

# Key issues in reusing data



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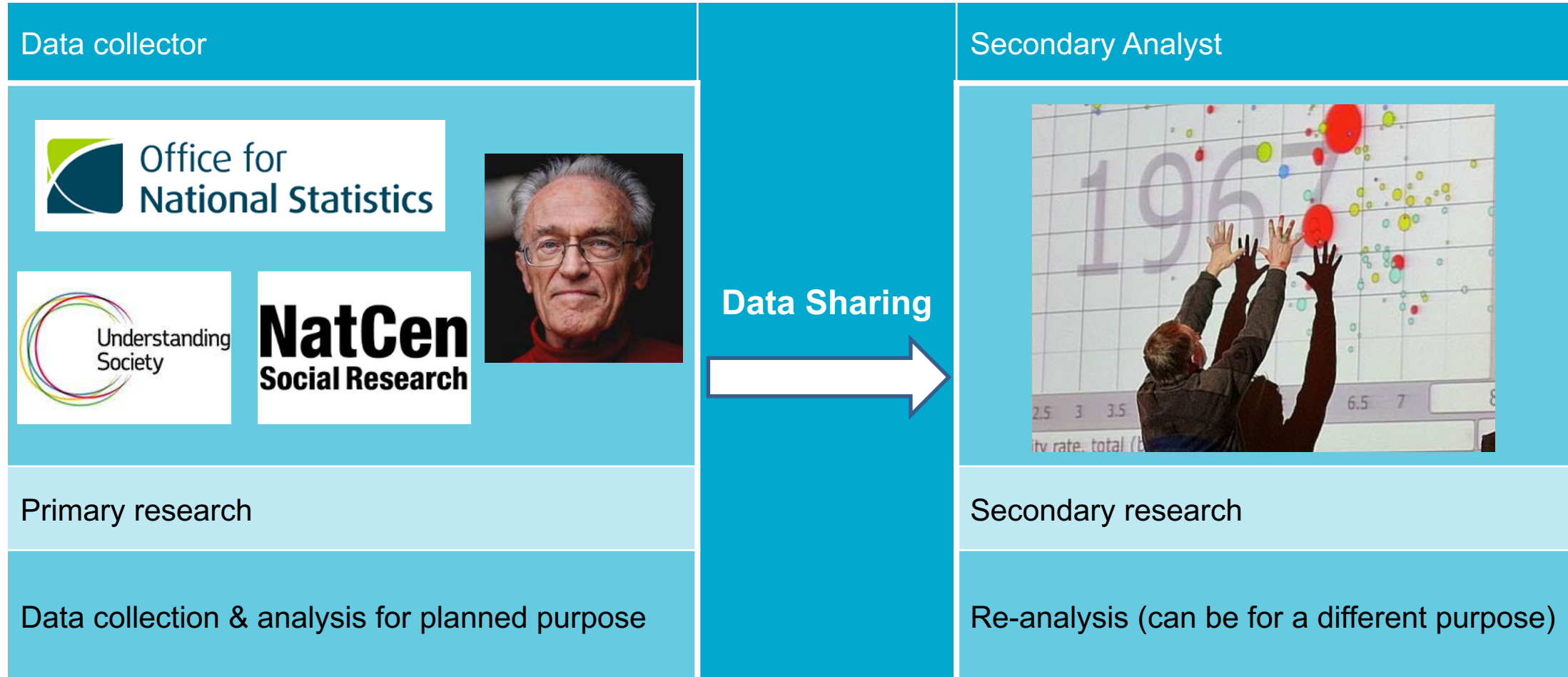
# Overview

- Data 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



type questions as  
they occur to you

# Reusing data



# 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)

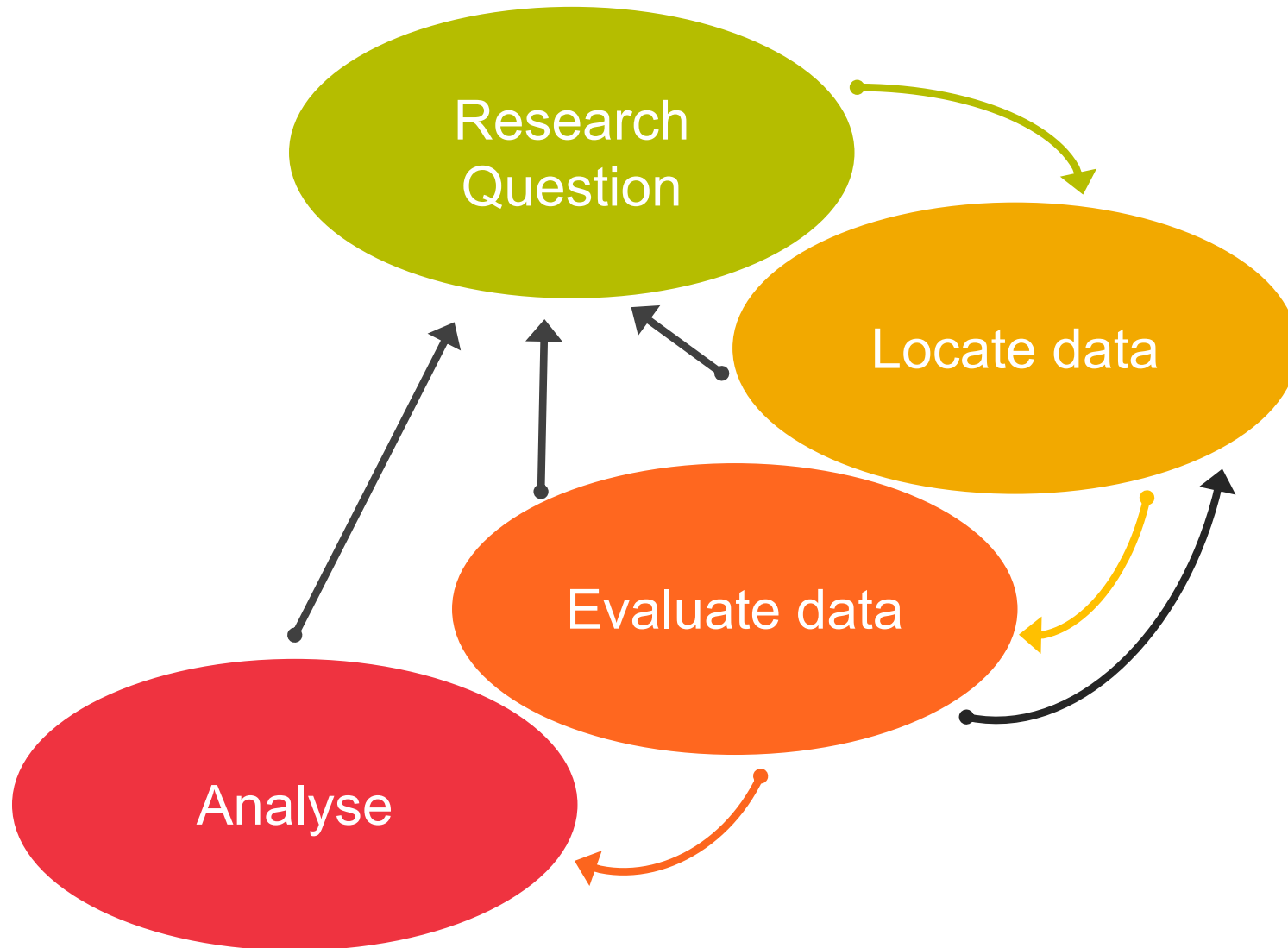
data may not match research question

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



# 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

# Quantitative data

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

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

- Example of a repeated cross-sectional survey
- Important source of information about crime (Crime statistics independent from police records)
- Annual survey (interviews throughout the year)
- $n \approx 35,000$  individuals aged 16+ and 3,000 aged 10-15
- Victim of a crime in the previous 12 months
- Questions covering demographics and crime-related subjects such as attitudes to the police and the criminal justice system (CJS)





# Case Study: Crime Survey for England and Wales

Data stored as individual anonymised records

	rowlabel	split	sex	yrsarea	work2	tenure1	livharm1	agegrp7	ethgrp2a	educat3
1	137068050	A (Experiences o...	Female	20 years o...	Yes	Buying it ...	Single	45-54	White	Degree or ...
2	147461190	C (Crime preven...	Female	10 years b...	No	Own it out...	Married/C...	55-64	White	Degree or ...
3	137116250	A (Experiences o...	Female	20 years o...	No	Rent it	Widowed	55-64	White	Degree or ...
4	147354190	C (Crime preven...	Female	20 years o...	Yes	Buying it ...	Married/C...	55-64	White	O level/G...
5	137061230	C (Crime preven...	Female	20 years o...	No	Rent it	Widowed	65-74	White	None
6	136898230	C (Crime preven...	Female	20 years o...	No	Own it out...	Married/C...	65-74	White	O level/G...
7	135507330	A (Experiences o...	Male	10 years b...	Yes	Rent it	Married/C...	45-54	White	None
8	136450220	B (Attitudes to t...	Female	5 years bu...	Yes	Own it out...	Married/C...	55-64	White	Degree or ...
9	136111200	D (Online Security)	Male	20 years o...	No	Own it out...	Married/C...	55-64	White	Degree or ...
10	136599250	A (Experiences o...	Male	20 years o...	No	Own it out...	Married/C...	75+	White	Apprentic...
11	136229130	A (Experiences o...	Male	3 years bu...	Yes	Buying it ...	Single	25-34	White	Degree or ...
12	136947260	B (Attitudes to t...	Male	5 years bu...	No	Own it out...	Married/C...	75+	White	Apprentic...

Reference: University of Manchester, Cathie Marsh Institute for Social Research (CMIST), UK Data Service, Office for National Statistics. (2019). *Crime Survey for England and Wales, 2013-2014: Unrestricted Access Teaching Dataset*. [data collection]. Office for National Statistics, [original data producer(s)]. Office for National Statistics. SN: 8011, <http://doi.org/10.5255/UKDA-SN-8011-1>.

## Different levels of access

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

# Case Study: Crime Survey for England and Wales

- Hind Khalifeh et al (2013) examined violence against people with disability in England & Wales

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

## Findings :

Adjusting for age, sex, socio-economic characteristics...

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



# 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)

# Where, when and why?

- Start with catalogue record

[Home](#) / [Data catalogue](#) / [Studies](#) / Study

## British Social Attitudes Survey, 2013

[Details](#) [Documentation](#) [Resources](#) [Access](#)

### Details

Title:	British Social Attitudes Survey, 2013
Alternative title:	BSA
Study number (SN):	7500
Persistent identifier (DOI):	<a href="#">10.5255/UKDA-SN-7500-1</a>
Series:	<a href="#">British Social Attitudes Survey</a>
Principal investigator(s):	NatCen Social Research

Access to documentation including user guide or technical report

Date & Geographic coverage is in the catalogue record for most studies

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

Applies if in work during reference week

IF (Wrking=Yes) OR (JbAway=Yes) OR (OwnBus=Yes) OR (RelBus=Yes)

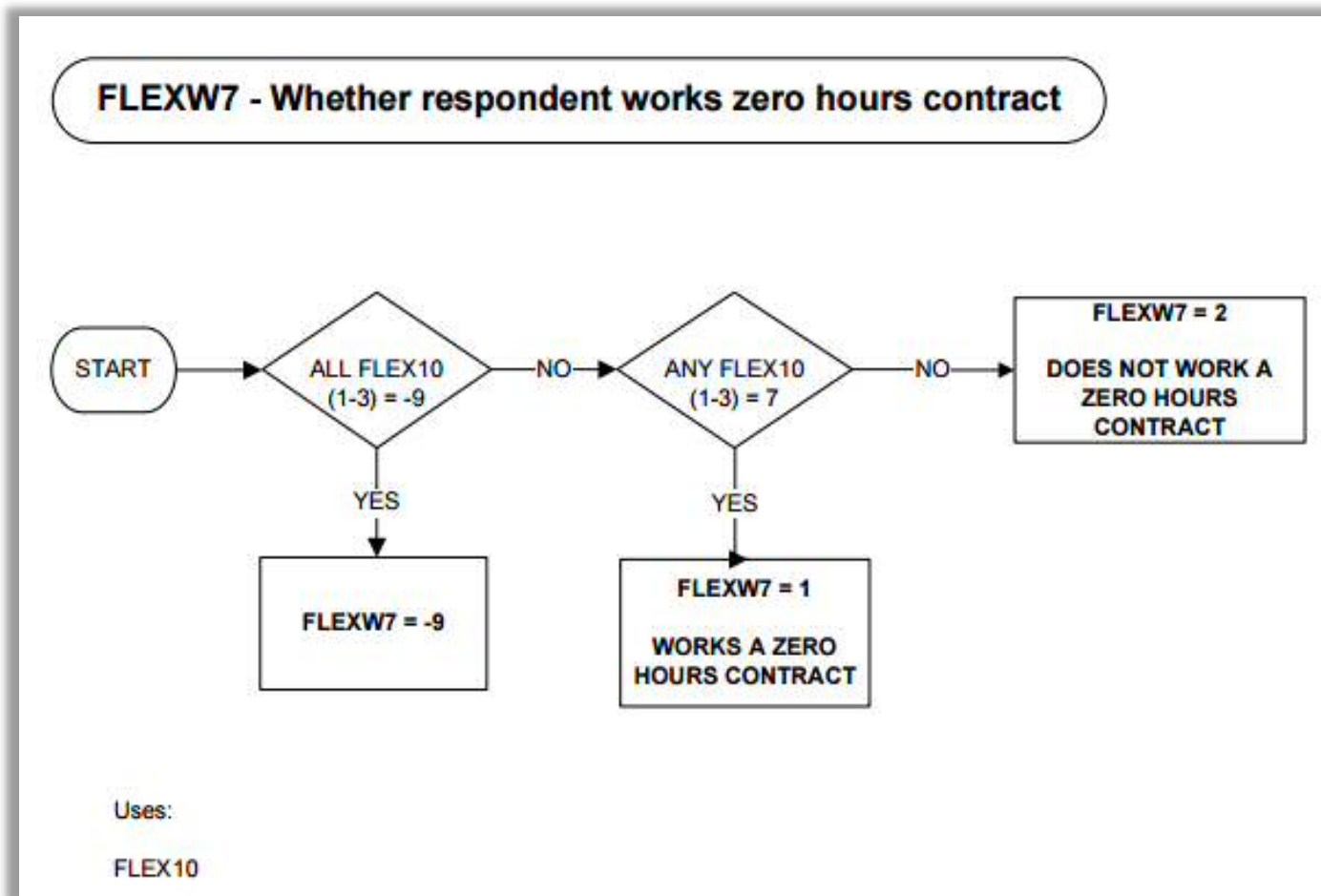
OR (TYP SCH12=1,2,3,5.8) On a government training scheme considered as employment

OR ((TYP SCH12=9) AND (YTETJB=Yes)) OR (YTETJB=Yes) Doing paid work in addition to this particular government training scheme

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

- 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

# Sampling considerations

- Surveys are based on samples
- Is the sample representative?
  - Who is included (adults, those in private address)?
  - Response rate and bias
  - Do you need to apply a weight to make the data representative?
- 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

# Cite the Data

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



British Social Attitudes Survey, 2013

Details Documentation Resources Access data

Details

Title:	British Social Attitudes Survey, 2013
Alternative title:	BSA
Study number (SN):	7500
Access:	These data are <a href="#">safeguarded</a>
Persistent identifier (DOI):	<a href="http://doi.org/10.5255/UKDA-SN-7500-1">10.5255/UKDA-SN-7500-1</a>
Series:	<a href="#">British Social Attitudes Survey</a>
Principal investigator(s):	NatCen Social Research

Sponsors and contributors

Citation and copyright

The citation for this study is:

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



# 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. Alasuutari, L. Bickman and J. Brannen Sage:London
- Smith, E. (2006) Using Secondary Data in Educational and Social Research OUP: Berks

## UK Data Service resources:

- Data Skills Modules: <https://www.ukdataservice.ac.uk/use-data/data-skills-modules>
- Secondary analysis web pages: <https://www.ukdataservice.ac.uk/use-data/secondary-analysis>
- 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>

# 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

# 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 –a research question 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)

# SN 4867: School Leavers Study

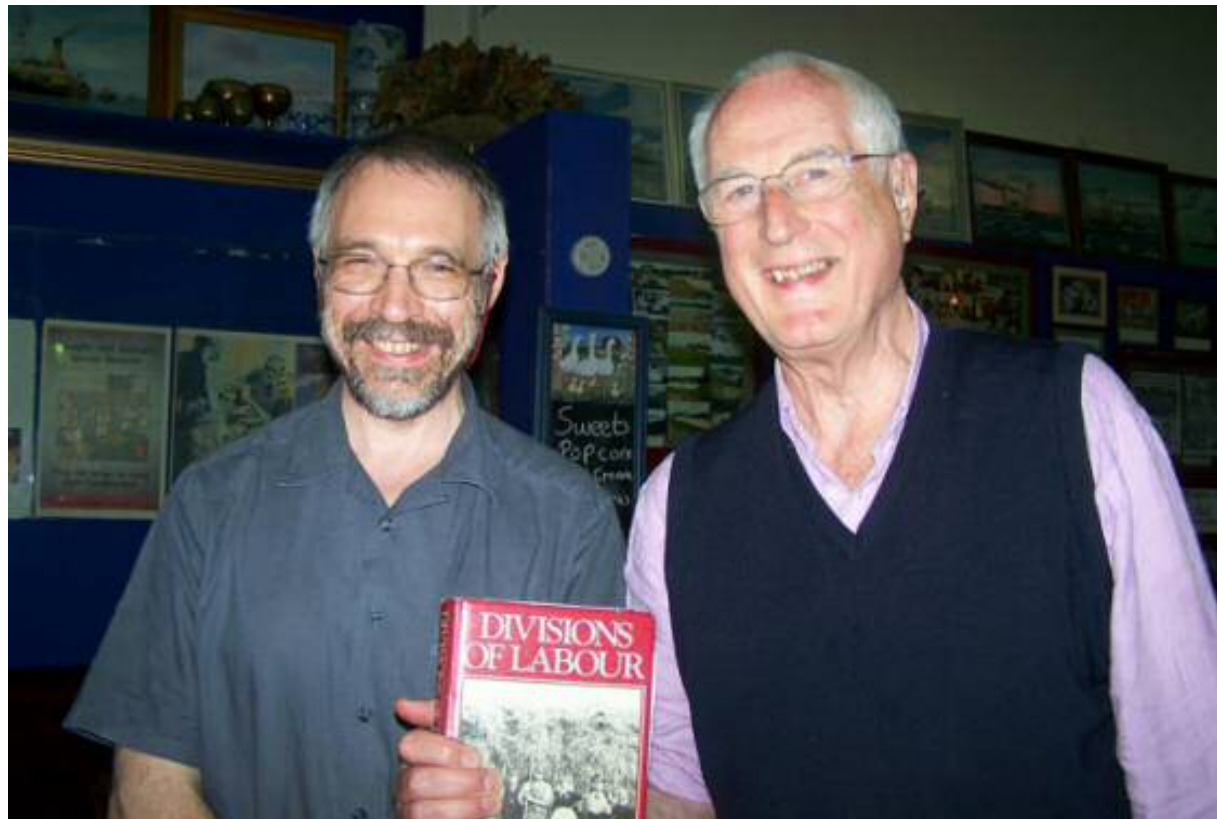
Principal investigator: Ray Pahl

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.



# School Leavers Re-Study: Imagining the Future

Re-users: Graham Crow and Dawn Lyon, University of Kent and University of Southampton



# School Leavers Re-Study

Essay instructions 2010: Imagining the Future:

**I want you to imagine that you are towards the end of your life. Look back over your life and say what happened to you.** 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,



# 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

<p>1978</p> <p>Mundane &amp; grounded jobs; gradual career progression; periods of unemployment.</p>	<p>2010</p> <p>Well-paid, instantaneous jobs; choice but uncertainty; influence of celebrity culture.</p>
<p>“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>“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>“I was on the dole for six months after leaving school, until I got a job in a garage.” (Essay 42, male)</p>	<p>“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>“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>“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>“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>“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 some really famous.” (Essay 61, female)</p>

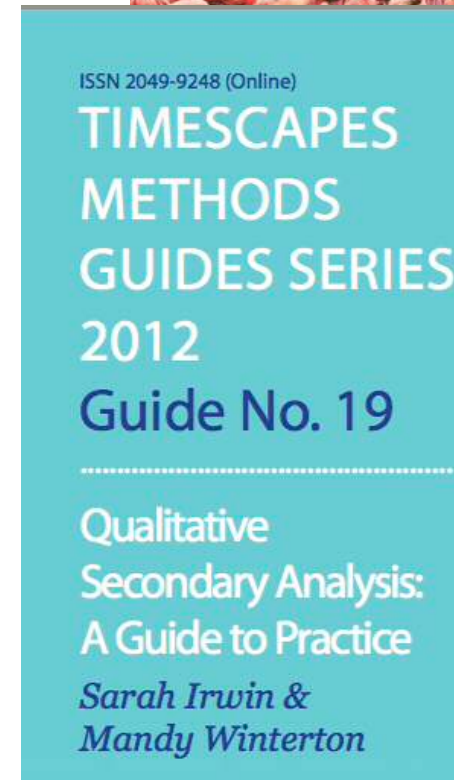
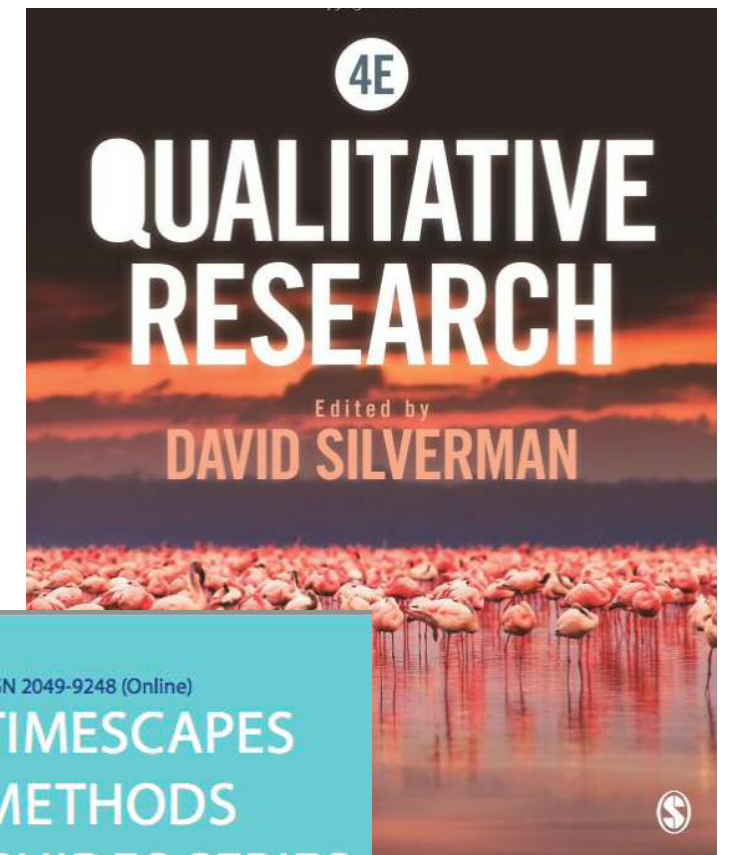


# School Leavers Study: publications

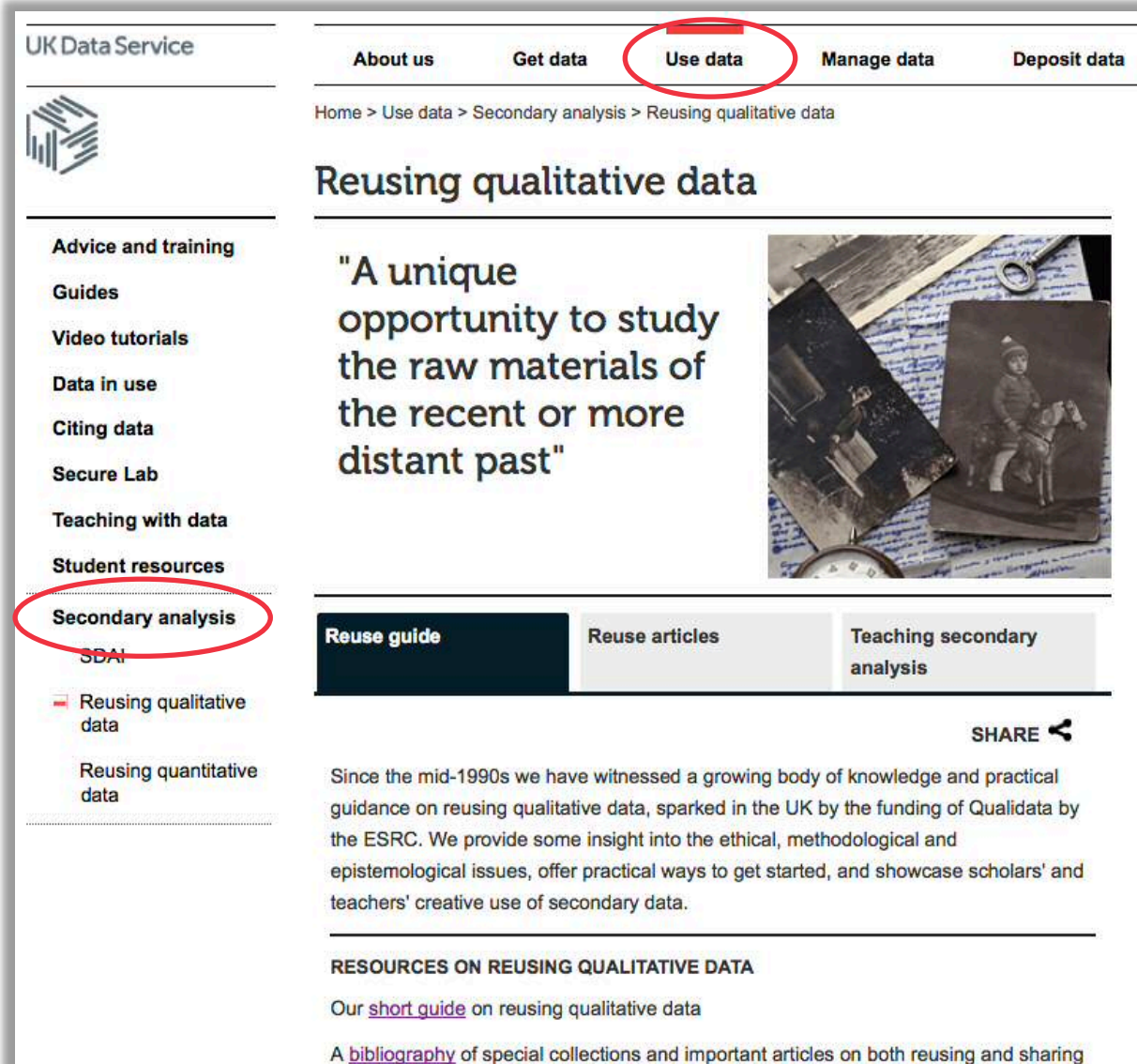
- Lyon, Dawn, and Graham Crow (2012) 'The challenges and opportunities of re-studying community on Sheppey: young people's imagined futures', *Sociological Review* 60: 498-517.
- Lyon, Dawn, Bethany Morgan, and Graham Crow (2012) 'Working with material from the Sheppey archive', *International Journal 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



# Publications and other resources for reusing data




UK Data Service

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


**Left sidebar menu:**

- Advice and training
- Guides
- Video tutorials
- Data in use
- Citing data
- Secure Lab
- Teaching with data
- Student resources
- Secondary analysis**
- SDAI
- Reusing qualitative data
- Reusing quantitative data

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

# Find data: Key data

UK Data Service



About our data

Key data

Data by theme

Data by geography

Open data

How to access

Other providers

Explore online

Data access policy

Thesauri

About us

Get data

Use data

Manage data


Deposit data

Home > Get 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
Census data	Business microdata	Qualitative / mixed methods	Administrative data


SHARE 

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

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

# Find data: Search data catalogue

UK Data Service



events

Register / Login

poverty

Variable and question bank > QualiBank >

STUDIES (345)

SERIES (21)

Date from: 440

Date to: 2020

Refine date

Topic:

Data Type:

Access:

Country:

Displaying 1 - 10 of 345 results for 'poverty'

Page 1 of 35

Results per page: 10

Sort by: Relevance

SN 850469 | [Social movements and poverty](#)

Bebbington, A, The University of Manchester

SN 851761 | [Poverty dynamics: Childhood experience on a low income](#)

Taylor, S, University of Oxford


SN 852557 | [Are we there yet? Poverty in sub-Saharan Africa](#)

Nandy, S, Cardiff University



# QualiBank

UK Data Service  
Discover



Data Catalogue

Variable and question bank

QualiBank

Collection title

+

Resource type

+

Open / Closed

+

Date

+

Sex

+

Age group

+

Socio-economic status

+

Region

+

About us

Get data

Use data

Manage data

Deposit data

News and events

Discover > QualiBank

## QualiBank

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

poverty

GO

Reset filters

Clear search

☒ Auto-complete

Copyright

Collections

Help

Extract

Image

File

Audio

Results per page: 10

Displaying 1-10 of 146 results

1


2

3

4

5

▶▶




Web Resource: Book Reference for "Poverty in the United Kingdom: A Survey of Household Resources and Standards of Living"

SN6226 Pioneers, 1996-2012

...Web Resource: Book Reference for "Poverty" in the United Kingdom: A Survey of Household Resources and Standards of Living"...

Access this collection from Discover




Summary of the interview with Peter Townsend

SN6226 Pioneers, 1996-2012

**Sex:** Male. **Age group:** 65-74. **Socio-economic status:** Higher managerial/admin/professional.

... work, because of the need to please both left and right wing; the board included both a Labour MP and a Conservative MP, Angus Maude. This was an important early experience of the need to fight against the bureaucratisation of social science. First PEP pamphlet he did was Poverty: Ten Years After...

Access this collection from Discover



Essay by 5

SN4867 School Leavers Study, 1978

**Sex:** Male. **Age group:** 16-24. **Socio-economic status:** Not classified. **Region:** South East.

... and a pernanate permanent home on one side was the trap of depeson depression and povetty poverty and on the other a high chance of not having a family I chose to stay as I was a hoop and if the oportunity opportunity came to have a job I liked where I could still go out and dig but still have...

Access this collection from Discover



## Essay by 5

## Discover

Variable and question  
bank

## QualiBank

## Create citation

[External resources](#) | [Images](#)[Access this collection from Discover](#)

## DETAILS

Collection ID (SN):	4867
Title:	<a href="#">School Leavers Study, 1978</a>
Principal investigator:	Pahl, R.E., University of Kent at Canterbury. Faculty of Social Sciences
Sex:	Male
Age group:	16-24
Socio-economic status:	Not classified
Region:	South East
Licence:	<a href="#">Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International Licence.</a>

## RELATED RESOURCES

## Related external resources

[XML TEI Transcript](#)[XML QuDEx metadata](#)

## Related images

[Image relating to Essay by 5](#)

sics and history I [narrowly](#) scraped passes and by  
prolonged stay away from home but I wasn't to  
common with this is how my friendships have been  
ge I had been [fascinated](#) with the past and [since](#)

the age of nineteen I had regularly [attended](#) [archaeological](#) digs and so it seemed that I got a job as [assistant](#) site manager the pay  
wasn't much but I was [really](#) happy the odd girlfriend came and went but as I spent a great deal of time in a tent or [digging](#) holes I [didn't](#)  
get too attached but one day I made the mistake and decided to settle and have a home so I tried to get a post somewhere where I could  
continue poking in things that have [happened](#) but there were no opening I then I felt I had wasted my education on learning something I  
liked when I should have [learnt something](#) to make money so I had to decided to live as a probably [bachelor](#) doing what I liked or as a  
someone doing a [menial](#) task but with [security](#) and a [permanent](#) home on one side was the trap of [depression](#) and [poverty](#) and on the  
other a high chance of not having a family I chose to stay as I was a hoop and if the [opportunity](#) came to have a job I liked where I could  
still go out and dig but still have a [permanent](#) base I would take it and so when my chance came to take a job in a [museum](#) came I [leapt](#)  
at it and apart for changing [museums](#) once or twice I stayed that way till I retired last month. I did get married to someone who I met on a  
[archaeological](#) site who been in a similar kind of position we had very similar tastes in most things and we both shared nearly the same  
views of life.

# Cite the Data

**RETRIEVE CITATION**

ESSAY

**Create citation**  
Select an extract below and then use the ▲ ▼ arrows to expand your selection. When ready, click 'Retrieve Citation' to view your unique citation reference.

Citation

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

Pahl, R.E., University of Kent at Canterbury. Faculty of Social Sciences: "Essay by 5" in "School Leavers Study, 1978" 2, UK Data Service [distributor], 2012-06-27, SN:4867, Para. 2. <http://dx.doi.org/10.5255/UKDA-SN-4867-1>, <https://discover.ukdataservice.ac.uk/QualiBank/Document/?cid=q-76d54915-b9f0-43aa-bd0f-70e77eee5fc6>

**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**



# Key issues in reusing data - summary

- **Many benefits**
  - large scale research, ethics completed, cost effective
- **Iterative**
  - research questions, locate and evaluate data, analysis
- **Context**
  - consider methodology and prior research
- **Plan and prepare**
  - understand data through study documentation
- **Support**
  - more information available in the UK Data Service website
- **Cite the data**

# Forthcoming Events

- **Webinars**

- 26 May, 11.30-12.30pm: Dissertation projects: Introduction to secondary analysis for qualitative and quantitative data
- 28 May, 3-4pm: Data management basics
- 2 June, 1-2pm: Introduction to Text-Mining

- **Online Conferences**

- 30 June: Health Studies User Conference
- 8 July: Family Finance Surveys User Conference

- **UK Data Service Dissertation Award**

- Deadline: 3 June
- The Award recognises outstanding undergraduate student dissertations that include excellent reuse of data from the UK Data Service.

# Questions

Website > Use Data > Secondary Analysis

<https://www.ukdataservice.ac.uk/use-data/secondary-analysis.aspx>

email

[help@ukdataservice.ac.uk](mailto:help@ukdataservice.ac.uk)

Video guides and webinars:

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

To follow UK Data Service on Twitter:

[@UKDataService](https://twitter.com/UKDataService)

