

# Getting started with secondary data analysis

Nigel de Noronha

Maureen Haaker



# Can you hear us?



# Troubleshooting audio problems

- Check your speaker/headset is plugged in / volume is on.
- Click on audio to change to listening via phone
- We are recording this webinar and will post it on YouTube (<https://www.youtube.com/user/UKDATASERVICE>)

# Using secondary quantitative data

Nigel de Noronha

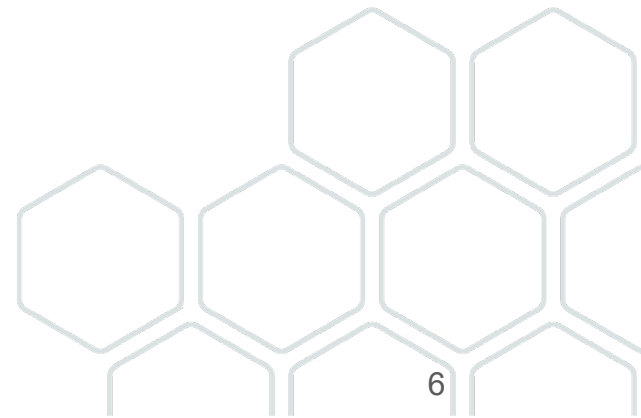
Maureen Haaker



# Overview

- What is secondary data?
- Methodology of reusing data
- Quantitative and qualitative examples
  - Key issues in re-using data
  - Key resources available
  - Activities
- Q&A

# Have you re-used existing data before?

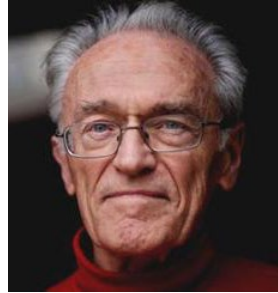


# What is secondary data?

## Data collector



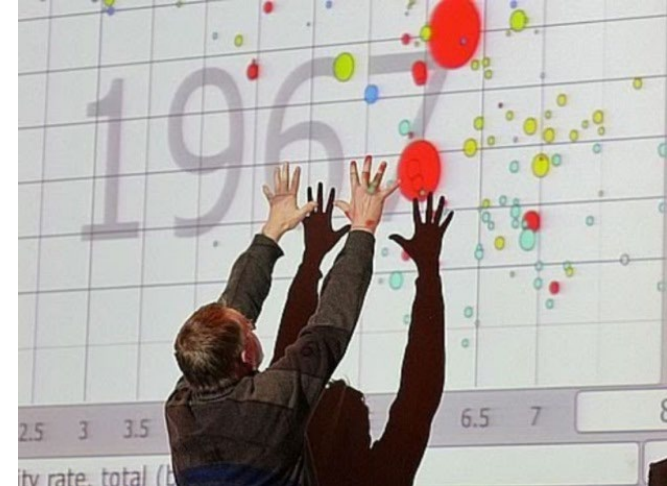
**NatCen**  
Social Research



**Data  
Sharing**



## Secondary analyst



Primary research

Data collection & analysis  
for planned purpose

Secondary research

Re-analysis (can be for a  
different purpose)

# Pros and cons of re-using data

## Pros

Access datasets impossible to create

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Cost effective

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Ethical issues about data collection dealt with

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No need to re-contact data subjects

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Reuse data used by others to make claims

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## Cons

Do not have insider understanding of data and data collection

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Effort to get to know the data

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Ethical issues about data use to consider

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Data may not match research question

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Cannot extend studies

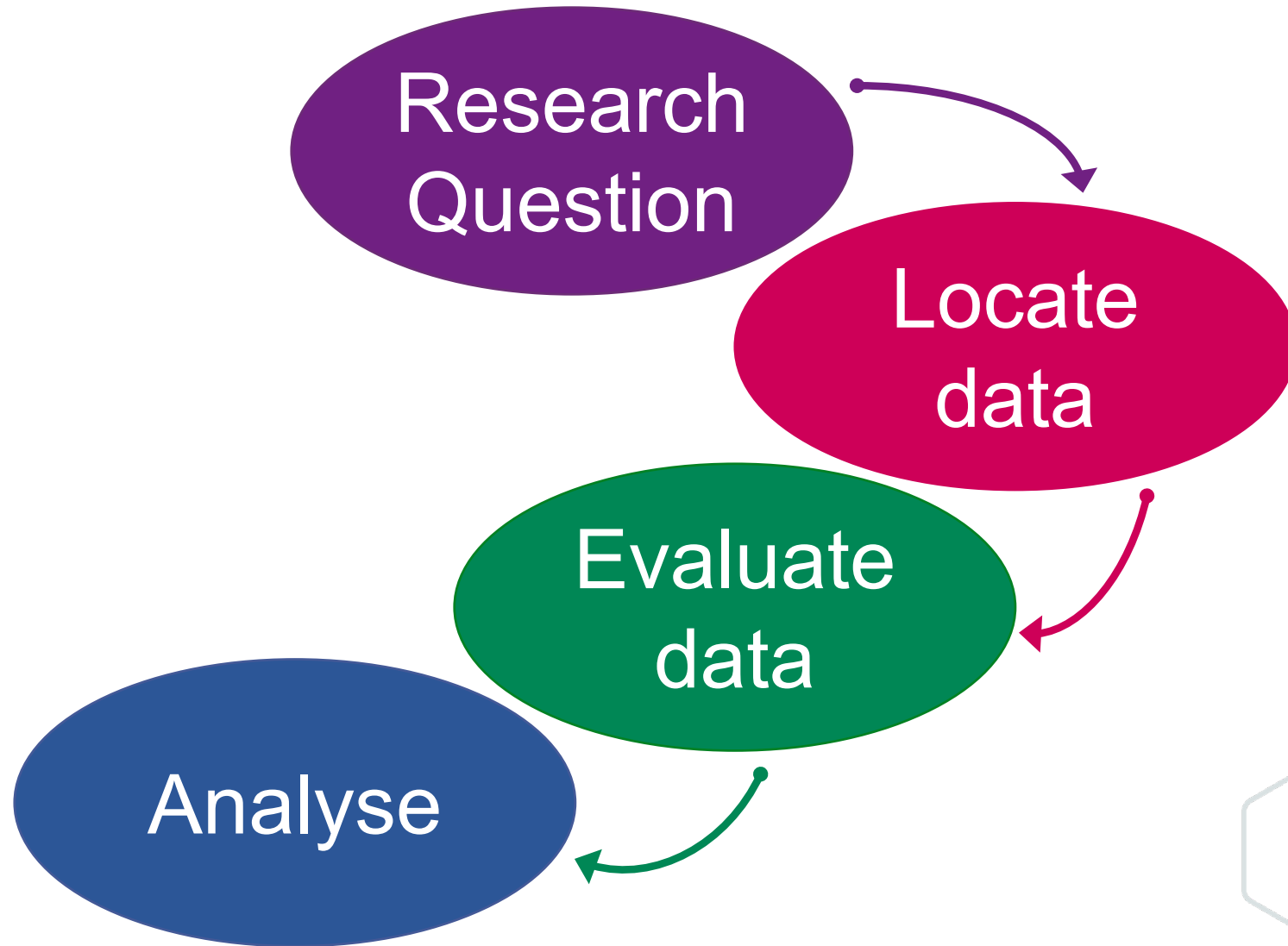
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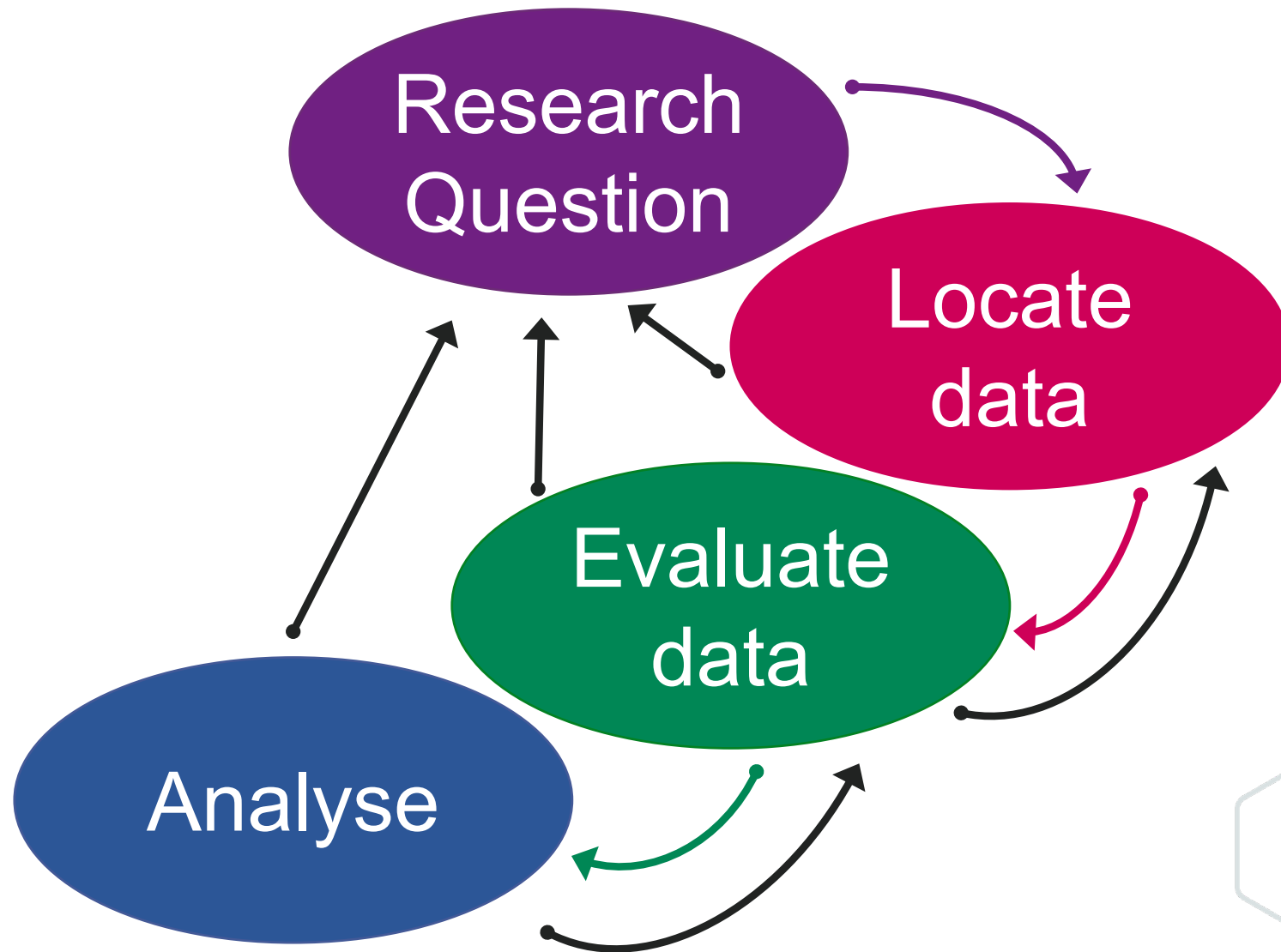
# Researchers reusing data need to:

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



# How to find data

- UKDS catalogue search
- Theme pages
- Past webinars
- Further videos coming soon



# Making sense of your data

To understand data and its suitability for your research you must understand...

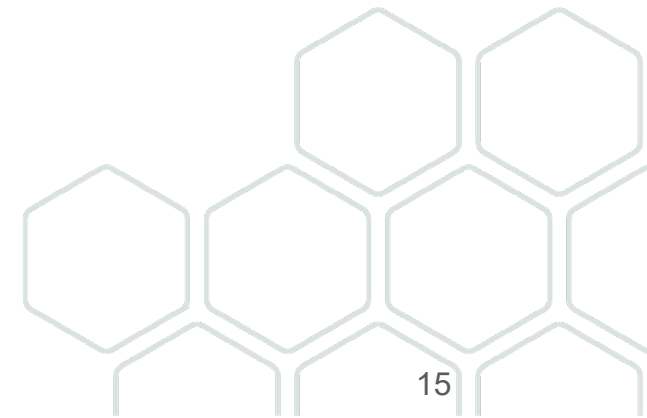
- what information was collected
- from whom
- when and where
- any changes to the raw data before being archived

# Use the documentation

- User Guides
- Questionnaires
- Interview Schedules

Plus a variety of other resources

# Practical activity: Documentation



# Quantitative data

- What data is available?
- Case study
- Demo - What sorts of documentation are available?
- Key issues



# 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
- $n \approx 35,000$  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

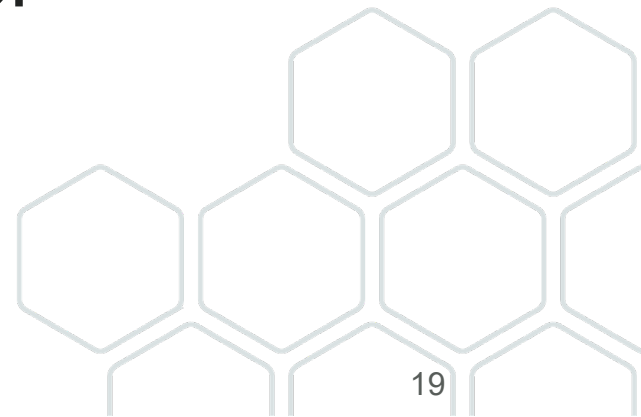
# Case Study: Crime Survey for England and Wales

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

Different levels of access

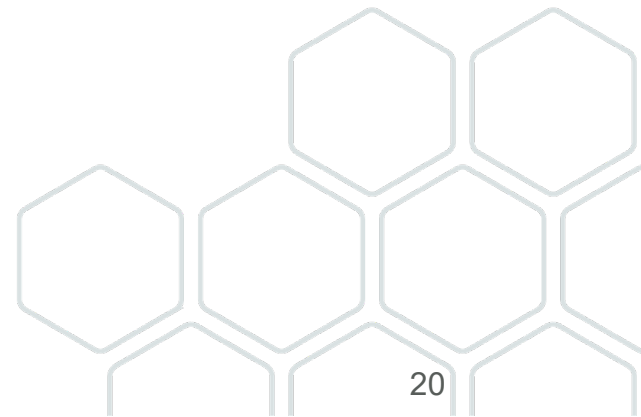
- A standard End User Licence (download after registering)
- Secure Access (for sensitive information)



## 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



# 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



# 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>



# 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

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

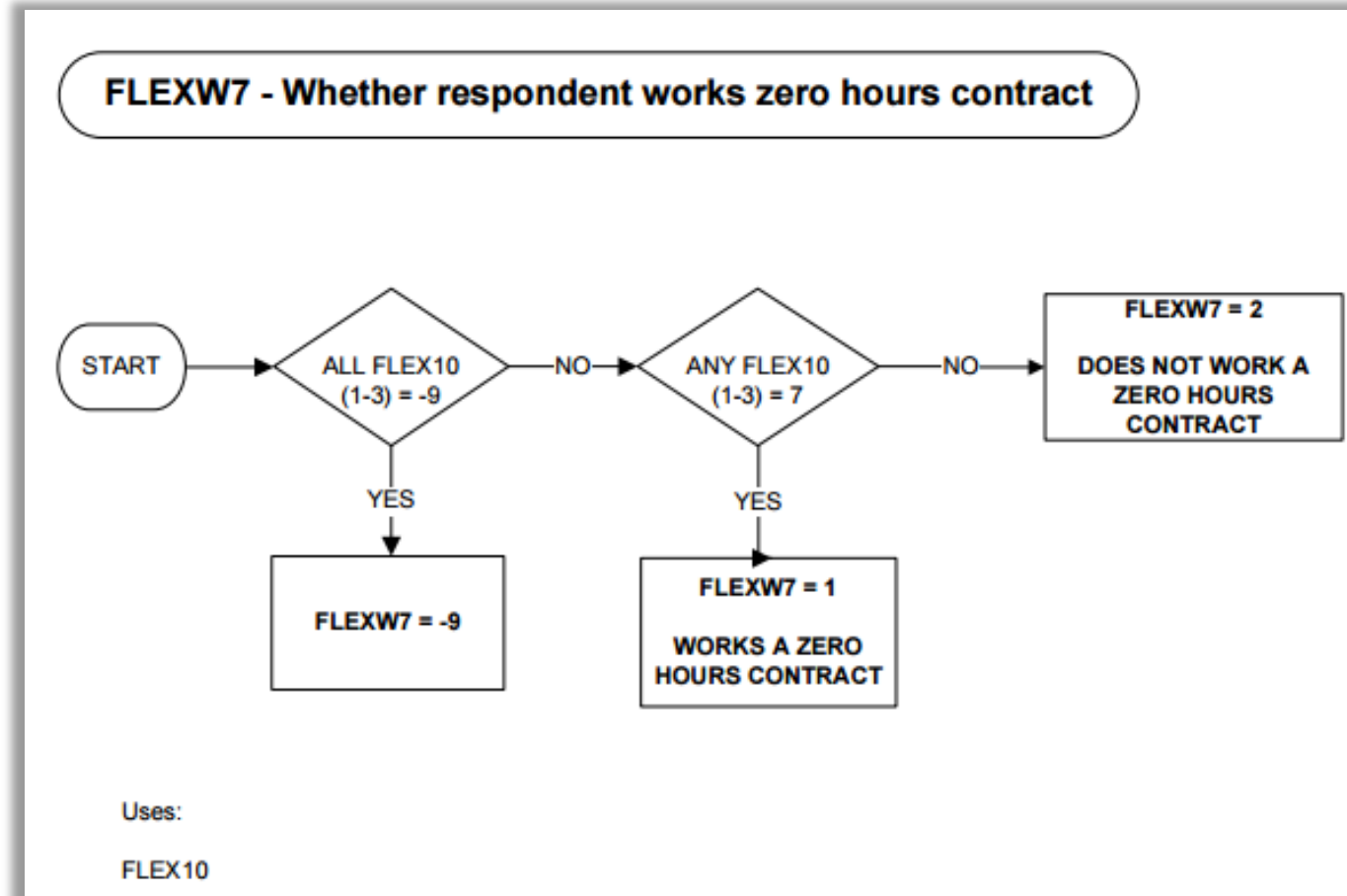
MAIN

AW/AJ and OD

RUNNING PROMPT

# What was done with the data collected?

- derived variables are created from the 'raw' data



# Census data

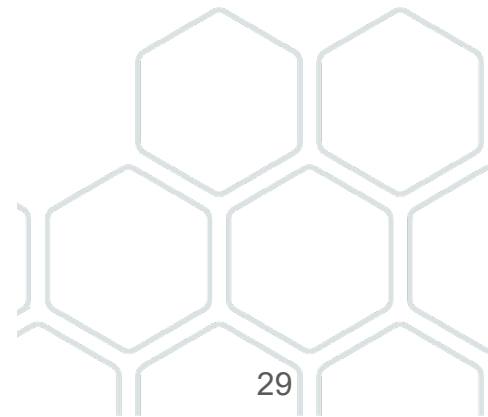
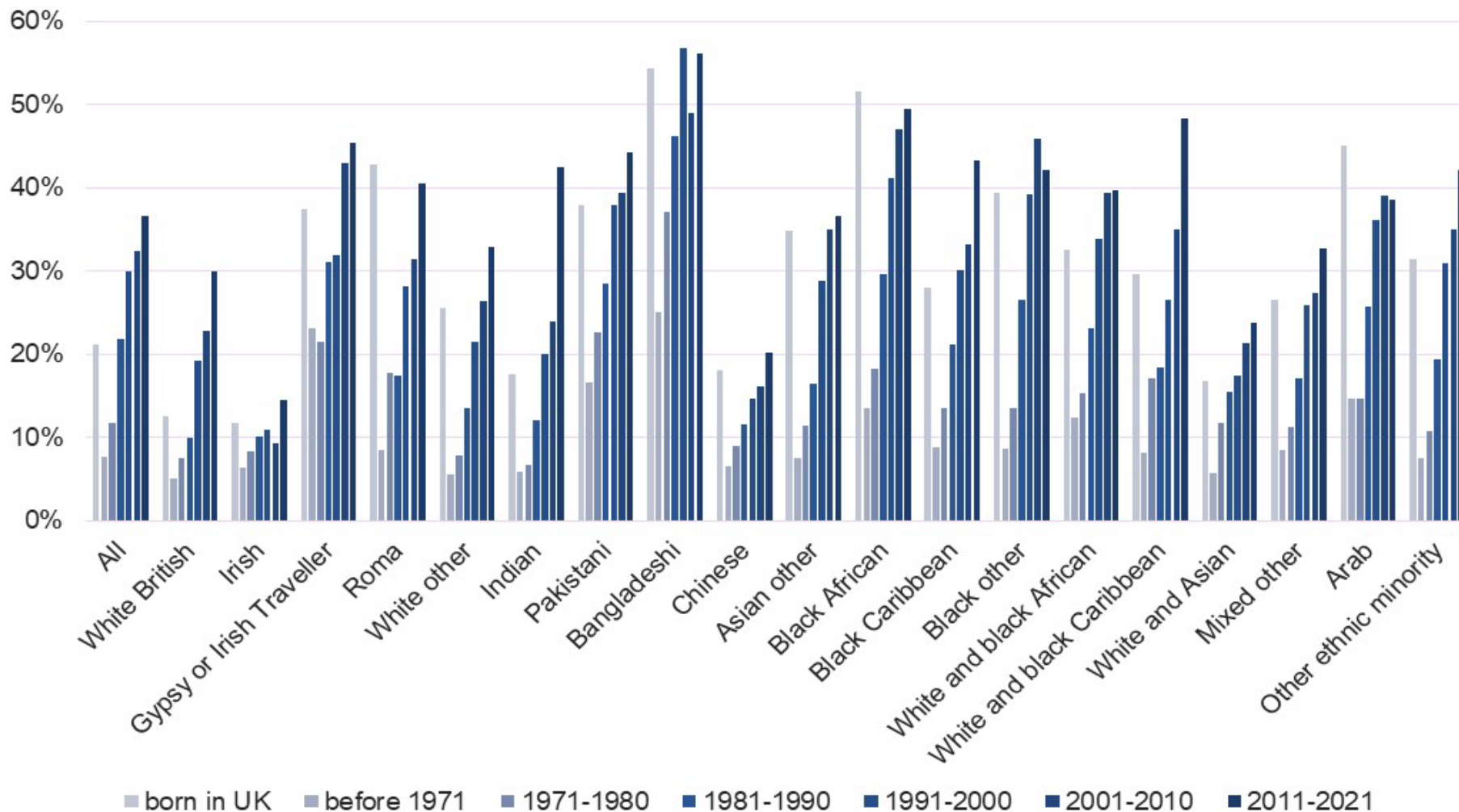
We also provide access to data from the 2021 census for England and Wales, Northern Ireland and the 2022 census for Scotland when they are available. The data available is:

- Aggregate data – univariate and multivariate defined tables
- Boundary data for census geographies
- Microdata – safeguarded sample of individual census returns
- Flow data – safeguarded data on commuting, migration, student term-time and home address and second addresses.



# Housing deprivation by ethnicity and year of arrival in the UK

Custom dataset: Housing deprivation by ethnicity and year of arrival in the UK for London



# Using secondary qualitative data

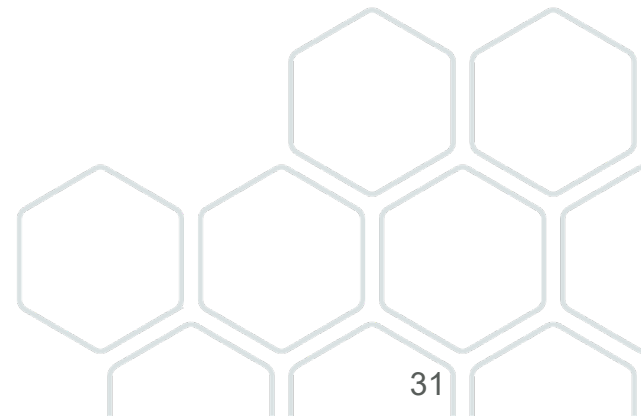
Maureen Haaker

Nigel de Noronha



# Reusing qualitative data

- Types of qualitative data reuse
- Case study: School Leavers Study
- Browsing and searching for data with QualiBank
- Key issues
  - Re-contextualisation



# Many ways of re-using data

## 1. Description

- See more data, not limited to published extracts

## 2. Research design and methodological advancement

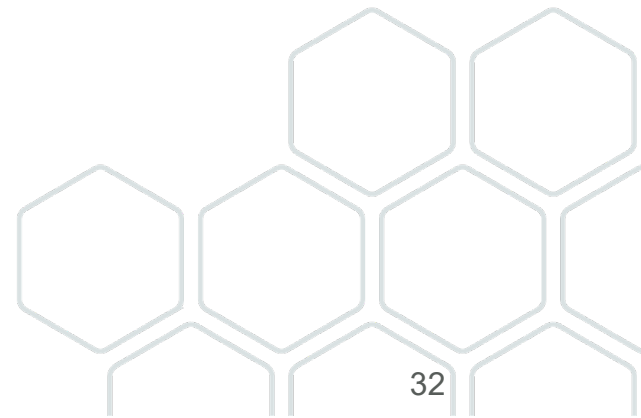
- Study sampling, data collection methods, topics guides

## 3. Reanalysis

- A research question different to the original research

## 4. Restudy

- Replicate and compare

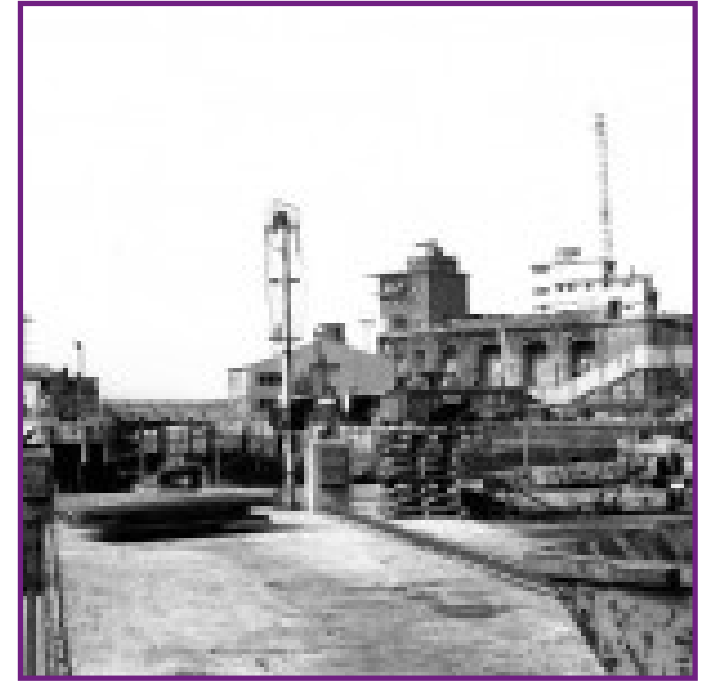




# SN 4867: School Leavers Study

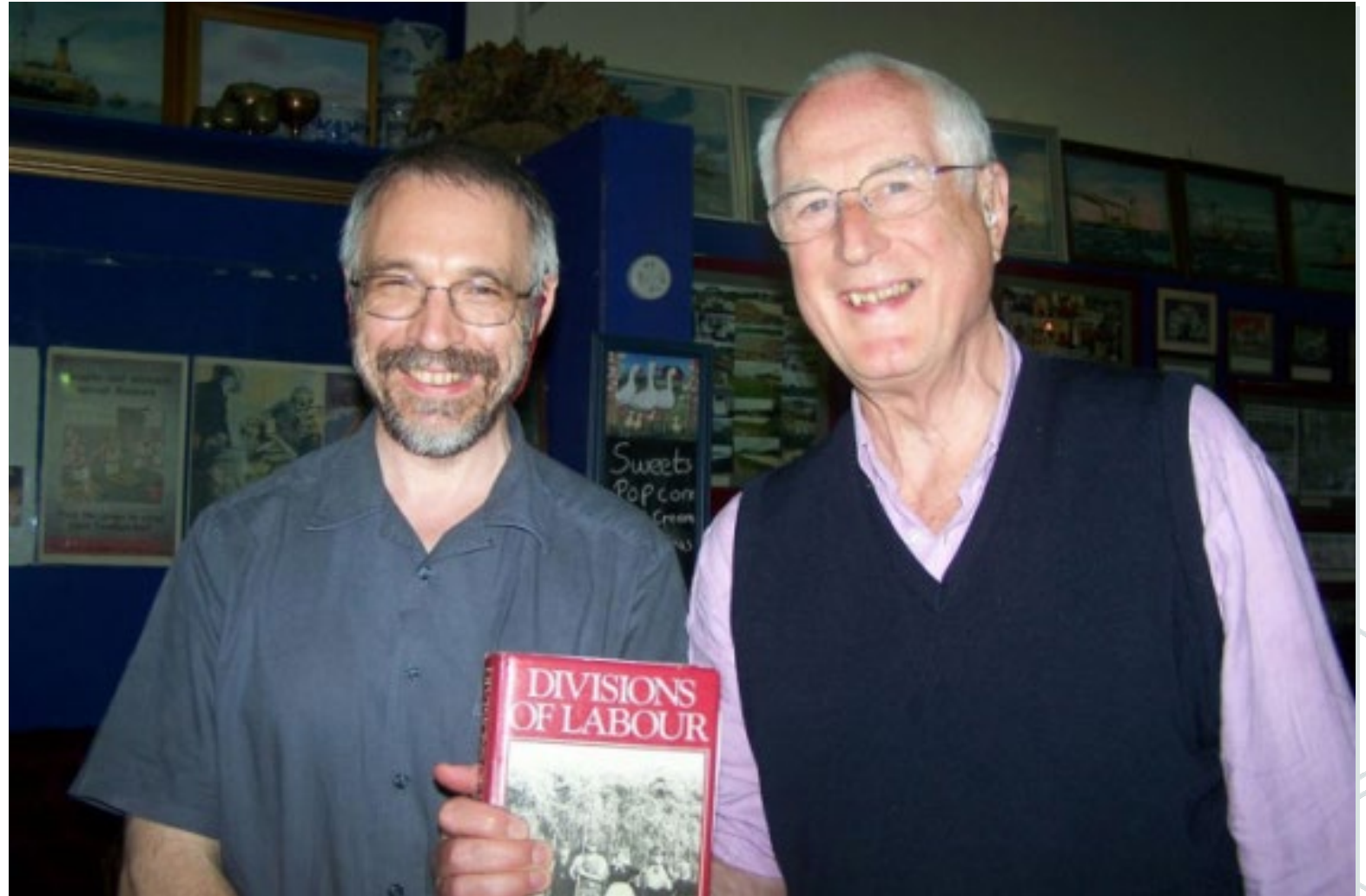
Principal investigator: Ray Pahl

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 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,

# 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

2010

Mundane & grounded jobs; gradual career progression; periods of unemployment.

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)<sup>37</sup>

# Finding Qualitative Data



Search the site...

Login to QualiBank

Find data

Deposit data

Learning hub

Training and events

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News

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Discover > QualiBank

## QualiBank

Search and browse a selection of qualitative surveys, interview and open-ended questions.

Search our qualitative data and related resources

GO

Reset filters

Clear search

☒ Auto-complete

Copyright

Collections

Help

Data Catalogue

Variable and question bank

QualiBank

Collection title

+

Resource type

+

Open / Closed

+

Date

+

Sex

+

Age group

+

Socio-economic status

+



Data Catalogue	
Variable and question bank	
• QualiBank	
Collection title	+
Resource type	+
Open / Closed	+
Date	+
Sex	+
Age group	+
Socio-economic status	+
Region	+

## QualiBank

Search and browse a selection of qualitative surveys, interview and open-ended questions.



typhoid

typhoid fever

typhoid and

typhoid \_

typhoid or

Auto-complete

Copyright

Collections

Help

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 Allowance (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

Discover

Variable and question bank

QualiBank

[External resources](#) | [Collection documentation](#)

[Access this collection from the Data Catalogue](#)

## DETAILS

Collection ID (SN): 2000

Title: [Family Life and Work Experience Before 1918, 1870-1973](#)

Principal investigator: Thompson, P., University of Essex. Department of Sociology  
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?](#)

Create citation



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### Create citation

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 CITATION

### 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/?>

#### 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

s, one used  
for me  
keep the shop  
nes when we  
I say, we'd

girl? Helping

# Getting started

Orient yourself to the original research project

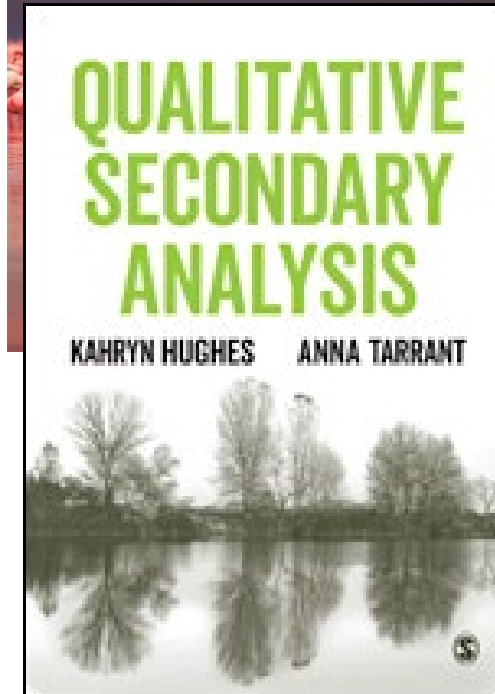
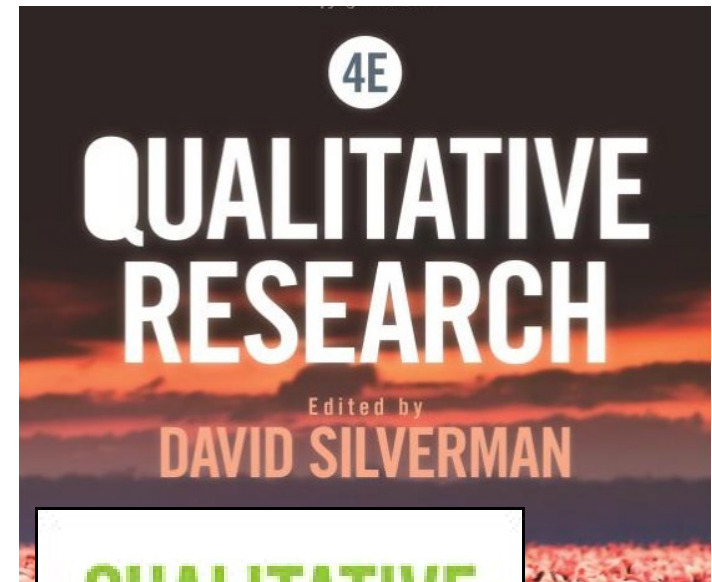
- Documentation and metadata

Understand the structure of the original data

- Context – at 3 levels
- Sampling and recruitment

Become familiar with the project data as a whole

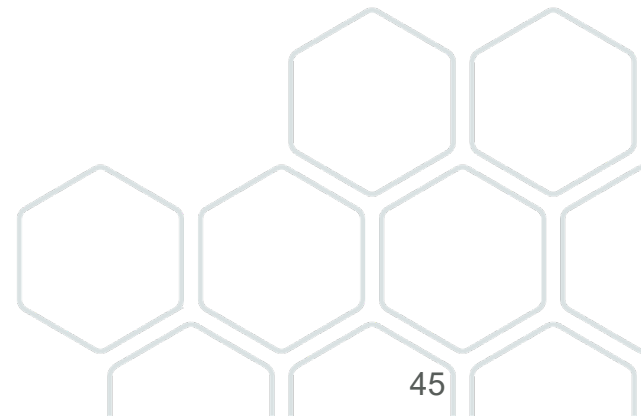
- Logic of subsampling is volume prohibits reading it all
- Both inductive and deductive strategies can work



ISSN 2049-9248 (Online)  
TIMESCAPES  
METHODS  
GUIDES SERIES  
2012  
Guide No. 19

Qualitative  
Secondary Analysis:  
A Guide to Practice  
*Sarah Irwin &  
Mandy Winterton*

# Practical activity: Download Data



# Get connected

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

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

<https://twitter.com/UKDataService>  
@UKDataService

<https://www.facebook.com/UKDataService>

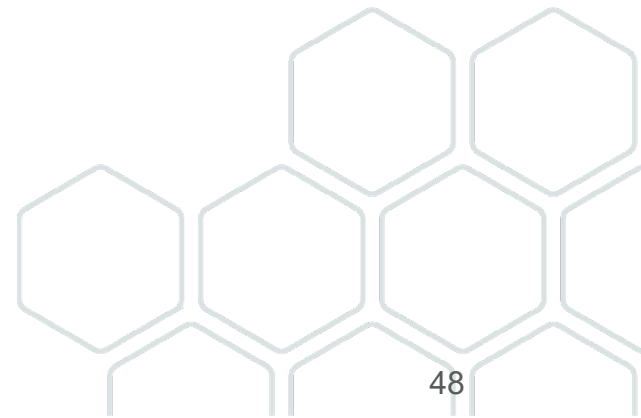
<https://www.youtube.com/user/UKDATASERVICE>

\*\*\*Powerpoint slides will be available on our website in due course and you can catch up on the recording on our Youtube channel.  
Check out our Twitter for more updates.\*\*\*

# Upcoming events

- 25 May, 10:00am  
Introduction to copyright: Copyright issues in secondary data use
- 1 June, 11:00am  
Data documentation
- 8 June, 10:00am  
Consent issues in data sharing
- 13 June, 1:00pm  
Computational social science drop-in
- 15 June, 11:00am  
How to anonymise qualitative and quantitative data

# Any questions?



# Thank you.

Maureen Haaker

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