UK Data Service

# Best practices for documenting social sciences research data

Dr Maureen Haaker

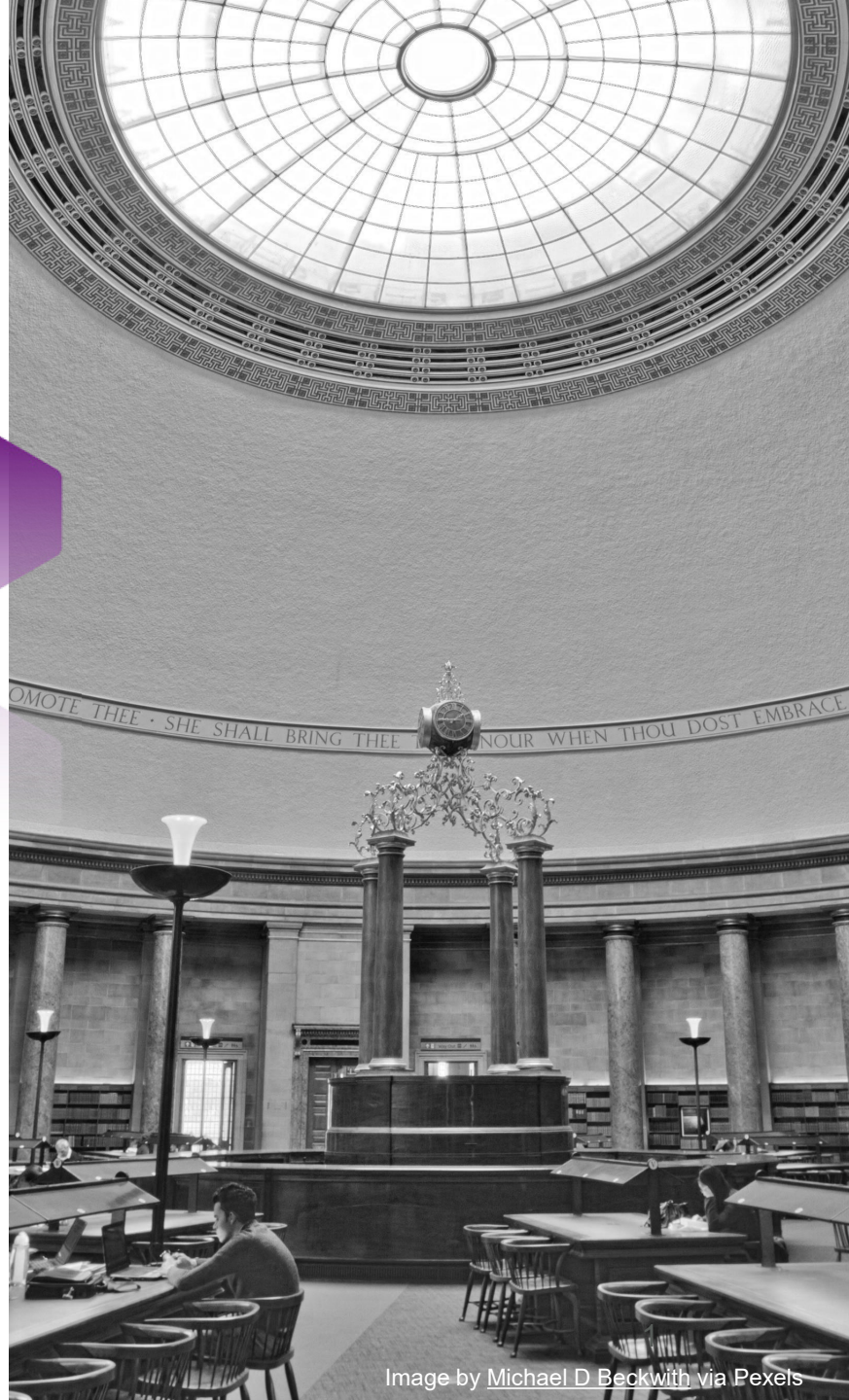



Image by Michael D Beckwith via Pexels

UKRI Economic and Social Research Council

Copyright © 2026 University of Essex. Created by UK Data Service.
*All images from our own archive unless otherwise noted.*

# Overview

- Introduction: Documenting data and FAIR principles.
- Metadata.
- Data-level documentation.
- Study-level documentation.
- Q&A and further resources.

# Practical activity

Read through the interview extract, and try to guess:

What is the participant's age?

What year was the interview taken?

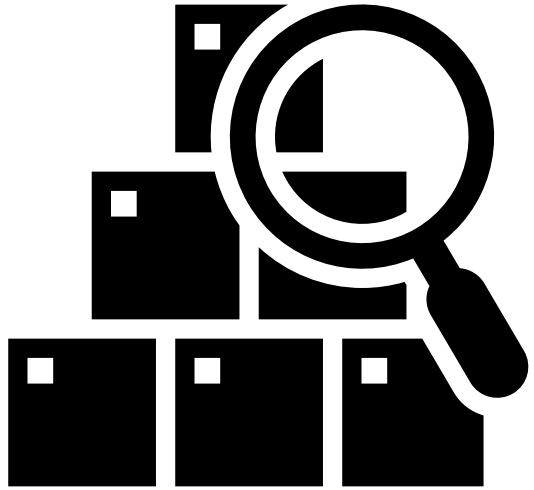


*Image provided by Microsoft PowerPoint under University of Essex licence.*

# Types of documentation

Data documentation provides essential context for the data itself.

We propose classifying documentation in two categories:

1. **Data-level documentation**
   (… provides information on the individual data objects, such as a variable in a data file or an interview transcript. It can be embedded in the data file, such as variable or value labels in a data file, or participant information added in the header or an interview transcript.)

2. **Study/Project-level documentation**
   (… provides high-level information on the research context and design, the data collection methods used, any data preparations and manipulations, plus summaries of findings based on the data.)

# Some potentially new terms?

- “User guide”
- “Data listing”
- “Data dictionary”
- “Readme file”
- “Research materials”
- "Data assets"
- "Metadata", including "DDI”.

Visit CODATA’s pages for more information about terminology.

# Reasons for documenting data

- Maximises re-use value of data.
- Provides provenance for future, historical use of data.
- Space to expand on methods and processes not normally covered in published work.
- Teaches others on good research practice.
- Demonstrates transparency and can facilitate replication where appropriate.
- Enhances research outputs.
- Allows data to be used correctly and efficiently in future research projects.
- Essential for archives/repositories to be able to review and prepare data for publication.
- Aids creation of metadata for FAIR research.

# Example 1

Q: Can you understand what the data represent?

| V1 | V2 | V3 | V4 | V5 |
|---|---|---|---|---|
| 1 | 30 | 170 | 54 | 350-399 |
| 1 | 31 | 143 | 78 | 200-249 |
| 2 | 43 | 181 | 82 | 250-299 |
| 1 | 22 | 160 | 59 | 350-399 |



# Example 2

Q: Can you understand what the data represent?

| Sex | Age | Height | Weight | Income |
|---|---|---|---|---|
| 1 | 30 | 170 | 54 | 350-399 |
| 1 | 31 | 143 | 78 | 200-249 |
| 2 | 43 | 181 | 82 | 250-299 |
| 1 | 22 | 160 | 59 | 350-399 |



# Example 3

Q: Can you understand what the data represent?

| Sex | Age | Height | Weight | Income |
|---|---|---|---|---|
| Respondent's sex (1 Female 2 Male) | Respondent's age (years) | Respondent's height (cm) | Respondent's weight (kg) | Weekly household income (£) |
| 1 | 30 | 170 | 54 | 350-399 |
| 1 | 31 | 143 | 78 | 200-249 |
| 2 | 43 | 181 | 82 | 250-299 |
| 1 | 22 | 160 | 59 | 350-399 |
| 2 | 57 | 166 | 61 | 300-349 |



# FAIR data principles

Published in 2016 in *Scientific Data*, FAIR principles are outlined as guidelines to help define what good data management looks like, emphasising machine-actionability (i.e., the capacity of computational systems to find, access, interoperate, and reuse data with none or minimal human intervention).

Findable

Accessible

Interoperable

Reusable

# FAIR Principles

## Findable

The first step in (re)using data is to find them. Metadata and data should be easy to find for both humans and computers. Machine-readable metadata are essential for automatic discovery of datasets and services.

- F1. (Meta)data are assigned a globally unique and persistent identifier
- F2. Data are described with rich metadata (defined by R1 right)
- F3. Metadata clearly and explicitly include the identifier of the data they describe
- F4. (Meta)data are registered or indexed in a searchable resource

## Accessible

Once the user finds the required data, they need to know how they can be accessed, *possibly including authentication and authorisation*.

- A1. (Meta)data are retrievable by their identifier using a standardised communications protocol
- A1.1 The protocol is open, free, and universally implementable
- A1.2 The protocol allows for an authentication and authorisation procedure, where necessary
- A2. Metadata are accessible, even when the data are no longer available

## Interoperable

The data usually need to be integrated with other data. In addition, the data need to interoperate with applications or workflows for analysis, storage and processing.

- I1. (Meta)data use a formal, accessible, shared, and broadly applicable language for knowledge representation.
- I2. (Meta)data use vocabularies that follow FAIR principles
- I3. (Meta)data include qualified references to other (meta)data

## Reusable

The ultimate goal of FAIR is to optimise the reuse of data. To achieve this, metadata and data should be well-described so that they can be replicated and/or combined in different settings.

- R1. Meta(data) are richly described with a plurality of accurate and relevant attributes
- R1.1. (Meta)data are released with a clear and accessible data usage license
- R1.2. (Meta)data are associated with detailed provenance
- R1.3. (Meta)data meet domain-relevant community standards

# Cont..FAIR Principles

**Findable**

The first step in (re)using data is to find them. Metadata and data should be easy to find for both humans and computers. Machine-readable metadata are essential for automatic discovery of datasets and services.

- F1. (Meta)data are assigned a globally unique and persistent identifier
- F2. Data are described with rich metadata (defined by R1 right)
- F3. Metadata clearly and explicitly include the identifier of the data they describe
- F4. (Meta)data are registered or indexed in a searchable resource

**Accessible**

Once the user finds the required data, they need to know how they can be accessed, *possibly including authentication and authorisation*.

- A1. (Meta)data are retrievable by their identifier using a standardised communications protocol
- A1.1 The protocol is open, free, and universally implementable
- A1.2 The protocol allows for an authentication and authorisation procedure, where necessary
- A2. Metadata are accessible, even when the data are no longer available

**Interoperable**

The data usually need to be integrated with other data. In addition, the data need to interoperate with applications or workflows for analysis, storage and processing.

- I1. (Meta)data use a formal, accessible, shared, and broadly applicable language for knowledge representation.
- I2. (Meta)data use vocabularies that follow FAIR principles
- I3. (Meta)data include qualified references to other (meta)data

**Reusable**

The ultimate goal of FAIR is to optimise the reuse of data. To achieve this, metadata and data should be well-described so that they can be replicated and/or combined in different settings.

- R1. Meta(data) are richly described with a plurality of accurate and relevant attributes
- R1.1. (Meta)data are released with a clear and accessible data usage license
- R1.2. (Meta)data are associated with detailed provenance
- R1.3. (Meta)data meet domain-relevant community standards

UK Data Service

# Metadata

- What is it?
- What qualifies as good metadata?
- Metadata standards.
- How is metadata produced?

# What is metadata?

- Essential subset of core data documentation providing standardised, structured information.
- Intended for machine-reading.
- Important for the purposes of cataloguing, citing, discovering and retrieving data collections.
- Metadata can be present directly in data files such as variable labels and value labels and standard metadata is presented in catalogues for discoverability.
- Without good quality metadata, data collections become of limited value because potential users will not be able to use data correctly or search for these collections in data catalogues or cite the data collection.

# Creating metadata during the research data lifecycle

**Metadata should cover the whole research data lifecycle.**

To correctly use and understand the data, you would need to know additional information even in the brief example we have seen. This does not stop just at the data level and includes cataloguing information as well.



# The 5 Ws and the 1 H

- **Who created the data?** (Citation and information on data curators, data collectors, sponsors and contributors.)
- **What does the data file contain?** (Data format, file type, file structure, variable descriptions, missing data, weighting variables, software and keywords.)
- **When were the data created?** (Dates of fieldwork, time period covered, time dimension (e.g. cross-sectional or longitudinal.)
- **Where were the data created?** (Spatial units and geographical coverage.)
- **Why were the data created?** (Background to creation and planned use.)
- **How were the data created?** (Methodology of data collection, sampling and processing, data access information.)

# Catalogue metadata - examples

- Abstract
- Keywords
- Topics
- Dates of fieldwork
- Country
- Spatial units
- Observation units
- Population
- Number of units
- Method of data collection
- Kind of data (numeric, text, image etc.)
- Weighting.

# Structured metadata

Structured metadata defines the relationship between data items to enable computer systems to understand the contextual meaning of the data - to display the relevant information on a website, for instance.

Structured metadata tells a computer what something is, how it relates to other objects and what to do with it.

By standardising the content and structure, it makes it easier for computers to automatically extract information from the metadata.

# Metadata standards

A metadata standard provides a framework to establish a common set of definitions for various characteristics or attributes of data.

Metadata standards allow:

- re-use of data
- data discovery
- data access
- interoperability of systems - that is, systems and machines can talk to each other and know they are referring to the same thing
- sharing of metadata between communities (e.g. data providers and data users).

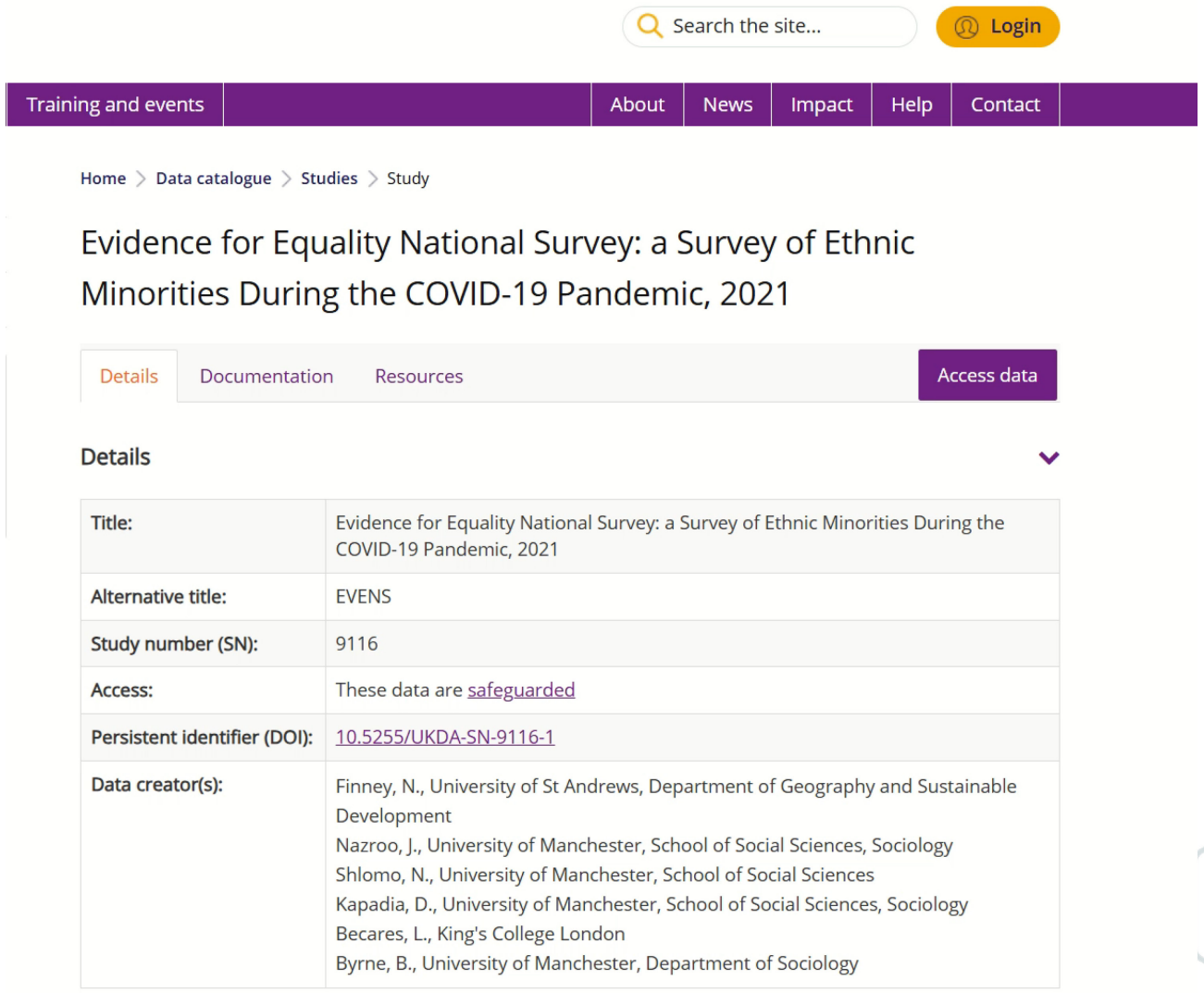
# Data Documentation Initiative (DDI)

DDI is a rich and detailed metadata standard, developed by the international DDI Alliance
(originally designed for describing social, behavioural and economic sciences data, and used by many social science organisations across the world).

There are several version of DDI.

- DDI Codebook (DDI-C) gathers basic information aimed at describing data and is generally used to compile catalogue records.
- DDI-Lifecycle (DDI-L) is a more complex schema, and contains additional elements used to describe survey questions and variables, as well as basic catalogue information. This is particularly useful for longitudinal studies, where the same questions and variables may be used across survey waves.
- DDI Cross-Domain Integration (DDI-DCI) supports the description and integration of data across disciplines, data structures and processing workflows, with particular emphasis on provenance.

# Data Documentation Initiative (DDI)



# Metadata: Controlled vocabularies

- A controlled vocabulary is a consistent and organised way of describing data and is essential to make data findable and sharable within research communities.
- E.g., subject headings, thesauri, ontologies, and taxonomies.

The UK Data Archive is guardian of the Humanities and Social Science Electronic Thesaurus (HASSET) and curator of its multilingual sister, the European Language Social Science Thesaurus (ELSST).

# Practical activity

Go to https://bartoc.org/ and search for controlled vocabularies of your discipline.

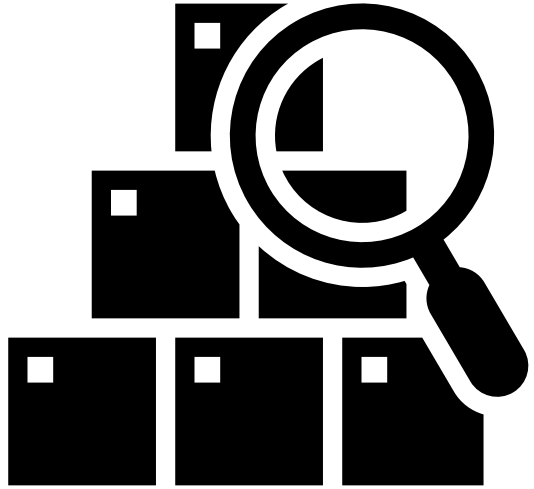


*Image provided by Microsoft PowerPoint under University of Essex licence.*

UK Data Service

# Data level documentation

- Data level documentation overview.
- Key considerations for survey type data.
- Key considerations for qualitative data.

# Data-level documentation overview

Data-level documentation provides information on the individual data objects.

This would include information about the variable in a data file or an interview transcript.

It can be embedded in the data file, such as variable or value labels in a data file, or participant information added in the header or an interview transcript.

# Data-level documentation for survey data

- All structured, tabular data should have adequate variable names as well as value labels.
- Variable names
  - Question number system matching questions in the questionnaire used e.g Q1a, Q1b, Q2, Q3a, Q3b, Q3c etc.
  - Numerical order system e.g V1, V2, V3 etc.
  - Meaningful abbreviations or combinations of abbreviations referring to meaning of the variable e.g.  'GOR' for Government Office Region, 'moocc' for mother's occupation.
  - Consistent in naming conventions across the entire project.
  - For interoperability across platforms, variable names should not be longer than 8 characters and without spaces.

# Data-level documentation for survey data

Similar principles for variable labels:

- Brief and concise, maximum 80 characters.
- Include unit of measurement where appropriate.
- Coding or classification schemes used, with a bibliographic reference e.g., Standard Occupational Classification 2000, ISO 3166 alpha-2 country codes.
- Reference the question number of a survey or questionnaire.

e.g., variable ‘**q9bhexw**' with label Q9b:hours spent taking physical exercise in a typical week' - label includes unit of measurement (hours) and references question number in the questionnaire (Q9b).

# Data-level documentation for survey data

For value labels:

- Ensure no out of bounds values for categorical variables.
- Avoid having blanks, system missing or 0.
- Ensure to code and include reasons for missing values.

  e.g '99 – not recorded', '98 – not provided' (no answer), 97 – not applicable/skipped', '96 – not known', '95 – error'.

# Variable information

**Variable Information**

| Variable | Position | Label | Measurement Level | Role | Column Width | Alignment | Print Format | Write Format | Missing Values |
|---|---|---|---|---|---|---|---|---|---|
| Sserial | 1 | Archive Serial | Scale | Input | 10 | Right | F6 | F6 | Lowest through -1 |
| WtFactor | 2 | Final BSA weight | Scale | Input | 11 | Right | F9.4 | F9.4 | Lowest through -1.0000 |
| RSex | 3 | Sex of respondent | Nominal | Input | 8 | Right | F2 | F2 | -1, 8, 9 |
| RAgeCat | 4 | Age of respondent (grouped)<7 category> dv | Ordinal | Input | 8 | Right | F2 | F2 | -1, -2, 8 |

# Variable values

**Variable Values**

| | Value | Label |
|---|---|---|
| Sserial | -9[a] | Refused |
| | -8[a] | Don't know |
| | -2[a] | Schedule not applicable |
| | -1[a] | Not applicable |
| WtFactor | -2.0000[a] | Skip, version off route |
| | -1.0000[a] | Item not applicable |
| RSex | -1[a] | Item not applicable |
| | 1 | Male |
| | 2 | Female |
| | 8[a] | Don`t know |
| | 9[a] | Refusal |

# Data-level documentation for transcript data

## DETAILS

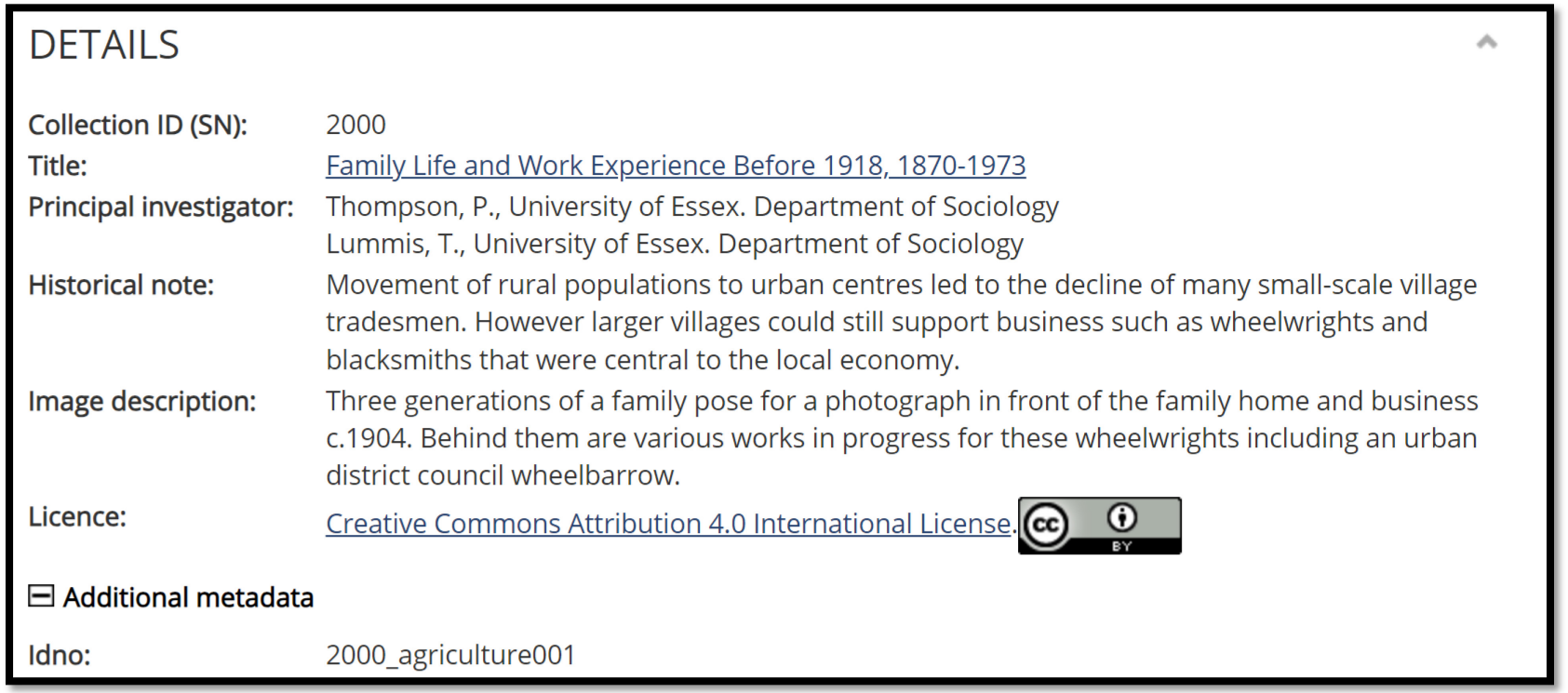
| | |
|---|---|
| **Collection ID (SN):** | 6226 |
| **Title:** | Pioneers of Social Research, 1996-2018 |
| **Principal investigator:** | Thompson, P., University of Essex, Department of Sociology |
| **Sex:** | Female |
| **Age group:** | 75-84 |
| **Socio-economic status:** | Higher managerial/admin/professional |
| **Region:** | West Midlands |
| **Licence:** | Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International Licence. |

**⊟ Additional metadata**

| | |
|---|---|
| **Idno:** | 6226int028 |
| **No. pages:** | 48 |
| **Placename:** | Warwickshire, Warwickshire |
| **Date of interview:** | 2003 |
| **I forename:** | Paul |
| **I surname:** | Thompson |
| **:** | Sociology |
| **:** | Qualitative interviewing; Observation; Survey methods; Mixed methods approaches; Community studies |
| **R title:** | Ms. |
| **R forename:** | Margaret |
| **R surname:** | Stacey |

Thompson, P. (2019). *Pioneers of Social Research, 1996-2018*. [data collection]. *4th Edition.* UK Data Service. SN: 6226, DOI: http://doi.org/10.5255/UKDA-SN-6226-6

# Data-level documentation for image data



DETAILS

| | |
|---|---|
| **Collection ID (SN):** | 2000 |
| **Title:** | Family Life and Work Experience Before 1918, 1870-1973 |
| **Principal investigator:** | Thompson, P., University of Essex. Department of Sociology<br>Lummis, T., University of Essex. Department of Sociology |
| **Historical note:** | Movement of rural populations to urban centres led to the decline of many small-scale village tradesmen. However larger villages could still support business such as wheelwrights and blacksmiths that were central to the local economy. |
| **Image description:** | Three generations of a family pose for a photograph in front of the family home and business c.1904. Behind them are various works in progress for these wheelwrights including an urban district council wheelbarrow. |
| **Licence:** | Creative Commons Attribution 4.0 International License. |

**Additional metadata**

| | |
|---|---|
| **Idno:** | 2000_agriculture001 |

Lummis, T., Thompson, P. (2009). *Family Life and Work Experience Before 1918, 1870-1973*. [data collection]. *7th Edition.* UK Data Service. SN: 2000, DOI: http://doi.org/10.5255/UKDA-SN-2000-1

UK Data Service

# Study-level documentation

- Overview of study level documentation.
- Considerations for survey data.
- Considerations for qualitative data.

# User guides

A user guide should contain a variety of documents that provide context information, such as data collection methods, fieldwork, consent procedures, interview schedule, experiment protocol, transcription notes, study findings, weights applied to the data etc.

University of Essex, Institute for Social and Economic Research. (2021). Understanding Society: COVID-19 Study, 2020-2021. [data collection]. 11th Edition. UK Data Service. SN: 8644,

DOI: http://doi.org/10.5255/UKDA-SN-8644-11

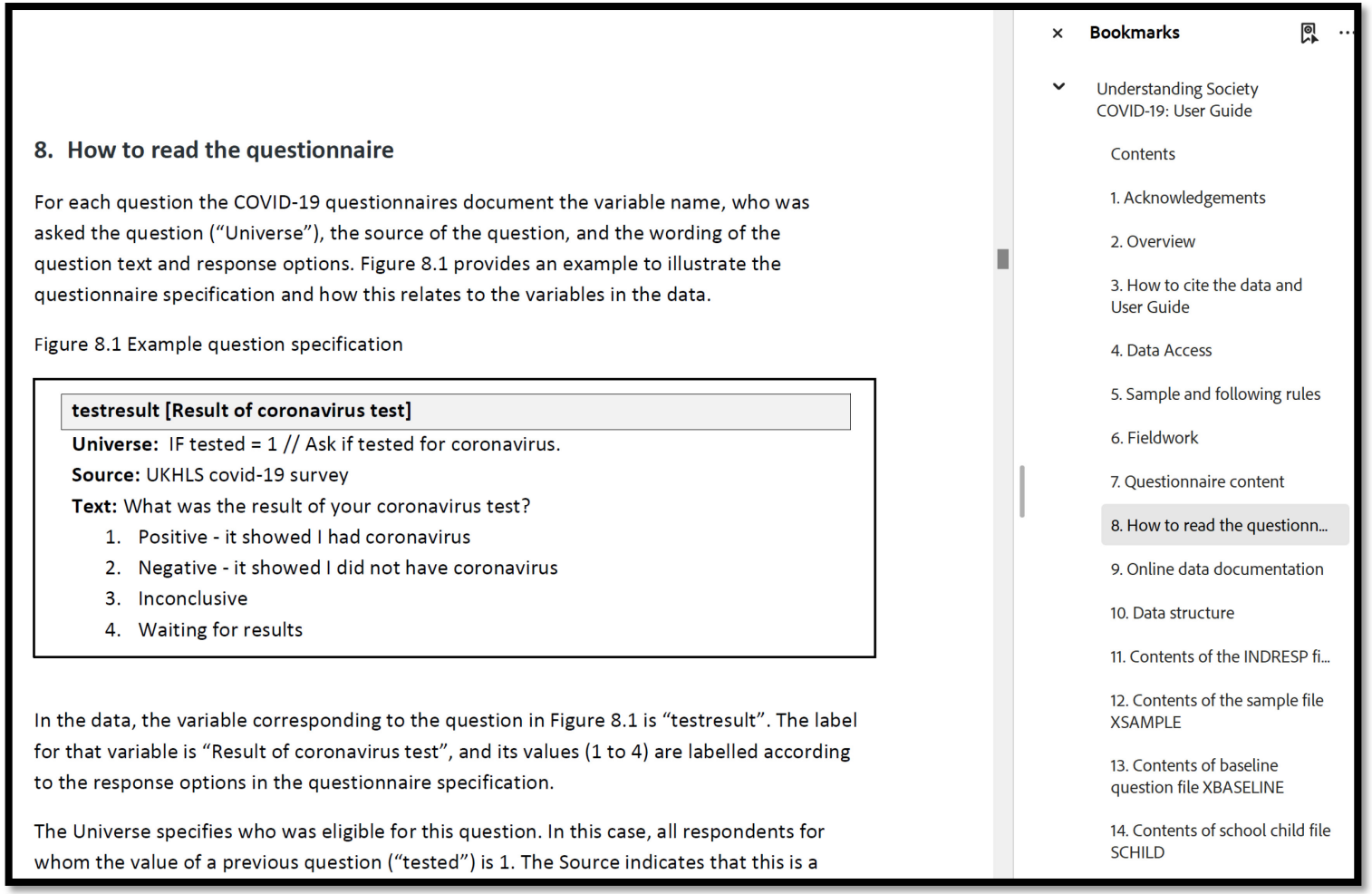
Durrheim, K., Dixon, J. (2009). Intergroup Contact and the Construction of Racial Inequality and Injustice in Post-Apartheid South Africa, 2006-2007. [data collection]. UK Data Service. SN: 6315,

DOI: http://doi.org/10.5255/UKDA-SN-6315-1

ScotCen Social Research. (2020). Scottish Social Attitudes Survey, 2016. [data collection]. UK Data Service. SN: 8628,

DOI: http://doi.org/10.5255/UKDA-SN-8628-1

# User guides - survey



## 8. How to read the questionnaire

For each question the COVID-19 questionnaires document the variable name, who was asked the question ("Universe"), the source of the question, and the wording of the question text and response options. Figure 8.1 provides an example to illustrate the questionnaire specification and how this relates to the variables in the data.

Figure 8.1 Example question specification

**testresult [Result of coronavirus test]**

**Universe:** IF tested = 1 // Ask if tested for coronavirus.

**Source:** UKHLS covid-19 survey

**Text:** What was the result of your coronavirus test?

1. Positive - it showed I had coronavirus
2. Negative - it showed I did not have coronavirus
3. Inconclusive
4. Waiting for results

In the data, the variable corresponding to the question in Figure 8.1 is "testresult". The label for that variable is "Result of coronavirus test", and its values (1 to 4) are labelled according to the response options in the questionnaire specification.

The Universe specifies who was eligible for this question. In this case, all respondents for whom the value of a previous question ("tested") is 1. The Source indicates that this is a

Bookmarks

Understanding Society COVID-19: User Guide

Contents

1. Acknowledgements
2. Overview
3. How to cite the data and User Guide
4. Data Access
5. Sample and following rules
6. Fieldwork
7. Questionnaire content
8. How to read the questionn...
9. Online data documentation
10. Data structure
11. Contents of the INDRESP fi...
12. Contents of the sample file XSAMPLE
13. Contents of baseline question file XBASELINE
14. Contents of school child file SCHILD

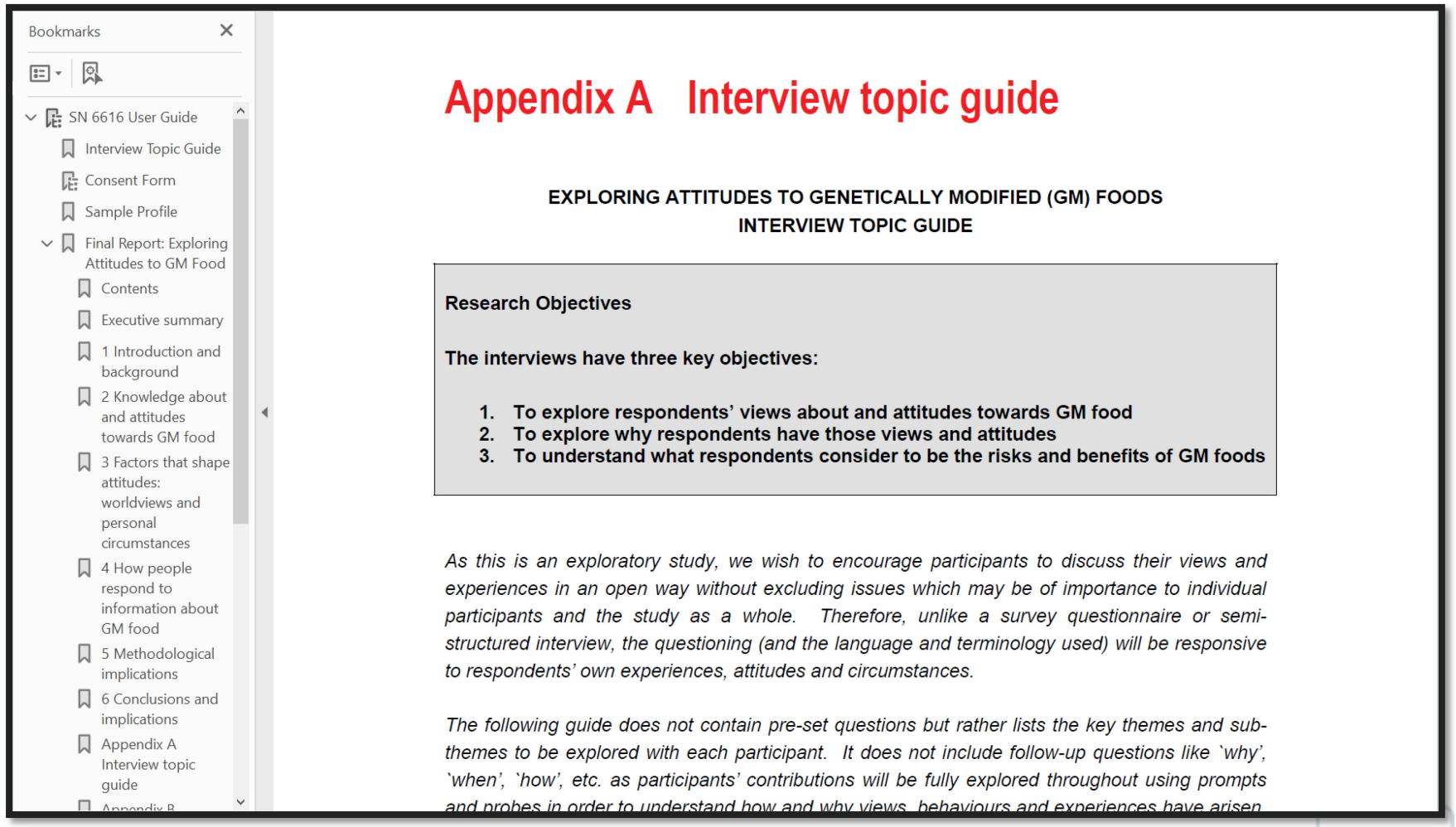
University of Essex, Institute for Social and Economic Research. (2021). Understanding Society: COVID-19 Study, 2020-2021. [data collection]. 11th Edition. UK Data Service. SN: 8644,

DOI: http://doi.org/10.5255/UKDA-SN-8644-11

# Other key documentation for survey data

- Technical report with standard headings, describing sampling, achieved sample size, fieldwork and weighting and so on – the level of detail may vary depending on the scale and resourcing of the survey.
- Information leaflets and protocols used such as survey statements or consent information.
- Questionnaires with universe and routing instructions, codebooks, showcards, and survey instructions.
- Coding frames and coding instructions.
- Information about any known errors or issues in the data.

# User guide – qualitative collections




National Centre for Social Research (2010) *Attitudes to Genetically Modified Foods, 2009*. [data collection]. UK Data Service. SN: 6616, DOI: http://doi.org/10.5255/UKDA-SN-6616-1

# Other key documentation for qualitative data

- Interview topics, guides, prompts, or cue cards.
- Blank consent form, participant information sheet, or call for recruitment.
- Sampling strategy.
- Instructions for research team.
- Extracts from published work on methodology.
- Funding applications or ethics proposal.
- End of award reports.
- Research meeting minutes.
- Field notes/memos that form analysis.
- Draftwork of initial analyses.
- Codebooks or coding scheme.
- Project websites...



# AI-assisted research documentation

Where AI or automated tools are used to create, process or analyse research data, documentation should record:

- Tools and versions: Which systems, models or software were used?
- Purpose and scope: What tasks were undertaken, and which data were processed?
- Methods and decisions: What instructions, settings, prompts or workflows shaped the outputs?
- Quality assurance: How were outputs checked, corrected and validated?
- Data governance: Where were data processed, and were the tools authorised for that use?
- Provenance: Can future researchers distinguish original data from AI-generated or AI-transformed material?



# Some excellent documentation

Anti-Politics: Characterising and Accounting for Political Disaffection, 2011-2012

DOI: http://doi.org/10.5255/UKDA-SN-7855-1

**Availability:** UK Data Service

**Contact:** Get in touch

## DOCUMENTATION

| Title | File Name | Size (KB) |
|---|---|---|
| Data List (Excel) | 7855_ulist.xls | 34 |
| Demographic Survey Questionnaire | 7855_demographic_survey.pdf | 248 |
| ESRC End of Award Report | 7855_eoa_report_res-000-22-4441.pdf | 307 |
| Focus Group Resources | 7855_focus_group_resources.pdf | 270 |
| Consent Form | 7855_research_consent_form.pdf | 240 |
| Participant Information Sheet | 7855_research_information_sheet.pdf | 248 |
| Data List (PDF) | 7855_ulist.pdf | 84 |
| Study information and citation | UKDA_Study_7855_Information.htm | 6 |
| READ File | read7855.htm | 10 |

## RELATED STUDIES AND GUIDES

+ View related studies and guides...

# Codebooks, Data dictionaries

- While documentation can be embedded in data files*, it can also be recorded in a structured document such as a codebook or a data dictionary.
- Should contain detailed and sufficient information about all data items – all variables new and derived, (ideally including frequencies as well as code, algorithm or command files used to create them).
- Codebook creation tools:
  - DDIEditor - is aimed at data processing for curation purposes (accommodating the requirements for a data archive).
  - Nesstar Publisher - advanced data management program consisting of data and metadata conversion and editing tools, enabling the user to prepare these materials for publication.

*Possibly under access restrictions.

# Codebooks

```
-------------------------------------------------------------------------------------------------
feend                                                                        age left college/uni
-------------------------------------------------------------------------------------------------

                  type:  numeric (byte)
                 label:  feend, but 56 nonmissing values are not labeled

                 range:  [11,70]                      units:  1
         unique values:  56                       missing .:  26042/45903

              examples:  21
                         30
                         .
                         .

-------------------------------------------------------------------------------------------------
hiqual_dv                                                                  Highest qualification
-------------------------------------------------------------------------------------------------

                  type:  numeric (byte)
                 label:  hiqual_dv

                 range:  [1,9]                        units:  1
         unique values:  6                        missing .:  363/45903
       unique mv codes:  2                        missing .*:  477/45903

            tabulation:  Freq.   Numeric  Label
                         10012         1  Degree
                          5099         2  Other higher degree
                          9220         3  A-level etc
                          9542         4  GCSE etc
                          4493         5  Other qualification
                          6697         9  No qualification
                           363         .
                           477        .b
```

University of Essex, Institute for Social and Economic Research, University of Manchester, Cathie Marsh Centre for Census and Survey Research, UK Data Service. (2014). Understanding Society, Wave 3, 2011-2012: Teaching Dataset. [data collection]. University of Essex, Institute for Social and Economic Research, [original data producer(s)]. University of Essex, Institute for Social and Economic Research. SN: 7549, DOI: http://doi.org/10.5255/UKDA-SN-7549-1

# Data dictionaries

**File-level information:**

File Name = cd_youth_p
Number of variables = 37
Number of cases = 1411

**Variable-level information:**

**Pos. =** 1 **Variable =** pidp_c **Variable label =** Cross-wave Person Identifier, child
This variable is *numeric*, the SPSS measurement level is *SCALE*
Value label information for pidp_c

**Pos. =** 2 **Variable =** cd_ypsdqa **Variable label =** I try to be nice to other people, I care about their feelings
This variable is *numeric*, the SPSS measurement level is *SCALE*
Value label information for cd_ypsdqa
Value = 1.0 Label = Not true
Value = 2.0 Label = Somewhat true
Value = 3.0 Label = Certainly true
Value = -9.0 Label = Missing

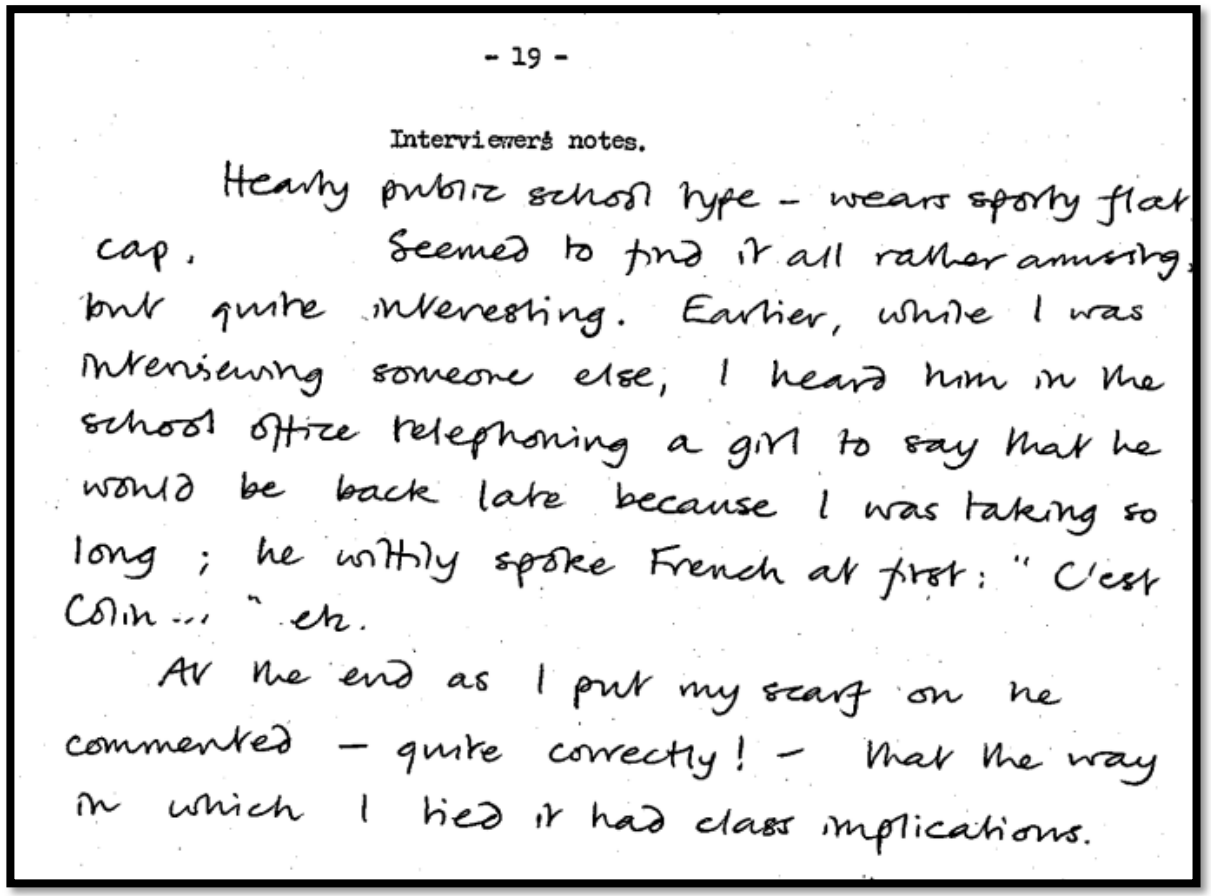
University of Essex, Institute for Social and Economic Research. (2021). Understanding Society: COVID-19 Study, 2020-2021. [data collection]. 11th Edition. UK Data Service. SN: 8644, DOI: http://doi.org/10.5255/UKDA-SN-8644-11

# Data list

| Interview ID | Age | Gender | Occupation | Marital Status | Number of Children | Interview Summary | No of Pages | Text File Name |
|---|---|---|---|---|---|---|---|---|
| p6240_interview_a | 41 | Female | Healing - alternative therapies | ~ | 5 year old boy | Shopping and cooking habits; food safety; GM organic; affects on our body, digesting chemicals; messing with nature linked with cancer & illnesses; genetically modified food and its effects; animal testing; knowledge and awareness; food preparation-microwave, tinned versus GM. | 32 | 6616int01 |
| p6240_interview_aa | ~ | Female | Business development manager for a chemical supply company | Co-habiting | none | Shopping and cooking habits; grows own vegetables for better flavour; source of food; food preservatives; agrees with modifying crops but not additives and preservatives; cross pollination; GM education; risks and benefits; provision of public information. | 37 | 6616int02 |
| p6240_interview_b | ~ | ~ | Zoology student | Single | none | Shopping and cooking habits; food safety; use of pesticides and impact on environment; provision of public information; risks and benefits. | 31 | 6616int03 |
| p6240_interview_bb | 61 | Female | Council employee - housing | Married | two | Shopping and cooking habits; food safety; preservatives, additives and allergies; attitudes towards GM food, mistrust; risks and benefits; provision of public information. | 29 | 6616int04 |
| p6240_interview_c | ~ | Male | Retired head of faculty, science and technology | Married | two | Shopping and cooking habits; food safety; organic food; additives, animal testing; preservatives and allergies; provision of public information; risks and benefits. | 29 | 6616int05 |

National Centre for Social Research (2010) *Attitudes to Genetically Modified Foods, 2009*. [data collection]. UK Data Service. SN: 6616, DOI: http://doi.org/10.5255/UKDA-SN-6616-1

# Affluent Worker: Interviewer comments

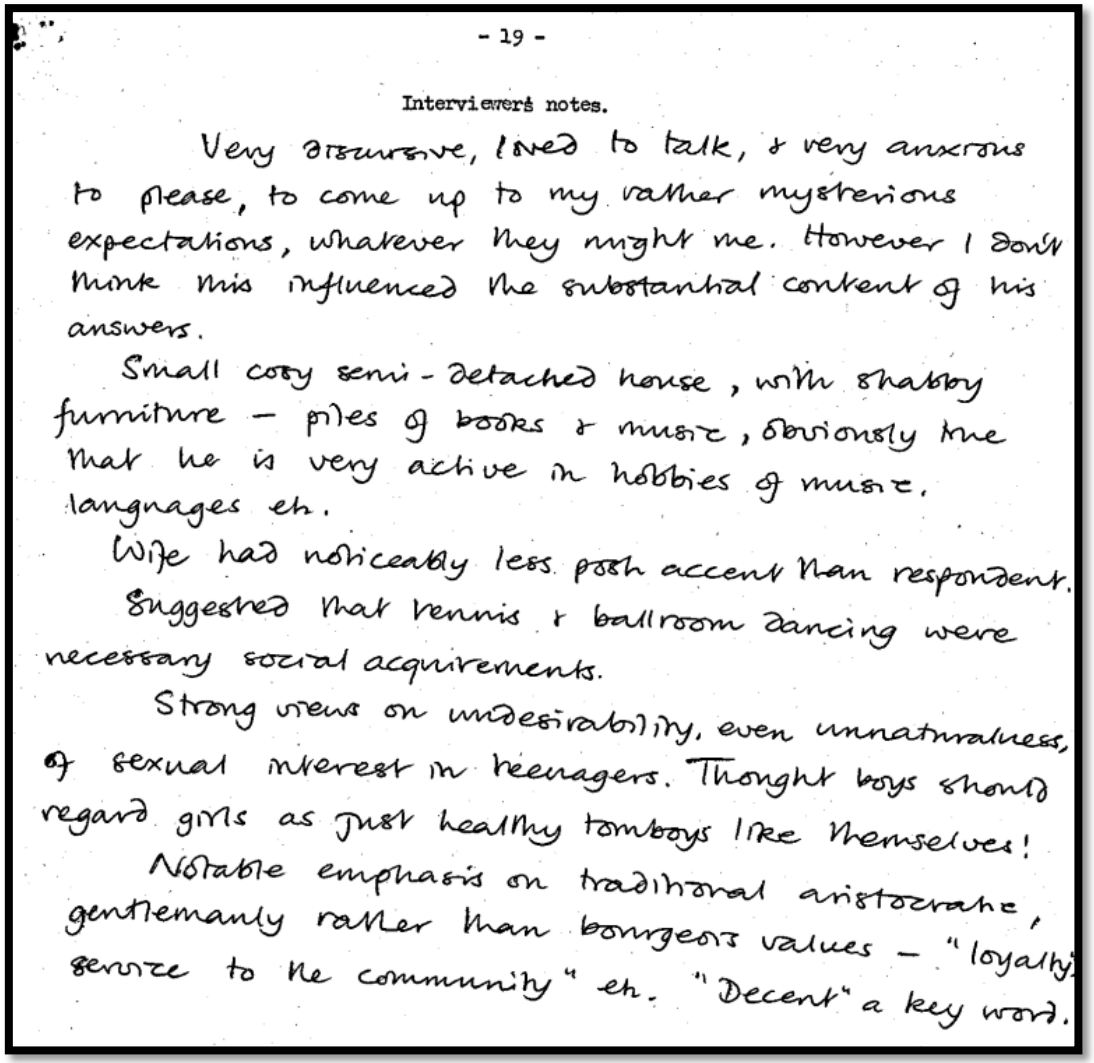


- 19 -

Interviewer's notes.

Hearty public school type - wears sporty flat cap. Seemed to find it all rather amusing, but quite interesting. Earlier, while I was interviewing someone else, I heard him in the school office telephoning a girl to say that he would be back late because I was taking so long ; he wittily spoke French at first: " C'est Colin ... " eh.

At the end as I put my scarf on he commented - quite correctly! - that the way in which I tied it had class implications.



- 19 -

Interviewer's notes.

Very discursive, loved to talk, & very anxious to please, to come up to my rather mysterious expectations, whatever they might be. However I don't think this influenced the substantial content of his answers.

Small cosy semi-detached house, with shabby furniture - piles of books & music, obviously true that he is very active in hobbies of music, languages eh.

Wife had noticeably less posh accent than respondent.

Suggested that tennis & ballroom dancing were necessary social acquirements.

Strong views on undesirability, even unnaturalness, of sexual interest in teenagers. Thought boys should regard girls as just healthy tomboys like themselves!

Notable emphasis on traditional aristocratic, gentlemanly rather than bourgeois values - "loyalty, service to the community" eh. "Decent" a key word.

DOI: http://doi.org/10.5255/UKDA-SN-6512-1

# Marsden's reflection on "felt poverty"

8 'Felt' poverty

I'm not sure whether we need a separate section on how mothers feel poverty. Perhaps the feeling may best come through indirectly, and all this section will be subsumed in the others. I notice that I've already begun to use bits of material in the section on expenditure. My reason for including this title in the section headings is that we can describe objective conditions of life and quantities of this and that, but how do the mothers feel about it? Do they actually feel themselves to be worse off?

It seems obvious, but it's worth saying, that nobody felt the scales were adequate. On the other hand, most of them wouldn't say how much they needed, and the reason for this reluctance appeared twofold. They were already self-conscious about receiving 'charity', though the feeling wore off after a time, and also the long time of pinching and scraping had become a habit of mind. They just couldn't think about wants and needs, they daren't let their appetites be titillated by thoughts of more money and nice food and possessions. As one said, when going shopping her constant thoughts were 'can I do without this, can I do without that'. People were sensitive about poverty in different degrees which was quite unrelated to their needs. Mrs Dufay was one of the

DOI: http://doi.org/10.5255/UKDA-SN-5072-1

S a m p l i n g

APPENDIX B

THE SAMPLE

WEDNESDAY, JANUARY 10TH, 1983 - 7 P.M.

BRUNEL UNIVERSITY

A comfortable common room. Low tables with plates of sandwiches on them and cups of coffee. A microphone looking like a minature radar transmitter sits on one of them. Nine people in upholstered low chairs,arranged in an oval shape, sit round the tables. Six are visitors. Three men and three women - people who have responded to the appeal in the Sunday Times to take part in the study. Two are research assistants - a man working on the study with me and a woman, who is a graduate research student in the department conducting her own research on a completely different project. She has come to take charge of the recording and will later transcribe it. The ninth person is me.

I welcome everyone, thank them for their time and reassure them no-one should feel under any compulsion to speak nor to say such things that at the end of the evening they leave feeling ashamed and wishing they had not come. I tell them I hope they will enjoy the discussion. I spend several minutes on this introduction, waiting to sense that everyone is comfortable and understands the research purposes of the meeting by talking about the way they have been approached - via a newspaper article, by talking about the problems of samples selected in this way. One person takes up this point and asks whether I will not have too many people from similar economic backgrounds. I reply that I am not particularly concerned about the lack of a representative sample of the general population because the kinds of statements I wish to make do not require such a sample:

> "It depends what kind of statement you wish to make at the end of the day whether you need a representative sample of the population. I am not trying to draw any conclusions from my work about incidence or prevalence. I will not be saying 'In Britain today x% of the population has committed adultery' or 'Of men in Britain today, half will have committed adultery by the time they have been married ten years'. For that kind of statement, a representative

Cont../



> sample of the general population would indeed be needed. Actually for this kind of study there are respectable arguments to be made for choosing a fairly homogeneous group. But there is another problem which is more difficult to deal with - you are all self-selected. That is, you have chosen to take part in the study. I need to understand why. People may say you are a peculiar group simply because you are prepared to talk about your lives and about this very personal topic. What I'd like to do, therefore, is to begin by asking you all to try and cast your minds back to the moment when you decided to pick up a pen and pencil, or when you went and sat down at your typewriter and decided to write to me. What were you feeling or thinking? I know it is difficult and some time ago, but if you could cast your minds back and try to remember what it was that decided you ...; what was it you wanted to say to me ...?"

Dennis:

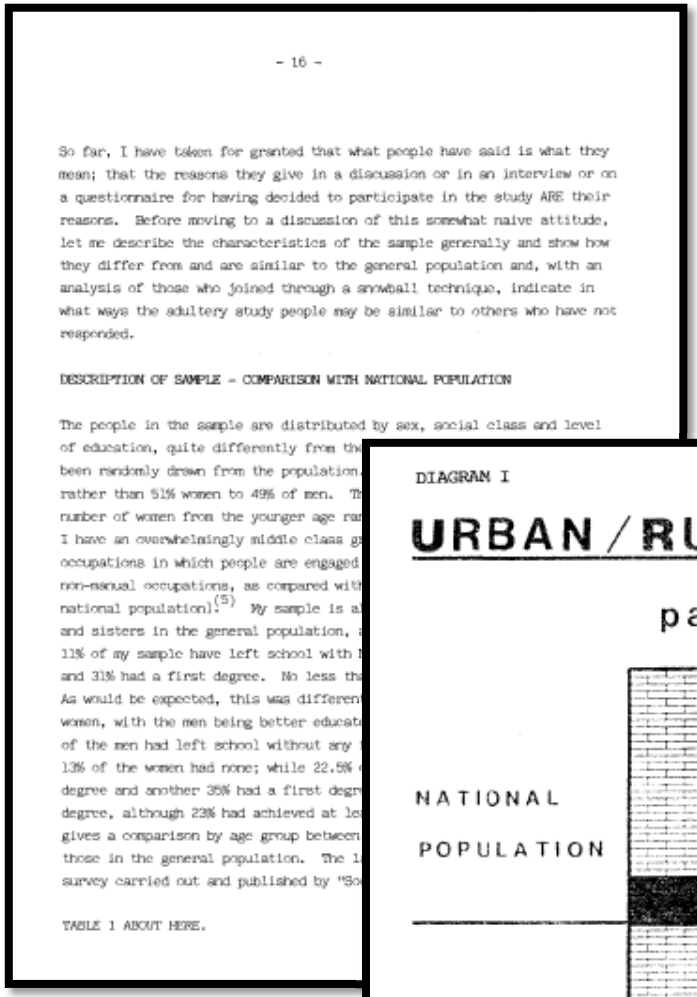
> "Well, to be honest I just wanted confirmation that there are other people like me that indulged in it - how can I put it - without necessary feelings of guilt ..."

Dennis spoke for some time, going on to describe the death of his young first wife. She was killed by a hit-and-run driver. This wife had been "so carnal" he said, "there was nothing she did not enjoy about the sex act, nothing she wouldn't do, that for me to have had an adulterous relationship and to be married to her would have been a physical impossibility". As part of his effort to cope with her loss he had spent some time in California. There, he said, even his best fantasies were met where, he told us, he found the women were "promiscuous". A further prompt from me:

> "So what actually spurred you to write to me?"

DOI: http://doi.org/10.5255/UKDA-SN-4858-2

# More on sampling…



- 16 -

So far, I have taken for granted that what people have said is what they mean; that the reasons they give in a discussion or in an interview or on a questionnaire for having decided to participate in the study ARE their reasons. Before moving to a discussion of this somewhat naive attitude, let me describe the characteristics of the sample generally and show how they differ from and are similar to the general population and, with an analysis of those who joined through a snowball technique, indicate in what ways the adultery study people may be similar to others who have not responded.

DESCRIPTION OF SAMPLE - COMPARISON WITH NATIONAL POPULATION

The people in the sample are distributed by sex, social class and level of education, quite differently from th
been randomly drawn from the population.
rather than 51% women to 49% of men. Th
number of women from the younger age ra
I have an overwhelmingly middle class g
occupations in which people are engaged
non-manual occupations, as compared wit
national population).[5] My sample is a
and sisters in the general population,
11% of my sample have left school with
and 31% had a first degree. No less th
As would be expected, this was differen
women, with the men being better educat
of the men had left school without any
13% of the women had none; while 22.5%
degree and another 35% had a first degr
degree, although 23% had achieved at le
gives a comparison by age group between
those in the general population. The 1
survey carried out and published by "So

TABLE 1 ABOUT HERE.

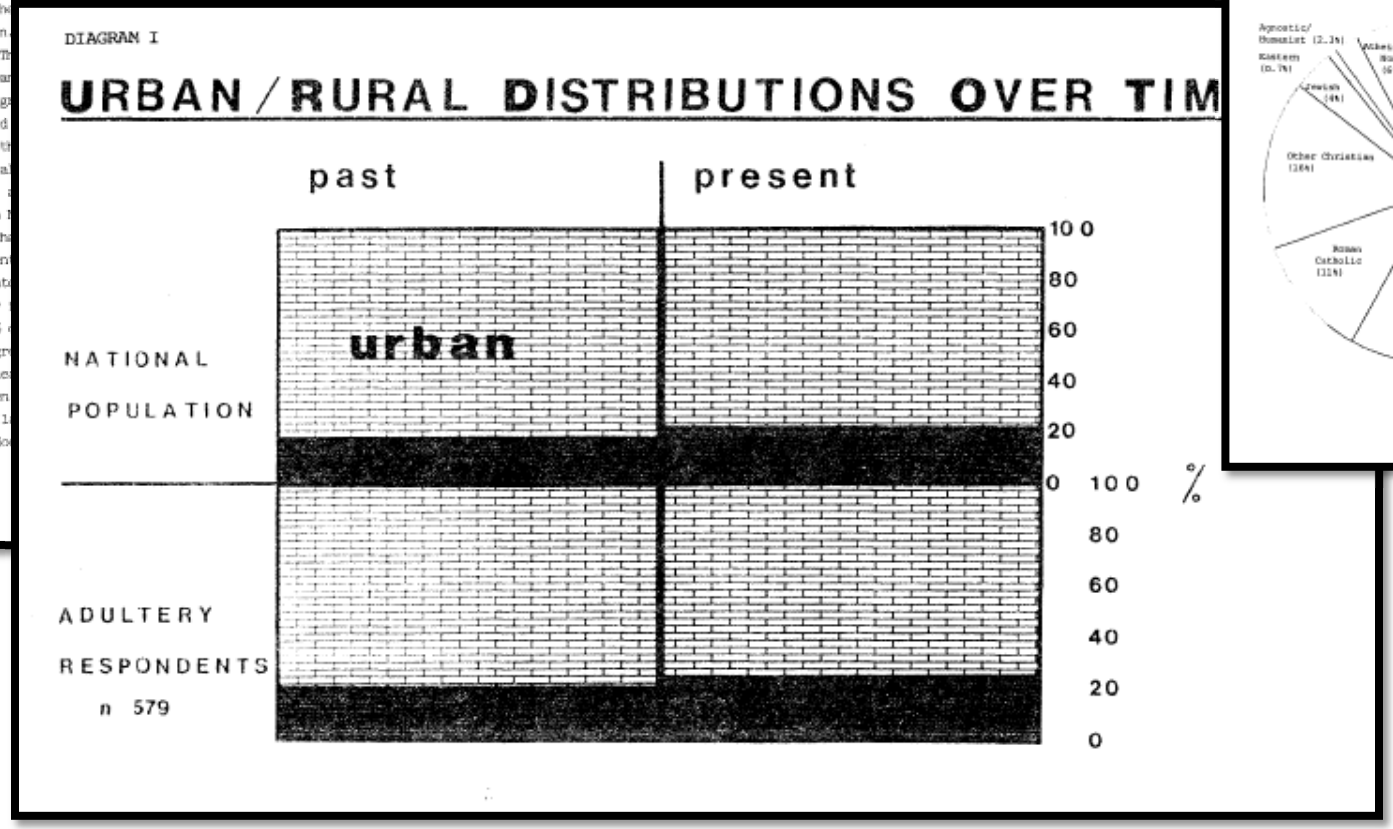


DIAGRAM I

URBAN/RURAL DISTRIBUTIONS OVER TIM

past present

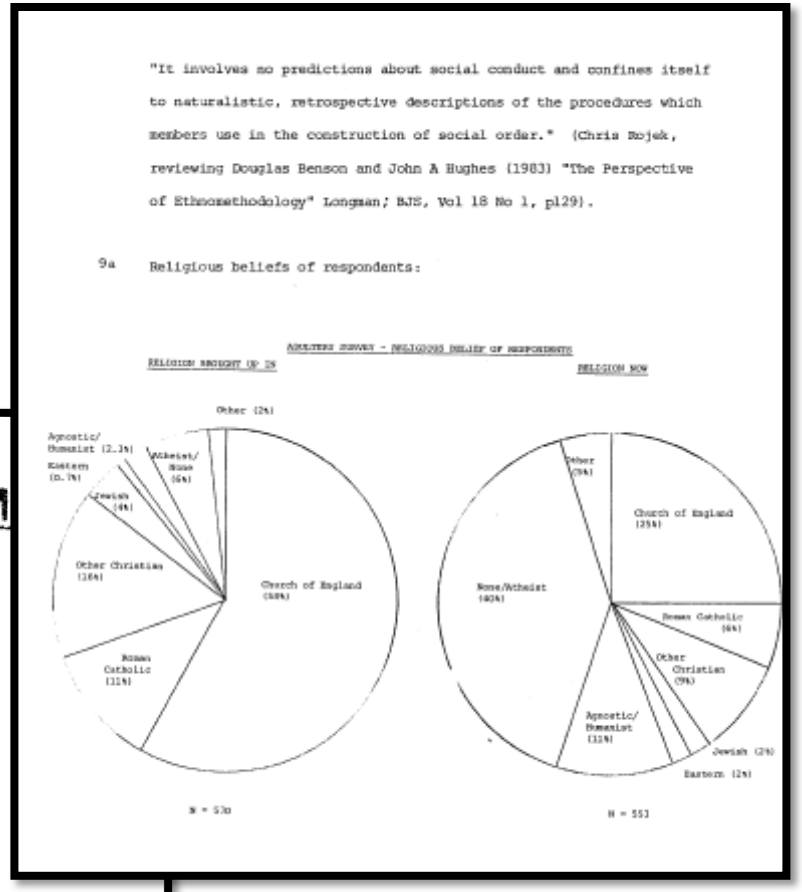
NATIONAL POPULATION

urban

ADULTERY RESPONDENTS

n 579

100 80 60 40 20 0 100 80 60 40 20 0 %



"It involves no predictions about social conduct and confines itself to naturalistic, retrospective descriptions of the procedures which members use in the construction of social order." (Chris Rojek, reviewing Douglas Benson and John A Hughes (1983) "The Perspective of Ethnomethodology" Longman; BJS, Vol 18 No 1, p129).

9a Religious beliefs of respondents:

ADULTERY SURVEY - RELIGIOUS BELIEF OF RESPONDENTS

RELIGION BROUGHT UP IN

RELIGION NOW

Other (2%)

Agnostic/ Humanist (2.3%)

Eastern (0.7%)

Atheist/ None (6%)

Jewish (4%)

Other Christian (26%)

Church of England (48%)

Roman Catholic (11%)

N = 530

Other (5%)

Church of England (25%)

None/Atheist (40%)

Roman Catholic (6%)

Other Christian (9%)

Agnostic/ Humanist (11%)

Jewish (2%)

Eastern (2%)

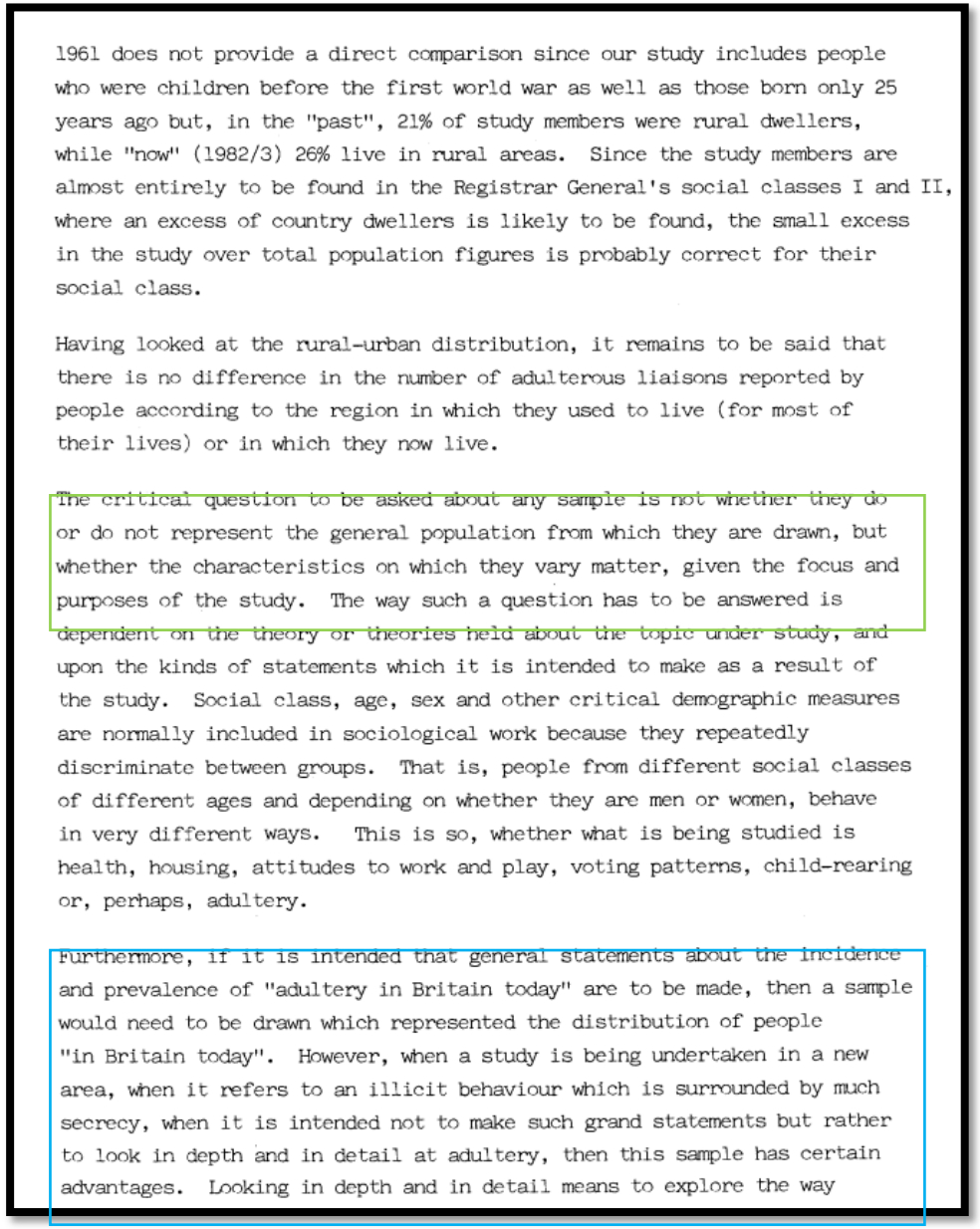
N = 551

DOI: http://doi.org/10.5255/UKDA-SN-4858-2

# …and even more on sampling

The critical question to be asked about any sample is not whether they do or do not represent the general population from which they are drawn, but whether the characteristics on which they vary matter, given the focus and purposes of the study…

Furthermore, if it is intended that general statements about the incidence and prevalence of “adultery in Britain today” are to be made, then a sample would need to be drawn which represented the distribution of people “in Britain today”. However, when a study is being undertaken in a new area, when it refers to an illicit behaviour which is surrounded by much secrecy, when it is intended not to make such grad statements but rather to look in depth and in detail at adultery, then this sample has certain advantages…



1961 does not provide a direct comparison since our study includes people who were children before the first world war as well as those born only 25 years ago but, in the "past", 21% of study members were rural dwellers, while "now" (1982/3) 26% live in rural areas. Since the study members are almost entirely to be found in the Registrar General's social classes I and II, where an excess of country dwellers is likely to be found, the small excess in the study over total population figures is probably correct for their social class.

Having looked at the rural-urban distribution, it remains to be said that there is no difference in the number of adulterous liaisons reported by people according to the region in which they used to live (for most of their lives) or in which they now live.

The critical question to be asked about any sample is not whether they do or do not represent the general population from which they are drawn, but whether the characteristics on which they vary matter, given the focus and purposes of the study. The way such a question has to be answered is dependent on the theory or theories held about the topic under study, and upon the kinds of statements which it is intended to make as a result of the study. Social class, age, sex and other critical demographic measures are normally included in sociological work because they repeatedly discriminate between groups. That is, people from different social classes of different ages and depending on whether they are men or women, behave in very different ways. This is so, whether what is being studied is health, housing, attitudes to work and play, voting patterns, child-rearing or, perhaps, adultery.

Furthermore, if it is intended that general statements about the incidence and prevalence of "adultery in Britain today" are to be made, then a sample would need to be drawn which represented the distribution of people "in Britain today". However, when a study is being undertaken in a new area, when it refers to an illicit behaviour which is surrounded by much secrecy, when it is intended not to make such grand statements but rather to look in depth and in detail at adultery, then this sample has certain advantages. Looking in depth and in detail means to explore the way

DOI: http://doi.org/10.5255/UKDA-SN-4858-2

# Field notes

- There are a lot of processes that the average villager needs to go through in order to simply get building materials/ Need to pay a lot of money/ It didn't used to be like that/ When asked when this change began, the participant stated that it was when Kikwete (current TZ president) took power [This is the CUF political party representative – whilst I do not doubt that there are some real hassles in 'simply cutting building poles,' I wonder if it really has any connection to Kikwete's inauguration, 2002-2005].
- Fire which is lit by people to clear land for agriculture gets out of control and burns the forest causing some of the trees to die
- Problem animals that live in the forest (ie baboon, vervet monkey, lion, elephant) and eat crops. Apparently two people were killed in Ruhatwe in 2014 by elephants.
- Legal but unsustainable harvesting of timber leading to the loss of forest and severe soil erosion.

The elder interjects at this point and claims that this area in unlike other areas in Kilwa in that it is highly fertile. He states that you can cut a tree and in 5 years it will have regenerated [Whilst this is clearly an exaggeration, part of the village lands appear to be highly fertile (floodplain) where they grow rice during the rainy season when the lands become inundated with water. At present they are hard, cracked heavy clay soils (see image below)].



**5 October 2014**

The main focus of this day was the development of the storyboard, which was an arduous process. The group initially decided to focus on water and developed a storyboard over a period of approximately 2.5 hours. Upon its completion, the group was visibly distressed by the fact that they had not included trees – we suggested that to try and cover more in the allotted time would be difficult. Noticeably the three women in the group that had been largely silent throughout the development of the water storyboard, stated that had they had known they had limited time, they would've chosen to focus on the trees (forest). We told them they could certainly develop a new storyboard or try to incorporate their concerns in the present storyboard. After about 30 minutes into the development of a new tree-focussed storyboard, the group gave up and decided to continue with the creation of their first, water-focussed storyboard. [My impression is that this was a decision primarily driven by fatigue].

**6 October 2014**

A smaller group of us (4 participants) drove out to film the impact of the cattle and flooding (~ 5 km from the main village); this is also where the Sukuma are. On the way back I asked a young Sukuma girl if she had been born in the village. She replied that she had in fact been born in Morogoro. In asking further I learned that a few years ago the TZ government relocated a large number of Sukuma from Morogoro due to conflicts between their cattle and famers. Apparently Lindi and Mtwara Regions were designated for the re-homing of the Sukuma, but no infrastructure (ie water) was put in place, so naturally the Sukuma began to move elsewhere. At this time, village leaders in these regions were told [not sure by whom – perhaps the District?] that if the Sukuma came and asked for land, the village should not refuse them. The Ruhatwe participatory video group claims that although Kikole offered them land, Ruhatwe never agree [as a village] to do so.

I also asked how/if the history of the Sukuma, having been removed from their home, gave them any pause – whether they [Ruhatwe] felt any sympathy for them. The PV folks responded that being removed from your home is 'serious' and that they do in fact feel for them because of this. BUT, when the Sukuma came to Ruhatwe they moved to an area where there were already people living (from Ruhatwe) and 'disturbed their way of life.' So the way they see it is, although they feel for them, they also feel for their people and that this is an injustice. [I think this may be a potential recognition issue for us to explore].

Apparently the Sukuma began to come to Ruhatwe in 2012 [according to the PV group].

<u>Responses of community members who attended rush screening</u>

Prepared by Peter Paul (MCDI)

1. During the meeting with expert from the district (in this scene) people should not have interrupted each other, they should have given each other sometime to talk rather than interrupting.

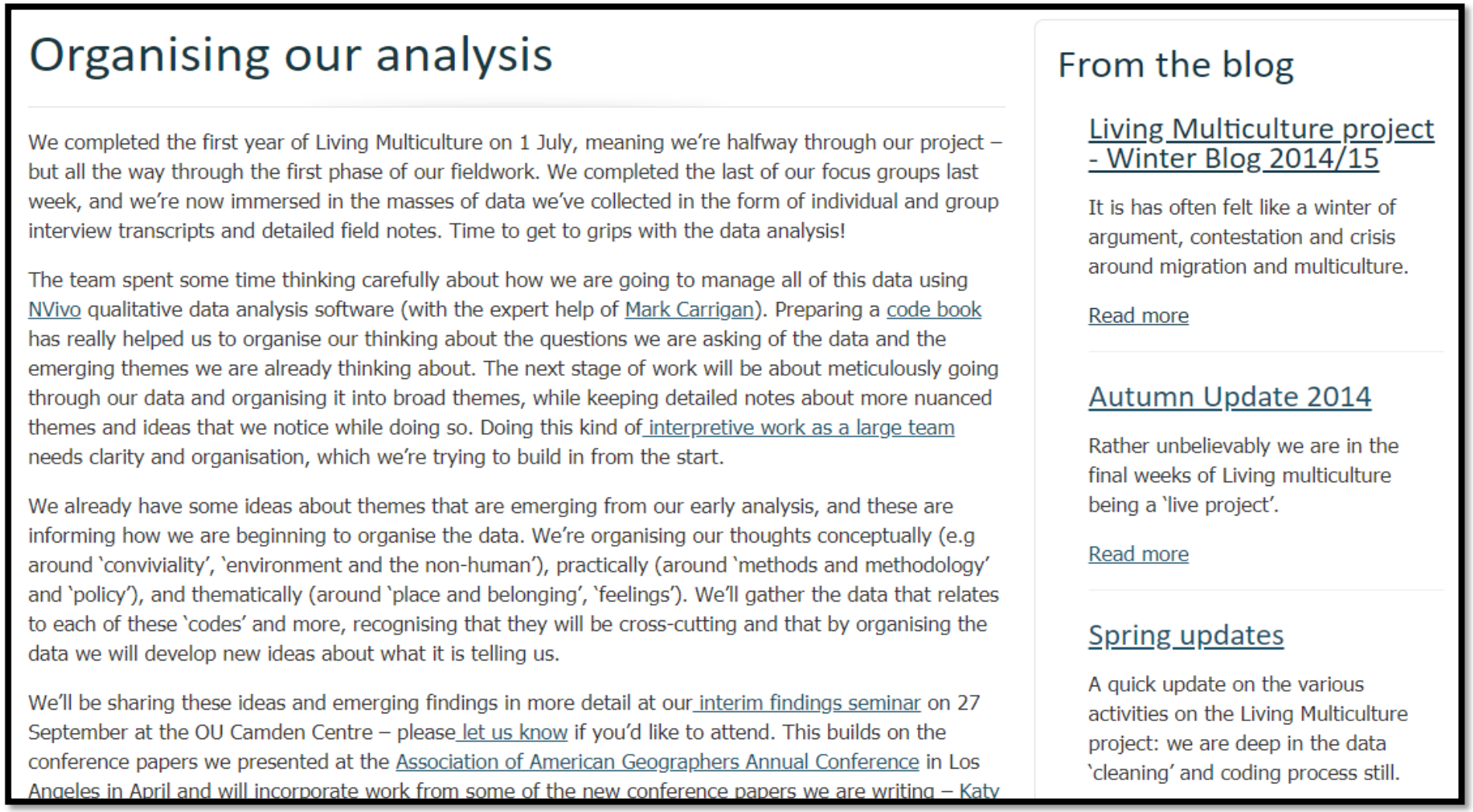
DOI: 10.5255/UKDA-SN-852476

# New possibilities with changing technology

## List of nodes and their description

| Hierarchical Name | Description |
|---|---|
| Nodes\\Attitude | A person's general feeling of favorableness or unfavorableness. Synonym: affect (Ajzen and Fishbein) Evaluation of people, objects, and ideas (Aronson). A set of beliefs. |
| Nodes\\Attitude\Mixed | A person's statement that they are indecisive as to whether their attitude is positive or negative. If a person states two different views, such as that they are positive about one aspect and negative about another, this is not mixed, but rather multiple, feelings. |
| Nodes\\Attitude\Negative | A negative opinion or a disagreement where an opinion is not shared with someone or with a group. |
| Nodes\\Attitude\Positive | specifying positive opinion oro agreement with other stakeholders or with an idea. A shared opinion |
| Nodes\\Balance | |
| Nodes\\Community | Text coded to topics around the concept of community (not around specific named Down East communities) |
| Nodes\\Community\Community change | Change to the people, culture, or built structures of the communities Down East |

# Living Multicultural: blog



## Organising our analysis

We completed the first year of Living Multiculture on 1 July, meaning we're halfway through our project – but all the way through the first phase of our fieldwork. We completed the last of our focus groups last week, and we're now immersed in the masses of data we've collected in the form of individual and group interview transcripts and detailed field notes. Time to get to grips with the data analysis!

The team spent some time thinking carefully about how we are going to manage all of this data using NVivo qualitative data analysis software (with the expert help of Mark Carrigan). Preparing a code book has really helped us to organise our thinking about the questions we are asking of the data and the emerging themes we are already thinking about. The next stage of work will be about meticulously going through our data and organising it into broad themes, while keeping detailed notes about more nuanced themes and ideas that we notice while doing so. Doing this kind of interpretive work as a large team needs clarity and organisation, which we're trying to build in from the start.

We already have some ideas about themes that are emerging from our early analysis, and these are informing how we are beginning to organise the data. We're organising our thoughts conceptually (e.g around 'conviviality', 'environment and the non-human'), practically (around 'methods and methodology' and 'policy'), and thematically (around 'place and belonging', 'feelings'). We'll gather the data that relates to each of these 'codes' and more, recognising that they will be cross-cutting and that by organising the data we will develop new ideas about what it is telling us.

We'll be sharing these ideas and emerging findings in more detail at our interim findings seminar on 27 September at the OU Camden Centre – please let us know if you'd like to attend. This builds on the conference papers we presented at the Association of American Geographers Annual Conference in Los Angeles in April and will incorporate work from some of the new conference papers we are writing – Katy

### From the blog

**Living Multiculture project - Winter Blog 2014/15**

It is has often felt like a winter of argument, contestation and crisis around migration and multiculture.

Read more

**Autumn Update 2014**

Rather unbelievably we are in the final weeks of Living multiculture being a 'live project'.

Read more

**Spring updates**

A quick update on the various activities on the Living Multiculture project: we are deep in the data 'cleaning' and coding process still.

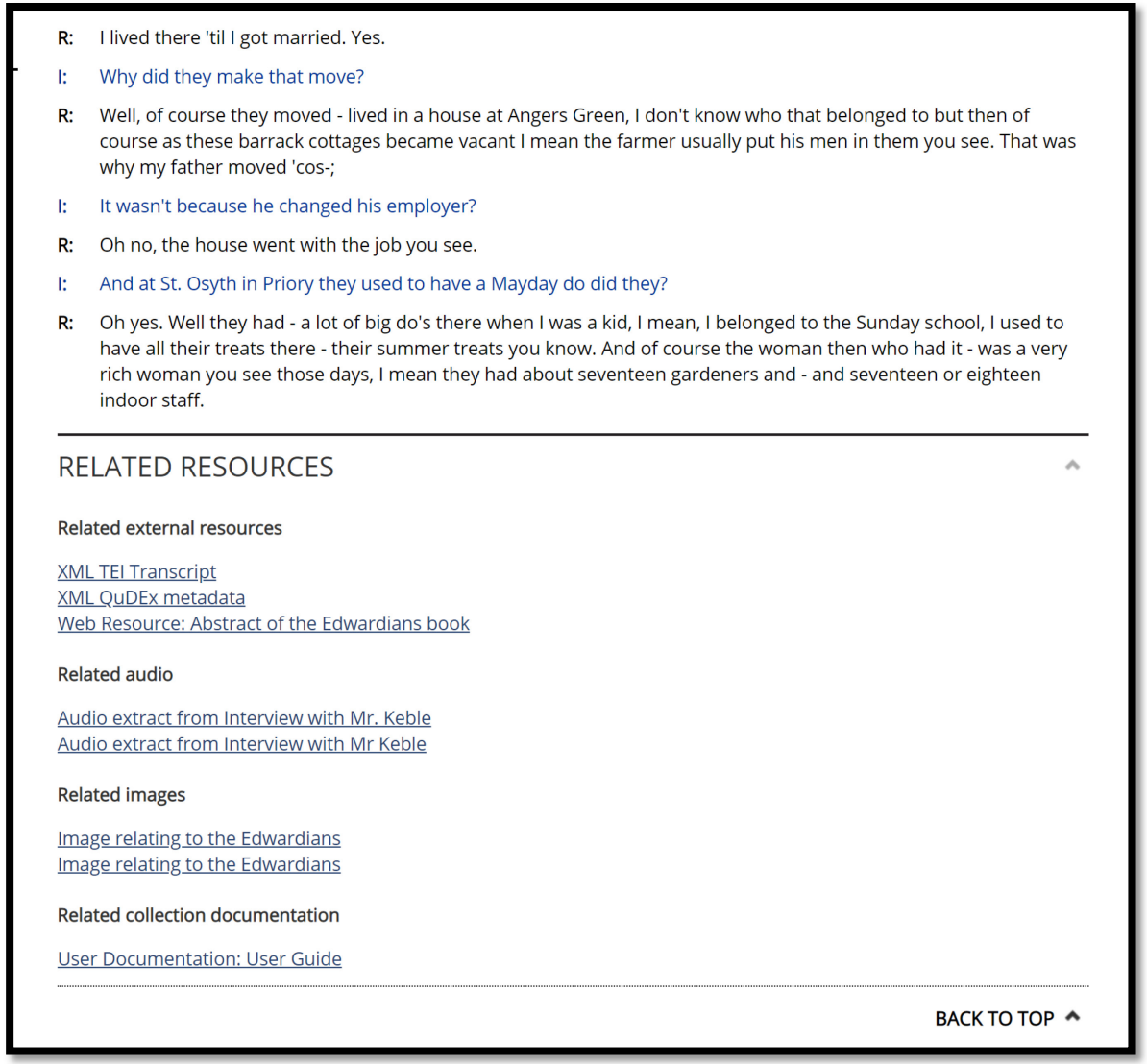
DOI: 10.5255/UKDA-SN-851852

# Creative documentation




DOI: 10.5255/UKDA-SN-852476

# Linking specific documentation to specific data



R: I lived there 'til I got married. Yes.

I: Why did they make that move?

R: Well, of course they moved - lived in a house at Angers Green, I don't know who that belonged to but then of course as these barrack cottages became vacant I mean the farmer usually put his men in them you see. That was why my father moved 'cos-;

I: It wasn't because he changed his employer?

R: Oh no, the house went with the job you see.

I: And at St. Osyth in Priory they used to have a Mayday do did they?

R: Oh yes. Well they had - a lot of big do's there when I was a kid, I mean, I belonged to the Sunday school, I used to have all their treats there - their summer treats you know. And of course the woman then who had it - was a very rich woman you see those days, I mean they had about seventeen gardeners and - and seventeen or eighteen indoor staff.

RELATED RESOURCES

**Related external resources**

XML TEI Transcript
XML QuDEx metadata
Web Resource: Abstract of the Edwardians book

**Related audio**

Audio extract from Interview with Mr. Keble
Audio extract from Interview with Mr Keble

**Related images**

Image relating to the Edwardians
Image relating to the Edwardians

**Related collection documentation**

User Documentation: User Guide

BACK TO TOP

# ReadMe file

## UK DATA ARCHIVE: IMPORTANT STUDY INFORMATION

### Study Number 6616 - Attitudes to Genetically Modified Foods, 2009

### DATA PROCESSING NOTES

**Data Archive Processing Standards**

The data were processed to the UK Data Archive's A standard. A rigorous and comprehensive series of checks was carried out to ensure the quality of the data and documentation.Firstly, checks were made that the number of cases and variables matched the depositor's records. Secondly, checks were made that all variables had variable labels and all nominal (categorical) variables had value labels. Where possible, either with reference to the documentation and/or in communication with the depositor, absent labels were created. Thirdly, logical checks were performed to ensure that nominal (categorical) variables had values within the range defined (either by value labels or in the depositor's documentation). Lastly, any data or documentation that breached confidentiality rules were altered or suppressed to preserve anonymity.

All notable and/or outstanding problems discovered are detailed under the 'Data and documentation problems' heading below.

**Data and documentation problems**

None encountered.

**Conversion of documentation formats**

Electronic and paper documentation supplied with this study is usually incorporated into the UKDA User Guide (in PDF format). The conversion programmes used are the latest versions of Adobe PDF Writer for electronic documentation and Adobe Paper Capture (Acrobat 'plugin' version) for paper documentation. Occasionally, someof the electronic documentation cannot be usefully converted to PDF (e.g. MS Excel files with wide worksheets) and this is supplied ina more appropriate format. All User Guides are fully bookmarked.

National Centre for Social Research (2010) *Attitudes to Genetically Modified Foods, 2009*. [data collection]. UK Data Service. SN: 6616, DOI: http://doi.org/10.5255/UKDA-SN-6616-1

UK Data Service

# Concluding remarks

- Re-using documentation.
- Data sharing checklist – mandatory documentation.

# Re-using documentation

- We expect to use your contributed information in various outputs, including a report and content for a website. Extracts of interviews and some photographs may both be used. We will get your permission before using a quote from you or a photograph of you.
- After the project has ended, we intend to archive the interviews at …. Then the interview data can be disseminated for reuse by other researchers, for research and learning purposes.

**How will the data be used?**

I'm asking for permission to use anonymised quotations and narrative themes, along with any photographs and video you provide in the interviews or diaries for research purposes. All diaries and interviews from all participants will be analysed together for common themes about what everyday life is like when pregnant. As I work through my analysis, I will transcribe any audio recordings or handwritten diary entries. As I transcribe, I'll anonymise any identifying details, such as your name and address. All digital files will be saved on a password-protected computer at University of Essex and all paper documents will be stored in a locked drawer at my office at the University of Essex, to which only I have access.

Throughout the project, I will be the only one with access to un-anonymised data, and my supervisors will have access to anonymised data. Since this project has gone through ethical approval from the Health Research Authority, NHS Trust staff may also be audit this project to ensure I am protecting your information appropriately, and may ask to see relevant sections of data.

# Developing an interview guide

UK Data Archive SN 6226 - Pioneers of Social Research, 1996-2018

## Pioneers of Social Research: Interview Guide

*Pre-interview*
Look for an outline biography of cv of the person you are recording (Wikipedia, Who's Who, or they may send you a cv)

Try to give a hard look at what seem to be the researcher's key books

*For every interview* it is essential to establish in the early part
a) the date and place of birth of the interviewee, their family background and occupations;
b) what led them towards research and university work;
c) what were they key influences in leading them towards their pioneering research themes.
d)

***Opening questions***

Date of birth, family and own occupations.

Can we begin by talking about your family background and early life, and any early influences which may have led you towards university work?

**FAMILY AND EARLY LIFE**

- Memories of ***family background*** and ***grandparents:*** were they an influence?
- ***Parents*** - where they came from, their jobs, their characters, could you talk to them, were you close to them;
- ***Education -*** school and ***University***: important friendships and influences
- ***Youth*** - important friends and their influences; what you did in ***National Service***

# Researching with children and vulnerable groups

My story

(draw or stick a picture of yourself here)

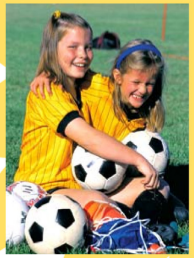
My name is.....

.....

I'm .....years old

© Ruth Evans 2006

Who makes you laugh?





## Our project

We are working on a project about who is important in children's lives.

We'd like to know about *who matters to you.* It might be your family, carers, grandparents, friends, teacher, cousins or your pets! Why are they important? What sort of things do you do together?

We're asking lots of children what they think so we can write a report about who is important from children's point of view.

## What do YOU think?

We'd like to talk to you and hear what YOU have to say. If you want to take part, we will arrange an **interview** with you- it's a chat where we ask you some questions and you can tell us what you think.

Before the interview we'll give you a camera. You can take photos of anything that makes you think about important people.



We'll develop the photos for you. Then in the interview we'll talk about the photos you took.

You can also do some drawing or writing if you want. It's not all talking!

## Who will be there?

One of us will come and do the interview at your house, or somewhere else if you prefer. You can have the interview on your own or ask a friend or relative to be there with you.

## Is what I say private?

Yes. When we write about what children tell us, we'll change everyone's name so no-one will know what you said.

How do you keep in touch with important people?



Who's always there for you?



# Data Sharing Checklist – mandatory documentation

- ✓Check archive/repository guidelines and create necessary documentation files depending on what data you are sharing.

  There might be templates already available which you can just download and adapt to your project (data list, ReadMe).

- ✓Fill in data offer and/or data deposit form in as much detail as possible - this will allow the archive/repository to create machine readable metadata.

- ✓Ensure your data files also contain data-level documentation.

# Tools and templates

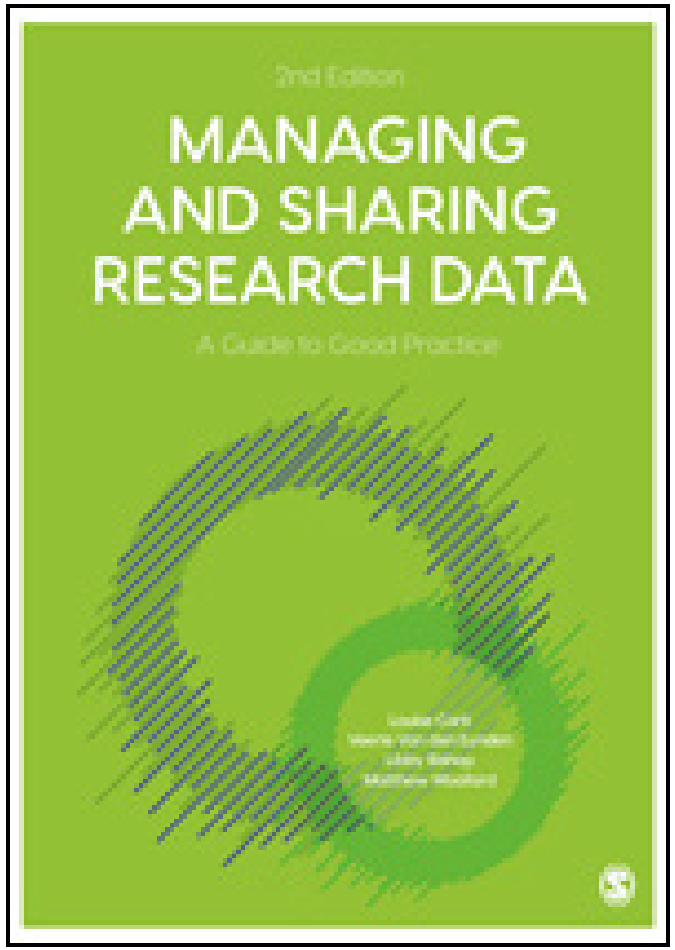
- Model consent form and survey consent statement
- Transcription template
- Transcription instructions
- Transcription confidentiality agreement
- Data list template

# Further Resources

- UKDS Learning Hub Data Producer Support
- CESSDA Data Management Expert Guide (DMEG)
- Managing and sharing data: best practice for researchers
- Kaye, N., Mills, H. & Johnson, J. (2020). Understanding metadata. CLOSER Learning Hub, London, UK: CLOSER
- GO FAIR - FAIR Principles

# UKDS data management guidance

- Best practice guidance
- *Managing and Sharing Research Data: A Guide to Good Practice* (Sage Publications)
- Training



# Upcoming events

- Homeworking for Special Licence and Secure Access data
- Introduction to time diary data
- Using QGIS to map 2021/22 census data from the UK Data Service
- Health Studies User Conference 2026
- Family Finance Surveys User Conference 2026
- Computational social science, survey data and SecureLab drop-ins

We host a full programme of online workshops, drop-in sessions, conferences, and other events. For more information and registration, see our events page.

# Get connected

| | |
|---|---|
| Website ‘Contact us’ pages | Contact us - UK Data Service |
| JISCMail | UK Data Service Jisc Mail list |
| Bluesky | UK Data Service Bluesky |
| YouTube | UK DATA SERVICE – YouTube |

PowerPoint slides and materials will be available on our website in due course and you can catch up on the recording on our Youtube channel.

UK Data Service

# Thank you.

Maureen Haaker
mahaak@essex.ac.uk