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Technical report – VSP Parental Guidance Research

Preface

The VSP Parental Guidance Research was undertaken by Yonder Consulting on behalf of Ofcom. The main objective of this study was to understand how parents with children aged 6-17 engage with guidance and measures designed to keep their children safe online.

The insights drawn from this data will inform Ofcom' priorities for the VSP programme, particularly the plan and approach for the protection of under-18s workstream. The research will also help guide Ofcom's engagement with platforms regarding the efficacy of their protection measures and media literacy tools.

The research used a mixed-methods approach consisting of a quantitative online survey and qualitative depth interviews. Further information about the study is summarised in the sections below.

Summary of Approach

- The **VSP Parental Guidance Research** was conducted with a sample of parents/guardians with children aged 6-17, to understand their engagement with safety measures and guidance on how to keep their child safe online.

- All quantitative research was carried out online, with respondents recruited from Yonder's proprietary online panel 'YonderLive', containing around 150,000 panellists from all over the UK. When recruiting parents/guardians to the sample, soft quotas were set on the child's age and gender to ensure an even spread.

- Data was weighted to match the profile of parents/guardians with children between 6-17 and the profile of children aged 6-17 to achieve a sample that was representative of the UK population. Parents were weighted on the basis of socioeconomic group, while children were weighted on age and gender.

- A total of 1,013 quantitative interviews were conducted between 7th and 17th June 2022.

- The study also contained a qualitative element which ran concurrently with the quantitative survey. The qualitative phase, consisting of online depth interviews with 18 parents/guardians of children 10-17 aimed to explore parents' engagement with online safety measures and guidance in greater detail.

- Qualitative research participants were recruited to represent a mix across UK regions, child ages and genders, and family composition (e.g., number of siblings).

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VSP Parental Guidance Research, June 2022
Quantitative Research

Introduction

Yonder Consulting interviewed 1,013 UK parents/guardians of children aged 6-17, in order to explore their awareness, approach, and engagement with measures and guidance designed to keep children safe online. Interviews were conducted between 7th and 17th June 2022.[1]

Details of the sample design, research methodology, and weighting procedures for this study are outlined in the following pages. A note on statistical reliability is also included.

Sample Design

A sample of UK parents/guardians with children aged 6-17 was recruited from Yonder's proprietary online panel, YonderLive. As a screening criterion for parents/guardians, their child had to use at least one of the following platforms: **Snapchat, TikTok, Twitch, Vimeo, Fruitlab, Recast, The Sponsor Hub**.

Quotas

Soft quotas were applied on children's age and gender to achieve an even spread across the sample. Where parents/guardians had more than 1 child, only 1 child was selected to be the subject of the survey. Selection of this child was carried out on a 'least-fill [2]' basis to ensure a uniform spread across age and gender of children.

For each age band within a gender, a soft quota of 40 completes was applied i.e. 40 males aged 6, 40 females aged 6, 40 males aged 7, 40 females aged 7 etc. No hard quotas were set, taking into account that younger children would potentially be more challenging to access and less likely to use one of the listed VSPs: **Snapchat, TikTok, Twitch, Vimeo, Fruitlab, Recast, The Sponsor Hub.**

Fieldwork

An online survey was conducted using Yonder's online panel (YonderLive) to reach parents/guardians of children aged 6-17. YonderLive is made up of 150,000 internet users across the UK.

All interviews were conducted over a 10-day period from 7th – 17th June, closing fieldwork at 1,013 completes.

The survey was around 15-minutes long, containing demographic questions about both parent/guardian and child, questions about parents/guardians' attitudes towards online safety, and their awareness, usage, and experience with safety tools and guidance. The questionnaire also included questions to obtain consent to be contacted for participation in the qualitative research. This data is managed and stored in line with GDPR commitments.

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[1] A qualitative phase consisting of 18 online depth interviews also ran concurrently between 13th and 24th June. Details are provided on page 9 below.
[2] A statistical design within the survey software to ensure an even spread of demographics

Duplication checks took place to ensure that respondents could not complete the survey more than once. As well as duplication checks, Yonder carried out the following checks during and post fieldwork as standard:

- IP geo-locator checks to ensure the respondents are all based in the UK.
- Front and back end quality control questions within the survey to ensure respondents are answering logically and consistently.
- 'Trap' questions within the survey to ensure respondents are paying attention and reading each code i.e. at a random question we would ask them to select a certain code, those who do not select this we will remove from the data.
- Manual speeder check post-fieldwork to remove anyone deemed to have proceeded through the questionnaire at an unreasonable pace.
- Manual flatlining checks post-fieldwork to check grid questions and ensure respondents aren't answering the same codes across an unreasonable range of grid / scale questions.
- Open end checks to ensure respondents are answering thoughtfully and not spamming answers.

Weighting

The data has been weighted to be representative of the UK population of parents/guardians by social grade, and to the UK population of children aged 6-17 by age within gender. The weights were not specifically reflecting the users of Snapchat, TikTok, Twitch, Vimeo, Fruitlab, Recast and The Sponsor Hub. This approach counteracted the effect of any sampling bias on the final data.

Weights for SEG are based on those of parents in the 2011 UK census. The weights for children's age and gender were taken from the ONS mid-year population estimates, June 2020.

Sample Representativeness

The following table shows both the initial unweighted sample and the final weighted sample profiles:

Demographic group	Unweighted counts	Unweighted %	Weighted counts	Weighted %
GENDER: Male child	494	49%	525	52%
GENDER: Female child	515	51%	484	48%
AGE: Child 6-7	134	13%	172	17%
AGE: Child 8-11	325	32%	353	35%
AGE: Child 12-15	355	35%	335	33%
AGE: Child 16-17	199	20%	153	15%
SCHOOL YEAR: Primary	433	43%	498	49%
SCHOOL YEAR: Secondary	434	43%	401	40%
SCHOOL YEAR: Sixth form/ further education	79	8%	58	6%
SEG: Parents ABC1	619	61%	557	55%
SEG: Parents C2DE	393	39%	455	45%

Significance Testing

Significance testing for the **VSP Parental Guidance Research** was applied at 95% confidence.

Guide to Statistical Reliability

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

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

TOTAL	ACTUAL	ESS
	1,013	968
GENDER: Male child	494	473
GENDER: Female Child	515	494
AGE: Child 6-7	134	130
AGE: Child 8-11	325	320
AGE: Child 12-15	355	348
AGE: Child 16-17	199	194
SCHOOL YEAR: Primary	433	421
SCHOOL YEAR: Secondary	434	423
SCHOOL YEAR: Sixth form/ further education	79	78
SEG: Parents ABC1	619	600
SEG: Parents C2DE	393	382

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

Approximate sampling tolerances applicable to percentages at or near these levels

Effective sample size		10% or 90%	20% or 80%	30% or 70%	40% or 60%	50%
		±	±	±	±	±
TOTAL	968	1.9%	2.5%	2.9%	3.1%	3.1%
GENDER: Male child	473	2.7%	3.6%	4.1%	4.4%	4.5%
GENDER: Female Child	494	2.6%	3.5%	4.0%	4.3%	4.4%
AGE: Child 6-7	130	5.2%	6.9%	7.9%	8.4%	8.6%
AGE: Child 8-11	320	3.3%	4.4%	5.0%	5.4%	5.5%
AGE: Child 12-15	348	3.2%	4.2%	4.8%	5.1%	5.3%
AGE: Child 16-17	194	4.2%	5.6%	6.4%	6.9%	7.0%
SCHOOL YEAR: Primary	421	2.9%	3.8%	4.4%	4.7%	4.8%
SCHOOL YEAR: Secondary	423	2.9%	3.8%	4.4%	4.7%	4.8%
SCHOOL YEAR: Sixth form/ further education	78	6.7%	8.9%	10.2%	10.9%	11.1%
SEG: Parents ABC1	600	2.4%	3.2%	3.7%	3.9%	4.0%
SEG: Parents C2DE	382	3.0%	4.0%	4.6%	4.9%	5.0%

For example, if 10% or 90% of a sample of 968 gives a particular answer, the chances are 95 in 100 that the "true" value will fall within the range of +/- 1.9 percentage points from the sample results i.e. 8.1 to 11.9%

When results are compared between separate groups within a sample, different results may be obtained. The difference may be "real", or it may occur by chance (because not everyone has been interviewed). To test if the difference is a real one – i.e. if it is "statistically significant" – we again have to know the size of the samples, the percentages giving a certain answer and the degree of confidence chosen. If we assume "95% confidence interval", the difference between two sample results must be greater than the values given in the table below to be significant.[3]

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[3] It is important to note that these numbers are estimates. Further testing should be carried out on individual examples to understand whether differences are significant.

Differences required for significant at or near these percentages

Sample sizes being compared	10% or 90% ±	20% or 80% ±	30% or 70% ±	40% or 60% ±	50% ±
GENDER: Male child v Female child (473 v 494)	4.2%	5.3%	6.0%	6.3%	6.3%
AGE: 12-15 v 16-17 (348 v 194)	6.1%	7.6%	8.4%	8.8%	8.8%
SCHOOL YEAR: Primary v Secondary (421 v 423)	4.5%	5.7%	6.4%	6.7%	6.8%
SEG: ABC1 v C2DE (600 v 382)	4.3%	5.5%	6.1%	6.4%	6.4%

NET definitions featured in the published tables

Certain subgroups within the sample were grouped together to aid analysis and are featured alongside this report in the data tables. The definitions of these so-called NETs are as follows:

Category	NET	Definition
Break Group 1: Demographics		
School Year (Child)	Primary	Years 1 – 6 for England and Wales Years 2 – 7 for NI P1 – P7 for Scotland
	Secondary	Years 7 – 11 for England and Wales Years 8 – 12 for NI S1 – S4 for Scotland
	Sixth form/further education	Years 12 – 13 for England and Wales Years 13 – 14 for NI S5 – S6 for Scotland
Ethnicity (Parent)	White	English/ Welsh/ Scottish/ Northern Irish/ British
		Irish
		Gypsy, Traveller or Irish Traveller
		Any other white background
	Mixed/ Multiple ethnic groups	White and Black Caribbean
		White and Black African
		White and Asian
		Any other mixed/ multiple ethnic background
	Asian and British Asian	Indian
		Pakistani
		Bangladeshi
		Chinese

Category	NET	Definition
		Any other Asian background
	Black and black British	Caribbean
		African
		Any other black/ African/ Caribbean background
	Other ethnic group	Arab
		Any other ethnic background
	Minority Ethnic Group	Mixed/Multiple ethnic groups
		Asian and British Asian
		Black and Black British
		Other ethnic group
Impacting/limiting conditions (Parent)	Any	Mental abilities? Such as learning, understanding, concentration, memory, communicating, cognitive loss or deterioration
		Social/ behavioural? Conditions associated with this such as autism, attention deficit disorder, Asperger's, etc.
		Your mental health? Anxiety, depression, or trauma-related conditions, for example
		Hearing? Poor hearing, partial hearing, or are deaf
		Eyesight? Poor vision, colour blindness, partial sight, or are blind
		Mobility? Cannot walk at all/ use a wheelchair or mobility scooter etc., or cannot walk very far or manage stairs or can only do so with difficulty
		Dexterity? Limited ability to reach/ difficulty opening things with your hands/ difficulty using a telephone handset/ television remote control/ computer keyboard etc.
		Breathing? Breathlessness or chest pains
		Other illnesses/ conditions which impact or limit your daily activities or the work you can do
Break Group 2: Confidence in supporting child online		
Confidence knowing what child does online	Confident	Very confident
		Fairly confident
	Not confident	Not very confident
		Not at all confident
Ease in supporting child to stay safe online	Easy	Very Easy
		Fairly Easy
	Difficult	Fairly difficult
		Very difficult
Break Group 3: Engagement with safety tools/controls		

Category	NET		Definition
Knowledge of tools/ controls	Any	Those with a little/a lot of knowledge of **any** tools/controls	Parent control software you can set up on a particular device used to go online (e.g. net nanny, McAfee Protection) Parent controls built into the device software by the manufacturer e.g. Windows, Apple, Samsung, Xbox, Playstation etc) Content filters provided by your internet service provider (e.g. BT, TalkTalk, Sky or Virgin Media), where the filter applies to ALL the devices using your home broadband service (also known as home network filtering)
	None	Those who don't know anything/have not heard of **any** tools/controls	Content filters provided by your mobile network operator (e.g. EE, 02, etc.) where certain websites are blocked unless you contact the network and prove you are 18 or over Settings on search engines or websites to restrict access to inappropriate online content (e.g. Google Safesearch, YouTube Restricted mode) Apps that can be installed on a child's device to actively restrict access to content or manage their use of the device and/or apps. Apps that can be installed on a child's phone which monitor the apps they use and for how long Parental controls or settings on individual apps that can be used to restrict or monitor a child's usage of that specific app.
Usage of tools/control s	Currently use any	Those who **currently use any** tool	Parent control software you can set up on a particular device used to go online (e.g. net nanny, McAfee Protection) Parent controls built into the device software by the manufacturer e.g. Windows, Apple, Samsung, Xbox, Playstation etc)
	Previously used any	Those who **previously used any** tool	Content filters provided by your internet service provider (e.g. BT, TalkTalk, Sky or Virgin Media), where the filter applies to ALL the devices using your home broadband service (also known as home network filtering) Content filters provided by your mobile network operator (e.g. EE, 02, etc.) where certain websites are blocked unless you contact the network and prove you are 18 or over

Category	NET		Definition
	NET: Used	**Currently/previously used any** tool	Settings on search engines or websites to restrict access to inappropriate online content (e.g. Google Safesearch, YouTube Restricted mode) Apps that can be installed on a child's device to actively restrict access to content or manage their use of the device and/or apps.
	Never used	Those who have **never used any** tool	Apps that can be installed on a child's phone which monitor the apps they use and for how long Parental controls or settings on individual apps that can be used to restrict or monitor a child's usage of that specific app.

Bases and significance testing within published data tables

The following was applied to data tables:

- If weighted bases are less than 10 for any total columns or cross-breaks for any of the tables these have been removed

- Added a note on the tables to explain that where data is not shown, this is because the base sizes were too small to allow reliable interpretation of the data.

- We include the following note to tables where relevant: "Data suppressed where weighted base is lower than 10, ** very small base (under 30) ineligible for sig testing, * small base (under 50). Asterisks displayed in the data refer to the effective base, although displayed alongside the weighted base."

Qualitative Research

Introduction:

Yonder conducted 18 interviews with parents/guardians of children aged 10-17 between 13th and 24th June 2022. Interviews were conducted online using Zoom and lasted around 60 minutes each.

If parents/guardians had more than one child, one child was selected to be the focus of the interview, known as the 'lead child'. Participant recruitment was monitored to ensure a good spread of school years and genders across the sample.

Qualitative research participants were invited to take part in a pretask ahead of their interview. During this written pre-task, they were asked about their awareness and usage of safety tools and guidance. They were also shown safety communications for three VSPs: TikTok, Snapchat, and Twitch. The aim of the pre-task was to familiarise participants with topics that were to be discussed during their interview, to elicit fuller and more considered responses.

Recruitment:

Half of respondents were recruited using free-find techniques [4], while the other half were recruited from the quantitative survey. At the end of the quantitative survey, respondents were asked whether they were interested in participating in a follow-up qualitative study. Details of consenting respondents were collected, and if they fit certain criteria, they were invited to participate in the depth interviews. This data was managed and stored in line with GDPR commitments.

The recruitment criteria were as follows:

- All participants were parents/guardians of children aged 10-17yrs
- The lead child had to use one or more of the following video sharing platforms: **Snapchat, TikTok, Twitch, Vimeo, Fruitlab, Recast, The Sponsor Hub.**
- All parents used one or more parental control measures (see appendix A)

Additionally, the sample aimed to recruit:

- **Region:** Mix of parents/guardians in all 4 nations (England, Wales, Scotland and NI)
- **School year (child):** Mix of children from each school year
- **Gender (child):** Mix of children of each gender
- **Siblings:** Mix of lead children with no siblings, older siblings, and younger siblings
- **Family types**: Mix of family types: family with two parents living together, single parents, family with stepparents and family with step siblings
- **Online confidence (parents)**: Mix of parents with varying degrees of confidence online
- **Online usage (child):** Mix of lead children with varying online usage: light, medium, and heavy usage

See appendix B for the full recruitment screener

Final sample:

The final sample of parents/guardians interviewed comprised:

Recruitment criteria	Sample achieved
Region	12 x England 3 x Wales 2 x Scotland 1 x Northern Ireland
School year (child)*	4 x Y6 3 x Y7 2 x Y8 2 x Y9 3 x Y10 4 x Y11 (*or equivalent in NI and Scotland)
Gender (child)	7 x male lead children 11 x female lead children
Siblings	6 x lead child with no siblings

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[4] Free-find recruitment involves specialist qualitative recruiters using approaches such as online, telephone and in-person approaches to find participants for research projects from outside a specific panel.

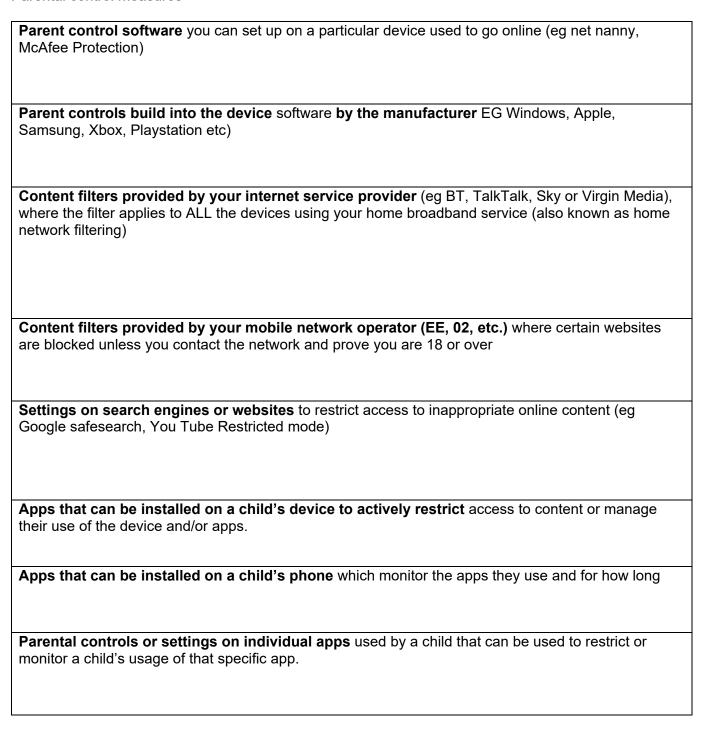|	12 x lead child with older/younger siblings
Family type	10 x family with two parents living together 5 x single parents 2 x family with step siblings 1 x multigenerational household
Online confidence (parent)	11 x very confident online users 7 x somewhat confident online users
Online usage (child)	7 x light users 9 x medium users 2 x heavy users

Appendix

Appendix A

Parental control measures

Parent control software you can set up on a particular device used to go online (eg net nanny, McAfee Protection)
Parent controls build into the device software **by the manufacturer** EG Windows, Apple, Samsung, Xbox, Playstation etc)
Content filters provided by your internet service provider (eg BT, TalkTalk, Sky or Virgin Media), where the filter applies to ALL the devices using your home broadband service (also known as home network filtering)
Content filters provided by your mobile network operator (EE, 02, etc.) where certain websites are blocked unless you contact the network and prove you are 18 or over
Settings on search engines or websites to restrict access to inappropriate online content (eg Google safesearch, You Tube Restricted mode)
Apps that can be installed on a child's device to actively restrict access to content or manage their use of the device and/or apps.
Apps that can be installed on a child's phone which monitor the apps they use and for how long
Parental controls or settings on individual apps used by a child that can be used to restrict or monitor a child's usage of that specific app.

Appendix B

Screener

1. Before we begin, could I please check that you are happy to take part in a 60-minute interview via zoom/other online platform on the topic of children's use of the internet? You will be incentivised with £75 for your time.

YES
NO
ALL MUST SELECT YES

2. Do you or any of your friends and family work in any of the following fields?

A. PR, marketing or market research
B. Media/ social media, journalism or broadcasting
C. Tech
D. Education or social care
E. None of the above
ALL MUST SELECT E = NONE OF THE ABOVE

3a. Are you a parent or guardian of any children under the age of 18 who live full or part time with you?

YES
NO
ALL MUST CODE YES

3b. Please list your children's ages and genders

RECORD RESPONSE
ALL MUST HAVE AT LEAST 1 CHILD WITHIN THE 10-17 YEARS OLD BRACKET- THIS CHILD SHOULD BE CLASSED AS THE 'LEAD' CHILD FOR THE PURPOSES OF THIS RESEARCH

RECRUIT 50/50 BOYS + GIRLS

RECRUIT A MIX OF FAMILIES WITH JUST ONE CHILD AND WITH MULTIPLE CHILDREN

RECRUIT 6 LEAD CHILDREN WHO HAVE AT LEAST 1 SIBLING AGED 16 OR 17
RECRUIT 6 LEAD CHILDREN WHO HAVE AT LEAST 1 SIBLING AGED BETWEEN 6 AND 10
AIM TO RECRUIT SOME RESPONDENTS WHERE THERE IS A 5 YEAR AGE GAP BETWEEN SIBLINGS EG 11YR OLD AND 16YR OLD OR 7YR OLD AND 12 YR OLD

4a. Which of the following would best describe your family situation?

A. Family with 2 parents living together
B. Single parent family
C. Family with a step-parent
D. Family with step-siblings/ half siblings
E. I would describe our family differently: PLEASE STATE

RECORD RESPONSE + RECRUIT A MIX (AIM FOR 2 OF EACH FROM A-E)

4b. IF CODED E = DIFFERENTLY ABOVE, ASK: Please state:

RECORD RESPONSE

5. In which area of the UK are you based (this should be where your children attend school/ are educated)

A. England
B. Wales
C. Scotland
D. Northern Ireland

RECRUIT:
ENGLAND x9
WALES x 3
SCOTLAND x 3
NORTHERN IRELAND x 3

6. Which school year is your (lead) child currently in?

RECRUIT:
ENGLAND 1 PER SCHOOL YEAR (Y6-Y11) plus mix of 3 depths across different school years
SCOTLAND, WALES AND NI: Mix of year group across the regions

7a. Which of the following sites/apps does your child/ren use regularly? (At least once a week)

1. Snapchat
2. TikTok
3. Twitch
4. Vimeo
5. Fruitlab
6. Recast
7. The Sponsor Hub
8. Whatsapp
9. Instagram
10. Facebook (including messenger)

| 11. Twitter |
| 12. Other |

ALL MUST SELECT AT LEAST ONE FROM THE OPTIONS 1-7

7b. IF CODED OTHER, ASK: Please state

RECORD RESPONSE

8. Other than using the sites/apps mentioned previously (7a), what else is your (lead) child engaging in regularly online? (At least once a week) This could be using social media to connect with friends, gaming etc. Please give as much detail as you can.

RECORD RESPONSE
RECRUIT A MIX

9. Thinking about these sites and apps, what sort of parental tools or controls are you aware of that are designed to help you keep your child safe when using these sites/apps?

Please provide as much detail as you can recall.

[OPEN END]

Don't Know

RECRUIT A MIX OF RESPONDENTS WHO ARE AWARE/NOT AS AWARE OF TOOLS OR CONTROLS DESIGNED TO HELP PROTECT YOUR CHILD WHEN ONLINE

10. Which if any of the following do you use to protect your child/children online? Please choose from the list below.

Parent control software you can set up on a particular device used to go online (eg net nanny, McAfee Protection)
Parent controls build into the device software **by the manufacturer** EG Windows, Apple, Samsung, Xbox, Playstation etc)

Content filters provided by your internet service provider (eg BT, TalkTalk, Sky or Virgin Media), where the filter applies to ALL the devices using your home broadband service (also known as home network filtering)
Content filters provided by your mobile network operator (EE, 02, etc.) where certain websites are blocked unless you contact the network and prove you are 18 or over
Settings on search engines or websites to restrict access to inappropriate online content (eg Google safesearch, You Tube Restricted mode)
Apps that can be installed on a child's device to actively restrict access to content or manage their use of the device and/or apps.
Apps that can be installed on a child's phone which monitor the apps they use and for how long
Parental controls or settings on individual apps used by a child that can be used to restrict or monitor a child's usage of that specific app.
I have not used any of the above measures
I have not taken any action

ALL TO BE USING AT LEAST ONE PARENTAL CONTROL METHOD.

RECRUIT MIX OF USAGE BUT INCLUDE 6 RESPONDENTS WHO HAVE USED AT LEAST THREE OR MORE CONTROL MEASURES. AT LEAST 6 TO BE USING PARENTAL CONTROLS/SETTINGS ON INDIVIDUAL APPS (last option)

11. Have you seen, sought or received any information or guidance about what you can do to help keep your child/ren safe online. For instance from any of the sources listed below?
(Please select all that apply)

1. Provided by my child's school
2. Seen while on social media
3. Other parents passed on information/ advice or guidance
4. My child told me about it
5. I looked for it via a search engine (eg google or Yahoo)
6. Information provided by my internet service provider
7. Information provided by my mobile phone network EG set up instructions on device; advice in-store
8. From online apps or sites themselves eg help page or set up instructions on the app/site
9. Charities or other organisations that offer guidance
10. Information provided by the government or regulator (Eg Ofcom)
11. Seen / heard on broadcast media (e.g. TV, radio)
12. Other – please specify
13. Can't remember/don't know

ALL TO HAVE RECEIVED, SOUGHT OR SEEN PARENTAL INFO/GUIDANCE ON HOW TO KEEP THEIR CHILD SAFE ONLINE

12. And thinking specifically about the following apps and sites, are you aware of any parental guidance or safety information in relation to children's use of the following sites/apps?

1. Snapchat
2.TikTok
3.Twitch
4.Vimeo
5.Fruitlab
6.Recast
7.The Sponsor Hub
8.Whatsapp
9.Instagram

10.Facebook (including messenger)
11.Twitter

RECORD RESPONSE AND RECRUIT AT LEAST 6 RESPONDENTS WHO HAVE SEEN INFORMATION / GUIDANCE FOR ONE OR MORE OF THE ABOVE VSPs (option 1- 7).

13. What devices does your (lead) child typically use/ use the most. Select all that apply.

A. Smartphone
B. Tablet
C. Games Consoles (Eg Playstation, XBox)
D. Handheld gaming devices eg. Nintendo Switch
E. Desktop PC
F. Laptop
G. Other: PLEASE STATE

RECRUIT A MIX

14. On average, how long would you say your (lead) child spends online per day (excluding for educational purposes – homework/ study etc.)?

A. Light – up to 2 hours daily
B. Medium – 3-5 hours daily
C. Heavy - 6+ hours daily

RECRUIT A MIX
AIM FOR 6 OF EACH A, B AND C

15. How would you describe your own confidence when online and using the internet?

A. I am very confident
B. I am somewhat confident
C. I am not at all confident

RECRUIT A MIX
AIM FOR 6 OF EACH A, B AND C

Appendix C

Discussion guide

1. **<u>Introduction and warm up (5 mins)</u>**

   Aim: To explain the rules for the session and get to know each other. Importantly, to build rapport to help the respondent relax and talk openly

Welcome and thank you so much for agreeing to take part in this research session.

- Moderator to introduce themselves, their role and to clarify Yonder's role as an independent research organisation

- Highlight that Yonder adheres to the MRS Code of Conduct, and that the session will be recorded (video and audio) for research purposes. Their personal data will be stored securely and deleted after 6 months

- All information is treated with confidentiality and reporting is all anonymous

- The research session will last for 1 hour

- There are no right or wrong answers, we are simply interested in your thoughts, experiences, and opinions

- Moderator to thank them for taking the time to complete the pre-task and we will be exploring their feedback in more detail

Moderator to start by telling the respondent a bit about her/himself.

- Now tell me about you; your name, occupation, where you live, who you live with and the number of children you have, their ages and gender.
- Please also tell me anything that surprised you when completing the pre-task and WHY.

2. **General internet use, behaviours and attitudes to online safety (10 mins)**

   Aim: To gauge parents' and carers' awareness and attitudes towards child online safety and how their child or children are engaging with the online world. Throughout, explore any differences in attitudes and behaviour by child's demographics eg age or gender

- What is your child/ are your children doing online? (Focus discussion on recreational use rather than educational use)
    - Probe for what each child in the household is doing online and note age/gender
    - Probe if siblings influence each other in terms of what they are looking at online

- How would you describe how they use the internet?
    - What devices do they tend to use, and in what situations?
    - How much time do they spend online?
    - What sites / apps do they tend to visit, and which are their favourites?
    - Probe if they knew / were aware of all of this before the research

MODERATOR: Important to acknowledge that some may not feel they are able to know everything their child/ren are doing online. If so, probe reasons why they think this is

- How do you feel about the sort of things they are doing online?
    - Probe for positive and negative online uses
    - Probe if they are doing or using anything that makes you feel a bit concerned?
    - Probe for VSPs such as: TikTok, Snapchat, Twitch and Vimeo
    - Probe if concern or worry varies by children's age or gender, i.e. are you more worried about your younger child vs older child etc

- Have you tried to address these concerns or worries?
    - If yes, please tell us what you have done and WHY
    - If no, please tell us WHY you haven't done anything
    - If parental responsibility is shared* check which parent takes the lead in keeping the children safe online
        - Probe to understand why one parent takes the lead i.e. do they have more time or are they more tech savvy

*Moderator to note not all respondents will share parental responsibility

- Do you feel you want to know more about your child or children's online life?
    - If yes, WHY i.e. probe for factors like safety and control
    - Probe if they feel they have control over what their children are doing online. If yes, WHY and if no, WHY

- We have talked a bit about what your child or children are doing online but how confident do you feel personally as an internet user
        - Probe navigating different sites
        - Probe using privacy settings or tools
        - Probe if confidence varies depending on sites or apps
        - Do you feel your digital confidence affects how confident you are in terms of understanding and setting online safety measures for your child?

NB. Moderator should look to understand nuances between parent online confidence and attitude towards child online safety and to understand if attitudes towards online safety vary amongst age or gender of children

3. **Awareness of safety measures (15mins)**
   Aim: To understand awareness and use of online/VSPs safety measures

- What guidance, tools and controls are you aware of to keep your child or children safe online? Make clear they don't have to have used or be using them currently- just what things have they heard of
  - o Probe for charities, regulators, device / software controls etc

- How did you hear about/come across these guidance, tools and controls?
  - o Probe if they did their own research (how did they go about that?), talked to other parents/friends, school sent the information; did their child mention it, etc.

- Have you/do you used any of these guidance, tools and controls?
  - o If yes, why they have used/do use those particular measures
  - o If no, why have they not used/do not use those particular measures- are the any they have tried to use but couldn't or have used in the past but don't anymore.

- What is your experience of using the measure you have mentioned?
  - o Probe if they are easy to implement
  - o Probe if they are effective
  - o Probe do they think their child or children are aware that these tools are in place- if so, do they mind/ complain/ try to get around them…
  - o Probe if understanding how to use them could be improved. HOW and WHY

Moderator to use the information shared at the start of the interview and the pre-task and to pick one / or more of the video sharing platforms mentioned by the respondent and focus on discussing in more detail about the safety measures / information on VSPs.

- Now thinking about [TikTok/Snapchat/ Twitch/Vimeo etc] are you aware of any parental controls or safety measures in relation to these sites/apps?
  - o If yes, please share what you are aware of, what you USE and how useful you think it is PROBE FULLY on what is useful/ not useful and why.

    o   Probe for controls that might have worked well on one platform but less useful on another and WHY

    o   What do you think these platforms should offer parents /carers in terms of safety use of their platforms (ask all)

Moderator note: if time, share stimulus board of online tools and controls and gauge awareness and understanding of current safety measures available. [PLEASE NOTE THIS SLIDE WILL HAVE THE TOOLS/CONTROLS USED IN THE QUANT QUESTIONNAIRE AND SCREENER]

4. **Seeking out information/guidance about child online safety (15 mins)**
   Aim: To explore the journey taken to find out about keep children safe online

Moderator to re-cap that we have spoken about online safety guidance, tools and controls - in general about going online and focused on talking about specific sites/apps. But now let's take a step back and explore how they would go about finding out information about keeping their child or children safe when they are online.

- We now want you to think back to times when you were looking for safety guidance, tools and controls for one of the sites or apps you mentioned your child uses
   - How did you find the process? How did you know where to start? How did you feel?
      - Probe for emotional state i.e. is it daunting or a simple fact finding process?
   - How easy is it to find information?
   - Did you use any of the information, tools and controls? If yes, WHY / HOW and if no, WHY / HOW
   - For those with more than one child: has this varied over time, e.g. from you first to your last child
   - How could the process of finding online safety guidance, tools and control be improved

- If the respondent has not actively sought information explore how they came across any information i.e. did school send them information or did they come across any information when setting up their child's device?
   - Probe all the different avenues of information they have come across

- Have you come across any online safety guidance, tools and controls that you have NOT found useful?
   - If yes, can you tell remember what it was and why it was not useful- PROBE was it the format or the content. What would have worked better?

- Yonder, can we also explore how they would want to find or receive information to help them keep their children safe- eg via schools, via the apps.

We are now going to do a couple of creative exercises:

- Imagine you are the CEO of Snapchat and you have been tasked with ensuring all parents / carers feel your platform is safe for their child to use. What sort of tools or information do you think parents / carers would need? How would you go about making this happen?
    - o Probe for different information sharing mechanics that work well / appeal i.e. case studies, short videos, written guides or presentations from schools or pop up on screens
    - o Probe for different communication styles and tone of voice, e.g., authoritative/didactic/light-hearted, more child-friendly vs more parent-focussed tone
    - o Probe for what wouldn't work as well

- Imagine there is another new video sharing platform such as TikTok or Snapchat which has just come out, how would you go about finding information on how to keep your child or children safe on this new site/app?
    - o Probe for information sources such as:
        - ▪ Guides/help pages provided by the website their child/children are using
        - ▪ Information sent from school
        - ▪ Information from charities
        - ▪ Information from other organisations
        - ▪ Talking to other parents/friends and family - or your own child/ren?

- Now thinking about other areas of parenting and how you find information to support family life etc, are there any other examples you can think of that work well?
    - o If they struggle probe with, e.g. healthcare, physical safety
    - o Probe if any examples given could apply to online safety guidance, tools and controls

5. **Exploring online safety communications (10 mins)**

Aim: Understand drivers and barriers to impact and understanding of different pieces of VSP communication about online safety

We are now going to think about the communications you looked at in your pre-task.

Moderator to remind respondents that they looked at information to stay safe on TikTok, Snapchat and Twitch.

- Thinking about ALL three communications you looked at in the pre-task about keeping your child safe online which information source stood out / appealed and WHY
    - Probe for different communications styles / mechanics that appeal i.e. short videos, case studies, bullet points, step by step guides or age restrictions
    - Probe for any communications / styles that don't work / appeal and WHY

    Moderator to use the pre-task to talk further / focus on each individual communication (TikTok, Snapchat and Twitch)
    - Have you come across this information source before? If yes, where did they find it
    - What did you think about the information and how it was presented?
        - Probe for ease of understanding and clarity
        - Probe for what didn't work as well and why
        - Probe for how the communications could be improved

- Moderator to explain that the information for TikTok, Snapchat and Twitch came from different sources. For example, the information related to TikTok is from the platform vs the information on Twitch is from internet matters
    - How important is the source of the information in terms of credibility and trust when seeking out information?
    - Probe what sources they trust / find credible vs sources they don't trust / find credible

6. **Summary and close (5 mins)**

    Aim: Wrap up the session and offer the respondent opportunity to express any final views

    - What would your key advice be to any of the apps or sites in terms of providing advice to a parent like you in the future?

    - Is there any other information or final thoughts that you would like to share before we end the session?

    Thank and Close