

# Data in the Spotlight: Qualitative and Mixed Methods

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# Overview

What is the UK Data Service?

Examples: qualitative mixed data

Finding and accessing data

Getting started

Tips, resources, and help

Questions?

# 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.

# Who is it for?

- Academic researchers and students
- Government analysts
- Charities and foundations
- Business consultants
- Independent research centres
- Think tanks.



# UK Data Service



Site search

Login | Register

Find data

Deposit data

Learning hub

Training and events

About

News

Impact

Help

Contact

## Welcome to the UK Data Service

Trusted access and training to use the UK's largest collection of economic, social and population data for research and teaching

Search our data catalogue

Search

## Key services

# Types of data collections

- Survey microdata
  - [Cross-sectional](#)
  - [Panel / Longitudinal](#)
- Aggregate statistics
  - [International microdata](#)
- [Census](#) data
  - [Aggregate](#) data for 1971 -2011
  - [Microdata](#) for 1991, 2001 and 2011
- [Qualitative and mixed methods data](#)

# Sources of data

- Official agencies – mainly central government
- International statistical time series
- Research institutions
- Individual academics - research grants
- Market research agencies
- Public records/historical sources.

# Browse by data type

## Browse by data type

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UK Surveys



Cross-national  
surveys



Longitudinal  
studies



International  
macrodata



Census data



Business microdata



Qualitative/mixed  
methods



Administrative  
data



# Browse by theme

Browse by theme

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Ageing



COVID-19



Crime



Economics



Environment and  
energy



Education



Ethnicity



Food



Health



Housing



Information and  
Communication



Labour



Politics



Poverty

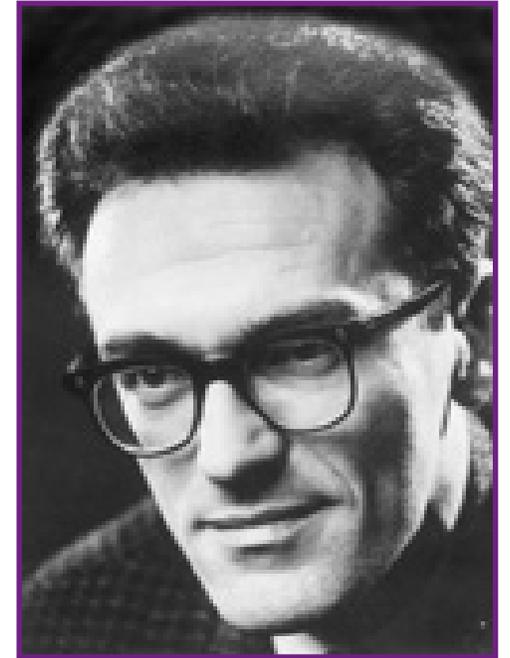


# Key data – qualitative and mixed

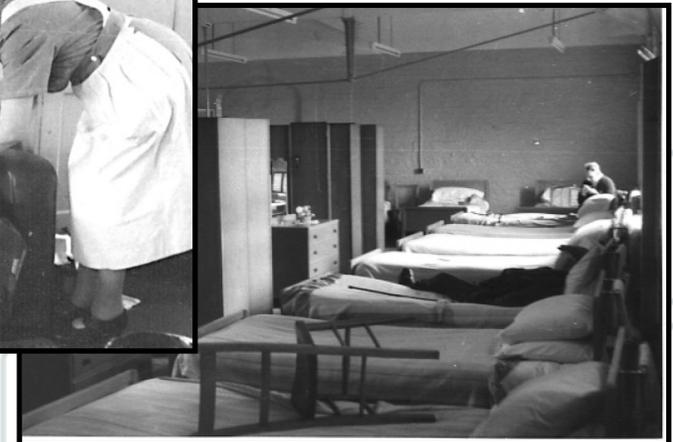
- [Quality and capacity in inclusive research with people with learning disabilities \(SN851891\)](#)
- [Inter/generational dynamics \(SN851890\)](#)
- [Chronic Illness and Online Networking: expectations, assumptions, and everyday realities \(SN851964\)](#)
- [Coalitional presidentialism in comparative perspective: minority executives in multiparty systems \(SN852003\)](#)
- [Family Life and Work Experience Before 1918 \(SN2000\)](#)

# The Last Refuge (SN 4750)

- Peter Townsend conducted a major investigation of long-stay institutional care for old people in Britain in the late 1950s.
- In-depth interviews with 67 local authority chief welfare officers and with serving staff and residents of 173 institutions.
- Photographs and field notes about the condition of the buildings and the facilities were created.
- Diaries were also kept by a number of residents and staff.

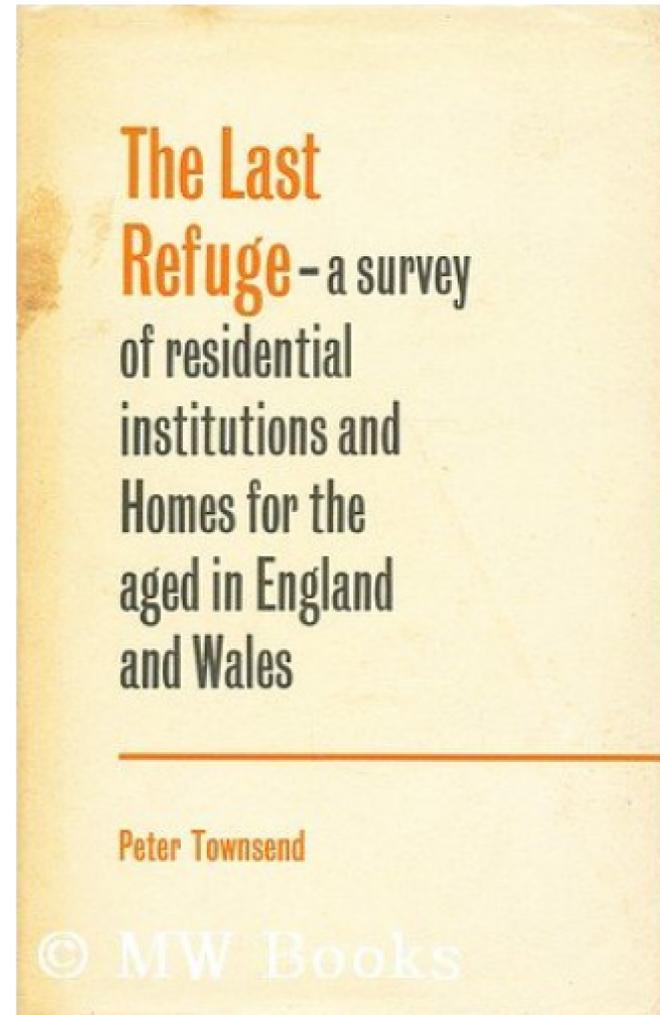


# The Last Refuge photographs



# The Last Refuge: impact

- Pioneering use of qualitative data on old age, retirement, isolation, services, etc.
- Major policy implications by questioning whether long-stay institutions for the elderly were still needed.
- Also recommended improvements that institutions could adopt.



# SN 4867: School Leavers Study

Principal investigator: Ray Pahl

In 1978, teachers at a comprehensive school on the Isle of Sheppey were asked to set an essay about 10 days before pupils were due to leave school. They were then asked to write an imaginary account of their life over the next 30 or 40 years.



# Living and Working on Sheppey study

## What Sheppey's young people said in 1978

141 essays (89 boys and 52 girls)

*Mundane & grounded jobs.*

*Gradual career progression.*

*Periods of unemployment.*

- “It was hard finding a job, I failed a few chances, but eventually got what I wanted locally, a craft apprenticeship” (Essay no.27, male)
- “I was on the dole for six months after leaving school, until I got a job in a garage” (Essay no.42, male)
- “I longed for something exciting and challenging. But yet again I had to settle for second best. I began working in a large clothes factory” (Essay no.104, female)

# Living and Working on Sheppey study

## What Sheppey's young people said about work in 2010

110 essays (55 boys and 55 girls)

*Well-paid, instantaneous jobs.*

*Choice but uncertainty.*

*Influence of celebrity culture.*

- “I was 20 now living the dream I had a amazing band...I had toured the world 3 times sold 4 million records” (Essay no.30, male)
- “I arrive at my 3-bedroom luxury villa; I land my helicopter on my own heli-pad and walk inside. I grab my keys and jump in my Bentley Continental GTS.” (Essay no.40, male)
- “In my future I want to become either: a dance teacher, hairdresser, or a Professional Show Jumper/horse rider. If I do become a dancer my dream would be to dance for Beyoncé or someone really famous” (Essay no.61, female)

# Living and Working on Sheppey



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

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

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

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

[Home](#)

[Imagine Sheppey Fast Forward](#)

[Fast Forward Workshops](#)

[Imagine Sheppey Fast Forward Video](#)

[Living and Working on Sheppey](#)

[Older people's memories](#)

[Young people and the future](#)

[1978 Essay Writers Facebook Page](#)

[Ray Pahl's Sheppey Studies](#)

[Access to data](#)

# National Child Development Survey

- Follows lives of 17,000 people born in one week of 1958.
- Collects information on physical and educational development, economic circumstances, employment, family life, health behaviour, wellbeing, social participation and attitudes.

The screenshot shows the UK Data Service website. The main navigation bar includes 'About us', 'Get data', 'Use data', 'Manage data', 'Deposit data', and 'News and Events'. The page title is 'Catalogue'. The main content area displays the title 'National Child Development Study: Sweep 9, 2013' and provides links for 'Documentation', 'Related Studies', and 'Publications'. Below this, the 'TITLE DETAILS' section lists the following information:

SN:	7669
Title:	National Child Development Study: Sweep 9, 2013
Alternative title:	NCDS9
Persistent identifier:	<a href="https://doi.org/10.5255/UKDA-SN-7669-1">10.5255/UKDA-SN-7669-1</a>
Series:	<a href="#">National Child Development Study</a> [National Child Development Study, 1958-]
Depositor:	University of London. Institute of Education. Centre for Longitudinal Studies
Principal investigator(s):	University of London. Institute of Education. Centre for Longitudinal Studies
Data collector(s):	National Centre for Social Research
Sponsor(s):	Economic and Social Research Council
Other acknowledgements:	The Centre for Longitudinal Studies (CLS) would like to thank all the cohort members who generously gave their time to participate in this project and without whom this survey would not have been possible.

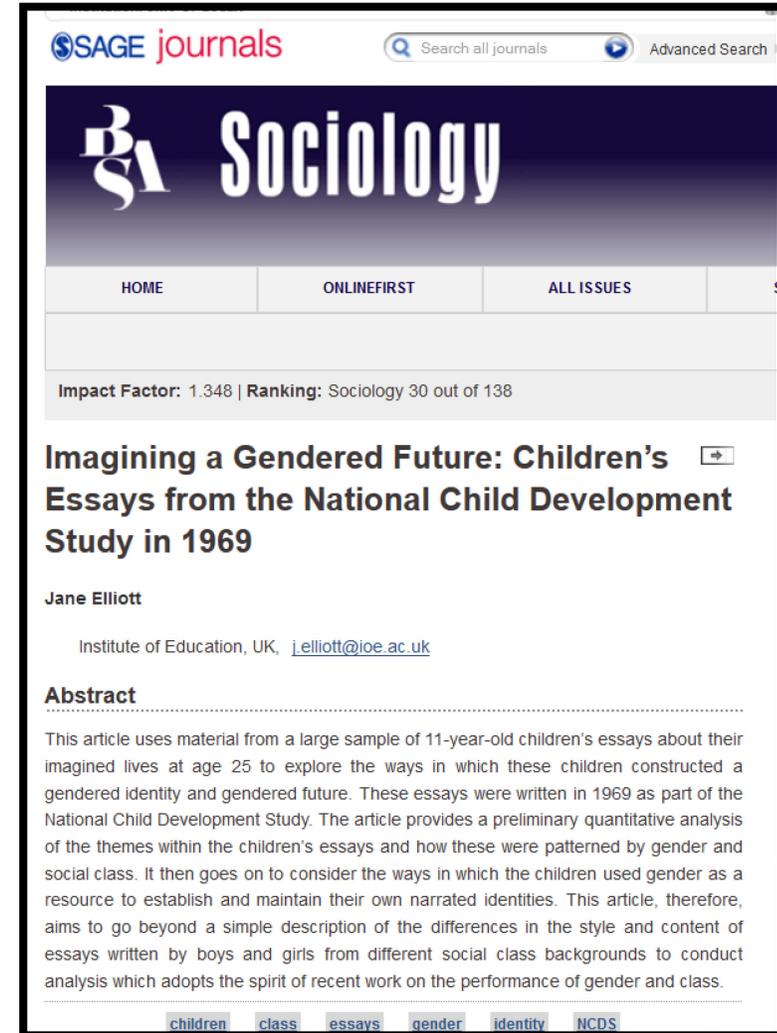
The screenshot shows the website for the Centre for Longitudinal Studies (CLS). The main navigation bar includes 'Register', 'Sitemap', 'Media', 'News', and 'Events'. The page title is 'Centre for Longitudinal Studies'. The main content area displays the title 'Welcome to the 1958 National Child Development Study' and provides a brief overview of the study. Below this, there is a video player showing a conversation with Jane Elliott, former Director of the Centre for Longitudinal Studies. The video title is 'A conversation with Jane Elliott, former Director of the Centr...'. The video content includes the text 'Feeling part of the neighbourhood: a 50-year cohort comparison' and 'A conversation with Jane Elliott, former Director of the Centre for Longitudinal Studies'.

# National Child Development Survey

In 1969, aged 11, children wrote essays about how they imagined their life would be like at age 25.

Over 500 essays.

Now possible to match with data on how their lives actually turned out...at 25, 45, and 55.



The screenshot shows the SAGE journals website interface. At the top, there is a search bar with the text 'Search all journals' and a magnifying glass icon, and a link for 'Advanced Search'. Below the search bar is the journal title 'Sociology' in a large, bold font, accompanied by a logo. Underneath the title are navigation tabs for 'HOME', 'ONLINEFIRST', and 'ALL ISSUES'. A line of text indicates 'Impact Factor: 1.348 | Ranking: Sociology 30 out of 138'. The main article title is 'Imagining a Gendered Future: Children's Essays from the National Child Development Study in 1969', with a small icon to its right. The author's name, 'Jane Elliott', is listed below the title, followed by her affiliation: 'Institute of Education, UK, [j.elliott@ioe.ac.uk](mailto:j.elliott@ioe.ac.uk)'. The 'Abstract' section follows, starting with a dotted line. The abstract text reads: 'This article uses material from a large sample of 11-year-old children's essays about their imagined lives at age 25 to explore the ways in which these children constructed a gendered identity and gendered future. These essays were written in 1969 as part of the National Child Development Study. The article provides a preliminary quantitative analysis of the themes within the children's essays and how these were patterned by gender and social class. It then goes on to consider the ways in which the children used gender as a resource to establish and maintain their own narrated identities. This article, therefore, aims to go beyond a simple description of the differences in the style and content of essays written by boys and girls from different social class backgrounds to conduct analysis which adopts the spirit of recent work on the performance of gender and class.' At the bottom of the page, there are several tags: 'children', 'class', 'essays', 'gender', 'identity', and 'NCDS'.

# Data Catalogue – conducting a search

Date from:  Date to:

[Refine date](#)

Topic:

Data Type:

Access:

Country:

[Reset filters](#)

Displaying 1 - 10 of 44 results for 'food' Page 1 of 5

Results per page:  Sort by:

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SN 852821 | [Consumer trust and traceability focus groups and survey](#)  
Elliott, C, Queen's University Belfast | Dean, M, Queen's University Belfast

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SN 852796 | [Making provisions: Anticipation in the UK food system](#)  
Donaldson, A, Newcastle University | Midgley, J, Newcastle University | Brice, J, London School of Economics and Social Science

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SN 854430 | [Food shopping in later life in Nottingham and Nottinghamshire 2014 - 2016](#)  
Towers, C, Nottingham Trent University | [Howarth, R, Nottingham Trent University](#)

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SN 853050 | [Older people's perceptions and experiences of strengths and vulnerabilities across the UK food system](#)  
[Wills, W, University of Hertfordshire](#)

# Finding Qualitative Data

The screenshot displays the UK Data Service website interface. At the top left is the UK Data Service logo. To the right is a search bar with the text "Search the site..." and a "Login to QualiBank" button. Below the logo is a navigation menu with links for "Find data", "Deposit data", "Learning hub", "Training and events", "About", "News", "Impact", "Help", and "Contact". The main content area is titled "Discover > QualiBank" and features a "QualiBank" section. This section includes a search bar with the text "Search our qualitative data and related resources" and a "GO" button. Below the search bar are links for "Reset filters", "Clear search", "Auto-complete" (checked), "Copyright", "Collections", and "Help". On the left side of the main content area, there is a list of filters with expandable options:

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

# QualiBank

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

typhoid

typhoid fever

typhoid and

typhoid \_

typhoid or

[Auto-complete](#)

[Copyright](#)

[Collections](#)

[Help](#)

Results per page:

Displaying 1-10 of 22 results

[1](#) [2](#) [3](#) [▶▶](#)



**Report: 1st Armoured Division Morale Report for period 1 May - 30 Sep 47**

SN7465 Morale and Home Intelligence Reports, 1941-1949

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

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



**Summary of the interview with Mildred Blaxter**

SN6226 Pioneers, 1996-2012

**Sex:** Female. **Age group:** 75-84. **Socio-economic status:** Higher managerial/admin/professional. **Region:** East of England.

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

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

Data Catalogue

Variable and question bank

• QualiBank

Collection title +

Resource type +

Open / Closed +

Date +

Sex +

Age group +

Socio-economic status +

Region +

# Interview with Mrs. Omison

discover  
variable and question bank  
QualiBank

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

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

## DETAILS

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



 [Additional metadata](#)

## INTERVIEW TRANSCRIPT

**R:** 149 Lee Gate, Harwood, Bolton.  
**I:** [And your marital status? You're a widow, are you?](#)  
**R:** Yes.  
**I:** [Can you tell me what year you were married?](#)  
**R:** June 18th, 1938.  
**I:** [And the year when you were born?](#)

create citation

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**Create citation**

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

**I:** [Where did they have the Maypole?](#)

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

**I:** [And you lived on there for quite a while didn't you?](#)

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

**I:** [Why did they make that move?](#)

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

**I:** [It wasn't because he changed his employer?](#)

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

**I:** [And at St. Osyth in Priory they used to have a Mayday do did they?](#)

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

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## RELATED RESOURCES

### Related external resources

[XML TEI Transcript](#)

[XML QuDEX metadata](#)

[Web Resource: Abstract of the Edwardians book](#)

### Related audio

[Audio extract from Interview with Mr. Keble](#)

[Audio extract from Interview with Mr Keble](#)

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

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

Cancel

1 extract selected

RETRIEVE CITATION

### Citation

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

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

#### Select the text above

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

#### Show preview of citation URL in action

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

girl? Helping

# Practical activity: Searching for data



# Examples of recent acquisitions

- SN 857447 [Qualitative Interview Data From "Beyond 'Left Behind Places'" Project, 2021-2024](#)
- SN 857500 [US Military Concrete Barriers in Iraq, 2003-2008](#)
- SN 853377 [The Intersectional Effects of Disability and Social Class on Early Adulthood, 2024](#)
- SN 857399 [Centre for Climate Change and Social Transformations: Car-Free Living Trials, 2024](#)
- SN 9255 [What Worked? Policy Mobility and the Public Health Approach to Youth Violence, 2021-2023](#)
- SN 857423 [Afterlives of Muslim Asia, 2022-2023](#)
- SN 857196 [EU Migrant Workers Living in the East of England Pre and Post Brexit, 2015-2022](#)
- SN 857420 [Atmospheres of \(Counter\)Terrorism in European Cities: UK Interviews Transcripts, 2021-2023](#)
- SN 9273 [Care in the Time of COVID, 2020](#)
- SN 855007 [Girlhood and Later Life: Girls Growing Up in Britain 1954-1976 and the Implications for Later-Life Experience and Identity, 1939-2020](#)
- SN 857285 [Care-Experienced Graduates Decision-Making, Choices, and Destinations, 2021-2024](#)
- SN 857315 [Plastic Packaging in People's Lives: Consumer Insights, 2021-2022](#)
- SN 857139 [How Do Autistic Adults Conceptualise and Recover From Intimate Violence and Abuse, 2021-2023](#)
- SN 857252 [Veganism and Religion: Interviews, Diaries, and Field Notes Exploring the Understandings and Experiences of Faith Vegans in the UK, 2021](#)
- SN 857105 [The Effect of Gig Economy Work: Interviews with Platform Workers, 2020-2021](#)

# Accessing Data

## Access Options



### OPEN

Available for download/online access under open licence without any registration



### SAFEGUARDED

Available for download / online access to logged-in users who have registered and agreed to an End User Licence; special agreements (e.g. depositor permission or approved researcher); embargo for fixed time period



### CONTROLLED

Available for remote or safe room access to authorised and authenticated users whose research proposal has been and who have received training

# Data access

- If you are at a UK University, you can use your own institutional username and password to log in and register with the UK Data Service.
- If you are not at a UK University you will have to [apply](#) for a UK Data Archive username and password.

# Accessing data: registration

- Click on the 'login' link on the UK Data Service homepage
- Click on 'login to the UK Data Service'
- Find your University (or UK Data Archive) in the list of institutions and proceed to the login page
- Enter your login details
- Complete the registration form as a new user
- Accept the End User Licence
- Use the download/order link for the dataset you wish to access and create a project description
- Download the data in your chosen format

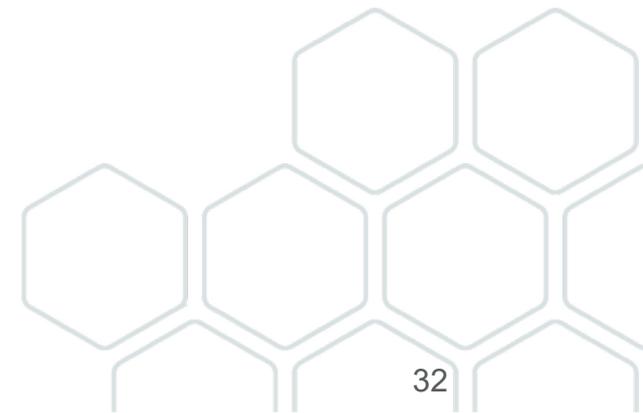
# How to download data

Details [Access data](#)

## Details

<b>Title:</b>	Qualitative Interview Data From "Beyond 'Left Behind Places'" Project, 2021-2024
<b>Study number (SN):</b>	857447
<b>Access:</b>	These data are <a href="#">safeguarded</a>
<b>Persistent identifier:</b>	<a href="#">10.5255/UKDA-SN-857447</a>
<b>Data creator(s):</b>	MacKinnon, D, Newcastle University <a href="#">Velthuis, S, Newcastle University</a> <a href="#">Pike, A, Newcastle University</a> <a href="#">Tomaney, J, University College London</a>

# Practical activity: Download Data



# Getting started

Orient yourself to the original research project

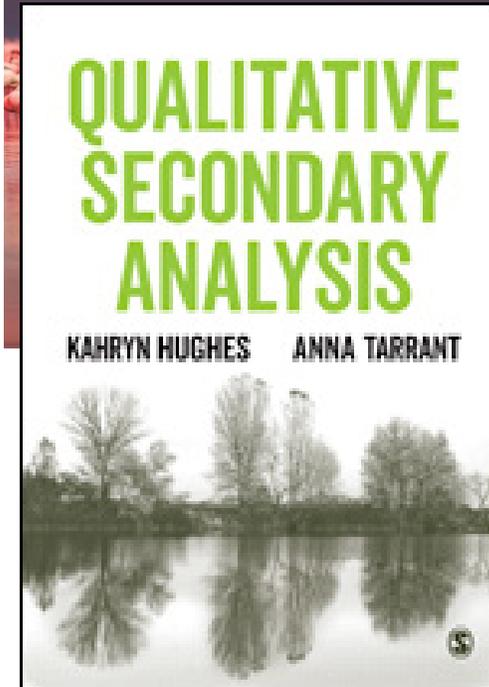
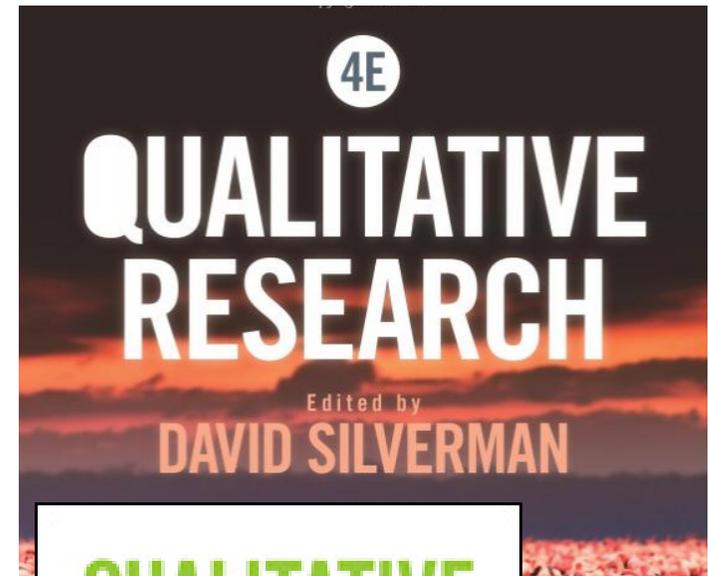
- Documentation and metadata.

Understand the structure of the original data

- Context – at 3 levels.
- Sampling and recruitment.

Become familiar with the project data as a whole

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



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

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

# Examples of qualitative documentation

- Interview topics, guides, prompts, or cue cards
- Blank consent form, participant information sheet, or call for recruitment
- Sampling strategy
- Instructions for research team
- Extracts from published work on methodology
- Funding applications or ethics proposal
- End of award reports
- Research meeting minutes
- Field notes/memos that form analysis
- Draftwork of initial analyses
- Codebooks or coding scheme
- Project websites...

# User Guide

2 / 101

## Appendix A Interview topic guide

### EXPLORING ATTITUDES TO GENETICALLY MODIFIED (GM) FOODS INTERVIEW TOPIC GUIDE

**Research Objectives**

The interviews have three key objectives:

1. To explore respondents' views about and attitudes towards GM food
2. To explore why respondents have those views and attitudes
3. To understand what respondents consider to be the risks and benefits of GM foods

*As this is an exploratory study, we wish to encourage participants to discuss their views and experiences in an open way without excluding issues which may be of importance to individual participants and the study as a whole. Therefore, unlike a survey questionnaire or semi-structured interview, the questioning (and the language and terminology used) will be responsive to respondents' own experiences, attitudes and circumstances.*

*The following guide does not contain pre-set questions but rather lists the key themes and sub-themes to be explored with each participant. It does not include follow-up questions like 'why', 'when', 'how', etc. as participants' contributions will be fully explored throughout using prompts and probes in order to understand how and why views, behaviours and experiences have arisen. The order in which issues are addressed, and the amount of time spent exploring different themes, will vary between participants according to individual demographics and circumstances.*

*Interview materials (sheets A, B and C) are to be used in conjunction with this discussion guide. The purpose of these materials is to facilitate participants' reflection on the subject, and they will be used flexibly to achieve this.*

Bookmarks

- SN 6616 User Guide
  - Interview Topic Guide
  - Consent Form
  - Sample Profile
- Final Report: Exploring Attitudes to ...

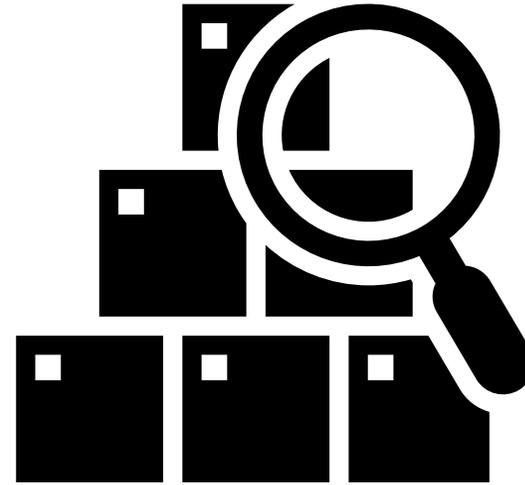
# Data List

Study Number 6616  
Attitudes to Genetically Modified Foods, 2009  
Sheldon, R.

Interview ID	Age	Gender	Occupation	Marital Status	Number of Children	Interview Summary	No of Pages	Text File Name
p6240_interview_a	41	Female	Healing - alternative therapies	~	5 year old boy	Shopping and cooking habits; food safety; GM organic; affects on our body, digesting chemicals; messing with nature linked with cancer & illnesses; genetically modified food and its effects; animal testing; knowledge and awareness; food preparation-microwave, tinned versus GM.	32	6616int01
p6240_interview_aa	~	Female	Business development manager for a chemical supply company	Co-habiting	none	Shopping and cooking habits; grows own vegetables for better flavour; source of food; food preservatives; agrees with modifying crops but not additives and preservatives; cross pollination; GM education; risks and benefits; provision of public information.	37	6616int02
p6240_interview_b	~	~	Zoology student	Single	none	Shopping and cooking habits; food safety; use of pesticides and impact on environment; provision of public information; risks and benefits.	31	6616int03
p6240_interview_bb	61	Female	Council employee - housing	Married	two	Shopping and cooking habits; food safety; preservatives, additives and allergies; attitudes towards GM food, mistrust; risks and benefits; provision of public information.	29	6616int04
p6240_interview_c	~	Male	Retired head of faculty, science and technology	Married	two	Shopping and cooking habits; food safety; organic food; additives, animal testing; preservatives and allergies; provision of public information; risks and benefits.	29	6616int05



# Practical activity: Documentation



# Useful tips – advice for new users

We have webpages for new users that provide information on

- how to find data with our search application – Data Catalogue
- how to register and access data
- what kinds of data we hold
- how you can get in touch.

<https://ukdataservice.ac.uk/help/>

# Get connected

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

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

<https://x.com/UKDataService>

@UKDataService

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

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

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

# Upcoming events

## Recurring Workshops:

- Data management basics
- Ethical and legal issues in data sharing.
- Introduction to copyright: Copyright and publishing.
- Getting started with secondary analysis.
- Consent issues in data sharing.
- Computational social science drop-in.
- Data documentation.
- Depositing your data with ReShare.
- Safe researcher training.

For more information and registration, see our [Events Page](#)

# Other resources

- Workshops and user meetings (check our news and events pages).
- Provide advice on research data management planning and preservation.
- Have you used our data in a publication or in the classroom? Please tell us about it. We will add your bibliographic citation to Discover and we can help to promote and demonstrate the impact of your research or teaching by featuring you in a Case Study.
- Got a query? See our help pages and FAQs.

# Thank you.

Maureen Haaker

[mahaak@essex.ac.uk](mailto:mahaak@essex.ac.uk)