SURVEY FUTURES

SURVEY DATA COLLECTION METHODS COLLABORATION

What can self-completion surveys do to maximise accessibility and inclusivity?

Cristian Domarchi[1] • Nhlanhla Ndebele[2] • Olga Maslovskaya[1] • Peter Lynn[3] • Rory Fitzgerald[2] • Ruxandra Comanaru[2]

[1]University of Southampton, UK; [2]ESS/City St George's University of London, UK; [3]ISER/University of Essex, UK

Survey Futures Online Workshop • 16 March 2026

Introduction

SURVEY FUTURES
SURVEY DATA COLLECTION METHODS COLLABORATION

- Social surveys should aim to represent a diverse range of experiences from different groups (UK Government 2022). This is important for the following reasons:
  - **Statistical**: Failure to include certain population sub-groups can introduce biases or limit the generalisability of findings
  - **Policy**: Overlooking insights from under-represented groups can lead to poorly informed or detrimental policies
  - **Equality**: Excluding marginalised o disadvantaged groups can reinforce and perpetuate inequalities (Adley et al. 2023)
  - **Ethical**: When individuals encounter barriers that exclude them from research, they are also being restricted from exercising their rights in society in general (Aidley & Fearon 2021)

Inclusivity and accessibility

SURVEY FUTURES
SURVEY DATA COLLECTION METHODS COLLABORATION

Inclusivity

- Involves enabling "*the full range of human diversity to be included and reflected in research, considering, and learning from people of all backgrounds and perspectives*" (UK Government Analysis Function 2024)

Accessibility

- **A component of inclusivity**
- A state in which an individual's functional capacity and the functional demands of participation in an activity are matched, so the individual can effectively complete the activity (Rios et al. 2016)

Inclusivity and accessibility

SURVEY FUTURES
SURVEY DATA COLLECTION METHODS COLLABORATION

- Inclusivity and accessibility are fundamental objectives of modern survey research. Their importance has been increasingly recognised across the UK statistical and research landscape:
  - Inclusivity was established as one of the four core principles in the 2020-25 UK Statistics Authority strategy
  - It also formed a cornerstone of the Government Social Research Strategy 2021-25
  - In 2021, the National Statistician convened an Inclusive Data Taskforce to recommend measures for achieving a step-change in the inclusivity of UK data and evidence
  - This focus aligns with the principles of respondent-centred design, which has become a significant approach in survey methodology (2021)
  - In 2024, the Government Analysis Function published official guidance on inclusivity in surveys to support best practice

Inclusivity and accessibility

SURVEY FUTURES
SURVEY DATA COLLECTION METHODS COLLABORATION

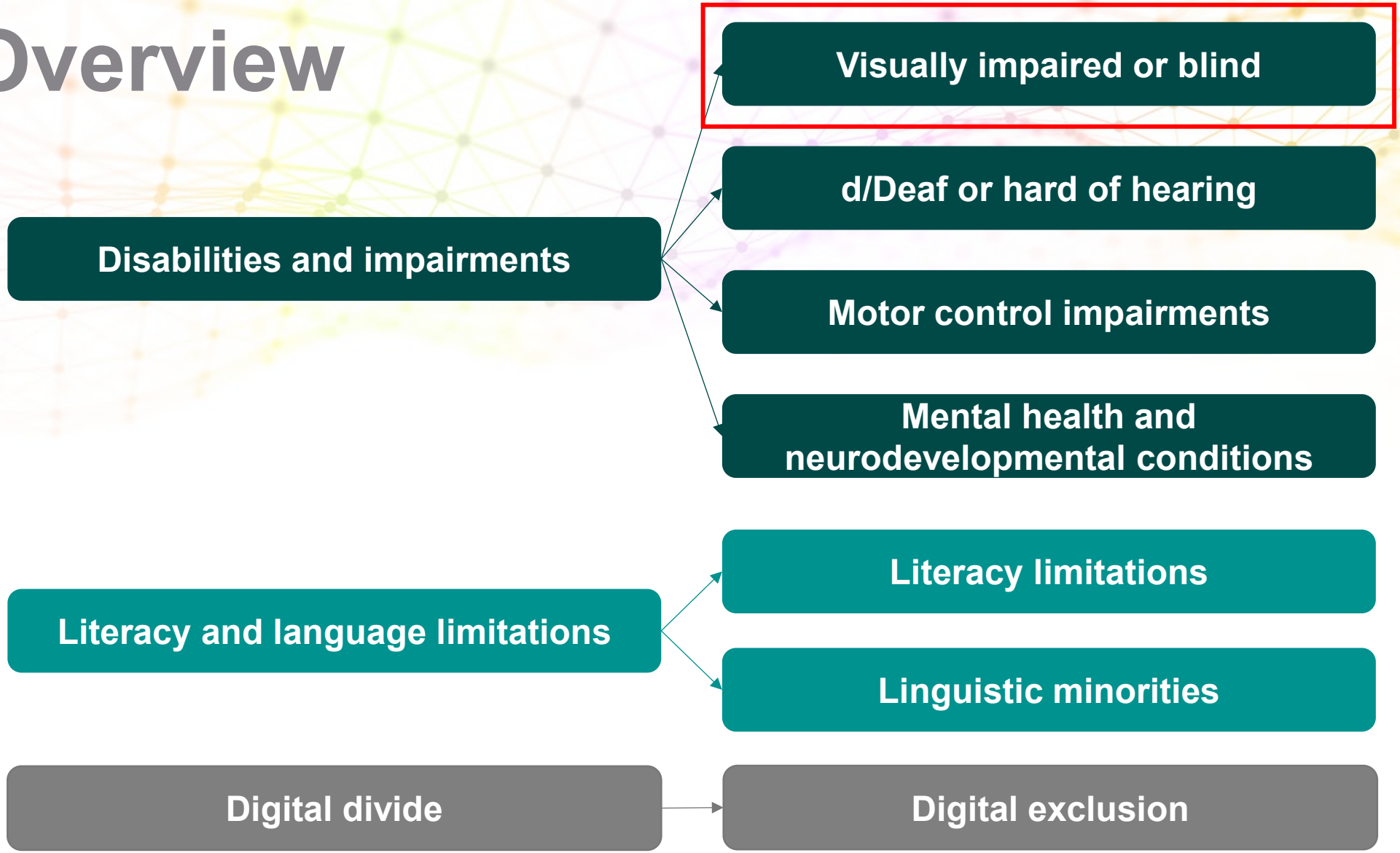
- However, there are trade-offs in place as engaging population subgroups with barriers to participation in social surveys will likely involve costly measures (Lynn 2024)
- The United Nations' *Guidelines to Make Surveys on Households and Individuals More Accessible* (2025) highlight that measures for improving survey accessibility should be practical with internal resources, acknowledging time, staffing, and budget constraints faced by survey agencies

Aims and objectives

SURVEY FUTURES
SURVEY DATA COLLECTION METHODS COLLABORATION

- We review inclusive survey practices documented in international academic literature and UK survey practice reports
- We identify measures implemented in social survey research to include population sub-groups willing to participate, but unable to do so
- We discuss whether these measures can be helpful for obtaining high quality data from representative samples

Overview



SURVEY FUTURES
SURVEY DATA COLLECTION METHODS COLLABORATION

University of Essex
University of Southampton
UKRI Economic and Social Research Council

Blind and visually impaired

SURVEY FUTURES
SURVEY DATA COLLECTION METHODS COLLABORATION

- **Prevalence**:
  - Approximately **2% of working-age adults and 9% of those of state pension age** in the UK report having a visual impairment (Cabinet Office 2023).
  - Visual impairment is associated with:
    i. Reduced access to education
    ii. Poorer quality of life, and
    iii. Lower social participation (e.g. Assi et al. 2021; Desrosiers et al. 2009; Simui et al. 2018).
  - These factors that may in turn affect engagement with social surveys.
  - The impact on daily functioning varies depending on severity, age, and comorbidities, meaning support needs differ across individuals (Pigeon et al. 2025).

Blind and visually impaired

SURVEY FUTURES
SURVEY DATA COLLECTION METHODS COLLABORATION

- **Issues**:
  - Traditional survey materials, whether paper-based or un-adapted electronic formats, often present readability and usability challenges for people with visual impairments (Kaczmirek and Wolff 2007).
  - Individuals may rely on assistive technologies such as:
    i. Screen readers,
    ii. Braille displays, or
    iii. Audio formats to access information.
  - However, these tools can sometimes limit the ability to retain an overview of text layout and structure (Wu et al. 2020; Kaczmirek and Wolff 2007).

Blind and visually impaired

SURVEY FUTURES
SURVEY DATA COLLECTION METHODS COLLABORATION

- **Issues:** Findings from ONS qualitative research (Davies and Giji 2024; Robinson 2024):
  - **Accessibility challenges with survey materials**:
  - Text-to-speech apps struggled with coloured boxes and column layouts, often omitting content.
  - Coloured backgrounds reduced contrast for magnifier users.
  - Participants preferred black text on a white background and found larger print helpful.
  - **Positive response to accessibility statements**:
  - The inclusion of an accessibility statement at the top of invitation letters was well received.
  - This explained how to request alternative formats such as large print or Braille.
  - **Mixed experiences with online completion**:
  - Technology users preferred online modes when surveys were compatible with screen readers and zoom functions, valuing the independence and convenience this offered.
  - In contrast, low digital users found online completion stressful and discouraging.

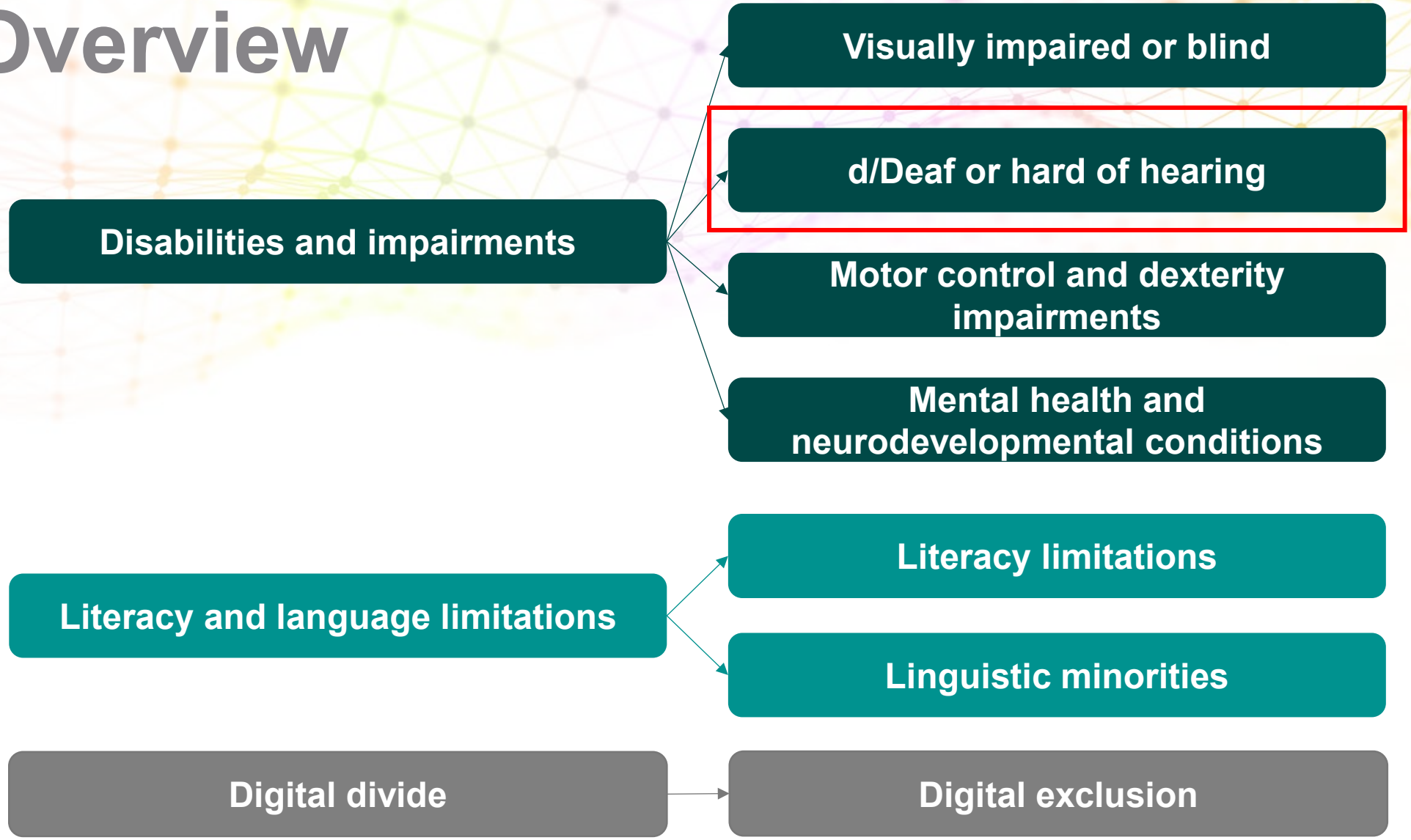
Blind and visually impaired

- **Measures**:
  - **Provide clear overview and navigation support**:
  - Begin questionnaires with information on survey length (e.g., number of questions and pages)
  - Use consecutive numbering for each question, and
  - Insert empty lines before new questions to aid orientation for assistive technology users (Kaczmirek and Wolff 2007).
  - **Optimise question and answer formatting**:
  - Reformulate answer options so that beginnings and ends contain distinct letters to make them easier to differentiate.
  - Ensure questions and their response options remain visually grouped (Kaczmirek and Wolff 2007).

Blind and visually impaired

- **Measures**:
  - **Consider text characteristics and device compatibility**:
  - Sans serif fonts such as Arial are recommended;
  - Consider offering reversed-contrast text (white letters on black background) as a preference option;
  - Design surveys to be compatible with smartphones and built-in accessibility features, as these are frequently used reading devices (Wu et al. 2020; American Council of the Blind 2011).
  - **Provide explicit format options and instructions**:
  - Include clear guidance on completion methods (e.g., for braille typewriters);
  - Specify the number of possible responses per item;
  - Offer alternative formats such as large print, braille, and audio versions; and
  - Make accessibility options clearly signposted from the outset (Kaczmirek and Wolff 2007; Davies and Giji 2024).

Overview



SURVEY FUTURES
SURVEY DATA COLLECTION METHODS COLLABORATION

University of Essex
University of Southampton
UKRI Economic and Social Research Council

d/Deaf and hard of hearing

SURVEY FUTURES
SURVEY DATA COLLECTION METHODS COLLABORATION

- **Heard of hearing** refers to individuals with mild to severe hearing loss.
- **deaf (lowercase d)** describes the physical condition of profound hearing loss.
- **Deaf (uppercase d)** refers to those who identify with the Deaf community and use sign language as their first language.

Definitions adapted from WHO (2025) and Woodward and Horejes (2016)

- **Prevalence**:
  - Communication preferences exist on a continuum:
    - Some d/Deaf and hard of hearing individuals rely solely on spoken language.
    - Others are fluent sign language users with limited proficiency in the national spoken or written language (Irasiak et al. 2021).
  - In the UK, **2% of working-age adults** and **11% of people of state pension age** report having a hearing loss (Kirk-Wade et al. 2024).

d/Deaf and hard of hearing

SURVEY FUTURES
SURVEY DATA COLLECTION METHODS COLLABORATION

- **Issues**:
  - Those who are less proficient in the national written or spoken language are at particular risk of exclusion from research that relies on standard language-based data collection methods:
    - Evidence suggests lower average reading ability within this group (Hutchinson 2023; Worsfold et al. 2018).
  - Questionnaires are rarely offered in sign language and typically rely on written formats (Lederberg et al. 2013; Bernabé and Orero 2019; Dostal et al. 2025).
  - Written language differs from sign language in grammar and structure:
    - This can create comprehension challenges and contribute to the under-representation of this sub-group in survey research (McKee et al. 2011; Young and Temple 2014).

d/Deaf and hard of hearing

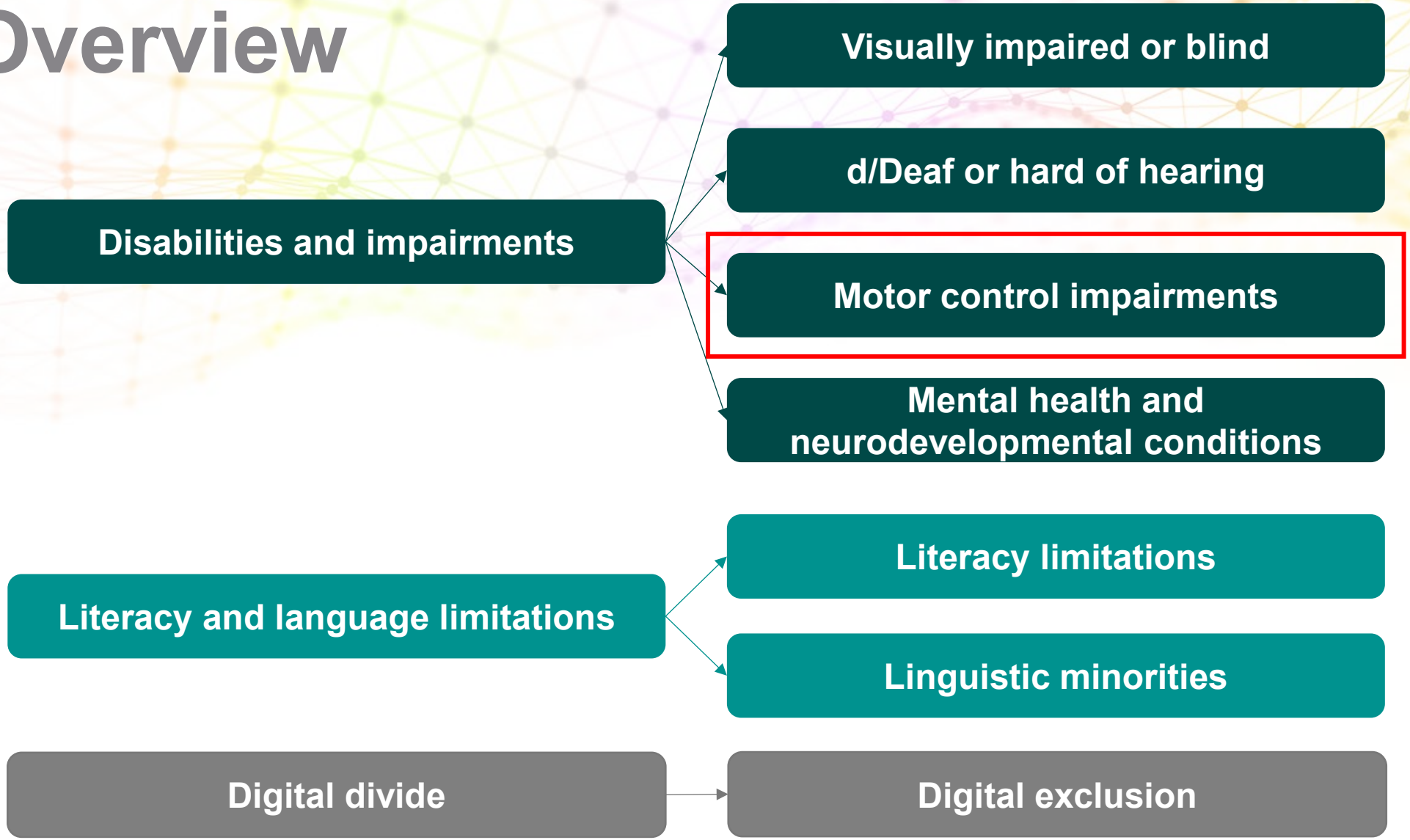
- **Issues:** Findings from ONS qualitative research (Davies and Giji 2024; Robinson 2024):
  - **Invitation letters**
  - These were often inaccessible to BSL users due to reliance on written English;
  - Participants suggested offering information in both BSL and English; and
  - Including a BSL logo to signal engagement.
  - **Knock-to-nudge reminders**
  - These received mixed feedback: some were receptive if forewarned, while others raised safety concerns about unannounced visits.
  - **Online completion** was
  - Generally accessible as it did not rely on hearing
  - BSL users still faced challenges with written English and expressed a preference for BSL translation videos alongside questions.
  - **Low digital users**
  - They found the online mode a barrier and expressed a preference for interviewer-administered modes.

d/Deaf and hard of hearing

SURVEY FUTURES
SURVEY DATA COLLECTION METHODS COLLABORATION

- **Measures**:
  - **Video display.**
  - Used in a study by the US National Centre for Deaf Health Research (NCDHR; Grabyill et al. 2010), which developed a touch-screen American Sign Language (ASL) survey interface to deliver health risk questions in sign language.
  - **Signing avatars.**
  - Used in a study in Poland to support individuals who use Polish Sign Language (PSL) as their first language (Irasiak et al. 2021).

Overview



SURVEY FUTURES
SURVEY DATA COLLECTION METHODS COLLABORATION

University of Essex
University of Southampton
UKRI Economic and Social Research Council

Motor control impairments

SURVEY FUTURES
SURVEY DATA COLLECTION METHODS COLLABORATION

- **Prevalence**:
  - Motor control impairments affect the ability to:
    i. Move.
    ii. Manipulate objects.
    iii. Interact with physical environments.
    iv. Including tasks such as clicking, pointing, or using small keyboards (Sarsenbayeva et al. 2022).
  - Conditions include cerebral palsy, spinal cord injury, Parkinson's disease, multiple sclerosis, and post-stroke hemiparesis (Sarsenbayeva et al. 2022).
  - In the UK, approximately **5% of working-age adults** and **15% of people of state pension age** report experiencing a motor control impairment (Kirk-Wade et al. 2024).

Motor control impairments

SURVEY FUTURES
SURVEY DATA COLLECTION METHODS COLLABORATION

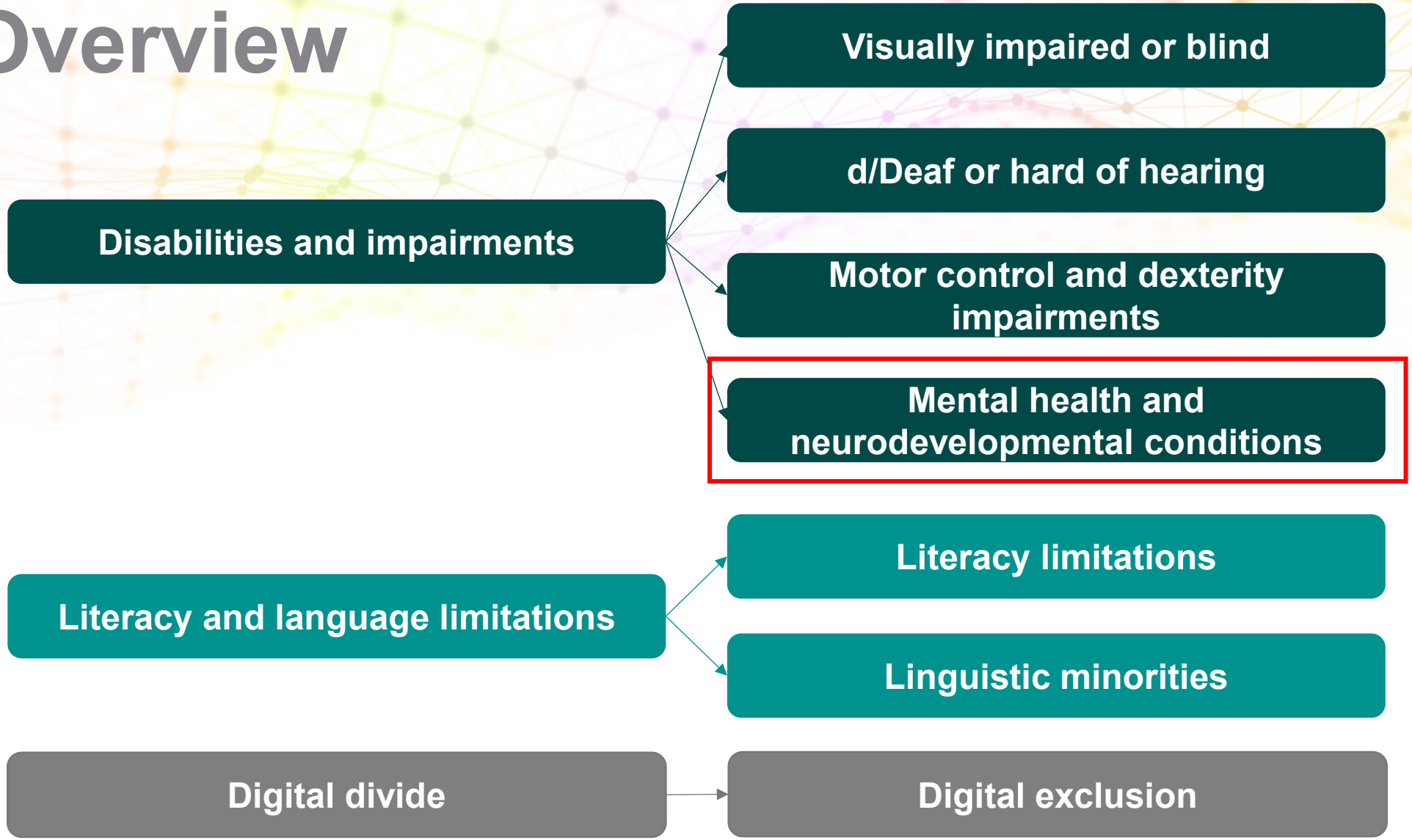
- **Issues**:
  - Difficulties with **fundamental computer tasks** such as clicking, pointing, and typing can make web survey participation challenging (Sarsenbayeva et al. 2022; WHO 2011).
  - Many associated conditions involve **symptoms** like fatigue, reduced motor speed, and diminished performance, which may further hinder engagement with surveys (Price and Sears 2009).
  - Although individuals with motor impairments often **rely on digital tools** for daily activities, **inaccessible survey design** can create barriers to participation (Abascal and Nicolle 2005).

Motor control impairments

SURVEY FUTURES
SURVEY DATA COLLECTION METHODS COLLABORATION

- **Measures**:
  - **Accessible design efforts** have shifted from **desktop to mobile devices**:
    - This reflects changing patterns of device use (Sarsenbayeva et al. 2022; Mankoff et al. 2010).
  - **Accessible technology** is often **cost-inefficient** due to **customisation** needs.
    - Many users prefer mainstream devices over specialised ones for social and cost reasons.
    - Embedding accessibility from the outset is more effective than retrofitting later (Glinert and York 2008; Kane et al. 2009; Newell and Gregor 1999).
  - **Survey design** should **leverage users' strengths**, avoid one-size-fits-all approaches, and incorporate personalisation to address individual needs (Price and Sears 2009; Wobbrock 2006; Gajos et al. 2012).

Overview



SURVEY FUTURES
SURVEY DATA COLLECTION METHODS COLLABORATION

University of Essex
University of Southampton
UKRI Economic and Social Research Council

Mental health and neurodevelopmental conditions

SURVEY FUTURES
SURVEY DATA COLLECTION METHODS COLLABORATION

- **Prevalence**:
  - **Mental health conditions** range from common mental health conditions (CMHC, including depression, anxiety, and OCD) which cause emotional distress but typically do not affect insight or cognition, through to more severe and specific disorders involving alterations in thinking, mood, or behaviour, as well as neurodevelopmental conditions like ADHD and autism (Perales and Baffour 2018; Satcher 2000; Ridout et al. 2025)
  - In the UK, approximately **12% of working-age adults and 5% of people of state pension age** report experiencing a mental health issue (Kirk-Wade et al. 2024)

Mental health and neurodevelopmental conditions

SURVEY FUTURES
SURVEY DATA COLLECTION METHODS COLLABORATION

- **Issues**:
  - Individuals with poor mental health or mental health conditions face additional barriers to survey participation, often due to symptoms that affect motivation, interest, and cognitive capacity for processing questions (Perales and Baffour 2018)
  - The survey response process involves four key stages:
    - comprehension,
    - retrieval,
    - judgement, and
    - response (Tourangeau, Rips and Rasinski 2000).
  - Symptoms can disrupt any or all of these stages, for example, by reducing motivation to engage, hindering recall of relevant information, or leading to incomplete answers and lower data quality (Perales and Baffour 2018).

Mental health and neurodevelopmental conditions

SURVEY FUTURES
SURVEY DATA COLLECTION METHODS COLLABORATION

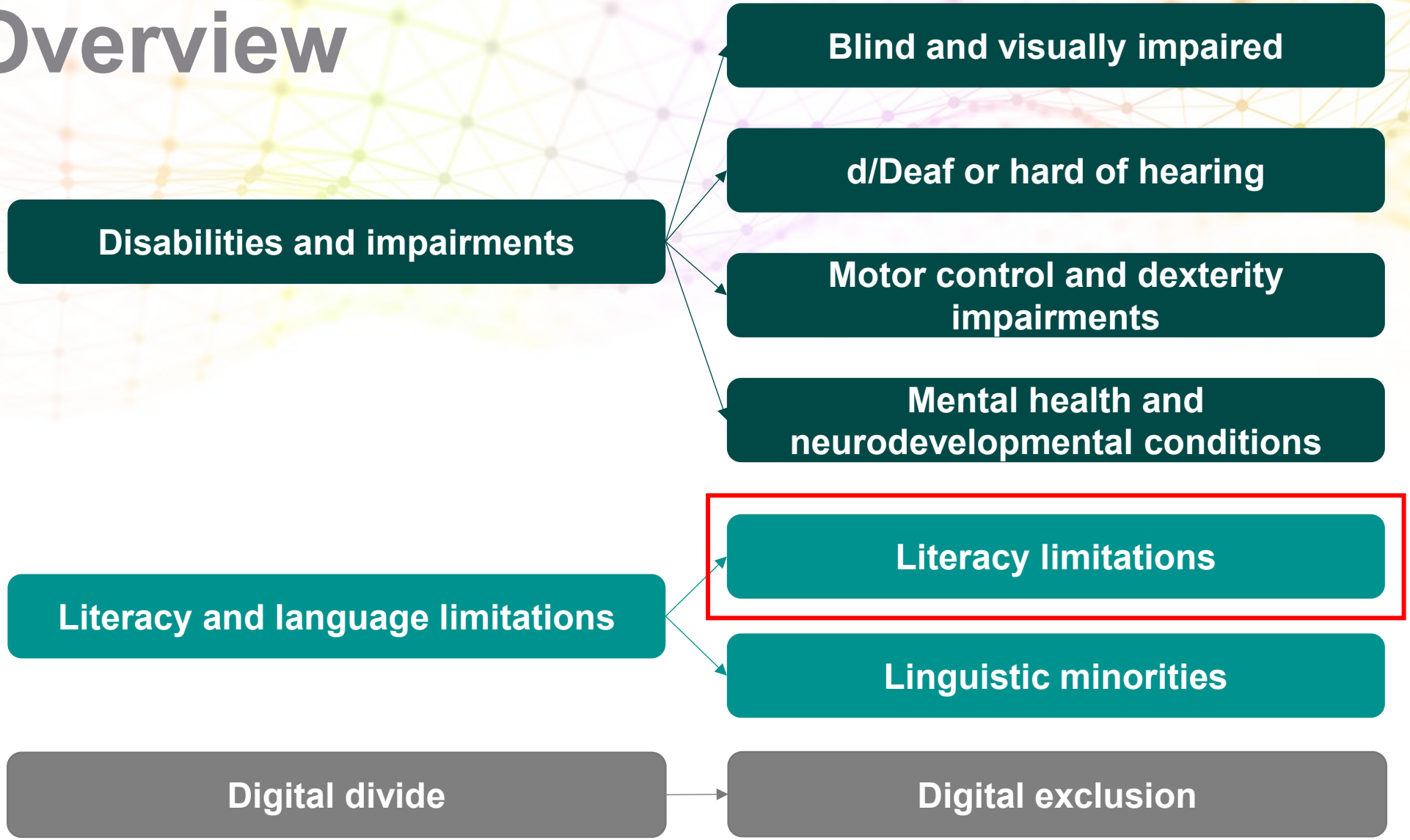
- **Issues**. Findings from ONS qualitative research (Davies and Giji 2024; Robinson 2024):
  - Postal invitations evoked anxiety for some (e.g., OCD fears about touching mail, associations with past negative experiences), though official appearance also prompted some to open them
  - Repetition of information across communications was described as stressful; the knock-to-nudge reminder approach was viewed negatively and could be anxiety-provoking
  - Being invited to participate could foster a sense of inclusion and purpose; the survey topic and incentives also influenced participation decisions
  - Views on online completion were mixed: some found it inaccessible or impersonal, while others valued its flexibility and reported a sense of achievement from completing it

Mental health and neurodevelopmental conditions

SURVEY FUTURES
SURVEY DATA COLLECTION METHODS COLLABORATION

- **Measures**:
  - **Easy to read materials** include images to support the meaning of text. Although designed for individuals with learning disabilities, they can be helpful for other participants by presenting information with reduced linguistic complexity. Guidance is available from the Disability Unit and Cabinet Office (2021).
  - **Audio computer-assisted interviewing (ACASI)** enables respondents to listen to survey questions through a headset and/or read them on a computer screen, and to directly enter their responses using the computer interface (Epstein et al. 2001).
  - **Proxy responses** can provide information about a sampled individual who cannot participate due to physical or mental illness, limited language ability or unavailability during fieldwork (McManus and Brugha 2025).

Overview



SURVEY FUTURES
SURVEY DATA COLLECTION METHODS COLLABORATION

Literacy limitations

SURVEY FUTURES
SURVEY DATA COLLECTION METHODS COLLABORATION

Literacy is "*the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with various contexts. Literacy involves a continuum of learning in enabling individuals to achieve his or her goals, develop his or her knowledge and potential, and participate fully in community and wider society*" (UNESCO 2005, p. 21).

- **Prevalence**: OECD defines literacy across six levels, with Level 3 required to understand lengthy and/or complex texts:
  - **18% of adults in England** (around 6.6 million) had literacy levels at or below Level 1 (poor literacy skills – can only understand short, simple sentences) (OECD 2024).
  - 6% of were below Level 1

Literacy limitations

SURVEY FUTURES
SURVEY DATA COLLECTION METHODS COLLABORATION

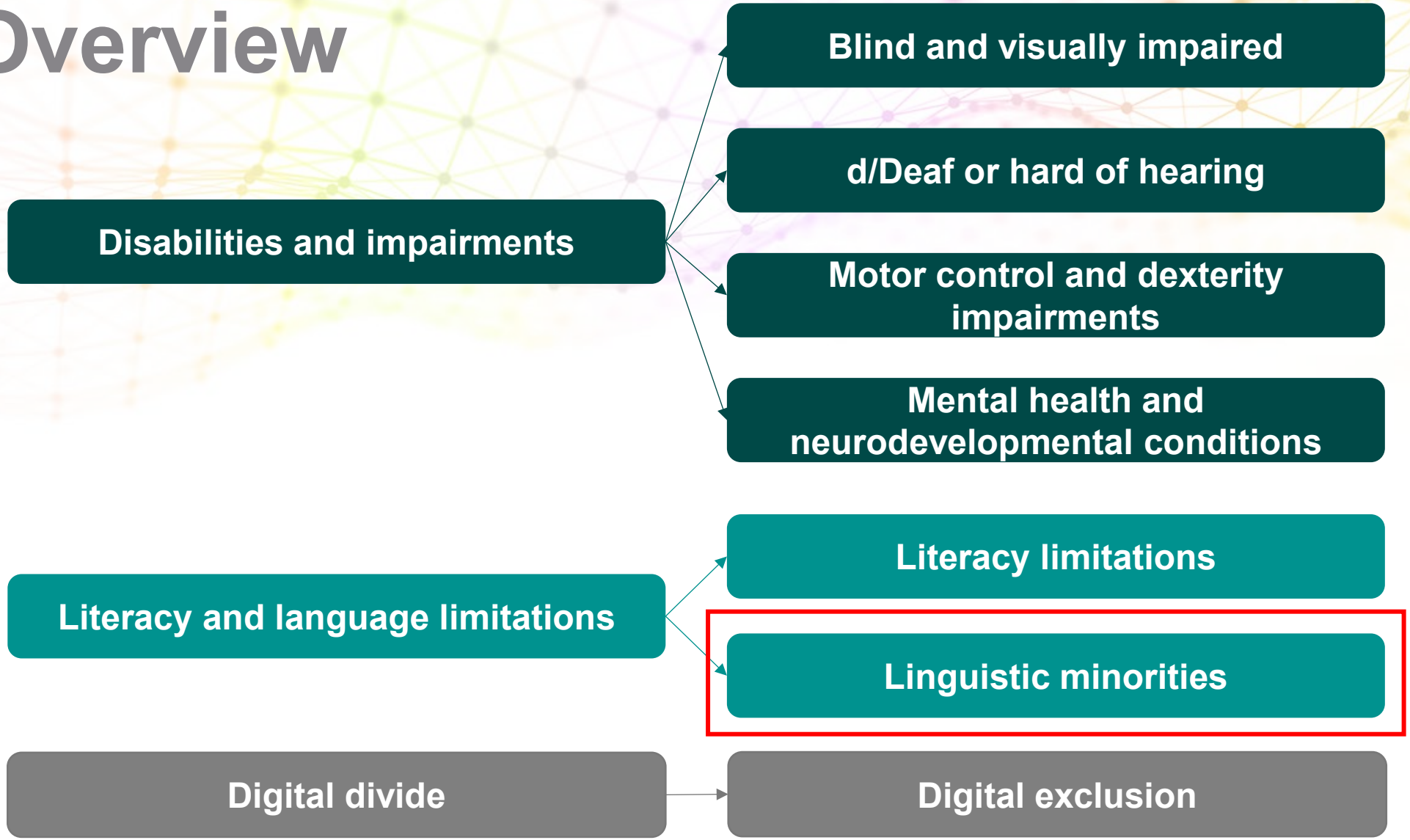
- **Issues**:
  - Adults with lower literacy skills are often under-represented in social surveys, particularly in self-completion formats (e.g., Helmschrott and Martin 2014; Blom et al. 2016; Christmann et al. 2024; Cornesse and Schaurer 2021; Luijkx et al. 2021; Stein et al. 2025).
  - Even when selected, they are more likely to decline participation, fail to return questionnaires, or drop out of longitudinal studies (Durrant et al. 2010; Sjetne et al. 2019; Luijkx et al. 2021).
  - For those who do take part, understanding survey questions can be difficult, increasing the risk of misinterpretation and lower data quality (Graesser 2006; Lenzner, Kaczmirek, and Galesic 2011).
  - There is also a risk that some may feel pressured to participate without fully understanding the implications of the study, which could compromise the ethical principle of voluntary participation (Foe and Larson 2016).

Literacy limitations

SURVEY FUTURES
SURVEY DATA COLLECTION METHODS COLLABORATION

- **Measures**:
  - Multimedia support, such as audio-assisted **computer self-interviewing (ACASI)** or **video content**, to aid comprehension in self-administered web surveys (Lessler et al. 2000; Lindberg and Scott 2018; Dahlhamer, Galinsky, and Joestl 2019).
  - Inclusion of **interviewer-led modes** in mixed-mode designs (such as face-to-face or telephone interviewing) alongside **supported (or interviewer-assisted) self-completion** options (e.g. de Leeuw, Suzer-Gurtekin, and Hox 2018).
  - Ensure all survey materials (including invitation letters, participant information sheets, and the questionnaire itself) are assessed for **reading age compliance**. In the UK, the average reading age is nine years old. To improve accessibility, content should use plain English, simple vocabulary, and short sentences, while avoiding abbreviations, colloquialisms, and region-specific terms. **This practice is now widely adopted across UK surveys**.

Overview



SURVEY FUTURES
SURVEY DATA COLLECTION METHODS COLLABORATION

University of Essex
University of Southampton
UKRI Economic and Social Research Council

Linguistic minorities

- **Prevalence**
  - 98.8% of usual residents of England and Wales aged three years and over can speak English (English or Welsh in Wales), according to the 2021 Census (Office for National Statistics 2021).
  - 98.6% of usual residents of Scotland aged three years and over can speak English, according to the 2022 Census (Scottish National Records 2022).

Linguistic minorities

- **Issues**
  - Individuals from cultural and linguistic minorities often find it difficult to participate in surveys if they do not speak or understand the language used in the materials (Erens 2013).
  - Even when contacted, they may be unable to fully understand the implications of their participation or provide informed consent without additional support (Erens 2013).
  - Those who do respond may be reluctant to share information on topics they perceive as sensitive, due to cultural differences (Bengochea, Fernández, and Montiel 2025).
  - The issue of **trust**, described as a "*lack of trust outside (their own) ethnic group or community*", has been highlighted in qualitative research conducted in the UK as a key barrier to participation (Bennett 2024).

Linguistic minorities

- **Measures**:
  - **Translations** can improve participation amongst linguistic minorities, thereby reducing non-response bias and improving sample representativeness.
  - Translating survey materials is a complex and expensive process, as translations must (Lopez et al. 2008):
    a) Accurately reproduce the source text
    b) Use the natural forms of the target language
    c) Express all aspects of meaning in a way that is easily understood by respondents

Linguistic minorities

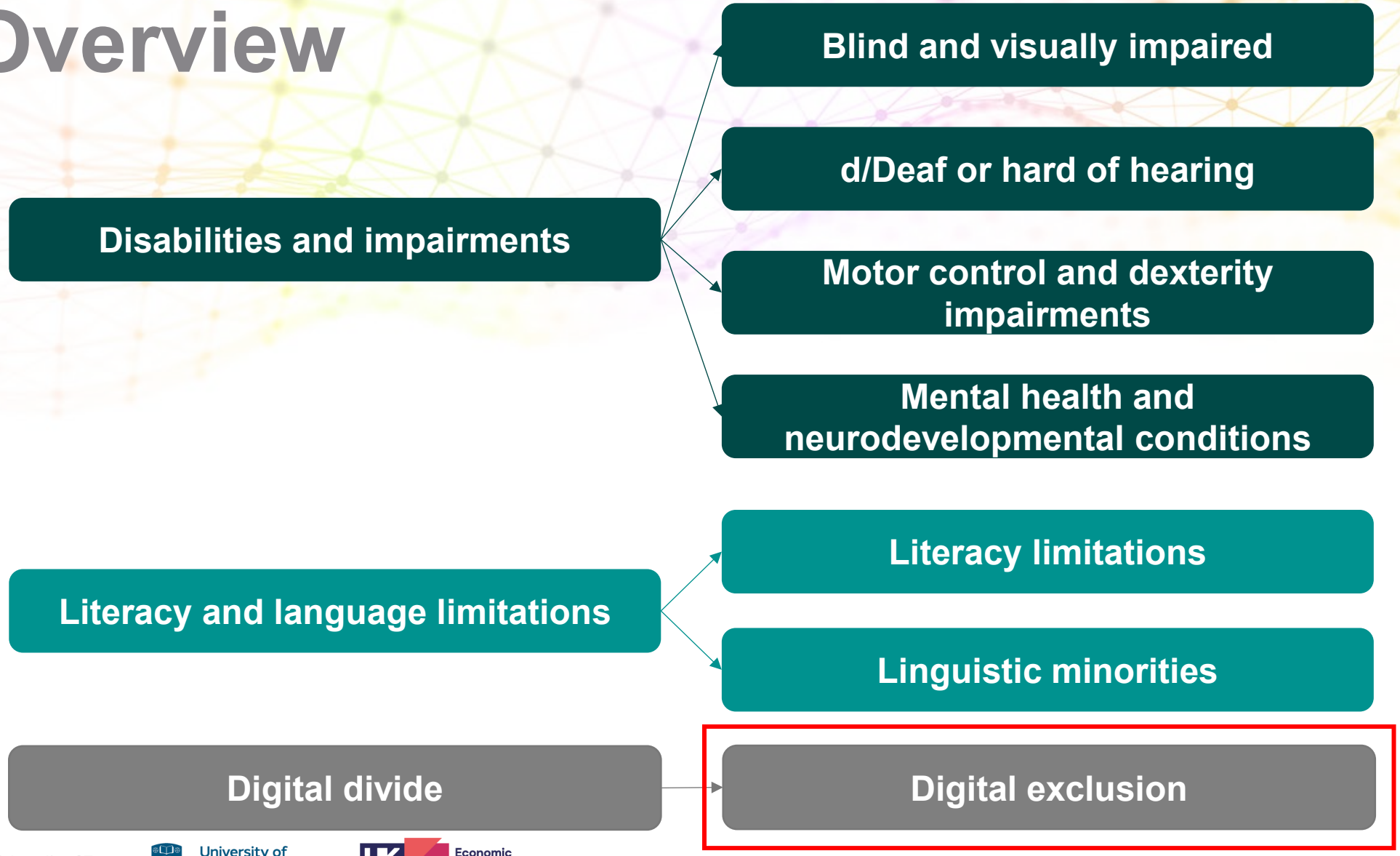
- **Measures**:
  - Current best practice guidelines advocate for the TRAPD model (Harkness 2003; Behr 2018), originally developed for the European Social Survey:
    - **Translation (T)**: Two skilled translators produce independent parallel translations
    - **Review (R)**: The two translators meet with survey and subject-matter experts to reconcile their differences into a single reviewed draft
    - **Adjudication (A)**: An adjudicator signs off on the reviewed translation
    - **Pretesting (P)**: The translated questionnaire is tested to assess comprehension, interview flow, and potential data quality issues
    - **Documentation (D)**: The entire process is documented, including staff profiles, procedures, challenges, key decisions, and adaptations

Linguistic minorities

SURVEY FUTURES
SURVEY DATA COLLECTION METHODS COLLABORATION

- **Measures**: Surveys offering translations of survey materials and questionnaires in the UK include:
  - ONS surveys in Wales offering translation of materials to the Welsh language
  - Health and Care Experience Survey in Scotland
  - Scottish Health Survey (Scotland)
  - Active Lives Survey
  - Food and You Survey
  - Survey for Londoners
  - Understanding Society
  - GP Patient Survey
  - Early Life Cohort Feasibility Study
- Uptake on translated materials is generally low (up to 1.8% in the GPPS)

Overview



SURVEY FUTURES
SURVEY DATA COLLECTION METHODS COLLABORATION

University of Essex
University of Southampton
UKRI Economic and Social Research Council

Digital exclusion

Definitions from Connolly et al. (2023)

- **Prevalence**
  - Digital access in the UK continues to grow. In 2024, 94% of UK adults had home internet access and 95% owned a smartphone
  - However, an estimated 15% of UK adults lack the essential digital skills to use online tools effectively (Office for Communications 2011, 2020, 2024).

Digital exclusion

- **Issues**
  - Offline and online populations differ not only in demographic characteristics such as age, sex, education, migration status, and household size, but also in substantive respects, including political attitudes and consumer behaviours (Bach, Cornesse, and Daikeler 2024; Eckman 2016; Leenheer and Scherpenzeel 2013).
  - Even among individuals with internet access, those with limited digital literacy or assimilation may choose not to respond to online surveys. This reluctance can stem from concerns about data privacy or from the perception that using the internet offers them little benefit (e.g. Bosnjak et al. 2013; Cornesse and Schaurer 2021; Zhang et al. 2009).

Linguistic minorities

- **Measures**:
  - **Equipment provision:** Providing an internet-enabled device and connection to those who lack them can help eliminate mode effects; however, this approach is costly and logistically challenging (Leenheer and Scherpenzeel 2013; Revilla et al. 2016; Eckman 2016; Blom et al. 2017)
  - **Mixed-mode designs:** Offering a non-web option (such as a self-administered paper questionnaire) can improve accessibility. From an inclusivity perspective, making this option available upfront or clearly signposting it from the outset may help reduce the risk of exclusion (Dillman, Smyth, and Christian 2014).
  - **Facilitating questionnaire access:**
    - Using QR codes to access the questionnaire (as opposed to typing long links).
    - Including access links in SMS or email reminders where a named sampling frame is available.
    - Ensuring that online surveys are compatible with multiple devices and screen sizes.

Recommendations

- **The imperative of accessibility and inclusivity:**

> *"Data producers should ensure that data collection instruments are accessible to all, recognising differences in language, literacy, and the relative accessibility of different modes and formats. For example, using multi-mode surveys as standard practice and implementing additional adjustments to enable the participation of adults and children with a range of disabilities, and those who experience other forms of exclusion, including digital exclusion"* (UK Statistics Authority 2021, p. 29)

UK Statistics Authority. 2021. *Inclusive Data Taskforce - Recommendations Report: Leaving No One behind. How Can We Be More Inclusive in Our Data?* https://uksa.statisticsauthority.gov.uk/wp-content/uploads/2021/09/1618-Inclusive-Data-Taskforce-Recommendation-Report-web-v1-00.pdf

Recommendations

- **Facilitating access** (based on the Government Social Research Strategy, 2021; and the Inclusive Research Guidance from the UK Government, 2022):
  - **Questionnaire access** via short URLs, QR codes, and easy login processes
  - **Accessibility of all materials**, including letters and the questionnaire
  - Keep materials **short and concise** to reduce demands on participants
  - Test content for **reading age compliance** (average UK reading age is nine years)
  - Use **easy read/simple language** with clear, short sentences (under 25 words)
  - Clearly state in accessible language why, how, and when **personal data** will be used
  - Collect data on all **protected characteristics** without making questions burdensome

Recommendations

- **Mixed-mode designs** including interviewer-led modes can maximise participation by catering to different preferences and ensuring at least one option adapts to each respondent's requirements.
- More specialised measures, including questionnaire translations, audio/video versions of questionnaires, or tailored apps, should be considered on a case-by-case basis, taking into account:
  - Survey organisation costs
  - Broader costs for society
  - Legal requirements
  - Time horizon
  - Population heterogeneity

Further research

- Qualitative research has identified diverse needs and adaptations for different sub-groups, but quantitative research remains limited
- Further research is needed to develop a framework determining:
  - How to balance inclusivity with precision, as measures to include certain groups may require smaller sample sizes to offset costs
  - Whether priority should go to the largest excluded groups, those posing greatest statistical bias risk, or groups protected under equality legislation. Measures to include some sub-groups can effectively exclude others
  - How best to engage groups with lower literacy, given their high prevalence and exclusion risk
  - How to implement inclusivity practices effectively in longitudinal surveys

Upcoming

SURVEY FUTURES
SURVEY DATA COLLECTION METHODS COLLABORATION

- Our evidence review and survey practice guides will soon be published on the Survey Futures website

References

- Abascal, J., and C. Nicolle. 2005. 'Moving towards Inclusive Design Guidelines for Socially and Ethically Aware HCI'. *Interact. Comput* 17(5):484–505. doi:10.1016/j.intcom.2005.03.002.
- Adley, Mark, Hayley Alderson, Katherine Jackson, William McGovern, Liam Spencer, Michelle Addison, and Amy O'Donnell. 2023. 'Ethical and Practical Considerations for Including Marginalised Groups in Quantitative Survey Research'. *International Journal of Social Research Methodology* 27(5):559–74. doi:10.1080/13645579.2023.2228600.
- American Council of the Blind. 2011. *Best Practices and Guidelines for Large Print Documents Used by the Low Vision Community*. https:// archive.org/details/bestpracticesgui00coun.
- Assi, L., F. Chamseddine, P. Ibrahim, H. Sabbagh, L. Rosman, N. Congdon, J. Evans, J. Ramke, H. Kuper, M. J. Burton, J. R. Ehrlich, and B. Swenor. 2021. 'A Global Assessment of Eye Health and Quality of Life: A Systematic Review of Systematic Reviews'. *JAMA Ophthalmology* 139(5):526–41. doi:10.1001/jamaophthalmol.2021.0146.
- Bach, Ruben L., Carina Cornesse, and Jessica Daikeler. 2024. 'Equipping the Offline Population with Internet Access in an Online Panel: Does It Make a Difference?' *Journey of Survey Statistics and Methodology* 12:80–93. doi:10.1093/jssam/smad003.
- Behr, Dorothée. 2018. 'Translating Questionnaires for Cross-National Surveys: A Description of a Genre and Its Particularities Based on the ISO 17100 Categorization of Translator Competences'. *The International Journal of Translation and Interpreting Research* 10(2):5–20. doi:10.12807/ti.110202.2018.a02.
- Bengochea, Julieta, Mariana Fernández, and Camila Montiel. 2025. 'The Feasibility of Conducting Panel Surveys with Migrant Populations: The Case of Venezuelans in Uruguay'. *International Migration Review* 01979183251353466. doi:10.1177/01979183251353466.
- Bennett, Kirsty. 2024. 'Understanding the Barriers and Facilitators to Taking Part in Face-to-Face Surveys'. Presented at the Survey Inclusivity and Incentives Workshop, February 27, Office for National Statistics (ONS), Newport, Wales.
- Blom, Annelies G., Michael Bošnak, Anne Cornilleau, Anne-Sophie Cousteaux, Marcel Das, Salima Douhou, and Ulrich Krieger. 2016. 'A Comparison of Four Probability-Based Online and Mixed-Mode Panels in Europe'. *Social Science Computer Review* 34(1):8–25. doi:10.1177/0894439315574825.
- Blom, Annelies G., Jessica M. E. Herzing, Carina Cornesse, Joseph W. Sakshaug, Ulrich Krieger, and Dayana Bossert. 2017. 'Does the Recruitment of Offline Households Increase the Sample Representativeness of Probability-Based Online Panels? Evidence from the German Internet Panel'. *Social Science Computer Review* 35(4):498–520. doi:10.1177/0894439316651584.
- Bosch-Baliarda, M., O. S. Vilageliu, and P. Orero. 2019. 'Toward a Sign Language-Friendly Questionnaire Design'. *The Journal of Deaf Studies and Deaf Education* 24(4):333–45. doi:10.1093/deafed/enz021.
- Bosnjak, Michael, Iris Haas, Mirta Galesic, Lars Kaczmirek, Wolfgang Bandilla, and Mick P. Couper. 2013. 'Sample Composition Discrepancies in Different Stages of a Probability-Based Online Panel'. *Field Methods* 25(4):339–60. doi:10.1177/1525822X12472951.
- Connolly, Georgia, Joan Costa-Font, and Divya Srivastava. 2025. 'Did COVID-19 Reduce the Digital Divide? A Systematic Review'. *Health Policy and Technology* 14:100979. doi:10.1016/j.hlpt.2025.100979.
- Cornesse, Carina, and Ines Schaurer. 2021. 'The Long-Term Impact of Different Offline Population Inclusion Strategies in Probability-Based Online Panels: Evidence from the German Internet Panel and the GESIS Panel'. *Social Science Computer Review* 39(4):687–704. doi:10.1177/0894439320984131.
- Dillman, Don A., Jolene D. Smyth, and Leah Melani Christian. 2014. *Internet, Phone, Mail, and Mixed-Mode Surveys: The Tailored Design Method*. New York, US: John Wiley.
- Dostal, Hannah M., Jessica A. Scott, Marissa D. Chappell, and Christopher Black. 2025. 'A Scoping Review of Literacy Interventions Using Signed Languages for School-Age Deaf Students'. Behavioural Sciences 15(8):1–29.
- Durrant, Gabriele B., Robert M. Groves, Laura Staetsky, and Fiona Steele. 2010. 'Effects of Interviewer Attitudes and Behaviors on Refusal in Household Surveys'. *Public Opinion Quarterly* 74(1):1–36. doi:10.1093/poq/nfp098.
- Eckman, Stephanie. 2016. 'Does the Inclusion of Non-Internet Households in a Web Panel Reduce Coverage Bias?' *Social Science Computer Review* 34(1):41–58. doi:10.1177/0894439315572985.
- Erens, Bob. 2013. 'Designing High-Quality Surveys of Ethnic Minority Groups in the United Kingdom'. Pp. 11–42 in *Surveying Ethnic Minorities and Immigrant Populations*, edited by J. Font and M. Méndez. Amsterdam University Press.
- Foe, Gabriella, and Elaine L. Larson. 2016. 'Reading Level and Comprehension of Research Consent Forms: An Integrative Review'. *Journal of Empirical Research on Human Research Ethics* 11(1):31–46. doi:10.1177/1556264616637483.

References

- Glinert, E. P., and B. W. York. 2008. 'Computers and People with Disabilities'. *ACM Trans. Access. Comput.* 1(2):1–7. doi:10.1145/1408760.1408761.
- Graesser, A. C. 2006. 'Question Understanding Aid (QUAID): A Web Facility That Tests Question Comprehensibility'. *Public Opinion Quarterly* 70(1):3–22. doi:10.1093/poq/nfj012.
- Harkness, J. 2003. 'Questionnaire Translation in Comparative Research'. Pp. 35–56 in *Cross-Cultural Survey Methods*, edited by J. Harkness, F. J. R. Vand de Vijver, and T. Johnson. New York: Wiley.
- Hutchinson, Jo. 2023. *The Educational Outcomes of Deaf Children in England: Attainment at Key Stages 1, 2 and 4. Report*. London: Education Policy Institute.
- International Test Commission. 2017. *ITC Guidelines for Translating and Adapting Tests (Second Edition) Version 2.4*. www.InTestCom.org.
- Kaczmirek, Lars, and Klaus G. Wolff. 2007. 'Survey Design for Visually Impaired and Blind People'. Pp. 374–81 in *Universal Access in HCI, Part I*, edited by C. Stephanidis. Berlin: Springer-Verlag.
- Kessler, R. C., G. Andrews, L. J. Colpe, E. Hiripi, D. K. Mroczek, S. L. T. Normand, E. E. Walters, and A. M. Zaslavsky. 2002. 'Short Screening Scales to Monitor Population Prevalences and Trends in Non-Specific Psychological Distress'. *Psychological Medicine* 32:959–76. doi:10.1017S0033291702006074.
- Lederberg, A. R., B. Schick, and P. E. Spencer. 2013. 'Language and Literacy Development of Deaf and Hard-of-Hearing Children: Successes and Challenges'. *Developmental Psychology* 49(1):15–30. doi:10.1037/a0029558.
- Leenheer, J., and Annette Scherpenzeel. 2013. 'Does It Pay off to Include Non-Internet Households in an Internet Panel?' *International Journal of Internet Science* 8(1):17–29.
- de Leeuw, Edith D., Z. Tuba Suzer-Gurtekin, and Joop Hox. 2018. 'The Design and Implementation of Mixed Mode Surveys'. Pp. 387–408 in *Advances in comparative survey methods: multinational, multiregional, and multicultural contexts (3MC)*, edited by T. P. Johnson, Pennell B-E, I. A. L. Stoop, and B. Dorer. Chichester, UK: Wiley and Sons.
- Lessler, Judith T., Rachel A. Caspar, Michael A. Penne, and Peggy R. Barker. 2000. 'Developing Computer Assisted Interviewing (CAI) for the National Household Survey on Drug Abuse'. *Journal of Drug Issues* 30(1):9–33. doi:10.1177/002204260003000102.
- Lindberg, Laura, and Rachel H. Scott. 2018. 'Effect of ACASI on Reporting of Abortion and Other Pregnancy Outcomes in the US National Survey of Family Growth'. *Studies in Family Planning* 49(3):259–78. doi:10.1111/sifp.12068.
- Lopez, Griselda I., Maria Figueroa, Sarah E. Connor, and Sally L. Maliski. 2008. 'Translation Barriers in Conducting Qualitative Research with Spanish Speakers'. *Qualitative Health Research* 18(12):1729–37. doi:10.1177/1049732308325857.
- Lynn, Peter. 2024. 'A Framework for Identifying and Addressing the Risks of Exclusion from Social Surveys'. *Survey Futures Working Paper No. 3*. https://surveyfutures.net/working-papers/
- McKee, M., D. Schlehofer, and D. Thew. 2011. 'Ethical Issues in Conducting Research with Deaf Populations.' *American Journal of Public Health* 103(12):2174–78. doi:10.2105/AJPH.2013.301343.
- McManus, Sally, and Traolach S. Brugha. 2025. 'Ethical Concerns in Carrying Out Surveys of Psychiatric Morbidity'. Pp. 611–40 in *Ethics in Psychiatry: European Contributions*, edited by H. Helmchen, N. Sartorius, and J. Gather. Dordrecht, The Netherlands: Springer.
- OECD. 2024. *Do Adults Have the Skills They Need to Thrive in a Changing World?: Survey of Adult Skills 2023*. OECD Skills Studies. OECD. https://www.oecd.org/en/publications/2024/12/do-adults-have-the-skills-they-need-to-thrive-in-a-changing-world_4396f1f1.html
- Office for Communications. 2011. *Communications Market Report: UK*. https://www.ofcom.org.uk/siteassets/resources/documents/research-and-data/cmr/cmr11/uk_cmr_2011_final.pdf
- Office for Communications. 2020. *Adults' Media Use and Attitudes Report 2020*. https://www.ofcom.org.uk/siteassets/resources/documents/research-and-data/media-literacy-research/adults/media-use-and-attitudes-2020/adults-media-use-and-attitudes-2020-report.pdf
- Office for Communications. 2024. *Adults' Media Use and Attitudes Report 2024*. https://www.ofcom.org.uk/siteassets/resources/documents/research-and-data/media-literacy-research/adults/adults-media-use-and-attitudes-2024/adults-media-use-and-attitudes-report-2024.pdf

References

- Perales, F., and B. Baffour. 2018. 'Respondent Mental Health, Mental Disorders and Survey Interview Outcomes'. *Survey Research Methods* 12(2):161–76. doi:10.18148/srm/2018.v12i2.7225.
- Price, K. J., and A. Sears. 2009. 'The Development and Evaluation of Performance-Based Functional Assessment: A Methodology for the Measurement of Physical Capabilities'. *ACM Trans. Access. Comput* 2(2):1–31. doi:10.1145/1530064.1530068.
- Quevedo, Ana, Cecilia Condo, Gilda Valenzuela, Lucy Molina, Eduardo Castillo, Ana Palacio, Denisse Pareja, Guillermo Prado, Yannine Estrada, Maria Rosa Velazquez, and Leonardo Tamariz. 2018. 'Informed Consent Comprehension among Vulnerable Populations in Ecuador: Video-Delivered vs. in-Person Standard Method'. *Accountability in Research* 25(5):259–72. doi:10.1080/08989621.2018.1470931.
- Revilla, Meliane, Anne Cornilleau, Anne-Sophie Cousteaux, Stéphane Legleye, and Pablo de Pedraza. 2016. 'What Is the Gain in a Probability-Based Online Panel of Providing Internet Access to Sampling Units Who Previously Had No Access?' *Social Science Computer Review* 34(4):479–96. doi:10.1177/0894439315590206.
- Robinson, Alice. 2024. 'End-to-End Survey: Visual Impairments'. Presented at the Office for National Statistics, February 27, Newport, Wales.
- Sarsenbayeva, Zhanna, Neils Van Berkel, Eduardo Velloso, Jorge Goncalves, and Vassilis Kostakos. 2022. 'Methodological Standards in Accessibility Research on Motor Impairments: A Survey'. *ACM Computing Surveys* 55(7):1–35. doi:10.1145/3543509.
- Satcher, D. 2000. 'Mental Health: A Report of the Surgeon General—Executive Summary'. *Professional Psychology: Research and Practice* 31(1):5–13. doi:10.1037//0735-7028.31.1.5.
- Sjetne, Ingeborg Strømseng, Hilde Hestad Iversen, Olaf Holmboe, and Jon Helgeland. 2019. 'Response Probabilities and Response-Mode Preferences in a Self-Administered Survey'. *BMC Research Notes* 12(1):289. doi:10.1186/s13104-019-4328-7.
- Tourangeau, R., L. J. Rips, and K. Rasinski. 2000. The Psychology of Survey Response. Cambridge: Cambridge University Press.
- UK Government. 2022. *A Guide to Inclusive Social Research Practices*. Government Social Research Profession. https://www.gov.uk/government/publications/a-guide-to-inclusive-social-research-practices/a-guide-to-inclusive-social-research-practices
- UNESCO. 2005. *Aspects of Literacy Assessment: Topics and Issues from the UNESCO Expert Meeting - UNESCO Digital Library*. ED-2005/WS/23. https://unesdoc.unesco.org/ark:/48223/pf0000140125.
- United Nations. 2025. *Guidelines to Make Surveys on Individuals and Households More Accessible Specifying needs, designing and building surveys, and collecting data on persons with disabilities*. https://unstats.un.org/iswghs/documents/Accessibility-Guidelines.pdf
- WHO. 2011. *World Report on Disability*. Geneva: World Health Organisation. https://www.who.int/teams/noncommunicable-diseases/sensory-functions-disability-and-rehabilitation/world-report-on-disability
- WHO. 2021. *World Report on Hearing*. Geneva: World Health Organisation. https://www.who.int/teams/noncommunicable-diseases/sensory-functions-disability-and-rehabilitation/highlighting-priorities-for-ear-and-hearing-care
- Worsfold, Sarah, Merle Mahon, Hannah Pimperton, and Jim Stevenson. 2018. 'Predicting Reading Ability in Teenagers Who Are Deaf or Hard of Hearing: A Longitudinal Analysis of Language and Reading'. *Research in Developmental Disabilities* 77:49–59. doi: https://doi.org/10.1016/j.ridd.2018.04.007.
- Young, A., and B. Temple. 2014. *Approaches to Social Research: The Case of Deaf Studies*. Oxford, UK: Oxford University Press.

SURVEY FUTURES

SURVEY DATA COLLECTION METHODS COLLABORATION

What can self-completion surveys do to maximise accessibility and inclusivity?

Cristian Domarchi[1] • Nhlanhla Ndebele[2] • Olga Maslovskaya[1] • Peter Lynn[3] • Rory Fitzgerald[2] • Ruxandra Comanaru[2]

[1]University of Southampton, UK; [2]ESS/City St George's University of London, UK; [3]ISER/University of Essex, UK

Survey Futures Online Workshop • 16 March 2026