RIX Wiki
Evaluation Toolkit

UEL University of East London

RIX. Research & Media

IHHD Institute for Health and Human Development

CONTENTS

—

RIX Wiki Evaluation Toolkit

This in an interactive document
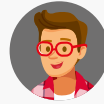Look out for the following interactive symbols:

TRAINING MATERIALS	LINKS	LAW	RESEARCH	TIPS

WHAT'S IN THE GUIDE

1 GETTING READY

2 GETTING STARTED

3 IMPLEMENTATION

4 WHAT HAS CHANGED

FOREWORD FROM PROFESSOR ANDREW MINNION, MBE

Across the UK there is a growing user community for 'RIX Wikis' - a software system that has been developed in partnership with people with intellectual disabilities by RIX Research & Media at the University of East London. RIX Wiki software has been adopted by local authorities, schools, community organisations and families across the country. It provides an easy to use system that enables individuals to create an online, secure personal account of their lives, needs and aspirations. RIX Wikis are populated with multimedia content that individuals can then selectively share with others as and when they choose.

A prime application of the RIX Wiki system has been their use as person centred planning tools. Building a RIX Wiki provides an opportunity for disabled people to surface thoughts and ideas about their lives, consider their options and capture their choices and aspirations. At RIX we call this approach 'Multimedia Advocacy' and we work closely to develop and improve this way of working with disabled people, their friends and families and those who live and work with them providing education, health and care services.

The multimedia format and 'easy-to-build' nature of RIX Wikis also provides a simple way in which to create accessible and easy to understand information, and several users and their organisations have additionally adopted the software for this purpose.

Multimedia Advocacy represents a new and innovative way in which to work. We have been thrilled at RIX to witness so many different examples of ways in which our software can be applied to the real benefit of disabled people and their supporters. The process of adopting innovation however makes demands on everyone involved. We cannot achieve new ways of working without learning new skills and methods and without embracing change. This can be quite a daunting challenge – it takes courage to be an innovator!

At RIX Research and Media, our work on the implementation of Multimedia Advocacy has drawn extensively on the learning and insight of our 'innovators'. We gain considerable knowledge and insight through the dialogue that we have with our research partners and service users and together we have applied a 'co-development' approach to grapple with the challenges associated with these new ways of working. This working method has, over recent months led to the development of a range of different resources that we can then share with new-comers to Multimedia Advocacy as they in turn take up the RIX Wiki system. Increasingly, it is the practical experiences and case-study accounts shared by our RIX Wiki 'Community of Practice' that supports and guides people as they innovate. In this way we learn from our peers, capture and share new understandings, evaluate our progress and pool our thoughts on how best to work in these new and exciting ways.

The RIX Wiki Evaluation Toolkit is the latest package of ideas and insight that has emerged from our Centre's co-development approach. People with intellectual disabilities, their families and the professionals that work with them, have all actively contributed to creating and refining this Toolkit. Our work on this package has additionally benefited from work by academic staff and students here at UEL, who have contributed to the Toolkit's development through the Universities' 'London Scholars' internship programme.

The RIX Evaluation Toolkit provides a clear and structured way for the next round of early adopters and innovators who are fearlessly taking up the new ways of working associated with Multimedia Advocacy. The fact that the Toolkit has been co-produced by the first generation of adopters of the RIX Wiki system, makes the lessons and ideas captured in this package real and compelling. The UK pioneers of RIX Wiki system share here a remarkable set of ideas that they have gained putting Multimedia

Advocacy into practice in their own communities. In partnership with university students and researchers these valuable insights are organised into a set of proposed measures and working approaches that will empower other 'early adopters' to move forwards with confidence taking small steps, evaluating their progress and reflecting on both achievements and challenges involved. This publication encapsulates co-production at work around a shared mission to bring real benefits to disabled people and their circles of support. Its numerous joint-authors, with their wealth of front-line experience, provide here the best possible set of methods and means to help others succeed – and so continue to improve the lives of friends, colleagues and family members who face the challenges of disability.

Prof. Andrew Minnion, MBE
RIX Research and Media Director

INTRODUCTION

—

This evaluation toolkit provides you with guidance on how to confidently go about measuring the effectiveness of the use of RIX Wikis in person centred planning. It focuses on four key stages of using the RIX Wikis in your organisation. The stages are:

- Getting Ready
- Getting Started
- Implementation
- What has Changed

You will find certain parts of the toolkit more useful than others, dependent of the type of service you provide (e.g. health, social care, education) and the length of time your organisation has been using the RIX Wikis. The toolkit has been designed for a range of different organisations who co-produce person centred plans. We recommend that you read through the toolkit before getting started and talk with senior colleagues about why an evaluation is needed. Once you have decided upon the aim of the evaluation you will then need to systematically collect different sources of information to build a convincing argument on where, how and why the RIX Wikis work in your organisation as either process and/or technique for person centred planning. Once you have a shared understanding on why an evaluation is needed the next step is to design an evaluation plan.

The toolkit provides you with help and tips on what to include to help evidence the processes, features and outcomes from using the RIX Wikis but the toolkit will not answer the intellectual question for you. You will need to reflect upon your organisational performance indicators to determine its strengths and weaknesses. The toolkit is presented in sections to help you breakdown the evaluation into manageable parts. It is unrealistic to evaluate all the processes and features of the RIX Wiki in one go. You should only select the most

relevant aims from each of the four stages following discussion with your colleagues to fit your evaluation plan.

We have provided you with a range of aims to address your intellectual puzzle. You should spend time to select the right aims that accurately reflect your evaluation needs and then agree on two or three indicators that fall under each of the aims, which should help you to best evidence the effectiveness of the RIX Wiki. The indicators communicate what you would expect to see as a marker of the effectiveness of the RIX Wiki. Listed with each indicator are suggestions for the different sources of information, which can be collected to evidence the indicator. The indicators should build into solid narrative about each of the selected aims.

WHAT IS A RIX WIKI?

Wikis are simple, accessible, secure and easy to build personal websites.

They can be used to create multimedia person-centred plans that use pictures, words, video and sound to capture the voice, skills, aspirations and needs of the individual.

Wikis give ownership of the planning process to individuals and families, facilitating genuine collaboration between parents, teachers and professionals.

RIX Wikis can also be used as public websites to provide information about the Local Offer in a simple, accessible online format.

Self Advocacy is about speaking up for yourself, the aim of the RIX Wiki is to enable individuals to share the right information to those that need to know. This information will empower the Wiki owner to live a more independent live.

The RIX Wiki packages includes a Charter for Professionals document which provides good practice guidelines. Organisations/services should develop their own organisational policy that take ethical and safeguarding considerations provided by RIX into account.
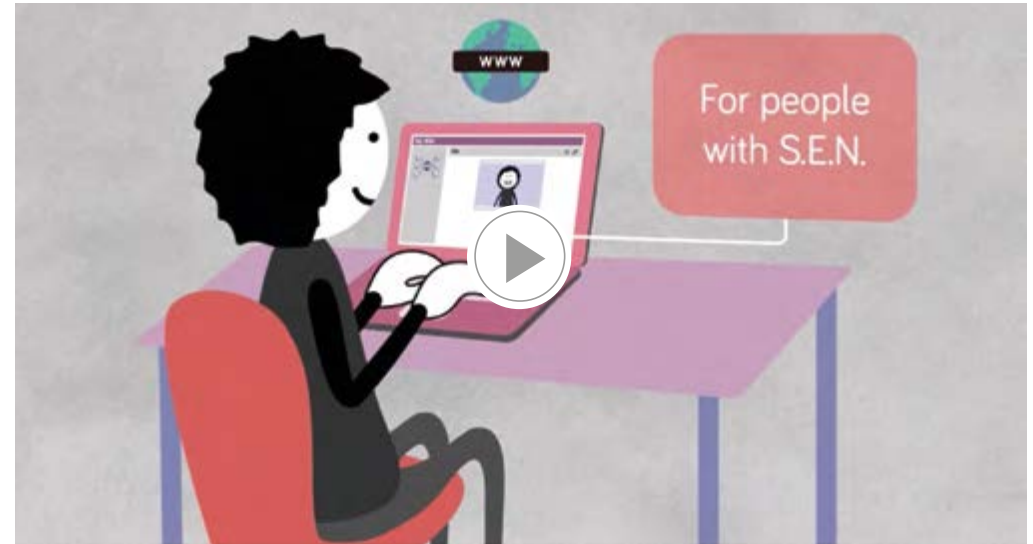
'Wikis give ownership of the planning process to individuals and families, facilitating genuine collaboration between parents, teachers and professionals.'

EVALUATION

—

This section provides an introduction to evaluation and outlines how you can approach it. The evaluation focuses on formative parts of the experience which can be built into summary or end of project evaluation. We have not been prescriptive in which methods or combination of methods you use intentionally to provide flexibility to fit your project and your organisation.

RIX WIKI EVALUATION TOOLKIT

The evaluation framework has been designed for providers and commissioners to help measure the effectiveness of the RIX WiKi system and the Multimedia Advocacy approach in supporting person-centred planning leading to improved outcomes in the areas of social care, health, and education.

The purpose of the RIX Wiki evaluation toolkit it twofold: to ensure successful adoption of Wiki system and to learn to improve person centred planning outcomes. We recommend approaching the evaluation as an iterative conversation with yourself on how to improve the RIX Wiki experience as it happens.

WHAT IS AN EVALUATION?

Evaluation is a process that critically examines a project/services/ programme. It involves collecting and analysing information about a programme's/project's activities, characteristics, and outcomes. Its purpose is to make judgments about the programme/project,
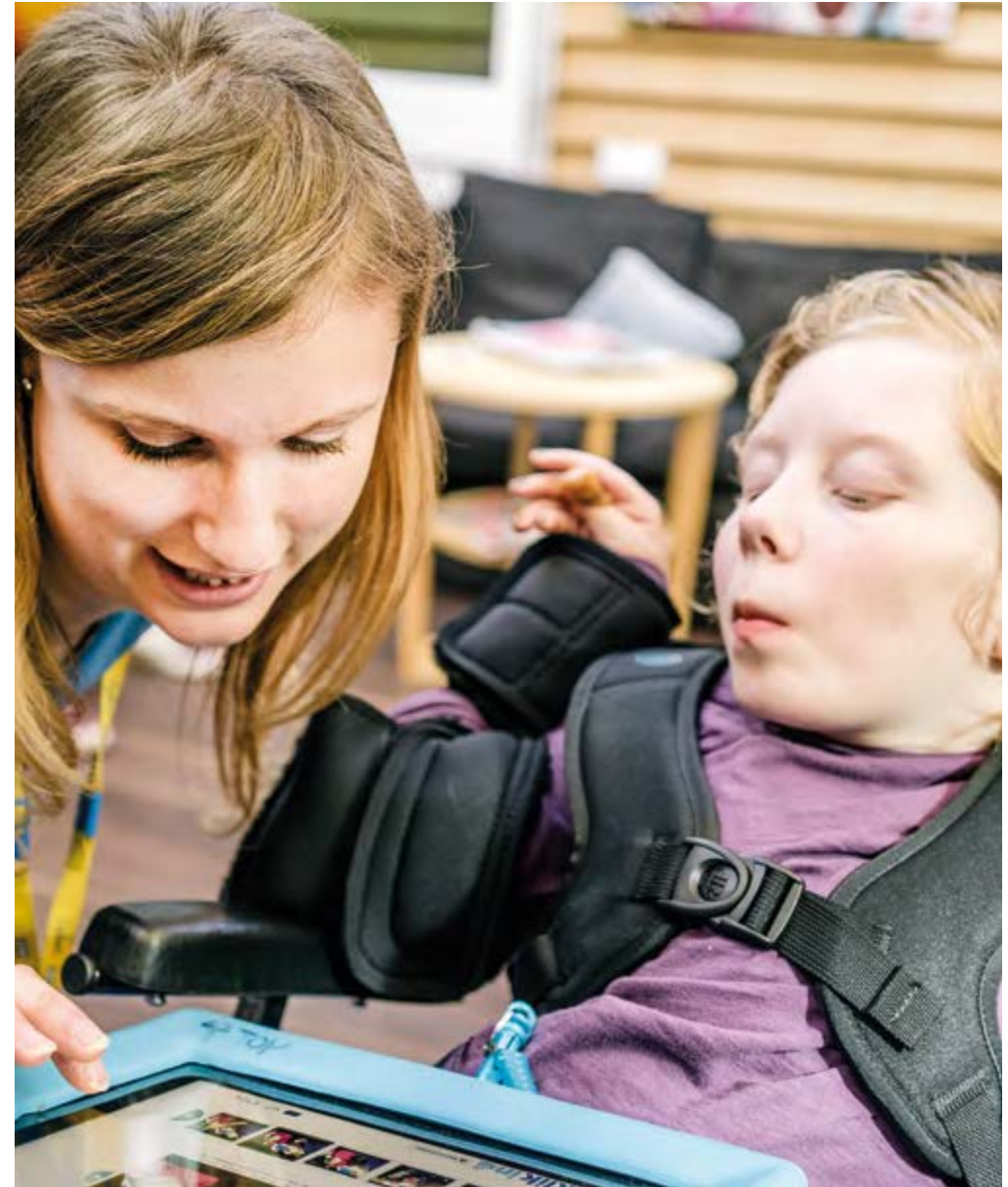
to improve its effectiveness, and/or to inform decisions' (Patton, 1987). An evaluation involves assessing whether an intervention (for example a treatment, service, project or programme) is achieving its aims. A project can be evaluated as it goes along or right at the end. It can measure how well the project is being carried out as well as its impact. The results of evaluations can help with decision-making and planning.

There are two ways to approach an evaluation: formative and summative. Formative evaluations provide the information on improving a product or a process. Summative evaluations provide information of short-term effectiveness or long-term impact.

You might choose different type of evaluation depending on what needs evaluating. Formative evaluations help you to determine who needs RIX Wikis, how great is the need and what can be done to best meet that need. It can help you to determine who is not currently using RIX Wikis and provide insight into what characteristics RIX Wikis should have in order to meet the needs of all users.

You can also use formative evaluation to examine the process of implementation and determine whether the RIX Wiki system is operating as planned. For example, a process evaluation may focus on number and range of RIX Wiki users and/or determine how satisfied they are with the use of Wiki system.

Summative evaluations can help you to establish to what extent the use of RIX Wikis is achieving the set outcomes: short term, mid-term or long term. For example, RIX Wiki outcome evaluations may examine changes in participants' (students, teachers, parents etc) skills, knowledge attitudes, intentions or behaviours.

Summative impact evaluation will help you to determine longer-term changes that have occurred as a result of the RIX Wiki use.
These impacts can be on individual, or entire school or service.
The summative evaluations will build on the data collected from early stages of the implementation.

In this evaluation toolkit we have used a combination of formative and summative approaches.

WHY IS IT IMPORTANT TO EVALUATE RIX WIKI?

Evaluation enables you to demonstrate success or progress. Evaluating the RIX Wiki projects is important because it allows your organisation to see the benefits and impact of the Wiki System on individual users in the promotion of self-advocacy. Secondly, the evaluation gives you an opportunity to assess and improve organisational processes and structures in supporting the use of the RIX Wiki and person centred practice overall. The information you collect allows you to better communicate the impact of RIX Wiki use to others, which is often critical for staff morale, and attracting and retaining support from funders. Additionally, when you share your evaluation results with all stakeholders, you help advance your service and practice.

WHO IS THE EVALUATION FOR?

Evaluation is for all different stakeholders and users (you) and it will help you to monitor the RIX Wiki implementation process and understand and see if, how and why RIX Wikis are making a difference. The evaluation will highlight areas of achievement and those that need further development or change and might provide some solutions that will help you to improve the quality of your service.
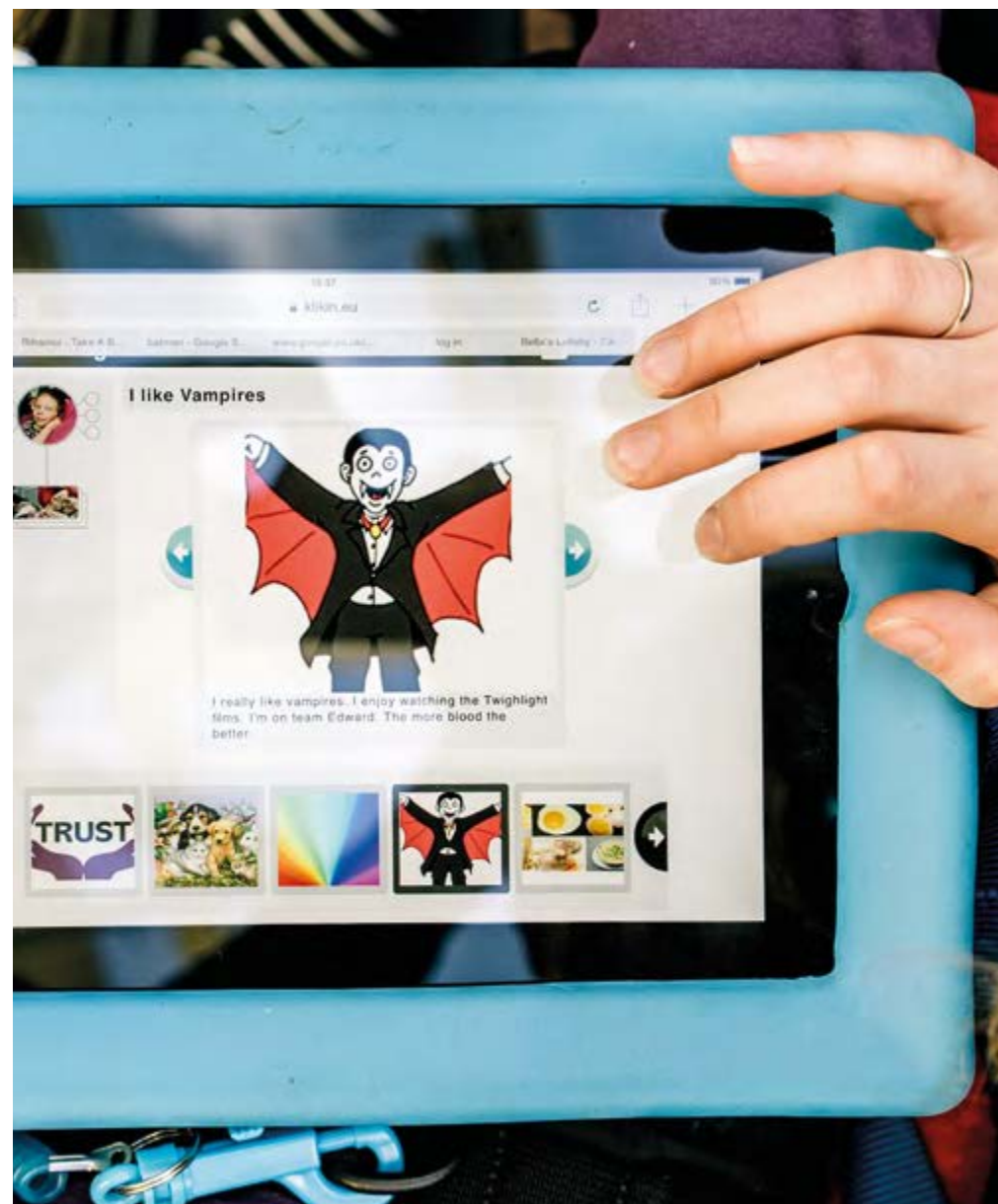
LEGISLATION AND POLICY

—

This section of the toolkit is about the law and statutory guidance relating to disabled children and young people under the Children and Families Act 2014 (Part 3). The Act recognises the wishes, views and feeling of children, young people and their parents and promote their participation in decision making. Part 3 of the Act includes new laws on Special Educational Needs and Disability (SEN) which came into force on 1 September 2014, placing children and young people at the centre of planning and makes service providers more accountable for their progress. The reforms joins up help across education, health and care, with greater emphasis on outcomes, improved relationships with parents, greater engagement with children and young people, and improved transition to adulthood.

The new system aims to put each young person and their family at the centre of discussions about the support offered. Providers who have duties towards children and young people have to work within the statutory framework outlined in SEND code of practice: 0 to 25 years (Department for Education and Department for Health, 2014), which entails:

GREATER PARTICIPATION
The Act places new responsibilities on local authorities and others to make sure parent carers and young people are much more involved in decisions that affect their lives. It makes clear that local authorities and health partners should work with parent and young people to improve services.

BETTER OUTCOMES
Education, health and social care services need to look at how they support children and young people in a way that improves progress and supports the outcomes they want and need in their lives.

BETTER JOINT WORKING
The Act requires education, health and social care to work more closely and commission services together. This should improve the experiences of children, young people and their parents. Education, Health and Care Plans (EHCP): - replaces Statements of Special Educational Needs and Learning Disability Assessments (LDAs). Children with an existing statement will have their statement transferred to an EHCP. There will be agreed procedures for the changeover and parent and young people will have a say in these.

WHAT DOES THIS MEAN FOR PROVIDERS?

___

LOCAL AUTHORITIES

Local authorities must ensure that children, young people and their parents are involved in discussions and decisions about their individual support and about local provision. Since September 2014, local authorities are required to publish their "local offer" which informs parent and young people with SEN of what is provided in their local area, what to expect from local early years providers, schools, colleges, health and social care. This also includes information on how decisions are made, how services are allocated, how to request a personal budget, how to access more specialist support and how to complain or appeal. Local authorities must develop partnerships with early years and post 16 providers and adult services to smooth transition between stages, support new children and young people using the person centred approach. Local authorities are also required to set targets, measure progress, agree what support should be provided and track how it is working.

SCHOOLS

Schools are requires to listen to and respond to the concerns of parents, children and young people, actively involve them in decision makings, publish information about how they evaluate the effectiveness of provisions made for pupils with SEN, provide local authorities with information about all children with and young people with SEN and gather evidence of the impact of their actions on pupil progress. Teachers must make sure every pupil makes progress. The code makes teachers more accountable for the progress of all pupils, even those supported by specialist staff. As part of performance management, teachers will be judged on how well they teach pupils with SEN.

HEALTH CARE ORGANISATIONS

Health Care professionals are required to review progress and provide parents with a summary of their children's development. In addition they must also provide specialist support from educational psychologists, therapists or specialist teachers were needed and make arrangements to support children and young people with medical conditions.

SECTION 1
GETTING READY

This section outlines how to evaluate the first phase of getting ready to use the RIX Wiki in your organisation.

The four aims below provide an example of how to group aims and indicators together to strengthen your investigation.

GETTING READY

Aim: Effective project planning and management of RIX Wiki Use

RIX Wikis are always sold in packages that include allocation of both face-to-face training sessions and online training courses. This does not only include technical training but, more importantly, gives attendees a greater insight into the theory of Multimedia Advocacy and provides best practice guidance.

RIX Wiki packages ask organisations to ensure that various stakeholders participate in the recommended training as stated in the welcome packages.

1.1.1 Indicator: Wiki materials were easy to comprehend

1.1.2 Indicator: Project objectives (desired outcomes) set and key performance indicators identified

1.1.3 Indicator: Wiki Implementation plan in place.

Aim: Effective support is available for RIX Wiki roll-out

Project management is to be led by a designated individual within the organisation, known as the 'Wiki Coordinator'. There should be commitment from the organisation to invest in this role.

1.2.1 Indicator: Establish in-house service to support Wiki users locally

1.2.2 Indicator: Senior management group supporting, promoting and encouraging local task group

1.2.3 Indicator: Planned marketing strategy that includes raising awareness at team meetings, parent forums etc.

There are a few key rules in using this evaluative toolkit.

1. Work your way through each of the aims

2. For each aim select a minimum of one performance indicator

3. For each indicator select two or three data collection methods

When you have gone through the planning process outlined above you will need to start collecting evidence and synthesising it by category of the aims to answer whether you are achieving your goals sufficiently enough. If you feel your evidence is weak do not despair and select a different indicator and re-test to build trust in the aim.

Repeat the process until you reach a satisfactory judgement on your organisation's ability to build reliable and trustworthy evidence around each of the aims.

The realist evaluative approach advocated in this toolkit makes best use of captured data that would normally be produced as part of the RIX Wiki experience and should not be onerous in terms of time and resources in implementation. The goal is to map the activities that already being done and exploit the data as much as feasibly possible. The robustness and systematics dimension comes with planning an agreed approach before you start and knowing what to look out for and when to collect it. Single data can also be used to evidence different aims as part of the evaluation. The key is to exploit and manipulate the data without undermining its integrity by making claims well beyond its ability. It is better to under estimate rather than over estimate what the combination of data is telling you.

GETTING READY

Aim: Training staff and others in the principles and use of the RIX Wiki

The RIX Wiki packages offer an online support system for users. Additionally, the Wiki Coordinator is encouraged to establish local support systems through Active Wiki Centres and Centres of Excellence, as described in the welcome package.

1.3.1 Indicator: Identify key professionals to be trained & schedule training

1.3.2 Indicator: Key professionals working with Wiki user have been trained within first three months of its introduction

1.3.3 Indicator: Staff trained in Wiki have increased awareness, knowledge and skills in using RIX Wiki.

Aim: Establish strategic group with members across health, education, social care and parent forum for Wiki adoption

Scale-up is a multi faceted, deliberate and guided process that requires planning, close attention and a long-term commitment from you. RIX provides a 4 phase implementation model that can support scaling up efforts.

1.4.1 Indicator: Established Wiki task group within the first month of the project (professionals and parent/carers)

1.4.2 Indicator: Wiki task group overseeing implementation and roll-out of Wiki

1.4.3 Indicator: Promotion of RIX Wikis beyond the user community (e.g. events, presentations, publications etc.).

This is where collaboration is important and having a second or even third opinion on what the data is telling you is important. Try and work within a task group model and take data primarily to the governance boards within your organisation in order to establish validation and make improvements as you go along. This is both an intellectual puzzle and creative problem-solving exercise and should draw on different skills and abilities as well as individuals.

The timeframe to undertake the evaluation should be determined by the length of time the RIX Wiki pilot/project is being ran per cohort. The best and most appropriate approach would be to adopt a cynical approach where some aims will be appropriate to measure with each cohort and others scattered throughout the life of the whole project implementation.

Start by prioritising what information is important for your organisations or funder to know. Priorities the key issues then consider how you would normally capture data to cover this set of questions. If you already have a system in place continue doing what you have previously done, however, if you wish to supplement this with additional evidence try and align the approaches to collect information and build your evidence to answer your prioritised questions.

Consider using a mixer of methods to present your findings including informatics, case studies as testimonials. Iterative approaches are encouraged.

1. GETTING READY

	Multiple-indicator measure *Indicators provide a measure of the concept or operational definition	Source of evidence	Type of evidence
Aim: Effective project planning and management of RIX Wiki Use			
1.1.1	Wiki materials were easy to comprehend	Questionnaire	Qualitative and Quantitative
1.1.2	Project objectives (desired outcomes) set and key performance indicators identified	Monitoring survey	Qualitative and Quantitative
1.1.3	Wiki Implementation plan in place	Monitoring survey	Qualitative and Quantitative
1.1.4	Wiki project is systemically reviewed against desired outcomes	Monitoring survey, questionnaire	Qualitative and Quantitative
1.1.5	LA has allocated 'Wiki co-ordinator' role and allowed time	Monitoring survey, questionnaire	Qualitative and Quantitative
1.1.6	Is the Wiki project affordable and financially sustainable	Monitoring survey, questionnaires, evaluations	Qualitative and Quantitative
1.1.7	Project management plan in place to support roll-out	Monitoring survey	Qualitative and Quantitative
1.1.8	Obtained senior management buy-in of Wiki project	Monitoring survey, questionnaire	Qualitative and Quantitative
1.1.9	Integration of Wiki training into organisational training. Training plan created	Monitoring survey	Qualitative and Quantitative
Aim: Effective support is available for RIX Wiki roll-out			
1.2.1	Establish in-house service to support Wiki users locally	Monitoring survey	Qualitative and Quantitative
1.2.2	Senior management group supporting, promoting and encouraging local task group	Questionnaires	Qualitative and Quantitative
1.2.3	Planned marketing strategy that includes raising awareness at team meetings, parent forums etc	Feedback forms, questionnaires, reviews	Qualitative and Quantitative

	Aim: Training staff and others in the principles and use of the RIX Wiki		
1.3.1	Identify key professionals to be trained & schedule training	Monitoring survey, questionnaire, training registers	Qualitative and Quantitative
1.3.2	Key professionals working with Wiki user have been trained within first three months of its introduction	Training register, questionnaires, Wiki review	Qualitative and Quantitative
1.3.3	Staff trained in Wiki have increased awareness, knowledge and skills in using RIX Wiki	Certificates, questionnaires, surveys	Qualitative and Quantitative
1.3.4	Trainees have increase confidence in sharing their skills and knowledge with others	Feedback, observations, skills checklist	Qualitative and Quantitative
1.3.5	Time is allocated to training	Development plans, questionnaires	Qualitative and Quantitative
1.3.6	A representative range of Wiki early adopters are enlisted e.g. children, parents, carers, teachers, and others	Monitoring surveys, questionnaires, training registers	Qualitative and Quantitative
1.3.7	Number of key stakeholders involved in training (including parents) i.e. teaching staff, health and social care staff	Feedback forms, training evaluations, training registers	Qualitative and Quantitative
1.3.8	Train Wiki coordinators within first quarter of start-up	Training registers, personal development plans, certificates	Qualitative and Quantitative
Aim: Establish strategic group with members across health, education, social care and parent forum for Wiki adoption			
1.4.1	Established Wiki task group within the first month of the project (professionals and parent/carers)	Monitoring surveys,	Qualitative and Quantitative
1.4.2	Wiki task group overseeing implementation and roll-out of Wiki	Development plans, evaluation, feedback forms	Qualitative and Quantitative
1.4.3	Promotion of RIX Wikis beyond the user community (e.g. events, presentations, publications etc.)	Website presence, newsletters, leaflets, workshops, social media	Qualitative and Quantitative
1.4.4	Wiki task group delivery and monitoring plan	Monitoring surveys	Qualitative and Quantitative

SECTION 2
GETTING STARTED

This section outlines how to evaluate the second phase of getting started to use the RIX Wiki in your organisation.

The four aims below provide an example of how to group aims and indicators together to strengthen your investigation.

GETTING STARTED

Aim: The RIX Wiki implementation plan

The Wiki Set-Up phase will mainly consist of establishing your core team, setting up and running rapid pilot with few identified individuals and then planning RIX Wiki rollout to ensure you have the capacity for Wiki building and the implementation of the multimedia advocacy approach within your service.

2.1.1 Indicator: Early adopters identified, recruited and aims agreed

2.1.2 Indicator: Establish pilot steering group to oversee the early adopters and the pilot phase

2.1.3 Indicator: Steering group have allocated time for training.

Aim: Deliver pilot (early adopters)

This phase will enable your service to produce an active team of Wiki Champions, Wiki Leaders, and Wiki Users who can demonstrate the benefits and joys of working in this new and exciting way.

2.2.1 Indicator: Benefits of the RIX Wiki shared with parent/carers as well as the users at local events

2.2.2 Indicator: A proportion of early adopters participants attend and/or are involved in championing and leading Wiki roll-out

2.2.3 Indicator: Wiki champions, leaders and users identified and recruited.

Things to avoid:

1. There is no simple way to tell when to end the process.
2. Avoid saturation and over sampling users.
3. Do not limit yourself to asking only individuals who have had a positive experience to take part in the evaluation.
4. Do not limit yourself to the first individuals who volunteer to be part of the evaluation.
5. Do not limit yourself to end-users but ask individuals/organisations networked into the Wiki for their contribution.
6. Do not be put off by under resourcing or limited funding most of the data can be gathered through unobtrusive methods e.g. using RIX Survey Tool.
7. Do not limit yourself to able-bodied end users. All data collection methods can also be adjusted to include the voices of end users with speech and sight impairments.
8. Do not implement your plan at the end of the process.
9. Feedback the emerging findings from the evaluation to all relevant stakeholders and gather their meaning and interpretation of what is being found.
10. Do not limit yourself to an in-house evaluation but consider if and where an external evaluator could strengthen the work you are doing.

You can use individual aims for reporting outcomes to internal and external audience and enhance the RIX Wiki delivery, training and support within your own organisation. You should use the toolkit as an iterative tool and adjust it where needed and build on the practice.

GETTING STARTED

Aim: Review marketing strategy and roll out

The local Public Launch is a milestone phase in the publicity and promotion of the RIX Wiki software for a local authority or large organisation.

2.3.1 Indicator: Representation by senior management group in community launch

2.3.2 Indicator: Increase awareness and understanding of RIX Wiki

2.3.3 Indicator: Launch budget established.

Aim: RIX Wiki is driven by the goal of self-advocacy

This last Phase of the start up incorporates review and evaluation of your experience with a view to consolidating and building on your achievements with a clear plan for long-term continuity of Wiki use, beyond the Start-Up programme.

Monitoring of each stage is extremely important in order to ensure that implementation challenges are being identified and addressed early and that the correct direction is taken.

Your local strategy for scaling up and rolling out is a requirement for effective sustainability and it should be considered and aligned with other organisational policies, goals and targets.

To ensure long-term sustainability within the service, commitment of resources (staff time, cost, training etc.) is required from top level management down.

2.4.1 Indicator: User is involved in developing their RIX Wiki with or without support

2.4.2 Indicator: User is using their RIX Wiki with or without support

2.4.3 Indicator: User has personal ownership of RIX Wiki or who owns the Wiki?

Following the steps on the previous page will lead to an accumulation of data that evidences processes and parts of the Wiki experience that should at the end of the reporting year be able to be collapsed into a single report, which the RIX Wiki overall effectiveness can be judged.

It is important to start looking at the parts before embarking on the whole system. Key to understanding the whole system is how parts interact and where improvements can be made.

1. The toolkit will not replace existing evaluation frameworks used in your organisation but should be aligned and complement one another.

2. The responsibility for undertaking the evaluation should be shared across the teams and the collection of data should not be the responsibility of one individual.

3. The evaluation should not be a one-off event but should be viewed as an integral part of the project aligned to the planning, delivery, development and ongoing monitoring within your organisation.

4. It is a good practice to plan how data will be collected and shared from the start of the programme.

5. Consider how to make the evaluation process participatory and encourage end-users to feedback systematically and to help interpret the data gathered.

This back exercise should transparently show how you have pulled together different strands of data to demonstrate the strengths and weaknesses of each of the stated aims.

2. GETTING STARTED

	Multiple-indicator measure *Indicators provide a measure of the concept or operational definition	Source of evidence	Type of evidence
Aim: The RIX Wiki implementation plan			
2.1.1	Early adopters identified, recruited and aims agreed	Identified and recruited individuals services (early adopters) for the pilot	Qualitative and Quantitative
2.1.2	Establish pilot steering group to oversee the early adopters and the pilot phase	Monitoring surveys, development plans	Qualitative and Quantitative
2.1.3	Steering group have allocated time for training	Development plans, feedback forms	Qualitative and Quantitative
2.1.4	Steering group understands the principles of multimedia advocacy and person centred planning. Multimedia and self-advocacy is kept at the heart of the project	Development plan, vision statement, training quizzes, evaluation	Qualitative and Quantitative
2.1.5	Steering group works together with early adopters.	Monitoring surveys, training registers, steering group meeting registers	Qualitative and Quantitative
2.1.6	Steering group agreed desired outcomes of the pilot to inform roll-out	Development plan, questionnaires	Qualitative and Quantitative
2.1.7	Increased multi-media usage of early adopters and those supporting them	Monitoring surveys, feedback, observation	Qualitative and Quantitative
Aim: Deliver pilot (early adopters)			
2.2.1	Benefits of the RIX Wiki shared with parent/carers as well as the users at local events	Evaluation forms, monitoring surveys, feedback from parents and professionals, social media	Qualitative and Quantitative
2.2.2	A proportion of early adopters participants attend and/or are involved in championing and leading Wiki roll-out	Registration document Monitoring forms	Qualitative and Quantitative
2.2.3	Wiki champions, leaders and users identified and recruited	Evaluations forms, surveys	Qualitative and Quantitative
Aim: Review marketing strategy and roll out			
2.3.1	Representation by senior management group in community launch	Events registers	Qualitative and Quantitative
2.3.2	Increase awareness and understanding of RIX Wiki	Evaluations forms, surveys	Qualitative and Quantitative
2.3.3	Launch budget established	Implementation plan	Qualitative and Quantitative
2.3.4	Launch is scheduled at flexible times to allow for parents, carers and other professionals to attend.	Implementation plan, feedback forms from parents and carers	Qualitative and Quantitative
2.3.5	Parent/Carer forum should be involved in public launch	Implementation plan, evaluation forms, events registers	Qualitative and Quantitative
2.3.6	Effective marketing of the launch	Monitoring surveys, evaluation forms, registers of signed up users	Qualitative and Quantitative
2.3.7	Using various means of advertising the launch	Leaflets, Web, documents, Internal communications	Qualitative and Quantitative
Aim: RIX Wiki is driven by the goal of self-advocacy			
2.4.1	User is involved in developing their RIX Wiki with or without support	Observations, feedback, evaluations	Qualitative and Quantitative
2.4.2	User is using their RIX Wiki with or without support	Observations, feedback, evaluations	Qualitative and Quantitative
2.4.3	User has personal ownership of RIX Wiki or who owns the Wiki?	Observations, feedback, evaluations, web analytics	Qualitative Quantitative

SECTION 3
IMPLEMENTATION

This section outlines how to evaluate the third phase of implementing the RIX Wiki in your organisation.

The four aims below provide an example of how to group aims and indicators together to strengthen your investigation.

IMPLEMENTATION

Aim: Development and enhancement of strategies to support the RIX Wiki's sustainability

Successful RIX Wiki implementation requires users to clearly define the function of their Wiki, by populating it with the relevant information and working collaboratively with other stakeholders input and sharing with those who need to know. In the long term this save time and money, see Shane's case study

3.1.1 Indicator: Plan for widening the range of groups of people who are using RIX Wiki in the community (e.g. after school club)

3.1.2 Indicator: Plan and develop commitment to ongoing local training and support

3.1.3 Indicator: Develop local communities of practice.

Aim: Wiki use provides demonstrable cost effectiveness

Process and objectives should be clearly defined at the beginning of the RIX Wiki implementation phase. A defined monitoring system should then be put in place with allocated resources, whether internal or external.

3.2.1 Indicator: Benefit of RIX Wikis are explained and understood across the service

3.2.2 Indicator: Does Multimedia Advocacy save money? (e.g. Reduction in placement breakdown; assessment time reduced; fewer A&E and GP admissions; fewer recorded complaints; less support required; reduction of in care and support, reduction in turnover of support staff; etc.)

3.2.3 Indicator: Wiki embedded in Personal Budgets and Direct Payments.

SELF- EVALUATION FORMS (ON OR OFFLINE)

Self-evaluation forms, on or offline depending on your preference, are one way of getting data from users for evaluations. One benefit of this is that it allows you to be creative and unrestricted in designing a survey. Self-evaluation forms and surveys use a structured questionnaire approach. This might for example enable you to give details on how you have been able to save money, train users in Wiki, transition from paper to digital or achieve greater sustainability.
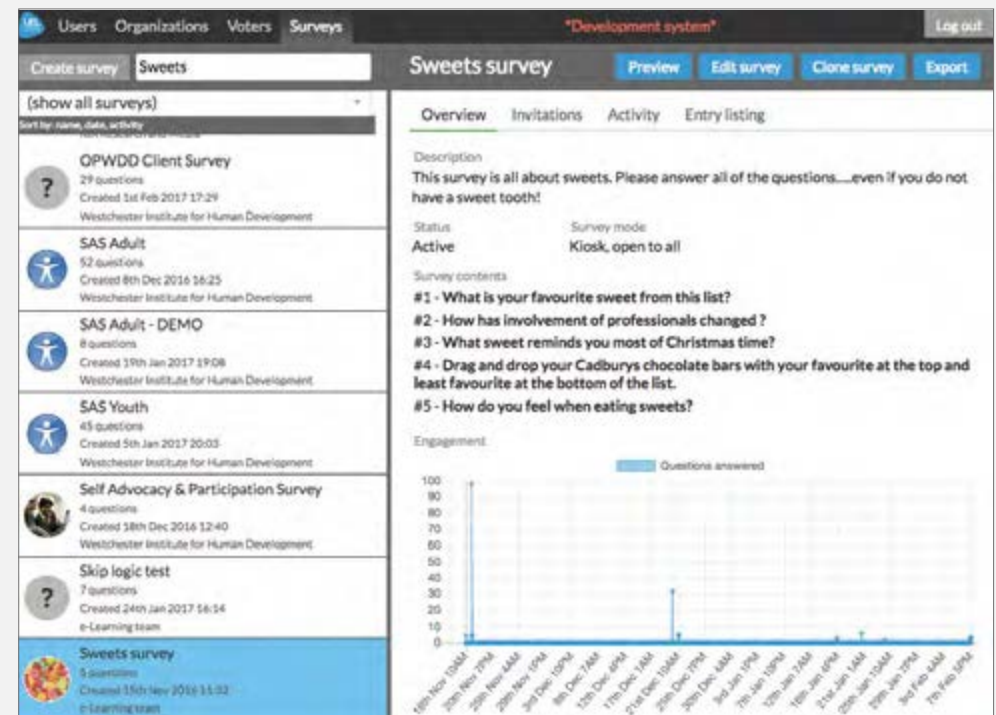
IMPLEMENTATION

Aim: Wiki purchaser monitors whether Wiki use achieves their intended goals

The number of uploaded documents on its own is not an indicative measure of success, however use of document and stakeholder interaction can ascertain the level of success of purposeful use.

3.3.1 Indicator: Wikis are integrated in relevant plans
(e.g. Care Plan; EHCP; HAP; Transition; Single Plan etc.)

3.3.2 Indicator: All the professionals working with the user contribute to RIX Wiki as appropriate e.g. provide relevant reports; review Wikis prior to meetings, appointments etc)

3.3.3 Indicator: All the relevant reports from professionals and services that the person is using are included in their RIX Wiki as appropriate.

THINGS TO CONSIDER

Research: is about asking questions, exploring issues and reflecting on findings. It is concerned with extending, pursuing 'truth' and must always be ethical.

Ethics: is the code of conduct for researchers. Researchers will have responsibilities and obligations to encourage participation and protection of those involved in the research. Ethics are dependent on particular circumstances of the research project.

At the very least, your research should aim to do no harm, and to help and be useful to other people. To achieve this, researchers should: be honest; think about how your project might affect those taking part; get permission from your participants; respect others' privacy; keep things confidential; know how to handle disclosures; have details of support services; protect your data; and feedback the findings of your project to those who took part in it.

Informed consent: At the start of collecting data, whether this is an interview, a survey, or any other method, participants should be informed at the very least about
• what the research is about
• how much time it will take
• what they will have to do
• who is paying for the research
• what will happen to the information they give you
• what format the research report will take and who will be able to read it
• their right to withdraw at any time without giving any reason

You can do this by telling them yourself, or by producing a leaflet or webpage. Don't assume that because people have this information, they will understand it – you should check that they understand everything before they agree to take part.

IMPLEMENTATION

Aim: Improved service delivery

Wiki use is intended to facilitate improved communication and joined up work between the education, health and care professionals that contribute to the individual's support and identification and pursuit of personal goals. Shared access by the user to the Wiki allows stakeholders easy access to these documents all times, without the need for multiple print outs etc. It is recommended that these documents are kept up-to-date and date stamped to avoid reading of incorrect information. During the evaluation phase this should be considered. (Not just, 'How many documents?', but also 'How up to date are they?').

The RIX Wiki does not currently have the functionality to capture this data. It is recommended that for evaluation of this, stakeholders are asked at reviews/meetings whether they accessed the Wiki/document prior to the meeting via the Wiki

3.4.1 Indicator: All professionals and family involved in the care and support are working towards common goals

3.4.2 Indicator: Easy access to relevant information using RIX Wiki

3.4.3 Indicator: Evidence of improved self-advocacy skills for service users (confidence, self-esteem, social skills, etc.).

Participants should also be aware that they can stop taking part at any time and withdraw from the project if they want to.

Pilot study: the pilot is often the first stage of a research project. It will give you the opportunity to practice your questions and the research methods before you go out and use them. It is a 'dummy run' – a pilot – of the main study. This helps you to find any problems in turning your research design (idea) into reality (practice), and using your research methods.

Qualitative research: This is often described as in-depth research, using words or imagery rather than numbers (quantitative research). It concentrates on understanding why and how things happen, and how they are understood. Common methods include interviews, focus groups and observations.

Quantitative research: This type of research has an emphasis on 'counting' and numbers; it is often used to find out 'what' happened, or 'how much'. Common methods include surveys, and using statistical information.

Questionnaires or surveys: these are usually a set of questions on paper, or online. The questions will be a standardised form (always the same) that you ask a group of people to answer.

Triangulation of methods: is the use of more than one data collection method with the aim of compensating for the weakness of particular method with the strength of others.

3. IMPLEMENTATION			
	Multiple-indicator measure *Indicators provide a measure of the concept or operational definition	**Source of evidence**	**Type of evidence**
Aim: Development and enhancement of strategies to support the RIX WIKI's sustainability			
3.1.1	Plan for widening the range of groups of people who are using RIX Wiki in the community (e.g. after school club)	Development plan	Qualitative and Quantitative
3.1.2	Plan and develop commitment to ongoing local training and support	Development plan	Qualitative and Quantitative
3.1.3	Develop local communities of practice	Development plan, questionnaires, evaluations	Qualitative and Quantitative
3.1.4	Develop parents champions	Development plan, questionnaires, evaluations, training registers, case studies	Qualitative and Quantitative
3.1.5	Local RIX Wiki promotion and develop RIX Wiki local case studies	Monitoring surveys, evaluations, website, social media, case studies, minutes from meetings, events programmes, registers	Qualitative and Quantitative
3.1.6	Integrate and promote RIX Wikis at events and team meetings	Monitoring surveys, evaluations, website, social media, case studies, minutes from meetings, events programmes, registers	Qualitative and Quantitative
3.1.7	Develop sustainability business plan (business case) that identifies source of income to cover the ongoing hosting/ training and support costs. (e.g. Centres of Excellence model)	Development plan	Qualitative and Quantitative

Aim: Wiki use provides demonstrable cost effectiveness			
3.2.1	Benefit of RIX Wikis are explained and understood across the service	Surveys and questionnaires	Qualitative and Quantitative
3.2.2	Does Multimedia Advocacy save money? (e.g. Reduction in placement breakdown; assessment time reduced; fewer A&E and GP admissions; fewer recorded complaints; less support required; reduction of in care and support, reduction in turnover of support staff; etc.)	Case studies analysis, evaluations, internal financial reports	Qualitative and Quantitative
3.2.3	Wiki embedded in Personal Budgets and Direct Payments	Case studies analysis, evaluations, internal financial reports	Qualitative and Quantitative
Aim: Wiki purchaser monitors whether Wiki use achieves their intended goals			
3.3.1	Wikis are integrated in relevant plans (e.g. Care Plan; EHCP; HAP; Transition; Single Plan etc.)	Plans, web analytics, review meetings minutes, case studies	Qualitative and Quantitative
3.3.2	All the professionals working with the user contribute to RIX Wiki as appropriate e.g. provide relevant reports; review Wikis prior to meetings, appointments etc)	Case analysis, web analytics, evaluation and monitoring	Qualitative and Quantitative
3.3.3	All the relevant reports from professionals and services that the person is using are included in their RIX Wiki as appropriate	Case analysis, web analytics, evaluation and monitoring	Qualitative and Quantitative
3.3.4	Local Wiki support systems are in place and meet the needs of all local users	Web analytics, evaluation and monitoring, feedback	Qualitative and Quantitative
3.3.5	Ongoing training is available locally for new and existing users	Training registers, questionnaires, surveys	Qualitative and Quantitative
3.3.6	Wiki champion policy and practice is in place	Monitoring surveys, documentation	Qualitative and Quantitative
3.3.7	Improved understanding of the needs of users	Evaluations, feedback, observations, monitoring surveys	Qualitative and Quantitative
3.3.8	Regular review of RIX Wiki impact against KPI (key performance indicators that were set at the beginning of the project)	Evaluations, feedback, observations, monitoring surveys	Qualitative and Quantitative

3. IMPLEMENTATION

	Multiple-indicator measure *Indicators provide a measure of the concept or operational definition	Source of evidence	Type of evidence
Aim: Improved service delivery			
3.4.1	All professionals and family involved in the care and support are working towards common goals	Evaluations, observations, monitoring surveys, plans	Qualitative and Quantitative
3.4.2	Easy access to relevant information using RIX Wiki	Evaluations, feedback, monitoring surveys	Qualitative and Quantitative
3.4.3	Evidence of improved self-advocacy skills for service users (confidence, self-esteem, social skills, etc.)	Evaluations, feedback, observations, monitoring surveys, questionnaires, assessments, registers	Qualitative and Quantitative
3.4.4	Security and safety guidelines for using RIX Wiki exist	Monitoring surveys	Qualitative and Quantitative
3.4.5	Code of practice for contributing and accessing RIX Wiki for professionals exist	Monitoring surveys	Qualitative and Quantitative
3.4.6	Improved and integrated care and support is available	Evaluations, feedback, observations, monitoring surveys, plans	Qualitative and Quantitative

SECTION 4
WHAT HAS CHANGED?

This section outlines how to evaluate the outcomes of the intervention by capturing 'what has changed?' following using the RIX Wiki in your organisation.

Outcome indicators will help you to assess to what extent the goals and initial objectives of the project have been achieved. In order to effectively measure the impact and outcome it is recommended that relevant data is also collected at the beginning of the project from the target audience. e.g. students/clients/ service users/staff/parent etc.

WHAT HAS CHANGED?

Aim: Improved co-production

Co-production is one of the key principles of the SEND Reforms. Children and Families Act 2014 makes it clear that the voices of young people with special educational needs and disabilities and their parent and carers must be taken into account when designing services.

4.1.1 Indicator: Improved communication sharing

4.1.2 Indicator: Families and young people views, wishes and preferences are routinely obtained, heard, understood and acted upon

4.1.3 Indicator: Family and young people representatives are involved in meetings

4.1.4 Indicator: Accessible information about services are available.

Aim: Improved self-advocacy skills

4.2.1 Indicator: The student/client/service user is able to demonstrate good knowledge of self and rights

4.2.2 Indicator: The student/client/service user is able to communicate their knowledge of self and rights using RIX Wiki

4.2.3 Indicator: The student/client/service user is able to fully participate in their planning/review meeting using RIX Wiki.
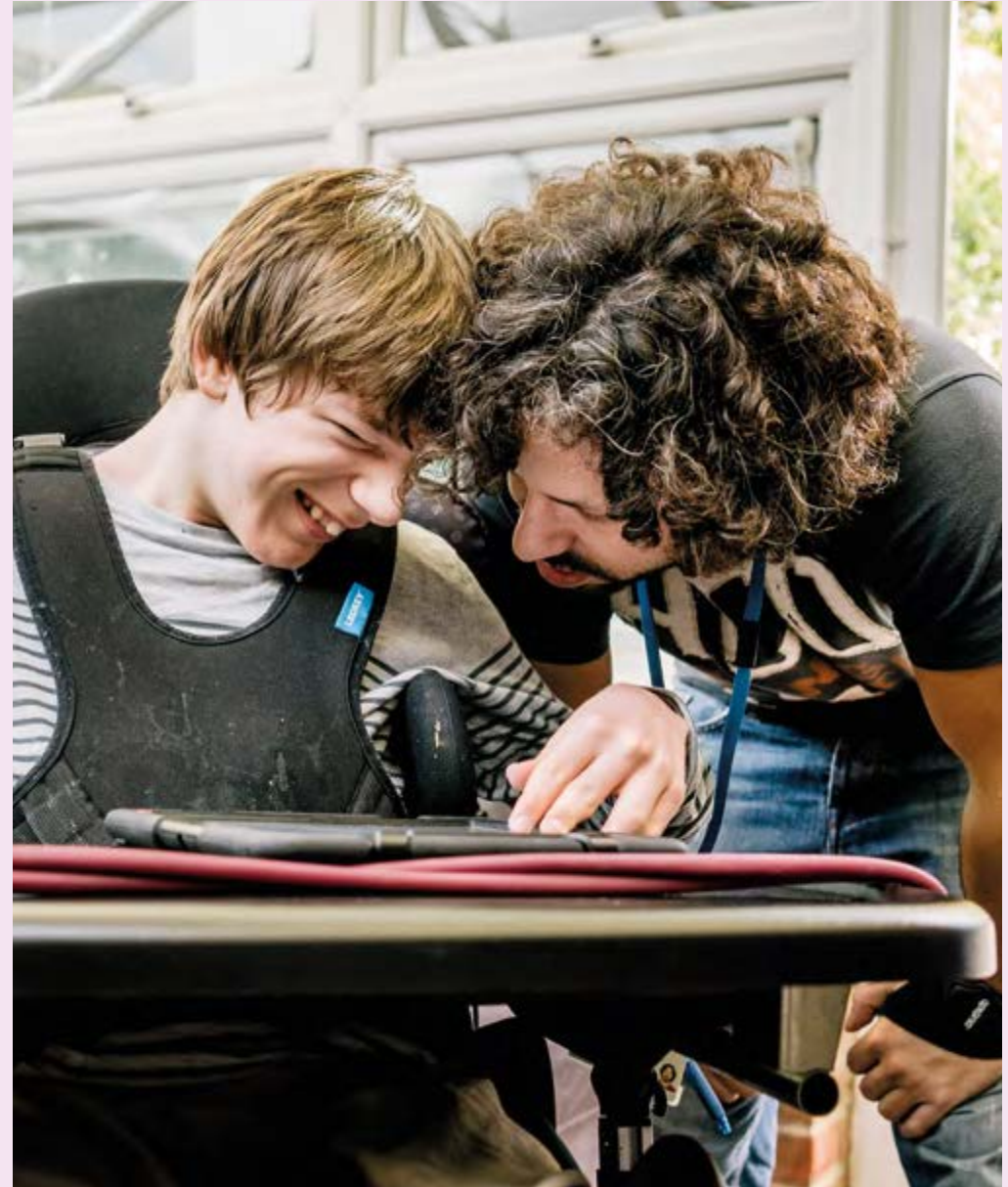
Aim: Improved service delivery

4.3.1 Indicator: Improved communication sharing

4.3.2 Indicator: Improved student/client/service user satisfaction

4.3.3 Indicator: Improved user engagement

4.3.4 Indicator: Improved parent engagement.

Aim: Evidence of person centred practice

4.4.1 Indicator: The student/client/service user is supported by people who know them well

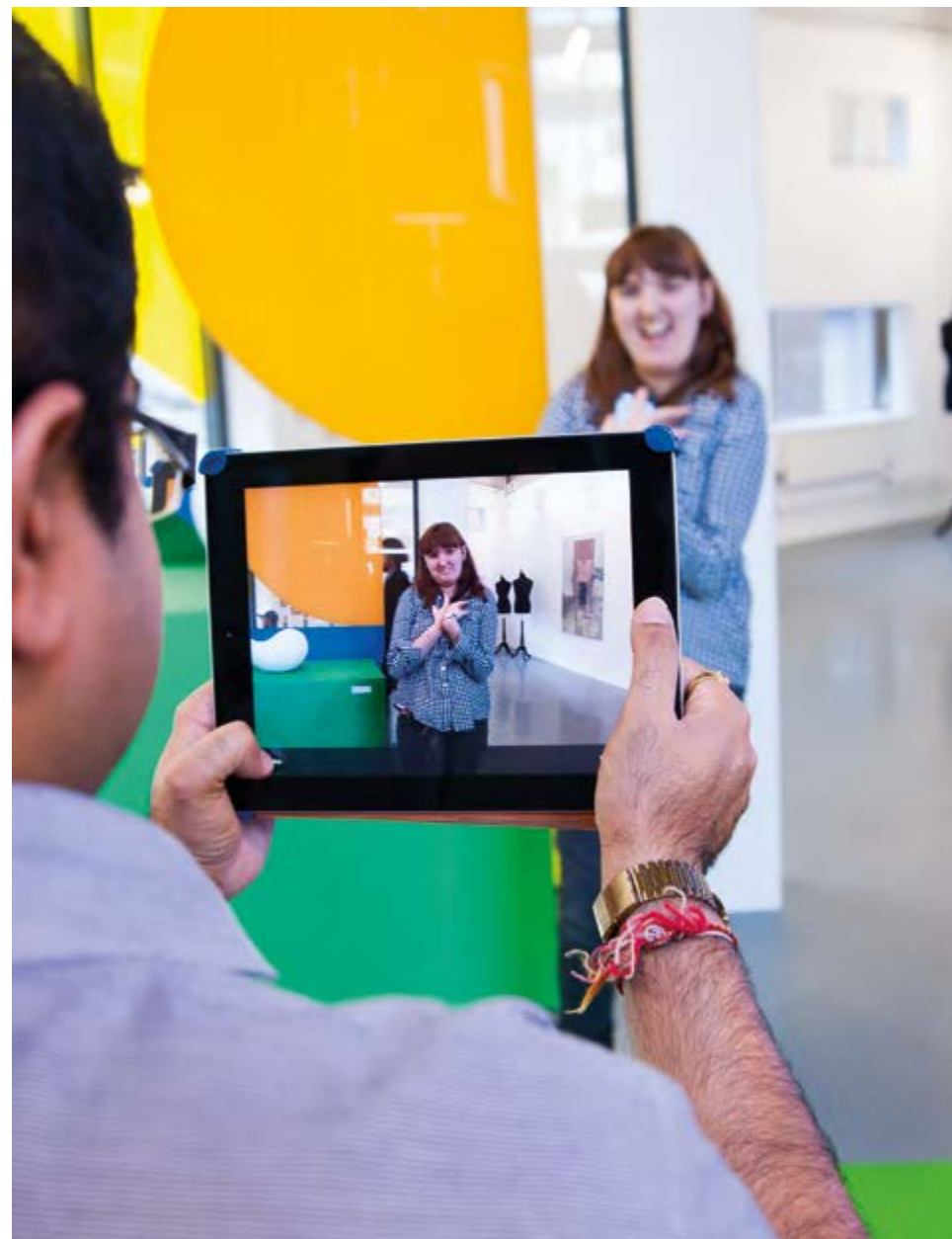**4.4.2 Indicator:** The student/client/service user is involved in making decisions in their life

4.4.3 Indicator: The student/client/service user is able to take part in activities that are important to them

4.4.4 Indicator: The student/client/service user has regular contact with their families, friends and are able to maintain their friendships.

4. WHAT HAS CHANGED

	Multiple-indicator measure *Indicators provide a measure of the concept or operational definition	Source of evidence	Type of evidence
Aim: Improved co-production			
4.1.1	Improved communication sharing	Feedback, evaluations, web analytics	Qualitative and Quantitative
4.1.2	Families and young people views, wishes and preferences are routinely obtained, heard, understood and acted upon	Feedback, evaluation forms, interviews	Qualitative and Quantitative
4.1.3	Family and young people representatives are involved in meetings	Meetings registers, evaluations, feedback	Qualitative and Quantitative
4.1.4	Accessible information about services is available	Evaluation of existing information, feedback forms, web analytics	Qualitative and Quantitative
Aim: Improved self-advocacy skills			
4.2.1	The student/client/service user is able to demonstrate good knowledge of self and rights	Evaluation forms, observations, interviews, meetings minutes	Qualitative and Quantitative
4.2.2	The student/client/service user is able to communicate their knowledge of self and rights using RIX Wiki	Evaluation forms, observations, interviews	Qualitative and Quantitative
4.2.3	The student/client/service user is able to fully participate in their planning/review meeting using RIX Wiki	Evaluation forms, observations, interviews	Qualitative and Quantitative

Aim: Improved service delivery			
4.3.1	Improved communication sharing	Evaluation forms, observations, interviews, focus groups	Qualitative and Quantitative
4.3.2	Improved student/client/service user satisfaction	Evaluation forms, observations, interviews, focus groups	Qualitative and Quantitative
4.3.3	Improved user engagement	Evaluation forms, observations, interviews, focus groups	Qualitative and Quantitative
4.3.4	Improved parent engagement	Evaluation forms, observations, interviews, focus groups	Qualitative and Quantitative
Aim: Evidence of person centred practice			
4.4.1	The student/client/service user is supported by people who know them well	Evaluation forms, observations, interviews	Qualitative and Quantitative
4.4.2	The student/client/service user is involved in making decisions in their life	Evaluation forms, observations	Qualitative and Quantitative
4.4.3	The student/client/service user is able to take part in activities that are important to them	Evaluation forms, observations, interviews, focus groups	Qualitative and Quantitative
4.4.4	The student/client/service user has regular contact with their families, friends and are able to maintain their friendships	Evaluation forms, observations, interviews, focus groups	Qualitative and Quantitative
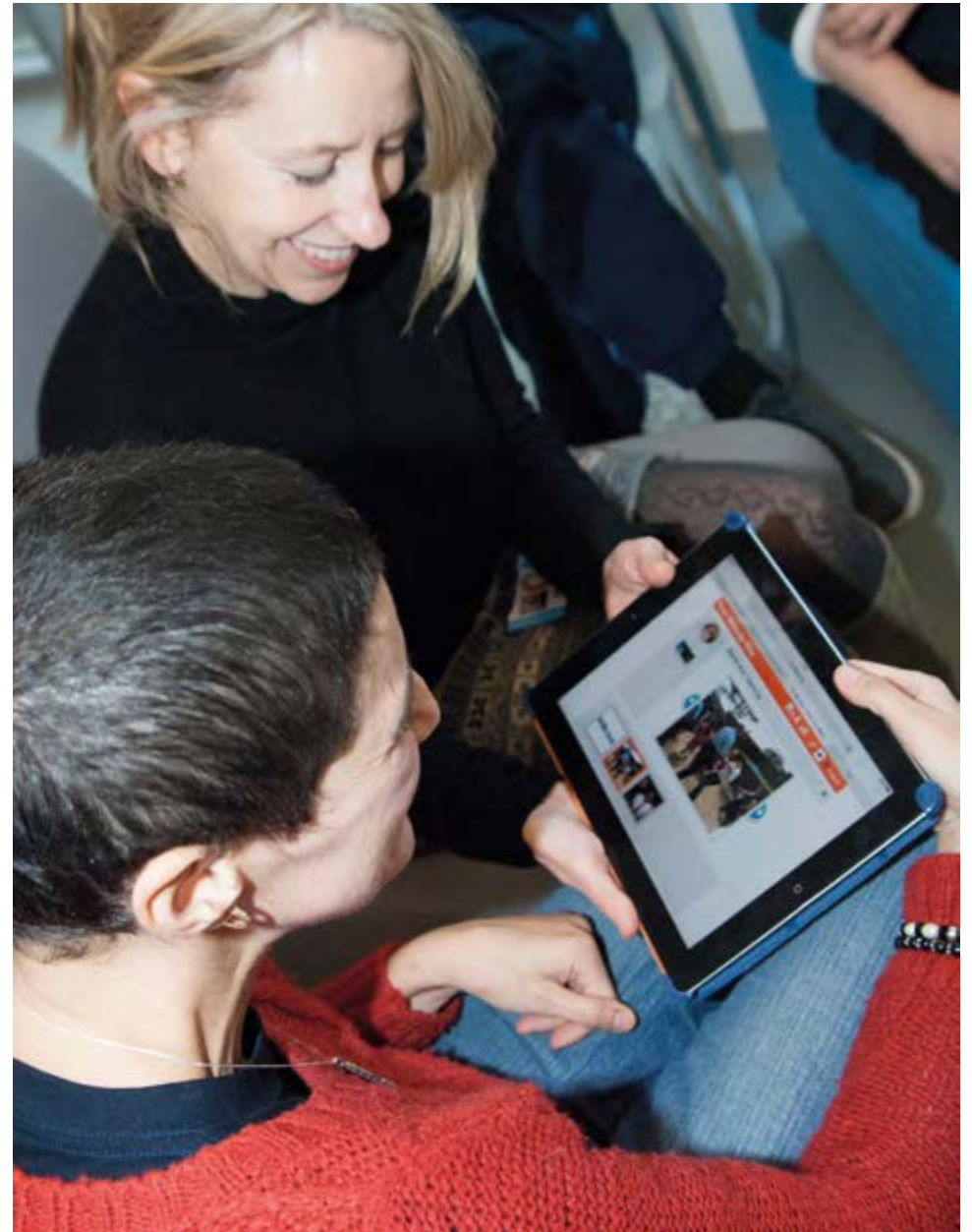
GLOSSARY

___

A

Action research: is used to bring about improvement or practical change. A group of people who know about a problem work together to develop an idea about how it might be resolved. They then go and test this idea. The people who take part in the testing provide feedback on their experiences. They may also identify further actions that need to be researchers and tested. This cycle of developing solutions and testing them is repeated until the problem has been solved.

C

Case: is used to describe not just people but, groups, situations, location, organisations, etc, that the research project investigates. It often includes the accounts of participants. A case study draws conclusions only about that participant or group and only in that specific context.

Case Study: involves the development of detailed, intensive knowledge about single 'case' or small number of related cases
Census: is a survey of a whole population (all the units)
Codes: are used in the analyses stage to separate out and make sense of the data. It helps to find 'paths' through the data.

Concepts: are building blocks of a theory. They are particular words and categories that express ideas about aspects of a theory. For instance, violence, disablism, homophobia, racism, peer pressure, and poverty are all concepts that can help us understand the causes and effects of bullying.

Couple interviews: popular in research on relationships – useful tool for exploring the construction of couple meanings about relationships.

D

Data: information (which can be numerical or descriptive) which are analysed and used as the basis for making decisions in research.

Data analysis: is the way in which you will study and interpret the information you collect. Different studies require different types of analyses. For example, surveys will often require some counting and statistics; interviews may require an analysis of the themes or concepts that emerge. The purpose of the analysis is to answer the research question as fully as possible.

Dimensions: are different layers of the concept broken down into different parts that cover the meaning of a concept. For example, dimensions of 'bullying' can include:

- Family life

- School life

- Community life

Dissemination: This is how you tell people about your research project. For instance, by report, conference paper, poster, exhibition, through drama, on-line and so on.

E

Ethnography: This is a type of research methodology, where the researcher will often live or experience the topic being researched. They will participate in the experience, either openly (telling people they are a researcher) or covertly (under cover).

Ethics: is the code of conduct for researchers. Researchers will have responsibilities and obligations to encourage participation and protection of those involved in the research. Ethics are dependent on particular circumstances of the research project.

At the very least, your research should aim to do no harm, and to help and be useful to other people. To achieve this, researchers should: be honest; think about how your project might affect those taking part; get permission from your participants; respect others' privacy; keep things confidential; know how to handle disclosures; have details of support services; protect your data; and feedback the findings of your project to those who took part in it.

Evaluation: involves assessing whether an intervention (for example a treatment, service, project or programme) is achieving its aims. A project can be evaluated as it goes along or right at the end. It can measure how well the project is being carried out as well as its impact. The results of evaluations can help with decision-making and planning.

Epistemology: this is the study of knowledge itself – how do we know what we know? It explores the nature of different types of knowledge systems. For instance, Afrocentricism, Feminism, Islam, social model of disability, etc.

Experiment: is a type of research design. The experimental design measures the effects of changing one variable on another variable. For example, measuring the effect of increasing the opening hours on the number of people using a community centre.

F
Field work: is the actual stage of collecting your data. For example, carry out your interviews or observations.

Focus group: this is a discussion with a group of people that is supported by the researcher. Focus groups are popular in market research, but also a useful tool for exploring collective meanings (how groups of people communicate and understand things).

Found data: or 'traces' are physical remnants produced by erosion of the environment or changes to it. For example, erosion of doormat will suggests numbers of young people using a youth centre, graffiti or street art will express the views or issues of young people in the local community.

I
Informed consent: At the start of collecting data, whether this is an interview, a survey, or any other method, participants should be informed at the very least about

- what the research is about

- how much time it will take

- what they will have to do

- who is paying for the research

- what will happen to the information they give you

- what format the research report will take and who will be able to read it

You can do this by telling them yourself, or by producing a leaflet or webpage. Don't assume that because people have this information, they will understand it – you should check that they understand everything before they agree to take part.

Participants should also be aware that they can stop taking part at any time and withdraw from the project if they want to.

Indicators: is what you would expect to see as a marker for single or shared dimensions to bullying. For instance, markers of 'homophobic bullying' can be common feelings of isolation, anger, fear, of being powerless, verbal abuse, physical violence, truancy, self-harming, school bullying policy, peer mentors, etc.

L

Leading questions: these are questions that direct a particular answer. For example "don't you think that all young people are trouble makers?" They are not generally useful in research, as it is better to let the respondent think for themselves. For example "what do you think of young people?

Literature review: This is where the researcher finds all the available material on the research topic. It can be carried out by searching the local library, using an online search engine, scanning reports and other documents etc. Reading as much as is practical about the research topic will help ensure the research project is of high quality.

M

Methodology: the research approach. This is more than just the methods you will use, as it also covers the reason that you chose those methods. This might include the researcher's ideals, ethics and value systems. It also covers the way you will analyse your data, and whether you are working from a qualitative or quantitative perspective.

Method: the techniques and tools of data collection. Surveys, interviews, focus groups and observations are all types of method.

N

Non-probability sample (non random sampling): where you do not know the probability of each participant being selected. Examples of non-probability samples are quota (in the absence of sampling frame select participants from those available in proportion to predetermined quota), snowball (moving from individual to their contacts via personal networks), convenience (choosing the nearest and most convenient people to act as participants), and volunteer ('advertising'- and self-selection).

O

Objectivity: is the goal of the natural sciences (biology, chemistry, and physics) and in much quantitative research. Objective research aims to produce demonstrated facts about society that are free of bias and connect with laws of nature (birth and death, ecosystem).

Observational methods: are used when the researcher observes and records information. It can be done by taking a full part in the activity being researched and reflecting on it, or simply observing the activity from a distance.

One-to-one interviews: where participants are interviewed individually by the researcher (sometimes called face to face interviews)

Operationalisation: refers to the process of transforming a theoretical concept into something you can define and measure in practice. For example, 'homophobic bullying' can be defined simple as verbal abuse or physical violence made against a young person by another young person based upon suspicions and knowledge of their attraction to persons of the same sex.

P

Participatory research: This is research that is carried out with people, rather than on people. Those being researched take an active role in the research project.

Peer research: is done by people who share the same set of circumstances as those being researched. For example, people of the same age group, or who live in the area under study. In many cases, young researchers who research other young people are carrying out peer research.

Personal documents: are produced by individuals for a personal rather than official purpose. Examples include letters, myspace, diaries, memoirs, family photographs and so on.

Pilot study: the pilot is often the first stage of a research project. It will give you the opportunity to practice your questions and the research methods before you go out and use them. It is a 'dummy run' – a pilot – of the main study. This helps you to find any problems in turning your research design (idea) into reality (practice), and using your research methods.

Project timetable: details when tasks are to start and end, and outline the teams' roles and responsibilities. It should provide an overview of the entire research project to keep it on track.

Probability sample (random sampling): where you know the chances or probability of each participant being selected. For instance, systematic (choose a starting point on list and choose every nth person), stratified (divided into gender, ethnicity, school age), multi-stage (in order to identify a random sample of school children in Leicester take a random sample of schools within South Fields, within these schools randomly sample classes; within these classes randomly sample young people).

Q

Qualitative research: This is often described as in-depth research, using words or imagery rather than numbers (quantitative research). It concentrates on understanding why and how things happen, and how they are understood. Common methods include interviews, focus groups and observations.

Quantitative research: This type of research has an emphasis on 'counting' and numbers; it is often used to find out 'what' happened, or 'how much'. Common methods include surveys, and using statistical information.

Questionnaires or surveys: these are usually a set of questions on paper, or online. The questions will be a standardised form (always the same) that you ask a group of people to answer.

R
Reflexive approach: researcher's thoughts, personal background, and ways of seeing are brought to the surface and included in the research write-up.

Research: is about asking questions, exploring issues and reflecting on findings. It is concerned with extending, pursuing 'truth' and must always be ethical.

Research diaries: can be produced by the researcher for the purpose of recording thoughts, feelings and experience of doing the fieldwork. Likewise, the researcher can ask participants to record specific points in their own life for a set period of time.

Research design: is the overall approach to answering your research question. It includes things like who you collect information from, and the methods you will use to get it. A common example of research design is the 'experimental design', where the research tests the effects of something by comparing two groups.

Research question: this is the question you set out to answer with your research. It is not always straightforward – and can be dependent on many things: the researcher's interests; style; history and knowledge. Also what has already been researched/written on the topic and what/who the research is intended for (audience). A good research question should meet the following rules:

a) it is limited in what it asks, and;

b) there is information somewhere out there that will help answer it.

So a poor question might be "what are we going to do for young people in Leicester?" A better one might be "What do young people in Leicester think about the range of after-school activities in their local area?"

Role play: can be an important tool for groups of young people to express their feelings and views which involves their whole body and all their senses.
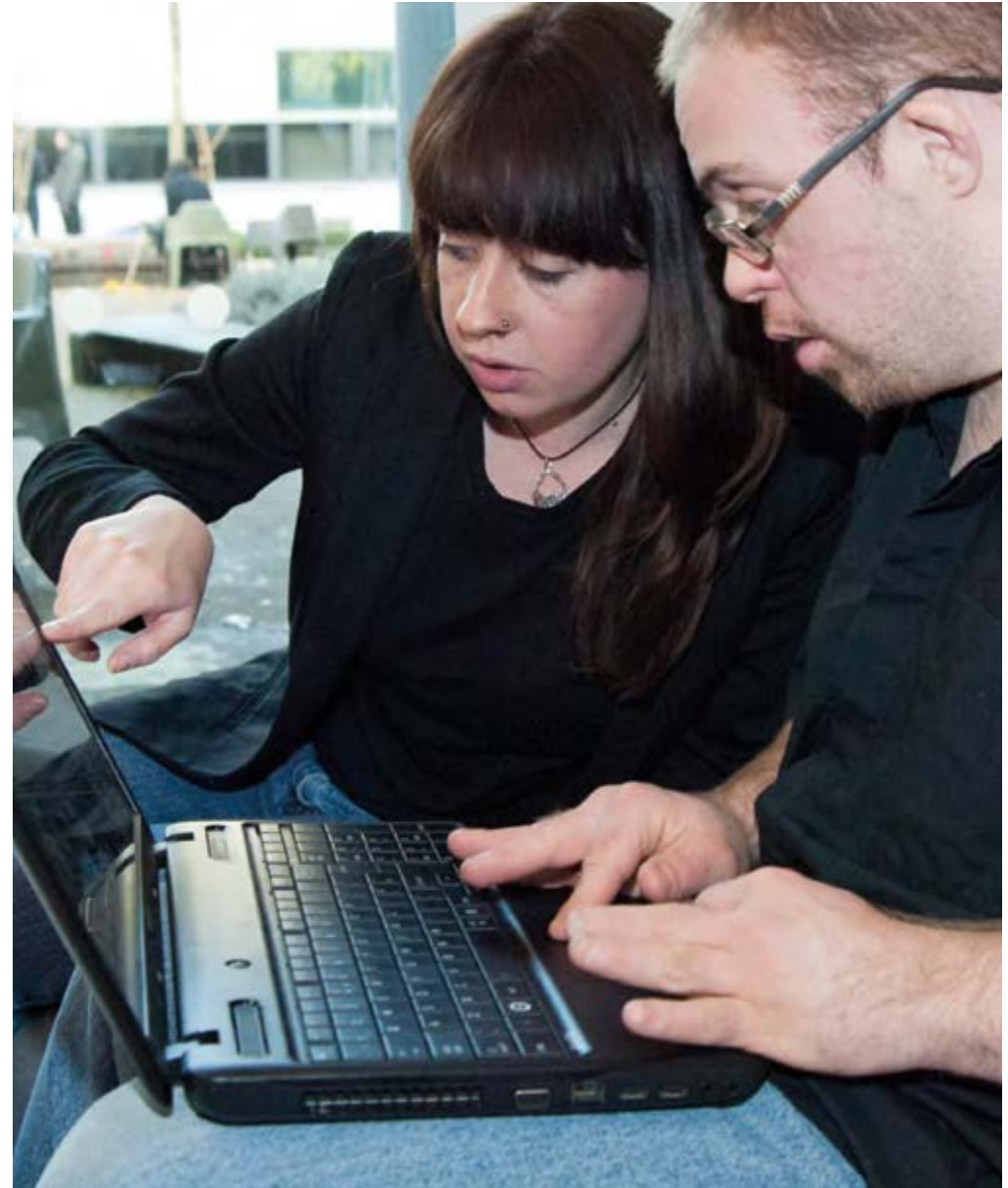
S

Sceptical: being prepared to question or doubt the nature of things – even the most commonplace. The process of doubting is an important stage in research if we are to acquire relative certainty (we can never have absolute certainty). So, a sceptical approach tries to find things out but also looks for counter arguments which might reject as well as confirm findings.

Semi-structured interview: same major questions are asked each time, but the researcher is free to alter the order they are asked, and probe for more detail.

Self-presentation: refer to appropriate dress, punctuality, professionalism, and cultural sensitivity of the researcher.

Systematic reviews: aim to bring together the results of all studies addressing a particular research question that has been carried out around the world. They provide a comprehensive and unbiased summary of the research.

Structured interview: wording of questions and order in which they are asked is exactly the same for all interviews.

Systematic: researchers think about what they are going to do and how and why they are doing it in a methodical, purposeful, step-by-step way. Everything is set out very clearly, e.g. if a researcher is going to 'find out' by asking questions then exactly what is to be considered, who is doing the asking, how, where, in what approach and how long, has to be mad clear.

Subjectivity: is the researchers' and/or participants' own point-of-view (see reflexive approach). Subjective points of view are often included in qualitative research. Subjectivity knowledge is treated as valid data. It also guides analysis and write-up of the research.

Sampling frame: refers to all the cases it is possible to sample in your study. It may be the same as the total population, or be a sub-set. For example, if you are sampling people in Leicester for a survey, you might use the electoral register, the register is your sampling frame; people in Leicester who are not on it cannot be sampled.

Sample: is a selection from a sample frame
(see probability and non-probability sampling).

Sampling plan: is the principle used to select a sample.

T

Transcription: is the full or partial write-up of a recorded interview.

Triangulation of methods: is the use of more than one data collection method with the aim of compensating for the weakness of particular method with the strength of others.

Theory: is a general statement that summarises and helps you to organise information in your research. A theory will help you test your research question or can be developed through the course of your study.

A theory will propose a general relationship between events. For example, a good theory of bullying in the classroom will cover a large number of classroom events and predict classroom events that give rise to bullying that have not yet occurred or been observed.

Tours and mapping (participatory appraisal): give information about a local environment or a young person's view of their place in a community. Tours can involve groups of local young people taking researchers on a guided walk around their community or youth provision, etc. Local young people can be in charge of the direction of the tour but also of how the experience is recorded, through young people taking photographs, making drawings, video and audio-recordings.

U

Unobtrusive research methods: data collected without the direct questioning of respondents or informants, for example by observing them. Data collected in this way can help avoid the problem of people who are aware they are being studied changing their behaviour. However, there can be problems gaining consent for this sort of study.

Unstructured interview: rather than a list of questions, the research has a list of topics to cover, and is free to ask and phrase questions as they wish. Sometimes the researcher can join in a conversational manner.

User-controlled research: is research that is actively controlled, directed and managed by service users and their service user organisations. Service users decide on the issues and questions to be looked at, as well as the way the research is designed, planned and written up. The service users will run the research advisory or steering group and may also decide to carry out the research.

Some service users make no distinction between the term user- controlled and user-led research, others feel that user-led research has a different, vaguer meaning.

They see user-led research as research which is meant to be led and shaped by service users but is not necessarily controlled by them. Control in user led research in this case will rest with some other group of non-service users who also have an interest in the research, such as the commissioners of the research, the researchers or people who provide services.

Making change is commonly identified as the central purpose of user controlled research, although there is also recognition that such change may not always be achieved. User-controlled research can be based on both qualitative and quantitative research methods and is also developing its own research methods.

Service users see democratic accountability to service users as a key requirement for good practice in user controlled research. This might be achieved by the research project itself being democratically constituted or it being located within a democratically constituted service user organization.

V

Variables: A variable is anything that you can measure (and usually do in some way) as part of your research. Anything that can change in value, for example the temperature, the number using a youth centre, the age of your participants, is a variable.

In some research designs, variables can be either dependent (you measure what happens to them) or independent (you manipulate them to see the effect).

Visual methods: commonly involve the use of photography or video as data collection techniques

Visual techniques: are often used in participatory research with children and non-literature groups who use these techniques to describe their environments, life situations, preferences and past histories. Techniques include, mapping, weekly timetable charts showing work, school, domestic chores, and play, seasonal variation charts, drawings of scenarios or card game.

BIBLIOGRAPHY AND REFERENCES

—

Banks, M. (2001) Visual Methods in Social Research, London, Sage

Children and Families Act (2014) Available from: http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted

Kellett, M. (2007) How to Develop Children as Researchers:
A Step by Step Guide to Teaching the Research Process, London, Sage

May, T. (1997) Social Research: Issues, Methods and Process, Buckingham, Open University Press

Paton, M.Q. (1987) Utalization-Focused Evaluation. Sage Publishing: London.

Robson, C. (1993) Real World Research, Oxford, Blackwell

SEND Code of Practice: 0- 25. (2014) Department for Education and Department for Health. Available from: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

Stufflebeam, D.L., Coryn, C.L.S. (2014) Evaluation Theory, Models, & Applications. Jossey-Boss Publishing: San Francisco.

For further information see:

Institute for Human and Health Development **www.uel.ac.uk/ihhd**
Involve: National Institute for Health Research **www.invo.org.uk**
RIX Research and Media Centre **www.rixresearchandmedia.org**
Young Researcher Network **www.nya.org/youngreserachernetwork**

ACKNOWLEDGEMENTS

—

CONTACT

—

RIX Research and Media,
University of East London
Docklands Campus
4-6 University Way
London E16 2RD.

Tel:
020 8223 7561

Email:
rixadmin@uel.ac.uk

Website:
www.rixresearchandmedia.org

Produced by RIX Research and Media and The Institute for Human and Health Development at the University of East London

Designed by Donna Ambrose

RIX® is a trademark of The University of East London
© University of East London 2017