Reinvention Centre project at Ruskin College
2006 – 2007

Christine Simm

Evaluation
October 2007

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This brief evaluation of a project that enabled BA Social Work students to carry out research during their final year placements was commissioned by Ruskin College.

REPORT

The Reinvention Centre Project at Ruskin

The Reinvention Centre for Undergraduate Research is a HEFCE-funded collaborative project based in the Sociology Department at Warwick and the School of the Built Environment at Oxford Brookes[1]. The main aim of the Reinvention Centre is to "integrate research-based learning into the undergraduate curriculum". Christine Simm, a Social Work Tutor at Ruskin, was awarded an Academic Fellowship at the Centre and her project was entitled *Knowledge for change: social work students as creators of knowledge.* It addressed the questions:

> "To what extent can student social workers contribute to knowledge that is of value to people who use social work and social care services and practitioners providing these services?"

> "What teaching and learning supports students in becoming creators of knowledge?"

> "Has students' sense of themselves as learners/ creators of knowledge changed as a result of the project?"

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[1] http://www2.warwick.ac.uk/fac/soc/sociology/research/cetl/about/

The context

The Ruskin Social Work degree started in 2004 with a cohort of 20 students. It was this first group of BA students who had the opportunity to take part in the Reinvention Centre's research project, at the beginning of their third year in the late summer of 2006. The research formed part of their long (110 day) placement between September 2006 and March 2007.

Ruskin has taught the previous social work qualification, the DIPSW two year social work course, for many years. Students have traditionally been encouraged to bring their life experiences into their learning. Doing small scale research has been encouraged in placements in the past. In fact there were students during the 2004 course who carried out research but not as part of the Reinvention Centre scheme. The style of research encouraged in Ruskin is emancipatory and qualitative, although there is a spread of approaches amongst the tutors.

The research module, which is taught in the 2nd year of the Social Work course, is mainly designed to help students evaluate research rather than conduct it, although there is one session on how to design small scale research. This module was taught only once before the Reinvention Centre opportunity arose, so was not specifically designed to support students to prepare for the project. Of the 20 students, seven put themselves forward, one withdrew early on before the research got going, and another withdrew after it became clear that the intended research would not take place because the participants could not carry it through. Five have completed the research although two of these have yet to write it up formally as a report or a presentation.

We were struck by Ruskin's particular character. The culture at Ruskin involves a deep concern for people who are disadvantaged and a language of emancipation and speaking out. Many of the students have themselves experienced disadvantage and are coming to learning during their working lives. Ruskin students are no strangers to giving back to their communities. The tutors are also driven by a high awareness of equality issues, often from their own experiences, and a strong sense of wanting to contribute to advocacy for people who are marginalised. In their interviews the tutors often commented on how special the students were.

The students' research projects

Two of the five students who completed research projects were based in the statutory sector, two were both in the same voluntary organisation, and one was in another independent organisation. The project topics and a brief description of the research are shown in the following table.

Students often encountered substantial difficulties in reaching those who they wished to include in their research – not too surprising given that their targets were often those who were hardest to reach. We thought that the students were very imaginative in the design of the projects and persistent in efforts to adjust them to take account of these difficulties. For example one student wanted to find out why some young

Topic	Research description
Barriers to young mothers joining a targeted education project	Small survey using self-completion questionnaire
Tenant satisfaction survey – tenants with learning disability	Questionnaire adapted from existing survey and self-administered or filled in with help from the carer
Services available to young pregnant asylum seekers	Group interviews with three young women
Impact of personal issues affecting care staff on a service for adults with learning disability	Small survey using self-completion questionnaires
Impact of poverty on young single mothers	Informal interviews and case studies with 5 or 6 women

mothers dropped out of a local education scheme tailored to their needs. She found that when she approached those who had dropped out she had almost no responses and those who did reply to her were not at home at the times she had arranged to see them. She rethought the project and designed a self-completion questionnaire for those who were still taking part in the programme. It asked about their experience of the programme and how it might be improved. This was more successful and she had 16 responses out of 28 distributed.

A second student working with young mothers also encountered difficulties – she mentioned cancelled appointments and also difficult interviews:

> Even though the questions are open ended you get one word and two word answers

She arranged small group interviews at times and in places chosen by the respondents.

Another student put in a lot of work to adapt an existing questionnaire for tenants so that it could be used by people with learning difficulties. This involved consulting pressure groups and testing different formats. Discoveries were made in the process of trying to use pictures in the questionnaire; a picture of a group around a table, which was meant to mean 'a meeting', was interpreted by some tenants as an invitation to a meal.

How Ruskin became involved: reasons for taking part and expectations of the project

Academic social work research is relatively young and patchy, and social workers, once trained, traditionally have little time to reflect on practice or carry out research, in contrast to other caring professions such as nursing or medicine.[2] While Ruskin has taught social work for many years through the Diploma course (DIPSW), the students

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[2] With the new requirement for social workers to register with the General Social Care Council comes a condition for continuing professional development which is likely to change this situation

involved in this programme are the first cohort of the degree course (BA in social work) and this means that the college is particularly conscious of higher education status, and the need for tutors to undertake research. Mike Neary from the Reinvention Centre came and spoke at the College and encouraged participation. It may also be that the Reinvention Centre's approach to research was attractive to staff because of its emphasis on participation and students as knowledge creators.

Christine saw the opportunity to take part in the Reinvention Centre Project as a way to "concretise what [she] knew already happened" – that is, students carrying out small pieces of research during their placements. Formalising this would allow something to be given back to the placements and, in a time of increasing student numbers, might be an incentive to placements. It was also a way to "enhance [the] learning" of students and to raise the profile of research in the college.

One tutor wanted to be involved in order to gain experience of research supervision and also thought that doing research would lead students away from textbook approaches towards a better idea of the complexities of life. Another was keen for students to gain confidence about research by doing it and "not be intimidated by it"; she also hoped that it would help them to clarify the links between theory, practice and research.

Students' reasons for taking on the work were varied; one wanted more experience to get on top of the research module:

> For me to get more experience in undertaking research. It wasn't an easy module - we did really struggle … [it was an opportunity] to put into practice what we'd learnt.

Two hoped to be published and others saw it would be helpful with their dissertations. Some clearly hoped that service users would benefit.

> I hoped the placement users would get something out of it ... to benefit other people.

Another student said :

> I was originally interested in being published ... everyone's going to want to read about me ... [but then I saw] it can help me with my dissertation, and I was enthused by the teaching we'd had on research.

One described how the placement staff had asked her to look into something that was not going as they wanted it to and this had naturally led on to her research. A final student described how she had been unable to find any information about the needs of clients of the type she met in her placement and so decided to research it herself. All wanted to use the project to improve the service being provided.

How did the project work?

We asked staff and students about how students came to take part. Students could choose whether or not to take part, though tutors did say that they had discouraged one student who asked to do research but who they felt were sufficiently challenged in the placement. Staff reported that they had had some worries about whether the project would create inequalities between students. One tutor said:

> [we were] very worried about it ending up looking like we were having an A-stream.

This tutor felt that relationships in the student group were good enough to avoid this, and in the end this did not seem to have been a problem. A student commented that the issue was less significant because students were away on placements at the time and so didn't see much of each other.

Each student who put themselves forward to do the project had a research tutor allocated to them, who gave eight hours of individual time for the research. This was in addition to the tutorial time each student had with a dissertation tutor, in order to prepare their dissertation. All the academic Social Work tutors were involved as research tutors except Christine Simm, who managed the project.[3]

During the placement the tutors met twice to discuss the running of the project and agree expense forms, and other mechanics of the scheme. The students who were undertaking research met with the tutors to discuss their progress in January, at a recall day. The agency placement supervisors did not formally meet with the tutors to set up the research although they were invited to the recall day. We asked if there had been three-way meetings between the staff, students and placement supervisors and were told that this had not happened. One tutor commented:

> The student was the bridge. We would have met if there had been difficulties … It worked … a tribute to the student's ability to manage relationships.

The part played by the placement supervisors in the research varied. In one placement the supervisor, who was an employee of the organisation, was a researcher and worked with the student to fit the student's research within work that was being undertaken within the organisation to assess the views of users. In another the student had regular meetings with the placement supervisor and these covered the research as well as the placement issues. These supervisors played an active part in helping the student to plan and carry out the research.

Tutors met students regularly during the research and aimed to support and encourage them. They saw part of their role as being to limit the students' ambitions about the scale of the project. Projects were intended to be small and limited in scope. Even so, students commented on the amount of work involved and some suggested that they would have liked more time to plan the research. Meetings between tutors and students did not follow a fixed pattern; tutors adjusted to the needs of the students.

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[3] Christine Simm acted as placement supervisor for two of the placements

The research was not a formal part of the students' placement portfolios, although reports or summaries of the work were sometimes included. However, the students did reflect the research in their dissertation, which the tutors encouraged. For all the students it was an added pressure of work, which they knew would not directly contribute to their degree[4].

Two of the students have already presented their findings to their placements and have been able to see actions coming from their research. All of the students contributed to the 2007 research module, where Year 2 students found it extremely useful to see real, achievable research being undertaken by people like themselves.

The impact on the students

This research gave all the students an enhanced experience on placement. They felt they had something concrete to contribute to the placement staff they were working with. It was certainly hard work doing the placement and the research, and for all of them quite a steep learning curve; two started the process thinking they wanted to publish their findings and be read, and ended up being thankful they had some conclusions and were able to use the work in their dissertations, while another two had struggled with the research module and wanted a chance to get on top of the subject. They all said that they would be interested in doing more research. One is about to begin a master's degree and another is keen to do this. They gained in confidence:

> Research is not such a scary thing!

They reflected that they had learned far more than just how to carry out focused small scale research; they had had a chance to really understand some of the issues facing the people they were working with, particularly those who were the most marginalized and most difficult to engage with. Research gave one student confidence to "argue on their behalf". Another talked about their realisation that research had powerful potential for benefiting people's lives.

> I think research can be overused at times [but] if it is used to the benefit of people it is a powerful tool for change.

Students also said that the research had improved the lot of the service users in their placement because of actions by the placement organisations that took place as a result of the research (see below).

Students' experience was more than just about placement learning. One student reported that the project had given her a much more critical approach to reading other people's research. Some were clear that the work had led them to rethink the nature of research.

> I'd had a different understanding of research from trades unions where you went to the research unit to look up stuff… I realised there was a lot more to it.

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[4] See below for further discussion of the part played by the research project in the degree.

> Research … it's not how they tell it in the books. 'Cos nobody wants to play with you. They don't tell you that.

> My research wasn't about proving one thing or another. It was just trying to get the voices heard.

The extent to which students realised changes in the way they thought of themselves as learners was less explicit, although this was implicit in their changed thinking about the nature of research and the 'messiness' of people's lives.

Some of the students were satisfied with the level of input from the tutors; some felt they could have had more initial guidance. In general, students clearly relished the additional time from academic staff that the research projects brought. One student said that the aspects of the research module that were particularly helpful in preparing for the research project were the sections on bias and the work on different methodologies. Another benefit of doing research was mentioned by a student who said that preparing for the research during the placement gave them several months extra thinking time about the topic in advance of the dissertation. Another commented:

> The whole dissertation came out of my research … not something I read in a book, something I lived.

The impact on the College

All the social work staff except Christine Simm worked as research tutors. Their involvement in the students' research was very varied – partly as a result of their own approach to research and partly through pragmatic factors such as timing, or the scale of involvement of the placement. There were inevitable overlaps between the role of the dissertation tutor and that of the research tutor, but these were not experienced as a problem.

The experience has changed the teaching of the research module in the social work degree, and at least one tutor has determined to encourage the social work students to think more actively about doing research from the first year of their degree.

One key outcome of the project was the occasion (mentioned above) during the Research Module for 2nd years when 3rd year students who had done research projects were asked to run a session about their work. This was thought to be very successful by both tutors and students.

> It was one of the best sessions in the whole programme

> Very, very inspirational … [the 2nd years] loved it

> I think the fact that 2nd years see that a year ahead of them were doing it made it seem more achievable … we saw a few little light bulbs going on.

The impact on placements

Another possible impact of the project is on relationships between the College and placements. In one placement, the supervisor suggested that the success of the research had encouraged them to take a further student.

> [X] is the first student I've had but I'd be willing to have one to do research again if there was some we needed doing.

The organisations where the students were placed reported positively on the experience.

> [X] was just brilliant … for the ideas she brought.

> It was really rewarding for us to have [X] on board … she gave a huge amount back – there's no doubt about it.

Doing the research, grappling with getting the topic and the focus, getting the ethical framework right, and producing a finding which was translated into a presentation or formed part of the student dissertation was tough work but the students and organisations that 'stayed the course' found the experience enriching. A placement supervisor said that one reason why the research had been useful to them was because it provided evidence that they could use in funding proposals. One comment made, however, was that it is not always possible to identify a particular contribution to the placement from the research as distinct from the contribution the students bring to the placement because they are from outside and come with a fresh approach.

It is worth noting that research in the statutory sector was as easy to get off the ground as research in voluntary organisations, despite initial fears by Ruskin tutors that the statutory sector would present bureaucratic challenges to doing the work.

Possible impacts the research may have had on the users of services

Since users were not interviewed during the evaluation, any impacts have been inferred from interviews with students or placement staff.

The service users in the research projects included adults with learning disability in housing association accommodation, young pregnant asylum seekers, young women under 20 who were mothers and who were part of a learning scheme, marginalized workers in a care setting, street people with drug and alcohol problems and complex needs, and people in housing experiencing problems with the benefit system. As already noted, for this evaluation, after careful discussion with Christine Simm it was decided not to try to carry out interviews with service users, given the difficulties that students had experienced in making contact in the course of their placements.

However, there have been some practical results of the research for service users. As a result of one of the research projects, users with learning difficulties now have industrial washing machines installed: many residents were incontinent and the research found that the washing machine breakdowns were a major inhibiting factor in people's lives. The young women under 20 who were mothers were offered some

practical art and craft group sessions which they asked for and the research has fed into a new post. All users had a chance to be heard and to have their voices registered beyond their regular contacts.

> Users got a chance to have a moan and really say what they thought about things.

> The result of the research is that we have an action plan, including talking to carers. This has not been a theoretical piece of work to sit on a shelf!

Conclusions

Overall, we would say that the project has been a success in relation to the first two questions outlined at the beginning of this report:

> "To what extent can student social workers contribute to knowledge that is of value to people who use social work and social care services and practitioners providing these services?"

> "What teaching and learning supports students in becoming creators of knowledge?"

The students who took part gained confidence and experience with research and learnt about the 'messiness' of work in social work.

The session they taught in the research module was clearly very useful for the next cohort of students, who learnt about the potential for research and how they could do it themselves. It was encouraging for them.

The placement agencies were engaged and happy with the outcomes of the projects. It had made them reflect in staff groups about their own practice, about how to listen to their users, and how to use students to reflect on their service.

We can infer that service users benefited from small changes brought about as a result of the research findings, and that they benefited from the opportunity to be heard during the research interviews.

In relation to the third question ("Has students' sense of themselves as learners/ creators of knowledge changed as a result of the project?"), interviews with students suggest that changes have been more implicit than explicit.

Issues for discussion

There are broader questions raised by the evaluation. We discuss these below:
i.   What constitutes 'research'.
ii.   The place of research in the degree, and practical issues for students and tutors in research that is not formally defined as a direct part of the course.
iii.   The relationship between organisations in the community and the College.
iv.   The future of the research project.

First, one respondent raised the question of whether the piece of work that the student carried out should be called 'research' or whether it was more like 'audit' or 'market research'. As far as the research tutors were concerned, it was clear that views as to the nature of research (and indeed the nature of these research projects) differed considerably.

The circumstances of the project imposed some limitations; in a 110 day placement during which students have to practise a broad set of competences, as well as fulfilling the needs of the organisation, there could be no time for more than a limited, focused, local piece of research, and that research was likely to be on something useful for the organisation's practice. We gained the impression from tutors that the goal of the project was that the research should benefit the student and the placement but that there was not much emphasis on increasing the sum of academic knowledge. On the other hand it was clear that some of the work done by the students was in areas where published research is extremely limited. For this reason it may be that the studies should be published in some way.

Second, the place of the research in the degree is worth discussing. In one sense, as formulated in the original proposal, Ruskin was clear from the outset that the research projects were not a formal requirement, so the research was given little formal space or time on the course. The research work done was recognised by both students and tutors as 'additional' to that required for the degree. However, in another sense, it was clear from discussion with both students and tutors that the research projects made a considerable contribution to students' performance. One example was the contribution to the dissertations. In addition, although the research projects were not a required element in the students' placement portfolios, some students included reports or summaries of their research. It was also reported that the research projects contributed to the learning competencies that students had to demonstrate on placement (although how they were taken into account was not clarified). So in this sense the research projects made a considerable contribution to students' learning, although they were not defined as a formal part of the course.

Respondents' comments produced some practical illustrations of the problems of this slightly unclear relationship of the research project to the main course work. These third year students were responsible for making presentations to the second year students in their research module, and also discussed issues in their research with each other at a college 'recall' day. Both second and third year students found this satisfying. Consideration is still being given as to how best to celebrate the students' research achievements – one student suggested that a prize for the best piece of research, or a Ruskin publication of the research, would have been welcome. It was made clear to the other students that they were not penalised for not taking part in the project. The one student who was discouraged was in a complex and demanding setting and had to work very hard to find her feet and work with the model which the agency favoured, so to add an additional task in this setting would have placed an unreasonable and probably unattainable demand on her. The research clearly was an extra piece of hard work for the students, but all of them benefited, leaving the question open about what any of the others missed by not taking part.

Third, despite the guiding principle in Ruskin about good relations with the local community, and the explicit design of this project to enhance relations with the local

community, the research itself does not appear to have enhanced the relationship between local organisations and the college. One of the placement supervisors said she thought she had not heard about the Reinvention Centre. None of them met all together with the students; that relationship was left for the student to 'bridge'. One of the placement supervisors was a Ruskin graduate with continuing strong links with the college but the others were only connected through the placement.

Without a formal publication or event to celebrate the research, there has been as yet no overt strengthening of community links although consideration is still being given to this. It is, however, likely that the organisations involved will all look favourably on taking more students and involving them in research. They found the semi-independence of the students useful; the users were happier to talk more freely to them than to a staff member.

Fourth, what is the future of the research project once this pilot year is over? The use of the finance was variable; it paid for replacement hours of full time tutors, real extra hours of part timers, and 'expenses' including vouchers for participation in the research itself. The question is then whether the College will wish to embed the research component more firmly into the mainstream degree, and if so, how best to achieve this. It might be argued that, if the small-scale research were made part of the course, it would not need extra funding; the vouchers etc could be paid by the placement since they would benefit from the research. The Reinvention Centre Project was funded for only one year, and it is not planned to repeat this project directly without funding, although the experience has changed the research module and emphasised the use of the well-established practice of student small scale research in practice placements.

We take these issues forward in our recommendations below.

Recommendations

Our first set of recommendations covers the nature of research, the place of the research projects in the overall structure of the degree, and the nature of students' learning.

1. Research is a critically valuable component of a social work degree – it has the potential to instil good practice and enhance reflection. This should be built up from the first year of the course, and prepared for in the research module. It should also be recognised and 'validated' by a conference for the participating organisations where the students present their findings. The intention to seek publication of the research findings should be built in from the start.

2. The preparation and planning for the research should be more formal, to ensure that students' expectations are realistic and the rewards clearer. This might also reduce some of the extra volume of work when students have to abandon their original plans.

3. Tutors themselves should have a clearer dialogue about their expectations for students and their ideas about research. Tutors differed a lot in how they saw research; although this may have enriched the experience for students, it might be helpful to be

more open about these differences and realistic about what style of research to follow. This might also help students in their initial dialogue with the placements.

4. The College should develop a clearer understanding about the place of the research projects in the degree structure – for example, the extent to which the research projects contribute to students' placement learning competencies and to their dissertations.

5. The College should develop a clearer understanding of the nature of students' learning on the research projects, and reflect on how best to help students 'recognise' changes in their understanding of the nature of research and of themselves as learners.

Our second set of recommendations covers the relationship between the College and the placement agencies.

6. Research tutors should have ongoing dialogue with the placement agency, with formal meetings between research tutor, student and the placement supervisor to discuss the research project and to set up plans should be a normal part of preparation for the research projects. If this happened, it would support involvement of agencies in recall days and in conferences/ workshops where students present their research findings.

Our third set of recommendations makes proposals for how to embed the research projects into the mainstream degree once the pilot year is over.

7. The College should reflect on where to find the 'points of leverage' for embedding this way of working into the mainstream degree. Some examples might be as follows:

i)   Discuss with placement agencies the possibility of small sums of money to support the research, eg travel expenses for students and/or participants to attend meetings, vouchers to encourage participation.
ii)   Work out how to give more tutor support time for dissertations.
iii)   Use the third years' presentations of their research planning and findings to the second year students as the opportunity to work with the third years on their 'reflexive learning' and their dissertation planning. This would mean planning the recall day in two parts – the morning for presentations, and the afternoon for 'reflexive learning' and dissertation planning. This timing would make the best use of student motivation and energy – i.e. before they are exhausted at the end of the placement and by the demands of dissertation writing.

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APPENDIX

Our evaluation methods

We obtained background documents about the project from the project leader, Christine Simm. We interviewed four of the five students who had completed their research and spoke briefly to the fifth, who did not have time for an interview. We tried to contact a sixth student who had started the research but not been able to complete it, but we were not successful. Interviews were also done with Christine Simm, with three research tutors at Ruskin and three placement supervisors. We did not interview service users about impact, on the grounds that all the placements involved working with particularly 'hard to reach' groups; we do, however, have information from student respondents about the process of working with such groups.

Interviewees signed consent forms to say that they understood our project and how we would use their contributions. Interviews were either tape recorded and then partially transcribed or noted down by the interviewer. Copies of the interview topic guides are appended (see below).

All three of us discussed the aims of the evaluation, conducted interviews, and worked on this report. The analysis was mainly done by two of us listening to tapes and comparing notes.

Topic guides for interviews

RUSKIN COLLEGE / THE REINVENTION CENTRE

KNOWLEDGE FOR CHANGE: SOCIAL WORK STUDENTS AS CREATORS OF KNOWLEDGE – THE RUSKIN COLLEGE RESEARCH PROJECT

QUESTIONNAIRE 1 – CHRISTINE SIMM

[Introduction about research and interviewers.]

BACKGROUND

1a. Why was Ruskin interested in the first place in this project?

1b. What were your hopes/ expectations?

1c. What did you want to get out of it for the college? students? staff? placement agencies?

1d. How did you sell it to the college? tutors? students? agencies?

PREPARATION

2a. How did you prepare the students/tutors?

Process – feedback meetings – for the few or for everyone?
Was the whole group included in the learning or just the individuals?
Were they seen as a group or individuals?
Did you hope the tutors would learn too and the research module change?

2b. How did you select/ negotiate the placement agencies?

Did you pre-select because you knew the placement would be enthusiastic/good for research/known to tutors or yourself? Did you rule any out and if so why?

2c. How did you manage the process?

You mentioned a meeting with the Research Tutors – was that regular? What did you discuss? Was that meeting seen as a support group for the Research Tutors? Or as part of the project's monitoring?
Did you talk to the students about how it was going?

PROCESS

3a. How did you monitor the project?

Using methods from the research module; the meetings in 2c; any other methods – meetings of the course not to do with the research?

3b. What has the additional workload been – for staff, students, you, agencies?

Time on visits, in meetings, reading and writing?

3c. Has the project meant additional criteria for assessing placements, or for assessing students' learning?

REVIEW

4a. What in your view have been the outcomes of the project – for the college? students? research tutors? agencies?

For the research module? For other elements in the course? For placements in the future? For service users in the projects?

4b. Are there elements of the project which you would wish to embed into the college's mainstream thinking/ work?

4c. Are there elements of the project that you would want to publish to influence students' learning and college practice elsewhere?

THOUGHTS FOR THE FUTURE

5. With hindsight, what would you have done differently? Would your expectations have been different?

QUESTIONNAIRE 2 – STUDENT RESEARCHERS

[Introduction about research and interviewers including timing, consent form, purpose.]

BACKGROUND

- Why were you interested in taking part in the project the first place?
- What did you think you would get out of this new initiative? – *the placement – the service users – the college tutors – the course?*
- What were your hopes/expectations?

PREPARATION

- How did you sell it – to the placement/to the service users/ to other students?
- Why did you choose the particular research? *(with tutors/placement/other students)*
- How did you plan the research – *(did you have a plan – did you work it out alone or with a tutor/how important was the research module/what else helped you or influenced you?)*
- Which parts of the Research Module did you find most useful in planning and undertaking the research?

PROCESS

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- Did you need to prepare the placement for the research? *How did you prepare the placement? And the service users? What support did you get for this?*
- Tell us about the research itself *(what design, what methods, what evaluation, what results)*
- Did you have any difficulties – and how did you sort them out? (*any changes in design as you went along, interaction with the service users, the 3 different tutors involved)*
- While it was in process did you have meetings with the college or the placement to support progress?
- What part did your research play your portfolio?

REVIEW

- Has being involved in this project changed your thinking and your practice? *How?*
- Did you hope it would change practice in the placement /at college/wider implications of connecting research with practice placements? *How?*

AFTERTHOUGHTS

- With hindsight what would you do differently? *Methodology/ how the placement approached the project/would you have chosen a different project, or different agency/ would you have chosen a different design?*
- What do you think you have learnt from this project about what research is? And about what counts as 'knowledge'? *modesty of expectations, capacity, impact, different expectations – for you or the project?*

QUESTIONNAIRE 3 – COLLEGE TUTORS

[Introduction about research and interviewers including timing, consent form, purpose of the research.]

BACKGROUND
- Did you have a role in setting up or teaching on the research module?
- Why were you interested in the first place?
- What were your hopes/expectations?
- What did you think you would get out of it – the student – the placement – the service users – the course?

PREPARATION
- At what point were you allocated the student?
- How did you see your role as research tutor?
- How did you sell it –to the student – to other tutors – to the placement/to the service users/ to other students not involved?
  Did you influence the choice of research project?
- How did you help the student prepare the research, the placement/service users?

PROCESS
- Were the requirements of your role formally set out (number of meetings, role with student)? *How many times did you see them? What was the balance of formal/informal interaction? What was the agenda of the meetings? Did you visit the research project? Did you have contacts with the agency/other tutors?*
- Were there any difficulties for your student in the research project?
- What was your relationship with the research as it unfolded?
- How many of the meetings set up with other research tutors did you attend? What was the agenda? Did you find them useful? Did you find the meetings with other tutors about the project useful – how were they used?
- How did you liaise with the placement tutor/college tutor/placement to support the student?

REVIEW
- Has being involved with this project changed your thinking and your practice?
- Will it influence your approach with students at college or in placements for the future?
- Do you think the experience of this project will effect the way the college thinks about research and practice placements in the future?

AFTERTHOUGHTS
- With hindsight what would you as research tutor do differently?
- What do you think people have learnt from this about what research is, and what counts as knowledge? *Would you have wanted the project to be run differently?*

QUESTIONNAIRE 4 – PLACEMENT SUPERVISORS

[Introduction about research and interviewers including timing, consent form, purpose of the research.]

BACKGROUND
- How did you first get involved?

- What were your hopes/expectations?

- What did you think your work setting would get out of it? the service users ? relationship with Ruskin for the future? The student?

PREPARATION
- Did you influence the choice of research project?
- How were you involved in the preparation? Preparing the service users/ other staff?
- How did you help the student prepare the research, the placement/service users?

PROCESS
- What was your relationship with the research as it unfolded?

- Did you have meetings with other tutors about the project? Or with staff or users?

REVIEW
- How has it changed your thinking and your practice about the use or desirability of research during student placements?

- Has this research itself had an influence on you own or your staff practice?

- How would you hope it would change practice in the placement /at college/wider implications of connecting research with practice placements?

AFTERTHOUGHTS
- With hindsight what would you do differently?