

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

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Alle Bloom



# Overview

- What is secondary analysis?
- What is the UK Data Service?
- Qualitative data
  - Getting to know the data
  - Sampling
- Quantitative data
  - What are you measuring?
  - How are you measuring it?
  - Data considerations
- Further resources
- Exercises
  - 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 methodological 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 be 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

# 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

# Who is it for?

- Academic researchers and students
- Government analysts
- Charities and foundations
- Business consultants
- Independent research centres
- Think tanks



# Types of data collections

- Survey microdata
  - [Cross-sectional](#)
  - [Panel / Longitudinal](#)
- Aggregate statistics
  - [International macrodata](#)
- [Census](#) data
  - [Aggregate](#) data for 1971 -2011
  - [Microdata](#) for 1991, 2001 and 2011
- [Qualitative and mixed methods data](#)

# Sources of data

- Official agencies – mainly central government
- International statistical time series
- Research institutions
- Individual academics - research grants
- Market research agencies
- Public records/historical sources



<http://www.ukdataservice.ac.uk>

**UK Data Service**

Site search | Login | Register

Find data | Deposit data | Learning hub | Training and events | About | News | Impact | Help | Contact

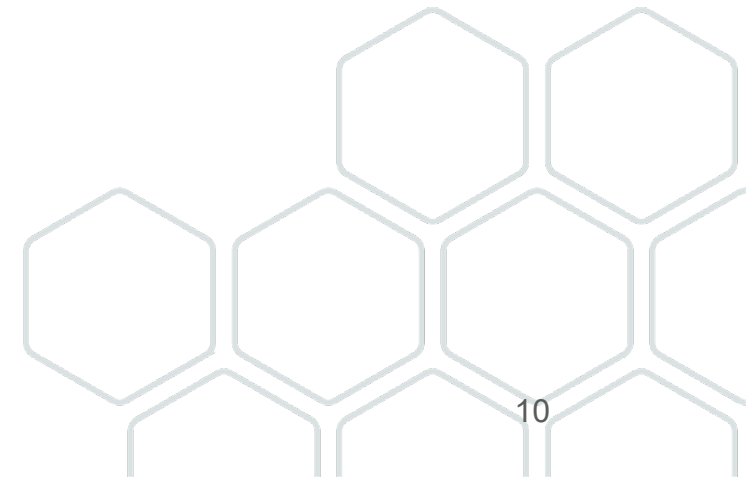
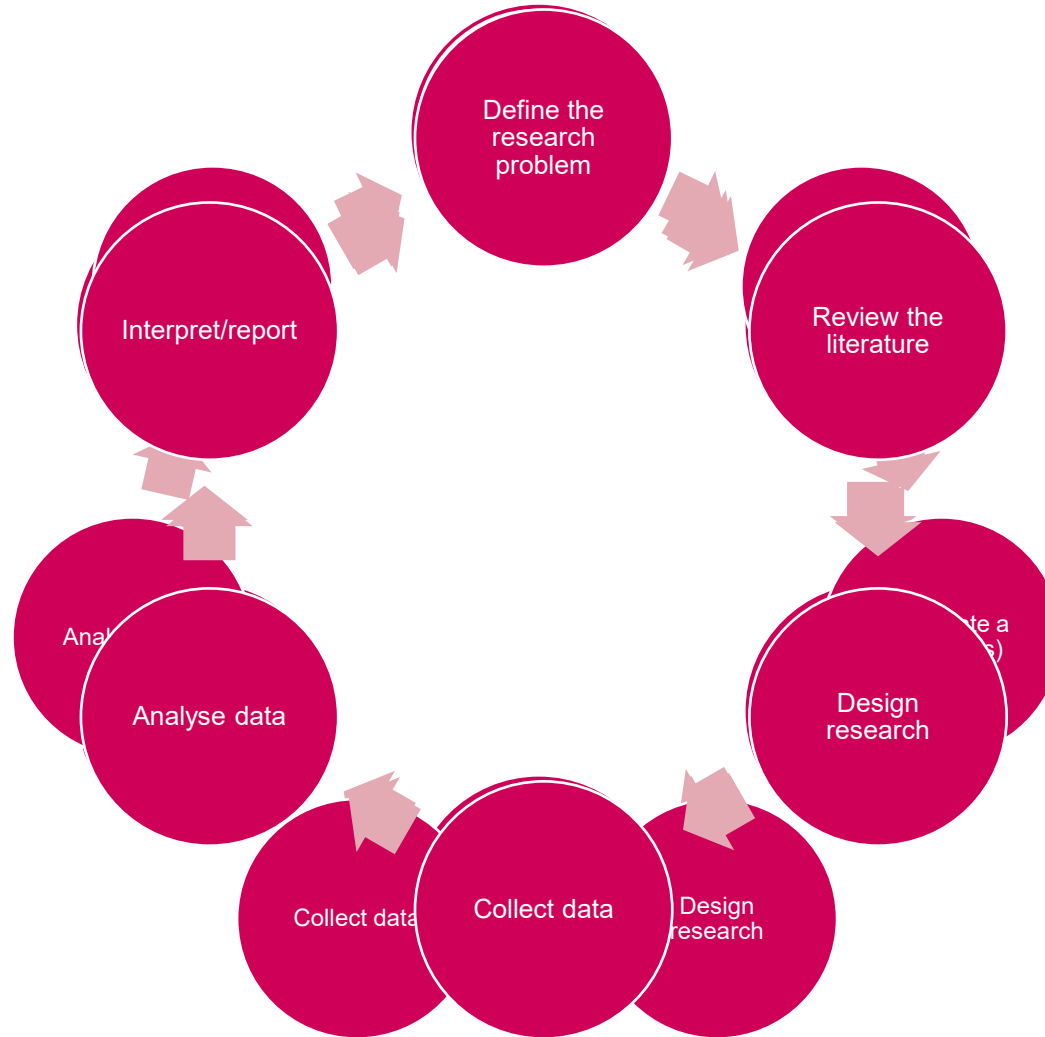
# Welcome to the UK Data Service

Trusted access and training to use the UK's largest collection of economic, social and population data for research and teaching

Search our data catalogue | Search

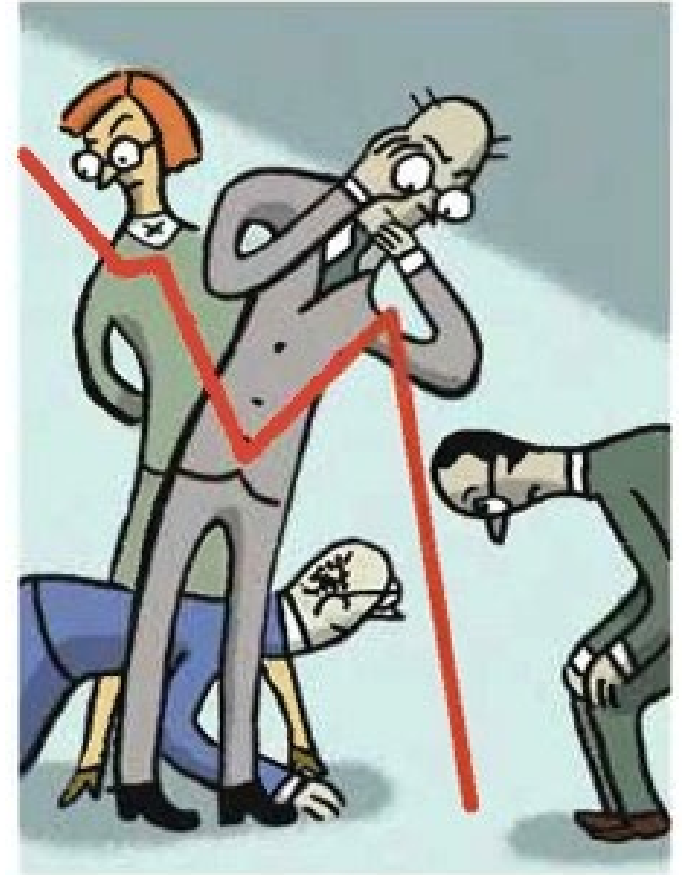
## Key services

# The research process



# 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

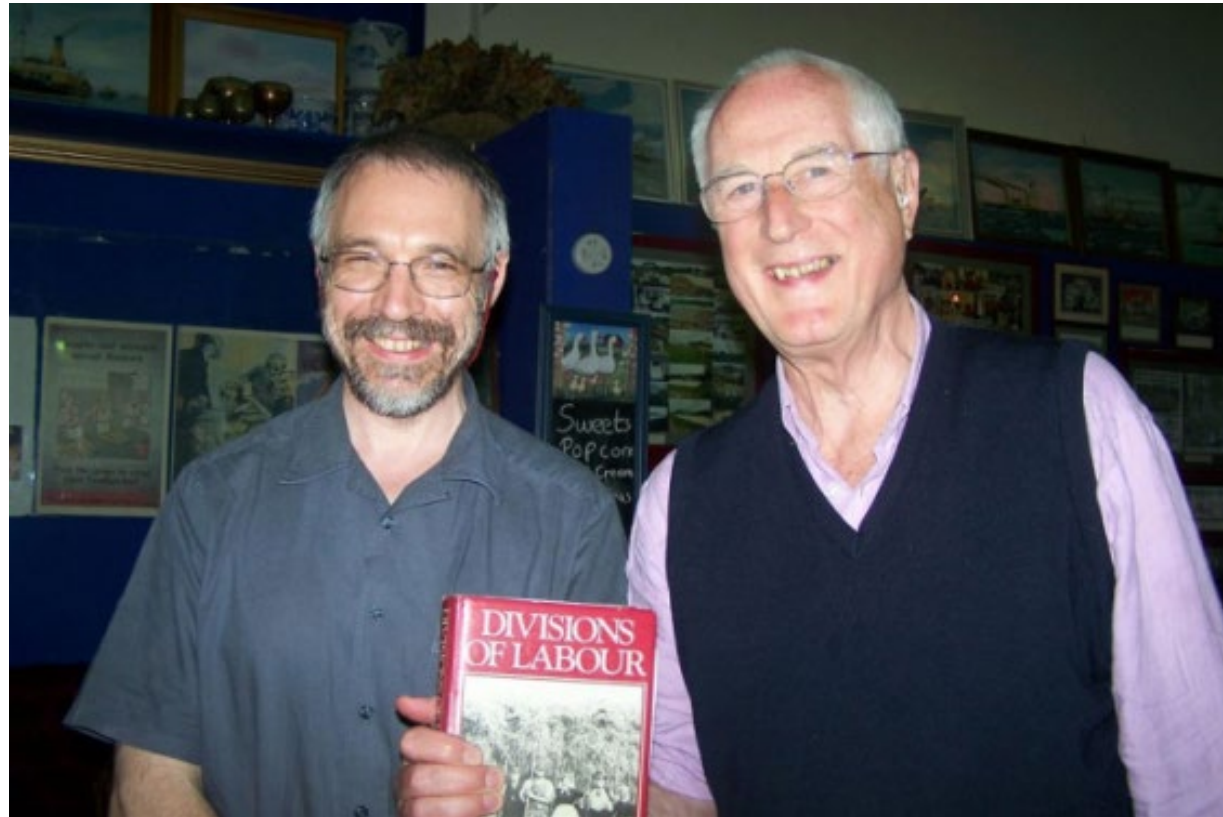
Principal investigator: Ray Pahl

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 really 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)

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 specified 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.)



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

## MAKE THE DATA COUNT

### Citation and copyright

The citation for this study is:

NatCen Social Research. (2020). *British Social Attitudes Survey, 2018*. [data collection]. UK Data Service. SN: 8606, <http://doi.org/10.5255/UKDA-SN-8606-1>

Select citation format:

APA 

XML citation formats:

[CSL](#)

[EndNote](#)

as citing articles, books, images and websites.

# Qualitative data

Key methodological issues



# What does the collection look like?

The screenshot displays a Windows File Explorer window showing the contents of a zip file named '4867rtf\_7de29fb2884ada094b324d5f2595f76e.zip'. The current view is the 'UKDA-4867-rtf' folder, which contains two subfolders: 'mrdoc' and 'rtf'. A blue arrow points to the 'rtf' folder, which is expanded in a smaller inset window. The inset window shows the following files and folders:

Name	Type	Compressed size	Password pr...	Size
xml	File folder			
4867ess001.rtf	Rich Text Format	9 KB	No	
4867ess002.rtf	Rich Text Format	9 KB	No	
4867ess003.rtf	Rich Text Format	9 KB	No	
4867ess004.rtf	Rich Text Format	9 KB	No	
4867ess005.rtf	Rich Text Format	9 KB	No	
4867ess006.rtf	Rich Text Format	10 KB	No	
4867ess007.rtf	Rich Text Format	9 KB	No	
4867ess008.rtf	Rich Text Format	9 KB	No	
4867ess009.rtf	Rich Text Format	9 KB	No	
4867ess010.rtf	Rich Text Format	8 KB	No	
4867ess011.rtf	Rich Text Format	8 KB	No	
4867ess012.rtf	Rich Text Format	8 KB	No	
4867ess013.rtf	Rich Text Format	8 KB	No	
4867ess014.rtf	Rich Text Format	9 KB	No	
4867ess015.rtf	Rich Text Format	9 KB	No	

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.

Heavily 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



Participatory video in Conservation, Markets and Justice a photo story

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 farmers. 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 Resources [Access data](#)

### Documentation

Title	File name	Size (MB)
"Interviewer, Nurse, Coding and Editing Instructions"	<a href="#">6986supportingdocs.pdf</a>	4.26
"Questionnaires, Showcards, Coding Frames and Consent Booklets"	<a href="#">6986interviewingdocs.pdf</a>	5.87
Additional data for renal analysis	<a href="#">6986userguide_renal_analysis_2009_2010.pdf</a>	0.55
Lists of Variables and Derived Variables	<a href="#">6986datadocs.pdf</a>	3.38
Study information and citation	<a href="#">UKDA_Study_6986_Information.htm</a>	0.01
UKDA Information for Study 6986	<a href="#">read6986.htm</a>	0.01
User Guide	<a href="#">6986userguide.pdf</a>	0.73

# Attitudes to Genetically Modified Foods, 2009

Details

Documentation

Resources

Access data

## Documentation

Title ▲	File name ◆	Size (MB) ◆
Data Listing	<a href="#">6616ulist.xls</a>	0.03
Data Listing	<a href="#">6616ulist.pdf</a>	0.01
Study information and citation	<a href="#">UKDA_Study_6616_Information.htm</a>	0.02
UKDA Information for Study 6616	<a href="#">read6616.htm</a>	0
User Guide	<a href="#">6616uguide.pdf</a>	1.5



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- Advice for new users
- How to register

- Contact
- Terms and conditions

- Blog
- Email



## 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

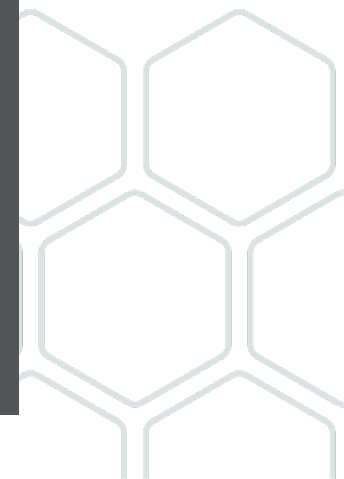
The interviews have three key objectives:

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

Resources

Access data

## Documentation

Title ▲	File name ◆	Size (MB) ◆
Data Listing	<a href="#">6616ulist.xls</a>	0.03
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Study information and citation	<a href="#">UKDA_Study_6616_Information.htm</a>	0.02
UKDA Information for Study 6616	<a href="#">read6616.htm</a>	0
User Guide	<a href="#">6616uguide.pdf</a>	1.5

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**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



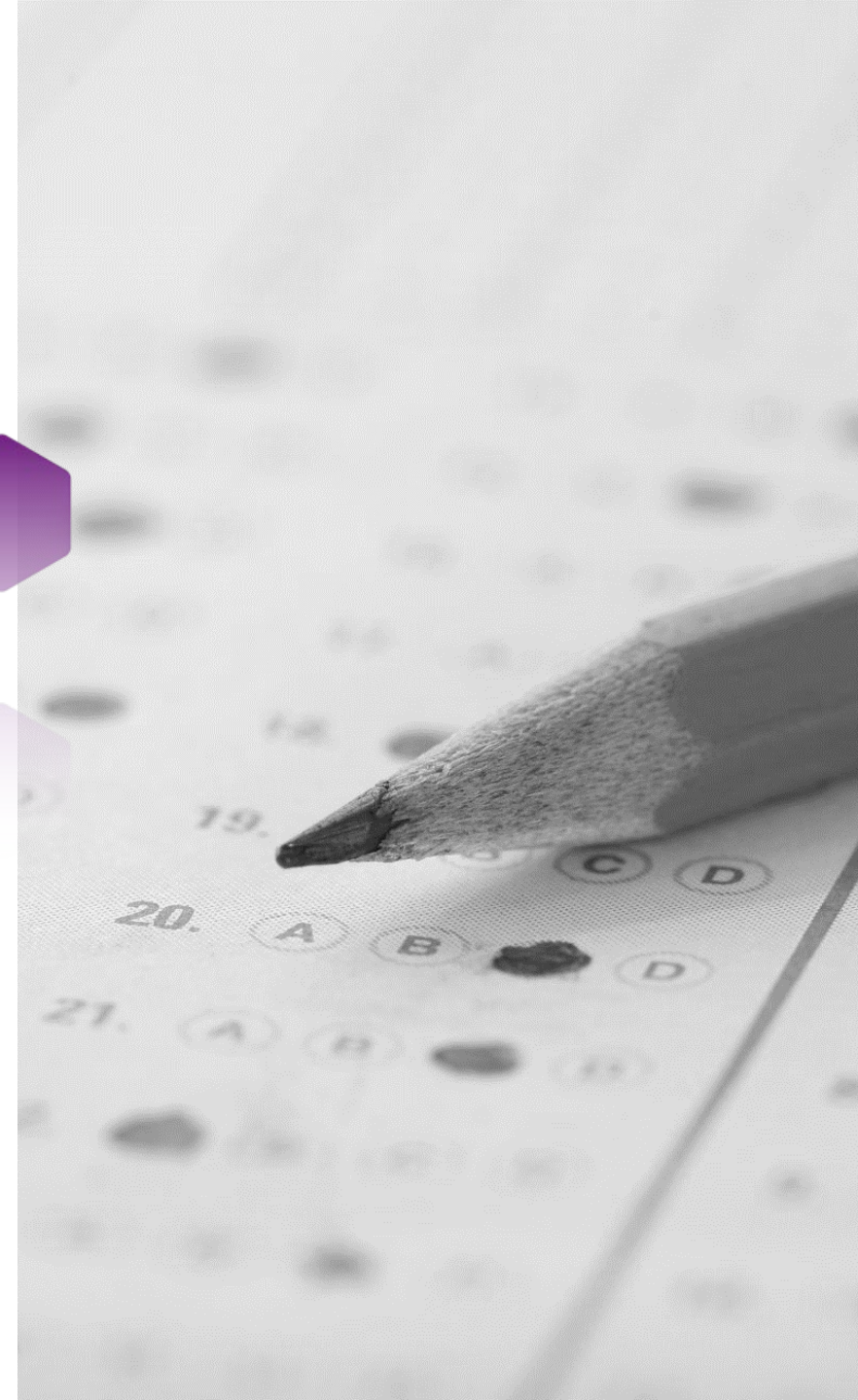
# Sampling

- 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



# Quantitative Dissertation Projects

Key methodological challenges



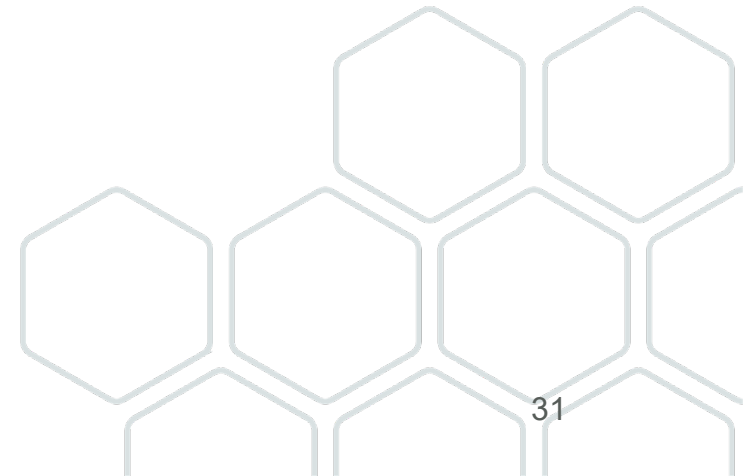
# Outline



1. Selecting your data



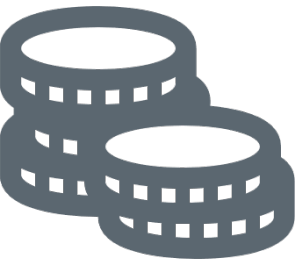
2. Understanding your data



# Selecting your data

Topic, concepts and variables

# Topics





# What are you trying to measure?

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

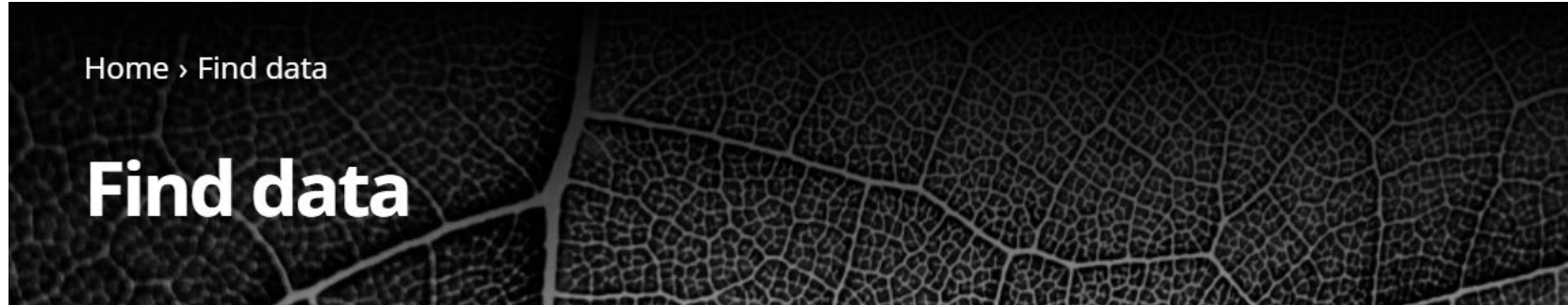
# Example



# Example



# Find your data



### Catalogue search guidance

Our video guide provides step-by-step instructions for using the data catalogue.

[Short tutorial on how to access and download data >](#)

### Browse and access key data

Find and access key data easily by themes, data types and teaching datasets.

[Browse and access data >](#)

# What, where, when and why?

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

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## Topics

Crime and law enforcement  
Social behaviour and attitudes  
Youth

---

## Thesaurus search on keywords

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## Abstract

Abstract copyright UK Data Service and data collection copyright owner.

The *Crime Survey for England and Wales* (CSEW) asks a sole adult, in a random sample of households, about their, or their household's, experience of crime victimisation in the previous 12 months. These are recorded in the

# Variables

Lists of variables can usually be found in the documentation:

- User guide
- Variable list
- Codebook/data dictionary

Home > Data catalogue > Studies > Study

## Crime Survey for England and Wales, 2018-2019

Details Documentation Resources

### Documentation

Title	File name
CSEW 2012-13 to 2018-19: New Methodology ReadMe File	<a href="#">csew_201213201819_eul_dataset_please_ead.pdf</a>
CSEW 2018-2019: Quality and Methodology Information	<a href="#">8608_crime_in_england_and_wales_qmi.pdf</a>

# Example: Crime Survey for England and Wales

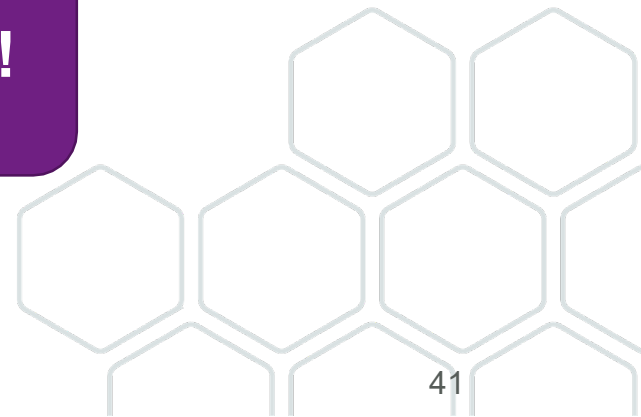
- Important source of information about crime (Crime statistics independent from police records)
- Example of a repeated cross-sectional survey
- Annual survey
- $n \approx 35,000$  individuals aged 16+ and 3,000 aged 10-15

# 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!

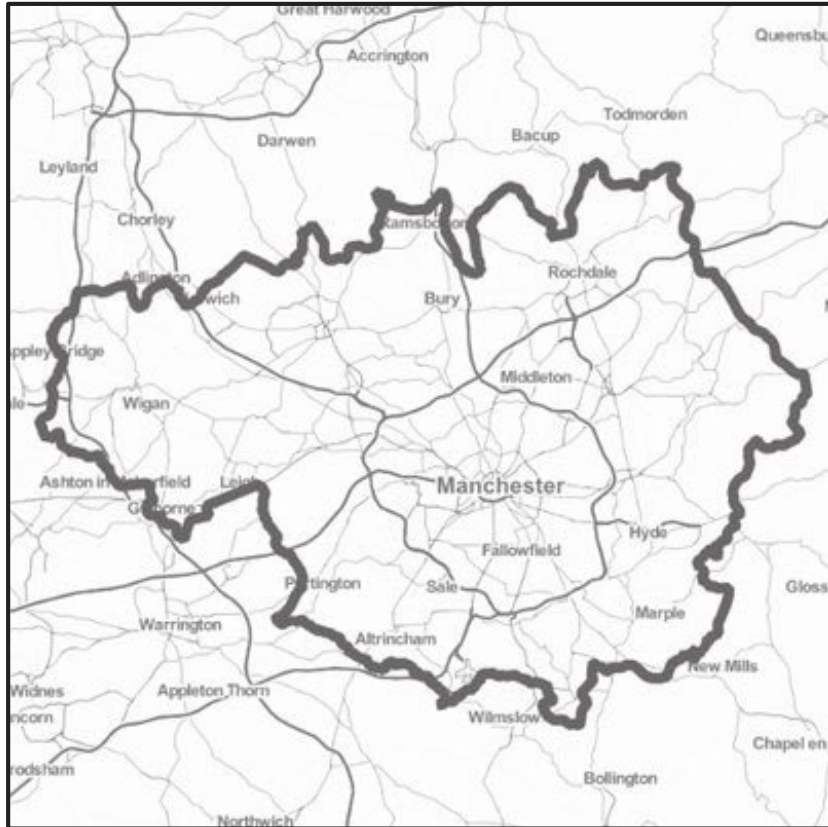




# Quantitative data by type of analysis

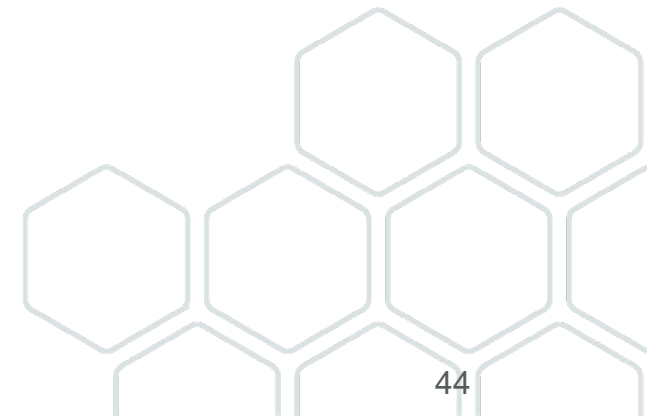
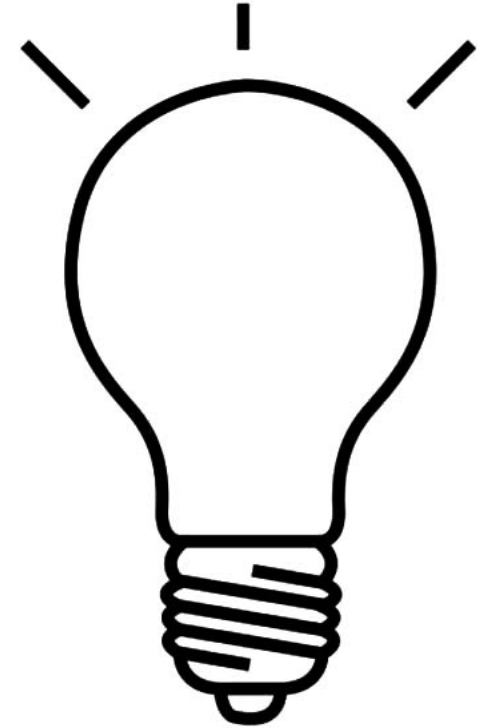
Type of analysis	Type of data
Individuals, families, households, businesses: one point in time	Cross-sectional surveys
Individuals, families, households, businesses: multiple points in time	Repeated cross-sections
Individuals, families, households: over time	Longitudinal data
Small geographic areas	Census aggregate data, flow data
Comparing countries (over time)	International time series data

# Population and Unit of Analysis



# Tips

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



# Understanding your data

Questionnaire routing, derived variables and sampling

# Who was asked what? CAI

- 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?

## **FLEX10**

Some people have special working hours arrangements that vary daily or weekly.  
In your (main) job is your agreed working arrangement any of the following...

*Code up to 3*

- 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)

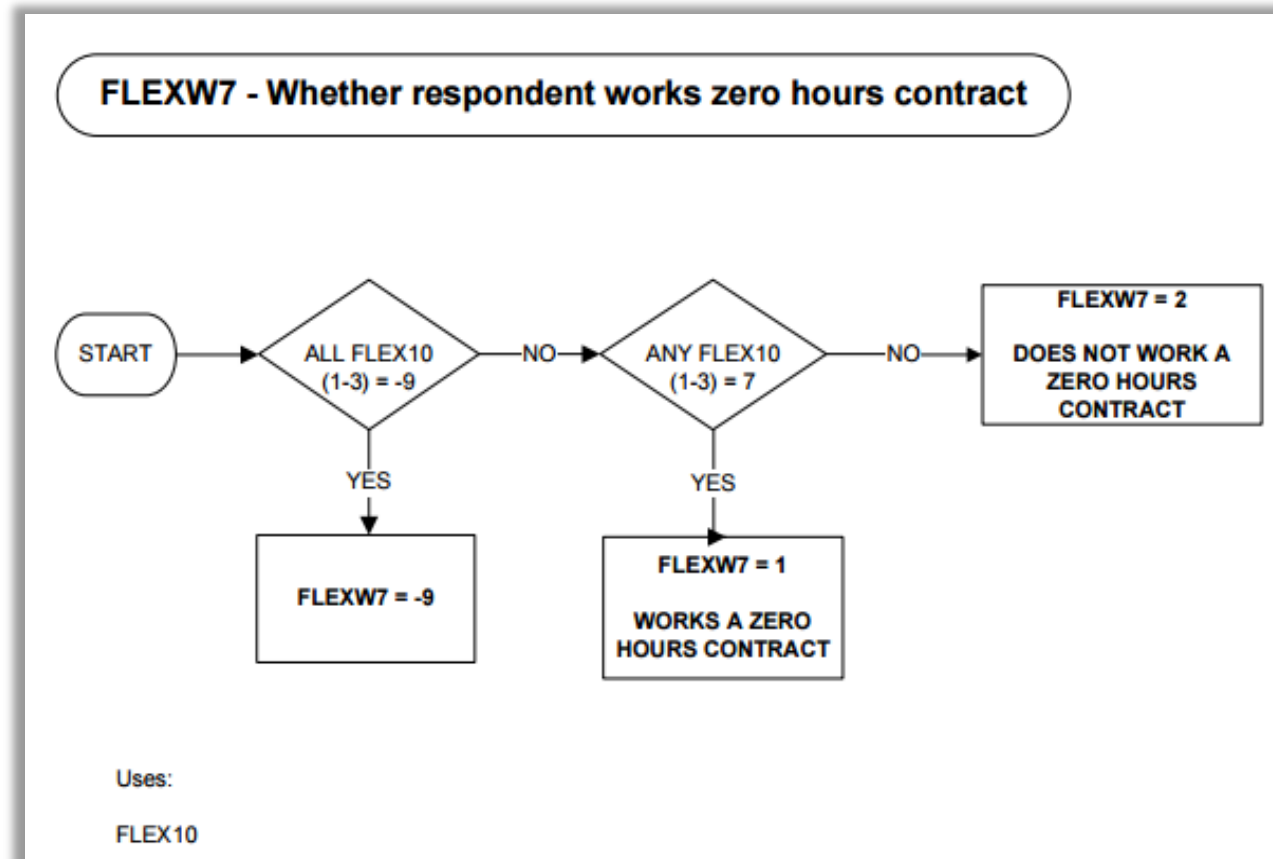
OR (TYPSC12=1,2,3,5,8) On a government training scheme considered as employment

OR ((TYPSC12=9) AND (YTETJB=Yes)) OR (YTETJB=Yes) Doing paid work in addition to this particular government training scheme

**UK  
W1/EQ  
MAIN  
AW/AJ and OD  
RUNNING PROMPT**

# And what was done with the data afterwards?

- derived variables are created from the 'raw' data



# 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

# Summary

- Think about key concepts and what you're trying to measure and relate these to the variables in a dataset
- Check the catalogue to help you understand your data
- Consider sampling

# 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

Enhance your data skills and teaching

### [New to using data](#)

Best practice and training for researchers new to accessing and using data in our collection. Includes advice and tools to correctly cite data; student-specific information on our Dissertation Award for undergraduates; and more.

### [Data skills modules](#)

There is a wealth of data available for reuse in research and reports. These free, interactive tutorials are designed for anyone who wants to start using secondary data. They show you how to get started with finding good quality data, understanding it and starting your analyses.

### [Students](#)

Students can access most of the UK Data Service's collection of social, economic and population data. Find resources to help you find and use our data during your studies including the UK Data Service dissertation resources.

- Also explore our Learning Hub and Data Skills Modules



# Finding and accessing data for your project

🔍 Search our learning hub

## Finding and accessing data for your student project

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### Identifying your data needs

Often the best way to find data for a research project is to start by developing an idea of the data you need to answer your research question(s).

Our [Thinking before doing worksheet](#) (PDF) can help you define your project and identify what data you need.

With a good idea of what you are looking for, you can start searching for suitable data.

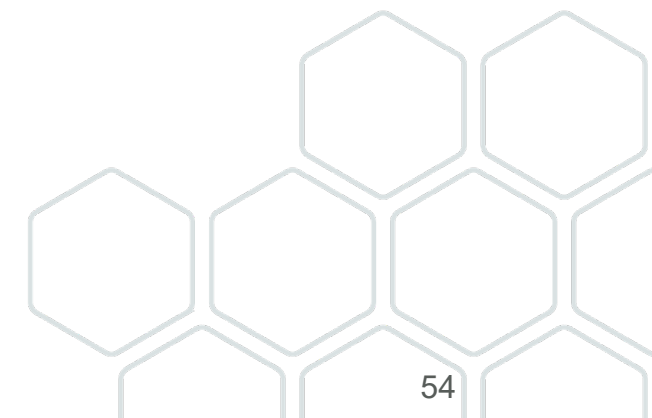
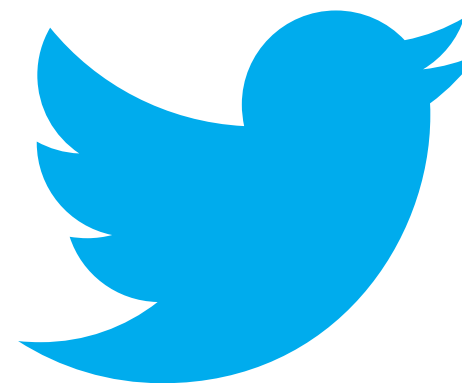
### Searching for data

The UK Data Service website has several places where you can start your search for data. The best place to start is the [browse data](#) page, from this page you can find:

- [Data catalogue](#) search tool – where you can search for specific studies or using search terms. For more information, watch our tutorial [How to use the UK Data Service catalogue search tool](#).
- Theme pages – find key datasets on major themes such as health, housing, crime, education etc.
- Data by type – search for data by types such as longitudinal studies, UK surveys and census data.
- [Variable and question bank](#) – search for datasets that contain certain variables or questions. Further details on [help variable and question bank](#) page.

For more detailed information on finding data, including search tips, watch our video [Finding the right data for your project](#).

Follow **#UKDSDissertations** on twitter for all the latest updates



# 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

# 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:

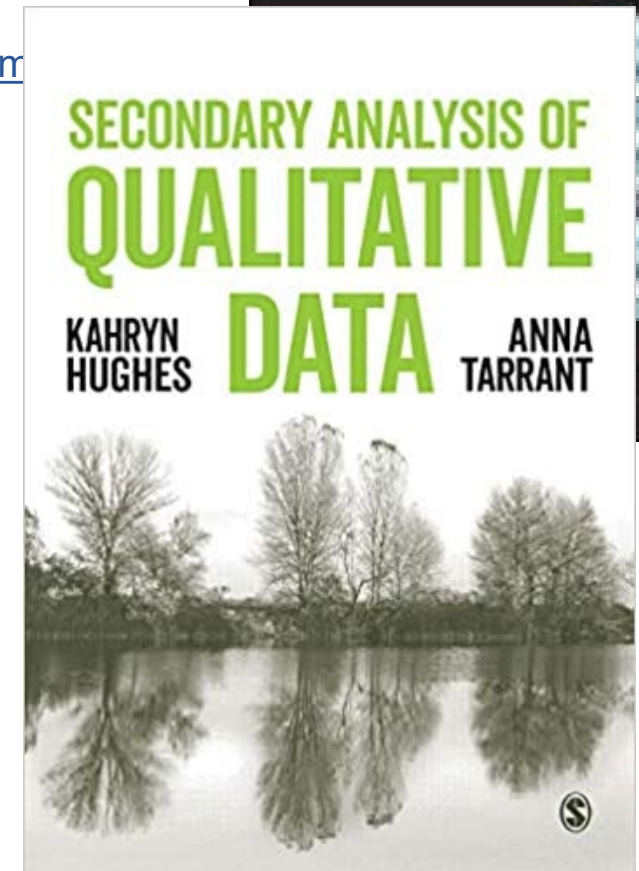
<https://www.ukdataservice.ac.uk/use-data/tutorials.aspx>

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>



# Get connected

<http://ukdataservice.ac.uk/about-us/contact.aspx>

<https://www.jiscmail.ac.uk/cgi-bin/webadmin?A0=UKdataservice>

[@UKDataService](https://twitter.com/UKDataService)

<https://www.youtube.com/user/UKDATASERVICE>



# Thank you.

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