

Tymoszuk U, Spiro N, Perkins R, Mason-Bertrand A, Gee K, and Williamon A (2021), Arts Engagement Trends in the UK and Their Mental and Social Wellbeing Implications: HEartS Survey, *PLoS One* 16:e0246078, doi: 10.1371/journal.pone.0246078.

**SUPPORTING INFORMATION S2** | Demographic questions in the *HEartS Survey* and manipulations for analysis.

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### **Region (see supporting information S1, HEartS Survey, question 2.1)**

UK geographic regions included: Northern Scotland; Southern Scotland; North East; North West; Yorkshire and the Humber; East Midlands; West Midlands; East of England; South East; South West; London; North Wales; South Wales; Northern Ireland.

Data were collapsed into four countries (England, Northern Ireland, Scotland, Wales) for analysis.

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### **Ethnicity (see supporting information S1, HEartS Survey, question 2.2)**

The list of ethnicities included: White – English / Welsh / Scottish / Northern Irish / British; White – Irish; White – Gypsy or Irish Traveller; Any other White Background; Mixed / Multiple ethnic groups – White and Black Caribbean; Mixed / Multiple ethnic groups – White and Black African; Mixed / Multiple ethnic groups – White and Asian; Any other Mixed / Multiple ethnic background; Asian / Asian British – Indian; Asian / Asian British – Pakistani; Asian / Asian British – Bangladeshi; Asian / Asian British – Chinese; Any other Asian background; Black / African / Caribbean / Black British – African; Black / African / Caribbean / Black British – Caribbean; Any other Black / African / Caribbean background; Arab; Any other ethnic group.

Due to small numbers in Black, Asian, and other ethnic minority groups, these data were combined for analysis.

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### **Educational qualifications (see supporting information S1, HEartS Survey, question 2.3)**

Education qualifications, and groupings for analysis, included:

- University higher degree (e.g. masters or doctoral studies, MA, MSc, PhD); First degree level qualification (e.g. Bachelor's degrees, foundation degrees, graduate membership of a professional institute, PGCE, diploma in Higher Education, nursing or other medical qualification); National Vocational Qualification (NVQ) / Scottish Vocational Qualifications (SVQ) – Level 4-5
  - A and AS Level, Welsh or international baccalaureate, or equivalent; National Vocational Qualification (NVQ) / Scottish Vocational Qualifications (SVQ) – Level 3
  - GCSE, O Level, AS Level, CSE, Higher grade or standard ordinary; National Vocational Qualification (NVQ) / Scottish Vocational Qualifications (SVQ) – Level 1-2
  - Other vocational qualification (e.g. apprenticeship, youth training certification, HNC/HND, ONC/OND, BTEC, SCOTVEC, City and Guilds); Other qualifications including foreign qualifications; No formal qualifications
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### **Gender (see supporting information S1, HEartS Survey, question 2.4)**

In analyses, gender is used as a binary variable (male/female) due to small numbers in other gender categories; however, the survey allowed two further options, 'would rather not say' and 'other (please define)', to ensure inclusivity.

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### **Age (see supporting information S1, HEartS Survey, §2.5)**

Current age, as a number, was self-reported.

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### **Living situation (see supporting information S1, HEartS Survey, question 2.6)**

Living situation included eight multiple choice options which were collapsed into: living alone; living with partner; living with partner and children; living with family, house share, and other.

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### **Professional work in the arts (see supporting information S1, HEartS Survey, question 2.7)**

The demographic section closed by asking the respondent whether they worked professionally in the arts or cultural sphere including: literature (e.g. professional writer, publisher, poet etc.); music or sound arts (e.g. professional musician); visual arts (e.g. professional photographer, graphic designer, artist etc.); crafts (e.g. professional who works with textiles, wood or metal crafts, pottery or ceramics, or jewellery making); decorative arts (e.g. professional florist, gardener, chef / cook); performing arts (e.g. actor, dancer, circus performer).

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