![UK Data Service]

Getting started with secondary data analysis

Alle Bloom

Maureen Haaker

![UKRI Economic and Social Research Council]

Overview

- What is secondary data?
    - Pros/cons
    - The research process
    - Types of projects
- Examples
    - Qualitative
    - Quantitative
- Finding data
- Ethical considerations: access
- Getting into the data: documentation
- Data considerations: understanding data
- Data considerations: sampling
- Ethical considerations: citation
- Other resources to explore
- Q&A

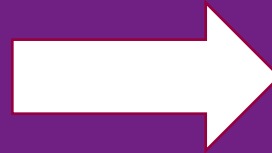# Have you re-used existing data before?
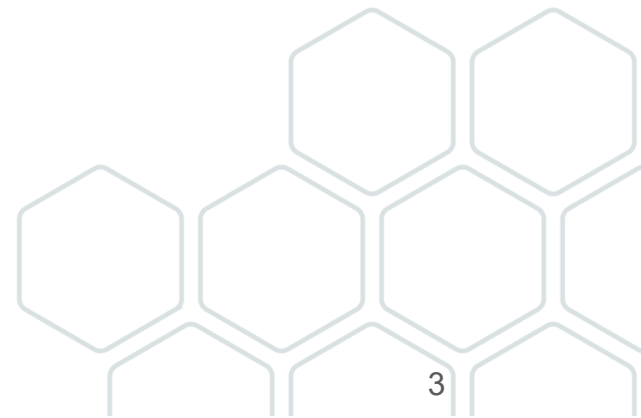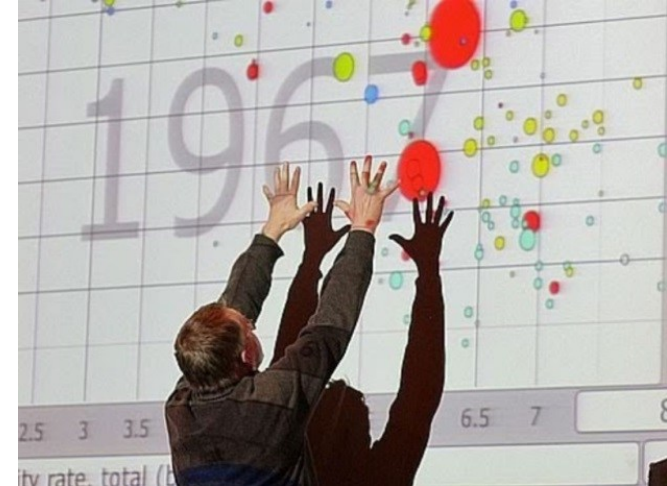
What is secondary data?
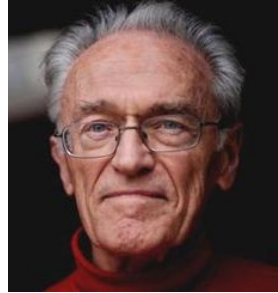
Data collector	Data Sharing	Secondary analyst
	→	
Primary research		Secondary research
Data collection & analysis for planned purpose		Re-analysis (can be for a different purpose)

Pros and cons of re-using data

| Pros	Cons
Access datasets impossible to create	Do not have insider understanding of data and data collection
Cost effective	Effort to get to know the data
Ethical issues about data collection dealt with	Ethical issues about data use to consider
No need to re-contact data subjects	Data may not match research question
Reuse data used by others to make claims	Cannot extend studies

Researchers reusing data need to:

1. Make effort to understand the data
2. Be pragmatic about whether data are good enough for your purpose

Research plans …
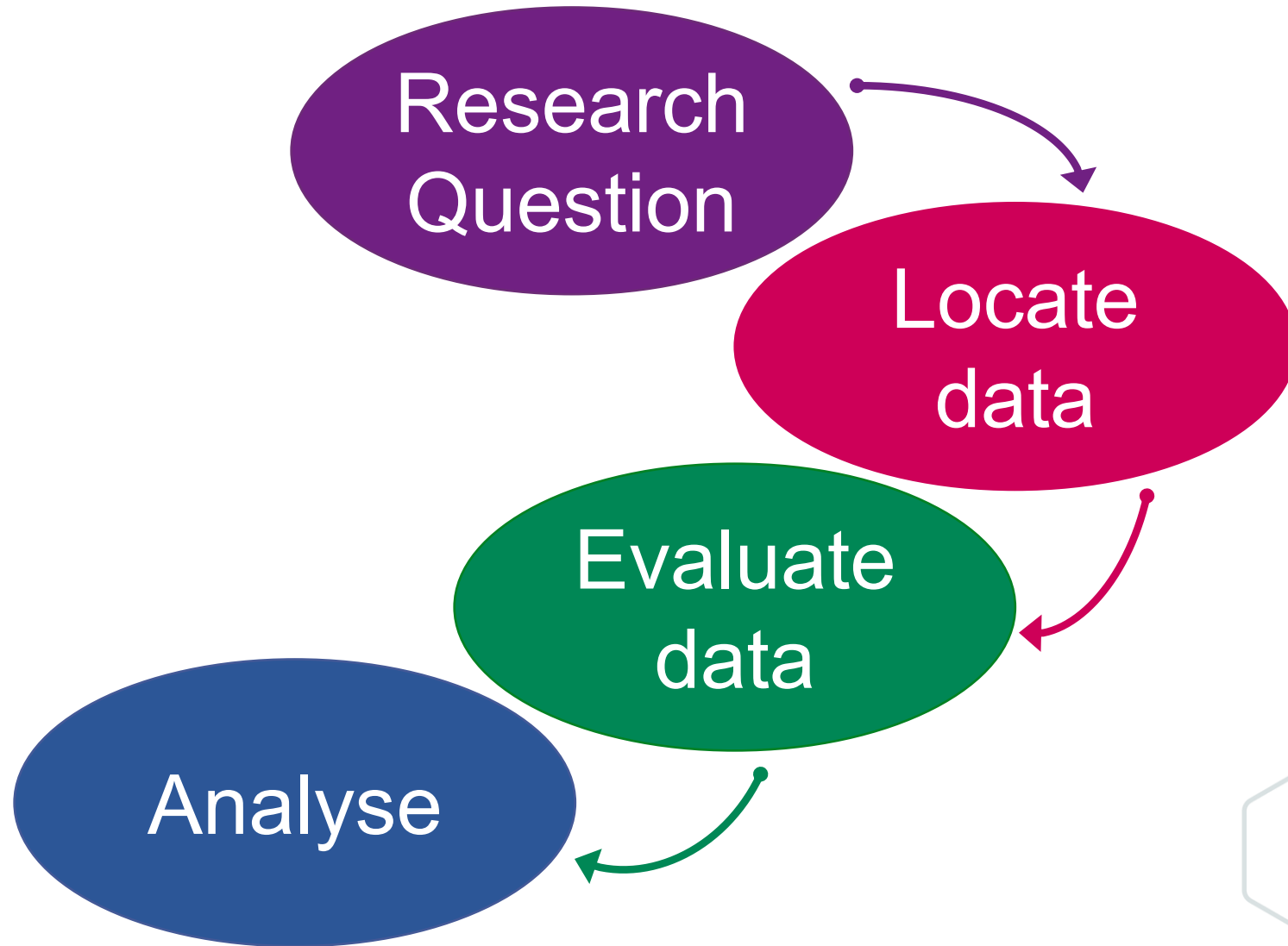
… often involve repeating steps
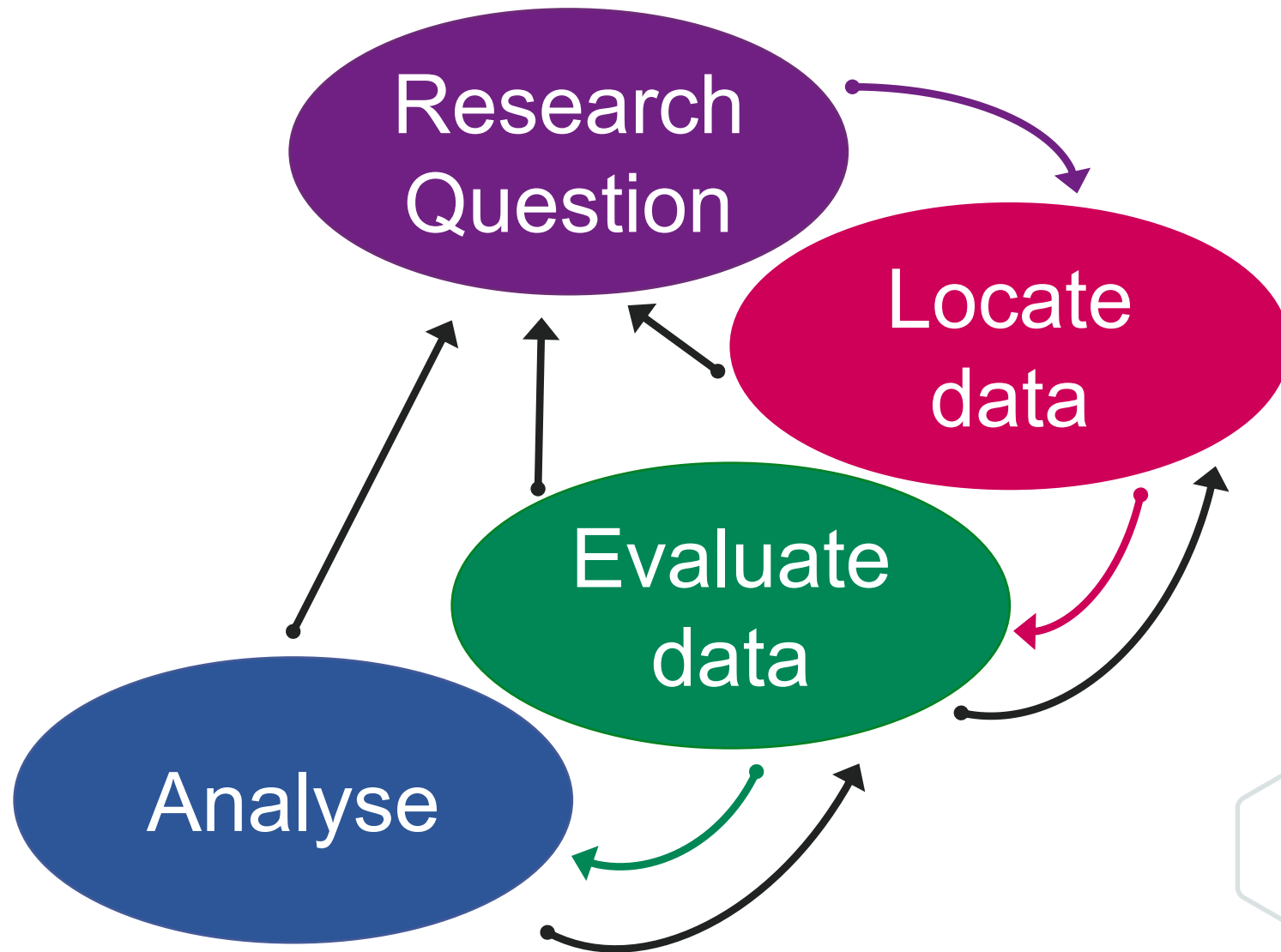
Re-use projects

- 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)

Qualitative Examples

Affluent Worker

School Leavers Study

SN 4867: 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. 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

Principal Investigators:

Graham Crow
(University of Kent)
&
Dawn Lyon
(University of Southampton)
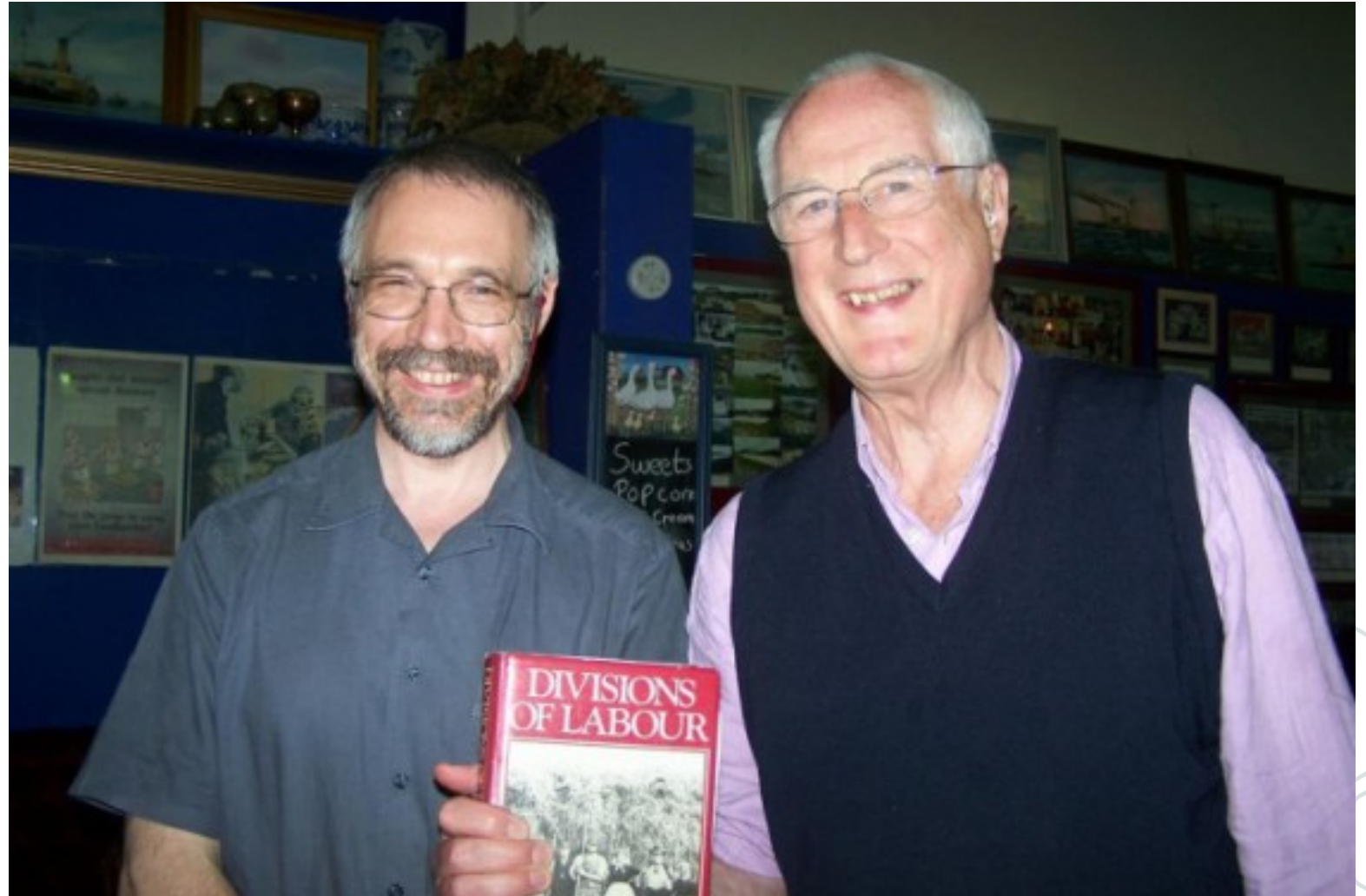
School Leavers Re-Study

Essay instructions 2010: 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. Spread your story over your whole life from the time of leaving school.

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,

Living and Working on Sheppey study

1978: 141 essays (89 boys and 52 girls)

Living without a job: how school leavers see the future

2009-10: 110 essays (55 boys and 55 girls)

Living and Working on Sheppey project

Together, these two sets of essays shed light on the aspirations of Sheppey's young people (and young people more generally) and cover a range of topics including:

- Health, Education, Career, Family and Leisure

Comparing the responses from 1978 and 2010

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 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

Search [Search]

Welcome to this website where you can find material from two research projects about the Isle of Sheppey!

Our latest work (2013-14) is a project called **Imagine Sheppey** which is about how young people imagine the future. This builds on our previous work in **Living and Working on Sheppey: Past, Present and Future** (2009-11) where we explored the history and changes in working lives on Sheppey in the last decades of the 20th century and into the 21st.
You can find out about both projects here!

If you are curious about young people and wonder about how they see the world and themselves within it, and what they imagine their futures have in store for them, you might be interested in:

- Our Imagine Sheppey Fast Forward video made by the artists, Tea – coming soon!
- Reading and listening to short essays written by young people in 2009-10 where they talk

Home

Imagine Sheppey Fast Forward

Fast Forward Workshops

Imagine Sheppey Fast Forward Video

Living and Working on Sheppey

Older people's memories

Young people and the future

1978 Essay Writers Facebook Page

Ray Pahl's Sheppey Studies

Access to data

Affluent Worker

Principal investigators: David Lockwood and John Goldthorpe

In 1968, researchers investigated whether postwar economic prosperity had transformed British working-class life and attitudes. Conducting interviews with manual workers at Vauxhall Motors in Luton, the researchers used interviews and surveys to test the "embourgeoisement thesis" – the idea that affluence was turning manual workers middle class in outlook. They used semi-structured interviews with workers and their spouses and surveys to collect information on income, consumption, aspirations, political attitudes, and occupational identity. They found that while living standards and home ownership had improved, workers' core class identities and collectivist orientations largely persisted.

Working Class Identities in the 1960s: Revisiting the Affluent Worker Study

Secondary re-user: Mike Savage

Re-analysis of the *Affluent Worker* study fieldnotes from Luton, exploring 227 archived questionnaires and interview transcripts. Unlike the original team, who coded responses into Lockwood's deductive "power–prestige–pecuniary" models, Savage focused on the language respondents used to describe class. His re-reading revealed that money, power and status were interwoven rather than distinct, and that workers' talk expressed a moral sense of *ordinariness* and *individuality*. Working-class identity appeared grounded in being "ordinary," self-reliant and authentic, contrasted with the privileged or "snobbish" elite. Savage's use of archived data thus exposed how earlier sociologists imposed rigid frameworks and showed that class consciousness persisted through everyday moral understandings, demonstrating the continuing value of qualitative archives for re-interpreting working-class identities.

Affluence, Class and Crown Street: Reinvestigating the Post-War Working Class

Secondary re-user: Selina Todd

Re-analysis of Affluent Worker which explored how men and women in post-war Britain understood class, gender, and affluence in their everyday lives. Using the interview transcripts and fieldnotes from Luton, she treated these as historical testimonies rather than purely sociological data. Todd found that affluence did not dissolve class identity but reshaped it through gendered experiences: men often expressed respectability and independence through work and breadwinning, while women framed class identity through domestic management, family respectability, and moral responsibility. Both men and women continued to define themselves through working-class values of self-reliance, hard work, and decency, rather than aspiring to middle-class lifestyles. Todd's re-reading challenged earlier claims of embourgeoisement, showing that affluence reinforced rather than erased moral and gendered dimensions of class. Her work highlighted the enduring importance of archived qualitative material in revealing these nuanced, lived experiences of class.

Source: https://www.tandfonline.com/doi/abs/10.1080/13619460802439382

Class, 'Affluence' and the Study of Everyday Life in Britain, *c*. 1930–64

Secondary re-user: Jon Lawrence

Re-analysis of Affluent Worker to reassess how working-class people in post-war Britain understood class identity, morality, and social change. Lawrence treated the data as historical evidence of social relationships and moral discourses, rather than solely as qualitative evidence of identity. Lawrence was concerned with the collective moral frameworks underpinning working-class life, including the ways respondents spoke about respectability, fairness, and ordinariness, to show that class remained a deeply moral and relational concept rather than being replaced by individualism or "privatism." His work highlighted that the original researchers overlooked emotional and ethical dimensions of working-class identity, which persisted even amid rising affluence. Through close textual and contextual analysis, he showed that these values structured class feeling more than material aspiration. The archived materials were crucial for revealing how sociological frameworks had filtered working-class voices, and Lawrence's re-reading demonstrated the potential of archives to recover the lived meanings of class, community, and moral worth in post-war Britain.

Quantitative Examples

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

Case study: Crime Survey for England and Wales (formerly the British Crime Survey)

- Example of a repeated cross-sectional survey
- Important source of information about crime (crime statistics independent from police records)
- Annual survey
- n≈35,000 individuals aged 16+ and 3,000 aged 10-15
- Victim of a crime in the previous 12 months
- Covers demographics, attitudes to the police and the CJS
- Data stored as individual anonymised records

	rowlabel	split	sex	yrsarea	work2
1	137068050	A (Experiences o...	Female	20 years o...	Yes
2	147461190	C (Crime preven...	Female	10 years b...	No
3	137116250	A (Experiences o...	Female	20 years o...	No
4	147354190	C (Crime preven...	Female	20 years o...	Yes
5	137061230	C (Crime preven...	Female	20 years o...	No
6	136898230	C (Crime preven...	Female	20 years o...	No
7	135507330	A (Experiences o...	Male	10 years b...	Yes

Hind Khalifeh et al (2013)

Examined violence against people with disability in England & Wales

- British Crime Survey 2009/10
- introduction of disability measures
- (a special licence version of the data)
- n = 46,398 adults 16+
- 9,037 had at least one limiting disability
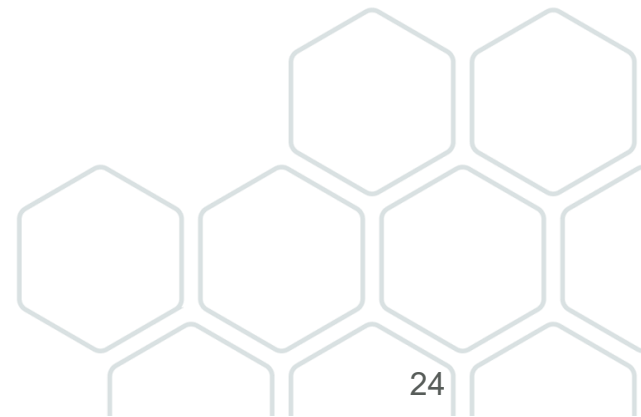
Hind Khalifeh et al (2013) – Findings

Adjusting for age, sex, socio-economic characteristics…

- disability increases risk of experiencing violence
- levels of victimisation highest amongst those with mental health problems
- estimated 116,000 victims of violence attributable to disability

Case study: Understanding Society

- Also known as 'United Kingdom Household Longitudinal Study'
- Annual survey, with individuals re-interviewed in successive waves
- 40,000 households, 100,000 individual interviews
- Youth Questionnaire – a special survey of 11-15 year old household members
- Covers topics such as: housing, material deprivation, demographic information, ethnicity and language use, migration, partnership and fertility histories; health, disability and caring; current employment and earnings; employment status; parenting and childcare arrangements; family networks; benefit payments; political party identification; household finances; environmental behaviour.
- Also linked to administrative and biomarker data (secure access only)

Booker et al (2015)

- Examined the effect of screen-based media (SBM) on wellbeing in adolescence

- Used data from the first wave of USoc – the Youth Questionnaire

- Looked at four screen-based media use questions covering use of internet: chatting on social websites, console games, computer games and television. They also analysed weekly sports participation and used two measures of well-being.

Booker et al (2015) - Findings

- They found overall that *"a 19% decrease in the odds of happiness was observed for every unit increase in total SBM use"*.

- Young people who chatted on social Web sites or played computer or console games 4 or more hours per day were at least twice as likely to have socio-emotional difficulties as those who spent less than an hour per day in these pursuits

- Watching TV for more than 4 hours a day did not show the same association however

- Sports participation = better wellbeing, and more sport = less time using SBM

- Would be interesting to redo now in the age of smartphones
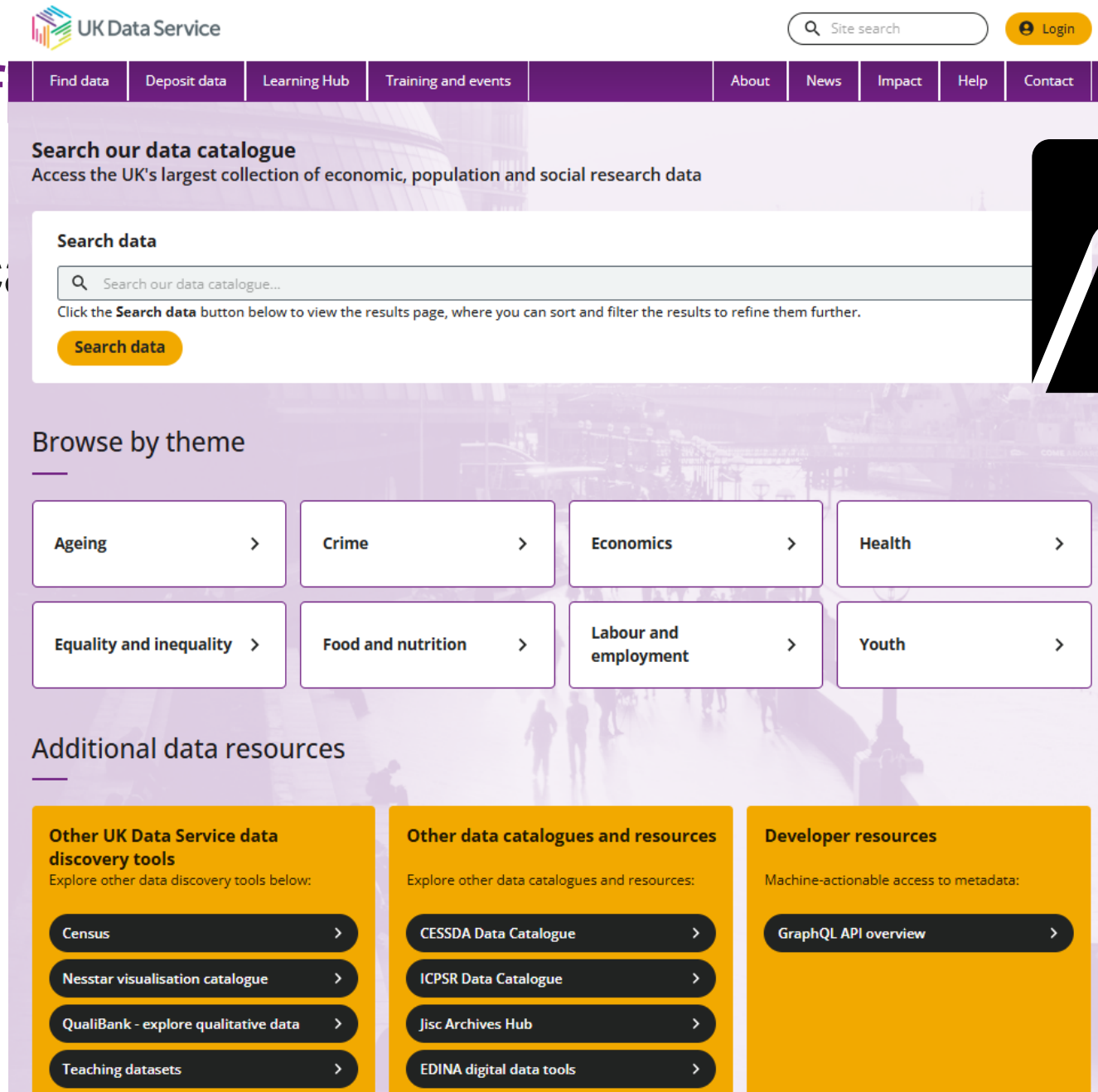
Finding data

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

How to f...

- UKDS c...

Practical activity: Finding data
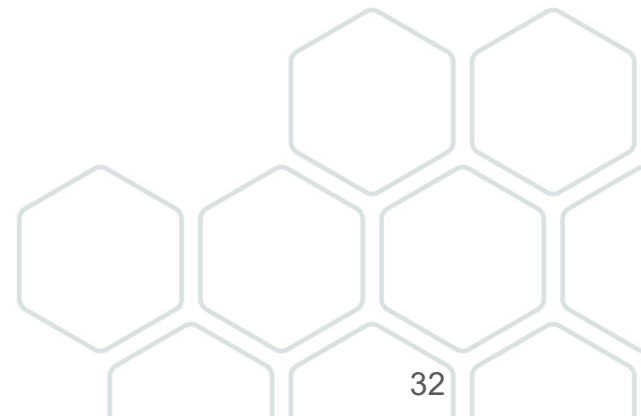
Finding Qualitative Data

QualiBank

🔍 typhoid   **GO**

typhoid

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Left sidebar

Data Catalogue

Variable and question bank

● QualiBank

Collection title   +

Resource type   +

Open / Closed   +

Date   +

Sex   +

Age group   +

Socio-economic status   +

Region   +

Results

Results per page: 10 ▾

Displaying 1-10 of 22 results   1 2 3 ▶ ▶▶

💬 Report: 1st Armoured Division Morale Report for period 1 May - 30 Sep 47
SN7465 Morale and Home Intelligence Reports, 1941-1949

... fatal; 4 cases of **Typhoid** (1 fatal) end a small number of malaria cases. 13. Finance, Pay and Alowance (a) Officers There have been so many different instructions in the period that many officers are confused as to the method of drawing their pay and allowances. Many Officers accounts...

Access this collection from the Data Catalogue

💬 Summary of the interview with Mildred Blaxter
SN6226 Pioneers, 1996-2012
Sex: Female. **Age group:** 75-84. **Socio-economic status:** Higher managerial/admin/professional. **Region:** East of England.

... to adapt to school, dating customs, etc. Returned as soon as allowed, at 17, to sign up to join the Services. Joined the Navy as a WRN, at first totally in love with the Navy. Trainings for D-Day off North-East Scotland. Then in Signals Office at Headquarters. Briefly in France but got **typhoid**. Began...

Access this collection from the Data Catalogue

Interview with Mrs. Omison

External resources | Collection documentation   Access this collection from the Data Catalogue

DETICS ^

Collection ID (SN):	2000
Title:	Family Life and Work Experience Before 1918, 1870-1973
Principal investigator:	Thompson, P., University of Essex. Department of Sociology
	Lummis, T., University of Essex. Department of Sociology
Sex:	Female
Age group:	75-84
Socio-economic status:	Routine
Region:	North West
Licence:	Creative Commons Attribution 4.0 International License.

⊞ Additional metadata

INTERVIEW TRANSCRIPT ^

R: 149 Lee Gate, Harwood, Bolton.

I: And your marital status? You're a widow, are you?

R: Yes.

I: Can you tell me what year you were married?

R: June 18th, 1938.

I: And the year when you were born?

R: Oh yes, that was done. The Maypole dances.

I: Where did they have the Maypole?

R: Well of course I remember St. Osyth Priory - I lived just inside St. Osyth then you see, my father and mother moved from Angers Green to - I told you about the barracks - we moved there when I was - not more than about two I suppose.

I: And you lived on there for quite a while didn't you?

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

I: Why did they make that move?

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

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

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

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

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

RELATED RESOURCES

Related external resources

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

Related audio

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

I: Did he ever look after you while your mother went out?

R: No, no. me mother never had a chance to go out. If there was anything on at the school and we took part in it, me mother never could go.

Cancel

1 extract selected

RETRIEVE CITATIO

Citation ☒

A unique citation reference has been generated based on your selection.

```
Thompson, P., University of Essex. Department of Sociology,Lummis, T.,
University of Essex. Department of Sociology: "Interview with Mrs. Omison"
in "Family Life and Work Experience Before 1918, 1870-1973" 7, UK Data Service
[distributor], 2009-05-12, SN:2000, Para. 186. http://dx.doi.org/10.5255/UKDA-
SN-2000-1, https://discover.ukdataservice.ac.uk/QualiBank/Document/?
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Select the text above

You can copy and paste this citation as required in your outputs. This citation includes a URL which will link directly back to this page, where the cited text will be highlighted.

Show preview of citation URL in action

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or me
eep the shop
es when we
I say, we'd

girl? Helping

Ethical Considerations

Data Access

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.

Getting into the Data

Data Documentation

Making sense of your data

To understand data and it's suitability for your research you must understand…

- what information was collected

- from whom

- when and where

- any changes to the raw data before being archived

Use the documentation

- User Guides
- Questionnaires
- Interview Schedules

Plus a variety of other resources

Practical activity: Documentation
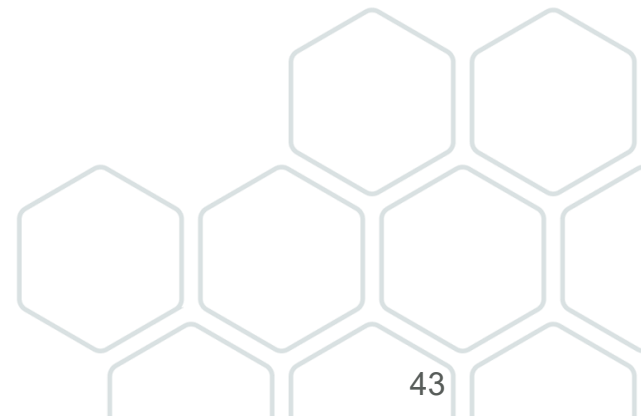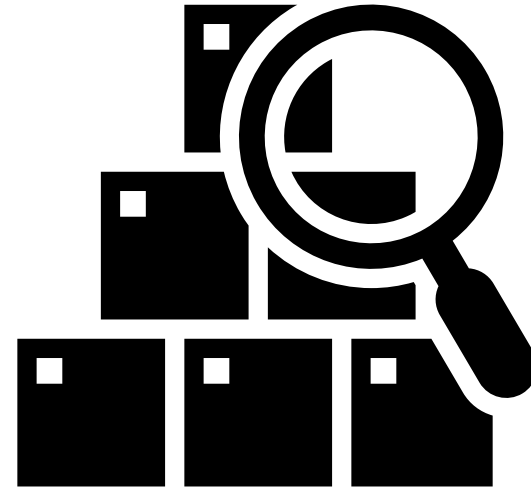
Data Considerations

Understanding data

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
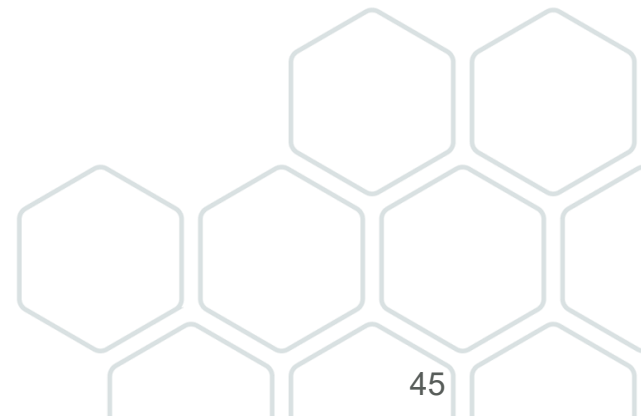
Who was asked what…

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**

1. flexitime (flexible working hours),   **RUNNING PROMPT**
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

What was done with the data collected?

- derived variables are created from the 'raw' data

FLEXW7 - Whether respondent works zero hours contract

START → ALL FLEX10 (1-3) = -9 —NO→ ANY FLEX10 (1-3) = 7 —NO→ FLEXW7 = 2 DOES NOT WORK A ZERO HOURS CONTRACT

ALL FLEX10 (1-3) = -9 —YES→ FLEXW7 = -9

ANY FLEX10 (1-3) = 7 —YES→ FLEXW7 = 1 WORKS A ZERO HOURS CONTRACT
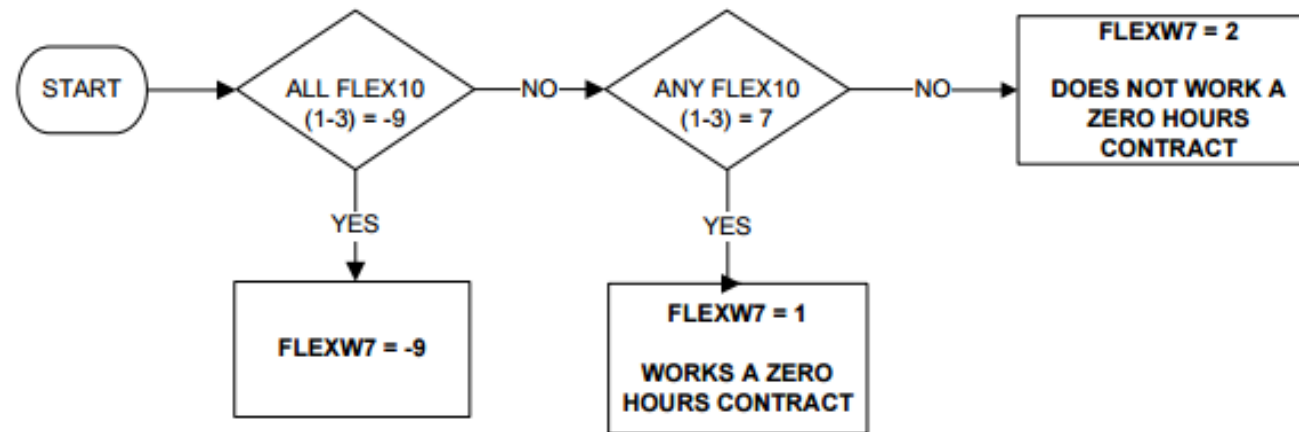
Uses:

FLEX10

Data Considerations

Sampling

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?
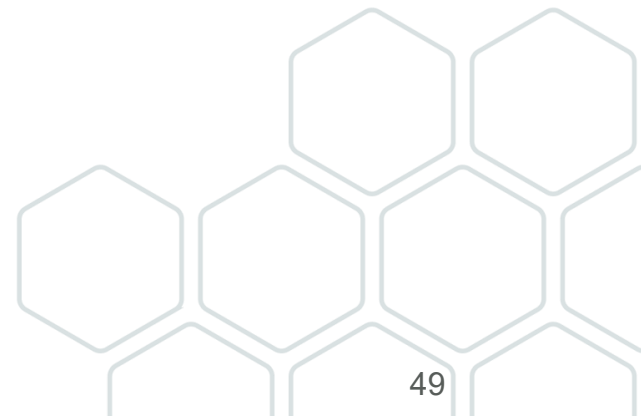
Sampling considerations – sample size

Do I have enough cases to make a precise estimate?

• Important for small sub-populations
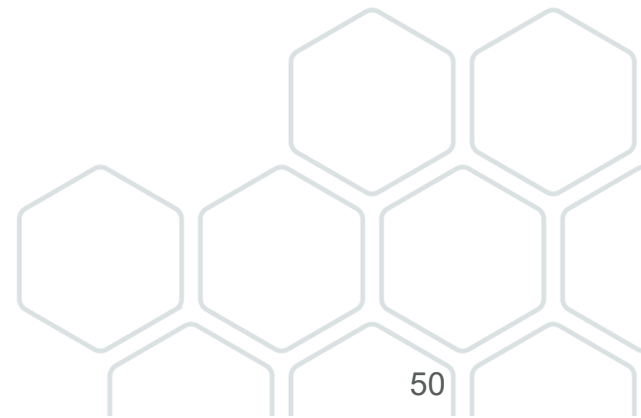
Ethical Considerations

Data citation

Cite the Data

- Citations provided for every record and dataset
- Use the UK Data Service citation tool to copy and paste the correct citation

Citation and copyright

The citation for this study is:

NatCen Social Research. (2014). *British Social Attitudes Survey, 2013.* [data collection]. UK Data Service. SN: 7500, http://doi.org/10.5255/UKDA-SN-7500-1

Other resources to explore

UKDS Training and online learning: Topics

Accessing and using data in our catalogue

- survey & longitudinal data
- Census
- international databases
- qualitative data

Research Data Management

- ethics
- planning to share
- documentation
- anonymising data

Computational Social Science

- coding
- new forms of data
- new methods

Support with data

- Help pages
- UKDS Helpdesk

UK Data Service Impact Case studies

- Case studies using data from our collections

- Covering a wide variety of topics:
  - Business
  - Environment and sustainability
  - Health and wellbeing
  - Learning and skills
  - Science and technology
  - Social policy and communities

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
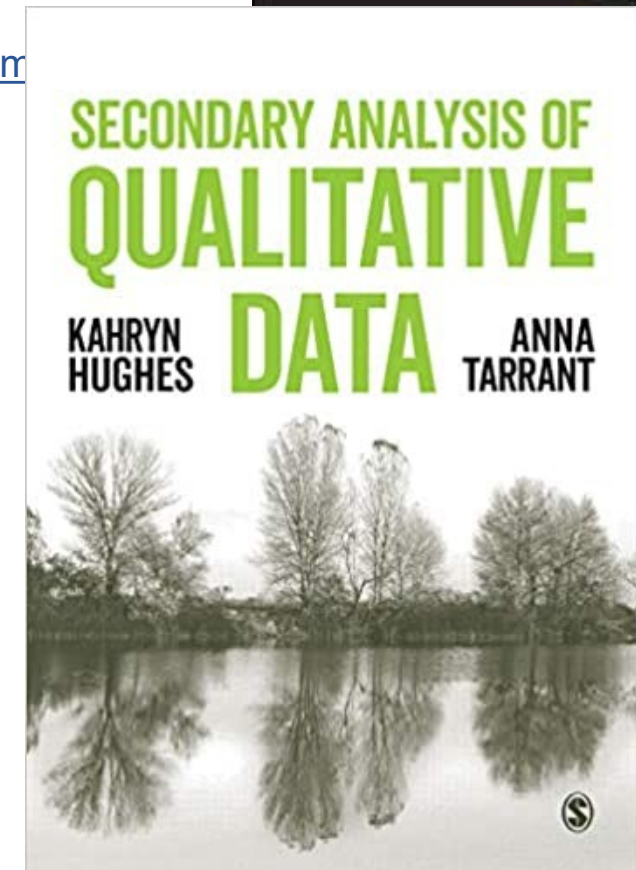
Data Skills modules:

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

|	
Website 'Contact us' pages	https://ukdataservice.ac.uk/contact/
JISCMail	https://www.jiscmail.ac.uk/cgi-bin/webadmin?A0=UKdataservice
Bluesky	https://bsky.app/profile/ukdataservice.bsky.social
YouTube	https://www.youtube.com/user/UKDATASERVICE

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.

Upcoming events

- Introduction to copyright

- Code Anxiety Club

- Best practices for documenting social sciences research data

- Data in the spotlight: Large scale social surveys

- Data in the spotlight: Longitudinal data

- Safe researcher training

- Introduction to anonymisation techniques for social sciences research data

- UK Data Service essentials: Introduction, finding and accessing data

- Data in the spotlight: International time series databanks

- Data in the spotlight: Qualitative and mixed methods

- Data in the spotlight: Census and population studies

- Computational social science, survey data and SecureLab drop-ins

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

Any questions?

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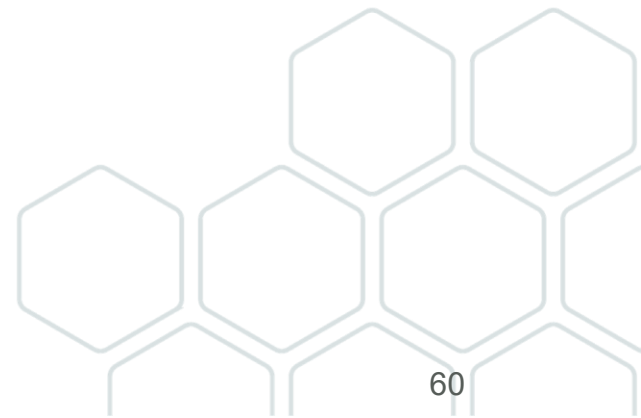
Thank you.

Maureen Haaker

mahaak@essex.ac.uk

Alle Bloom

alle.bloom@manchester.ac.uk