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# Key Data: Longitudinal Surveys

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UK Data Archive/ UK Data Service  
University of Essex

Webinar, 29 March 2017

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UK Data Service

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# Roadmap

## How

... to find and access data, resources and help?



## Who

... are we?

## Which

... longitudinal data are available via the UK Data Service?



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# 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

(listen to the recorded webinars at [/ukdataservice.ac.uk/news-and-events/webinars.aspx](http://ukdataservice.ac.uk/news-and-events/webinars.aspx) )



# UK Data Service

The screenshot shows the UK Data Service website homepage. At the top right, there are links for 'Site search', 'FAQ', 'Help', 'Contact', and 'New users'. Below this is a navigation bar with 'UK Data Service' on the left and 'About us', 'Get data', 'Use data', 'Manage data', 'Deposit data', and 'News and events' on the right. The main header features the UK Data Service logo, social media icons for LinkedIn, Facebook, and Twitter, and a 'Register / Login' button. A large dark blue banner contains the text 'Explore the UK's largest collection of social, economic and population data resources.' and a search bar with a 'Search data' dropdown and a magnifying glass icon. Below the banner, the page is divided into two columns. The left column is titled 'About the UK Data Service' and features a large image of red double-decker buses. The right column is titled 'Guides and resources' and lists 'Dataset guides', 'Topic guides', 'Methods and software guides', and 'Guides to exploring online', with a 'See more' link. A purple box on the right side of the 'Guides and resources' section is titled 'Video tutorials' and says 'See our growing range of training videos'. At the bottom of the page, a dark blue banner contains the text 'See data from all over the world' and a purple button labeled 'Browse our data map'.

[ukdataservice.ac.uk](http://ukdataservice.ac.uk)

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# Who is it for?

- academic researchers and students
- government analysts
- charities and foundations
- business consultants
- independent research centres
- think tanks



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# Data sources

- official agencies - mainly central government
- international statistical time series
- individual academics - research grants
- market research agencies
- public records/historical sources
- access to international data via links with other data archives worldwide



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# Types of data collections

- survey microdata
  - cross-sectional
  - panel/ longitudinal
  - international microdata
- aggregate statistics
  - international macrodata
- Census data
  - aggregate data for 1971-2011
  - microdata for 1991, 2001 and 2011
- qualitative/ mixed methods data
  - in-depth interview transcripts, diaries, anthropological field notes, answers to open-ended survey questions, audio-visual recordings and images



# Key data

## UK Surveys

large-scale  
government  
funded  
surveys

## Longitudinal

major UK  
surveys  
following  
individuals  
over time

## International

multi-nation  
aggregate  
databanks  
and survey  
data

## Qualitative

range of  
multimedia  
qualitative  
and mixed  
methods data

## Census

Census data  
1971 – 2011

## Business

microdata

## Administrative

records for  
admin. data,  
for which  
ADRN has  
negotiated  
researcher  
access



# Key data

UK Data Service

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About us **Get data** Use data Manage data Deposit data News and events

Home > Discover data > Key data > Cohort and longitudinal studies

## Key data

Browse our most popular datasets, by data type.

UK surveys	Cross-national surveys	<b>Longitudinal studies</b>	International macrodata	Census data
Business microdata	Qualitative / mixed methods	Administrative data		

SHARE

Longitudinal studies involve repeated observations of the same subjects, allowing researchers to analyse change at the individual level.

The UK is home to several key longitudinal studies, including major panel and internationally-renowned cohort studies.

- [Discover data](#) from longitudinal studies
- [Discover case studies](#) relating to longitudinal studies

### 1970 British Cohort Study

The 1970 British Cohort Study (BCS70) follows the lives of more than 17,000 people born in England, Scotland and Wales in a single week of 1970. Over the course of cohort members' lives, the BCS70 has broadened from a strictly medical focus at birth to collect information on health, physical, educational and social development, and economic circumstances among other factors.

### British Household Panel Survey

The British Household Panel Survey (BHPS) was carried out by the Institute for Social and Economic Research (ISER) from 1991-2009 (Waves 1-18). From Wave

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Data Website

ANALYSING CHANGE OVER TIME

Read our introductory guide to quantitative analysis of change over time using different types of data and different methods commonly used to analyse these data.

[ukdataservice.ac.uk/get-data/key-data.aspx](http://ukdataservice.ac.uk/get-data/key-data.aspx)

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# Longitudinal data

- longitudinal surveys involve repeated surveys of the same individuals at different points in time
- large samples, nationally-representative
- new respondents are added regularly to keep numbers up
- allow researchers to analyse change at an individual level
- more complex to manage and analyse



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# Longitudinal data – some examples

- 1958 National Child Development Study (NCDS)
- 1970 British Cohort Study (BCS70)
- Millennium Cohort Study (MCS)
- British Household Panel Survey (BHPS)
- Understanding Society/  
UK Household Longitudinal Study (UKHLS)
- Families and Children Study (FACS)
- English Longitudinal Study of Ageing (ELSA)
- Next Steps (Longitudinal Study of Young people in  
England - LSYPE) (1989-90)
- Growing Up in Scotland (GUS)





- Homepage
- > About CLS
- > 1958 National Child Development Study
- > 1970 British Cohort Study
- > Next Steps (LSYPE)
- > Millennium Cohort Study
- > Our staff
- > CLS research
- > Publications and resources
- > Students
- > Contact us

**Mothers' depression more harmful than poverty**  
The latest CLS research using the Millennium Cohort Study finds that mothers' mental health has a greater impact on children's mental wellbeing than poverty.

For cohort members

Blog: International Women's Day

Search  
Publications  
>

News < >

**Mothers' depression more harmful for children with poor cognitive ability, study finds**  
9th March 2017

Support for children with emotional and behavioural problems may be more effective if targeted at those with both cognitive difficulties and depressed mothers, new findings suggest.

Events < >

**New technologies to measure non-health topics in longitudinal studies**  
4th May 2017 9:00 to 15:00

This workshop aims to identify innovative new technologies that can be used to generate new science, as well as the implications for data quality, and key methodological research needs.



# Informing policy

## Climbing the housing ladder is getting harder for those whose parents are not owners

23rd February 2017

Parents' home ownership is becoming a more important determinant of their children entering the housing market, according to new research.

## Generations of less advantaged children face higher risk of mid-life obesity, study finds

11th January 2017

Three generations of children from less privileged homes have reached middle age at greater risk of being overweight or obese than their better-off peers, according to findings published in PLOS Medicine.

## Decades of educational expansion 'had little effect on social mobility'

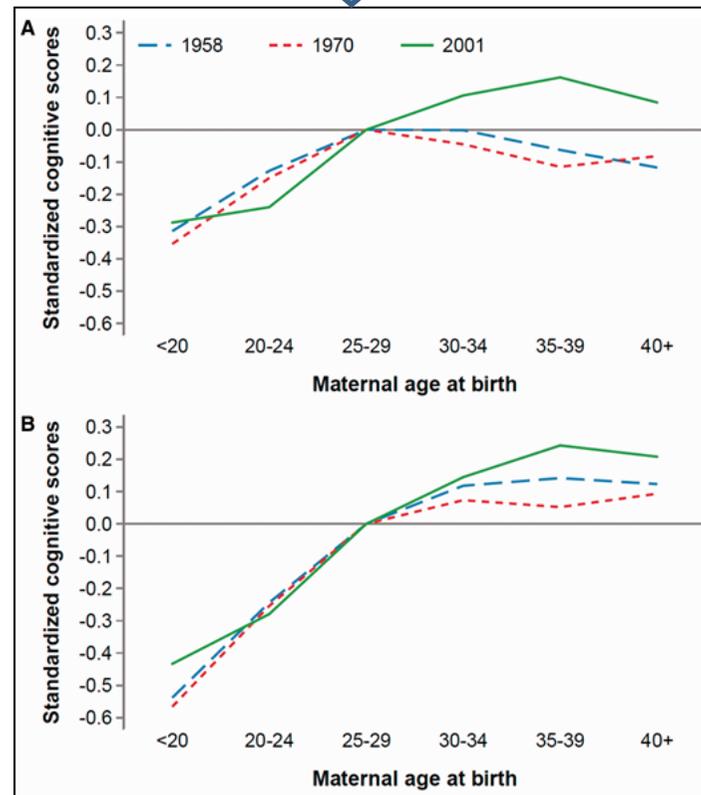
16th March 2016

The expansion of educational opportunities has not translated into better social mobility chances for those from less well-off families, according to findings from the 1946, 1958 and 1970 British birth cohort studies and Understanding Society.

## Older mothers have positive influence on children's cognitive development, study finds

24th February 2017

Children born to older mothers tend to show the most cognitive ability nowadays, when in previous generations they typically showed less promise.



[The reversing association between advanced maternal age and child cognitive development: Evidence from three UK birth cohorts](#) by A. Goisis, D.C. Schneider and M. Myrskylä was published in the *International Journal of Epidemiology* in February 2017.

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# British Birth Cohort Studies (CLS)

impact of childhood conditions on later life health and economic circumstances and understanding children and families in the UK

- National Child Development Study follows a cohort (17,000) born in a single week in 1958 - data collected at birth & ages 7, 11, 16, 23, 33, 42, 46, 50 (7 Up TV series) and 55; add. biomedical survey (9,000) at age 45 (2003)
- 1970 British Cohort Study follows a cohort (17,000) born in a single week in 1970 - data collected around birth & ages 5, 10, 16, 26, 30, 34, 38, 42, biomedical follow-up at 46 (2016/17), next: age 50 (2020)
- Millennium Cohort Study focuses on children born in 2000/2001(19,000) - sweeps at 9 months, 3, 5, 7 and 11years; age 14 survey carried out in 2015/16 (in processing) - next: 17 (2018)

wide range of social, economic, health, medical and psychological issues



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# Birth cohort studies (CLS)

## National Child Development Study (1958)

- has become a unique resource for investigating social mobility and the impact on later life of childhood conditions
- some data collections in this series have a special focus
  - e.g. partnership history, employment history, social participation and identity, response and death, parent migration, behavioural studies and essays

## British Cohort Study 1970 (BCS70)

- Design and coverage is similar to NCDS – some of the recent sweeps used common questions
- Provides important opportunities for inter-cohort comparison
- Again, some data collections in this series have a special focus
  - e.g. education, partnership history, employment history

## Millennium Cohort Study

- Provides important opportunities for inter-cohort comparison after a long gap of 30 years since 1970
- Again, some data collections in this series have a special focus
  - e.g. mothers who received fertility treatment, physical activity, teacher survey





# CLS Cohort Studies - podcasts

**Podcasts**

You can listen to an array of podcasts by clicking through to our Soundcloud page. Listen to the latest podcasts below.



CLS cohorts  
An introduction to the Millennium Cohort ...

SOUNDCLOUD

8:13

89



CLS cohorts  
Growing up in the new century - with Kate...

SOUNDCLOUD

6:42

93



CLS cohorts  
Family structure at age 11 - with Prof Hea...

SOUNDCLOUD

7:57

39



CLS cohorts  
School life at age 11 - with Kirstine Hansen

SOUNDCLOUD

[www.cls.ioe.ac.uk/page.aspx?&sitesectionid=1350&sitesectiontitle=Multimedia](http://www.cls.ioe.ac.uk/page.aspx?&sitesectionid=1350&sitesectiontitle=Multimedia)

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# 'Imagine you are 60' – NCDS8, 2008/9

- a view of the next decade for 50-year-olds in the 1958 British birth cohort study as they enter the 'third age' (SN 6978)
- open-ended question in a self-completion questionnaire, which asked individuals who were 50-years-old :

"Imagine that you are now 60 years old... please write a few lines about the life you are leading (your interests, your home life, your health and well-being and any work you may be doing)."
- question parallels another asked of the cohort members at NCDS2 when they were 11 years old, who then wrote about their imagined life at age 25 (SN 5790)
- Provides new information to understand the ageing process; is a way to a) code cohort members' pessimism or optimism about the future, b) understand concerns of cohort members at this age, and c) will allow comp. to be made between actual circumstances at 60 and future as imagined at age 50



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# 'Imagine you are 60'

*'STILL WORKING BUILDING MY COMANY UP SO MY SON CAN TAKE OVER, HEALTH OK. MARRY TO MY WIFE FOR 36 YEARS, LOVE HER TO BITS: KIDS HAVE FINALLY MOVED OUT. LIFE IS GREAT. NO MONEY PROB'S TRAVELLING ALOT.'* (N10215A)

*'Hopefully I will be retired, do a little voluntary work. Socialising with friends, shopping and enjoy lots of holidays in the sun! enjoying my grandchildren.'*  
(N10192L)

(Elliot, Jane (2012):Imagine you are 60, CLS Working Paper: 2012/6, p. 4)

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# English Longitudinal Study of Ageing

- collects data from a representative sample (~10 000) of the population aged 50+ in England on a range of indicators

health  
economic circumstances  
well-being  
social participation



- 7 waves of data collection have been conducted so far between 1998-2015

**Key findings include:**

- More people aged over the state pension age are working than ever before. Over a third of 60-69 year olds were either employed or self employed in the last month.
- The majority of people over the age of 50 report hardly ever or never experiencing feelings of loneliness.
- More women than men report difficulty with activities related to daily living like climbing the stairs and showering.

[www.natcen.ac.uk/our-research/research/english-longitudinal-study-of-ageing/](http://www.natcen.ac.uk/our-research/research/english-longitudinal-study-of-ageing/)

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# English Longitudinal Study of Ageing (ELSA): Waves 0-7, 1998-2015 (SN 5050)

- ELSA - is a longitudinal survey of ageing and quality of life among older people that explores the dynamic relationships between health and functioning, social networks and participation, and economic position as people plan for, move into and progress beyond retirement.
- 1 in 3 people in England are now over 50, which means it's really important to understand what life is like for England's ageing population.
- ELSA helps the government plan health care services and pensions systems to best meet the needs of this growing population.



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# The main objectives of ELSA are to:

- construct waves of accessible and well-documented panel data;
- provide these data in a convenient and timely fashion to the scientific and policy research community;
- describe health trajectories, disability and healthy life expectancy in a representative sample of the English population aged 50 and over;
- examine the relationship between economic position and health;
- investigate the determinants of economic position in older age;
- describe the timing of retirement and post-retirement labour market activity; and
- understand the relationships between social support, household structure and the transfer of assets.



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# Wave 3 Life History Essays (ELSA)

A set of 558 transcripts of short essays collected from respondents to the Wave 3 Life History Interview are provided in RTF format, in a separate download zip file. The essays were written in response to section 3 of the Life History self-completion questionnaire.

*"Thinking back over your life, with its wide variety of enjoyable as well as difficult experiences, please write about three aspects of your life that have been especially important to you, and how they affected you."*



# Gateway to Global Ageing Data

Welcome | [Please Register](#) or [Login](#)

**GATEWAY TO GLOBAL AGING DATA**

Surveys at a Glance | Concordance across surveys | Documentation and presentations | Graphs and Tables | Download Data and Links | Create Analysis Data | Publications based on surveys | Help

Please Login for Carts or Register to get an account.

### Surveys at a Glance

study overview | core interview | self-completion | life history | health assessment | exit interview | community survey

	HRS	MHAS	ELSA	SHARE	CRELES	KLoSA	IFLS	JSTAR	SAGE	TILDA	CHARLS	LASI
	United States	Mexico	England	20+ European Countries and Israel	Costa Rica	Korea	Indonesia	Japan	China, Ghana, India, Mexico, Russia and South Africa	Ireland	China	India
1992-93	HRS W1 AHEAD 1993 W1						IFLS W1					
1994-95	HRS W2 AHEAD 1995 W2											
1996-97	HRS W3						IFLS W2					
1998-99	HRS W4											
2000-01	HRS W5	MHAS W1					IFLS W3					
2002-03	HRS W6	MHAS W2	ELSA W1									
2004-05	HRS W7		ELSA W2	SHARE W1	CRELES W1							
2006-07	HRS W8		ELSA W3	SHARE W2	CRELES W2	KLoSA W1	IFLS W4	JSTAR W1				
2008-09	HRS W9		ELSA W4		CRELES W3	KLoSA W2		JSTAR W2				
2010-11	HRS W10		ELSA W5	SHARE W4	CRELES W4	KLoSA W3		JSTAR W3	SAGE W1	TILDA W1	CHARLS W1	
2012-13	HRS W11	MHAS W3	ELSA W6	SHARE W5	CRELES W5	KLoSA W4		JSTAR W4		TILDA W2	CHARLS W2	
2014-15	HRS W12		ELSA W7									
All Surveys	RAND HRS	Harmonized MHAS	Harmonized ELSA	Harmonized SHARE	Harmonized CRELES	Harmonized KLoSA		Harmonized JSTAR		Harmonized TILDA	Harmonized CHARLS	Harmonized LASI

**Gateway to Global Aging Data  
Advanced Workshop**

Beate Lichtwardt – Accessing ELSA data via the UK Data Service  
UK Data Service  
University of Essex  
United Kingdom

Drystan Phillips – Cross-country analysis using Harmonised ELSA and RAND HRS data  
Gateway to Global Aging Data  
Center for Economic and Social Research  
University of Southern California  
United States of America

Webinar: 20 October 2016

UK Data Service

0:04 / 46:26

Webinar: Gateway to Global Aging Data

[https://www.youtube.com/watch?v=V2KD7x48\\_Pk](https://www.youtube.com/watch?v=V2KD7x48_Pk)

[g2aging.org/index.php?section=surveyOverview](http://g2aging.org/index.php?section=surveyOverview)

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# The UK Household Longitudinal Study



- started in 2009: UKHLS or 'Understanding Society' ; First data: 2010, 6 waves
- study of the socio-economic circumstances and attitudes of 100,000 individuals in 40,000 British households
- UKLHS replaces and incorporates the BHPS (1991-2009 , 5500 hh's), retaining the latter's longevity whilst adding
  - to the sample size
  - to the scope of the study (new components: innovation panel, greater detail on ethnic minority groups, qualitative and biomedical data collections)
- coverage includes:  
current employment and earnings; employment status; parenting and childcare arrangements; family networks; benefit payments; political party identification; household finances; environmental behaviours; consents to administrative data linkage (health and education)



# Understanding Society – health assessment



## Nurse health assessment

In Wave 2 and Wave 3, adult participants received a follow-up [health assessment](#) visit from registered nurses who collected a range of bio-medical measures from around 20,000 adults.

The assessments included:

- Blood pressure
- Weight
- Height
- Waist
- Body fat
- Grip strength
- Lung function
- Blood samples

7251-UnderstandingSociety-Biomarker-UserGuide-2014-1.pdf - Adobe Acrobat Pro

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Find

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# Biomarker in ‘Understanding Society’

The biomarker data includes:

- Measures of fat in the blood (cholesterol and triglycerides)
- An indicator of diabetes (Glycated haemoglobin HbA1c)
- Measures of inflammation and the immune system– the body’s way of responding to harm (High sensitivity c-reactive protein, fibrinogen and CMV seropositivity)
- Measures of anaemia (Haemoglobin and ferritin)
- Liver and kidney function tests
- Hormones that build up the body – (testosterone, DHEAs, IFG-1).



# Please note this upcoming webinar:

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## Event

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### Webinar: Introduction to Biomarker data

15 June 2017

Online 15.00-16.00 BST

This free webinar is for anyone with an interest in health and bio-social research. This webinar will showcase the range of biomarker data that are available from the UK Data Service. We will give a general introduction to what biomarkers are and what they can be used for. We will then introduce the key surveys which include biomarkers and provide research exemplars to highlight how these data can be used in research as well as pointing to useful resources, and where to go for help.

The webinar will consist of a 40 minute presentation, followed by 20 minutes for questions.

**Level:** Introductory

**Experience/Knowledge required:** None

**Target audience:** Anyone with an interest in health and bio-social research

#### RESOURCES

- [Booking](#)

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[www.ukdataservice.ac.uk/news-and-events/eventsitem/?id=4918](http://www.ukdataservice.ac.uk/news-and-events/eventsitem/?id=4918)

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# UKHLS - data linkage

Data linkage - the process of linking together two or more streams of data - opens up new research opportunities. In the case of Understanding Society, it allows researchers to make use of additional information that the survey does not collect in the annual interviews.

## 3 types of data linkage:

- **geographical identifiers**  
(range from individual countries within the UK to Local Authority Districts, Super Output Areas down to grid references)
- **administrative data linkage**  
(datasets, which will be linked to Understanding Society, cover areas of: education, health, economic circumstances, transport)
- **organisations**  
(identifiers of the schools that children attend or recently attended)



# Documentation BHPS

<i>Absence from work</i>	See	Employment: Hours Worked and Overtime
<i>Accidents</i>	See	Health: Accidents, Illness
<i>Accommodation</i>	See	Housing: Size and Condition of Dwelling
<i>Adopted Children</i>	See	Children
<i>Adoption</i>	See	Children
<i>Affiliation and Social Psychology</i>	See	Social and Interest Group Activity Social and Interest Group Membership
<i>Age</i>	See	Basic Demographic Characteristics

Thesaurus at  
[www.iser.essex.ac.uk/bhps/documentation/volb/indexes/thesaurus.html](http://www.iser.essex.ac.uk/bhps/documentation/volb/indexes/thesaurus.html)

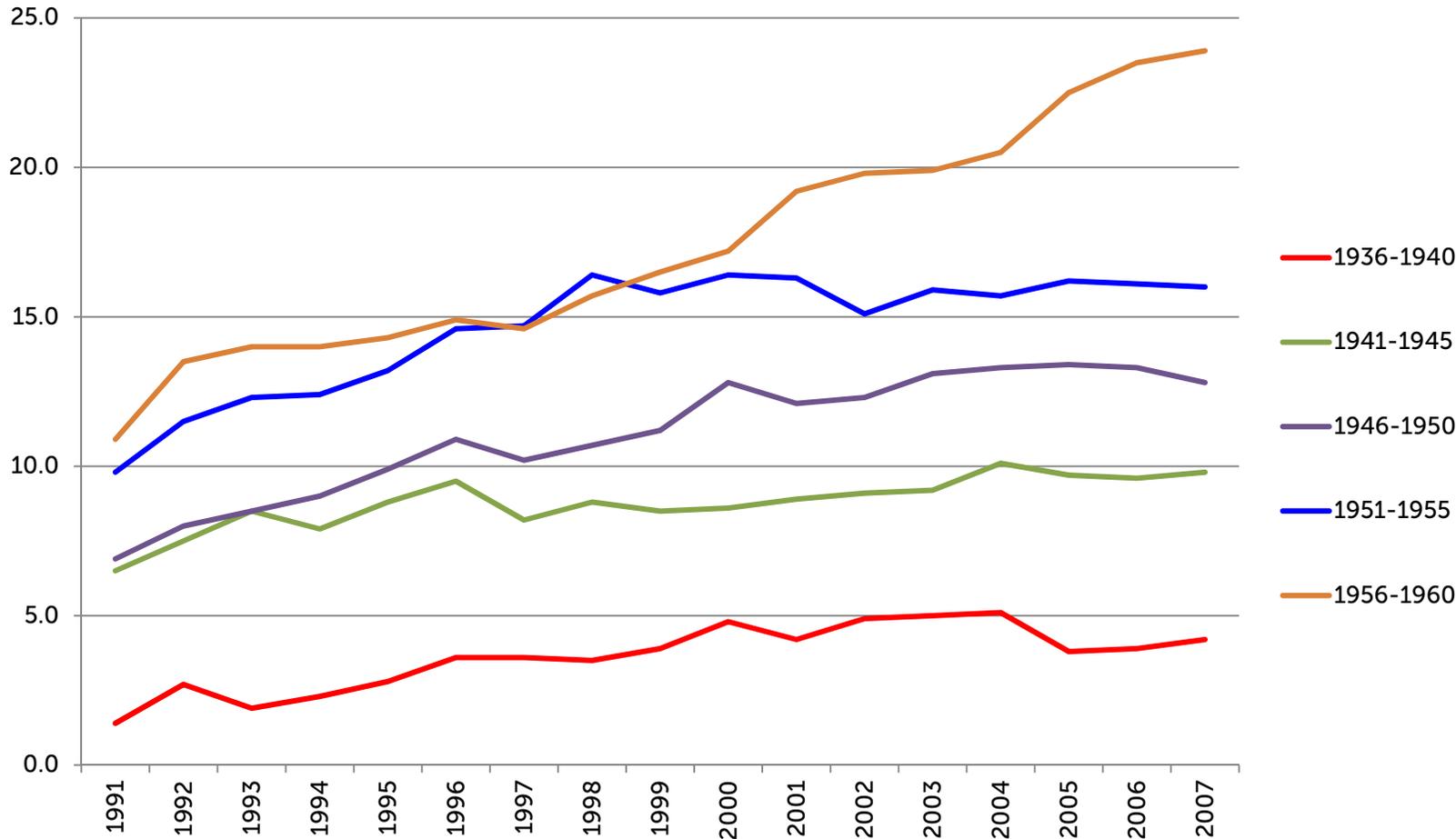
Education: Background and Attainments			
Name	Label	Record	Waves 1 - 18
wCASMIN	CASMIN levels	wINDRESP	A B C D E F G H I J K L M N O P Q R
wFEEND	Further education leaving age	wINDRESP	A B C D E F G H I J K L M N O P Q R
wFENOW	Still in further education	wINDRESP	A B C D E F G H I J K L M N O P Q R
wFETYPE	Type of further education attended	wINDRESP	A B C D E F G H I J K L M N O P Q R
wISCED	ISCED levels	wINDRESP	A B C D E F G H I J K L M N O P Q R
wLEDENDM	Month resp. 1st left f/t education	wINDRESP	- B - - - - - K L - - - - -
wLEDENDY	Year resp. 1st left f/t education	wINDRESP	- B - - - - - K L - - - - -
wLEDENY4	Year resp. 1st left f/t education	wINDRESP	- B - - - - - K L - - - - -
wLNGENG	Mother tongue	wINDRESP	- - - - - J - - - - -
wLNGOTH	Other language	wINDRESP	- - - - - J - - - - -

(variable overview at  
[www.iser.essex.ac.uk/bhps/documentation/volb/indexes/subjcat2.html#Education:%20Background%20and%20Attainments](http://www.iser.essex.ac.uk/bhps/documentation/volb/indexes/subjcat2.html#Education:%20Background%20and%20Attainments))



# Women with a degree or higher qualification by birth cohort, 1991-2007

British Household Panel Survey



UK Data Service



Author: Deborah Wiltshire



16 Mar 2017

## New research highlights the personality traits of managers in Britain

Researchers have analysed data from the British Household Panel Survey (BHPS), the predecessor to Understanding Society, over an 18 year period to investigate the personality traits of managers in Britain.



09 Jan 2017

## Actions matter more than words when parents are helping children understand gender equality

New research which uses longitudinal data from Understanding Society and its predecessor the British Household Panel Survey (BHPS) finds that what parents do, as well as what they say matters a great deal when it comes to children forming opinions about gender roles later on in life.



19 Jan 2017

## Volunteering later in life can enhance mental health and wellbeing

Becoming a volunteer later on in life can result in good mental health and wellbeing, according to research which uses data from the British Household Panel Survey, the predecessor to Understanding Society.



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13 Feb 2017

# Competition now open for early access to EU Referendum data

To understand why Britain decided to leave the European Union, Understanding Society is offering researchers the chance to access early EU Referendum data which captures the opinions of thousands of people living in the UK.



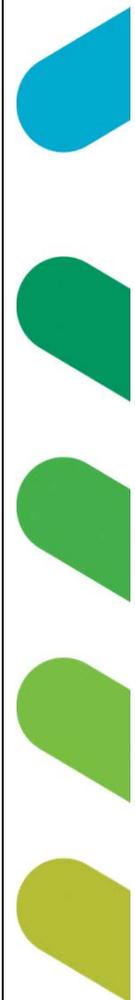
When wave 8 began in January 2016, Understanding Society started asking its participants *'whether the UK should leave the EU or remain a member'* and it will continue asking the EU Referendum question until the end of 2017.

In order to better inform policy and public debate, the data generated from the EU Referendum question is going to be made available to a limited number of researchers in April 2017.

The initial data made available to successful applicants will include interviews from the first year of wave 8 (2016). Other sample selections from wave 8 will be considered if a strong case is made by the research question. Read all types of data that will be available in the [Call for proposals](#)

## Who can apply?

We welcome applications from academics based in the UK or elsewhere – academics from countries outside the UK are welcome to apply, but must ensure that at least one co-author attends all meetings – the initial set up meeting, the academic symposium and the non-academic public engagement event. Applications from research teams that include PhD students will be considered but must include a more senior researcher.



# Timeline of studies

  ShareThis



# Closer

The UK is home to the world's largest and longest-running longitudinal studies.

CLOSER (Cohort & Longitudinal Studies Enhancement Resources) aims to maximise their use, value and impact both at home and abroad. Bringing together eight leading studies, the British Library and the UK Data Service, CLOSER works to stimulate interdisciplinary research, develop shared resources, provide training, and share expertise. In this way CLOSER is helping to build the body of knowledge on how life in the UK is changing – both across generations and in comparison to the rest of the world.

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**closer** Promoting excellence in longitudinal research

**Areas of work:**

- Data harmonisation
- Data linkage
- Research impact
- Training and capacity building

[www.closer.ac.uk](http://www.closer.ac.uk)



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# Growing Up in Scotland (GUS)

following several cohorts (child cohort 2002-03, birth cohorts for 2004-2005 and 2010-2011) of Scottish children from the early years, through childhood and beyond

- health
  - neighbourhood
  - development
  - education
  - leisure
  - friendships
- 
- consent from parents to link data collected from them and their children to administrative data held by health and education authorities.



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GUS 'Ages and stages'

Child's age	Cohort/Year of data collection		
	Child cohort	Birth cohort 1	Birth cohort 2
10 months		2005/06	2010/11
Age 2		2006/07	
Age 3	2005/06	2007/08	2013/14
Age 4	2006/07	2008/09	
Age 5	2007/08	2009/10	2015/16
Age 6	2008/09	2010/11	
Age 8		2012/13	
Primary 6 (Age 10)		2014/15	
S1 (Age 12)		2017/18	



[growingupinScotland.org.uk/about-gus/study-design-and-methodology/](http://growingupinScotland.org.uk/about-gus/study-design-and-methodology/)

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Taking part in GUS?  
Interested in our findings?  
Interested in using GUS data?

Growing Up in Scotland is the longitudinal research study tracking the lives of thousands of children and their families from the early years, through childhood and beyond. The main aim of the study is to provide new information to support policy-making in Scotland but it is also intended to provide a resource for practitioners, academics, the voluntary sector and parents.

**Search**  
To search, type and hit enter



Publication

**New findings – Language development and enjoyment of reading: impacts of early parent-child activities in two Growing Up in Scotland cohorts**

A new report published by the Scottish Government explores the relationships between parent-child activities and language development and ... [read more](#)

Watch our 10 year anniversary film



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“... finding does suggest that Bookbug helps support more frequent reading behaviour before one year of age. “

Bookbug



**New findings – Language development and enjoyment of reading: impacts of early parent-child activities in two Growing Up in Scotland cohorts**

Publication

June 2, 2016

A new report published by the Scottish Government explores the relationships between parent-child activities and language development and enjoyment of reading in two of the groups of children taking part in GUS.

The report compares language development at age 3 and explores whether any differences are linked to changes in early parent-child activities across the two cohorts. The report also explores whether any changes in home learning activities across the cohorts appear to be linked to the introduction of the Scottish Book Trust's [Bookbug](#) programme and the Scottish Government's [PlayTalkRead](#) campaign.

On average, children aged 3 in Scotland in 2013 had better vocabulary ability than those aged 3 in 2007/08

PlayTalkRead

“The relationship between accessing the website and early parent-child activities was similar to that found for Bookbug: those parents who said they had accessed the website were more likely to read and sing frequently with their child at 10 months than those who had not accessed the website.”

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# GUS – some findings



“...research has suggested that parenting stress is greater among parents from both low **and** high socioeconomic positions (SEP) because of material hardship among parents of low SEP and because of employment demands among parents of high SEP.”

“Stress among low- educated mothers was associated with smaller and less effective social support networks whereas stress among higher-educated mothers was associated with less readily accessible informal support from friends and family, despite larger network size and quality.”

“Reliance on formal childcare was a particular source of stress for high-educated mothers, who were more likely to be in full-time employment than less-educated groups. Barriers to professional support were most pertinent for low-educated mothers.”

(Journal of Family Psychology, July 2015)

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# Key findings

## Child development

### Cognitive development

- Children who experience a wide range of activities like being read to, singing nursery rhymes and drawing, from an early age score higher in cognitive ability tests at age 3 than children with less experience of these activities.
- Children from less advantaged households are less likely to experience a wide range of 'home learning' activities than children from more advantaged households.
- Experiencing a wide range of activities from an early age does have an impact on cognitive development and can moderate – although by no means eradicate – the effects of socio-demographic advantage.
- The variations in cognitive ability (vocabulary and problem solving) by socio-demographic backgrounds found at age 3 persist at age 5. On average, children from more advantaged backgrounds have higher vocabulary and problem solving abilities at ages 3 and 5 than children from less advantaged backgrounds.
- The largest differences in ability are between children whose parents have higher and lower educational qualifications. At age 5, compared with children whose parents have no qualifications, those with a degree-educated parent are around 18 months ahead on vocabulary and around 13 months ahead on problem solving.

[www.growingupinscotland.org.uk/about-gus/key-findings/#2](http://www.growingupinscotland.org.uk/about-gus/key-findings/#2)

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# Finding longitudinal data



# Search 1 – Key data

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Home > Discover data > Key data > Cohort and longitudinal studies

## Key data

Browse our most popular datasets, by data type.

UK surveys	Cross-national surveys	<b>Longitudinal studies</b>	International macrodata	Census data
Business microdata	Qualitative / mixed methods			

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**Longitudinal studies** involve repeated observations of the same subjects, allowing researchers to analyse change at the individual level.

The UK is home to several key longitudinal studies, including major panel and internationally-renowned cohort studies.

- [Discover data](#) from longitudinal studies
- [Discover case studies](#) relating to longitudinal studies

### 1970 British Cohort Study

The 1970 British Cohort Study (BCS70) follows the lives of more than 17,000 people born in England, Scotland and Wales in a single week of 1970. Over the course of cohort members' lives, the BCS70 has broadened from a strictly medical focus at birth to collect information on health, physical, educational and social development, and economic circumstances among other factors.

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**ANALYSING CHANGE OVER TIME**

Read our introductory guide to quantitative analysis of change over time using different types of data and different methods commonly used to analyse these data.

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Subject	+
Date	+

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- Data collections (5942)
- Series (61)
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- Support / how to guides (161)

Refine

Subject +



Type -

- Data collections (5911)
- Case studies (138)
- Series (61)
- ESRC outputs (13347)
- Support / how to guides (161)

Refine

Subject +

Date +

Data type +

Key data +

Country +

Kind of data +

Spatial unit +

Analysis unit +

Access +

Depositor +

Teaching data +

Data type -

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- Qualitative and mixed methods data (888)
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- Historical data (582)
- Time series (465)

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- Data collector +
- Question: Harmonised set +
- Question: Intent +

Search and browse variables and questions from survey datasets.

Search our variables

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[discover.ukdataservice.ac.uk/variables](https://discover.ukdataservice.ac.uk/variables)

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# Variable and question search – my variables



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Search and browse variables and questions from survey datasets.

speech

Reset filters | Clear search |  Search only question text/responses |  Auto-complete | Help

Results per page: 10 Sorted by: Relevance

Displaying 11-20 of 23 results

1 2 3

**slrsp** : Sudden attack of slurred speech in last 12 months  
**Question Text:** Have you had a sudden attack of slurred speech or difficulty in finding words in the last twelve months?  
Health Survey for England, 2004  
[View responses...](#)  
[Add to My Variables](#)  
[View all instances of this variable](#)

**speke** : Last 12 mths, has the wheezing/whistling limited speech?  
**Question Text:** In the last 12 months, has the wheezing/whistling ever been severe enough to limit [Name] speech to only one or two words at a time between breaths?  
Health Survey for England, 1999  
[View responses...](#)  
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# Variable and question search – my variables



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Discover > Variables



My Variables

## Variable and question bank

### My Variables

<input checked="" type="checkbox"/> SlurSp <span>Remove</span>	<input checked="" type="checkbox"/> slursp <span>Remove</span>	<input checked="" type="checkbox"/> slursp <span>Remove</span>	<input checked="" type="checkbox"/> slursp <span>Remove</span>																																																																																										
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# Data access



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# Who can access the data?

## All registered users

However, which data can be accessed and the particular access conditions vary according to:

- user type  
(UK HE/FE, Non HE/FE, Non UK)
- usage/project characteristics  
(Commercial, non-commercial)
- specific data access conditions attached to chosen data  
(EUL, SC, SL (AR), Secure Lab data access, Safe Room access)



---

# Data access

- web access to data and metadata
- data are freely available for use in higher education institutions
- data supplied in a variety of formats
  - statistical package formats (e.g. SPSS, STATA)
  - databases and spreadsheets
  - word processed documents, PDF documents etc.



---

# Accessing data – step by step

- register with us via UK Federation using your university/UKDA username and password
- agree to an End User Licence (EUL)
- select the desired data from the Data Catalogue by clicking on the ‘Download/Order’ button
- specify a project for which the data is to be used (minimum: 30-word description)
- then:
  - download the data to local machine selecting your preferred format (SPSS, STATA, TAB etc.)
  - or*
  - place an order for the data (SC, if no online agreement; SL) and complete all relevant forms



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Home > Discover data > How to access > Download and order

## Download and order

Information about how to download, order or request access to Safeguarded and Controlled data are provided below.

<b>Download and order</b>	Order Special Licence data	Order ONS Special Licence data	Order data from non-UK archive	Controlled data
---------------------------	----------------------------	--------------------------------	--------------------------------	-----------------

SHARE

**To download/order data:**

1. locate the data collection you require using [Discover](#)
2. click the 'Download/Order' option for the data collection required
3. register a new use of the data, or choose from any previously registered usages
4. enter a short summary describing your intended use of the data
5. click 'Add datasets' and the selected data collection will be added to your usage
6. agree any special conditions associated with the selected datasets. These will appear in the 'Status' column
7. click 'Download' and accept the EUL reminder
8. select the download format required and the download will begin. Note that where the format option is 'Other', format guidance is usually given within the zip file name, for example, SAS

Some data collections are not available for immediate download, and you will need to order the data. To do this, check the 'Other media' box and follow the online instructions.

View our video tutorial on how to download UK survey data.

How to download UK survey data

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Data
  Website

How to download UK survey data

Video tutorial December 2013

HOW TO DOWNLOAD UK SURVEY DATA

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[Get in touch: accessing](#)

[ukdataservice.ac.uk/get-data/how-to-access/downloadorder.aspx](http://ukdataservice.ac.uk/get-data/how-to-access/downloadorder.aspx)

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# Data access conditions

- End User Licence (EUL)
- Special Conditions (SC)
- Special Licence (SL)  
Approved Researcher Status
- Secure Lab Data access (**UK researchers only !**)
  - Approved Researcher
  - Training
  - Password and username
- Safe Room access (onsite)



---

# End User Licence

- “Every user is required to agree to an End User Licence outlining the terms and conditions of use of the data. This includes, for example,
- not to share data with anyone who is not authorised to access them;
  - not to use the data for commercial purposes, except with permission;
  - not to try to use the data to identify individuals, households or organisations;
  - to cite the data correctly and inform the UK Data Archive/UK Data Service of any publications;
  - not to disclose your login details to anyone else;
  - agreeing to meet any charges...”



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# Special Licence Access

- strategy to provide access to datasets that are detailed, yet anonymised
- as these data pose a higher risk of disclosure, they have additional special conditions attached to them
- SL requires the signature(s) of the researcher(s) and the institution with responsibility for the researcher; also needs the explicit permission of the data owner to release the data to the researcher(s)



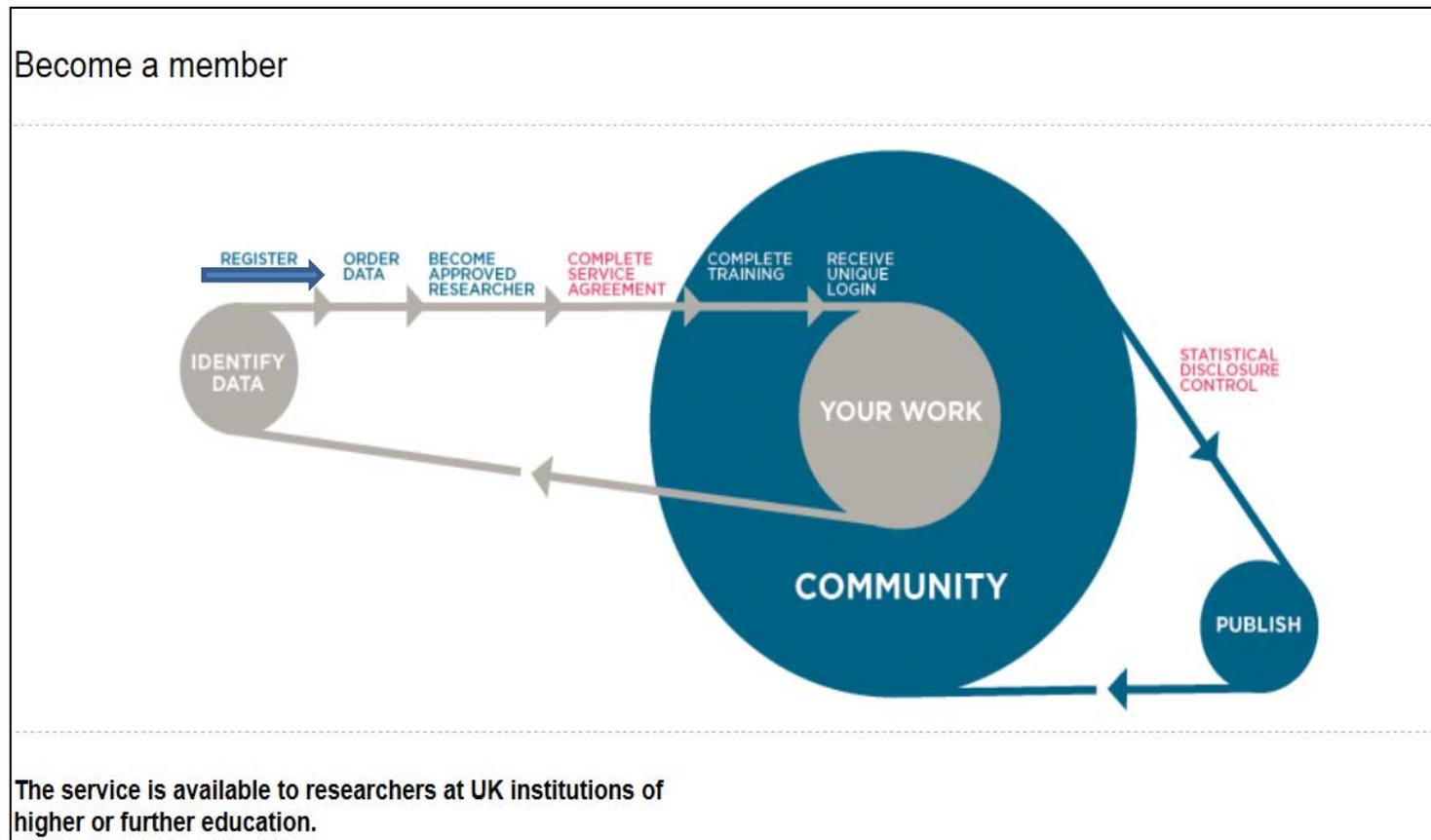
---

# Secure Lab data access

- data not available for download
- access requires accreditation as an Approved Researcher, completion of face-to-face training, and agreement to the Service's User Agreement and Breaches Penalties Policy
- applications are screened by the UK Data Archive and the individual or institution having ownership of the data (or their designated authority), and access is only granted to those researchers requiring data for statistical research purposes and who can justify their need for the data



# Secure Lab data access



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# Secure Lab data access – Example

- ‘Millennium Cohort Study, 2001-2008: Linked Education Administrative Dataset, England: Secure Access’ (SN 6862)
- includes all the main MCS study and *Teacher Survey* files also held under End User Licence at the UK Data Archive, plus:
  - a data file containing selected Key Stage 1 information from the Department for Education's *National Pupil Database*;
  - additional data from *School Census 2010* for those cohort members attending a school in England at the time of MCS4 interview;
  - anonymised Local Education Authorities (LEA) and anonymised School Numbers, to allow comparison of results across LEA and school



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# Exploring data online



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# Online analysis with Nesstar

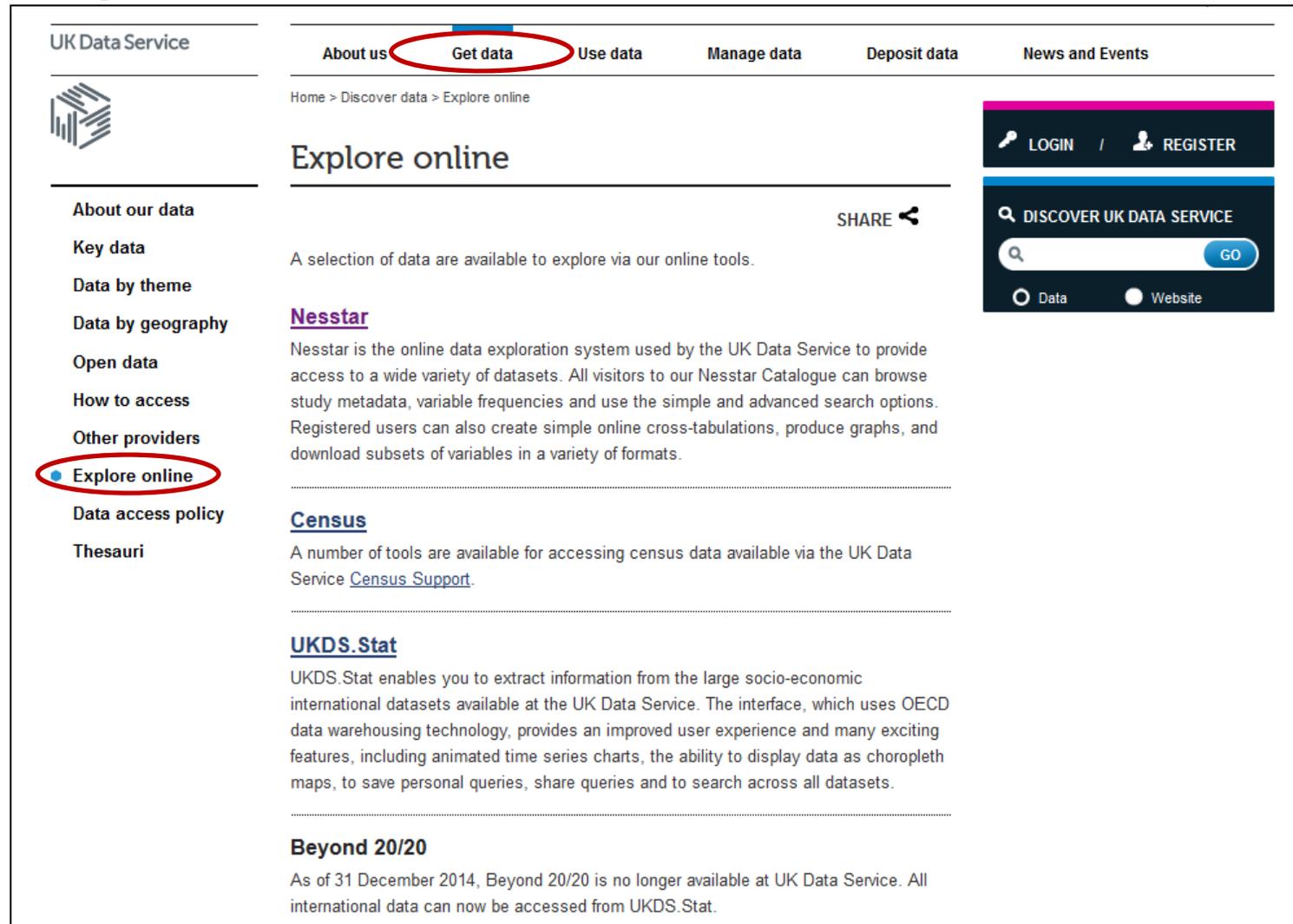
- online data browsing and analysis system
- allows users to search for, locate, browse and analyse and download a wide variety of statistical data within a web browser
- UK Data Archive, as service provider for the UK Data Service, hosts a Nesstar server populated by its most popular data series
- registration is required for analysis such as crosstabulations and regressions

[\(\[nesstar.esds.ac.uk/webview/index.jsp\]\(http://nesstar.esds.ac.uk/webview/index.jsp\)\)](http://nesstar.esds.ac.uk/webview/index.jsp)

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# Explore data online with Nesstar



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Home > Discover data > Explore online

## Explore online

SHARE

A selection of data are available to explore via our online tools.

**Nesstar**

Nesstar is the online data exploration system used by the UK Data Service to provide access to a wide variety of datasets. All visitors to our Nesstar Catalogue can browse study metadata, variable frequencies and use the simple and advanced search options. Registered users can also create simple online cross-tabulations, produce graphs, and download subsets of variables in a variety of formats.

**Census**

A number of tools are available for accessing census data available via the UK Data Service [Census Support](#).

**UKDS.Stat**

UKDS.Stat enables you to extract information from the large socio-economic international datasets available at the UK Data Service. The interface, which uses OECD data warehousing technology, provides an improved user experience and many exciting features, including animated time series charts, the ability to display data as choropleth maps, to save personal queries, share queries and to search across all datasets.

**Beyond 20/20**

As of 31 December 2014, Beyond 20/20 is no longer available at UK Data Service. All international data can now be accessed from UKDS.Stat.

Other providers

- **Explore online**

DISCOVER UK DATA SERVICE

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Data Website

UK Data Service

[ukdataservice.ac.uk/get-data/explore-online](http://ukdataservice.ac.uk/get-data/explore-online)



# MCS - Parenting skills

S4 MAIN own parents  
 S4 MAIN Whether respondents mother still alive  
 S4 MAIN Age of respondent's mother  
 S4 MAIN Age of resp mother at death  
 S4 MAIN Is natural/adoptive father still alive  
 S4 MAIN Age of respondent's father  
 S4 MAIN age of father at death  
 S4 MAIN Can I check, do your father and mother live together?  
 S4 MAIN Time to travel to CM's (grand) parents  
 S4 MAIN Journey time to resp mother's house  
 S4 MAIN Journey time to resp father's house  
 S4 MAIN Resp parents ever perm separate/ divorce  
 S4 MAIN child's age when parents separated  
 S4 MAIN Resp lived away form parents pre age 17  
 S4 MAIN Residence away from parents pre 17 E/W/S  
 S4 MAIN Is back coding still outstanding?  
 S4 MAIN Residence away from parents pre 17 E/W/S (coded)  
 S4 MAIN Residence away from parents pre 17 E/W/S (merged)  
 S4 MAIN Residence away from parents pre 17 NI  
 S4 MAIN Is back coding still outstanding?  
 S4 MAIN Residence away from parents pre 17 NI (coded)  
 S4 MAIN Residence away from parents pre 17 NI (merged)

Partner  
 Situations  
 Module ES: Early Education, Schooling and Childcare  
 Module AB: Child and Family Activities and Child's Behaviour  
 Module CH: Child Health  
 Module PH: Parent's Health  
 Module EI: Employment, Income and Education  
 Module HA: Housing and Local Area  
 Module OM: Other Matters  
 Module SC: Self-Completion  
 Child's Behaviour  
 Parenting  
 Self-Completion  
 Sibling Question  
 Parenting Attitudes  
 Other Children  
 Attitudes  
 Module PX: Proxy Partner  
 Background/Ethnicity  
 Partner's Parents  
 Partner's Health  
 Partner's Employment  
 Partner's Education  
 Administrative Variables  
 MCS Research Serial Number  
 S4 Outcomes Code 5A

DESCRIPTION TABULATION ANALYSIS

Dataset: Millennium Cohort Study: Fourth Survey, 2008

S4 MAIN Feels about parent... S4 MAIN Feels about parent... S4 MAIN Person Sex S4 MAIN Person Sex

S4 MAIN Person Sex	Male	Female	Total
S4 MAIN Feels about parenting skills			
Not very good at being a parent	0.0	0.4	0.4
A person who has trouble being a parent	4.1	3.2	3.2
An average parent	20.9	34.1	33.7
A better than average parent	30.6	27.3	27.4
A very good parent	41.5	34.3	34.5
Can't say	2.9	0.6	0.7
Total	100.0	100.0	100.0
N=	363.8	12,933.8	13,297.6

Weight is on

Copyright University of London. Centre for Longitudinal Studies

In general, frequencies and tables of the data.

Category	Male (%)	Female (%)
Not very good at being a parent	0.0	0.4
A person who has trouble being a parent	4.1	3.2
An average parent	20.9	34.1
A better than average parent	30.6	27.3
A very good parent	41.5	34.3
Can't say	2.9	0.6

Weight is on



---

# Support and resources



---

# Support and resources

- video tutorials/webinars
- case studies
- guides
- themes
- advice on managing and sharing data
- teaching data and resources
- helpdesk, individual user support



# Video tutorials

The screenshot shows the UK Data Service website. The top navigation menu includes 'About us', 'Get data', 'Use data' (circled in red), 'Manage data', 'Deposit data', and 'News and events'. The breadcrumb trail is 'Home > Use data > Video tutorials'. The main heading is 'Video tutorials' with a sub-heading 'Can you show me how to do that?' and a graphic of five vertical bars in purple, pink, red, orange, and yellow. A search bar is located on the right side of the page. The left sidebar contains a list of categories: 'Advice and training', 'Guides', 'Video tutorials' (circled in red), 'Data in use', 'Citing data', 'Secure Lab', 'Teaching with data', 'Student resources', and 'Secondary analysis'. The main content area contains text about training videos, a note about HD quality, a subscription link to the UK Data Service YouTube channel, and a note about older video recordings.

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Home > Use data > Video tutorials

## Video tutorials

"Can you show me how to do that?"

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QUICK ACCESS TO

- UK Data Service YouTube
- Past webinars

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View our growing range of training videos covering a variety of topics. Our online tutorial videos provide an engaging, self-paced and easily accessible alternative to our traditional written guides.

View the videos in HD for optimal quality - click on the cog at the bottom right of the video and change the setting. It will take a few seconds to adjust and become clear.

Subscribe to our [UK Data Service YouTube channel](#) to get all our latest videos as they are published.

**Please note:** some past video tutorial recordings include screenshots from an older version of the UK Data Service's homepage.

The Discover search box has been moved from the right-hand side to a more prominent position within the central frame of the website, just below the top navigation menu. All the top navigation menus remain the same.

[ukdataservice.ac.uk/use-data/tutorials.aspx](http://ukdataservice.ac.uk/use-data/tutorials.aspx)

## Accessing data

- [What are international macrodata?](#)
- [Accessing and downloading publications from the IMF eLibrary](#)
- [Accessing, exploring and visualising data in UKDS.Stat](#)
- [How to access census aggregate data in InFuse](#)
- [How to access information about postcodes using GeoConvert](#)
- [How to download boundary data](#)
- [How to download UK survey data](#)
- [How to download a subset of survey data using Nesstar](#)
- [How to log in to the Secure Lab](#)
- [Ways to find data on the UK Data Service website](#)
- [What data do we hold at the UK Data Service](#)

## Analysis tools

- [Accessing, exploring and visualising data in UKDS.Stat](#)
- [Analysing ageing data with Nesstar](#)
- [Analysing ageing data with UKDS.Stat](#)



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## Event

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Webinars

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Data
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# Webinar: Born talking: Using birth cohort data about speech, language and communication to inform policy and practice

12 December 2014

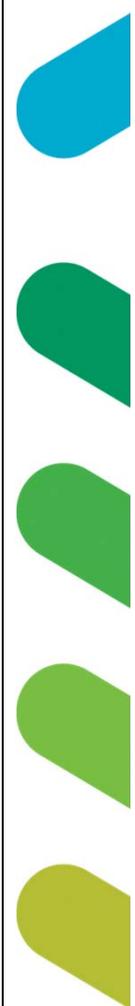
Online at 3 pm

Birth cohorts are longitudinal studies that typically include data on a large number of people. They involve data collection around the time of birth and at regular intervals through the lifespan. Data from birth cohorts can be used to inform policy and practice in many areas of health and education. This webinar will explore how data under-used to research speech, language and communication can be used to inform policy and practice.

Findings from the birth cohorts could have an important impact on policy and practice. For example, demonstrating the need for SLC-related factors associated with risk and resilience around SLC. This webinar is part of a series of ESRC-funded events in 2015-16 will explore the potential of SLC.

In this webinar, we seek to engage stakeholders with a range of researchers, practitioners, policy-makers and third sector organisations to shape upcoming events. Speakers will be Jan McAllister, James Law, Newcastle University and Wendy Lee, The University of York. The webinar is facilitated by the UK Data Service through which the high school data are

- [Introduction to the UK Data Service](#)
- [An introduction to data and resources for librarians](#)
- [Online seminar: Data sources for research students](#)
- [Data and resources for teaching](#)
- [Finding and accessing data in the UK Data Service](#)
- [Getting started with reusing data](#)
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- [Key data: Census](#)
- [Key data: International time series](#)
- [Key data: Qualitative and mixed methods data](#)
- [Introduction to the Labour Force Survey](#)
- [An introduction to data on Information and Communication Technologies \(ICT\)](#)
- [An introduction to data on ethnicity](#)
- [An introduction to data on education](#)
- [An introduction to data on ageing](#)
- [ReShare - the new data repository of the UK Data Service](#)
- [Introducing the new HASSET interface](#)
- [Open geographies and open software - using open UKDS Census Support datasets in open source GIS software](#)
- [Born talking: Using birth cohort data about speech, language and communication to inform policy and practice](#)
- [Showcasing the UK Quali Bank online browsing system for qualitative data](#)
- [What is Hadoop?](#)
- [The impact of online shopping on the UK high street](#)



# Case studies

## Enjoying life and living longer

### About the research

As the UK population grows older, researchers are becoming more interested in what is allowing us to live longer, healthier lives.

Two researchers from University College London are interested in the role played by positive well-being and happiness in the survival of older people.

Using longitudinal data on ageing hosted by the UK Data Service they looked at how a cohort of those aged 50 and older living in England rated their enjoyment of life on a four-item questionnaire, and related this to their survival over the next seven years.



## Does childhood poverty affect respiratory health in mid-life?

### About the research

We are often told that how we live our lives has an impact on our long-term health, whether it is what we eat, where we live, our socio-economic position or our behaviour. Previous studies have established that disadvantaged social class is associated with a range of biological outcomes in mid-life.



Researchers from University College London and the University of Essex took a similar approach, investigating the link between a specific measure of socio-economic circumstance in early life (paternal social class and financial difficulties) and mid-life lung function. The researchers chose this measure because social position in childhood is known to be strongly related to environmental and occupational risk exposures throughout life such as poor housing, environmental fumes and dust.

## Earnings returns to the British educational expansion

### About the research

Since the 1980s Britain has seen a massive expansion in higher education. More and more students are not only enrolling, they're also attaining higher degrees. Policy makers and public debate usually point out that increased education allows for greater earnings once students enter employment over their lifetime. Researchers from University College Dublin have been investigating the economic effects of this expansion in Britain.



Treating this expansion as an exogenous increase, they investigated how incomes changed after expanded education. They discovered that men on average gained another year of education, which resulted in an eight per cent increase in wages. They discovered a higher increase in education in women, along with a similar increase in their wages.

## Do comprehensive schools reduce social mobility?

### About the research

Media reports and opinion pieces have often claimed that Britain's shift from a selective to a comprehensive school system has made it more difficult for students to improve their income and class. How true is that claim?



This study investigated the issue using data from the National Child Development Study. By comparing respondents who attended different types of school but who had the same level of measured ability, the authors found that the selective system as a whole yields no overall mobility advantage to children from any particular origins. In fact, the research shows that any assistance to low-origin children provided by grammar schools is cancelled out by the hindrance suffered by those who attended secondary moderns.

These results may inform government policy debates, as they indicate that re-introducing grammar schools and the secondary moderns that go along with them would not help to improve social mobility in Britain.

UK Data Service



# Case studies

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Home > Use data > Data in use

## Data in use

"How our data are being used to advance research, inform policy and improve teaching"

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Find out what others have done with UK Data Service data and take a look at some selected case studies from researchers and teachers.

Every day, UK Data Service data are being used in leading-edge research and in university courses across the UK and beyond.

We have literally thousands of examples of how data from our collection are providing evidence to support research, inform policy decisions and teach the next generation of social scientists.

- Browse all [research case studies](#)
- Browse all [teaching case studies](#)
- Read more about the [impact of our data](#)
- Browse primary, [ESRC award outputs](#) associated with UK Data Service data collections

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Publications and outputs

Case studies

[ukdataservice.ac.uk/use-data/data-in-use](https://ukdataservice.ac.uk/use-data/data-in-use)

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# Case studies based on longitudinal data

The screenshot shows the 'Discover' page of the UK Data Service. The word 'Discover' is circled in red at the top. On the left sidebar, the 'Type' filter is expanded, and 'Case studies (40)' is selected, also circled in red. Below it, 'Cohort and longitudinal studies (40)' is also circled in red. The main content area features a search bar with the text 'Search our data catalogue and related resources' and a 'GO' button. Below the search bar are options for 'Reset filters', 'Clear search', 'Auto-complete', and 'Help'. A navigation bar includes icons for 'Case study', 'Data collection', 'Series record', 'ESRC output', and 'Support guide'. The results section shows 'Results per page: 10' and 'Sorted by: Date (latest first)'. It displays a list of results, each with a title, author, institution, and date, followed by a 'Related studies and guides' link. The first result is 'Children with psychological distress are more likely to become unemployed' by Mark Egan at Stirling University, dated 02 March 2015. The second is 'How does a couple's separation affect income, employment and well-being?' by Mike Brewer at the University of Essex, dated 02 March 2015. The third is 'Paying attention to the environment: Changing attitudes 1991-2009' by Gabriella Melis at the University of Manchester, dated 07 January 2015. The fourth is 'Does cultural diversity have an impact on wages?' by Simonetta Longhi.



# Teaching with data

## Teaching with data

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Advice and training

Guides

Video tutorials

Data in use

Citing data

Secure Lab

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● **Teaching with data**

- Register your class
- Teaching resources
- Ideas for teaching

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**Student resources**

**Secondary analysis**

### "Real data bring learning to life"



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We believe that the use of data in teaching is an invaluable way for learners to confront real-life research. The data collections:

- constitute well-documented examples of real-life data collection allowing students to engage critically with methods and methodologies
- provide rewarding raw material for data analysis teaching of all types
- can be used to enrich substantive teaching with evidence that can be interrogated

**[Register your class](#)**

Most of the data in our collection are only available to registered users. Find out how to register your students and share data with them here.

**[Teaching resources](#)**

Access datasets specifically designed for teachers and learners, workbooks and other resources.

**[Ideas for teaching](#)**

[ukdataservice.ac.uk/use-data/teaching](https://ukdataservice.ac.uk/use-data/teaching)

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# Teaching datasets in Discover

The screenshot displays the Discover data catalogue interface. On the left, a sidebar contains filters for 'Type' and 'Teaching data'. The 'Type' filter has 'Data collections (61)' selected. The 'Teaching data' filter has 'Yes (61)' selected. A red circle highlights the 'Data collections (61)' option, and another red circle highlights the 'Teaching data' section. A red arrow points from the text 'Cohort and longitudinal studies' to the 'Data type' filter. The main content area shows search results for 'SN 28 Relative Deprivation and Social Justice, 1962', 'SN 7546 Northern Ireland Life and Times Survey, 2012: Lesbian, Gay, Bisexual and Transgender Issues Teaching Dataset', 'SN 7547 Northern Ireland Life and Times Survey, 2012: Politics and Good Relations Teaching Dataset', and 'SN 7548 Young Life and Times Survey, 2003-2012: Teaching Dataset'. Each result includes a 'Full record...' link and a 'Download/Order' button. The interface also shows search controls like 'Reset filters', 'Clear search', and 'Auto-complete'.

**Type**

- Data collections (61)
- Case studies (0)
- Series (0)
- ESRC outputs (0)
- Support / how to guides (0)

[Refine](#)

**Subject** +

**Date** +

**Data type** +

**Key data** +

**Country** +

**Kind of data** +

**Spatial unit** +

**Analysis unit** +

**Access** +

**Depositor** +

**Teaching data** -

- Yes (61)

Search our data catalogue and related resources

[Reset filters](#) | [Clear search](#) |  Auto-complete |  Map search to HASSET thesaurus? | [Help](#)

[Case study](#) | [Data collection](#) | [Series record](#) | [ESRC output](#) | [Support guide](#)

Results per page:  Sorted by:

Displaying 1-10 of 61 results [1](#) [2](#) [3](#) [4](#) [5](#) [▶▶](#)

**SN 28 Relative Deprivation and Social Justice, 1962**  
Runciman, W.G.  
+ [Full record...](#)  
[Download/Order](#) | [DDI XML](#) | [Similar data collections](#)

**SN 7546 Northern Ireland Life and Times Survey, 2012: Lesbian, Gay, Bisexual and Transgender Issues Teaching Dataset**  
Devine, P., Queen's University of Belfast. School of Sociology, Social Policy and Social Work  
+ [Full record...](#)  
[nesstar Explore online](#) | [Download](#) | [DDI XML](#) | [Similar data collections](#)

**SN 7547 Northern Ireland Life and Times Survey, 2012: Politics and Good Relations Teaching Dataset**  
Devine, P., Queen's University of Belfast. School of Sociology, Social Policy and Social Work  
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**SN 7548 Young Life and Times Survey, 2003-2012: Teaching Dataset**  
Devine, P., Queen's University of Belfast. School of Sociology, Social Policy and Social Work  
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## Help - Frequently Asked Questions (FAQ)

Answers to some of our most frequently asked questions are provided here.

If you are unable to find an answer to your question, please [get in touch](#) by selecting one of the short web forms.

Login and registration	Find and Access	Secure Lab	Download and data formats	Use data
Publication	Manage data	Deposit data	ReShare	ESDS users

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[Is there a guide to registering?](#)

[What should I do if I forget my username and/or password?](#)

[How do I renew my UK Data Service registration?](#)

[When I try to register my organisation does not appear on the list, what should I do?](#)

[My browser is not set up to allow cookies, can I still use this service?](#)

[What is federated access management?](#)

[Federated access management - technical information for identity providers/institutions](#)

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# Contact

- Helpdesk:

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Tel: 01206 872143

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Youtube: [youtube.com/user/UKDATASERVICE](https://youtube.com/user/UKDATASERVICE)



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# Questions?

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