Key Data: Longitudinal Surveys

Beate Lichtwardt
UK Data Archive/ UK Data Service
University of Essex

Webinar, 22 March 2016
Can you hear us?
Can you hear us?

If not:

• check your volume and that your speaker/headset is plugged in

• you can call the phone number that is included in your email invitation to listen to this webinar
Roadmap

Who
… are we?

Which
… longitudinal data are available via the UK Data Service?

How
… to find and access data, resources and help?
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 (7,000 datasets)

• support, training and guidance

(listen to the recorded webinars at /ukdataservice.ac.uk/news-and-events/webinars.aspx)
Who is it for?

- academic researchers and students
- government analysts
- charities and foundations
- business consultants
- independent research centres
- think tanks
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/ mixed methods data
  - in-depth interview transcripts, diaries, anthropological field notes, answers to open-ended survey questions, audio-visual recordings and images
<table>
<thead>
<tr>
<th>Key data</th>
<th>UK Surveys</th>
<th>Longitudinal</th>
<th>International</th>
<th>Qualitative</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>large-scale government funded surveys</td>
<td>major UK surveys</td>
<td>multi-nation aggregate</td>
<td>range of multimedia</td>
</tr>
<tr>
<td></td>
<td></td>
<td>following individuals</td>
<td>aggregate databanks</td>
<td>qualitative</td>
</tr>
<tr>
<td></td>
<td></td>
<td>over time</td>
<td>and survey data</td>
<td>and mixed methods data</td>
</tr>
<tr>
<td>Census</td>
<td>Census data 1971 – 2011</td>
<td>Business microdata</td>
<td>Administrative records</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>for admin. data, for</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>which ADRN has</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>negotiated researcher</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>access</td>
<td></td>
</tr>
</tbody>
</table>
Key data

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

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

- Discover data from longitudinal studies
- Discover case studies relating to longitudinal studies

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

British Household Panel Survey
The British Household Panel Survey (BHPS) was carried out by the Institute for Social and Economic Research (ISER) from 1991-2000 (Wave 1-13), from Wave 14 onwards by the National Centre for Social Research (NCSR). BHPS is an in-depth panel study of the same 4500 households in the UK.
Longitudinal data

- Longitudinal surveys involve repeated surveys of the same individuals at different points in time.
- Large samples, nationally-representative.
- New respondents are added regularly to keep numbers up.
- Allow researchers to analyse change at an individual level.
- More complex to manage and analyse.
Longitudinal data – some examples

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

The CLS Cross-Cohort Research Programme looks at intergenerational transmission of advantage and disadvantage from two angles: healthy behaviours and social mobility.

---

News

Premature babies 'more likely' to earn less as adults
2nd September 2015

Children who are born prematurely not only tend to perform worse academically but also appear to accumulate

Events

Bullying Experience and Effects: UK Evidence
9th November 2015 9:30 to 12:00

This seminar provides the latest evidence from the CLS cohort studies on who is at greatest risk of being bullied, and what the lifelong effects can be. Aimed at Anti-Bullying

www.cls.ioe.ac.uk
Informing policy

Children need more opportunities to get active in winter, new study finds
10th March 2016

Children are not active enough in the autumn and winter months, and spend too much time sitting indoors compared to other times of the year.

Decades of educational expansion ‘had little effect on social mobility’
16th March 2016

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

Poorer children nearly three times as likely to be obese, new study finds
11th December 2015

New findings from the Millennium Cohort Study have questioned why poorer children are at higher risk of obesity compared to their better-off peers.
British Birth Cohort Studies (CLS)

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

• National Child Development Study follows a cohort (17,000) born in a single week in 1958 - data collected at birth & ages 7, 11, 16, 23, 33, 42, 46, 50 (7 Up TV series) and 55; add. biomedical survey (9,000) at age 45

• 1970 British Cohort Study follows a cohort (17,000) born in a single week in 1970 - data collected around birth & ages 5, 10, 16, 26, 30, 34, 38, and 42 – next: biomedical follow-up at 46 (2016/17)

• Millennium Cohort Study focuses on children born in 2000/2001 (19,000) - sweeps at 9 months, 3, 5, 7 and 11 years; age 14 survey currently carried out (2015/16) - next: 17 (2018)

wide range of social, economic, health, medical and psychological issues
Birth cohort studies (CLS)

National Child Development Study (1958)
  • has become a unique resource for investigating social mobility and the impact on later life of childhood conditions
  • some data collections in this series have a special focus
    • e.g. partnership history, employment history, social participation and identity, response and death, parent migration, behavioural studies and essays

British Cohort Study 1970 (BCS70)
  • Design and coverage is similar to NCDS – some of the recent sweeps used common questions
  • Provides important opportunities for inter-cohort comparison
  • Again, some data collections in this series have a special focus
    • e.g. education, partnership history, employment history

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

Cohort studies – some more

NEWS STORIES

“Long-term vocabulary benefits from ‘reading for pleasure’ in childhood”

“Being part of the community is good for mental wellbeing”

“Playing sports in childhood can make adults more active etc.”

“Grammar schools ‘made it no easier’ to gain elite university degrees”

“Scarring effects of childhood bullying still evident 40 years later”

“Neighbourhood, friends and sibling relationships matter most for children’s happiness”

“Children with special educational needs twice as likely to be bullied”

www.cls.ioe.ac.uk/Publications.aspx?sitesectionid=70&sitesectiontitle=Publications+and+resources
‘Imagine you are 60’ – NCDS8, 2008/9

• a view of the next decade for 50-year-olds in the 1958 British birth cohort study as they enter the ‘third age’ (SN 6978)

• open-ended question in a self-completion questionnaire, which asked individuals who were 50-years-old:
  "Imagine that you are now 60 years old... please write a few lines about the life you are leading (your interests, your home life, your health and well-being and any work you may be doing)."

• question parallels another asked of the cohort members at NCDS2 when they were 11 years old, who then wrote about their imagined life at age 25 (SN 5790)

• Provides new information to understand the ageing process; is a way to a) code cohort members’ pessimism or optimism about the future, b) understand concerns of cohort members at this age, and c) will allow comp. to be made between actual circumstances at 60 and future as imagined at age 50
'Imagine you are 60'

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

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

(Elliot, Jane (2012):Imagine you are 60, CLS Working Paper: 2012/6, p. 4)
English Longitudinal Study of Ageing

- collects data from a representative sample of the population aged 50+ in England on a range of indicators:
  - health
  - economic circumstances
  - well-being
  - social participation
- 6 waves of data collection have been conducted so far between 1998-2013

Key findings include:

- Retirees tend to have more social contact and are more likely to take part in education classes and join a political party or church group.
- Rather than retirement, it is things like money, transport and health that are related to reduced social contact.
- It's not all good news for retirees, 30% to 40% of people aged 50 and over live sedentary lifestyles.
- Today's generation of 70 year olds are doubly disadvantaged by lower levels of civic and cultural engagement and lower expectations around inheritances and gifts than today's 50 and 60 year olds, whose parents would have enjoyed greater levels of wealth and home ownership.

www.natcen.ac.uk/our-research/research/english-longitudinal-study-of-ageing/
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)
UKHLS - data linkage

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

3 types of data linkage:

• geographical identifiers
  (range from individual countries within the UK to Local Authority Districts, Super Output Areas down to grid references)

• administrative data linkage
  (datasets, which will be linked to Understanding Society, cover areas of: education, health, economic circumstances, transport)

• organisations
  (identifiers of the schools that children attend or recently attended)
Documentation BHPS

<table>
<thead>
<tr>
<th>Absence from work</th>
<th>See</th>
<th>Employment: Hours Worked and Overtime</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accidents</td>
<td>See</td>
<td>Health: Accidents, Illness</td>
</tr>
<tr>
<td>Accommodation</td>
<td>See</td>
<td>Housing: Size and Condition of Dwelling</td>
</tr>
<tr>
<td>Adopted Children</td>
<td>See</td>
<td>Children</td>
</tr>
<tr>
<td>Adoption</td>
<td>See</td>
<td>Children</td>
</tr>
<tr>
<td>Affiliation and Social Psychology</td>
<td>See</td>
<td>Social and Interest Group Activity Social and Interest Group Membership</td>
</tr>
</tbody>
</table>

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

### Education: Background and Attainments

<table>
<thead>
<tr>
<th>Name</th>
<th>Label</th>
<th>Record</th>
<th>Waves 1 - 18</th>
</tr>
</thead>
<tbody>
<tr>
<td>wCASMIN</td>
<td>CASMIN levels</td>
<td>wINDRESP</td>
<td>A B C D E F G H I J K L M N O P Q R</td>
</tr>
<tr>
<td>wFEEND</td>
<td>Further education leaving age</td>
<td>wINDRESP</td>
<td>A B C D E F G H I J K L M N O P Q R</td>
</tr>
<tr>
<td>wFENOW</td>
<td>Still in further education</td>
<td>wINDRESP</td>
<td>A B C D E F G H I J K L M N O P Q R</td>
</tr>
<tr>
<td>wFETYPE</td>
<td>Type of further education attended</td>
<td>wINDRESP</td>
<td>A B C D E F G H I J K L M N O P Q R</td>
</tr>
<tr>
<td>wISCED</td>
<td>ISCED levels</td>
<td>wINDRESP</td>
<td>A B C D E F G H I J K L M N O P Q R</td>
</tr>
<tr>
<td>wLEDENDM</td>
<td>Month resp. 1st left f/t education</td>
<td>wINDRESP</td>
<td>- B - - - - - - - - K L - - - - -</td>
</tr>
<tr>
<td>wLEDENDY</td>
<td>Year resp. 1st left f/t education</td>
<td>wINDRESP</td>
<td>- B - - - - - - - - - - - - - - -</td>
</tr>
<tr>
<td>wLEDENY4</td>
<td>Year resp. 1st left f/t education</td>
<td>wINDRESP</td>
<td>- B - - - - - - - - K L - - - - -</td>
</tr>
<tr>
<td>wLNEGNG</td>
<td>Mother tongue</td>
<td>wINDRESP</td>
<td>- - - - - - - - - - J - - - - -</td>
</tr>
<tr>
<td>wLNOGOTH</td>
<td>Other language</td>
<td>wINDRESP</td>
<td>- - - - - - - - - - J - - - - -</td>
</tr>
</tbody>
</table>

(variable overview at [www.iser.essex.ac.uk/bhps/documentation/volb/indexes/subjcat2.html](http://www.iser.essex.ac.uk/bhps/documentation/volb/indexes/subjcat2.html)#Education: Background and Attainments)
Media Use, Sports Participation, and Well-Being in Adolescence

‘..using data from the UK Household Longitudinal Survey, Booker et al. found that moderate amounts of screen time (1 to 3 hours a day) were associated with better well-being than excessive screen time (4 hours or more a day) or none at all. This finding was reaffirmed in the latest Good Childhood report by The Children’s Society.’


“Longitudinal research can make a positive difference to the lives of people living in the UK”

A quarter of workers say they have lost sleep over money worries

A new study has used two waves of Understanding Society data to look at how the financial fragility of workers is impacting the UK’s productivity.

30 Nov 2015

Kick-starting the housing revolution – but who will benefit?

With Understanding Society’s housing event taking place next week, Raj Patel, Acting Director for the study’s Policy Unit discusses the future of housing and how the Spending Review will affect the market.
Growing Up in Scotland (GUS)

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

• health
• neighbourhood
• development
• education
• leisure
• friendships

• consent from parents to link data collected from them and their children to administrative data held by health and education authorities.
<table>
<thead>
<tr>
<th>Child’s age</th>
<th>Cohort/Year of data collection</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Child cohort</td>
</tr>
<tr>
<td>10 months</td>
<td></td>
</tr>
<tr>
<td>Age 2</td>
<td></td>
</tr>
<tr>
<td>Age 3</td>
<td>2005/06</td>
</tr>
<tr>
<td>Age 4</td>
<td>2006/07</td>
</tr>
<tr>
<td>Age 5</td>
<td>2007/08</td>
</tr>
<tr>
<td>Age 6</td>
<td>2008/09</td>
</tr>
<tr>
<td>Age 8</td>
<td>2012/13</td>
</tr>
<tr>
<td>Primary 6 (Age 10)</td>
<td>2014/15</td>
</tr>
</tbody>
</table>
Growing Up in Scotland is the longitudinal research study tracking the lives of thousands of children and their families from the early years, through childhood and beyond. The main aim of the study is to provide new information to support policy-making in Scotland but it is also intended to provide a resource for practitioners, academics, the voluntary sector and parents.

10 year anniversary conference
We are now 10 years old! This year at our annual conference we will reflect on key findings ...read more

New findings – exploring parenting stress and support for different groups of parents
Our researchers based at the University of Glasgow have had an article published in the Journal of Family ...read more

growingupinscotland.org.uk/
GUS – some findings

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

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

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

(Journal of Family Psychology, July 2015)
Finding longitudinal data
Search 1 – Key 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

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

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

- Discover data from longitudinal studies
- Discover case studies relating to longitudinal studies

1970 British Cohort Study

The 1970 British Cohort Study (BCS70) follows the lives of more than 17,000 people born in England, Scotland and Wales in a single week of 1970. Over the course of cohort members’ lives, the BCS70 has has broadened from a strictly medical focus at birth to collect information on health, physical, educational and social development, and economic circumstances among other factors.
Search 2 – using Discover

Discover

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

Search our data catalogue and related resources

NEW USERS
Advice for new users
Frequently asked questions
Ask a question

MOST POPULAR PAGES
Discover data and resources
Key data by type
How to access data

connect with us
Contact Twitter Facebook

The UK Data Service is funded by the ESRC with contributions from the University of Essex and the University of Manchester.

Copyright 2012-2014 University of Essex and University of Manchester. All rights reserved.

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

Variable and question bank

Search and browse variables and questions from survey datasets.

Search our variables

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

discover.ukdataservice.ac.uk/variables
Variable and question search – my variables

Variable and question bank

Search and browse variables and questions from survey datasets.

- slursp: Sudden attack of slurred speech in last 12 months
  Question Text: Have you had a sudden attack of slurred speech or difficulty in finding words in the last twelve months?
  Health Survey for England, 2004
  View responses...

- spoke: Last 12 mths, has the wheezing/whistling limited speech?
  Question Text: In the last 12 months, has the wheezing/whistling ever been severe enough to limit [Name] speech to only one or two words at a time between breaths?
  Health Survey for England, 1999
  View responses...
### 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>
<th>Survey</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></td>
<td></td>
<td>Health Survey for England, 2011</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></td>
<td></td>
<td>Health Survey for England, 2006</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></td>
<td></td>
<td>Health Survey for England, 2004</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></td>
<td></td>
<td>Health Survey for England, 2003</td>
</tr>
</tbody>
</table>
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](http://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.
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 Achiive/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

• SL requires the signature(s) of the researcher(s) and the institution with responsibility for the researcher; also needs the explicit permission of the data owner to release the data to the researcher(s)
Secure Lab data access

- data not available for download

- access requires accreditation as an Approved Researcher, completion of face-to-face training, and agreement to the Service's User Agreement and Breaches Penalties Policy

- applications are screened by the UK Data Archive and the individual or institution having ownership of the data (or their designated authority), and access is only granted to those researchers requiring data for statistical research purposes and who can justify their need for the data
Secure Lab data access

Become a member

The service is available to researchers at UK institutions of higher or further education.
Secure Lab data access restriction

- Secure Lab funded by the ESRC to provide access to academic researchers in the UK

- Academic researchers based at EU institutions outside the UK can apply to access data through the Data without Boundaries project
  
  www.dwbproject.org/access/
  www.dwbproject.org/access/call.html
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)
Explore data online with Nesstar

Explore online

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

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

Census
A number of tools are available for accessing census data available via the UK Data Service. See Census Support.

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

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

ukdataservice.ac.uk/get-data/explore-online
MCS - Parenting skills


<table>
<thead>
<tr>
<th>S4 MAIN Person Sex</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not very good at being a parent</td>
<td>0.0</td>
<td>0.4</td>
<td>0.4</td>
</tr>
<tr>
<td>A person who has trouble being a parent</td>
<td>4.1</td>
<td>3.2</td>
<td>3.2</td>
</tr>
<tr>
<td>An average parent</td>
<td>30.6</td>
<td>32.7</td>
<td>27.4</td>
</tr>
<tr>
<td>Better than average parent</td>
<td>30.6</td>
<td>31.3</td>
<td>31.4</td>
</tr>
<tr>
<td>A very good parent</td>
<td>41.5</td>
<td>34.3</td>
<td>34.5</td>
</tr>
<tr>
<td>Can't say</td>
<td>2.9</td>
<td>0.6</td>
<td>0.7</td>
</tr>
<tr>
<td>Total</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>N=</td>
<td>363.8</td>
<td>12,933.8</td>
<td>13,297.6</td>
</tr>
</tbody>
</table>

In general, frequencies and tables of the data.

Weight is on.
Nesstar – useful links to get started

• Nesstar website: [nesstar.com](https://nesstar.com)
• video tutorials: [ukdataservice.ac.uk/get-data/explore-online/nesstar/nesstar](https://ukdataservice.ac.uk/get-data/explore-online/nesstar/nesstar)
Support and resources
Support and resources

• video tutorials/webinars

• case studies

• guides

• themes

• advice on managing and sharing data

• teaching data and resources

• helpdesk, individual user support
Video tutorials

"Can you show me how to do that?"

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

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

Subscribe to our UK Data Service YouTube channel to get all our latest videos as they are published.

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

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

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

Analysis tools
- Accessing, exploring and visualising data in UKDS Stat
- Analysing ageing data with Nesstar
- Analysing ageing data with UKDS Stat
Webinar: Born talking: Using birth cohort data about speech, language and communication to inform policy and practice

12 December 2014
Online at 3 pm

Birth cohorts are longitudinal studies that typically include several hundred to several thousand of people. They involve data collection around the time of birth and at regular intervals through the lifespan. Data from birth cohort studies can be used in policy and practice in many areas of health and education, and are under-used to research speech, language and communication.

Findings from the birth cohorts could have an important impact on SLC, for example, demonstrating the need for SLC-related services. The webinar will explore factors associated with risk and resilience around SLC and will highlight the potential of data from ESRC-funded events in 2015-16 will explore the potential of data from SLC.

In this webinar, we seek to engage stakeholders with this research, including researchers, practitioners, policy-makers and third sector organisations, to shape upcoming events. Speakers will be Jan McAllister (University of Edinburgh), James Law, Newcastle University and Wendy Lee, The University of Manchester. The webinar is facilitated by the UK Data Service through CloudLife birth cohort data repository.

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

Enjoying life and living longer

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

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

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

Does childhood poverty affect respiratory health in mid-life?

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

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

Earnings returns to the British educational expansion

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

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

Do comprehensive schools reduce social mobility?

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

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

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

discover.ukdataservice.ac.uk/
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

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

Ideas for teaching

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

<table>
<thead>
<tr>
<th>Type</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data collections</td>
<td>61</td>
</tr>
<tr>
<td>Case studies</td>
<td>0</td>
</tr>
<tr>
<td>Series</td>
<td>0</td>
</tr>
<tr>
<td>ESRC outputs</td>
<td>0</td>
</tr>
<tr>
<td>Support/guides</td>
<td>0</td>
</tr>
</tbody>
</table>

Cohort and longitudinal studies

<table>
<thead>
<tr>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
</tr>
<tr>
<td>Data type</td>
</tr>
<tr>
<td>Key data</td>
</tr>
<tr>
<td>Country</td>
</tr>
<tr>
<td>Kind of data</td>
</tr>
<tr>
<td>Spatial unit</td>
</tr>
<tr>
<td>Analysis unit</td>
</tr>
<tr>
<td>Access</td>
</tr>
<tr>
<td>Depositor</td>
</tr>
</tbody>
</table>

Teaching data

Yes (51)

<table>
<thead>
<tr>
<th>Data collection</th>
</tr>
</thead>
<tbody>
<tr>
<td>SN 28 Relative Deprivation and Social Justice, 1962</td>
</tr>
<tr>
<td>Rundiman, W.G.</td>
</tr>
<tr>
<td>+ Full record...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Data collection</th>
</tr>
</thead>
<tbody>
<tr>
<td>SN 7545 Northern Ireland Life and Times Survey, 2012: Lesbian, Gay, Bisexual and</td>
</tr>
<tr>
<td>Transgender Issues Teaching Dataset</td>
</tr>
<tr>
<td>Devine, P., Queen's University of Belfast: School of Sociology, Social Policy</td>
</tr>
<tr>
<td>and Social Work</td>
</tr>
<tr>
<td>+ Full record...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Data collection</th>
</tr>
</thead>
<tbody>
<tr>
<td>SN 7547 Northern Ireland Life and Times Survey, 2012: Politics and Good Relations</td>
</tr>
<tr>
<td>Teaching Dataset</td>
</tr>
<tr>
<td>Devine, P., Queen's University of Belfast: School of Sociology, Social Policy</td>
</tr>
<tr>
<td>and Social Work</td>
</tr>
<tr>
<td>+ Full record...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Data collection</th>
</tr>
</thead>
<tbody>
<tr>
<td>SN 7548 Young Life and Times Survey, 2003-2012: Teaching Dataset</td>
</tr>
<tr>
<td>Devine, P., Queen's University of Belfast: School of Sociology, Social Policy</td>
</tr>
<tr>
<td>and Social Work</td>
</tr>
<tr>
<td>+ Full record...</td>
</tr>
</tbody>
</table>
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?
I am 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:
  
  Subscribe to UK Data Service emails:  
  jiscmail.ac.uk/cgi-bin/webadmin?A0=UKDATASERVICE
  
  Twitter: twitter.com/UKDataService
  
  Facebook: facebook.com/UKDataService
  
  Youtube: youtube.com/user/UKDATASERVICE
Questions?