

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

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Alle Bloom



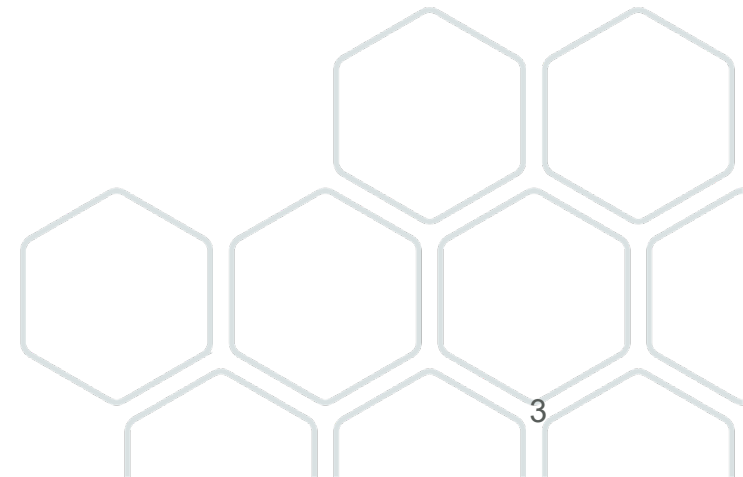
# Overview

- 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

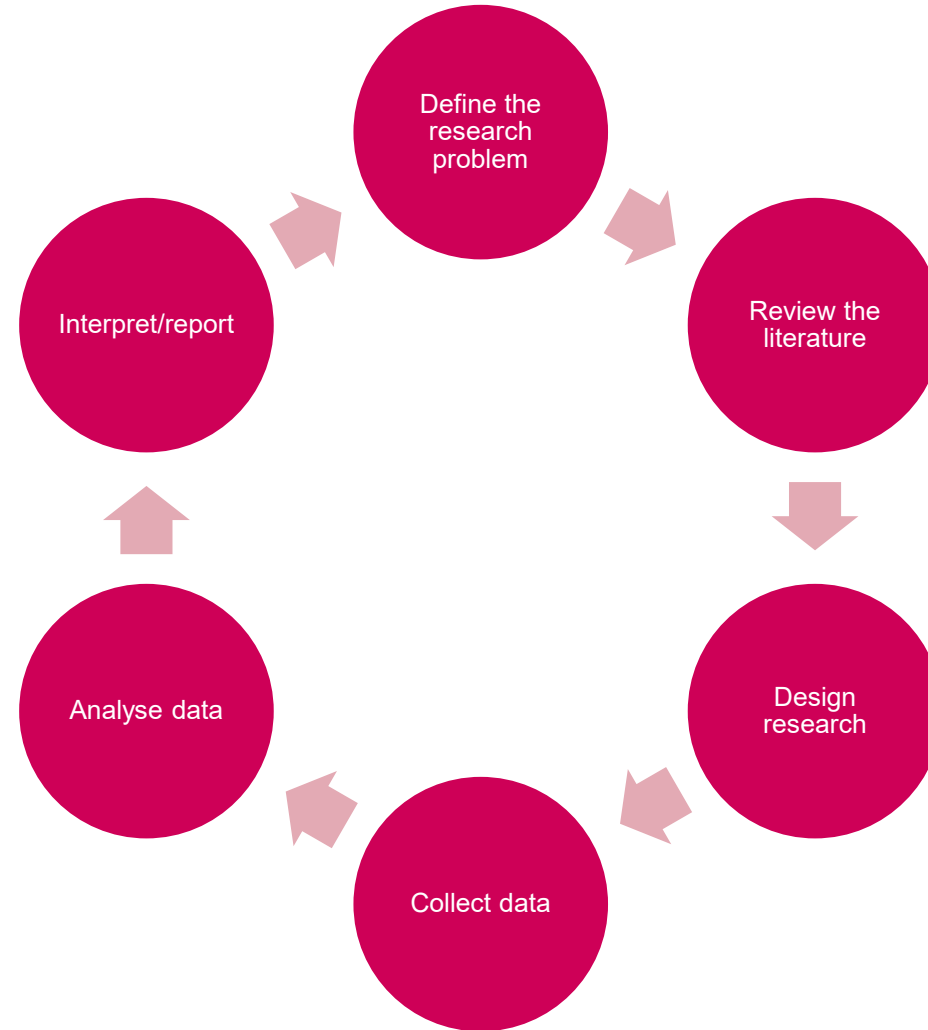
# What is secondary analysis?

- “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.

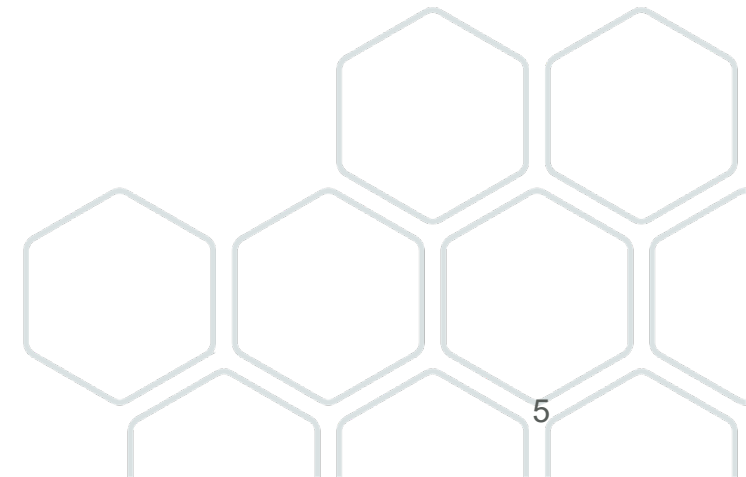
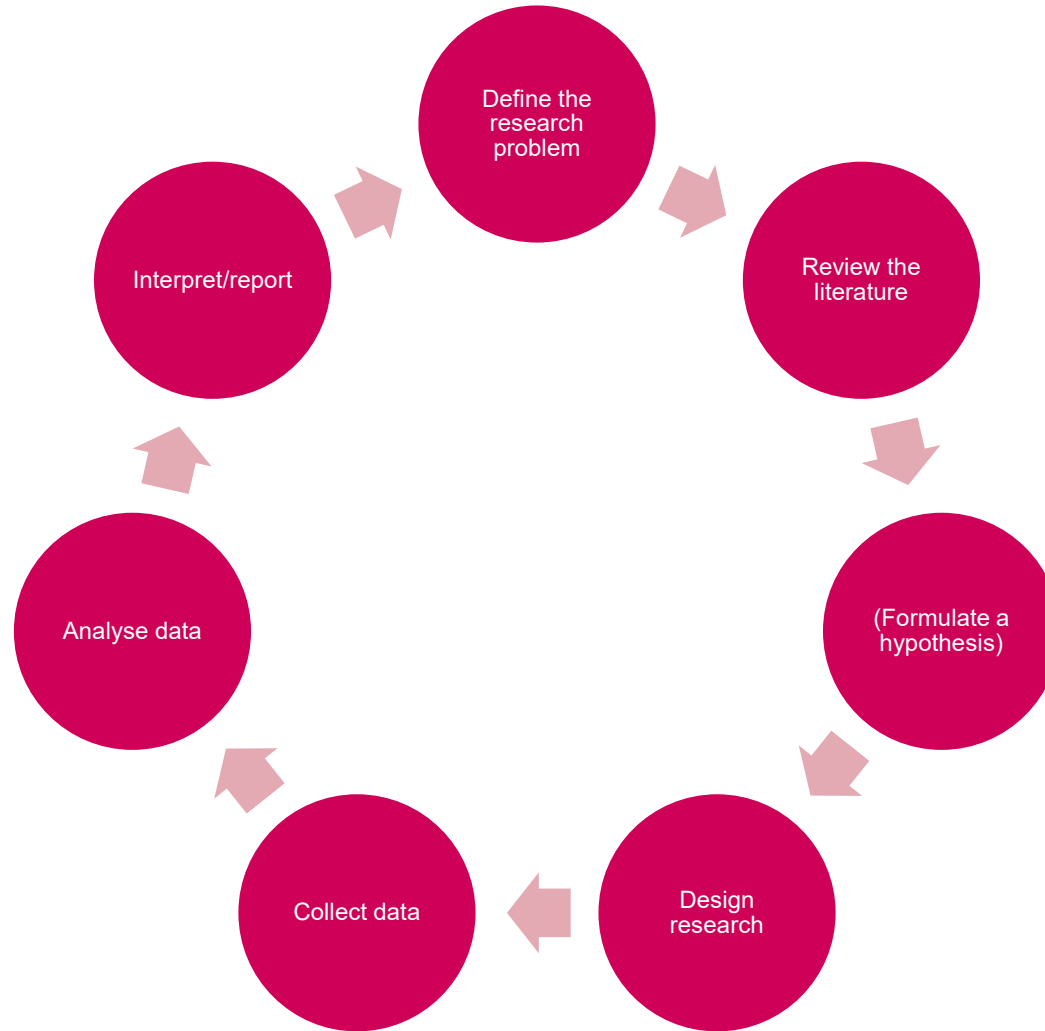
“Standing on the shoulders of others enables researchers to see further.”



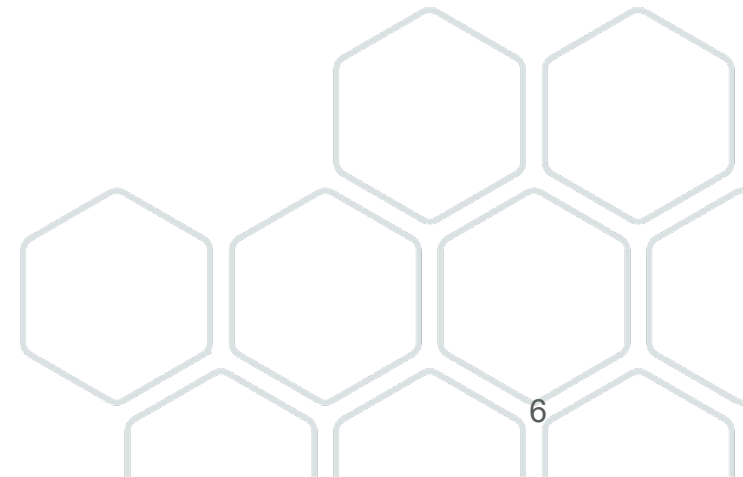
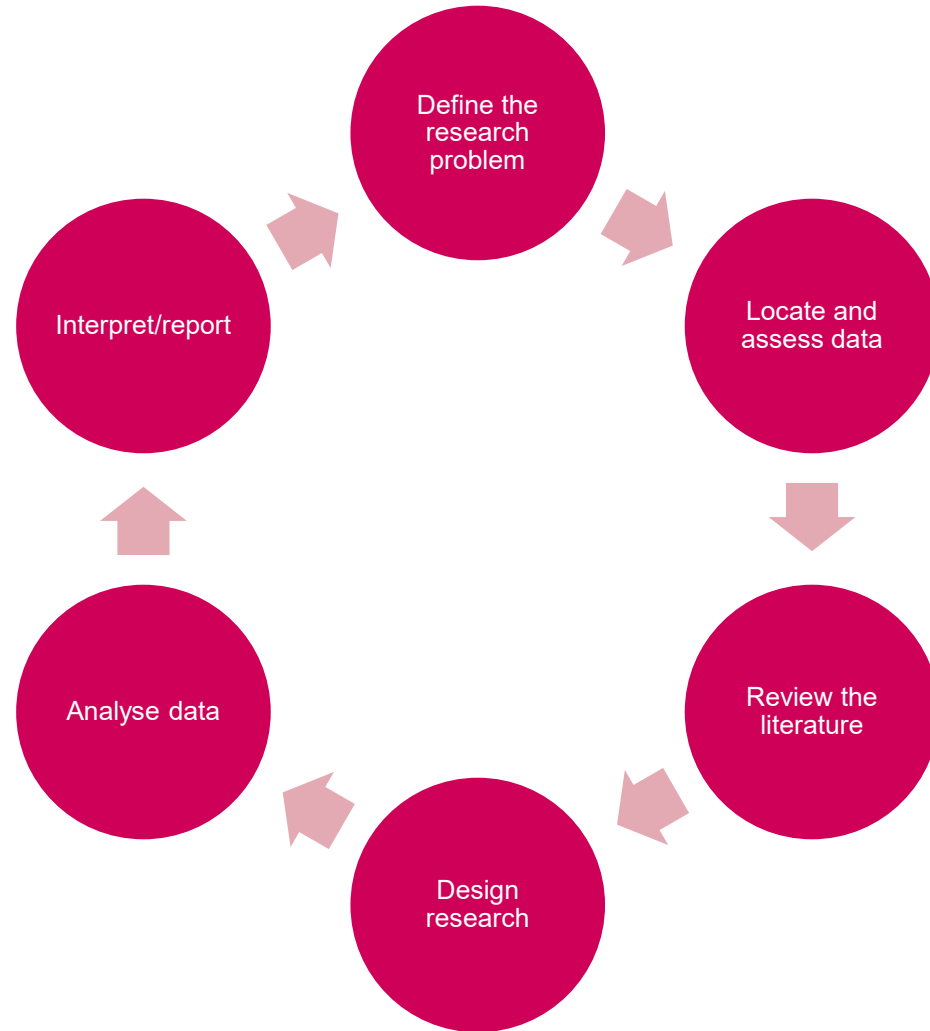
# The research process – example 1



# The research process – example 2



# The research process – example 3

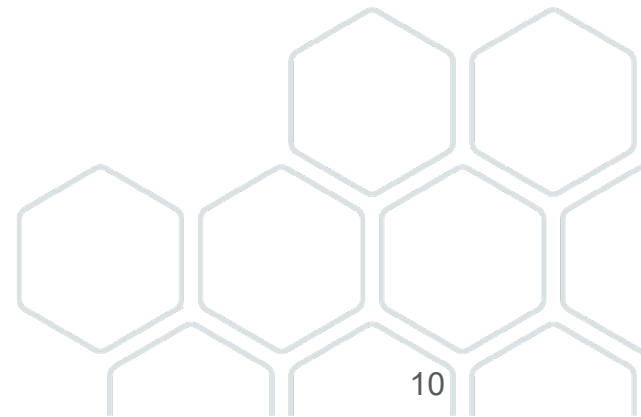


# Finding data

# 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

# Practical activity: Finding data



# 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

# 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

# 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

# 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.

**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)

# Living and Working on Sheppey

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

# 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

Crime Survey for England and Wales, 2022-2023

Details	Documentation	DOI change log	Resources
Title ↑			File name
CSEW 2022-23: Children Questionnaire 10-15 Year Old			<a href="#">9267_2023_csew_10-15_ye</a>
CSEW 2022-23: Technical Report Vol 1			<a href="#">9267_2023_csew_technical</a>
CSEW 2022-23: Technical Report Vol 2			<a href="#">9267_2023_csew_technical</a>
CSEW 2022-23: User Guide			<a href="#">9267_2023_csew_user_guid</a>

# Example 1



# Example 2



# 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

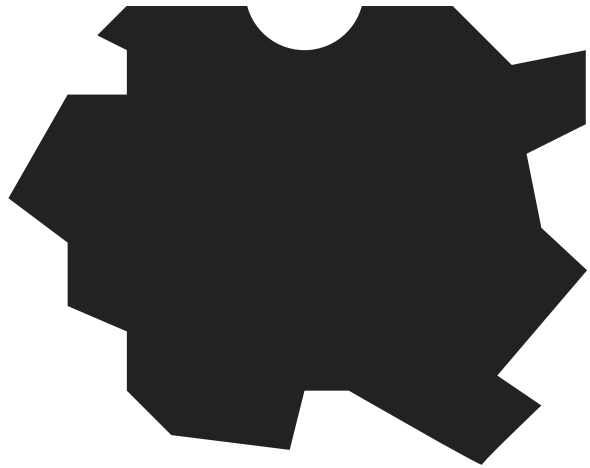
- **QUALLIFE** - How much is YOUR OWN quality of life affected by fear of crime on a scale from 1 to 10, where 1 is no effect and 10 is a total effect on your quality of life?
- **AGE** – respondent age

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



# Evaluating data through documentation

# What, where, when and why?

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

Details	Documentation	DOI change log	Resources
<b>Details</b> ^			
Title	Crime Survey for England and Wales, 2022-2023		
Alternative title	CSEW		
Study number	9267		
Series	<a href="#">Crime Survey for England and Wales</a>		
Access	These data are <a href="#">safeguarded</a>		
Persistent identifier (DOI)	<a href="#">10.5255/UKDA-SN-9267-1</a>		
Data creator(s)	Office for National Statistics		
<b>Citation and copyright</b> v			
<b>Abstract</b> v			
<b>Main topics</b> v			
<b>Topics</b> v			
<b>Coverage and methodology</b> v			

# 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**

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)

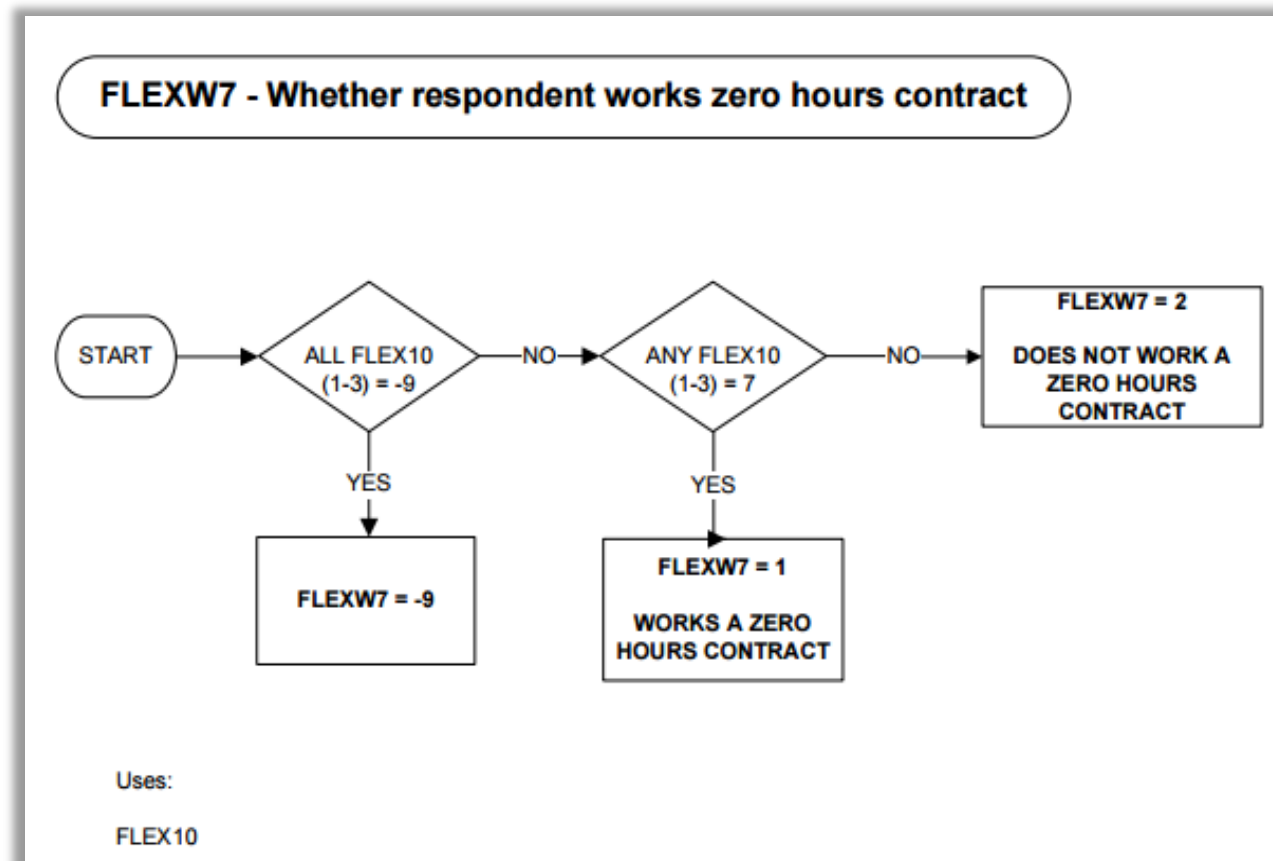
OR (TYPSC12=1,2,3,5,8) On a government training scheme considered as employment

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



# What does the collection look like?

The screenshot shows a Windows File Explorer window with the following path: This PC > Downloads > 4867rtf\_7de29fb2884ada094b324d5f2595f76e.zip > UKDA-4867-rtf. The main window displays a table of contents with columns for Name, Type, Compressed size, Password pr..., and Size. A blue arrow points to the 'rtf' folder, which is highlighted. A smaller window is open over the 'rtf' folder, showing a detailed view of its contents.

Name	Type	Compressed size	Password pr...	Size
mrdoc	File folder			
rtf	File folder			

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



# Different types of data



## 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

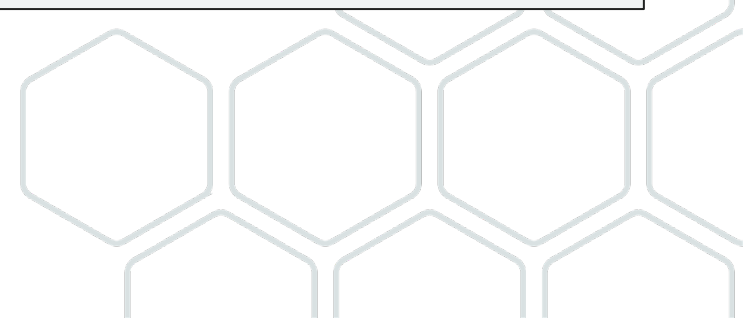
# Getting started with documentation

- 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"	<a href="#">6986supportingdocs.pdf</a>		
"Questionnaires, Showcards, Coding Frames and Consent Booklets"	<a href="#">6986interviewingdocs.pdf</a>		
Additional data for renal analysis	<a href="#">6986userguide_renal_analysis_2009_2010.pdf</a>		
Lists of Variables and Derived Variables	<a href="#">6986datadocs.pdf</a>		
Rich Text Format	<a href="#">hse10ah_ukda_data_dictionary.rtf</a>		
Rich Text Format	<a href="#">hse10ai_ukda_data_dictionary.rtf</a>		
UK Data Archive Citation File for Study 6986	<a href="#">UKDA_Study_6986_Information.htm</a>		

## Attitudes to Genetically Modified Foods, 2009

Details	<u>Documentation</u>	DOI change log	Resources
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>	0.00	
User Guide	<a href="#">6616uguide.pdf</a>	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.*

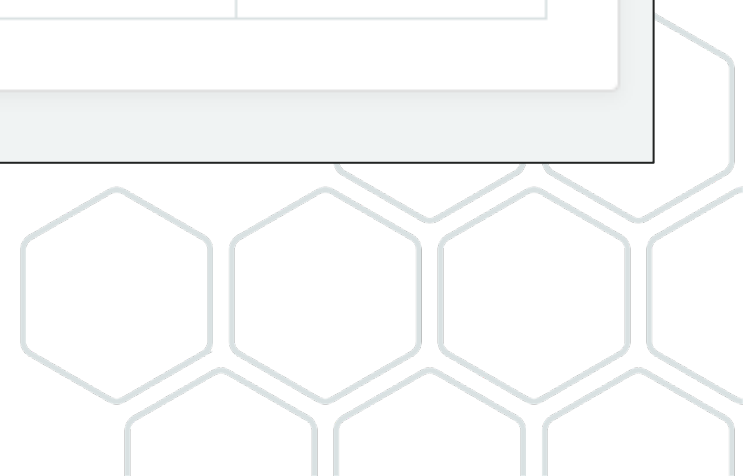
*The following guide does not contain pre-set questions but rather lists the key themes and sub-themes to be explored with each participant. It does not include follow-up questions like 'why', 'when', 'how', etc. as participants' contributions will be fully explored throughout using prompts and probes 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	<u>Documentation</u>	DOI change log	Resources
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>		0.00
User Guide	<a href="#">6616uguide.pdf</a>		1.50

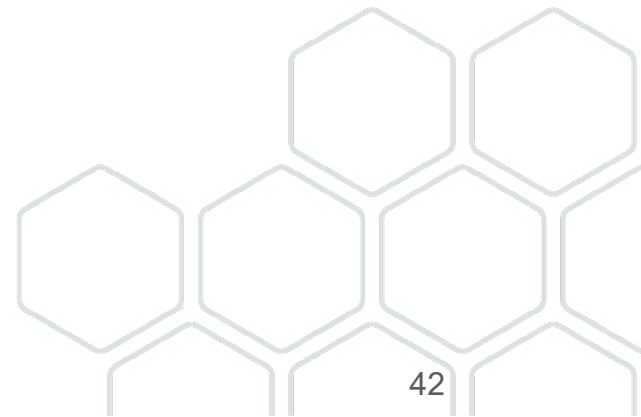
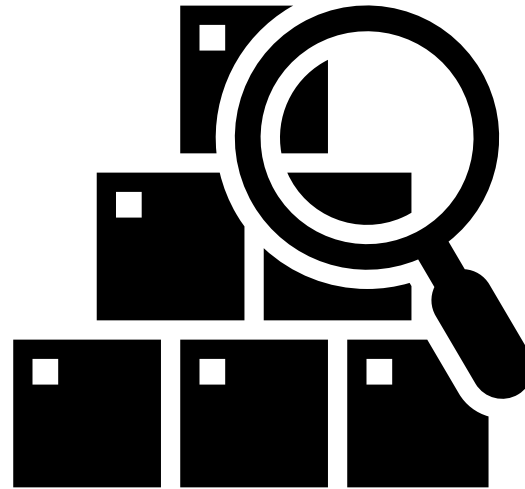


**Study Number 6616**  
**Attitudes to Genetically Modified Foods, 2009**  
**Sheldon, R.**

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: Documentation



# 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

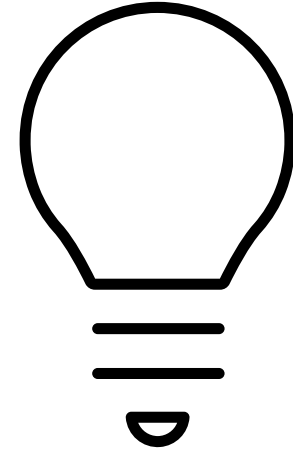
# Sampling across datasets

- 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



# 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 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.)

# 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>

# 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:

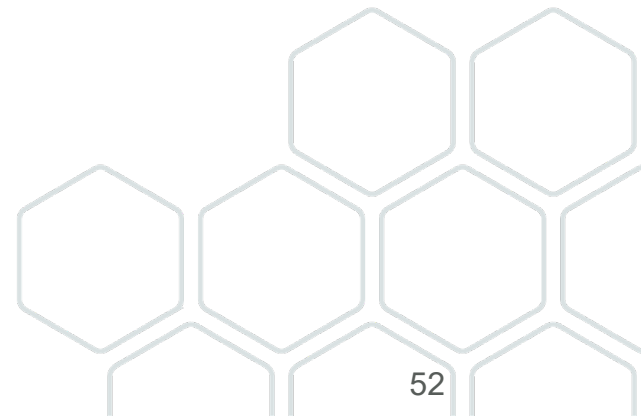
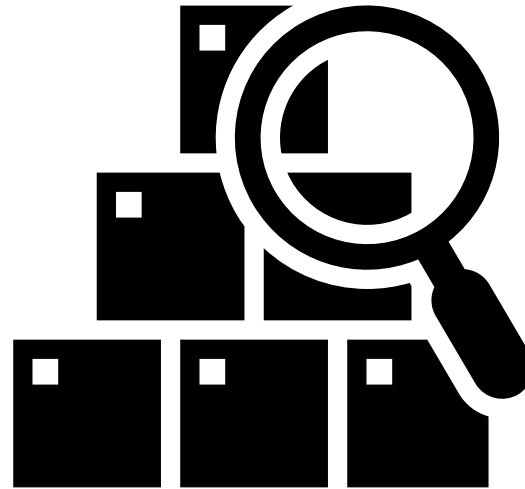
APA 

XML citation formats:

[CSL](#) | [EndNote](#)

as citing articles, books, images and websites.

# Practical activity: Downloading Data



# 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

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

## Finding and accessing data for your project

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A short guide to how to find, access, and evaluate data from the UK Data Service for your student research project.

### Step 1: Identify your data needs

Before you start searching for data, it's important to be clear about what kind of data your project requires.

Ask yourself:

- What is my research question?
- Do I need quantitative data, qualitative data, or both?
- Am I looking for UK data, international data, or data for a specific time period?

Our [Thinking before doing worksheet \(PDF\)](#) can help you clarify your project and identify the type of data you need.

### Step 2: Search for data

You can find data through the UK Data Service data catalogue. The catalogue allows you to:

- Search for specific studies
- Use keywords related to your topic
- Filter results to narrow down what is most relevant

To get an overview of how the catalogue works, watch the video [Searching for data from the UK Data Service](#).

If you would like to see how the search tool can be used for a real research question, watch [How to find data: search example](#).

# Dissertation Award

Recognises best three undergraduate dissertations that are:

- On social science topics.
- Use data available via the UK Data Service data catalogue (either for all or part of the analysis).
- Are submitted in the 2025-2026 academic year.

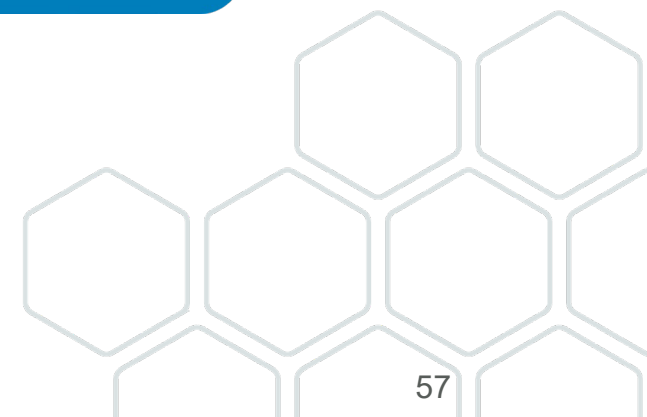
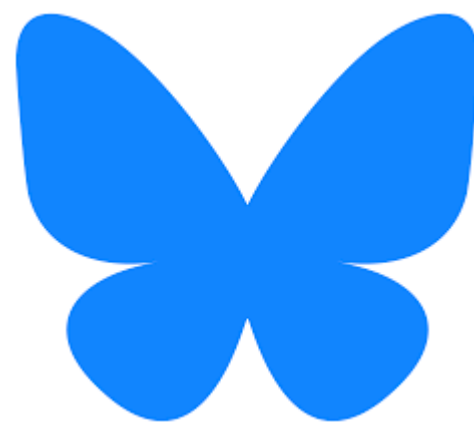
Each winner receives **£300 award**

The deadline for submissions is 12.00 (lunchtime) on **Wednesday 1 July 2026**.

<https://ukdataservice.ac.uk/learning-hub/students/dissertation-award/dissertation-award/>



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



# Further resources links

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>

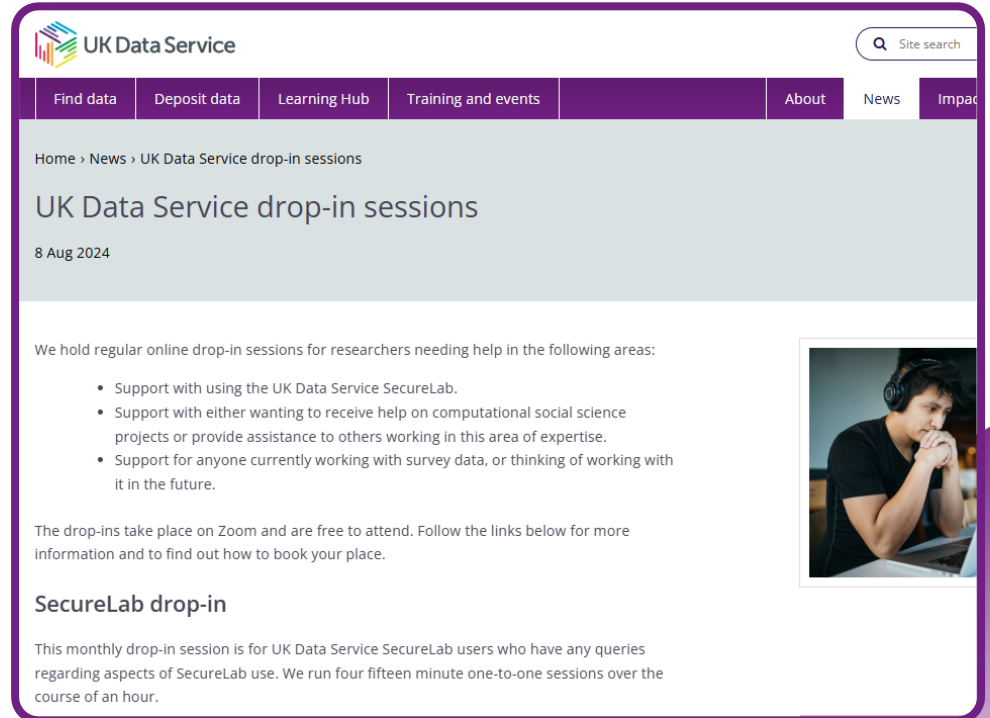
# Upcoming events

- Linked digital trace and survey data for secondary research: Potential and constraints
  - Safe researcher training
  - How to become a computational social scientist
  - Introduction to copyright
  - Using QGIS to map 2021/22 census data from the UK Data Service
  - Ethical and legal guidelines in data sharing
  - Role of informed consent in ethical data collection, sharing and reuse
  - Introduction to anonymisation techniques for social sciences research data
  - Getting started with secondary data analysis
  - Introduction to effective and practical research data management
  - Best practices for documenting social sciences research data
  - Homeworking for Special Licence and Secure Access data
- 
- Health Studies User conference
  - Family Finance Surveys User conference

For more information and registration, see our events page: <https://ukdataservice.ac.uk/training-events/>

# Drop-in sessions

- Survey, Computational Social Science, SecureLab, and Census
- Chat with UKDS experts about your questions



The screenshot shows the UK Data Service website. The header includes the UK Data Service logo, a site search bar, and navigation links for Find data, Deposit data, Learning Hub, Training and events, About, News, and Impact. The main content area is titled "UK Data Service drop-in sessions" and dated "8 Aug 2024". It lists the areas of support: UK Data Service SecureLab, computational social science projects, and survey data. A photo of a person wearing headphones is shown on the right. The "SecureLab drop-in" section describes a monthly session for SecureLab users.

UK Data Service

Site search

Find data Deposit data Learning Hub Training and events About News Impact

Home > News > UK Data Service drop-in sessions

## UK Data Service drop-in sessions

8 Aug 2024

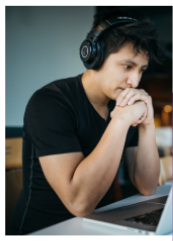
We hold regular online drop-in sessions for researchers needing help in the following areas:

- Support with using the UK Data Service SecureLab.
- Support with either wanting to receive help on computational social science projects or provide assistance to others working in this area of expertise.
- Support for anyone currently working with survey data, or thinking of working with it in the future.

The drop-ins take place on Zoom and are free to attend. Follow the links below for more information and to find out how to book your place.

### SecureLab drop-in

This monthly drop-in session is for UK Data Service SecureLab users who have any queries regarding aspects of SecureLab use. We run four fifteen minute one-to-one sessions over the course of an hour.



# Get connected

Website 'Contact us' pages	<a href="https://ukdataservice.ac.uk/contact/">https://ukdataservice.ac.uk/contact/</a>
JISCMail	<a href="https://www.jiscmail.ac.uk/cgi-bin/webadmin?A0=UKdataservice">https://www.jiscmail.ac.uk/cgi-bin/webadmin?A0=UKdataservice</a>
Bluesky	<a href="https://bsky.app/profile/ukdataservice.bsky.social">https://bsky.app/profile/ukdataservice.bsky.social</a>
YouTube	<a href="https://www.youtube.com/user/UKDATASERVICE">https://www.youtube.com/user/UKDATASERVICE</a>
LinkedIn	<a href="https://www.linkedin.com/company/uk-data-service/">https://www.linkedin.com/company/uk-data-service/</a>

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.

# Thank you.

Maureen Haaker

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Alle Bloom

[alle.bloom@manchester.ac.uk](mailto:alle.bloom@manchester.ac.uk)