

Dietary Guidance Resource Testing

Final Report to Food
Standards Scotland

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CONTENTS

1	Introduction	1
2	Research Objectives and Questions	1
3	Methodology	2
4	Findings	3
4.1	Overall scope of the resource	3
4.2	Feedback on 'Route map' concept.....	5
4.3	Overview of content assessment.....	5
4.4	Assessment of content against specific criteria.....	5
4.5	Overview of response to the online visuals	6
4.6	Assessment of digital pages by key criteria	7
4.7	Response to suggested names for the resource	7
4.8	Launch and promotion	8
5	Conclusions and Recommendations.....	9
5.1	Conclusions	9
5.2	Recommendations	10
	Appendix 1 – Recruitment Questionnaire	11
	Appendix 2 - Workshop plan and discussion guide	14
	Appendix 3 – Workshop feedback sheets.....	17



1 INTRODUCTION

JRS was commissioned by Food Standards Scotland (FSS) to conduct qualitative, group-based research among stakeholders and consumers, testing material that could form the basis of a new Dietary Guidance resource for Scotland. The purpose of a Dietary Guidance resource is to translate the food-based Eatwell Guide into practical guidance for achieving a healthier diet, taking into account the many factors which affect dietary intake, such as food skills and affordability.

This report presents a summary of the main findings of the research conducted by JRS, and follows on from previous work^[1] carried out by FSS with stakeholders and consumers that explored if there was support for Dietary Guidance^[2] in Scotland.

FSS is currently exploring how best to use the findings of this research to further develop a Dietary Guidance resource for Scotland.

2 RESEARCH OBJECTIVES AND QUESTIONS

The material tested was still in an early development stage and consisted of:

- One PowerPoint slide showing the overall scope and outline of the proposed resource (e.g. the main section headings of content that might be provided in the resource)
- One PowerPoint slide showing a 'route map' that could reflect a person's journey to healthier eating
- Five sub sections of content (in PowerPoint slides) with a few pages of content on each topic. The topics were:
 - What does a healthy balanced diet look like?; Eating at Home; Eating out; Eating on a budget; and Recipes.
- Three online visuals showing how content might look in an online environment
- Three options for a name for the resource

JRS was required to test the above with both stakeholders and consumers. Specific research objectives and questions were to:

- Explore participants' response to the overall plan and scope of the resource, e.g. was this what they were looking for, were any topics missing?
- Ask participants to read and respond to the draft content, and assess their views across a range of evaluation criteria

^[1] <https://www.foodstandards.gov.scot/publications-and-research/publications/developing-a-scope-for-dietary-guidelines-to-help-the-population-on-their-j>

^[2] Previously referred to as Dietary Guidelines.



- Gather feedback on the online visuals, again assessing their views across selected criteria
- Explore a range of specific features that the resource might contain
- Gather views in relation to a 'name' for the resource and suggestions for its launch and promotion.

3 METHODOLOGY

A programme of eight, 2-hour workshops: four with stakeholders (including one with teachers); and four with consumers, was delivered. A detailed, flexible workshop plan was developed, along with a recruitment plan, and agreed with FSS.

Recruitment of the partner groups (excluding teachers) involved:

- FSS providing JRS with a list of over 40 stakeholders who had agreed to participate in the testing
- JRS contacting all stakeholders, inviting them to participate in one of three scheduled events held at a central location in either Glasgow or Edinburgh
- Stakeholders then signing-up for the events, with a few indicating that an appropriate colleague would be attending in their place
- Through this process, the turnout of stakeholders secured for each workshop totalled 32 from a good mix of professional backgrounds and sectors.

Sampling and recruitment for the consumer workshops and the teachers' workshop involved drawing up sample plans, and a recruitment plan and tool; again agreed with FSS (Appendix 1). A total of 48 consumers participated across the four consumer groups, and 12 teachers participated in the final stakeholders' workshop. In the consumer groups there was a focus on recruiting middle to low socioeconomic groups.

Workshop facilitation

Each workshop was facilitated following a similar pattern (Appendix 2):

- A brief opening discussion explored practical things that participants would like to do (or see done) to support healthy eating
- A whole-group discussion about the proposed scope of the resource and the topics covered, and participants' views on 'route map' imagery to convey a person's journey towards a healthier diet
- Participants then worked in small groups, each group assessing one section of draft content. They read and discussed the content, completed a feedback sheet (Appendix 3), then fed-back in a whole-group discussion. Content was assessed for:
 - language and tone; how relatable the content was; was it clear and understandable; was it likely to be useful; was the information credible and trustworthy; was it comprehensive enough; and what improvements could be made



- Participants then reverted to small group work to consider the three online visuals which they accessed on a tablet that enabled them to scroll and click to move between pages. Again, groups completed a second feedback sheet (Appendix 3) and fed-back to a whole-group discussion. Online visuals were assessed across the following criteria:
 - layout; presentation; usability; and desirability/attractiveness
- The whole group then considered specific features of the resource, such as:
 - the 'route map' conveying the idea of a person's 'food journey'
 - the use of such components such as: a revolving topics banner, icons, and flip cards that had a topic on the front and a piece of advice on the back
- The final part of the session dealt with a name for the resource and participants' thoughts on launch and promotion.

Workshop reporting

Each workshop was written up as a stand-alone report and circulated to FSS. This enabled the FSS team to usefully feedback and make suggestions for some small revisions and adjustments to how subsequent workshops were handled, and created a suite of high-quality written resources to support the production of the final report.

4 FINDINGS

4.1 Overall scope of the resource

What would be covered in the resource was considered early in each workshop, with participants being able to consider a list of topics put forward. In general, all agreed that the topics on the list shown should be included, and discussion often centred on what content would be expected under each topic heading. Some suggestions for additional topics were also offered.

Feedback on the proposed topics

- **Life Stages** - was widely seen as an important area to cover. Stakeholders suggested additional life stages, such as pre-conception and pregnancy. Male participants were interested in how their diets should change as they age.
- **Eating where you live** – it was not clear to all whether this covered eating at home only, or also in the wider local environment; which some felt should be mentioned, as availability of certain foods could vary greatly depending on where people live.
- **Food waste** - stakeholders felt that this section could be part of a wider section on sustainability, which might include advice on areas such as recyclable packaging.
- **Food myths** - stakeholders felt that some useful additions could include:
 - Red meat; Sugar; Climate change; Nitrates; Wheat; Ultra-processed foods; Veganism; Protein.
- **Celebrations and treats** – there were suggestions to change the word 'treats' to 'snacks', as some participants felt this term could be confusing, with many 'treats' being eaten



frequently as snacks by consumers. It was also suggested that the word 'treats' should be removed completely.

- **What does a healthy diet look like?** - some stakeholders felt that this could also include examples of what a healthy diet does not look like.
- **Fussy eaters** - some consumers (especially parents) responded very positively to this section, noting that this can be a major barrier to eating healthily, particularly for families with young children, or children with different preferences.
- **Eating on a budget** – this was very relevant for some consumers who were receptive to advice and tips for making healthier choices while still saving money.
- **Eating out** - some consumers felt this section should include takeaways and food delivered to the home, and suggested sub-sections on eating 'on the go' and in a restaurant or pub.
- **Portion size** - consumers would welcome guidance on portion size, with many feeling that they weren't sure what a healthy portion size looked like for many foods.
- **Food labels** - consumers felt this was an area where they needed further help as it can be challenging to make sense of food labels, particularly with regard to portion sizes.
- **Recipes** - consumers generally welcomed the inclusion of this topic, calling for straightforward and easy to follow recipes with ingredients that are easy to find.

Additional topics suggested for inclusion in a resource

- **Black, Asian and minority ethnic (BAME), cultural and ethical diets** - was an area frequently mentioned by stakeholders. It was recognised that BAME diets can be significantly different to the average diet in Scotland, and therefore required different advice. Similarly, there were suggestions that the resource should also cover cultural based diets (e.g. kosher, halal) and ethical diets such as veganism.
- **Allergies and intolerances** - as food allergies and intolerances can be a barrier to healthy eating, it was suggested that advice on this should be included.
- **Exercise and physical activity** – there were mixed views on whether the resource should cover wider aspects of a healthy lifestyle. Some were in favour, while others argued that this could duplicate other existing resources.
- **Budget and nutrition calculators** - some teachers suggested a 'calculator' feature to help people budget for shopping or plan a balanced diet.
- **Healthy swaps** - teachers also suggested a section with proposed healthy alternatives to popular less healthy foods.
- **Food insecurity/poverty** - some felt that the resource should include information for those who are experiencing food insecurity or food poverty (such as the use of food banks), as this is a group who face unique barriers to eating healthily.
- **Food storage** – guidance on safe food storage was suggested for inclusion.
- **Calories/energy** – some consumers felt that the resource could usefully include some guidance on calories and energy requirements.



- **Stress and eating; Smoking cessation and eating** - consumers suggested having tips for how to stave off cravings and eat well while stressed, or when stopping smoking.

4.2 Feedback on 'Route map' concept

Following consideration of the possible scope of the resource, participants then discussed the idea of the resource framing 'healthier eating as a journey' that can vary for each individual. To support this discussion, the facilitator used an image (a PowerPoint slide) that looked like a 'road map' with a range of possible barriers (presented as 'no entry signs') and other graphics. It was explained to participants that this idea might be brought to life in the resource as an animated video.

Participant feedback was mixed, but overall tended to be positive; particularly when it was recognised that this could be an interactive feature which would help users to start their own 'journey' at whatever point was most relevant to them.

Consumers generally liked the idea of a 'journey' to better eating, although a few felt this suggested a challenging or lengthy process.

Stakeholders emphasised the importance of using positive symbols and language. For example, 'no entry' signs and phrases like 'can seem impossible' focussed on barriers. There was a general view that reframing things more positively to focus on opportunities and solutions is preferable.

4.3 Overview of content assessment

Participants acknowledged that the material they were assessing was in draft form and were able to offer a range of constructive feedback and suggestions. There was widespread agreement that the overall scope of the resource was appropriate (with some additions suggested). Stakeholders and consumers also found the information to be credible and easy to understand and there was strong support for the resource to contain many small, practical tips and suggestions. However, it was noted that some stakeholders were not content with the approach of accepting social norms around eating and felt the resource should portray only gold standard dietary advice.

Suggested content changes touched on: some word choice and tone; more explanation of certain terms or concepts; and additional information in some areas to clarify content or avoid misinterpretation. The simple writing style was accessible, though possibly a little too generic in some cases. There was support for the resource to offer more personalised advice which meets the consumer 'where they are'.

4.4 Assessment of content against specific criteria

In their working groups, participants discussed the content they were reading and assessed it across specific evaluation criteria, writing down their comments on worksheets. This section of the report summarises their feedback on each of the specific criteria.

- **Language and tone** - was deemed simple and straightforward, although some felt it may be too simple (possibly slightly patronising) in parts. For most consumers the tone was appropriate, and the language accessible, straightforward, and easy to understand.



Some stakeholders picked out some word choices which they felt gave the content a negative tone and encouraged framing messages in a positive light.

- **Relatable** – overall, there was a sense that the draft content should be less generic. Consumers responded positively to aspects of the content which related to their own circumstances, and stakeholders felt that the content should try to account for as wide a range of consumer perspectives as possible rather than trying a ‘one size fits all’ approach. The consensus was that the resource should account for the needs and challenges of a range of life stages wherever possible.
- **Understandable** - stakeholders and consumers felt that some terminology would require more explanation, possibly made less ‘wordy’ in places and a few areas which could be seen as offering contradicting advice revised. Layout and formatting of some sections could be improved to make the content easier to read and digest.
- **Useful** – ‘usefulness’ was often difficult to assess given the draft nature of the resource, but it was clear that participants were looking for practical suggestions about what they could do.
- **Credible** - generally the draft resource was perceived as a credible source of information, largely due to the strength of the FSS brand, which was regarded by consumers as being very trustworthy on matters relating to food and nutrition. The resource had the feel of being ‘from government’ and didn’t come across as promotional. Any external links in the final resource should be carefully chosen to maintain credibility.
- **Comprehensive** - Overall, the content was regarded as being comprehensive within the topics that participants were assessing, with a few suggestions being made about adding more detail around key concepts, or more practical advice on how to make healthier choices.

4.5 Overview of response to the online visuals

The format was generally seen as being basic, both visually and in terms of usability. There was broad agreement that adding features to improve usability and make the content more interactive would be welcome. Participants felt that the visuals were text-heavy, involved too much scrolling (on the tablets), and, although the simple design had positives (e.g. in terms of accessibility for older people or children), most wanted the final resource to be more visually attractive, easier to navigate, and more interactive.

Responses to the overall look and feel were mixed. While some felt that the simplicity was an advantage as it ensured that the resource would be accessible, others felt that its design was too basic and would need to be visually bolder to interest consumers. Some stakeholders noted that the appearance of the resource didn’t feel like a ‘government’ site, which was a positive: a perception mirrored in the consumer groups where participants did not feel it had an official or government feel.



4.6 Assessment of digital pages by key criteria

Again, in working groups, participants used tablets to move between the three visuals, discussed what they were looking at and assessed it across specific evaluation criteria, writing down their comments on worksheets. This section of the report summarises their feedback on each of the specific criteria.

- **Layout** - the layout was clear, but perhaps a bit oversimplified and text-heavy, with not enough to break up long blocks of text which could feel slightly overwhelming: users had to scroll too much when navigating. The repetition of icons (i.e. several of the same icons appearing side by side) added unnecessary clutter. Consumers felt the simple layout suggested that the resource might be aimed mainly at school children.
- **Presentation** - was generally seen as clear, though perhaps over basic and lacking visually. Some liked the colour palette, although most would have liked a brighter choice. For some, the font was welcomed: clear and easy to read. For others, it was too large, suggesting children as the target audience. Participants liked how 'tips' were presented: an eye-catching way to emphasise key information, but the meanings of the 'icons' were often unclear. There was a 'retro' feel to the visuals: some liked this style; others found it somewhat 'dated'. There was an appetite for photos to make the resource more eye-catching, e.g. depicting either real people or examples of the healthy food.
- **Usability** – most agreed that too much scrolling was involved to navigate and see the content in the visuals, which was a time-consuming way to find the content they were looking for. Many called for navigation to be streamlined through the addition of interactive menus. Participants responded well to indicators that told them in advance how long it would take to read a specific section (e.g. '2-minute read') and felt this would encourage users to read content. The use of 'flip cards' (which if clicked on would turn over and give more detail) was well-liked by consumers as it highlighted important information in an engaging way.
- **Desirable** – there was some overlap between perceived desirability and other assessment criteria. Both 'presentation' and 'usability' were frequently mentioned as having an influence on the resource's 'desirability'. Many participants felt 'desirability' would be strengthened by improved visual appeal and the addition of interactive features (e.g. quiz-type features) and videos to make the content more interesting and aid navigation. Also, many suggested that the more the resource could tailor advice to individual consumers, the more attractive it would be.

4.7 Response to suggested names for the resource

Three name options were considered:

- 'Eating better – your way'; 'Your journey to eating better'; and 'Healthy eating: A helping hand'.

Both stakeholders and consumers tended to prefer 'Eating better – your way': the preferred name for around two-thirds of all participants.



Overall, both stakeholders and consumers felt that the name of the resource should emphasise that people have the ability to eat healthier on their own terms. For the most part participants felt that all three names did this to some extent, with their preference being based on the name they thought was the most effective at communicating these ideas without feeling patronising or impersonal. Specific feedback on each name was:

- **Eating better – your way** - was empowering, personal, and made healthy eating feel achievable. There was a preference for 'eating better' over 'healthy eating' which could have a negative connotation. This name was short, impactful and memorable. For some 'your way' felt empowering and less prescriptive than 'a helping hand' or 'your journey'.
- **Your journey to better eating** - this links to healthy eating as a 'journey' which many were receptive to, although a few stressed that we should avoid giving the impression that the path was too long or possibly unachievable. A few stakeholders felt that the tone may be slightly patronising or condescending if it implied peoples' diet was poor from the outset.
- **Healthy eating – a helping hand** – the least popular name as 'healthy eating' often had negative associations for some people. The tone of 'a helping hand' was also slightly patronising, as it implied the user needs external help to achieve a better diet. This name was also seen as being less personal than the other options, as it lacks reference to 'you'.

Other suggestions – other name suggestions received included *'Eat well – your way'*. This was suggested in one of the workshops, where most participants indicated that they preferred it to the original three options. It combines the achievable, empowering feel of 'Eating better, your way' with a reference to the Eatwell Guide. Another group suggested *'Eating better – a helping hand'* as they liked the idea of a 'helping hand', but found the phrase 'healthy eating' off-putting. *'Eat better, feel better'* was another suggestion and one based on a previous healthy eating campaign which the group had liked the slogan of.

4.8 Launch and promotion

Consumers mostly discussed launch and promotion in terms of the channels they thought would be appropriate for a resource of this type. Stakeholders also suggested channels, plus ideas on timescale, stakeholder involvement and the positioning of the resource relative to other resources:

Suggestions made by both stakeholders and consumers:

- it would be better to choose a relatable influencer or celebrity, rather than a politician or government figure, to front a launch (to give a personal feel).
- promotion through HR departments or other workplace-related channels (such as training courses) would be welcome as employers increasingly offer support and advice on healthy lifestyles
- another potential channel is retailers. While some stakeholders were cautious about involvement from the private sector (fearing a negative impact on credibility), others thought that trusted, high-profile brands of large food retailers presented an excellent opportunity to promote the resource to a wide audience. Some consumers felt that this sort of guidance would tie in well with the 'healthy' product ranges promoted by some retailers.



Suggestions made by stakeholders only:

- there was a general consensus that stakeholder organisations (including public, private and 3rd sectors) would have a significant role to play
- a promotional toolkit could be developed to ensure stakeholders were equipped to launch and promote the resource
- the launch should incorporate sufficient lead-in time to allow stakeholder organisations to engage with the resource and plan how to promote it
- a soft launch through stakeholder organisations would be preferable to help position the resource alongside other resources (such as the Eatwell Guide)
- schools could be a useful channel, as they have the potential to reach young people and help to foster good habits early

Suggestions made by consumers only:

- additional channels suggested by consumers included: GP surgeries; radio and TV; prompts on healthy lifestyle apps (e.g. MyFitnessPal); social media; gyms or personal trainers; and online advertising (e.g. Google paid search)

5 CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

Engagement across the workshops by stakeholders and consumers was very good. A rich mix of stakeholders participated in the workshops and the consumer sample achieved a mix of middle to low socioeconomic groups and a balanced spread of life stage, cooking responsibility, eating habits, ethnicity and gender. The level of engagement was consistently high in all groups, with participants keen to input into the resource's development.

The workshop-based approach was successful, but not without its challenges, which became clear over the course of the work programme. For example:

- Some stakeholders were not content that dietary guidance should accept social norms around eating and felt that the resource should portray only gold standard dietary advice.
- Conflicting views were expressed in a number of areas, e.g. for some the language of the content was accessible, but others felt that it was too basic in parts.
- While the workshop format was excellent for consumers, perhaps a different approach might have worked better for stakeholders. Future options that could be considered include establishing a 'review group'. Group members would receive draft material, given time to read over (and possibly use) it. Their feedback could then be gathered via an online audio and visual depth interview or mini-group session.

There was strong consensus on the need for an online resource of this type to supplement the existing Eatwell Guide, by addressing the current diet of consumers and providing achievable guidance to help them take steps towards a healthier diet.



Participants acknowledged that the resource was presented to them in a draft state and, consequently, much of their feedback centred around what they felt a finalised resource should resemble.

In general, feedback indicated that the final resource content should be written in an accessible, engaging and positive fashion, and the online elements should have intuitive navigation, eye-catching visuals, and incorporate interactive features to maximise appeal. Both stakeholders and consumers were of the view that the resource should be more tailored to specific user needs.

5.2 Recommendations

The following recommendations for the design and content of the finished digital resource are drawn from areas where there was clear consensus in the feedback from both stakeholders and consumers.

Content

- A strong focus should be on giving practical, achievable suggestions, in order to maximise the appeal of the guidance to the public. Small ‘tips and tricks’ to supplement the core information should be included.
- Language and tone should be positive and empowering; avoiding language which suggests that eating healthily may be difficult.
- Terminology should be as accessible as possible, and any technical language used should be explained to avoid confusion.
- Content should strike a balance between being accessible to a wide audience and providing advice which is applicable to the differing needs of consumers’ lifestyles and life stages.

Online resource visuals

- In order to facilitate easy, non-prescriptive navigation, a clear and intuitive menu, accessible from any page of content, could be used to allow navigation between topics.
- Long blocks of text should be avoided in order to reduce the amount of scrolling.
- The finished resource should be well-optimised for smaller touchscreen-based use (assuming the resource is to be accessible on mobile devices).
- The resource should be bold and eye-catching, with key messages and tips highlighted and photos or videos used to illustrate concepts where appropriate (such as recipes).
- If icons or symbols are used, it is important that these are instantly recognisable as relevant to the topic at hand. Repetition of icons should be avoided to reduce clutter.
- Interactive features should be integrated into the finished resource to make key information more engaging, and to give users a sense that advice has been tailored to their individual needs.



APPENDIX 1 – RECRUITMENT QUESTIONNAIRE

Classification		
Age 18 – 24 years 25 – 34 years 35 – 44 years 45 – 55 years 55 – 65 years	1 2 3 4 5	Occupation of chief wage earner Position _____ _____ Industry _____ _____ _____
Please write in exact age _____	1 2	Social Class AB C1 C2 D E
Gender Male Female		CLOSE 1 2 3 4

Interviewer's Declaration

I confirm that I have carried out this interview in full, in accordance with the instructions and briefing material from Jump Research Ltd.

Interviewer's Signature: _____

Print Name: _____

Date: _____

Respondent details

Name: _____

Address: _____

Phone: _____

Postcode: _____

Introduction: Good morning/afternoon I am..... from Jump Research, an independent research company, who are conducting focus group discussions to better understand what information and resources might help people eat a healthy diet.

I was wondering if you would like to take part. At this moment, I just need to ask a few profiling questions to find out about you, as we want to invite a broad spectrum of people who live in the local area. The discussions are happening on [date and time] and would last 2 hours. As a thank you for your time you would receive £55. All answers you give are confidential and will not be used for any other purpose than this research.

SQ1

Do you or does any of your close family or friends work in any of the following industries?

	CODE
Advertising	1 T&C
Marketing	2 T&C
Public Relations	3 T&C
Market Research	4 T&C
Nutritional	5 T&C
None of the above	6 SQ2

***IF RESPONDENT ANSWERS YES AT CODES 1-5, PLEASE CLOSE**

SQ2

Which of these best describes the level of responsibility you have for cooking and preparing food in your household?

	CODE	ROUTE
Responsible for all or most of the preparation/cooking	1	SQ3
Responsible for about half of the preparation/cooking	2	SQ3
Responsible for less than half of the preparation/cooking	3	SQ3
Not responsible for any of the preparation/cooking	4	SQ3



CHECK QUOTAS SHEETS – MIN 3 RESPONDENTS TO CODE 1/2 AND MIN OF 3 TO CODE 3/4

SQ3

Do you regularly choose and eat food prepared at any of the following places?

	CODE	ROUTE
Restaurant / sit-in caf (not fast food)	1	SQ4
Fast food – takeaway	2	SQ4
Fast food – sit-in	3	SQ4
Canteen/cafeteria at workplace, University or College	4	SQ4
Bakery	5	SQ4
Sandwich shop / deli	6	SQ4
Retail / grocery shop / supermarket – 'meal deal'	7	SQ4
Coffee shop	9	SQ4
Vending machine	10	SQ4
None of the above	11	CLOSE

ALL RESPONDENTS MUST CODE AT LEAST 2 AT SQ3

SQ4

Which of the following best describes you?

	CODE	ROUTE
Pre-kids	1	SQ5
Have kids living at home	2	SQ5
Kids have grown up and left home	3	SQ5
Never had/never plan to have kids	4	SQ5

CHECK QUOTA SHEETS - Note: Pre-kids respondents to be up to 40 years. Never had/ never plan to have kids to be over 45 years

SQ5

Which of the following best describes you?

	CODE	ROUTE
White (British, Irish, Gypsy or Irish traveller or Other White)	1	SQ6a
Mixed/Multiple ethnic group (White and Black Caribbean, White and Black African, White and Asian, Other Mixed)	2	SQ6a
Asian/Asian British (Indian, Pakistani, Bangladeshi, Chinese, Other Asian)	3	SQ6a
Black/African/Caribbean/Black British (Africa, Caribbean, Other Black)	4	SQ6a
Other ethnic group (Arab, Any other ethnic group)	5	SQ6a
Prefer not to say	6	SQ6a

SQ6a

How often, on average, do you eat a portion of a fruit or vegetable?

A portion = 80g/3 heaped tablespoons/size of 2 satsumas

	CODE	POINTS
5 or more times a day	1	5
3-4 times a day	2	4
1-2 times a day	3	3
5-6 times a week	4	2
2-4 times a week	5	1
Less often/ never	6	1

SQ6b

How often, on average, do you eat a snack or treat?
(This includes crisps, cakes/pastries, sweets, chocolate and biscuits)?

	CODE	POINTS
5 or more times a day	1	1
3-4 times a day	2	2
1-2 times a day	3	3
5-6 times a week	4	4
2-4 times a week	5	5
Less often/ never	6	5

SQ6c

How often, on average, do you drink sugary (non-diet) soft drinks?

	CODE	POINTS
5 or more times a day	1	1
3-4 times a day	2	2
1-2 times a day	3	3
5-6 times a week	4	4
2-4 times a week	5	5
Less often/ never	6	5



SQ6d

How often, on average, do you eat takeaway meals (includes breakfast, lunch, dinner and snacks)?

	CODE	POINTS
1 or more times a day	1	1
4-6 times a week	2	2
2-3 times a week	3	3
Once a week	4	4
1-2 times a month	5	5
Less often/ never	6	5

Add up points from SQ6a to SQ6d

TOTAL POINTS:

Points = Quota

4-6 = Very poor
7-9 = Poor
10-12 = Room for improvement
13-17 = Mid-level
18-20 = *Good (max 2 in group 2 and 3)*

Glasgow grp 1 = poor or very poor (4-9)
Glasgow grp 2 = mid-level / room for improvement (10-17) / max of 2 good (18-20)
Edinburgh grp 3 = mid-level / room for improvement (10-17) / max of 2 good (18-20)
Edinburgh grp 4 = poor or very poor (4-9 points)

Q1

How comfortable are you using the Internet to source information?

	CODE	ROUTE
Very comfortable	1	Q2
Quite comfortable	2	Q2
Not very comfortable	3	CLOSE
Not at all comfortable	4	CLOSE

Q2

Which of the following statements do you agree or disagree with?

	Agree	Disagree
A I enjoy going out and meeting people	1	1
B I would describe myself as outgoing and enjoy chatting to people even if I don't know them well	2	2
C I am not afraid to express my opinions in front of a group of people	3	3
D I am a bit shy and get embarrassed easily	4	4

ALL RESPONDENTS MUST AGREE WITH A, B OR C AND DISAGREE WITH D

Q3

Have you ever attended a group discussion or taken part in a market research study recently?

	CODE	ROUTE
Yes	1	Q4
No	2	Recruit

IF CODED 2 ABOVE CHECK QUOTA AND RECRUIT IF ELIGIBLE

Q4

How long ago did you attend this group discussion?

	CODE	ROUTE
In last 6 months	1	Q5
In last 6-12 months	2	Q5
More than 12 months ago	3	Recruit

Q5

What was the subject matter?

IF SUBJECT SIMILAR TO EATING HABITS, CLOSE

CHECK AND CLASSIFY



APPENDIX 2 - WORKSHOP PLAN AND DISCUSSION GUIDE

FSS DIETARY GUIDANCE TESTING. WORKSHOP PLAN AND DISCUSSION GUIDE (DURATION - 2 HOURS)

LIST OF MATERIALS AND RESOURCES THAT WILL BE AVAILABLE AT EACH WORKSHOP:

- FULL SET OF POWER POINT SLIDES
- TABLET – ONE FOR EACH PARTICIPANT
- HANDOUT OF OVERVIEW OF CONTENT AND ROUTE MAP – ONE PER PERSON
- SELF COMPLETION ASSESSMENT SHEETS 'A' AND 'B' – ONE PER TABLE
- LAMINATED A4 SHEETS FOR EACH OF THE 3 POSSIBLE NAMES – FOR FACILITATOR'S USE
- LAMINATED SHEETS TO INTRODUCE HOW BUZZFEED QUESTIONS MIGHT WORK TO PERSONALISE THE USER EXPERIENCE
- POST-IT-NOTES – FOR FACILITATOR'S USE
- FLIPCHART SHEET NAMING THE 3 DIGITAL PAGES THAT WILL BE VIEWED

NB – NO STIMULUS MATERIAL TO BE TAKEN AWAY BY PARTICIPANTS

WELCOME, SETTING THE SCENE AND WARM UP (15MINS)

FACILITATOR'S WELCOME

PARTICIPANT INTRODUCTIONS:

- **5mins:** STAKEHOLDERS – Briefly outline your/organisation's role in the healthy eating area and any initial hopes/expectations that you have for the idea of an online resource that will support stakeholders and consumers

OR

- **10mins:** CONSUMERS – Please give a brief overview of the sorts of things you do – if any – and the things you might like to do, to have a healthier diet. What things come immediately to mind?

5mins: AT STAKEHOLDER (AND TEACHERS) WORKSHOPS ONLY FSS WILL GIVE A SHORT, INITIAL SCENE-SETTING PRESENTATION

5mins FACILITATOR OPENS AND CLARIFIES AIMS OF THE WORKSHOP AND HOW WE PROPOSE TO USE THE TIME

- We will be testing a new resource that will hopefully help consumers on their journey towards a healthier diet.
- We will **NOT** be looking at the finished product. The resource is still in the process of being developed.
- We aim to do 2 main things:
 - First, look at how the resource will be laid out and at the proposed **CONTENT** that will be covered in a selection of sections
 - Second, using tablets to access the landing page and 2 other pages, get your feedback about what you feel when you start to **USE** the resource
- We have developed **2 RESPONSE SHEETS** that we will be asking you to write down your thoughts, feelings and scores in relation to **CONTENT AND USE**.
- In addition, we will be asking you about:
 - Your thoughts on a **NAME** for the resource – we have 3 name ideas to test with you: you may have other suggestions to make
 - Collect thoughts on the **LAUNCH & PROMOTION** of the resource.

GIVE BRIEF EXPLANATION OF RESEARCH AND GROUP DISCUSSION

- No right or wrong answers
- Everyone's views are important, please don't be afraid to speak up
- Group discussion, rather than individual Q&A
- Honesty is important
- Respect each other's views
- Explanation of recording – audio / client viewing
- Reassurance over confidentiality, GDPR and MRS Code of Conduct
 - We will not disclose any of your details
 - We will anonymise all our reports
 - We will only use the information you provide for the purpose of this research

CONTENT REVIEW AND ASSESSMENT (60 MINS IN ALL)

PARTICIPANTS REFER TO 'OUTLINE OF CONTENT FOR WHOLE RESOURCE' (I.E. THE FIRST SLIDE).

OVERVIEW OF CONTENT COVERED BY RESOURCE (PLUS ROUTE MAP) (10MINS)

Have a look over the outline content for the resource – read over the overarching content titles.



- What's your first thoughts and impressions?
- Do any strike you as particularly interesting? Or surprising?
- Are there any headings that you might expect to find...anything missing?

STEER PARTICIPANTS' ATTENTION TO THE ROUTE MAP.

- * FSS is considering the idea that the final resource includes a **ROUTE MAP** to illustrate the idea of a '**person's journey towards a healthier diet**'. What's your thoughts on the whole idea of the 'journey' – do you relate to this: does it resonate with you?

IN-DEPTH ASSESSMENT OF INDIVIDUAL SECTIONS (50MINS)

DIVIDE GROUP INTO (IDEALLY) 4 BREAK-OUT GROUPS

DIVIDE CONTENT UP GIVING DIFFERENT PRIORITY SECTIONS FOR EACH GROUP TO READ, E.G.:

- GROUP 1 - WHAT A HEALTHY BALANCED DIET LOOKS LIKE (5 slides)
- GROUP 2 - EATING AT HOME (7 slides)
- GROUP 3 - EATING ON A BUDGET (2 slides) & EATING OUT (3 slides)
- GROUP 4 - RECIPES (5 slides)

(ALLOW 20MINS FOR READING/DISCUSSION/COMPLETION OF FEEDBACK SHEET A WITHIN THE GROUPS, AND 30MINS FOR WHOLE GROUP FEEDBACK AND DISCUSSION)

- * PARTICIPANTS BREAK-OUT INTO MINI-READING GROUPS – 2-4 PER GROUP
- * FACILITATOR INTRODUCES THE ASSESSMENT CRITERIA THAT WE ARE KEEN TO GET FEEDBACK ACROSS (ASSESSMENT SHEET A) AND CLARIFIES WHAT IS EXPECTED OF BY WAY OF FILLING IN SHEET A – ENCOURAGE PEOPLE TO BE FULLY COMFORTABLE WITH THE INDIVIDUAL CRITERIA SO THEY WRITE COMMENTS IN THE RIGHT BOXES
- * MAKE SURE EVERY GROUP HAS **ONE** COPY OF FEEDBACK SHEET A
 - ASK ONE PERSON IN THE GROUP TO BE RESPONSIBLE FOR WRITING THE SUMMARY OF THE GROUP'S VIEWS AGAINST EACH OF THE CRITERIA (I.E. WE WANT ONE SHEET RETURNED FROM EACH MINI-GROUP)
 - ALSO ASK ONE PARTICIPANT TO ANNOTATE ANY SPECIFIC DRAFTING CHANGES OR ERRORS THAT THE GROUP SPOT ON ONE COPY OF THE CONTENT, AND RETURN THAT TO THE FACILITATOR
- * EACH GROUP READS AND DISCUSSES THEIR SECTIONS, WRITING DOWN THEIR VIEWS ON SHEET A (NB - SHEETS ARE COLLECTED BACK AT THE END)
- * WHOLE GROUP THEN RE-CONVENES.
- * FACILITATOR ENCOURAGES PARTICIPANTS TO FEEDBACK ACROSS EACH SPECIFIC CRITERIA COVERED IN SHEET A, NOTING ANY COMMENTS SPECIFIC TO THE CONTENT THAT EACH GROUP HAS BEEN READING.

DURING DISCUSSION:

NB – WHEN RECIPE GROUP IS FEEDING BACK, PROBE:

- DO YOU ACTUALLY WANT RECIPES IN THE RESOURCE?
- WOULD YOU USE THEM?
- WHAT STOPS YOU USING WHAT'S ALREADY AVAILABLE?

NB – IF BAME DIETS COME UP, GENTLY PROBE WHAT THE PARTICIPANT THINKS THAT BAME ADVICE MIGHT ACTUALLY LOOK LIKE? (E.G. IS THERE SOMETHING ABOUT CULTURE, COOKING METHODS ETC. THAT WE NEED TO BE AWARE OF?)

VIEWING DIGITAL PAGES OF THE RESOURCE / USING THE TABLETS (40MINS)

FACILITATOR INVITES PARTICIPANTS TO MOVE BACK INTO MINI-GROUPS AND TO LOOK AT PART OF THE RESOURCE ON THE TABLETS:

- **THE LANDING PAGE**
- **WHAT DOES A HEALTHY BALANCED DIET LOOK LIKE?**
- **EATING OUT**

ONE COPY OF FEEDBACK SHEET B IS HANDED OUT TO EACH GROUP. WE WILL FOLLOW THE SAME ASSESSMENT APPROACH AS BEFORE:

10mins: MINI GROUP WORK

Take a few minutes to explore and move around these 3 pages. Refer to the assessment criteria on FEEDBACK SHEET B. Share your thoughts and, again, can one person gather the groups feelings and write them down onto FEEDBACK SHEET B.

20mins: WHOLE GROUP RECONVENES AND FOLLOWS THE SAME FEEDBACK AND DISCUSSION METHOD AS WAS DONE WHEN ASSESSING CONTENT.

10mins: POINTS TO PROBE OR CHECK IF THEY HAVE NOT ALREADY BEEN COVERED:

- Any views on the **TOPICS BANNER** on the landing page?



- What did you think of the **ICONS** within the resource – is it clear what they represent, did you like them, did they impact how you are likely to feel about, the resource?
- What did you think of the **FLIP CARDS** - that you click on and they turn over to give you more information?
- Was it clear that the experience will **NOT BE LINEAR** – i.e. that from the landing page you can go to what interest you, and from there to other parts of the resource? In other words, there is no start and end point?
 - PROBE: What do you think of this quality?
- Which kind of **QUESTIONS** (if any) would you prefer, e.g.:
 - 'buzz feed' style quizzes
 - one question... 'did you know..'
 - a question which helps lead you onto the section they are looking for
 - OR, no questions/ quizzes at all
- What about the **'ROUTE MAP'** being an introductory video on a landing page
- Is there an appetite for all or some of this information in **HARD COPY OR/AND LEAFLET FORMAT**?
 - If so, what, how – in what circumstances – would it be used in these forms?
 - Would having the resource available in these other formats impact how you might view and use it?

MARKETING AND PROMOTION (10MINS)

5mins: NAME FOR RESOURCE

- We have 3 possible names for the resource that we'd like to test with you. SHOW 3 CARDS:
 - Eating better – your way
 - Your journey to eating better
 - Healthy eating: A helping hand
- Which of these names do you feel is best? TAKE A QUICK STRAW POLL – SHOW OF HANDS FOR THOSE FAVOURING EACH ONE. THEN ASK:
- What is it that attracts you to this name? REPEAT AS APPROPRIATE
- Have you any other suggestions for a suitable name?

5mins: LAUNCH & PROMOTION

- What would you like to see by way of a **'launch'** for the resource?
- What about **promoting** the resource?
 - Any ideas and suggestions about launch and promotion are welcome. Even after today – please send through (email) any thoughts that occur.
- More generally, how would you expect to hear about the resource?
- Where would you look for this sort of thing? On social media? What search terms would you use if searching the internet?

CHECK FOR ANY FINAL COMMENTS.....**THANK AND CLOSE**



APPENDIX 3 – WORKSHOP FEEDBACK SHEETS

FEEDBACK SHEET A – ASSESSMENT OF CONTENT

Write down name of the content sections that this sheet covers:

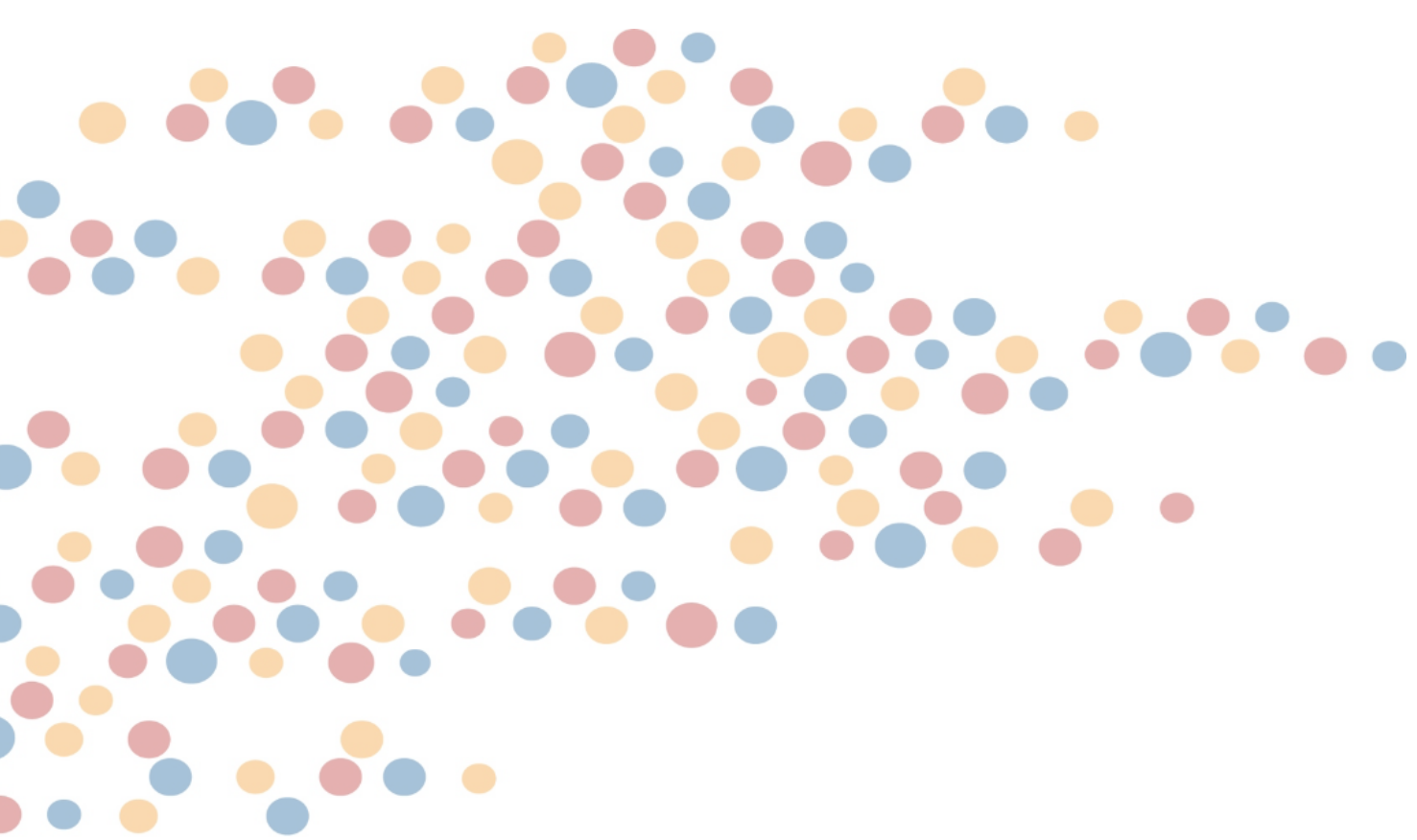
Criteria	Score 1-10 (10 is highest)	Summary of group's views and reasons for the score given
Language & Tone – How would you describe the style of the language used and its tone? What words would you use to describe them? Does the language and tone feel 'right'?		
Relatable – Can you relate to the content? Is the information, the key messages, the tips etc, content that you can engage with? Is it appropriate to your needs?		
Understandable – Is the content and its meaning clear? Is it easy to follow and understand? Are any bits difficult to understand?		
Useful – Would the content enable you to make informed decisions? Would you take action as a result of what you can see provided? Would the content enable you to do anything new or different?		
Credible – Do you trust the information you see? Are you confident that it is giving you the correct information and guidance?		
Comprehensiveness – For the sections that you have read, is there anything missing that you would find useful?		
What overall score does your group give what you have seen?		
Improvements – Is there any way/s that the content could be improved? If so, please say how		
Additional comments – please add any other comments you have that are not already covered by the above		

FEEDBACK SHEET B – DESIGN AND USER EXPERIENCE

Criteria	Score 1-10	Reasons for score
Layout – What do you feel about the layout of the landing page and the other 2 pages?		
Presentation – Is it attractive? Does it draw you in? Do you like the font size, colours, logo positioning and its general look and feel?		
Usability – Does what you have just seen suggest a resource that will be easy to use, easy to move around?		
Desirable – Do you get a good feeling about it? Do you think you would want to engage with this resource?		
What overall score does your group give what you have seen?		
Additional other comments – please add any other comments you have that are not already covered by the above		

PLEASE COMPLETE FOR YOUR GROUP

Having had a close look at some of the main content and having had a feel for how the online resource might look and work, how many people in your group:	Number
Can see themselves using this resource	
Can NOT see themselves using this resource	
Can't say	
TOTALS	



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