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# Getting started with reusing data

Jennifer Buckley and Maureen Haaker  
UK Data Service



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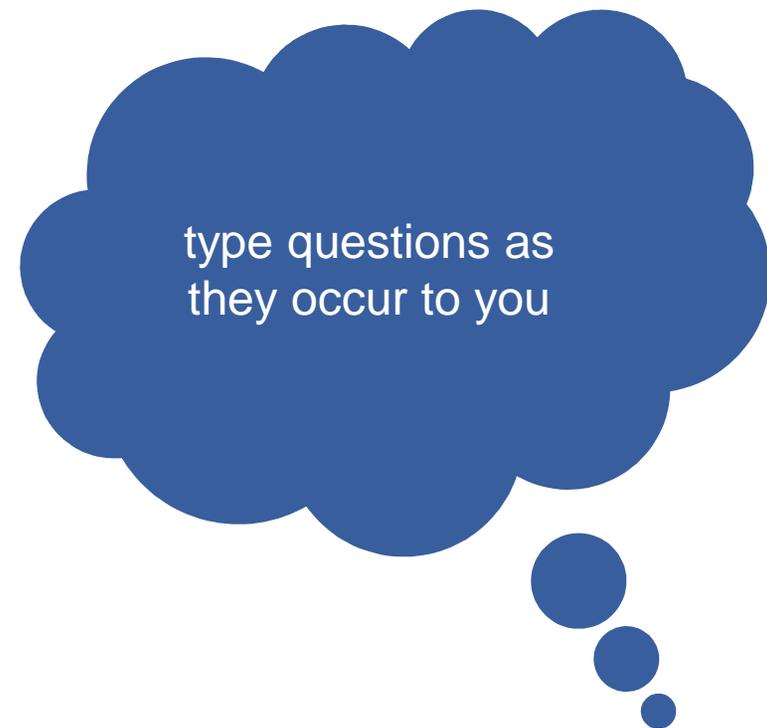
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# Overview

- data are available for reuse
- issues with reusing data
- quantitative
  - Case study
  - What's available
  - Key issues
- qualitative
  - Case study
  - What's available
  - Key issues
- talk for ~35 min
- questions

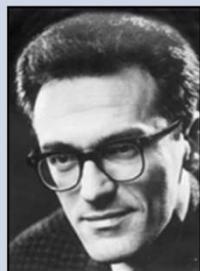


# Reusing data

## Data collector

**NatCen**

Social Research that works for society

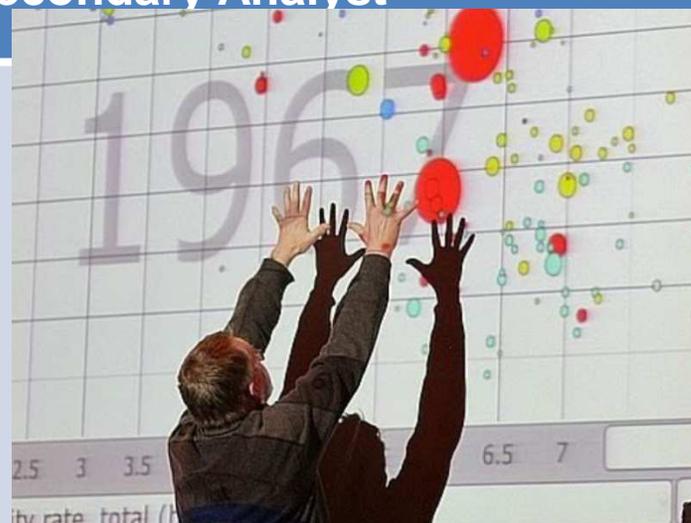


## Primary research

Data collection & analysis for planned purpose

D  
A  
T  
A  
  
S  
H  
A  
R  
I  
N  
G

## Secondary Analyst



## Secondary research

Re-analysis (can be for a different purpose)

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# Pros and cons of reusing data

## Pros

datasets impossible to create

cost effective

ethical issues about data collection dealt with

do not need to re-contact data subjects

reuse data used by others to make claims

## Cons

do not have insider understanding of data and data collection

effort to get to know the data

ethical issues about data use still apply (limit access to sensitive data)

data may not match research question

cannot extend studies

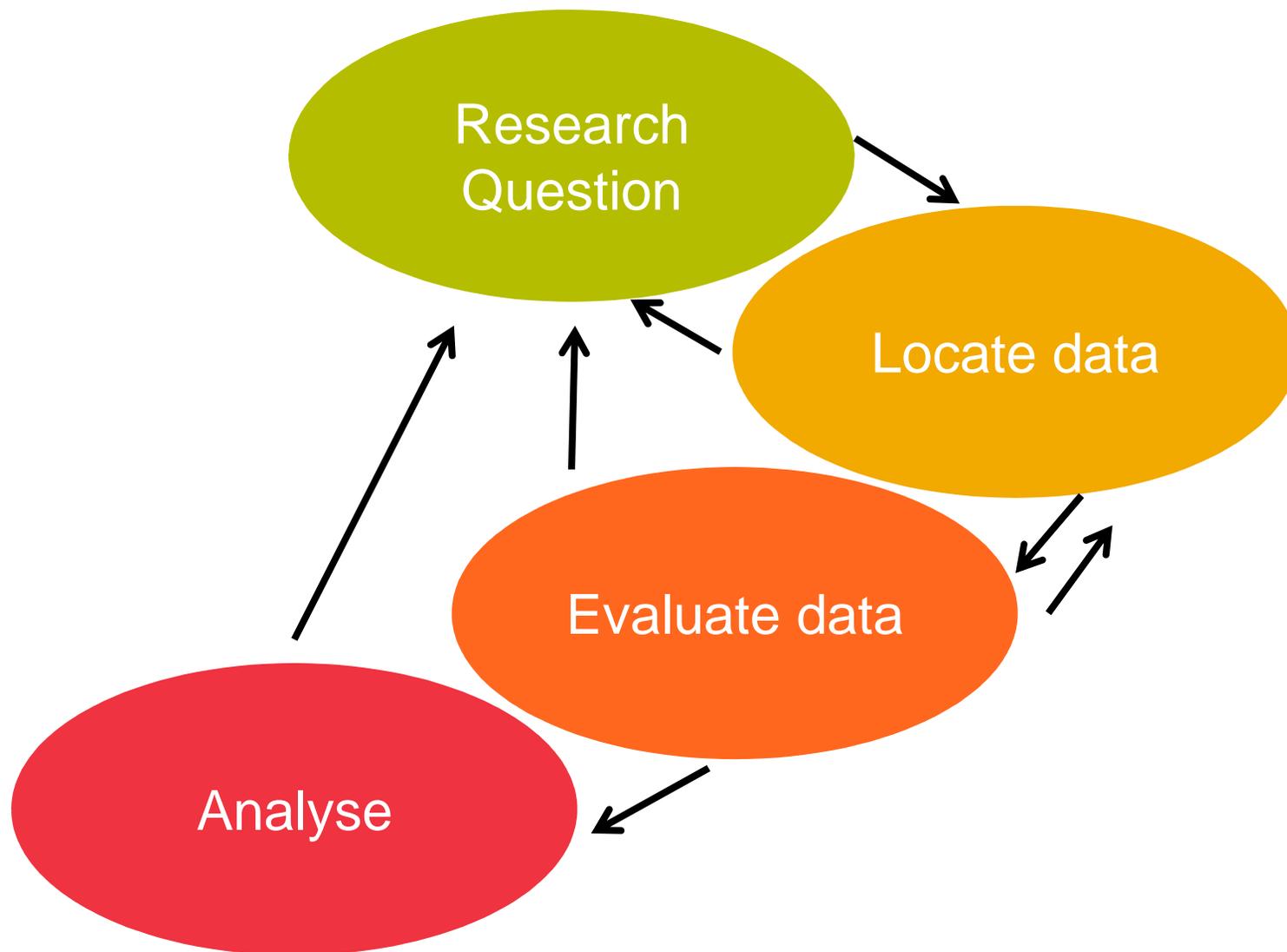


Researchers reusing data need to:

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



# Research plan



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# 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 documentation

- user guides
- questionnaires
- interview schedules



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# Quantitative data

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



# Case Study: Crime Survey for England and Wales

- crime statistics independent from reporting to the police
- annual survey (conducted throughout the year)
- n≈35,000 individuals aged 16+ and 3,000 aged 10-15

victim of a crime in the previous 12 months  
range of questions covering demographics and crime-related subjects such as attitudes to the police and the criminal justice system (CJS)

data stored as individual anonymous records  
different levels of access

- End User Licence
- Secure Access (sensitive information)



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# Re-use by Hind Khalifeh et al (2013)

- Violence against people with disability in E&W

## British Crime Survey 2009/10

introduction of disability  
measures

special licence data

n = 46,398 adults 16+  
9,037 had at least one  
limiting disability

## Findings :

adjusted 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

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# Quantitative data by type of analysis

Type of analysis	Type of data
Individuals, families, households, businesses : one point in time	Cross-sectional surveys (e.g. Time Use Survey) and census microdata
Individuals, families, households, businesses : multiple points in time	Repeated cross-sections (e.g. different years of Crime Survey for England and Wales, Labour Force Survey)
Individuals, families, households: over time	Longitudinal data (e.g. Understanding Society)
Small geographic areas	Census aggregate data, flow data
Comparing countries (over time)	International time series (e.g. World Bank Indicators)

service



# Where, when and why?

- Start with catalogue record
  - Date & Geographic coverage is in the catalogue record for most studies
  - Access to documentation including user guide or technical report

## Catalogue

UK Data Service data catalogue record for:

**British Social Attitudes Survey, 2013**

[Documentation](#) | [Related Studies](#) | [Publications](#)

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### TITLE DETAILS

<b>SN:</b>	7500
<b>Title:</b>	British Social Attitudes Survey, 2013
<b>Alternative title:</b>	BSA
<b>Persistent identifier:</b>	10.5255/UKDA-SN-7500-1

## COVERAGE, UNIVERSE, METHODOLOGY

<b>Dates of fieldwork:</b>	June 2013 - November 2013
<b>Country:</b>	Great Britain
<b>Spatial units:</b>	Countries Government Office Regions ...
<b>Observation units:</b>	Individuals
<b>Kind of data:</b>	Numeric data Individual (micro) level
<b>Universe:</b>	National Adults Adults (18 and over) living in private households in Great Britain (excluding the 'crofting counties' north of the Caledonian Canal).
<b>Time dimensions:</b>	Repeated cross-sectional study The BSA survey is conducted annually.
<b>Sampling procedures:</b>	Multi-stage stratified random sample See documentation for each BSA year for full details.
<b>Number of units:</b>	3,244 cases
<b>Method of data collection:</b>	Face-to-face interview; Self-completion The interview is conducted by Computer-Assisted Personal Interviewing (CAPI).
<b>Weighting:</b>	Weighting used. See documentation for details.



# 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** ✓

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

**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

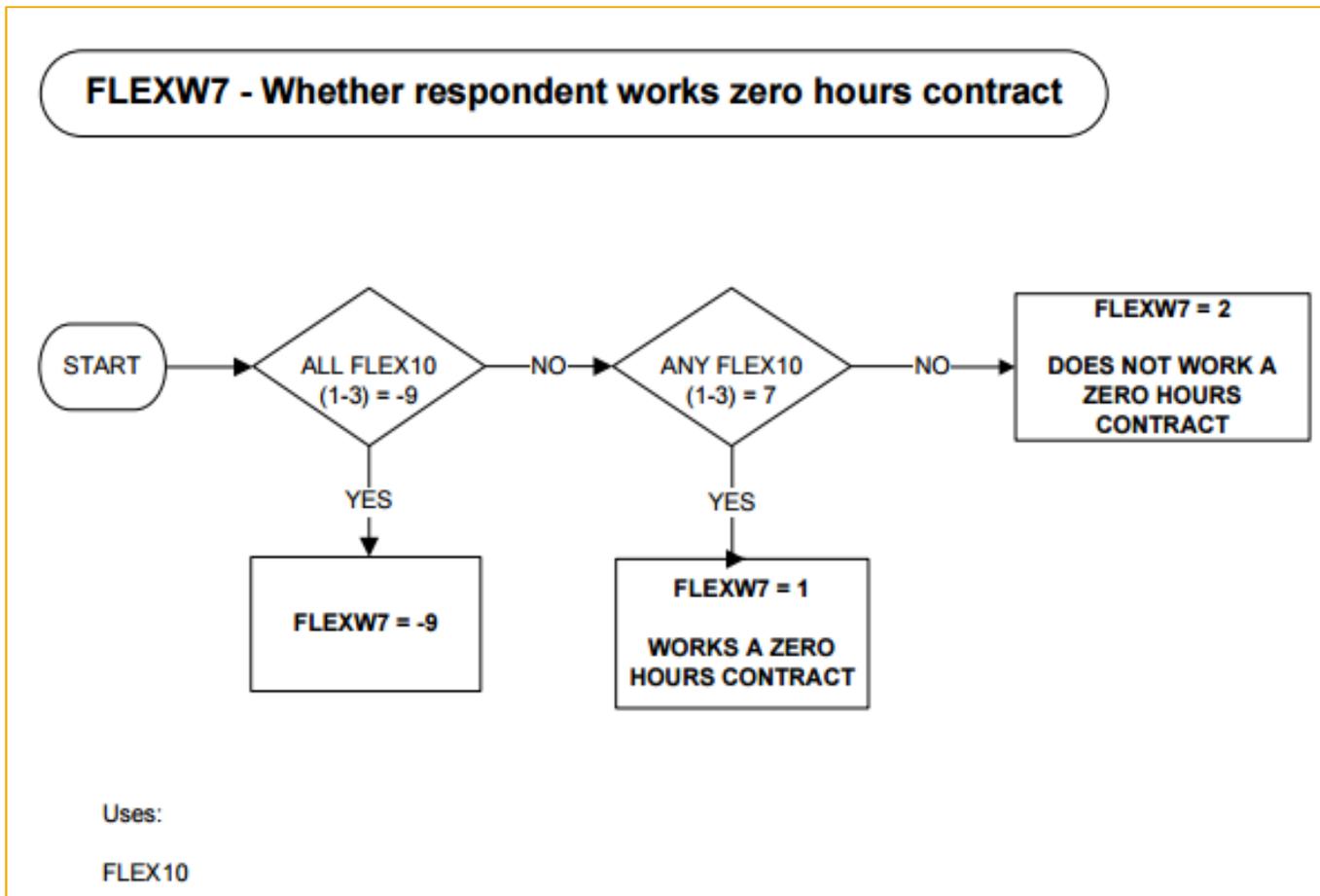
In addition to who was in the sample...

- 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



# And what was done with data afterwards?

- derived variables are created from the 'raw' data



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# Sampling considerations

- surveys are based on samples
- is the sample representative?
  - who is included ?
  - response rate and bias
  - do you need to apply a weight to make the data representative?
- do I have enough cases to make a precise estimate?
  - Important for small sub-populations `
- For more information, see [UK Data Service guides to Survey weights and Complex sampling](#)



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# References and resources

## General discussions:

- Dale, A., Wathan, J. and Higgins, V. (2008) 'Secondary Analysis of Quantitative Data Sources' in **The Sage Handbook of Social Research Methods** eds: P. Alasuutaryi, L. Bickman and J. Brannen Sage:London
- Smith, E. (2006) **Using Secondary Data in Educational and Social Research** OUP: Berks

## Data Service resources:

- **Using Survey Data:**
- <https://www.ukdataservice.ac.uk/media/455510/using-survey-data.pdf>
- **What is weighting? :**
- <http://ukdataservice.ac.uk/media/285227/weighting.pdf>
- **What is complex sample design?**
- <http://ukdataservice.ac.uk/media/398743/complexsampleguide.pdf>



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# Reusing qualitative data

- Types of qualitative data reuse
- Case study of reusing UK Data Service data: School Leavers Study
- Getting started with reusing qualitative data
  - Key issue: documentation and sampling
  - Key issue: searching
- Finding data – browse, search, QualiBank



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# Many ways of re-using data

- Description
  - Literature review with data
  - See more data, not limited to published extracts
- Research design and methodological advancement
  - Study sampling, data collection methods, topics guides
  - Compare original interview schedule questions actually asked in the interview
- Reanalysis – asking a research question very different to the original research
  - Very different – comparative keyword analysis of illness narratives  
Seale and Charteris-Black (2008)
  - “Similar” topics, but with different focus (Bornat et al. 2012)
- Learning and Teaching (Haynes and Jones 2012)

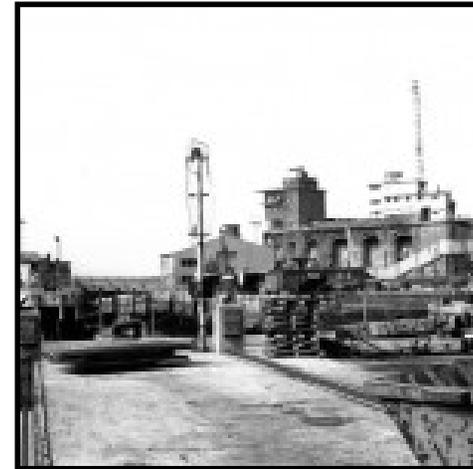


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# SN 4867: **School Leavers Study**

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. 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.



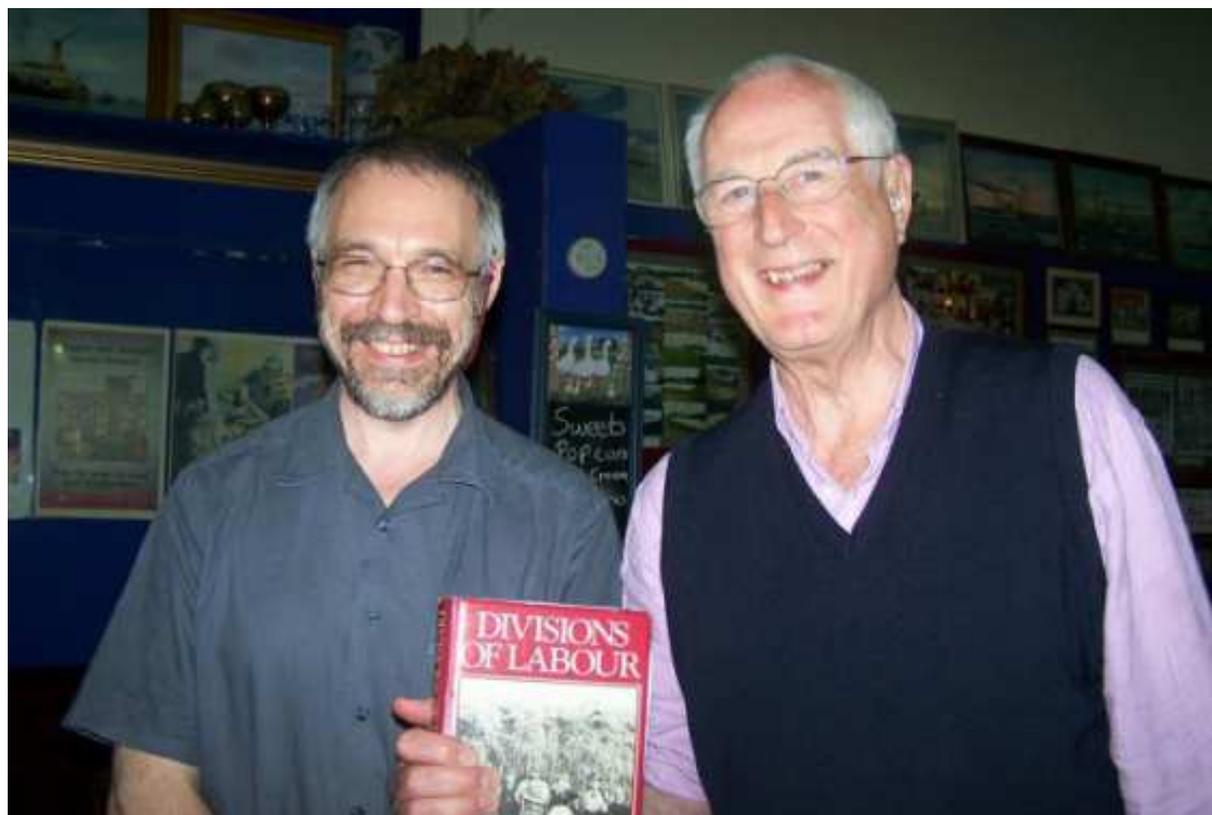
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# School Leavers Re-Study: Imagining the Future

Re-users: Graham Crow and Dawn Lyon



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# Living and Working on Sheppey

**1978:** 141 essays (89 boys and 52 girls)

'Living without a job: how school leavers see the future' published in *New Society* in 1978 (2 November, pp. 259-62).

**2009-10:** The exercise was repeated by the Living and Working on Sheppey project and 110 essays (55 boys and 55 girls) were gathered from school pupils and members of youth groups on the Isle of Sheppey to compare to the earlier ones.

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



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# 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. 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,

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<p style="text-align: center;"><b>1978</b></p> <p>Mundane &amp; grounded jobs; gradual career progression; periods of unemployment.</p>	<p style="text-align: center;"><b>2010</b></p> <p>Well-paid, instantaneous jobs; choice but uncertainty; influence of celebrity culture.</p>
<p style="text-align: center;">“It was hard finding a job, I failed a few chances, but eventually got what I wanted locally, a craft apprenticeship.” (Essay 27, male)</p>	<p style="text-align: center;">“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)</p>
<p style="text-align: center;">“I was on the dole for six months after leaving school, until I got a job in a garage.” (Essay 42, male)</p>	<p style="text-align: center;">“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)</p>
<p style="text-align: center;">“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)</p>	<p style="text-align: center;">“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)</p>
<p style="text-align: center;">“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)</p>	<p style="text-align: center;">“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)</p>



# Living and Working on Sheppey

**Living and Working on Sheppey**

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

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

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

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

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

The Living and Working on Sheppey project was funded by the South East Coastal Communities Programme from 2009 to 2011. See Peter Hatton and Jenny Hurkett and discuss the project, the Blue Town Heritage Centre and the Isle of Sheppey in the video clip below.

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

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

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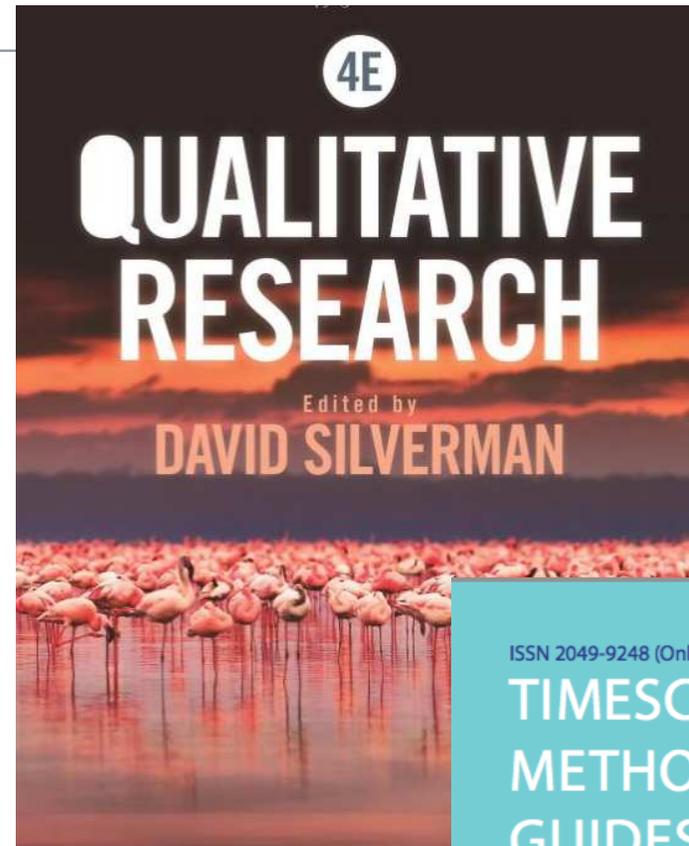
# School Leavers Study: publications

- Lyon, Dawn, and Graham Crow (2012) 'The challenges and opportunities of re-studying community on Sheppey: young people's imagined futures', *Sociological Review* 60: 498-517.
- Lyon, Dawn, Bethany Morgan, and Graham Crow (2012) 'Working with material from the Sheppey archive', *International Journal of Social Research Methodology* 15(4): 301-309.
- Weddell, Emma, Graham Crow and Dawn Lyon (2012) 'Imagining the Future, What can the aspirations of school-leavers in 1978 and 2010 tell us about the changing nature of society?' *Sociology Review*
- Crow, G. and N. Takeda (2011) 'Ray Pahl's Sociological Career: Fifty Years of Impact', *Sociological Research Online*, 16 (3) 11: <http://www.socresonline.org.uk/16/3/11.html>
- Crow, G., Hatton, P., Lyon, D. and Strangleman, T. (2009) 'New divisions of labour?: Comparative thoughts on the current recession', *Sociological Research Online* vol14 issue 2/3 <http://www.socresonline.org.uk/14/2/10.html>



# Getting started

- Orient yourself to the original research project
  - Documentation and metadata
- Understand the structure of the original data
  - Contexts – at 3 levels
  - Sampling and recruitment
- Become familiar with the project data as a whole
  - Logic of subsampling if 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*

# Publications and other resources for reusing data

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About us Get data **Use data** Manage data Deposit data

Home > Use data > Secondary analysis > Reusing qualitative data

## Reusing qualitative data

"A unique opportunity to study the raw materials of the recent or more distant past"



**Reuse guide** Reuse articles Teaching secondary analysis

SHARE

Since the mid-1990s we have witnessed a growing body of knowledge and practical guidance on reusing qualitative data, sparked in the UK by the funding of Qualidata by the ESRC. We provide some insight into the ethical, methodological and epistemological issues, offer practical ways to get started, and showcase scholars' and teachers' creative use of secondary data.

### RESOURCES ON REUSING QUALITATIVE DATA

Our [short guide](#) on reusing qualitative data

A [bibliography](#) of special collections and important articles on both reusing and sharing

<http://ukdataservice.ac.uk/use-data/secondary-analysis/reusing-qualitative-data.aspx>

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# Find data: Key data and search in *Discover*

UK Data Service

About us Get data Use data Manage data

Home > Discover data > Key data > Qualitative and mixed methods data

## Key data

Browse our most popular datasets, by data type.

UK surveys	Cross-national surveys	Longitudinal studies	International macrodata
Business microdata	Qualitative / mixed methods		

Qualitative data is non-numeric information, such as in-depth transcripts, diaries, anthropological field notes, answers to questions, audio-visual recordings and images. Mixed methods combine qualitative data with numeric data.

- [Discover qualitative or mixed methods data](#)
- [Discover case studies](#) relating to qualitative or mixed methods data

### Affluent Worker in the Class Structure

The 'Affluent Worker' project was undertaken to test empirically the relationship between class and class embourgeoisement. The research studied the attitudes and experiences of wage earners in three mass or continuous flow companies.

### Family Life and Work Experience Before 1918

This study comprises 537 life story interviews which were recorded on the basis of the first national oral history project in the United Kingdom.

<http://ukdataservice.ac.uk/get-data/key-data/qualitative-and-mixed-methods-data.aspx>

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Discover

## Discover

Search and browse our data collections, support guides, case studies, and more.

food

Reset filters | Clear search |  Auto-complete

Case study | Data collection | Series record

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Displaying 1-10 of 58 results

- SN 6295 **Managing Food Chain Risks, 2006-2007**  
Shepherd, R., University of Surrey. Department of Psychology  
+ Full record...
- SN 6599 **Food Practices in Residential Care, 2007-2008**  
Punch, S., University of Stirling. Department of Applied Social Science  
+ Full record...

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





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Age group +

Socio-  
economic  
status +

Region +

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Sex +

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Region +

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🖼️ Image

📄 File

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Results per page: 10 ▾

Displaying 1-10 of 20 results

1



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

... at release was joyfully received by those effected. Pre-release and resettlement courses are popular. 12. Health On the whole h very good. Amongst tps in PALESTINE there have been 8 cases of Infantile Paralysis (2 fatal; 4 cases of **Typhoid** (1 fatal) end a s number...

[Access this collection from](#)



Report: Morale Report for the week of March 21 - March 27 1943  
SN7465 Morale and Home Intelligence Reports, 1941-1949

... at the amount of rheumatic fever he has seen as well as a few cases of coronary thrombosis. There is mention made of the dea Lieutenant from **typhoid** fever. Under the general category of health, there is specific mention of the necessity for dental care, (Fil





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bank

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Discover > QualiBank > Document

## Interview with Mrs. Omison

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

[Access thi](#)

### 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?

**D:** Yes

---

## 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.

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## 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](#)

### Related images

[Image relating to the Edwardians](#)

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 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



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# Forthcoming Events

- 1-2 Nov: CLOSER conference: Inequalities: a longitudinal perspective (British Library, London)
- 2 Nov: Webinar: Data management basics
- 6 Nov: Working with data on political behaviour (University of Manchester)
- 8 Nov: Understanding Society Insights 2017 – Making the UK a Good Place to Work (Westminster, London)
- 9 Nov: Webinar: Key data: UK and cross-national surveys
- 16 Nov: Webinar: key data: Census
- 20 Nov: Labour Force and Annual Population Surveys User Conference (Royal Statistical Society, London)
- 23-24 Nov: Introduction to Understanding Society using Stata (University of Essex)
- 28-29 Nov: Creating Shareable Research Data: Managing and Archiving Social Science Research Data (University of Sheffield)



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# Questions

UK Data Service  
University of Essex  
Wivenhoe Park  
Colchester  
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Advice for new users

<http://ukdataservice.ac.uk/help/new-user.aspx>

FAQs

<http://ukdataservice.ac.uk/help/faq.aspx>

Reusing qualitative data

<http://ukdataservice.ac.uk/use-data/secondary-analysis/reusing-qualitative-data.aspx>

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