2	C1	B1	A1	D4	F3	E3	D3	F2	E2	D2	F1	E1	D1

SECTION 3D – TESTS FOR RESPONDENTS IN GROUP 4 (TEST 3)

RANDOMISE ALL QUESTIONS WITHIN THIS SECTION. INCLUDE DK AS HIDDEN OPTION FOR ALL QUESTIONS.

Each respondent will be assigned to one of groups 29 – 38, , giving 20 test questions per person. Allocation of products as below. Fuller details of products selected are available on request.

Product allocation				Test 3																			
				P1										P2									
Respondent group				29	30	31	32	33	34	35	36	37	38	29	30	31	32	33	34	35	36	37	38
TL	Text	%GDA	L1	A1	A4	C3	B3	A3	C2	B2	A2	C1	B1	D1	D4	F3	E3	D3	F2	E2	D2	F1	E1
		no %GDA	L2	B1	A1	A4	C3	B3	A3	C2	B2	A2	C1	E1	D1	D4	F3	E3	D3	F2	E2	D2	F1
	no text	%GDA	L3	C1	B1	A1	A4	C3	B3	A3	C2	B2	A2	F1	E1	D1	D4	F3	E3	D3	F2	E2	D2
		no %GDA	L4	A2	C1	B1	A1	A4	C3	B3	A3	C2	B2	D2	F1	E1	D1	D4	F3	E3	D3	F2	E2
No TL	Text	%GDA	L5	B2	A2	C1	B1	A1	A4	C3	B3	A3	C2	E2	D2	F1	E1	D1	D4	F3	E3	D3	F2
		no %GDA	L6	C2	B2	A2	C1	B1	A1	A4	C3	B3	A3	F2	E2	D2	F1	E1	D1	D4	F3	E3	D3
	no text	%GDA	L7	A3	C2	B2	A2	C1	B1	A1	A4	C3	B3	D3	F2	E2	D2	F1	E1	D1	D4	F3	E3
		no %GDA	L8	B3	A3	C2	B2	A2	C1	B1	A1	A4	C3	E3	D3	F2	E2	D2	F1	E1	D1	D4	F3
(Tesco) No TL	no text	%GDA	L9	C3	B3	A3	C2	B2	A2	C1	B1	A1	A4	F3	E3	D3	F2	E2	D2	F1	E1	D1	D4
(Sainsbury) TL	no text	no %GDA	L10	A4	C3	B3	A3	C2	B2	A2	C1	B1	A1	D4	F3	E3	D3	F2	E2	D2	F1	E1	D1

Note – each cell at test 3 represents a pair of labels within the same product. It shows the label of the first of the pair only. The second of the pair will be a product of the same type (e.g. A with A).

WHEN RESPONDENT REACHES END OF TEST QUESTIONS (SECTION 3A/B/C/D) OR AT END OF QUESTION WHEN 20 MINUTES IS REACHED, INSTRUCTION ON SCREEN:

YOU'VE NOW COMPLETED THIS PART OF THE QUESTIONNAIRE SO PLEASE HAND THE LAPTOP BACK TO THE INTERVIEWER.

SECTION 3 – DECISION PROCESS

ASK THOSE WHO HAVE ANSWERED QUESTIONS IN SECTION 3B/C/D

Q13. When you were looking at the labels and answering the questions, how did you come to the decision on which answer to choose?

OPEN QUESTION

SECTION 4 - NUMERACY TESTS

DO NOT SHOW SCREEN

SHOWCARD 2

Q14. As you can see from this label, this cake contains 6 portions, and each portion contains 200 calories. How many calories does the whole cake contain?

1. 1200
2. Any other answer (TYPE IN)

Q15. If one slice of pizza contains 20% of the Guideline Daily Amount of fat, how many slices make up 100% of the Guideline Daily Amount of fat?

1. 5
2. Any other answer (TYPE IN)

SECTION 5 – LABELLING AWARENESS/USE/PREFERENCE

SHOWCARD 3 WITH 10 DIFFERENT LABEL TYPES

Q16. Have you noticed labels that look something like any of these on the FRONT of food packaging before today? SINGLE CODE

1. Yes
2. No

ASK NEXT TWO QUESTIONS IF NOTICED LABELS BEFORE INTERVIEW, STILL SHOWING CARD

Q17. And have you ever used these sorts of labels before today? SINGLE CODE
IF NECESSARY: By this I mean used them in ANY way.

1. Yes
2. No

Q18. Which ONE of the labels do you think you would find easiest to use to get the information you might want when shopping? (ALLOW D/K – DO NOT SHOW)

1. Label 1
2. Label 2
3. Label 3
4. Label 4
5. Label 5
6. Label 6
7. Label 7
8. Label 8
9. Label 9
10. Label 10

ASK IF ANY RESPONSE OTHER THAN “DK” IS GIVEN

Q19. What is it about that label that makes it easiest to use?

TYPE IN VERBATIM

SECTION 6 – ATTITUDES

ASK ALL
SHOW SCREEN

ONLY ASK Q19 IF HAVE NOT SAID “NO” AT Q16 – this can be assumed to be “never”.

SHOWCARD 3

The labels on this card are just some examples of the types of signpost labels that appear on the FRONT of packs. There are other types of labels that show the same information, but in a slightly different way.

Q20. How often do you use signpost labels on the FRONT of food packaging to find out how healthy a product is?. SINGLE CODE RESPONSES (ALLOW D/K – DO NOT SHOW).

1. Very often
2. Fairly often
3. Sometimes
4. Not very often
5. Rarely or not at all

SHOWCARD 4 The labels on this card are examples of the kind of labels you get on the BACK of food packaging.

Q21. How often do you use labels on the BACK of food packaging to find out how healthy a product is? SINGLE CODE RESPONSES (ALLOW D/K – DO NOT SHOW).

1. Very often
2. Fairly often
3. Sometimes
4. Not very often
5. Rarely or not at all

SHOW SCREEN

Q22. Now please tell me how much you agree or disagree with the following statements. RANDOMISE ORDER OF STATEMENTS. SINGLE CODE RESPONSES (ALLOW D/K – DO NOT SHOW)

- a) Healthy eating is very important to me
 - b) I find it difficult to know if a food product is healthy from the labelling
1. Agree strongly
 2. Agree slightly
 3. Neither agree nor disagree
 4. Disagree slightly
 5. Disagree strongly

SECTION 7 – SHOPPING AND DIETARY HABITS

SHOW SCREEN

Q23. Which, if any, of the following applies to you or anyone you shop for?
Please state all that apply. RANDOMISE ORDER, BUT ALWAYS KEEP
VEGETARIAN STATEMENTS TOGETHER. MULTICODE

1. Completely vegetarian
2. Partly vegetarian
3. Vegan
4. Allergic to certain food
5. On a diet trying to lose weight
6. Avoid certain food for religious or cultural reasons
7. Avoid certain food for medical reasons
8. Other (specify)
9. None

DO NOT SHOW SCREEN

Q24. Are you making an effort to **avoid or reduce** consumption of any types of food or drink at the moment, either for you or someone else you shop for?
MULTICODE

1. Foods containing sugar (e.g. sweets, biscuits, chocolate)
2. Drinks containing sugar (e.g. fizzy drinks, squash, sugar in tea/coffee)
3. Drinks containing caffeine
4. Alcoholic drinks
5. Foods containing fat/saturated fat (e.g. fried foods, crisps, butter, mayonnaise)
6. Red meat (e.g. beef, lamb)
7. Ready meals
8. Salt (either in a food product, added in cooking or added at the table)
9. Processed food (e.g. sausages, cheese)
10. Foods high in additives/preservatives/E numbers
11. Foods high in carbohydrates
12. Other (specify)
13. None

SHOW SCREEN

Q25. How do you usually do most of your household's food shopping? ALLOW
DK, DO NOT SHOW.

1. In the shops
2. On the internet
3. A mixture of in the shops and on the internet

ASK Q25 IF IN SHOPS OR A MIXTURE CODED AT Q24
SHOW SCREEN

Q26. IF IN SHOPS: Where do you usually do most of your household's food shopping? (CAN MULTICODE)
IF A MIXTURE: When you are shopping in store, where do you usually do most of your household's food shopping? (CAN MULTICODE)

1. Tesco
2. Sainsbury
3. Asda
4. Morrisons
5. Coop
6. Waitrose
7. Somerfield
8. Netto
9. Lidl
10. Marks and Spencer
11. Budgens
12. Londis
13. Other (specify)

ASK Q26 IF ON THE INTERNET OR A MIXTURE CODED AT Q24
SHOW SCREEN

Q27. IF ON THE INTERNET: Where do you usually do most of your household's food shopping? (CAN MULTICODE)
IF A MIXTURE: When you are shopping on the internet, where do you usually do most of your household's food shopping? (CAN MULTICODE)

1. Tesco.com
2. Sainsburys.co.uk
3. Ocado.com
4. www.asda.com
5. Mysupermarket.co.uk
6. Other (specify)

SECTION 8 – DEMOGRAPHICS (c. 5mins)

Q28. INTERVIEWER: CODE SEX OF RESPONDENT

1. Male
2. Female

Q29. What was your age at your last birthday?
(ENTER AGE)
Don't Know
Refused

ASK ALL WHO REFUSE TO GIVE AGE AT Q29

SHOW SCREEN

Q30. Which one of these bands does your age fit into? SINGLE CODE

1. 16-24
2. 25-34
3. 35-44
4. 45-54
5. 55-64
6. 65-74
7. 75+
8. Refused

Q31. How many children aged 16 and under are there in your household?

SINGLE CODE

1. Enter number
2. None

Q32. How many adults aged 17 and over are there in your household? SINGLE CODE

1. Enter number

IF 2 OR MORE ADULTS

Q33. Which of these best describes the other adult(s) in your household? CODE

ALL THAT APPLY

1. Partner
2. Child aged 17 or over
3. Other adult relative
4. Other adult (not a relative)
5. Other

IF HAVE CHILDREN

Q34. Which of these age bands do your children fall into? MULTICODE

1. Less than 1 year old
2. 1-4
3. 5-8
4. 9-13
5. 14-16

Q35. As far as you know, are you colour blind at all?

1. Yes
2. No

IF YES

Q36. What colours do you have difficulty with?

TYPE IN VERBATIM

SHOW SCREEN

Q37. Which of these is the highest educational qualification you have achieved?

SINGLE CODE

1. Degree or degree equivalent or above
2. Other higher education below degree level
3. A levels, vocational level 3 and equivalents
4. Trade apprenticeships
5. GCSE/O Level grade A*-C, Vocational Qualifications level 2 and equivalents
6. GCSE/O Level grade D or below, Vocational Qualifications level 1 and equivalents
7. Other qualification, including overseas
8. No qualifications

SHOW SCREEN

Q38. Which of the following groups do you consider you belong to?

1. White British
2. White other
3. Asian or Asian British
4. Black or Black British
5. Chinese
6. Mixed
7. Any other background (Specify)

SHOW SCREEN

Q39. Which of these best describes your employment at the moment?

1. Working in a paid job (30 or more hours)
2. Working in a paid job (Under 30 hours)
3. Self-employed
4. Not in paid employment/looking after house or home
5. Full time student
6. Unemployed
7. Retired from paid employment
8. Other (specify)

DO NOT SHOW SCREEN

Q40. Social grade questions

Q41. FSA may be conducting some further research on these topics in the future. Would you be happy for someone from BMRB to re-contact you and invite you to participate in this research?

1. Yes
2. No

Q42. Standard details for backcheck purposes, inc. postcode which will allow geo-demographic information to be attached.

2.6 Questionnaire: multiple signposting stage

INTERVIEW ALL WITH MAIN OR JOINT RESPONSIBILITY FOR FOOD SHOPPING IN THE HOUSEHOLD AGED 16+ IN UK

The standard question for **screening for shoppers** included on the omnibus survey is:

Thinking about all the items bought from supermarkets and food shops for your household, which best describes the extent you personally select which items are bought?

1. All or almost all of what is bought
2. More than half
3. About half
4. Less than half
5. A tenth or less
6. None or almost none of what is bought

Anyone giving answers 1-3 would be eligible for the survey.

SECTION 1 – CHECKS FOR LITERACY/ABILITY TO EXTRACT AND REPLAY INFORMATION

DO NOT SHOW SCREEN

During the course of the next section of this survey, I will ask you to look at a number of food labels. Firstly, I need to check that you can clearly see the text we will be using.

IF RESPONDENT WEARS GLASSES FOR READING, ASK THEM TO PUT THEM ON.

INTERVIEWER NOTE: REMEMBER, IF RESPONDENT SHOWS SIGNS OF LITERACY PROBLEMS, STATE 'I am not here to make you feel uncomfortable. I am willing to stop if you want to, but ANY information you can give me is important'.

SHOW CARD 1 WITH READING TEST LABEL A (Type 5 – all information but not TL) (must be showcard so cannot see answers on screen)

- Q43. Looking at this label, can you tell me how many calories there are in this product?
3. 545 calories
 4. Any other answer

SAME LABEL

- Q44. And how many grams of SUGAR does it contain?
3. 4.8 grams
 4. Any other answer

SAME LABEL

- Q45. Is it high, medium or low in SATURATES?
3. High
 4. Any other answer

IF HAVE ANSWERED AT LEAST TWO OF ABOVE CORRECTLY FINAL LITERACY QUESTION:

SAME LABEL

- Q46. And finally, what percentage of your guideline daily amount of SALT does it provide?
3. 37%
 4. Any other answer

SKIP TESTS AND GO TO SECTION 3 IF 'FAIL' – IF INCORRECT ANSWER TO MORE THAN ONE OF THESE FOUR QUESTIONS

ALL OTHERS:

SHOW LABEL A ON SCREEN

- Q47. We are going to be showing you the labels on screen from now on. Can I just check that you are still able to read the label when it appears on screen
3. Can read on screen
 4. Unable to read on screen

SKIP TESTS AND GO TO SECTION 3 IF UNABLE TO READ ON SCREEN. ALL OTHERS DO TESTS

SECTION 2 – TESTS – SELF COMPLETION

SECTION 2.1 - INTRODUCTION AND PRACTICE QUESTION

INTERVIEWER INSTRUCTION:

THE NEXT QUESTIONS ARE FOR SELF COMPLETION BY THE RESPONDENT.

READ OUT

The next set of questions is to be completed by yourself. Please use the information on the screen to answer the questions. If you aren't sure, please give the best answer that you can. If you really can't say what you think the answer is then you can type 'DK'. None of the answers will be traced back to any individual taking part in this survey.

I would like you to read the questions for yourself and type in your answers. Please answer each question carefully, it is better that you are accurate with your answers than trying to rush through them.

Before you start there are two practice questions so I can show you how to use the laptop.

SHOW SCREEN

Q48. EXAMPLE QUESTION 1

SHOW 2 LABELS ONE ABOVE THE OTHER CLEARLY MARKED LABEL A AND LABEL B – L1/L7 with product pair A4

Using the information on these two labels, which of these two products do you think is healthier?

NOTE: to be eating healthily the Government advise that most people reduce the level of fat, saturated fat (also known as saturates), salt and sugars in the foods they eat

TYPE THE NUMBER, PRESS THE F2 KEY TO MOVE ONTO THE NEXT SCREEN. IF YOU HAVE A PROBLEM THE INTERVIEWER WILL EXPLAIN WHAT TO DO

4. A
5. B
6. No real difference between A and B

SHOW SCREEN

Q49. EXAMPLE QUESTION 2 (different pair of labels)

SHOW 2 LABELS ONE ABOVE THE OTHER CLEARLY MARKED LABEL A AND LABEL B – L4/L1 with product pair E3

Using the information on these two labels, which of these two products do you think is healthier?

NOTE: to be eating healthily the Government advise that most people reduce the level of fat, saturated fat (also known as saturates), salt and sugars in the foods they eat

TYPE THE NUMBER, PRESS THE F2 KEY TO MOVE ONTO THE NEXT SCREEN. IF YOU HAVE A PROBLEM THE INTERVIEWER WILL EXPLAIN WHAT TO DO

7. A
8. B
9. No real difference between A and B

RETURN LAPTOP TO INTERVIEWER

Q50. HOW WILL SELF COMPLETION SECTION BE DONE?

3. Respondent will do self completion themselves
4. Respondent asks interviewer to type for them

GIVE COMPUTER TO RESPONDENT

SECTION 2.2 – TEST COMPLETION

You are now going to see some labels like the ones you get on the front of food packaging. For each label, you will be asked a question.

Please use the information on each label to come up with your answer. We would like you to think about each food generally from the point of view of someone who wants to eat in a healthy way **and not necessarily in terms of your own eating habits or health needs.**

Remember, you can type 'DK' if you really don't know which answer to choose, but try and use one of the answers on the screen if you can. Please ask at any time if you need help with putting in your answer. When you are ready to start please press F2.

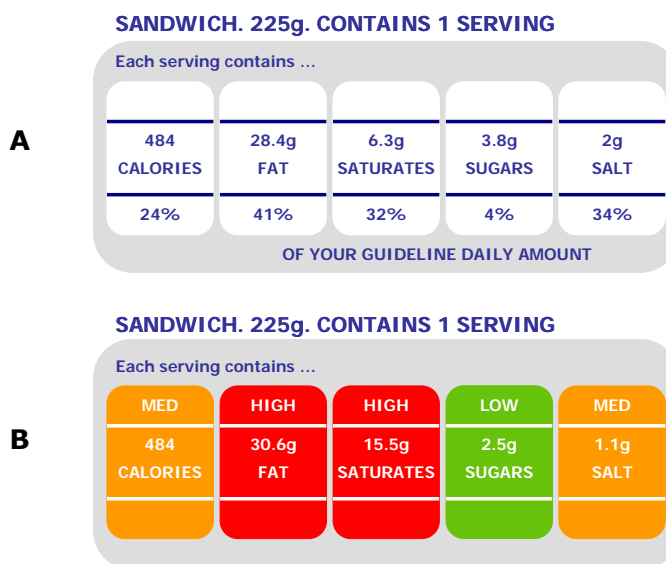
On next screen:

Please note when you are answering these questions, to be eating healthily the Government advise that most people reduce the level of fat, saturated fat (also known as saturates), salt and sugars in the foods they eat.

TIMING OF **6 MINUTES** WILL START HERE FOR FIRST QUESTION AND WHOLE SECTION. EACH QUESTION TO BE TIMED INDIVIDUALLY AS WELL AS THE WHOLE SECTION. AT END OF 6 MINUTES RESPONDENTS WILL COMPLETE THE QUESTION THEY ARE CURRENTLY ANSWERING AND THEN SKIP TO SECTION 3.

TEST FORMAT:

Test 3 – SHOW 2 LABELS ONE ABOVE THE OTHER CLEARLY MARKED A AND B



QT1-6. Using the information on these two labels, which of these two products do you think is healthier?

NOTE: to be eating healthily the Government advise that most people reduce the level of fat, saturated fat (also known as saturates), salt and sugars in the foods they eat

1. A
2. B
3. No real difference between A and B

NOTE - Each respondent is asked 6 tests

Sample is randomly split into 12 groups, each group getting a different 6 tests. Each test will be timed. There are 72 tests in all.

The labels are labelled L1-L10 as below. We have selected L1, L4 and L7.

TL	Text	%GDA	L1	Asda
		no %GDA	L2	Waitrose
TL	no text	%GDA	L3	M&S
		no %GDA	L4	(Sainsbury), Boots, Coop
No TL	Text	%GDA	L5	NA
		no %GDA	L6	NA
No TL	no text	%GDA	L7	(Tesco), Manufacturers
		no %GDA	L8	NA
No TL	no text	%GDA	L9	Tesco (with use of colour)
TL	no text	no %GDA	L10	Sainsbury (in form of wheel)

The products used in the tests are labelled A to F as below.

Type	Example	Label
Product grouping P1	Ready Meal	A
	Soup	B
	Sandwich	C
Product grouping P2	Fruit yoghurt	D
	Breakfast cereal	E
	Crisps	F

The design is:

Label pair	1	2	3	4	5	6
L1/L7	A1	C1	B1	A3	C2	B2
L4/L7	B1	A1	C1	B2	A3	C2
L1/L4	C1	B1	A1	C2	B2	A3
L1/L7	D1	E1	F1	D2	E2	F2
L4/L7	E1	F1	D1	E2	F2	D2
L1/L4	F1	D1	E1	F2	D2	E2

Label pair	7	8	9	10	11	12
L7/L1	A1	C1	B1	A3	C2	B2
L7/L4	B1	A1	C1	B2	A3	C2
L4/L1	C1	B1	A1	C2	B2	A3
L7/L1	D1	E1	F1	D2	E2	F2
L7/L4	E1	F1	D1	E2	F2	D2
L4/L1	F1	D1	E1	F2	D2	E2

Where each of A1 to F2 is a pair of products. Fuller details of products selected are available on request.

ASK THOSE WHO HAVE ANSWERED TEST QUESTIONS

Q51. When you were looking at the labels and answering the questions, how did you come to the decision on which answer to choose?

OPEN QUESTION

SECTION 2.3 - NUMERACY TESTS

DO NOT SHOW SCREEN

SHOWCARD 2 (must be showcard so cannot see answer on screen)

Q52. As you can see from this label, this cake contains 6 portions, and each portion contains 200 calories. How many calories does the whole cake contain?

3. 1200
4. Any other answer (TYPE IN)

Q53. If one slice of pizza contains 20% of the Guideline Daily Amount of fat, how many slices make up 100% of the Guideline Daily Amount of fat?

3. 5
4. Any other answer (TYPE IN)

SECTION 3 – LABELLING AWARENESS/USE

SHOWCARD 3 WITH 10 DIFFERENT LABEL TYPES

Q54. Have you noticed labels that look something like any of these on the FRONT of food packaging before today? SINGLE CODE

1. Yes
2. No

ASK NEXT QUESTIONS IF NOTICED LABELS BEFORE INTERVIEW, STILL SHOWING CARD

Q55. And have you ever used these sorts of labels before today? SINGLE CODE
IF NECESSARY: By this I mean used them in ANY way.

1. Yes
2. No

SHOW SCREEN

Q56. Where do you usually do most of your household's food shopping? This might be in store or online. (CAN MULTICODE)

14. Tesco
15. Sainsbury
16. Asda
17. Morrisons
18. Coop
19. Waitrose
20. Somerfield
21. Netto
22. Lidl
23. Marks and Spencer
24. Budgens
25. Londis
26. Other (specify)

DEMOGS ALSO COLLECTED ON OMNIBUS

Age

Sex

Employment status

Social grade

Ethnicity

Presence/age of children

3 Technical details of qualitative and observational work

This section of the Technical annex discusses the methods used in the qualitative elements of the front of pack food labelling research undertaken for the Food Standards Agency.

The first section discusses Stage one of the qualitative work, with details of the three different methods used. The second section discusses Stage two, the interviews undertaken to explore the effects of multiple FOP label types in the market place. The third section explains the analytical method used in for both Stage one and Stage two. The fourth section presents the topic guides and supporting materials, and the fifth section shows the method used for rotating the label pairings for Stage two of the qualitative work.

3.1 Stage one of the qualitative work

There were three parts to Stage one of the qualitative work: Accompanied Shops (including a short task); In-Store shopping bag audits; and in-home shopping bag audits. Each is described below.

3.1.1 113 Accompanied Shops

Initially 100 accompanied shops were carried out, however, difficulties were experienced recruiting Black shoppers, so a later phase (in November 2008) was added, with 13 Black shoppers. The methods, materials and approach used with Black shoppers was exactly the same as for the White and Asian shoppers.

Researchers accompanied people as they shopped in supermarkets, using a topic guide and observation protocol to explore the decision making processes used when buying, or considering buying, food items. These lasted between half an hour and two hours. There was particular focus on how FOP labels were used in this context, although items not carrying FOP labels were also probed, for two reasons: firstly, so that the shoppers did not become alert to the focus of the interview, as they might then start to use the labels if they thought this was expected of them; secondly, by asking people to 'think aloud' about their purchases of non-FOP labelled goods in the early part of the Accompanied Shops, they were gaining an understanding of how to use the method.

Towards the end of each accompanied shop participants were asked to undertake a short task of choosing the healthiest product from a food category – for example, participants might have been taken to a pizza section and asked which pizza on offer was the healthiest. There were no right or wrong answers in the task; the process was used to explore how people made such choices.

There was a mixture of people doing main shops and 'top up' shops, and fieldwork took place at different times of day, and on all days of the week to ensure as wide a range of shoppers as possible were included in the research.

Participants were given £25 as a token of thanks for taking part in the research.

The accompanied shops gave an understanding of how people used FOP labels in retail environments. They allowed probing at the point of decision making, and observation of behaviour in a retail environment.

3.1.2 56 In-store shopping bag audits

People were recruited, by researchers working in stores, as they were finishing their shopping. Initially 50 in-store shopping bag audits were undertaken, however, difficulty was experienced recruiting Black shoppers so a later phase (in November 2008) was added, with 6 Black shoppers. The methods, materials and approach used with Black shoppers was exactly the same as for the White and Asian shoppers.

After the participants had finished the checkout process researchers discussed their purchasing decisions with them, again with a focus on the use of FOP labels. The interviews lasted approximately ten minutes so that participants' schedules were not unduly interrupted, as they had not planned to take part in the research.

The in-store shopping bag audits gave an understanding of how people used FOP labels in retail environments. Although researchers were not present to probe whilst decisions were being taken this method ensured that there was no observer effect on purchasing decisions, as purchasing was done without participants knowing that they were going to be asked to participate in the research.

Participants were given £25 as a token of thanks for taking part in the research.

3.1.3 56 In-home shopping bag audits

Initially 50 in-home shopping bag audits were undertaken, however, difficulty was experienced recruiting Black shoppers so a later phase (in November 2008) was added, with 6 Black shoppers. The methods, materials and approach used with Black shoppers was exactly the same as for the White and Asian shoppers.

All participants in the in-home shopping bag element of the research were recruited as 'label users', that is, during recruitment people were screened so as to only include people who recognised, and said they used, FOP labels. Participants were recruited using free find methods up to one week before the interviews.

Researchers visited participants shortly after they had undertaken a shopping trip, for an interview lasting approximately an hour. The items purchased were used to discuss purchasing decisions, and how FOP labels were used to make them and whether and how the foods, and FOP labels, were to be used for meals in the days ahead. The in-home shopping bag audits gave an understanding of how labels are used in the home.

Participants were given £25 as a token of thanks for taking part in the research.

3.1.4 Geographical locations

Fieldwork took place in several geographical locations:

- Belfast
- Birmingham
- Bridgend
- Edgware
- Glasgow
- Leeds
- Leicester
- Norwich
- Rochdale
- Shrewsbury
- Waltham Forest
- Wimborne

The locations were chosen to represent a mixture of urban and rural locations across the four countries of the UK.

3.1.5 Retailers

Retailers were chosen to represent the main label formats in use:

Sainsbury's: Traffic Light FOP Labels

Co-op: Traffic Light FOP Labels

Morrisons: Monochrome Guideline Daily Amount FOP Labels

Tesco²: Pastel Guideline Daily Amount FOP Labels

Asda: Hybrid FOP Labels

3.1.6 Recruitment

Participants for all three parts of Stage one of the qualitative work were recruited to quotas relating to main retailer used and geographical location, there was also a spread of participants across ethnicity, life stage, socio economic groups, gender and levels of educational achievement. All participants were the main shopper for their household.

Participants for accompanied shops and in-home bag audits were recruited using a free find method by specialist recruiters. Researchers recruited participants for the in-store bag audits.

Accompanied shops

Participants were recruited up to one week ahead of the Accompanied Shop, using free find methods at stores.

Screening at recruitment ensured that all of those included in the research intended to purchase food items from selected categories having FOP labels (see 3.4.9 for details of products carrying labels). For top up shops potential participants were only recruited if they intended to buy at least 3 items with FOP labels, and for main shops if they intended to buy at least 5 items. Shoppers were not told during recruitment that the research was about FOP labels, as, had they been, their behaviour might have differed from what they would usually have done. At the end of the accompanied shops shoppers were told that the research had been commissioned by the Food Standards Agency, and that the focus was whether and how people used FOP labels to help them make purchasing decisions.

² Two elements of the qualitative work involved recruiting shoppers and undertaking fieldwork in-stores (Accompanied Shops and In-store Shopping Bag Audits). Tesco could not commit to participating in the fieldwork within the agreed timeframe. Tesco shoppers were included in all other elements of the research (both qualitative and quantitative). The Project Management Panel for the study considered that neither the sample design nor the validity of the findings would be compromised by the non-participation of Tesco in the fieldwork which took place in-stores. See <http://www.food.gov.uk/multimedia/pdfs/471863>

In-store shopping bag audits

For in-store bag audits researchers recruited participants who had bought at least at least 5 items with FOP labels. Again, people were told at the end of the interview that the research had been commissioned by the Food Standards Agency, and that the focus was on whether and how people used FOP labels to help them make purchasing decisions.

In-home shopping bag audits

Participants were recruited approximately one week ahead of the interview, based on their intentions for their next shopping trip, so as to only include those who were intending to purchase at least 5 food items carrying FOP labels. All participants for this element were screened to include only those who used FOP labels; this was done by presenting potential participants with sheets showing a wide variety of FOP labels, and three non-FOP labels (Soil Association Organic Standard label, Fair Trade label and a Back of Pack label). Only those who said they used FOP labels, and who correctly identified FOP labels were included. Recruiters also told potential participants that the researchers would be asking them for detail about how, why and in what circumstances they used FOP labels during the interview, to ensure that people were not only giving what they thought was a socially acceptable answer to recruiters.

Across the locations the following stores were used in the 3 different types of fieldwork:

Accompanied shops (113 in total):

Location	Retailer			
	Sainsbury's	Asda	Morrisons	Co-op
Belfast	3	6		1
Birmingham		4		
Bridgend	3	4		2
Edgware	3	3		
Glasgow	3	3	7	
Leeds	3	3	6	
Leicester	3	3	3	
Norwich	3	3	8	
Rochdale				3
Shrewsbury	2	4	9	
Waltham Forest	5		4	
Wimborne	3	4		2
TOTALS	31	37	37	8

In-store bag audits (56 in total):

Location	Retailer			
	Sainsbury's	Asda	Morrisons	Co-op
Belfast	3			
Birmingham		2		
Bridgend				3
Edgware		6		
Glasgow			9	
Leeds	4		5	
Leicester		5		
Norwich	4			
Rochdale			3	
Shrewsbury		5		
Waltham Forest	2		2	
Wimborne				3
TOTALS	13	18	19	6

In-home bag audits (56 in total):

Location	Main retailer used:				
	Sainsbury's	Asda	Morrisons	Co-op	Tesco
Belfast	1	2			2
Birmingham		2			
Bridgend	2			3	1
Edgware	2	2			2
Glasgow	1	2			3
Leeds		2	1		
Leicester	1	2			
Norwich	1	1	3		1
Rochdale		2		1	
Shrewsbury	1	1	2		2
Waltham Forest	2		2		
Wimborne	2	2		2	
TOTALS	13	18	8	6	11

3.2 Stage two of qualitative work – Multiple signposting work

Stage two of the qualitative work sought to explore the effects of multiple FOP labels types in the market place. Fifty qualitative depth interviews lasting approximately an hour were undertaken with people in their homes. The approach mirrored the quantitative multiple signposting survey.

3.2.1 Interviews

Fifty one-to-one interviews were undertaken. During the interviews participants were presented with four from a series of twenty four pairs of labels – two which were deemed to be easy to compare and two which were deemed to be difficult to

compare³. The labels were systematically rotated (see section 3.4.10) so as even a spread as possible of label presentations was achieved. The interviews used the label comparisons to explore the effects on comprehension of having different FOP label types in the market place.

Participants were given £25 as a token of thanks for taking part in the research.

3.2.2 Geographical locations

The fieldwork took place in four geographical locations, chosen to provide a spread within the restrictions of the relatively small sample. These were:

- Brighton
- London
- Nottingham
- Swansea

3.2.3 Retailers

The sample was split between people who said their main shopping was undertaken in one of four retailers; this was done to ensure that participants were likely to have been exposed to major FOP label types during their regular shopping activities. The retailers were:

- Sainsbury's: Traffic Light Labels
- Morrisons: Monochrome %GDA Labels
- Tesco: Non-TL colour %GDA Labels
- Asda: TL and %GDA Labels

3.2.4 Recruitment

Participants were recruited by specialist recruiters using free find methods. Quotas related to main retailer used, geographical location and FOP label usage. There was also a spread of participants across ethnicity, life stage, socio economic groups, and gender and levels of educational achievement. Participants were recruited up to one week before the interviews took place.

The main quotas were:

³ See Chapter 10 of the report and the quantitative methodology for a discussion on the label pairings

FOP Label Use:	26 label users; 24 non-label users	
Geographical location:	Brighton	12
	London	12
	Nottingham	12
	Swansea	14
Main retailer used:	Sainsbury's	12
	Morrisons	10
	Tesco	16
	Asda	12

3.3 Analysis of qualitative data

It is important to note that qualitative methods neither seek, nor allow, data to be given on the numbers of people holding a particular view nor having a particular set of experiences. The aim of qualitative research is to define and describe the range of emergent issues and explore linkages, rather than to measure their extent.

Material collected through qualitative methods is unstructured and unwieldy. The interviews were digitally recorded, and verbatim transcriptions were made from the recordings; researcher notes and debriefing sessions were also used in the analysis. The internal content of interview material is usually in detailed and micro-form (for example inarticulate explanations, and accounts). The primary aim of any analytical method, therefore, is to provide a means of exploring coherence and structure within a cumbersome data set whilst retaining a hold on the original accounts and observations from which it is derived.

The method used to analyse the data gathered in this study was BMRB's tried and tested *Matrix Mapping* technique, which allows the analyst to search for coherence and structure within the data. The process begins with a familiarisation stage which includes researchers reviewing the verbatim transcripts. Based on the coverage of the topic guide, the researchers' experiences of conducting the fieldwork and their preliminary review of the data, a thematic framework is constructed. The analysis then proceeds by summarising and synthesising the data according to this thematic framework. When all the data have been sifted according to the core themes the analyst begins to map the data and identify features within the data: defining concepts, mapping the range and nature of phenomenon, creating typologies, finding associations, and providing explanations.

The analyst reviews the summarised data; compares and contrasts the perceptions, accounts, or experiences; searches for patterns or connections within the data and seeks explanations internally within the data set. Piecing

together the overall picture is not simply aggregating patterns, but it involves a process of weighing up the salience and dynamics of issues, and searching for structures within the data that have explanatory power, rather than simply seeking a multiplicity of evidence.

3.4 Topic Guides and supporting materials

3.4.1 Accompanied shop topic guide

Aim of the research: To explore people's shopping behaviour and how they decide what to buy

Objectives of the accompanied shop will be to explore:

- Shopping behaviours
- How shoppers explain their decisions about what to buy

1. INTRODUCTION

- About BMRB, independent research agency
- Project looking into people's shopping behaviours and purchasing decisions
- This is one of a number of interviews being conducted around the country
- Confidentiality and recording – photographing food items – taking notes (obs. sheet)
- Findings will be used in a report bringing together different aspects of the research
- Explain the 'think out loud' technique
- Explain interview will be in different sections – the shopping; at the check out; a few minutes after the check out

2. BACKGROUND

- Who they live with; who they shop for; whether are main shopper in household
- Which stores do they do their main food shop in; how often do they do their main food shop

3. PURCHASING DECISIONS

{Researcher note: use topic guide in conjunction with observation sheet}

Researcher – when respondent is choosing a product use the following prompts if respondent dries up – around 15 seconds of silence

[this section is looking at the general thought processes used when choosing a product – ensure prompting on different product types, including labelled, non-labelled and other]

NB: It is important to note that whilst the main interest is in FOP labels, we also need to know about other influences on purchasing decisions.

- What the item is (that is, researcher to name it if respondent does not) – include product type, manufacturer etc.
- 'Keep thinking aloud'
- 'Tell me what you are looking at?'
- 'Why do you say that?'
- 'In what way?'
- 'Any other thoughts?'
- 'Any other reasons?'
- If comparing with other goods – what aspects are they comparing

- Why are they buying this – further prompts where appropriate, e.g.
 - If because children like it, for example, – why, do they consider other types, what do they think of the product etc.
- Influence of offers such as ‘buy one get one free’
- If respondents put things into their shopping trolleys/baskets without ‘thinking aloud’ ask about the products – why were they chosen, are they things which the shopper habitually buys, is there an alternative that they might consider, etc. Probe on habitual buys and whether consideration was taken in the past
- If they mention front of pack labels – probe further.

4. CHOOSING A ‘NEW’ PRODUCT

{Researcher Note: please consult your product category list to decide what to ask respondent to select}

Take respondent to products you want them to choose from

“Just before we finish I am going to ask look at _____(product type). Would you look at these and decide which you think is the healthier choice, and talk me through your thoughts as you are doing so”

NB: It is important to note that whilst the main interest is in FOP labels, we also need to know about other influences on purchasing decisions. PROBE TO 3RD LEVEL

- ‘Keep thinking aloud’
- ‘Tell me what you are looking at?’
- ‘Why do you say that?’
- ‘In what way?’
- ‘What are you looking at?’
- ‘Any other thoughts?’
- ‘Any other reasons?’
- ‘Why do you think this is healthier?’ – ‘what led you to that conclusion?’
- *If mention FOP nutrition labels, prompt on how using, what aspects they are looking at, and what they are taking from them to make their decision*

If respondent does not mention FOP labels during the task, after exhausting their thoughts, introduce FOP labels:

Point out the FOP nutrition labels on the products you have identified from the checkout.

- *‘Did you look at this label when you were choosing the product?’*
 - If yes
 - *‘Did you use it to help you choose this product?’*
 - If yes,
 - Was it used to choose this product - how.
 - If not, why not.

5. THE CHECKOUT

{Researcher Note: take respondent to the checkout}

Help respondent to put items onto conveyor belt – with items with front of pack nutrition labels together - take **photographs** of items (ensure you get the front of the packaging).

{Researcher note: Fore people who have not discussed FOP nutrition labels during the shopping element, pick out items (3 for top-up shops and 5 for main shops) and bag them separately - make sure they are at the top of the shopping, so that you can easily access them for the next task.}

6. AFTER THE CHECKOUT

{RESEARCHER NOTE: ONLY USE THIS SECTION IF PEOPLE HAVE NOT NATURALLY DISCUSSED FOP NUTRITION LABELS}

3 items for top-up shops

5 items for main shops

Point out the FOP nutrition labels on the products you have identified from the checkout.

- *‘Did you look at this label when you were choosing the product?’*
 - If yes
 - *‘Did you use it to help you choose this product?’*
 - If yes,
 - Was it used to choose this product - how.
 - If not, why not.

ASK IF YOU CAN TAKE AWAY THE TILL RECEIPT SO THAT WE CAN USE IT WHEN ANALYSING THE DATA.

“This project is for the Food Standards Agency, who have commissioned BMRB to talk to people about their shopping behaviours and whether/how they use front of pack labels in making decisions about the foods they purchase. Thank you for your time, and for allowing us to accompany you on your shopping trip”

3.4.2 Accompanied shop observation sheet

Note: use this sheet to record all items discussed and note any issues not being picked up by the recording – for example, anything relating to products being considered (such as offers), anything the respondent is doing (such as checking a shopping list) or any interactions or interventions from other people. ALSO NOTE: record 'non-purchases' e.g. if a product is selected and considered and then returned to the shelf, it should be noted and probed.

<p>Product: _____</p> <p>Brand: _____</p> <p>FOP: Yes No</p>	<p>Notes:</p>
---	---------------

3.4.3 In-store shopping bag audit topic guide

Aim of the research: To explore people's shopping behaviour and how they decide what to buy

Objectives of the in store bag audits will be to explore:

- Shopping behaviours
- How shoppers explain their decisions about what to buy

1 INTRODUCTION

ONLY RECRUIT SHOPPERS WITH AT LEAST 5 FOP LABELLED PRODUCTS

“Good morning/afternoon, I’m from BMRB, an independent research organisation. We are carrying out research to explore people’s shopping behaviour and food choices. Any of the information you share with us will be kept completely confidential, and your personal details will not be passed on to anyone. May I ask you a few questions please?”

{Researcher: ensure you record all attempts to recruit on sheet provided}

- Check respondent has bought at least 5 FOP labelled products; otherwise screen out
- Check respondent normally does at least half of household’s grocery shopping; otherwise screen out
- Explain interview process:
 - Interview will only take 10 minutes after they have finished at the checkout
 - They will be asked to talk about some of the products they have bought
 - Some items they buy will be photographed
 - There will be a £25 incentive
 - Anonymity and confidentiality
- Check respondent is willing to take part

Researcher – identify products bought {NOTE: Product type, manufacturer}

1	
2	
3	
4	
5	

2 PRODUCTS

For each product listed above (NB do not prompt on FOP labels):

Ask respondent to explain *what their thoughts were when they chose the product*, and why they bought it (be sure to name it so that we know what it is)

NB: It is important to note that whilst the main interest is in FOP labels, we also need to know about other influences on purchasing decisions.

Prompt on:

(NB keep prompting to 3rd level)

- Any other thoughts
- Any other reasons
- Did they consider other types / brands as alternatives – why did they choose this one
- Do they always buy this product
 - If so, why
 - If not, why did they buy it this time
 - Was it a treat
 - Were there any offers (e.g. buy one get one free)

Further prompts where appropriate, e.g.

- If because children like it, for example, – why, do they consider other types, what do they think of the product etc.

3 USE OF FOP LABELS *{Researcher note: this section should only come after you have gone through section 1 with each products in their shopping. Point out FOP nutrition labels if necessary}*

Point out the FOP label on the products you have identified from the checkout.

- Did you look at this label when you were choosing the product?
 - If yes
 - ‘Did you use it to help you choose this product?’
 - If yes,
 - Was it used to choose this product - how.
 - If not, why not.
Probe on whether they have used the labels in the past – do they know the nutritional values of the product?

ASK IF YOU CAN TAKE AWAY THE TILL RECEIPT TO HELP US TO ANALYSE LATER.

PHOTOGRAPH PRODUCTS

“Thank you for taking part in this research. The project is for the Food Standards Agency, who have commissioned BMRB to talk to people about their shopping behaviours and how they explain their decisions about what to buy. ”

3.4.4 In-home shopping bag audit topic guide

Aim of the research: To explore people's use of front of pack (FOP) nutrition signpost labelling

Objectives of the in home shopping bag audits will be to explore:

- How shoppers use front of pack nutrition labels when purchasing food and using at home

1. INTRODUCTION

- About BMRB, independent research agency
- Project for the Food Standards Agency looking at
- This is one of a number of interviews being conducted around the country – some with people who use FOP nutrition labels, and some with people who do not
- Confidentiality and recording – photographing food items

2. BACKGROUND

- Who they live with; who they shop for; whether they are main shopper in household
- Which stores do main food shop in; how often do main food shop
- Which store was used for this shopping trip
- When shopping, what sort of things do you think about when deciding whether to purchase items:
{Researcher: allow free discussion of decision making – do not prompt on FOP labels until any other issues have been exhausted}

Then prompt, as appropriate, on:

- Why choices made – e.g., whether people choose to have a low salt product, or whether it is a necessity for a medical reason
- Dietary requirements – what
- Restriction of intakes – what
- Health issues –
- What do they look for on the packaging to help with this
 - i.e. FOP nutrition labels?
 - any other label?
- Anything else?
- If none – why not?

3. FOP NUTRITION LABELLED ITEMS

{Researcher note: choose 5 items in the relevant categories purchased by the respondent – focus on at least one meal centre item, if there are any. Also note – if the respondent has used more than one store, please choose some items from each. Check whether anything put away. If not enough items in shopping get others from refrigerators, cupboards, freezers etc.}

For each product:

Ask respondent to explain what their thoughts were when they chose the product, and why they bought it (be sure to name it so that we know what it is)

NB: It is important to note that whilst the main interest is in FOP labels, we also need to know about other influences on purchasing decisions.

Prompt on:

- Any other thoughts
- Any other reasons
- Did they consider other types / brands as alternatives – why did they choose this one

Further prompts where appropriate, e.g.

- If because children like it, for example, – why, do they consider other types, what do they think of the product etc.
- Explore whether they always buy this product – if not, why did they buy it this time; was it a treat; were there any offers (buy one get one free etc)
- Did they use FOP nutrition labels to help choose this product – how – if not, why not (e.g. have they explored the labels in the past)
- Any other information used in making selection (ingredients, additives etc.) – level of importance of this in relation to FOP nutrition labels
- Bring back in elements from Section 2 – are labels used to help with dietary requirements, and if so how?

e.g. if respondent had said they were on a salt restricted diet *“You told me earlier that you are on a salt restricted diet, tell me, do you use the front of pack labels in this regard, and if so, how?”*

4. MAKING USE OF THE SELECTED ITEMS IN THE HOME

For each item:

- How is this product going to be used
 - How is the decision taken – meals/combinations planned ahead, deciding on what is in the fridge/cupboard etc.
 - With what is the product going to be combined with to make a meal – on its own / in combination with other things bought
 - What influenced the choices of how to combine the product – are FOP nutrition labels taken into consideration – why, how
- Are labels used to adjust food intake in a wider sense (e.g. over a day/week) – if yes, how
- Explore whether they are aware of portion size information
 - If they are – explore whether portion size information is used – if yes, how

5. THOUGHTS ON FOP NUTRITION LABELS

- Explore issues around using FOP nutrition labels – ensure you know whether they are talking about in-store use or in-home use

Probe on: (NB probe to third level)

- Any difficulties in interpreting nutrition information
- If respondents have products from different stores with FOP labels ensure discussion of the different labels with respondents.
 - Explore whether the label types used differently
 - Any differences between pastel / monochrome
- Explore whether 'elements of FOP labels' are used, or whether FOP labels are used as a whole - (are FOP labels seen in an all or nothing way)

PHOTOGRAPH ITEMS WITH FOP LABELS – ensure you get the front of the packs.

ASK IF YOU CAN TAKE AWAY THE TILL RECEIPT SO THAT WE CAN USE IT WHEN ANALYSING THE DATA.

“Thank you for taking part in the research”

3.4.5 Topic guide for multiple signposting qualitative research

The research aims to explore:

- How people make comparisons when deciding which of two products is healthier
- The decision making processes they go through when making comparisons
- What is important to people when making comparisons and decisions

1 INTRODUCTION

- About BMRB
- Nature of the Research; study for FSA
- Emphasise confidentiality; explain tape recording
- Length of interview: 60 minutes

2 GENERAL BACKGROUND OF RESPONDENT

- Age, household
- Employment history
- Where they usually shop

3 LABEL USAGE

In stores

- Explore whether FOP nutrition labels are used when shopping
 - Use now/used in past
 - How used
 - Why used

In the home

- Explore whether FOP nutrition labels are used in the home
 - Use now/used in past
 - How used
 - Why used

If not used in store or in home, explore why not

4 SHOWCARD 1

Researcher - show the respondent Showcard 1 and ask respondent to answer the question

- As you can see from this label, this cake contains 6 portions, and each portion contains 200 calories. How many calories does the whole cake contain?

- NOTE ANSWER: _____

- OTHER NOTES: _____

5 SHOWCARD 2

Researcher show Showcard 2 and ask respondent to answer the question

- If one slice of pizza contains 20% of the Guideline Daily Amount of fat, how many slices make up 100% of the Guideline Daily Amount of fat?
- NOTE ANSWER: _____
- OTHER NOTES: _____

6 COMPARISONS

Researcher – in this section you will be presenting 4 pairs of labels. Please refer to supporting document to ensure that you present the correct pair

Tell the respondent:

“In this section of the interview I am going to show you some pairs of nutrition labels. The labels are the sort that you might see on the front of various types of food. I would like you to look at the labels and decide which of the two products represented is the healthier product. Please ‘think aloud’ in this section – talking me through how you are coming to your decision, what information you are using, and what you are thinking”

Prompts you might use:

- Keep thinking aloud
- Tell me what you are looking at
- What information are you using
- Why do you say that
- In what way
- Any other thoughts
- Any other reasons
- Why do you think this is healthier
- What led you to that conclusion
- Any confounding factors

PLEASE ALSO PROBE FOR THE EFFECTS OF THEIR VIEWS

NOTE: It is important to uncover the ‘internal dialogues’ people are using to make their decisions about which product is healthier. Keep probing until you are sure you have exhausted all their thoughts on the labels.

When spontaneous thoughts have been exhausted, explore the following if they have not already been mentioned:

Whether there was any confusion/difficulty/problem deciding which was healthier caused by comparing two different labels types.

- If so, what caused the confusion/difficulty/problem
- What effects did confusion/difficulty/problem deciding have

- How was the confusion/difficulty/problem resolved

NB if respondent does not feel that they were confused, had difficulties or problems, but you do, probe on the areas you thought were confusing, or caused difficulties/problems for them

CONTINUE FOR EACH PAIR OF LABELS

7 ARRAY OF LABELS

NB: this section is designed to capture things which may not have been discussed earlier in the interview, therefore, use as appropriate.

Researcher – present Array of Labels – “These are the sort of labels which are shown on the front of various foods.”

- Explore any spontaneous opinions/views offered on the labels
- Keep probing for the effects of their opinions/views about the multiplicity of labelling schemes
- Explore their views on the range of labels
 - How do they feel about the range of labels
 - Any confusion/difficulties/problems raised about making comparisons between different labels
 - Strategies used for making comparisons across types
 - Effect/impact of range of labels on their use of labels
 - Views on the number of different labels
- If respondent spontaneously mentions confusion/difficulty/problems, explore what they mean by this, and what they feel is causing it/them
 - Explore
 - the nature of the confusion/difficulty/problems
 - the effects of confusion (e.g. stopping trying to use labels, using other info, e.g. back of pack)

EXPLORE:

- What they understand, in the context of the labels, by:
 - Guideline Daily Amount
 - Text
 - Low
 - Medium
 - High
 - How do they make judgements about low, medium and high
 - Whether basing judgement just on the labels
 - Whether relating to other things they would be eating with the product
 - Whether anything else comes into play when making a judgement
 - Where is the tipping point regarding healthy and unhealthy?
 - Is ‘low’ always healthy?
 - Where does ‘medium’ sit?
 - Does healthy/unhealthy depend on whether they are looking at fats / saturates/ sugars, etc.
- Calories
 - Do they use this; how; why
- Fat
- Saturates

- Do the colours mean anything to them (ONLY IN CONTEXT OF CROSS LABEL COMPARISONS)
 - What
 - Do they use the colours
 - Ask them to talk through how they use the colours

- Thinking about the individual components on the label
 - Which do they use to help them make their decision about what is healthier
 - Colours
 - Text: low, medium, high
 - Amount of nutrient in grams
 - Percentages
 - Reasons for this
 - Which elements do they find easiest to use
 - Are there any aspects of the labels that they find confusing, especially when comparing across labels

- Are there labels which are easier to use when working out if something is healthy
 - Any which are more difficult
 - Explore why – e.g. what elements make labels easy/difficult to use – e.g. presence/absence of information

- If confusion/difficulty/problems making comparisons were not spontaneously mentioned, explore:
 - Whether the range of different labels causes confusion/difficulties/problems
 - Effect confusion has (e.g. stopping trying to use labels, using other info, e.g. back of pack)
 - How might confusion/difficulties/problems be minimised

8 DIETARY INFORMATION

- Explore whether the respondent, or anyone in their family, has any special dietary requirements
- If so, do they use the labels to help with (how)

9 ANY OTHER COMMENTS

10 THANK AND CLOSE

3.4.6 Showcard 1 used with multiple signposting topic guide

As you can see from this label, this cake contains 6 portions, and each portion contains 200 calories. How many calories does the whole cake contain?

CAKE. 300g. CONTAINS 6 SERVINGS

Each serving contains ...

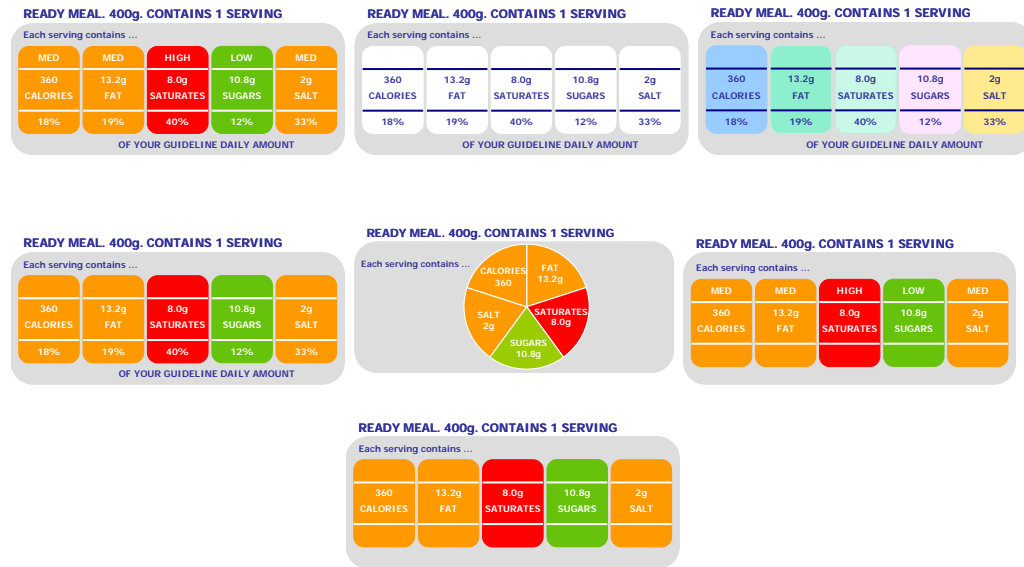
200	7.1g	2.6g	18g	0.5g
CALORIES	FAT	SATURATES	SUGARS	SALT
10%	10%	13%	20%	8%

OF YOUR GUIDELINE DAILY AMOUNT

3.4.7 Showcard 2 used with multiple signposting topic guide

If one slice of pizza contains 20% of the Guideline Daily Amount of fat, how many slices make up 100% of the Guideline Daily Amount of fat?

3.4.8 Array of labels used with multiple signposting topic guide



3.4.9 Product categories used in recruitment

Category	Sub-category	Products
Chilled	Sandwiches and prepared salads	<ul style="list-style-type: none"> • Sandwiches wraps, filled baguettes and similar products. • Prepared salad whole meals (e.g. pasta salad bowls, prepared salad meals such as chicken Caesar salad).
	Dairy	<ul style="list-style-type: none"> • Yogurts and other dairy desserts e.g. rice pudding. • Cheeses including processed cheese.
Chilled or frozen	Ready meals and pizzas	<ul style="list-style-type: none"> • Prepared or ready meals (e.g. prepared dishes sold with or without accompaniments such as rice, noodles, vegetables, potatoes or similar). • Pizza.
	Poultry/meat/fish and poultry/meat/fish products	<ul style="list-style-type: none"> • Cooked sliced meats. • Burgers. • Sausages. • Breaded or coated formed meat, meat alternative, poultry, fish and similar products including those in sauces (e.g. chicken nuggets, fish fingers, chicken kiev, fish in parsley sauce, meat balls, lamb grills).
	Other	<ul style="list-style-type: none"> • Pasta sauces. • Dips e.g. garlic mayonnaise, guacamole, tomato salsa. • Salad accompaniments (eg potato salad, coleslaw). • Quiche. • Soup. • Pies and pasties. • Pre-prepared mashed potato and other vegetables. • Potato products (e.g. chips, potato croquettes etc). • Iced Desserts.
Bakery goods		<ul style="list-style-type: none"> • Cakes, muffins and similar. • Biscuits including cookies. • Buns and pastries e.g. Hot Cross Buns.
Tinned, bottled, packet foods		<ul style="list-style-type: none"> • Cook in Sauces. • Pasta Sauces. • Soups. • Snacks e.g. potato crisps & other crisps, cereal based snacks.
Breakfast cereals		<ul style="list-style-type: none"> • Children's breakfast cereals. • Adult breakfast cereals. • Cereal bars.
Drinks		<ul style="list-style-type: none"> • Ready to drink soft drinks e.g. carbonated drinks. • Flavoured or still waters.

3.4.10 Rotation of labels for multiple signposting work

Stage two of the qualitative work was designed to explore whether there were difficulties for shoppers in using the multiple signposting methods on FOP labels in the market place to make product comparisons and, if so, to uncover what the sources of difficulty were, and what their effects were. During depth interviews shoppers were presented with pairs of FOP labels and were asked to decide which of the pair represented a healthier product.

The FOP labels used were identical in format to the ones used in the quantitative work described in Chapter 10 of the report. The pairs used for the qualitative work were:

- Text, TL and %GDA (L1)
- TL (L4)
- Monochrome %GDA (L7)
- %GDA with non-TL colour (L9)

In each interview two 'easy to compare' and two 'hard to compare' pairs were used (see Chapter 10 of the report for an explanation of 'easy to compare' and 'hard to compare').

Four types of products were represented in the labels:

- Ready meal – easy to compare (RM easy)
- Ready meal – hard to compare (RM hard)
- Breakfast cereal – easy to compare (BC easy)
- Breakfast cereal – hard to compare (BC hard)

Labels were paired for presentation as follows:

Pair No.	Label Pairs	Product Type
Pair 1	L4/L1	RM hard
Pair 2	L1/L4	RM easy
Pair 3	L1/L4	BC easy
Pair 4	L4/L1	BC hard
Pair 5	L1/L7	RM hard
Pair 6	L7/L1	RM easy
Pair 7	L1/L7	BC hard
Pair 8	L7/L1	BC easy
Pair 9	L9/L4	RM hard
Pair10	L9/L4	RM easy
Pair 11	L4/L9	BC hard

Pair 12	L9/L4	BC easy
Pair 13	L9/L7	RM hard
Pair 14	L7/L9	RM easy
Pair 15	L9/L7	BC hard
Pair 16	L7/L9	BC easy
Pair 17	L7/L4	RM hard
Pair 18	L4/L7	RM easy
Pair 19	L7/L4	BC hard
Pair 20	L4/L7	BC easy
Pair 21	L9/L1	RM hard
Pair 22	L1/L9	RM easy
Pair 23	L1/L9	BC easy
Pair 24	L1/L9	BC hard

A rotation system was devised so that the twenty four pairs were spread as evenly spread as possible across the fifty interviews. Each interview was given a number, and the pairs of labels to be presented are described in the table below:

Interview number	Pairs			
	1	Pair 6	Pair 1	Pair 12
2	Pair 7	Pair 2	Pair 9	Pair 16
3	Pair 8	Pair 4	Pair 10	Pair 13
4	Pair 5	Pair 3	Pair 11	Pair 14
5	Pair 6	Pair 3	Pair 9	Pair 15
6	Pair 7	Pair 2	Pair 12	Pair 13
7	Pair 5	Pair 4	Pair 10	Pair 16
8	Pair 8	Pair 1	Pair 11	Pair 14
9	Pair 6	Pair 4	Pair 12	Pair 13
10	Pair 5	Pair 2	Pair 11	Pair 16
11	Pair 8	Pair 1	Pair 10	Pair 15
12	Pair 7	Pair 3	Pair 9	Pair 14
13	Pair 6	Pair 1	Pair 11	Pair 16
14	Pair 8	Pair 2	Pair 9	Pair 15
15	Pair 7	Pair 3	Pair 10	Pair 13
16	Pair 5	Pair 4	Pair 12	Pair 14
17	Pair 6	Pair 3	Pair 11	Pair 13
18	Pair 6	Pair 17	Pair 22	Pair 11
19	Pair 7	Pair 18	Pair 21	Pair 12
20	Pair 8	Pair 19	Pair 22	Pair 9
21	Pair 5	Pair 20	Pair 24	Pair 10
22	Pair 6	Pair 20	Pair 21	Pair 11
23	Pair 7	Pair 18	Pair 22	Pair 9
24	Pair 5	Pair 19	Pair 22	Pair 12
25	Pair 8	Pair 17	Pair 24	Pair 10
26	Pair 6	Pair 19	Pair 22	Pair 9
27	Pair 5	Pair 18	Pair 24	Pair 12
28	Pair 8	Pair 17	Pair 22	Pair 11
29	Pair 7	Pair 20	Pair 21	Pair 10
30	Pair 6	Pair 17	Pair 24	Pair 12

31	Pair 8	Pair 18	Pair 21	Pair 11
32	Pair 7	Pair 20	Pair 22	Pair 9
33	Pair 5	Pair 19	Pair 22	Pair 10
34	Pair 6	Pair 20	Pair 24	Pair 9
35	Pair 2	Pair 17	Pair 23	Pair 15
36	Pair 4	Pair 18	Pair 21	Pair 16
37	Pair 3	Pair 19	Pair 22	Pair 13
38	Pair 1	Pair 20	Pair 24	Pair 14
39	Pair 2	Pair 20	Pair 21	Pair 15
40	Pair 4	Pair 18	Pair 23	Pair 13
41	Pair 1	Pair 19	Pair 22	Pair 16
42	Pair 3	Pair 17	Pair 24	Pair 14
43	Pair 2	Pair 19	Pair 23	Pair 13
44	Pair 1	Pair 18	Pair 24	Pair 16
45	Pair 3	Pair 17	Pair 22	Pair 15
46	Pair 4	Pair 20	Pair 21	Pair 14
47	Pair 2	Pair 17	Pair 24	Pair 16
48	Pair 3	Pair 18	Pair 21	Pair 15
49	Pair 4	Pair 20	Pair 22	Pair 13
50	Pair 1	Pair 19	Pair 23	Pair 14

Fuller details of the products selected for each pair are available on request.