Introduction to the UK Data Service (webinar)

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Roadmap

• overview UK Data Service and data holdings
• finding and accessing data
• exploring data online
• user support and resources
UK Data Service

http://www.ukdataservice.ac.uk
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/newsitem/?id=3494
Who is it for?

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

ukdataservice.ac.uk
What does the UK Data Service do?

• put together a collection of the most valuable data and enhance that over time

• preserve data in the long term for future research purposes

• make the data and documentation available for reuse

• provide data management advice for data creators

• provide support for users of the service

• information about the use to which data are put

• easy access through a website - ukdataservice.ac.uk
What do users do with the data?

- comparative research, restudy or follow-up study
- re-analysis/secondary analysis
- research design and methodological advancement
- replication of published statistics
- teaching and learning
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
Types of data collections

• Survey microdata
  - cross-sectional
  - Panel/ Longitudinal
  - International microdata

• Aggregate statistics
  - International macrodata

• Census data
  - Aggregate data for 1971 - 2011

• Qualitative and mixed methods data
  - in-depth interview transcripts, diaries, anthropological field notes, answers to open-ended survey questions, audio-visual recordings and images (mixed methods: combined with numeric data)
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

**Census**
- Census data 1971 – 2011

**Business**
- microdata

**Qualitative**
- range of multimedia qualitative data sources
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

The population census is a vital resource for social scientific research and policy development, providing a snapshot of demographic and social life in the UK that helps inform government...
Key data - UK surveys

- General Lifestyle Survey (General Household Survey)
- Labour Force Survey
- Health Survey for England/Wales/Scotland
- Living Costs and Food Survey (Expenditure and Food Survey)
- Crime Survey for England and Wales (British Crime Survey)
- Family Resources Survey
- Opinions and Lifestyle Survey (ONS Opinions Survey, ONS Omnibus Survey)
- English Housing Survey (Survey of English Housing)
- British Social Attitudes Survey
- National Travel Survey
Benefits of the large-scale government data

• good quality data
  - produced by experienced research organisations
  - usually nationally representative with large samples
  - good response rates
  - very well documented

• continuous data
  - allows comparison over time
  - data is largely cross-sectional

• hierarchical data
  - intra-household differences
  - household effects on individuals
Example - Skills utilisation in British workplaces

Skills used in job (2006) compared to 5 years ago

- Increased: 54.3%
- No change: 36.4%
- Decreased: 9.0%
- N/A: 0.3%

How learned increased skills

<table>
<thead>
<tr>
<th>How learned increased skills</th>
<th>Men</th>
<th>Women</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>My supervisor taught me on-the-job</td>
<td>28.6</td>
<td>36.3</td>
<td>32.5</td>
</tr>
<tr>
<td>I learned by watching others at work</td>
<td>24.2</td>
<td>22.1</td>
<td>23.1</td>
</tr>
<tr>
<td>I learned at work through trial and error</td>
<td>11.5</td>
<td>12.4</td>
<td>13.5</td>
</tr>
<tr>
<td>I did one or more courses of training or education</td>
<td>15.9</td>
<td>11.2</td>
<td>12.2</td>
</tr>
<tr>
<td>I learned by being helped by colleagues at work</td>
<td>11.7</td>
<td>12.7</td>
<td>12.0</td>
</tr>
<tr>
<td>I learned with the aid of manuals, books, videos or on-line materials</td>
<td>2.4</td>
<td>1.1</td>
<td>1.7</td>
</tr>
<tr>
<td>I learned extra skills through leisure activities</td>
<td>0.1</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>I already had extra skills, but now they are more fully utilised</td>
<td>4.4</td>
<td>3.0</td>
<td>3.7</td>
</tr>
<tr>
<td>Other</td>
<td>1.9</td>
<td>1.1</td>
<td>1.2</td>
</tr>
<tr>
<td>Total</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Data source: 2006 Skills survey (SN 6004)
Key data - longitudinal data

- 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)
- Growing Up in Scotland (GUS)
- Life Study
Longitudinal data

- Longitudinal surveys involve repeated surveys of the same individuals at different points in time.
- Allow researchers to analyse change at the individual level.
- More complex to manage and analyse.
The UK Household Longitudinal Study

• started in 2009: UKHLS or ‘Understanding Society’ ; First data: 2010

• 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)
British Birth Cohort Studies

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

• National Child Development Study follows a cohort born in a single week in 1958 - data collected at birth & ages 7, 11, 16, 23, 33, 41-42, 50 (7 Up TV series), and 55

• 1970 British Cohort Study follows a cohort born in a single week in 1970 - data collected around birth & ages 5, 10, 16, 26, 29, 34, 38, and 42

• Millennium Cohort Study focuses on children born in 2000/2001 - sweeps at 9 months, 3, 5, 7 and 11 years

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

International data is split into two types of data:

- **Aggregate or macrodata**
  … data that has been aggregated to a country or regional level. This type of data is typically produced by inter-governmental organisations like the UN or World Bank. All the aggregate databanks contain time series data.

- **Survey or microdata**
  … data about individuals. This type of data is typically produced by an organisation in the academic sector and looks at values and attitudes.
International macrodata

- time series data aggregated to country/region
- regularly updated
- international governmental organisations (IMF, OECD, IEA, World Bank)
- wide range of socio-economic topics
International data themes

Databanks cover:

- economic performance and development
- trade, industry and markets
- employment
- demography, migration and health
- governance
- human development
- Social expenditure
- education
- science and technology
- land use and the environment
International data - examples

- Africa Development Indicators

- World Bank
World Development Indicators

- OECD
Education Statistics

“The primary school completion rate for eight Sub-Saharan countries (Benin, Burkina Faso, Chad, Guinea, Madagascar, Malawi, Mozambique and Niger) more than doubled between 1990 and 2009.”

### Table X.1
Typical graduation ages in tertiary education

<table>
<thead>
<tr>
<th>Country</th>
<th>Tertiary-type B (ICED 3B)</th>
<th>All programmes</th>
<th>Tertiary-type A (ICED 1A)</th>
<th>Advanced research programmes (ICED 6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australia</td>
<td>a</td>
<td>20-21</td>
<td>22-23</td>
<td>24</td>
</tr>
<tr>
<td>Austria</td>
<td>a</td>
<td>22</td>
<td>23</td>
<td>a</td>
</tr>
<tr>
<td>Belgium</td>
<td>m</td>
<td>m</td>
<td>m</td>
<td>m</td>
</tr>
<tr>
<td>Czech Republic</td>
<td>a</td>
<td>22</td>
<td>24</td>
<td>a</td>
</tr>
<tr>
<td>Denmark</td>
<td>a</td>
<td>22-24</td>
<td>25-26</td>
<td>27-29</td>
</tr>
<tr>
<td>Finland</td>
<td>a</td>
<td>25-29</td>
<td>25-29</td>
<td>30-34</td>
</tr>
<tr>
<td>France</td>
<td>a</td>
<td>21-22</td>
<td>23-24</td>
<td>25</td>
</tr>
<tr>
<td>Germany</td>
<td>a</td>
<td>25</td>
<td>26</td>
<td>a</td>
</tr>
<tr>
<td>Greece</td>
<td>a</td>
<td>21-23</td>
<td>22-24</td>
<td>24</td>
</tr>
<tr>
<td>Hungary</td>
<td>a</td>
<td>22-24</td>
<td>23-26</td>
<td>26-27</td>
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<tr>
<td>Iceland</td>
<td>a</td>
<td>28</td>
<td>23</td>
<td>29</td>
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<td>Ireland</td>
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<td>21</td>
<td>23</td>
<td>24</td>
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<td>Italy</td>
<td>a</td>
<td>23</td>
<td>28-28</td>
<td>28-27</td>
</tr>
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<td>Japan</td>
<td>a</td>
<td>22</td>
<td>24</td>
<td>a</td>
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<td>22</td>
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<td>Netherlands</td>
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<td>New Zealand</td>
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<td>m</td>
<td>m</td>
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<td>Norway</td>
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<td>m</td>
<td>m</td>
<td>m</td>
</tr>
<tr>
<td>Poland</td>
<td>m</td>
<td>24</td>
<td>m</td>
<td>m</td>
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<tr>
<td>Slovak Republic</td>
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<td>m</td>
<td>m</td>
<td>m</td>
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<td>Spain</td>
<td>a</td>
<td>m</td>
<td>m</td>
<td>m</td>
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<tr>
<td>Sweden</td>
<td>a</td>
<td>23-25</td>
<td>25-26</td>
<td>a</td>
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<tr>
<td>Switzerland</td>
<td>a</td>
<td>23-26</td>
<td>23-26</td>
<td>a</td>
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<tr>
<td>Turkey</td>
<td>m</td>
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<td>m</td>
<td>m</td>
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<tr>
<td>United Kingdom</td>
<td>a</td>
<td>21</td>
<td>23</td>
<td>24</td>
</tr>
<tr>
<td>United States</td>
<td>a</td>
<td>21</td>
<td>23</td>
<td>24</td>
</tr>
</tbody>
</table>
Example from UN COMTRADE, 2008

French snail imports

Trade value, US$ thousands

Greece
Romania
Turkey
Poland
Belgium
Hungary
Czech Rep.
Indonesia
Lithuania
Cyprus
Bulgaria
Italy
Madagascar
Syria
United Kingdom

Graph: Celia Russell
International micro data

Data Service holds, and guides users towards accessing, several key international survey datasets, including:

- European Foundation for the Improvement of Living and Working Conditions datasets (Eurofund collection)
- European Social Survey (ESS)
- International Social Survey Programme (ISSP)
- European and World Values Surveys (EVS, WVS)
- European Election Study (EES)
- Young Lives (YL)
- Eurobaromters (EB); other regional Barometers such as: Afrobarometer, Arab Barometer, AsiaBarometer, Asian Barometer, New Baltic Barometer, New Democracies Barometer, New Europe Barometer, New Korea Barometer, New Russia Barometer
Example - To what extent is religion important to you?

The World Values Survey, for example, reveals the extent to which people believe religion is important to them. In 36 out of 56 surveyed countries religion is 'very or rather important' to the majority of its people - regardless of the type of faith they believe in. In almost a quarter of the countries almost the entire population emphasises the prominence of religion (see graph below). At the lower end of the spectrum are Japan and China with about 20 per cent agreeing to religion being important compared to 100 per cent agreeing in Egypt and Jordan.

Data source: 2005-2008 World Values Survey
Key data - qualitative data

Some popular datasets:

- Family Life and Work Experience Before 1918, 1870-1973
- Affluent Worker in the Class Structure: a Digitised Sample of the Luton Study, 1961-1962
- Health And Social Consequences Of The Foot And Mouth Disease Epidemic In North Cumbria, 2001-2003
Qualitative data

The UK Data Service collections contain examples from a range of qualitative methods including:

- interview transcripts
- visual data
- focus groups
- essays
- diaries
- online data
- observation notes
- documents
- audio data
- newspaper clippings

etc.

Interview transcripts are the most commonly deposited qualitative data with the UK Data Archive.

Most contemporary data is deposited in a digital form, but we also hold (and sometimes digitise) legacy data which is a paper (handwritten or typewritten) format.
Teachers at a comprehensive school on the Isle of Sheppey were asked to set a particular essay to those pupils who were students in English lessons about ten days before they were due to leave school. The students were asked 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.

**The resulting data:** 142 handwritten essays in 1978 by school leavers aged 15 and 16 years old.
Qualitative data

Example – How can the data be used?

Living and Working on Sheppey, Dawn Lyon and Graham Crow
• digitised the original 1978 handwritten data
• repeated the same 1978 exercise in 2009/2010 and collected 110 essays
• coded and compared the data across time

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.

Example analysis of the career aspirations of Sheppey’s young people

“It was hard finding a job, I failed a few chances, but eventually got what I wanted locally, a craft apprenticeship” (Essay number 27, 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 number 61, female)
Key data - UK census data

- 1971-2011 census data
- gold standard
- used as baseline for other statistics
- detailed combinations of characteristics
- small geographies
- census outputs
  - Aggregate data
  - Boundary data
  - Flow data
  - Microdata
- restricted to UK higher/further education staff and students, except for the microdata
Topics

- age
- sex
- health
- religion
- ethnicity
- caring
- travel to work
- household composition
- housing
- car ownership
- employment
- education
- national identity
- second homes
- intention to stay
Business microdata

- ONS conducts a range of business surveys
- Majority are collected under statute and are compulsory
- Some data for most business organisations in the UK
- Data are divided into ‘reporting units’, ‘enterprises’ and ‘local units’
- Postcode-level, low-level geographies
- Business data can be linked together
Business survey areas

- Innovation, research and development
- Earnings and skills
- Productivity and industrial relations
- International trade and foreign direct investment
- Environment
Key data - business microdata

- E-Commerce Survey, 2000-2012
- Annual Survey of Hours and Earnings 1997-2013
- New Earnings Survey (1975-2002)
- Occupational Pension Scheme Survey 2006-2013
- Monthly Wages and Salaries Survey 2000-2013
- National Employer Skills Survey 2007-2009
- Annual Respondents Database 1973-2008 (ARD) and Annual Business Survey 2008-2013 (ABS)
- Business Structure Database 1997-2014 (BSD)
- Quarterly Fuels Inquiry, 1993-2008
Finding data
Data catalogue search

http://discover.ukdataservice.ac.uk/
Variable and question search

Variable and question bank

Search and browse variables and questions from survey datasets.
Variable and question search – my variables
### Variable and question search – my variables

#### Variable and question bank

<table>
<thead>
<tr>
<th>Variable</th>
<th>Question text</th>
<th>Responses</th>
<th>Remove</th>
</tr>
</thead>
<tbody>
<tr>
<td>SlurSp</td>
<td>Have you had a sudden attack of slurred speech or difficulty in finding words in the last twelve months?</td>
<td>1: Yes (174), 2: No (8427)</td>
<td>Remove</td>
</tr>
<tr>
<td>slursp</td>
<td>Have you had a sudden attack of slurred speech or difficulty in finding words in the last twelve months?</td>
<td>1: Yes (273), 2: No (12270)</td>
<td>Remove</td>
</tr>
<tr>
<td>SlurSp</td>
<td>Question text</td>
<td>1: Yes (160), 2: No (6640)</td>
<td>Remove</td>
</tr>
<tr>
<td>slursp</td>
<td>Question text</td>
<td>1: Yes (353), 2: No (14403)</td>
<td>Remove</td>
</tr>
</tbody>
</table>

**Survey**
- Health Survey for England, 2011
- Health Survey for England, 2006
- Health Survey for England, 2004
- Health Survey for England, 2003
Search data by theme

UK Data Service has web pages to aid researchers looking specifically for data on particular themes:

**Ageing**
Ageing is the accumulation of a wide range of changes experienced by a person over time, including physical, psychological, and social factors. In particular, given the rise in life expectancy, there has been increasing focus on the social factors of ageing e.g. longer working hours, pensions, issues related to health and quality of life. Equally, social inequalities caused by increasing longevity also raise a complex set of challenges for policy makers. The UK Data Service holds a variety of data collections related to ageing, from key government and longitudinal surveys to international indicators and qualitative historical interviews.

**Crime and social control**
"Crime" encompasses a wide range of issues that lie within the remit of several academic disciplines, including sociology, psychology, law and economics. As a theme, crime may cover various topics, ranging from contemporary concerns over youth gangs and anti-social behaviour, through ‘white collar’ and corporate crime, including crimes against the environment, to serious violence. Crime-related data held by the UK Data Service include not only national crime surveys (which themselves cover diverse issues such as identity theft and alcohol-related disorder in the night-time economy) but also illegal drug use, workers in the criminal justice system, football hooliganism and community policing in Africa.

**Education**
Education is a key factor in shaping an individual’s life chances. It not only determines later employment chances, but also living and housing conditions, nutrition and health, participation in social life, friends and...

[ukdataservice.ac.uk/get-data/themes.aspx](ukdataservice.ac.uk/get-data/themes.aspx)
Data access
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)
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
Download and order

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

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.

ukdataservice.ac.uk/get-data/how-to-access/downloadorder.aspx
Data access conditions

- End User Licence (EUL)

- Special Conditions (SC)

- Special Licence (SL)
  - ONS - Approved Researcher Status
    (SL September 2005 - April 2008)
  - Other depositors - SL (e.g. ISER, CLS)

- Secure Lab Data access (UK researchers only!)
  - Approved Researcher
  - Training
  - Password and username
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…”
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

• The 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

- Secure access to data that are too detailed, sensitive or confidential to be made available otherwise.

- Data cannot be downloaded, researchers analyse the data remotely from their institutional desktop or in a safe room.

- We provide access to statistical and office software to make remote analysis and collaboration secure and convenient.
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

Become a member

The service is available to researchers at UK institutions of higher or further education.

Restriction: Secure Lab funded by the ESRC to provide access to academic researchers in the UK
Secure Lab data access – Example


- 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
Exploring data online
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)
MCS - Parenting skills
GHS - Age started smoking (using Nesstar)
BSA - Pay gap

Variable IncomGap: R say that the gap between those

Literal question:
Thinking of income levels generally in Britain today, would you say that the gap between...

<table>
<thead>
<tr>
<th>Values</th>
<th>Categories</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
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<td>1</td>
<td>too large</td>
<td>1797</td>
<td>79.3%</td>
</tr>
<tr>
<td>2</td>
<td>about right</td>
<td>360</td>
<td>15.9%</td>
</tr>
<tr>
<td>3</td>
<td>too small</td>
<td>51</td>
<td>2.2%</td>
</tr>
<tr>
<td>8</td>
<td>Don’t know</td>
<td>58</td>
<td>2.6%</td>
</tr>
<tr>
<td>9</td>
<td>Refusal</td>
<td>1</td>
<td>0.0%</td>
</tr>
<tr>
<td>-7</td>
<td>off route due to corrupt sample file</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>-2</td>
<td>Skip, version C</td>
<td>1148</td>
<td></td>
</tr>
</tbody>
</table>

Summary statistics:
Valid cases: 2267
Missing cases: 1154
This variable is numeric

Universe:
Versions A and B: Ask all
Each year the British Social Attitudes series feeds data into International Social Survey Programme allowing international comparisons.
GHS - Time series (Nesstar)
Mapping (Nesstar) – Sunburn by GOR

Dataset: Opinions and Lifestyle Survey, November 2013

How many times did you UK this summer? did get sunburn (up to >10 times) - Government Office Region: Categories

% of valid
- 4.9 - 7.1
- 7.1 - 9.2
- 9.2 - 11.4
- 11.4 - 13.6

Use your mouse to draw a rectangle to zoom in. Hover the mouse pointer over geographical units for more information. Click in geographical unit to drill down.
Proportion of seats held by women in national parliaments (%)

International macrodata

Download the series you want from the appropriate online tool: Beyond 20:20, UKDS.Stat or IMF eLibrary.

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>FLOW (Mt of CO2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>CO2 Sectoral Approach</td>
<td>16,508.97</td>
<td>17,102.58</td>
<td>17,640.56</td>
<td>18,106.30</td>
<td>18,670.12</td>
<td>19,312.73</td>
<td>19,716.54</td>
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<tr>
<td>Main activity electricity and heat production</td>
<td>4,414.60</td>
<td>4,636.57</td>
<td>5,002.44</td>
<td>5,123.59</td>
<td>5,280.90</td>
<td>5,306.56</td>
<td>5,112.56</td>
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<tr>
<td>Main activity electricity plants</td>
<td>3,774.62</td>
<td>3,950.14</td>
<td>4,031.00</td>
<td>4,192.99</td>
<td>4,259.66</td>
<td>4,320.90</td>
<td>4,302.50</td>
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<td>Main activity CHP plants</td>
<td>615.59</td>
<td>641.01</td>
<td>675.00</td>
<td>691.17</td>
<td>725.10</td>
<td>748.93</td>
<td>775.09</td>
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<tr>
<td>Main activity heat plants</td>
<td>23.52</td>
<td>24.47</td>
<td>23.36</td>
<td>23.87</td>
<td>30.91</td>
<td>29.60</td>
<td>31.47</td>
</tr>
<tr>
<td>Own use in electricity, CHP and heat plants</td>
<td>0.07</td>
<td>0.36</td>
<td>1.56</td>
<td>1.63</td>
<td>1.61</td>
<td>1.40</td>
<td>2.51</td>
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<tr>
<td>Unallocated emissions</td>
<td>320.58</td>
<td>331.28</td>
<td>307.85</td>
<td>324.90</td>
<td>322.03</td>
<td>296.23</td>
<td>337.75</td>
</tr>
</tbody>
</table>
Exploring census data

Explore census data

Census data can be accessed using a number of different tools.

- **Boundary Data Resources: Easy Download**
  Quick access to a set of the most frequently requested boundary datasets.

- **Boundary Data Selector**
  Download the boundaries you want, for the area you want, in the format you want.

- **Boundary Metadata Viewer**
  This facility allows users to search for and view metadata records associated with the census geographic datasets.

- **Casweb**

- **GeoConvert**
  GeoConvert is a geography matching and conversion tool. GeoConvert allows users to obtain and manipulate complex geographical and postcode data in a straightforward way.

- **InFuse**
  Access 2001 Census aggregate data for England and Wales by selecting
Example census data - religion

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
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 of groups of people. They involve data collection at regular intervals through the lifespan of the cohort. Such data can be used to inform policy and practice in many areas of society where longitudinal data are under-used to research speech, language and communication. Findings from the birth cohorts conducted at the SLC, for example, demonstrate the factors associated with risk and recovery in the early development of children.

The webinar will demonstrate how the ESRC-funded events in 2015-16 were used to inform policy and practice. In this webinar, we seek to engage with researchers, practitioners, policy-makers and others interested in shaping upcoming events. Speakers include James Law, Newcastle University, and Wendy Lee, The Communication Trust. The webinar is facilitated by the UK Data Service through which the birth cohort dataset can be accessed.

- Introducing the new HASSET interface
- Data management basics
- Finding and accessing data in the UK Data Service
- An introduction to data on education
- Key data: Key surveys (national and cross-national)
- 2011 Census - aggregate data
- Open geographies and open software - using open UKDS Census Support datasets in open source GIS software
- Introduction to the UK Data Service
- Born talking: Using birth cohort data about speech, language and communication to inform policy and practice
- 2011 Census - Flow Data
- An introduction to data and resources for librarians
- ReShare - the new data repository of the UK Data Service
- UK Data Service: an introduction to data on ageing
- New and easier ways of working with aggregate data and geographies from UK censuses webinar
- An introduction to the UK Data Service: resources for postgraduates
- Showcasing the UK Quali Bank online browsing system for qualitative data

ukdataservice.ac.uk/news-and-events/webinars.aspx
Case studies

Data in use

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

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

ukdataservice.ac.uk/use-data/data-in-use.aspx
Managing and sharing data

Prepare and manage data

"Good data habits from the moment you start planning your research"

Data created from research are valuable resources that can be used and reused for future scientific and educational purposes.

Good data management practices are essential in research, to make sure that research data are of high quality, are well organised, documented, preserved and accessible and their validity controlled at all times. This results in efficient and excelling research. Well managed data are easily shared and can thus be used for new research or to duplicate and validate existing research.

Data management needs to be planned early on in research, so that practices can be implemented throughout the research cycle.
Teaching resources

Teaching with data

"Real data bring learning to life"

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

ukdataservice.ac.uk/use-data/teaching.aspx
Teaching datasets in Discover

- Discover
  - Variable and question bank
    - Type
      - Data collections (52)
      - Case studies (0)
      - Series (3)
      - ESRC outputs (0)
      - Support/how to guides (0)
      - Census data (2)
    - Subject +
    - Date +
    - Data type
      - Teaching data (52)
      - UK Survey data (4108)
      - Cohort and longitudinal studies (379)
      - Historical data (553)
      - Time series (441)
      - Qualitative and mixed methods

SEARCH RESULTS

Displaying 1-10 of 52 results

   University of Manchester, Cathie Marsh Centre for Census and Survey Research, ESDS Government
   + Full record...
   - Explore online

2. SN 7156 Living Costs and Food Survey, 2010: Unrestricted Access Teaching Dataset
   University of Manchester, Cathie Marsh Centre for Census and Survey Research, UK Data Service
   + Full record...
   - Explore online

3. SN 6968 Welsh Health Survey, 2010: Teaching Dataset (Adults)
   National Centre for Social Research
   + Full record...
   - Explore online

UK Data Service
Teaching resource: Interview methods

"Illustrating interview methods using our extensive data collection"

Interviewing is a frequently used method in social research with its suitability being entirely dependent on the particular research question. Qualitative interviewing is generally distinguished from questionnaire-based interviewing, even if the form of communication, such as face-to-face conversation, may be the same.

This teaching resource provides instructors and students with materials designed to assist in teaching qualitative interviewing.

The UK Data Service has created this resource to illustrate interview methods using its extensive data collection held as part of the UK Data Archive holdings, and, in particular, to assist instructors who have limited research materials of their own.

The resource provides brief summaries of several different interviewing techniques and each summary is accompanied by full transcripts or excerpts and the interview schedule (or guidance notes). It concludes with selected references and practical suggestions for building on the material in teaching.
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.

- How do I log into the UK Data Service?
- How do I log into the Secure Lab?
- How do I obtain a username and password?
- Am I outside the UK, can I use your data?
- 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

ukdataservice.ac.uk/help/faq.aspx
Contact

• Helpdesk:

  ukdataservice.ac.uk/help/get-in-touch
  Tel: 01206 872143

• Subscription emails, facebook, twitter and youtube:

  to subscribe to UK Data Service emails: www.jiscmail.ac.uk/cgi-bin/webadmin?A0=UKDATASERVICE

  to follow UK Data Service on Twitter: @UKDataService

  Facebook

  Youtube:  www.youtube.com/user/UKDATASERVICE
Questions?