Dissertation projects: Introduction to Secondary Analysis for Qualitative and Quantitative Data

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Economic and Social Research Council

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Image by Yan Krukau from Pexels.

Overview

- What is secondary analysis?
- Finding Data
- Designing a project
  - Research design
  - Variables and measurement
- Evaluating data through documentation
- Data considerations
  - Questionnaire routing
  - Sampling
- Other project considerations
  - EUL
  - Access levels
  - Data citation
- Further resources
- Exercises
  - Exploring Data Catalogue
  - Reading a catalogue page
  - Navigating a download bundle

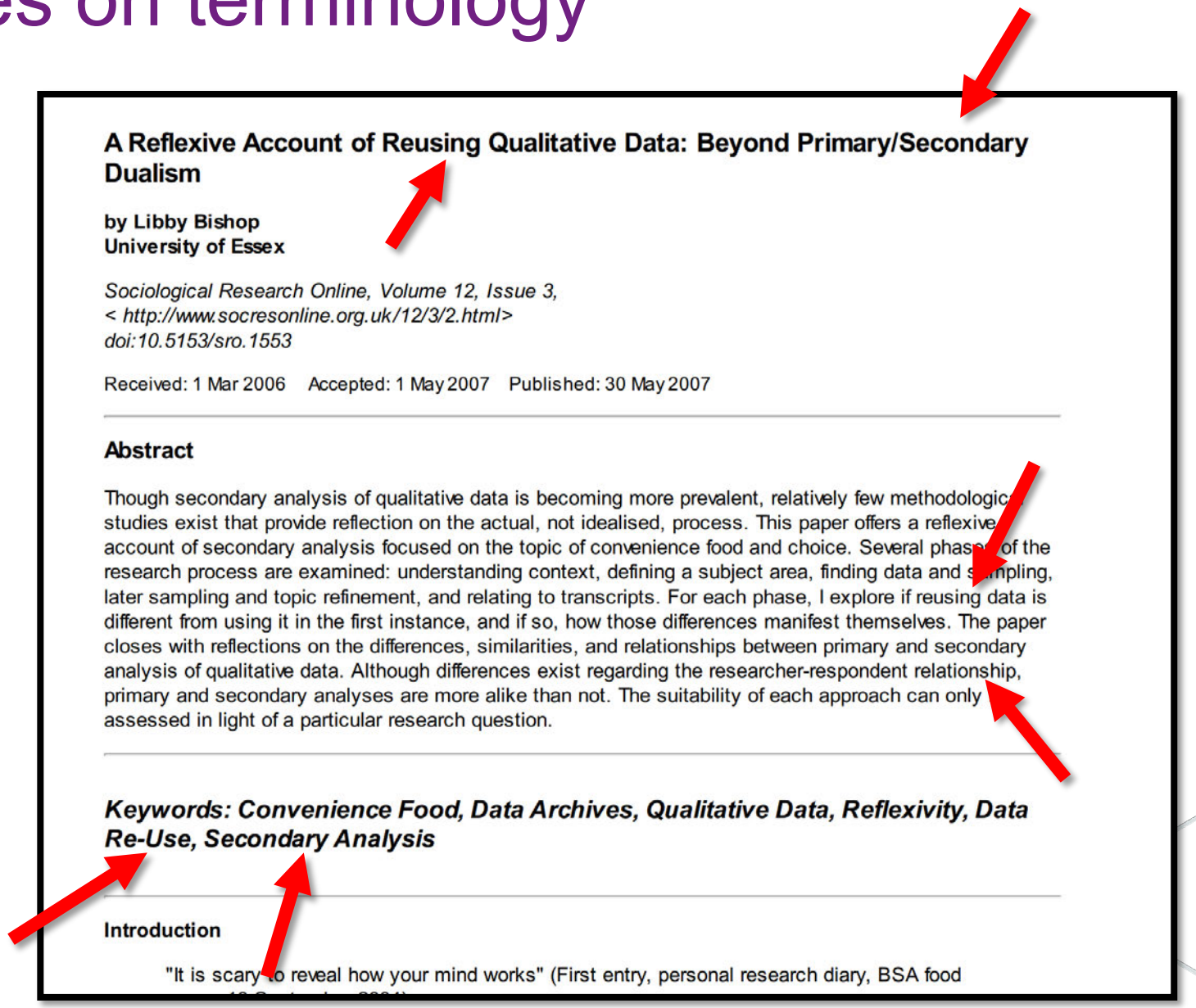
What is secondary analysis?

- “Asking new questions of old data” by re-analysing data that has already been collected by someone else
- Researchers often collect far more data than is needed to answer their research question. SA is a way to reuse this “extra” data to answer a new research question.
- You can use different analysis strategies for a new take on the data.



“Standing on the shoulders of others enables researchers to see further.”

A notes on terminology



A Reflexive Account of Reusing Qualitative Data: Beyond Primary/Secondary Dualism

by Libby Bishop
University of Essex

Sociological Research Online, Volume 12, Issue 3,
< http://www.socresonline.org.uk/12/3/2.html>
doi:10.5153/sro.1553

Received: 1 Mar 2006 Accepted: 1 May 2007 Published: 30 May 2007

Abstract

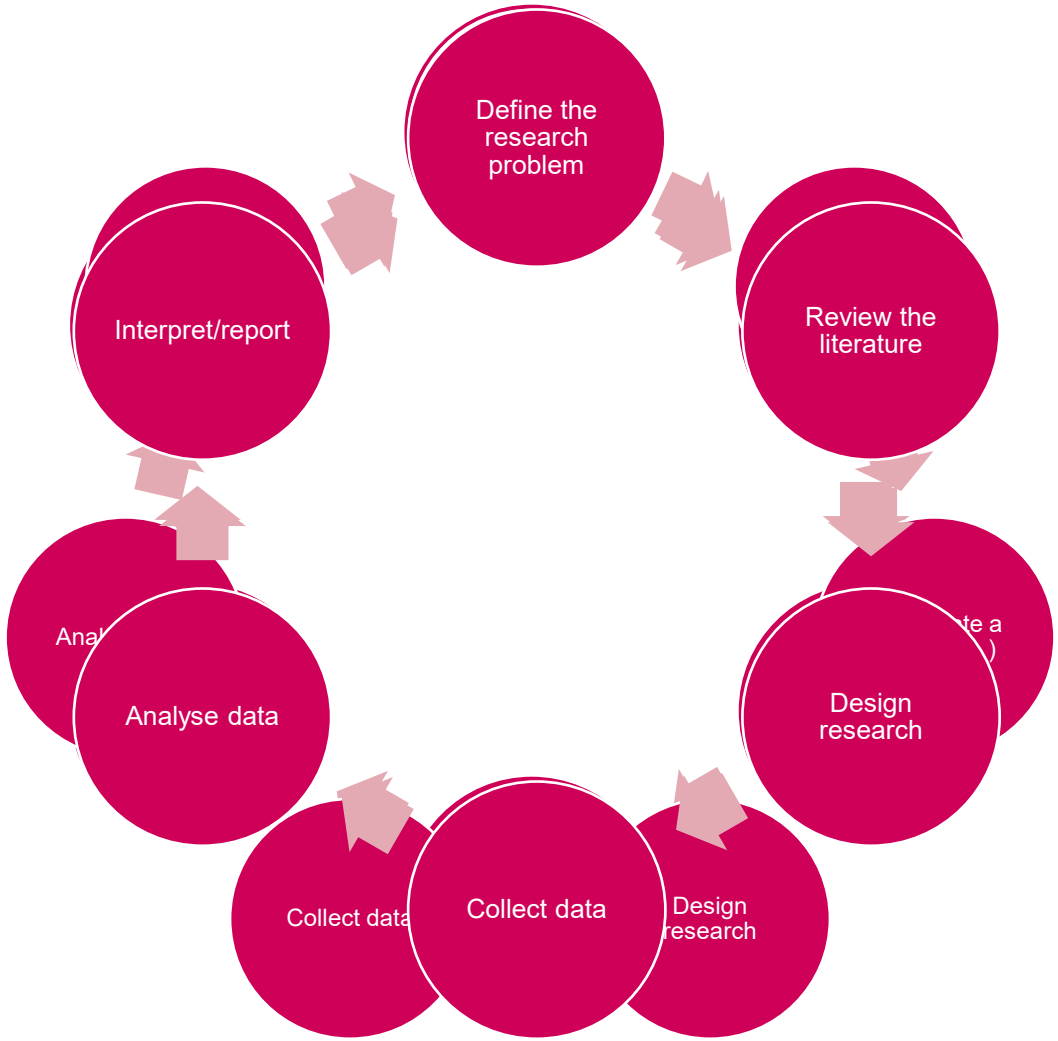
Though secondary analysis of qualitative data is becoming more prevalent, relatively few methodologic studies exist that provide reflection on the actual, not idealised, process. This paper offers a reflexive account of secondary analysis focused on the topic of convenience food and choice. Several phases of the research process are examined: understanding context, defining a subject area, finding data and sampling, later sampling and topic refinement, and relating to transcripts. For each phase, I explore if reusing data is different from using it in the first instance, and if so, how those differences manifest themselves. The paper closes with reflections on the differences, similarities, and relationships between primary and secondary analysis of qualitative data. Although differences exist regarding the researcher-respondent relationship, primary and secondary analyses are more alike than not. The suitability of each approach can only assessed in light of a particular research question.

Keywords: Convenience Food, Data Archives, Qualitative Data, Reflexivity, Data Re-Use, Secondary Analysis

Introduction

"It is scary to reveal how your mind works" (First entry, personal research diary, BSA food

The research process



UK Data Service

Finding data

Mentimeter poll – What topics are you interested in?



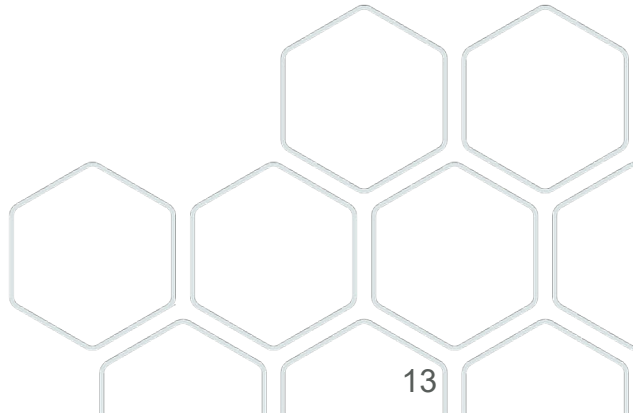
What is the UK Data Service?

- a comprehensive resource funded by the ESRC
- a single point of access to a wide range of secondary social science data
- support, training and guidance

Topics

Topic	Dataset example(s)
The environment	OECD Environment statistics Government-led Change: Interviews with UK and German MPs on Climate Change
Workforce patterns	Labour Force Survey
Healthcare	Health Survey for England, Psychiatric Morbidity surveys, Dental Health Mothers and Daughters: Accounts of Health in the Grandmother Generation, 1945-1978
Family spending	Family Resources survey Mothers Alone: Poverty and Fatherless Families, 1965-1966
Attitudes to the police and criminal justice system	Crime surveys for England, Wales and Scotland
Time use during the pandemic	Time use surveys Care Leavers, COVID-19 and Transitions from Care, 2020-2022
Attitudes and political opinions	British Social Attitudes survey Qualitative Election Study of Britain, 2010-2024

Practical activity: Finding data



Recent acquisitions

- SN 8689: Welfare at a (Social) Distance, 2020-2022
- SN 856374: Gen Z and Beyond: A Survey for Every Generation, 2021-2023
- SN 856365: Riding Along in my Automobile: Musically-Induced Emotions and Driving Behaviour, 2018-2021
- SN 856172: Qualitative Interviews with NHS Staff During the Pandemic: An Investigation into Ethnic Inequalities Experienced During the Pandemic, 2020-2022
- SN 856348: Bilingual Experience and Cognitive Control, 2018-2022
- SN 9070: Listening to Young Lives at Work: COVID-19 Phone Survey
- SN 856385: Understanding and Assisting Difficulties with Everyday Spatial Difficulties
- SN 856281: Investigating the Educational Potential of Touchscreen Apps for Children's Early Vocabulary Acquisition, 2018-2021
- SN 8803: Living Costs and Food Survey, 2019-2020
- SN 856114: Student Loneliness and Social Connectedness Data, 2021
- SN855980: Using Digital Forensics in Policing, 2018-2022
- SN 9029: Smoking, Drinking and Drug Use among Young People, 2021
- SN 856040: Sharing our Stories: Experience of Sibling Bereavement, 2020-2022

UK Data Service

Detailing your project: research design and measurements

Re-use projects

- Re-analysis
  - Very different – comparative keyword analysis of illness
    narratives Seale and Charteris-Black (2008)
  - “Similar” topics, but with different focus (Bornat et al. 2012)
- Replication study
  - Reinhart and Rogoff controversy – PG student found flaw
    in dataset which completely changed results
- Comparative study
  - Key data quickly signposts you to national surveys: https://www.ukdataservice.ac.uk/get-data/key-data.aspx
- Re-study



The New Yorker (2013)

Re-study: School Leavers Study

Principal investigator: Ray Pahl

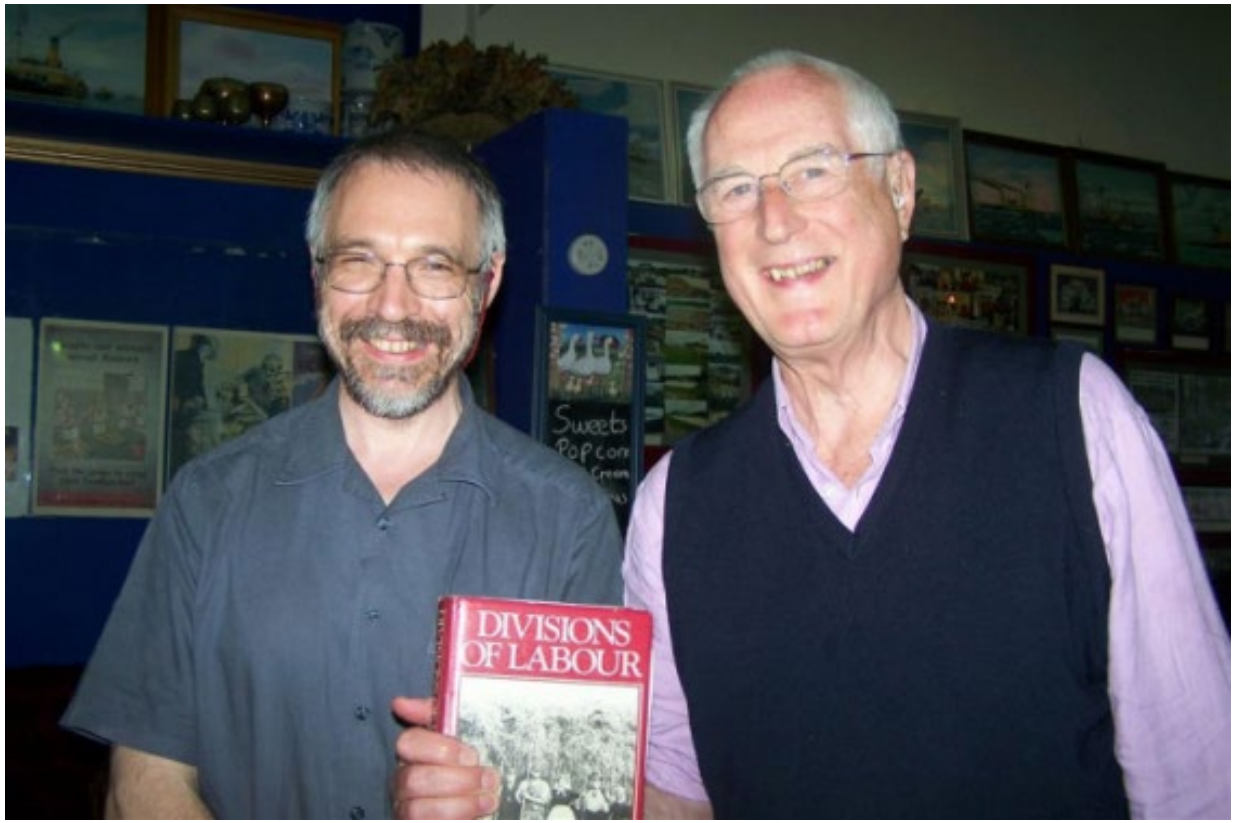
In 1978, teachers at a comprehensive school on the Isle of Sheppey were asked to set an essay about 10 days before pupils were due to leave school. The essay asked students to imagine that they were nearing the end of their life, and that something had made them think back to the time when they left school. They were then asked to write an imaginary account of their life over the next 30 or 40 years.





School Leavers Re-Study: Imagining the Future

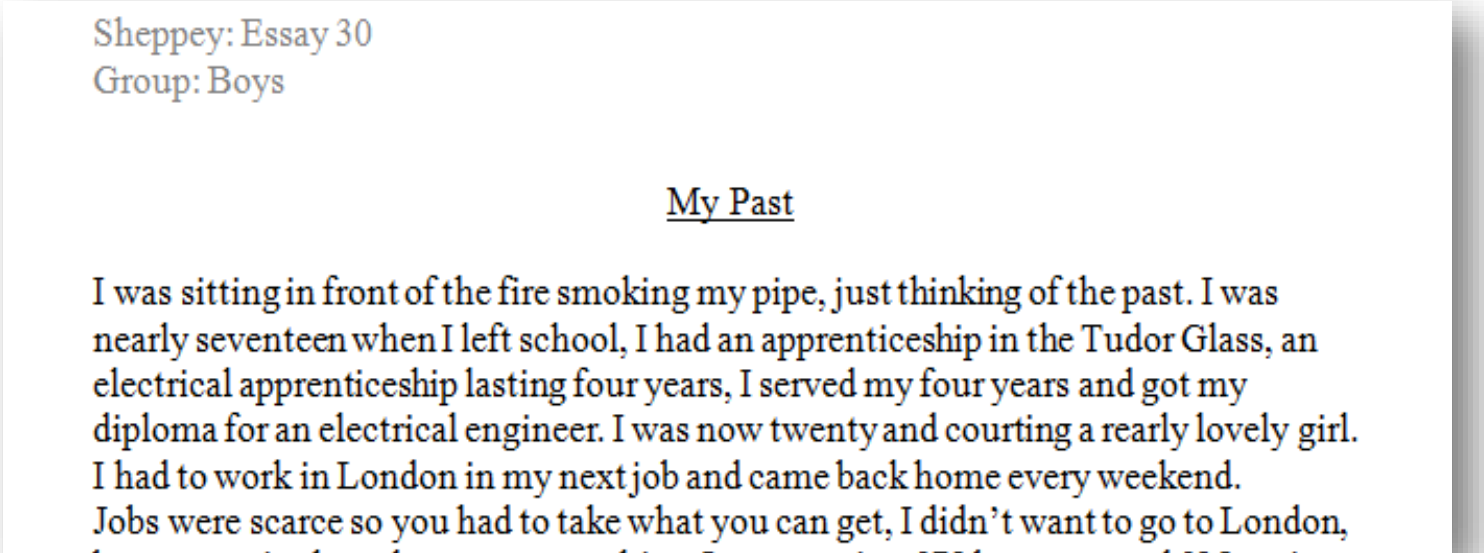
Re-users: Graham Crow and Dawn Lyon



School Leavers Re-Study

Essay instructions 2009: Imagining the Future:

I want you to imagine that you are towards the end of your life. Look back over your life and say what happened to you. Don't write a very exaggerated story, just tell the straightforward story of your life as it might really be. Of course you cannot know what is going to happen to you, but you can describe the sort of thing that could happen if things go as you expect or hope. Spread your story over your whole life from the time of leaving school. Continue on another sheet as necessary.



Sheppey: Essay 30
Group: Boys

My Past

I was sitting in front of the fire smoking my pipe, just thinking of the past. I was nearly seventeen when I left school, I had an apprenticeship in the Tudor Glass, an electrical apprenticeship lasting four years, I served my four years and got my diploma for an electrical engineer. I was now twenty and courting a rearly lovely girl. I had to work in London in my next job and came back home every weekend. Jobs were scarce so you had to take what you can get, I didn't want to go to London,

1978 Mundane & grounded jobs; gradual career progression; periods of unemployment.	2010 Well-paid, instantaneous jobs; choice but uncertainty; influence of celebrity culture.
“It was hard finding a job, I failed a few chances, but eventually got what I wanted locally, a craft apprenticeship.” (Essay 27, male)	“I could not decide what to do. Then it came across my mind that I should be a body builder, and be good enough to enter the Mr Olympia contest. After that I went to an athletics club, within a few months I was scouted for the Olympics for the 200 metre sprint.” (Essay 10, male)
“I was on the dole for six months after leaving school, until I got a job in a garage.” (Essay 42, male)	“I was 20 now living the dream I had a amazing band...I had toured the world 3 times sold 4 million records.” (Essay 30, male)
“When we found a house it was a semi-detached in Sittingbourne. I wanted to live in Italy but that was asking for too much.” (Essay 56, male)	“I arrive at my 3-bedroom luxury villa; I land my helicopter on my own heli-pad and walk inside. I grab my keys and jump in my Bentley Continental GTS.” (Essay 40, male)
“I longed for something exciting and challenging. But yet again I had to settle for second best. I began working in a large clothes factory.” (Essay 104, female)	“In my future I want to become either: a dance teacher, hairdresser, or a Professional Show Jumper/horse rider. If I do become a dancer my dream would be to dance for Beyoncé or someone really famous.” (Essay 61, female)

http://www.livingandworkingonsheppey.co.uk/

Living and Working on Sheppey



Welcome to the Living and Working on Sheppey: Past, Present and Future project website.

Living and Working on Sheppey explores the recent history and changes in working lives on Sheppey in the last decades of the 20th century and into the 21st. It concentrates on the period since the closure of the dockyard at Sheerness in 1960.

The site contains **materials from older people and their memories of work** in or around the dockyard and everyday life in Blue Town, the area of Sheerness closed to the dockyard. You can listen to clips of these interviews on different themes including the closure of the Dockyard, various trades, and changes in family life across different generations, and you can read the interviews in full (you need to register to do that).

You can read and listen to **short essays written by young people** in 2009-10 on what they imagine their futures have in store for them. They talk about their hopes and aspirations for their working lives, families, and travel as well as some of the difficulties they foresee.

You can watch the **two videos made by the artists, Tea**, as part of the Living and Working on Sheppey project. In 'Back and Forth on High Street Blue Town' you can see images of Blue Town High Street past, present – and future! And you can hear older people's memories of everyday life on the High Street through the twentieth century. In 'Sheerness Port', you can

Home
Project overview
Project team
The Isle of Sheppey: context
The Isle of Sheppey: gallery
Older people's memories
Young people and the future
Blue Town High Street: a video by Tea
Sheerness Port: a video by Tea
Lessons learned
Get involved
1978 Essay Writers Facebook Page
Access to data
Presentations and events
Publications and publicity

What are you trying to measure?

- Think about your topic/questions
- Think about your key concepts
- Relate concepts to variables in a dataset

Variables

Lists of variables can usually be found in the documentation:

- User guide
- Variable list
- Codebook/data dictionary



Example

Topic:

The relationship between fear of crime and age

1

Key concepts:

Fear of crime, Age

2

Variables:

?

3

Example

Question:

Does fear of crime increase with age?

1

Key concepts:

Fear of crime, Age

2

Variables:



3

Example: Crime Survey for England and Wales

- Important source of information about crime (Crime statistics independent from police records)
- Example of a repeated cross-sectional survey
- Annual survey
- n≈35,000 individuals aged 16+ and 3,000 aged 10-15

Variables - Example

Example: Crime Survey for England and Wales

- **QUALLIFE** - How much is YOUR OWN quality of life affected by fear of crime on a scale from 1 to 10, where 1 is no effect and 10 is a total effect on your quality of life?
- **AGE** – respondent age

Think critically about what these variables measure!

Quantitative data by type of analysis

Type of analysis	Type of data
	Cross-sectional surveys
	Repeated cross-sections
	Longitudinal data
	Census aggregate data, flow data
	International time series data

Population and Unit of Analysis



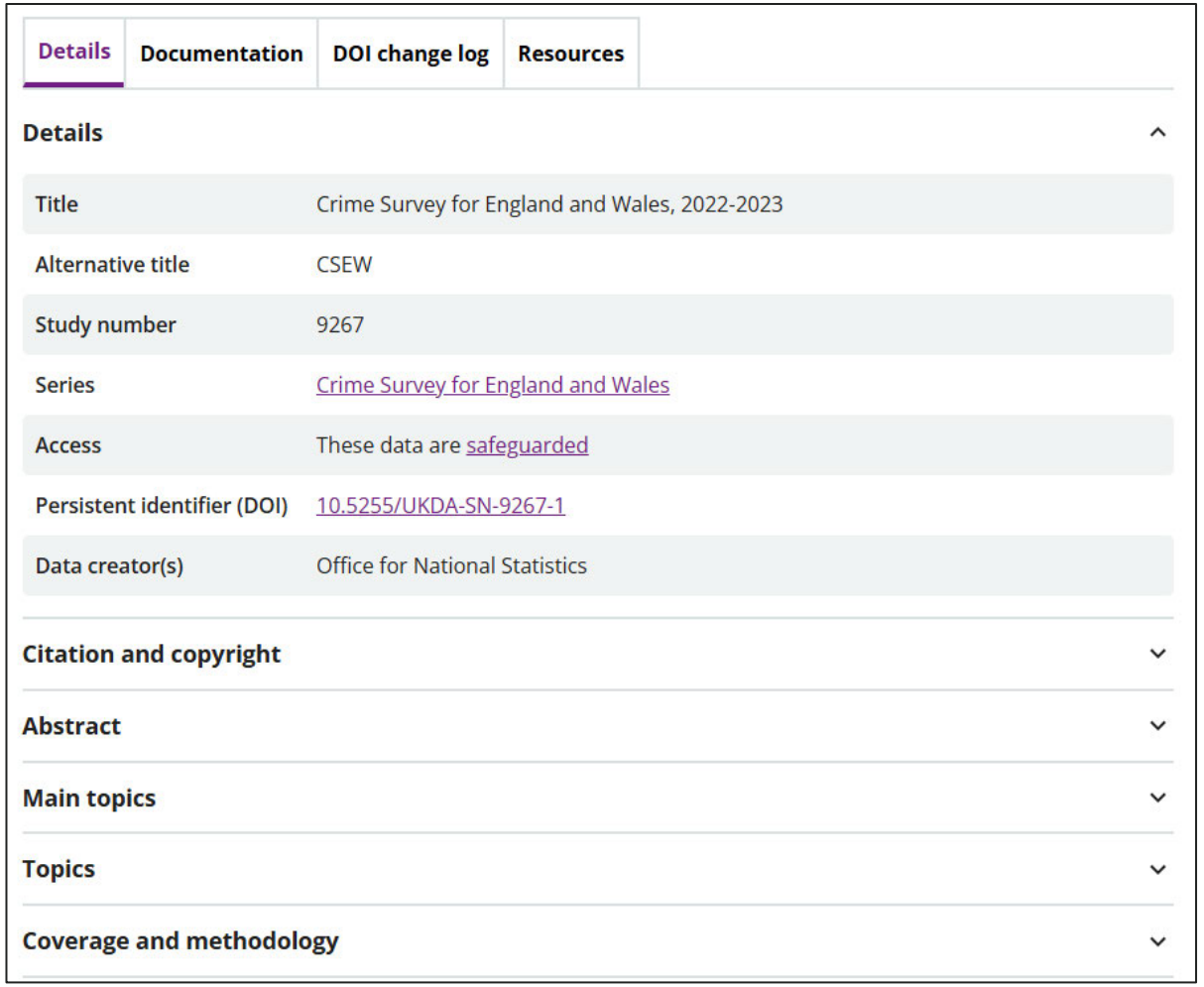


UK Data Service

Evaluating data through documentation

What, where, when and why?

- Start with catalogue record
- Will tell you key topics, background and methodology
- Access to documentation



Questionnaire routing: Who was asked what?

- Computer Aided Interviewing (CAI) makes it easy to send respondents through the questionnaire by different routes

- Many questions may only be applicable to some of the sample

Who was asked what? Documentation.

FLEX10 — **UK**

Some people have special working hours arrangements that vary daily or weekly. — **W1/EQ**

In your (main) job is your agreed working arrangement any of the following… — **MAIN**

Code up to 3 — **AW/AJ and OD**

RUNNING PROMPT

1 flexitime (flexible working hours),
2 an annualised hours contract,
3 term-time working,
4 job sharing,
5 a nine-day fortnight,
6 a four-and-a-half day week,
7 zero hours contract,
8 on-call working, or
9 none of these?

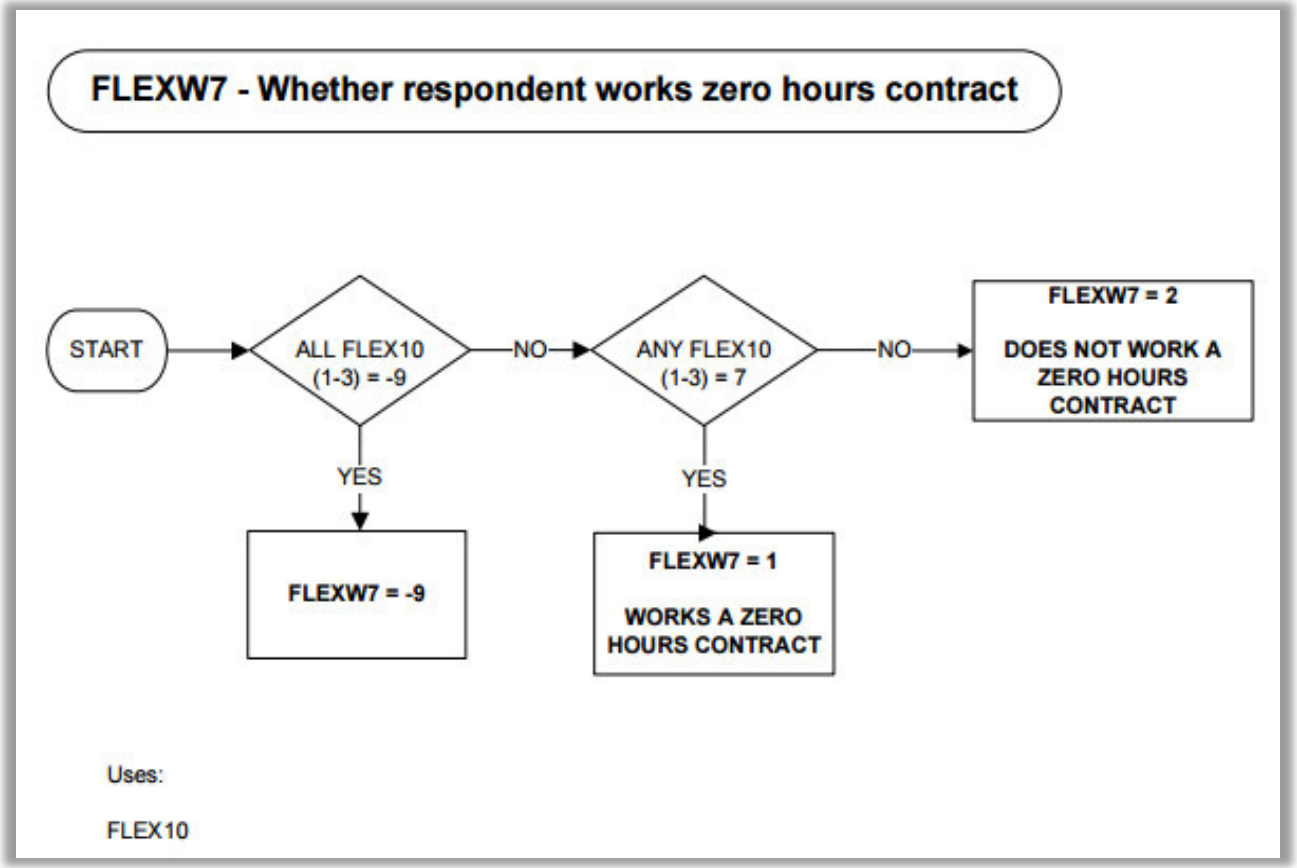
ONS ✔ ***GOV*** ✔ ***SPL*** ✔ ***EUL*** ✔

Applies if in work during reference week

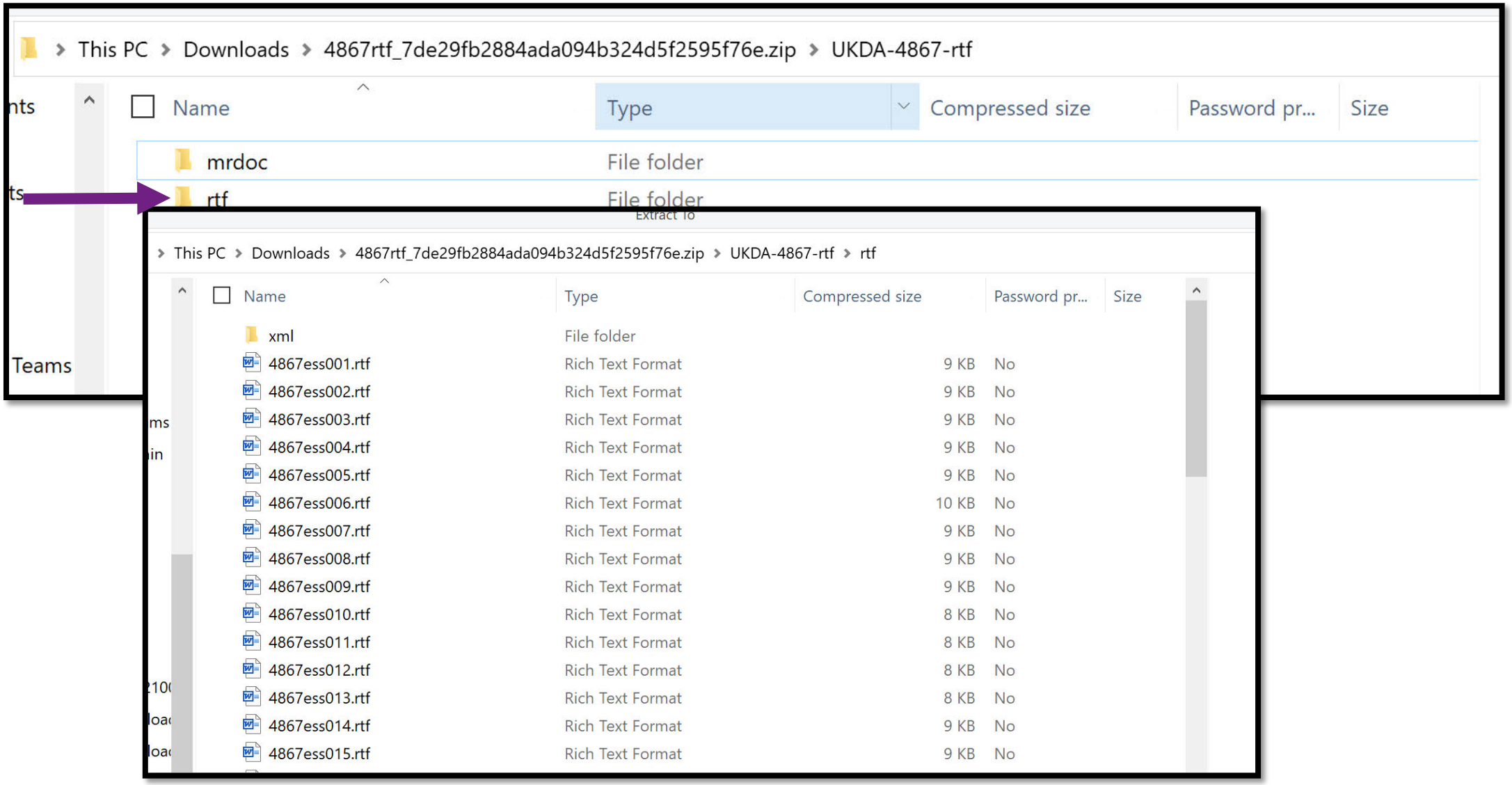
IF (Wrking=Yes) OR (JbAway=Yes) OR (OwnBus=Yes) OR (RelBus=Yes)
OR (TYPSCH12=1,2,3,5.8) On a government training scheme considered as employment
OR ((TYPSCH12=9) AND (YTETJB=Yes)) OR (YTETJB=Yes) Doing paid work in addition to this particular government training scheme

And what was done with the data afterwards?

- derived variables are created from the ‘raw’ data



What does the collection look like?



Name of project: School Leavers Study, 1978
Depositor: Pahl, R.E.
ID: Essay 1
Group: Boys
Filename: 4867ess001

Reflections

When I left school at the age of 18 I had just taken my 'A' levels. I past them all with grade C's and I was quite pleased with myself. I got accepted at Bradford University on an electronics engineering course. I enjoyed the time I spent at university although I didn't like being away from home for so long at first. I used to go home every so often though. After getting the necessary qualifications I left to find a job. That was much easier than it is now even though the unemployment was higher then. I think finding a job was one of the most pleasing moments of my life. I hadn't enjoyed learning much at all but putting it into practice was much better. I was twenty two by this time and I felt great having a job when unemployment was up to an all time high. It was about this time that I met Anne my wife. She was two years younger than me and worked for the same company as I did. I had met girls at university but my relationships with them weren't anything serious. I'd never none anyone I'd really liked before and it seemed a natural step to get married. It was only a quite affair in a registry office as I didn't particularly want a church wedding and Anne's family weren't very religious. We just invited a few of her friends and a few of mine. It was long before we had found a house thanks to a friend of Anne's father. It was a pretty large mortgage but I liked the thought of having a house of our own, instead of living at Anne's parent's house. We were quite happy together aside from the usual rows which go with marrige.

It wasn't long before our eldest son Mark was born and we had two others John and Karen, they were all three years apart. After we had had children I think we grew closer together. Mark is now married and he works in Administration. John is

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



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].

Responses of community members who attended rush screening

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.

Cambridge 001 – Q28

Q. People talk about there being different social classes – what do you think?

A. Definitely there are. Financially, I think you do get your various classes, which is shown definitely in the appearance of people. The working man generally looks a working man unless he has the intelligence and initiative to dress neatly off work. I think clothes put a person in a class rather than finance or where you live. Class distinctions are becoming less than they used to be, it seems nothing wrong is you mix with people in other jobs.

Q. So you think that appearances are the most important thing?

A. This is what puts people into a class, what classifies people, whether the wife goes around with curlers and a scarf thrown on – people just don't care in a lot of cases.

Q. But you referred to jobs earlier – does the job have anything to do with it?

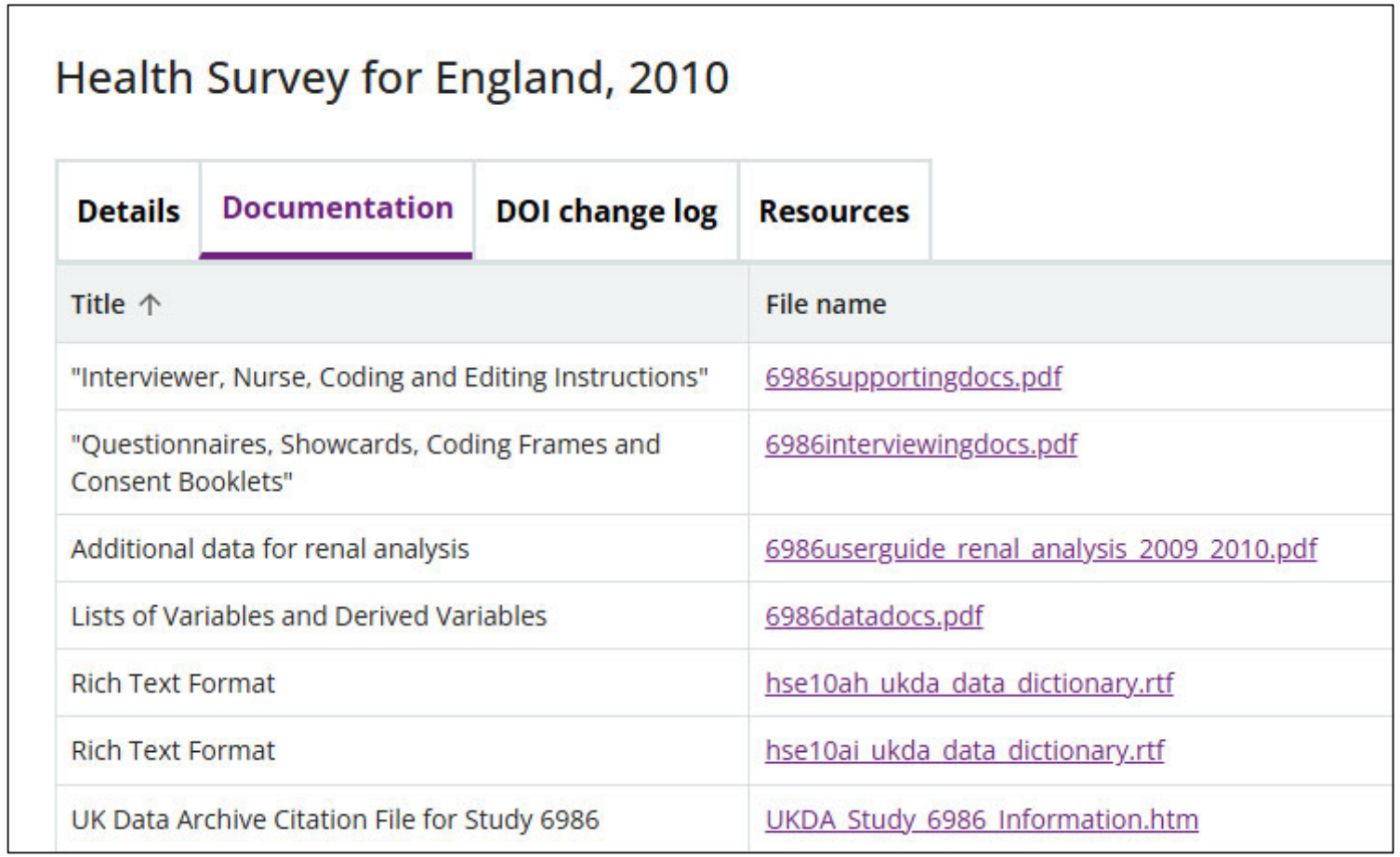
A. In a lot of cases the job does tend to influence the way people act because their associates don't do the same thing. I lived in Chertsey & it was quite common to see a woman walking down the street in carpet slippers; here you have the influence of a higher intelligence group. But Cambridge doesn't have snobbery, you don't have to

Getting started with documentation

- Use documentation to re-contextualise your data and better understand the limitations and opportunities of the data.

- Re-contextualise at different levels, including
  - Study level
  - Data level
  - Participant level

- Find out more about study-level and data-level documentation: https://ukdataservice.ac.uk/learning-hub/research-data-management/



Health Survey for England, 2010

Details | Documentation | DOI change log | Resources

Title ↑	File name
"Interviewer, Nurse, Coding and Editing Instructions"	6986supportingdocs.pdf
"Questionnaires, Showcards, Coding Frames and Consent Booklets"	6986interviewingdocs.pdf
Additional data for renal analysis	6986userguide_renal_analysis_2009_2010.pdf
Lists of Variables and Derived Variables	6986datadocs.pdf
Rich Text Format	hse10ah_ukda_data_dictionary.rtf
Rich Text Format	hse10ai_ukda_data_dictionary.rtf
UK Data Archive Citation File for Study 6986	UKDA_Study_6986_Information.htm

Attitudes to Genetically Modified Foods, 2009

Details | Documentation | DOI change log | Resources

Title ↑	File name	Size (MB)
Data Listing	6616ulist.xls	0.03
Data Listing	6616ulist.pdf	0.01
Study information and citation	UKDA_Study_6616_Information.htm	0.02
UKDA Information for Study 6616	read6616.htm	0.00
User Guide	6616uguide.pdf	1.50

Bookmarks

SN 6616 User Guide
Interview Topic Guide
Consent Form
Sample Profile
Final Report: Exploring Attitudes to ...

Appendix A Interview topic guide

EXPLORING ATTITUDES TO GENETICALLY MODIFIED (GM) FOODS
INTERVIEW TOPIC GUIDE

Research Objectives

The interviews have three key objectives:

1. **To explore respondents' views about and attitudes towards GM food**
2. **To explore why respondents have those views and attitudes**
3. **To understand what respondents consider to be the risks and benefits of GM foods**

As this is an exploratory study, we wish to encourage participants to discuss their views and experiences in an open way without excluding issues which may be of importance to individual participants and the study as a whole. Therefore, unlike a survey questionnaire or semi-structured interview, the questioning (and the language and terminology used) will be responsive to respondents' own experiences, attitudes and circumstances.

The following guide does not contain pre-set questions but rather lists the key themes and sub-themes to be explored with each participant. It does not include follow-up questions like `why', `when', `how', etc. as participants' contributions will be fully explored throughout using prompts and probes in order to understand how and why views, behaviours and experiences have arisen. The order in which issues are addressed, and the amount of time spent exploring different themes, will vary between participants according to individual demographics and circumstances.

Interview materials (sheets A, B and C) are to be used in conjunction with this discussion guide. The purpose of these materials is to facilitate participants' reflection on the subject, and they will be used flexibly to achieve this.

Attitudes to Genetically Modified Foods, 2009

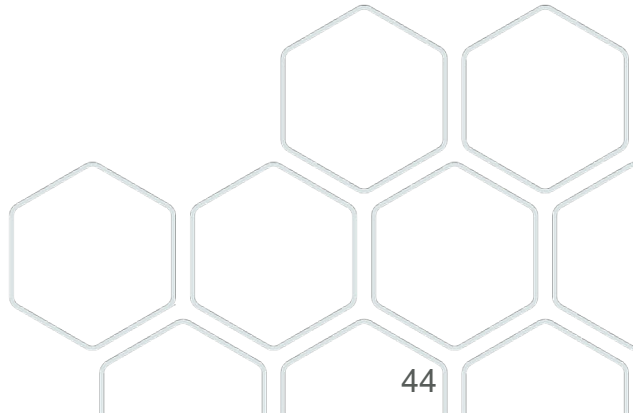
Details | Documentation | DOI change log | Resources

Title ↑	File name	Size (MB)
Data Listing	6616ulist.xls	0.03
Data Listing	6616ulist.pdf	0.01
Study information and citation	UKDA_Study_6616_Information.htm	0.02
UKDA Information for Study 6616	read6616.htm	0.00
User Guide	6616uguide.pdf	1.50

Study Number 6616
Attitudes to Genetically Modified Foods, 2009
Sheldon, R.

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

Practical activity: Catalogue and Documentation



UK Data Service

Data considerations

Sampling considerations

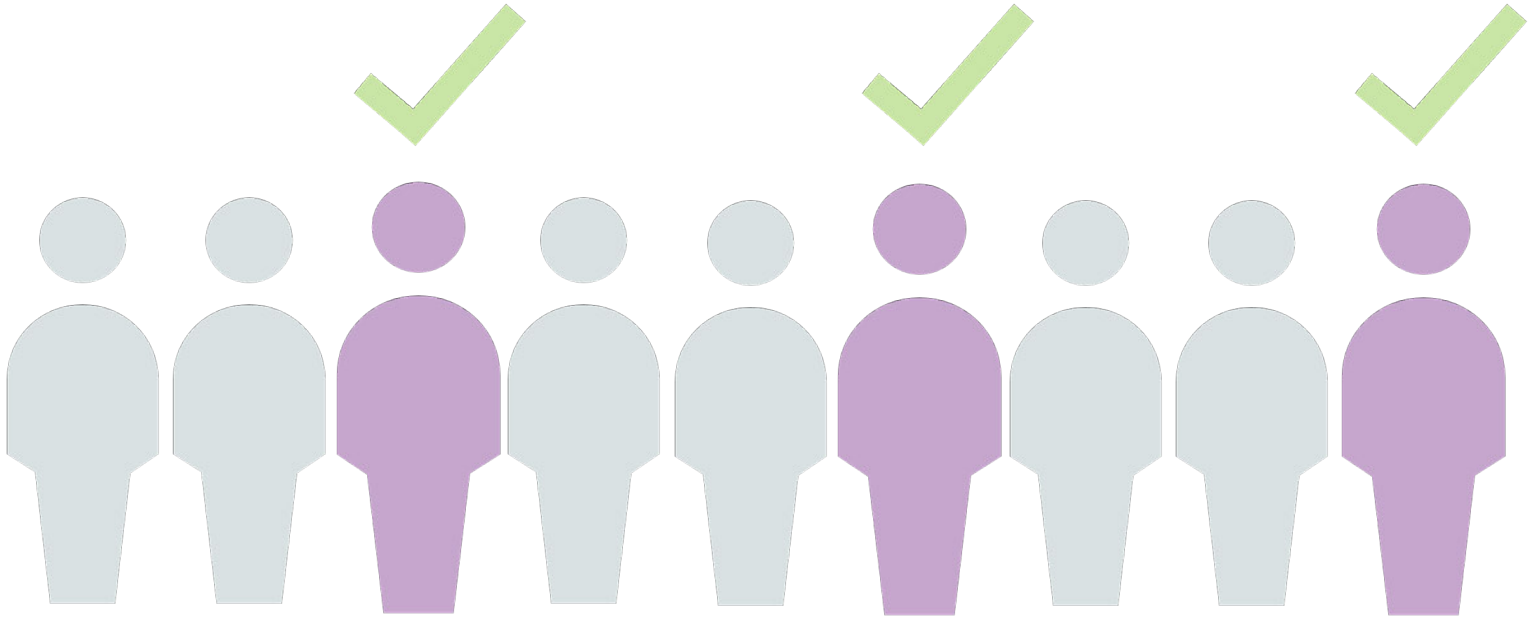
- Surveys are based on samples
  - Is the sample representative?
  - Who is included (adults, those in private address)?
  - Response rate and bias
  - Do you need to apply a weight to make the data representative?

Sample size

- Do I have enough cases to make a precise estimate?
  - Important for small sub-populations

Sampling across datasets

- Select a subgroup based on shared social characteristics or a probability sampling procedure
- Mix and match from different collections into a customized dataset for your project
  - Consider study-level context to ensure data are comparable



Tips

- Process isn’t linear
- You may need to compromise
- Choose different variables or data or refine your research question



UK Data Service

Other project considerations

1. to use the data in accordance with the EUL and to notify the UK Data Service of any non-compliance you are aware of
2. not to use the data for commercial purposes without obtaining permission and, where relevant, an appropriate licence if commercial use of the data is required
3. that the EUL does not transfer any interest in intellectual property to you
4. that the EUL and data collections are provided without warranty or liability of any kind
5. to abide by any further conditions notified to you
6. to give access to the data collections only to registered users with a registered use (who have accepted the terms and conditions, including any relevant further conditions). There are some exceptions regarding the use of data collections for teaching and the use of data collections for Commercial purposes set out in an additional Commercial Licence
7. to ensure that the means of access to the data (such as passwords) are kept secure and not disclosed to anyone else
8. to preserve the confidentiality of, and not attempt to identify, individuals, households or organisations in the data
9. to use the correct methods of citation and acknowledgement in publications
10. to send the UK Data Service bibliographic details of any published work based on our data collections
11. that personal data about you may be held for validation and statistical purposes and to manage the service, and that these will only be passed on to the following, in specific circumstances: the data collection depositor, your own institute or your research funder
12. to notify the UK Data Service of any errors discovered in the data collections
13. that personal data submitted by you are accurate to the best of your knowledge and kept up to date by you
14. to meet any charges that may apply
15. to offer for deposit any new data collections which have been derived from the materials supplied
16. will destroy ***all*** copies of the data to the standards specifield in point 1.16
17. will ensure that the data are destroyed to the standards specified in the Microdata Handling and Security: Guide to Good Practice
18. that any non-compliance of the EUL will lead to immediate termination of your access to the services and could result in legal action against you

Golden rules of secondary analysis

1. No onward sharing of data, even with your supervisor.
2. All anonymized data needs to stay anonymous.

(If data comes doesn't come from an archive with a data access policy, then check the terms and conditions of usage to see how data can be used and still abide by the above rules.)

Accessing data

Access Options



OPEN

Suitable for data that are not classified as personal data and with no residual risk of disclosure or where consent to share personal data as collected is in place.



SAFEGUARDED

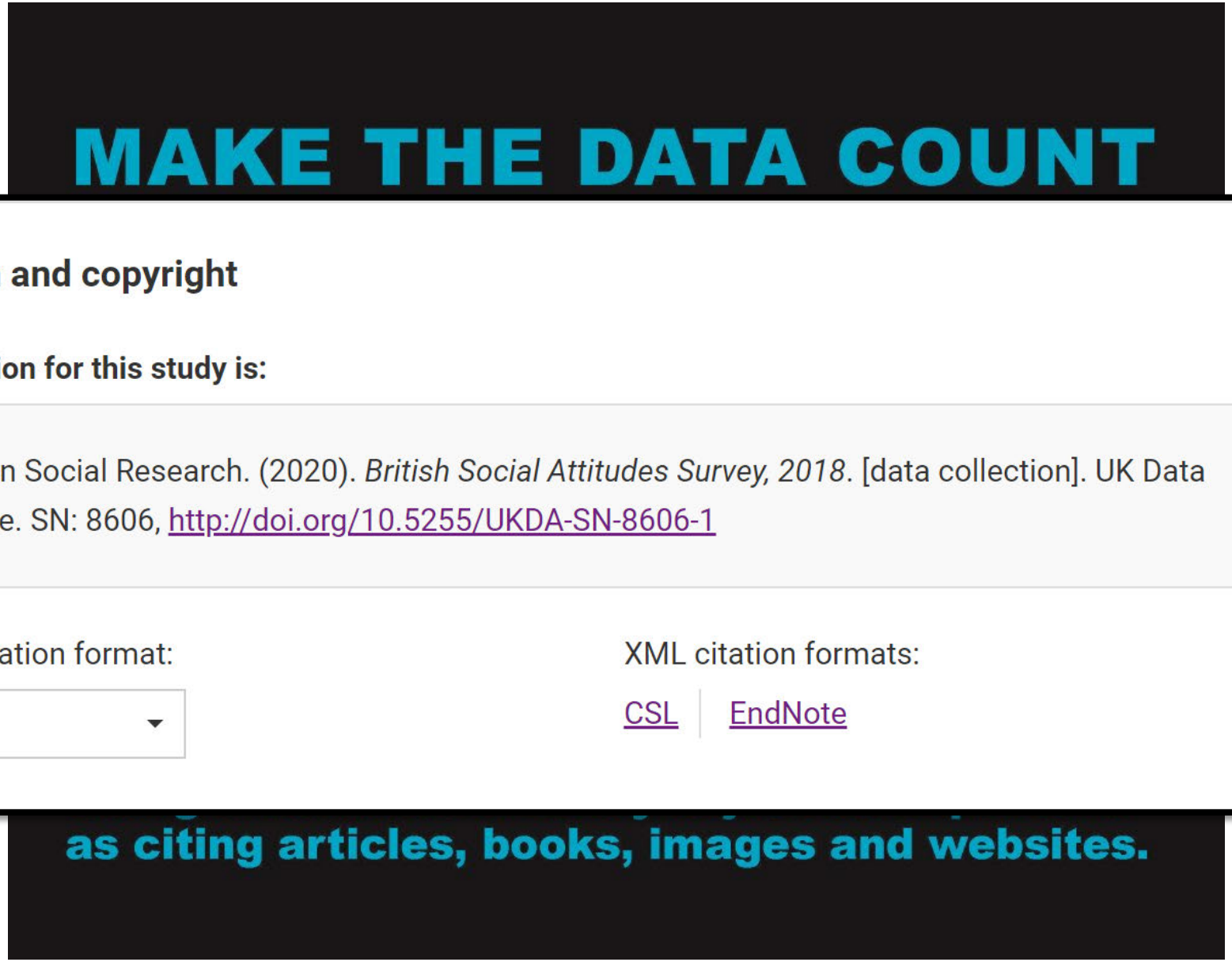
Suitable for data that are not classified as personal data but where there is a potential, residual risk of disclosure; also referred to as effectively anonymised data as per ICO guidance.



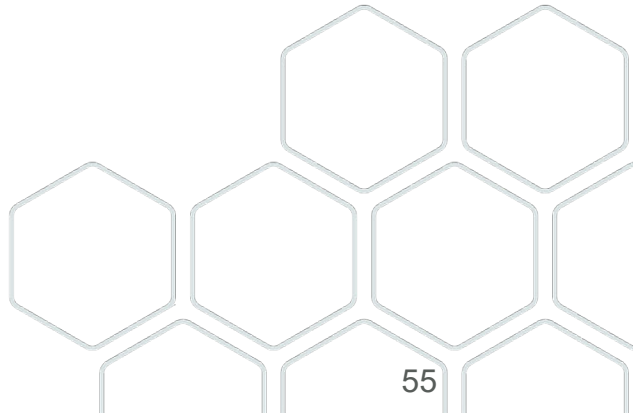
CONTROLLED

Suitable for data classified as personal data and data that are particularly sensitive, commercially or otherwise. This is de-identified data i.e. indirectly identifiable, for which data protection legislation applies. Access is facilitated through the Five Safes Framework.

https://www.ukdataservice.ac.uk/citethedata.aspx



Demonstration: Downloading data



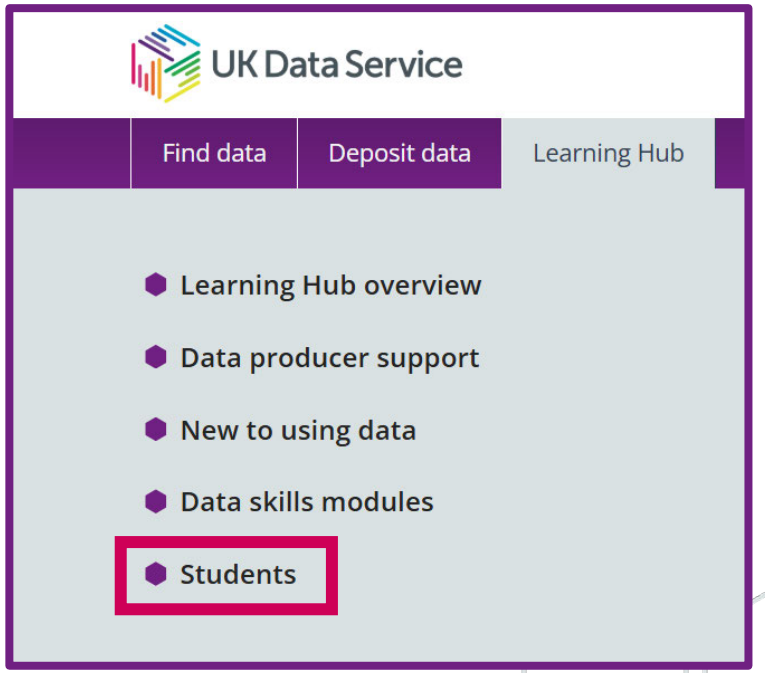
UK Data Service

Further resources

Dissertation resources

Our student pages on the UKDS website can be found under:

Home → Learning Hub → Students



They contain information on:

- What data are available?
- How to find and access data
- The UKDS dissertation award
- Further resources
- **Finding and Accessing data for your project**

- Also explore our Learning Hub and Data Skills Modules

UK Data Service

Dissertation Award



Planning your dissertation?

Used UK Data Service data?

You could win £300!

Open to undergraduate students at UK universities whose dissertations use data from the UK Data Service.

Entries open: October 2026
Final deadline: 1 July 2027

£300 PRIZE + opportunity to write for the UK Data Service Impact blog

Find out more and apply:
https://ukdataservice.ac.uk/learning-hub/students/dissertation-award/dissertation-award/

Drop-in sessions

- Survey, Computational Social Science, SecureLab, and Census
- Chat with UKDS experts about your questions
- Dissertation Drop-In – 21st October – 1pm – 2pm.

Follow **#UKDSDissertations** on Bluesky and LinkedIn for all the latest updates





Further resources

Timescapes Methods Guides Series:
http://www.timescapes.leeds.ac.uk/about/timescapes-methods-guide-series.html

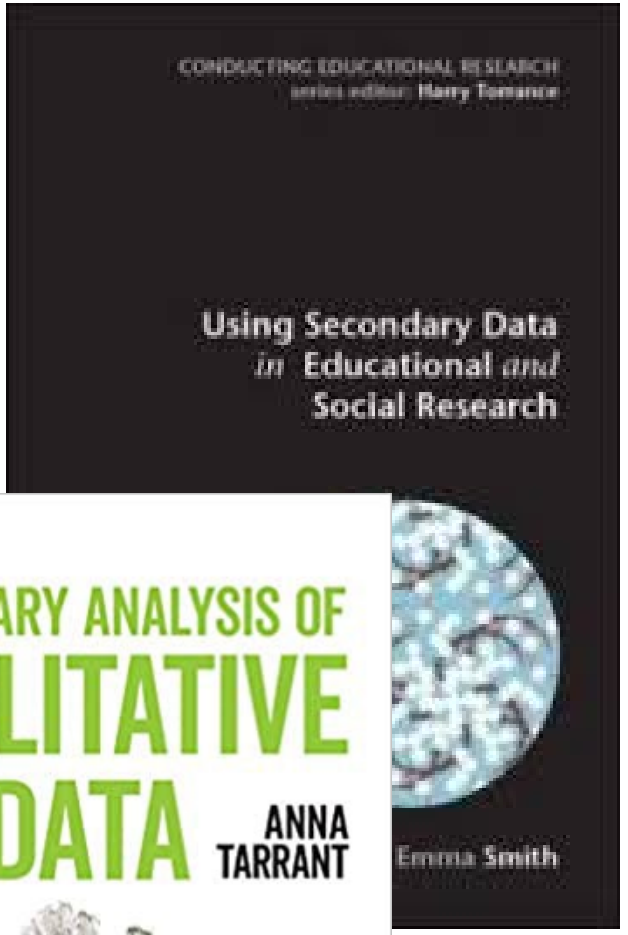
Secondary Analysis of Quantitative Data Sources:
https://methods.sagepub.com/book/the-sage-handbook-of-social-research-methods/n31.xml

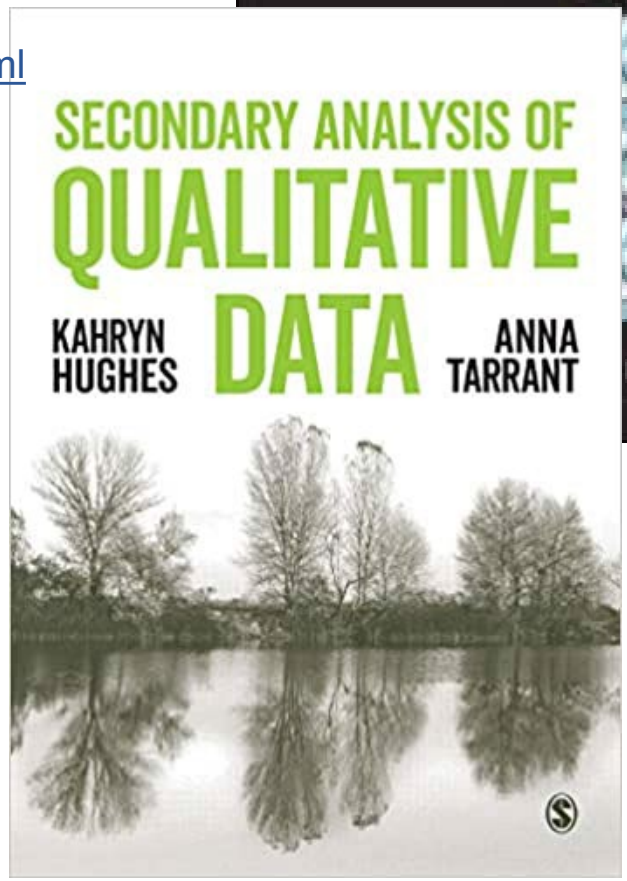
Data Skills modules:
https://www.ukdataservice.ac.uk/use-data/data-skills-modules

UK Data Service video tutorials:
https://www.ukdataservice.ac.uk/use-data/tutorials.aspx

What is secondary analysis?
https://www.ukdataservice.ac.uk/use-data/secondary-analysis.aspx

UK Data Service: Tools and templates:
https://www.ukdataservice.ac.uk/manage-data/tools-and-templates.aspx





Upcoming events

- **Code anxiety club**
- Using QGIS to map 2021/22 census data from the UK Data Service
- **Dissertation drop-in**
- **Getting started with secondary analysis**
- SecureLab drop-in sessions
- **Data in the spotlight: Large scale social surveys**
- **UK census data drop-in**
- Best practices for documenting social sciences research data
- **Data in the spotlight: Census and population studies**
- **Data in the spotlight: Longitudinal data**
- **Computational social science drop-in**
- An introduction to time series analysis and forecasting
- **Data in the spotlight: Qualitative and mixed methods data**
- Introduction to anonymisation techniques for social sciences research data
- Data in the spotlight: International time series databanks
- Safe Researcher Training
- **Labour Force and Annual Population Surveys User Conference 2026**

Register for the UK Data Service

beta.ukdataservice.ac.uk/myaccount/login

UK Data Service training and events

ukdataservice.ac.uk/training-events/

Get connected

Website ‘Contact us’ pages	https://ukdataservice.ac.uk/contact/
	https://www.jiscmail.ac.uk/cgi-bin/webadmin?A0=UKdataservice
Bluesky	https://bsky.app/profile/ukdataservice.bsky.social
	https://www.youtube.com/user/UKDATASERVICE
	https://www.linkedin.com/company/uk-data-service/

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.

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