

## Rachel Hewett

Research Fellow

School of Education

### Contact details

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### About

Rachel Hewett is a Research Fellow based at Visual Impairment Centre for Teaching and Research

She has been working in VICTAR since February 2010, after moving over from Birmingham Clinical Trials Unit. She is primarily working on a project funded by Nuffield Foundation and has been focusing particularly on the transition experience of visually impaired students: factors influencing the employment experiences of visually impaired people and secondary data analysis of large datasets, such as the Labour Force Survey.

Rachel is interested in the use of quantitative methods in educational research, in particular multivariate analysis, modelling and the design and analysis of RCTs.

### Qualifications

- MSc in Applied Statistics, Sheffield Hallam University, 2011
- MA in Social Research, University of Birmingham, 2004
- BSc (Hons) in Economics, University of Birmingham, 2003

### Research

**Nuffield Transitions Project** ([research/activity/education/victar/research/transitions-study.aspx](#)) – a longitudinal project funded by Nuffield Foundation which follows the progress of a number of young visually impaired people as they progress through the educational system, into the workplace or further education. Phase One of the study was funded by RNIB.

A Single Subject Crossover Randomised Controlled Trial investigating the accessibility provided by Apple iPad to partially sighted individuals – Small Development Grant awarded by School of Education, University of Birmingham. A RCT comparing the accessibility to the internet which is provided by an Apple iPad, in comparison of the control of a windows computer.

Secondary data analysis – analysis of datasets such as the labour force survey to extract data on visually impaired people

**Big Lottery Fund Enabler Project** ([research/activity/education/victar/research/enabler.aspx](#)) – Employment program funded by the Big Lottery Fund and run in partnership with RNIB. Looking specifically at data collected from a job training program to model factors which can contribute to visually impaired people having a positive outcome of employment or training

### Publications

Douglas, G., Hewett, R. (2014) Views of independence and readiness for employment amongst young people with visual impairments in the UK. *The Australian Journal of Rehabilitation Counselling*. Vol. 20 (2), pp 81 - 99. DOI is <http://dx.doi.org/10.1017/jrc.2014.12> (<http://dx.doi.org/10.1017/jrc.2014.12>)

Hewett, R., Douglas, G., Keil, S. (2014) *Post-16 transition experience of visually impaired young people in England and Wales: Early findings from a longitudinal study*. *British Journal of Visual Impairment*, Vol. 32 (3), pp. 211-222. DOI: [10.1177/0264619614535374](http://dx.doi.org/10.1177/0264619614535374) (<http://dx.doi.org/10.1177/0264619614535374>)

Hewett, R., Ellis, L., Douglas, G., and Keil, S. (2014) *Vision, Accessing Information and Accessing Benefits: Technical report of findings to December 2013*. ([http://www.google.co.uk/url?sa=t&rcit=i&q=&esrc=s&source=web&cd=1&ved=0CCAQFJAA&url=http%3A%2F%2Fwww.birmingham.ac.uk%2FDocuments%2Fcollege-social-sciences%2Feducation%2Fprojects%2FNewfolder%2Fvision-accessing-information-accessing-benefits.pdf&ei=mpz1U52eDYU0QWEzYFY&usq=AFQjCNFFSxIjaAyLQ-bxY\\_A8-Va0BouIjw&bvm=bv.73231344.d.ZGUJ](http://www.google.co.uk/url?sa=t&rcit=i&q=&esrc=s&source=web&cd=1&ved=0CCAQFJAA&url=http%3A%2F%2Fwww.birmingham.ac.uk%2FDocuments%2Fcollege-social-sciences%2Feducation%2Fprojects%2FNewfolder%2Fvision-accessing-information-accessing-benefits.pdf&ei=mpz1U52eDYU0QWEzYFY&usq=AFQjCNFFSxIjaAyLQ-bxY_A8-Va0BouIjw&bvm=bv.73231344.d.ZGUJ)) Birmingham. Visual Impairment Centre for Teaching and Research, School of Education, University of Birmingham

Hewett, R., Torgerson, C., Douglas, G. (2014) *Accessibility of Apple iPad for partially sighted users: pilot study*. *Journal of Assistive Technologies*, Vol. 8 (1), pp. 2-13. DOI: [10.1108/JAT-09-2013-0029](http://dx.doi.org/10.1108/JAT-09-2013-0029) (<http://dx.doi.org/10.1108/JAT-09-2013-0029>)

Hewett, R (2014) *Investigation of data relating to blind and partially sighted people in the quarterly Labour Force Survey* ([http://www.google.co.uk/url?sa=t&rcit=i&q=&esrc=s&source=web&cd=3&ved=0CCwQFJAC&url=http%3A%2F%2Fdl.groovygecko.net%2Ffanon.groovy%2Fclients%2Fmib%2FLFS-Research-briefing.doc&ei=dp71U\\_aNA4W0QWjw4C4AQ&usq=AFQjCNE51Py8acd-BPI8NEIFwUMCOVbAQg&bvm=bv.73231344.d.d2k](http://www.google.co.uk/url?sa=t&rcit=i&q=&esrc=s&source=web&cd=3&ved=0CCwQFJAC&url=http%3A%2F%2Fdl.groovygecko.net%2Ffanon.groovy%2Fclients%2Fmib%2FLFS-Research-briefing.doc&ei=dp71U_aNA4W0QWjw4C4AQ&usq=AFQjCNE51Py8acd-BPI8NEIFwUMCOVbAQg&bvm=bv.73231344.d.d2k)). October 2010 to September 2013, March 2014. Visual Impairment Centre for Teaching and Research, University of Birmingham.

Hewett, R., Douglas, G., and Keil, S. (2013) *Young people's progress and views of independence aged 16-19* (<http://www.google.co.uk/url?sa=t&rcit=i&q=&esrc=s&source=web&cd=1&ved=0CCAQFJAA&url=http%3A%2F%2Fwww.birmingham.ac.uk%2FDocuments%2Fcollege-social-sciences%2Feducation%2Fvictar%2Ftransitions-support-june-2013.pdf&ei=v531U4jmm-LPQqW6xlCwDA&usq=AFQjCNHQJCtIjNkziLai2kfQw6X98xEzRw&bvm=bv.73231344.d.ZGUJ>). Post 14 transitions support. Technical report of findings to December 2012, June 2013. Visual Impairment Centre for Teaching and Research, University of Birmingham.

Hewett, R (2013) *Investigation of data relating to blind and partially sighted people in the quarterly Labour Force Survey* ([http://www.google.co.uk/url?sa=t&rcit=i&q=&esrc=s&source=web&cd=4&ved=0CCEQFJAD&url=http%3A%2F%2Fwww.rnib.org.uk%2Fsites%2Fdefault%2Ffiles%2FLFS\\_OCT\\_2009-SEPT\\_2012\\_Research\\_briefing.doc&ei=dp71U\\_aNA4W0QWjw4C4AQ&usq=AFQjCNEygG1Gp7g-G4gZJBXwemYp8bhqQ&bvm=bv.73231344.d.d2k](http://www.google.co.uk/url?sa=t&rcit=i&q=&esrc=s&source=web&cd=4&ved=0CCEQFJAD&url=http%3A%2F%2Fwww.rnib.org.uk%2Fsites%2Fdefault%2Ffiles%2FLFS_OCT_2009-SEPT_2012_Research_briefing.doc&ei=dp71U_aNA4W0QWjw4C4AQ&usq=AFQjCNEygG1Gp7g-G4gZJBXwemYp8bhqQ&bvm=bv.73231344.d.d2k)). October 2009 to September 2012, April 2013. Visual Impairment Centre for Teaching and Research, University of Birmingham.

Hewett, R., Douglas, G., Ramli, A., and Keil, S. (2012) *Post-14 transitions – A survey of the social activity and social networking of blind and partially sighted young people*: (<http://www.google.co.uk/url?sa=t&rcit=i&q=&esrc=s&source=web&cd=1&ved=0CCAQFJAA&url=http%3A%2F%2Fwww.birmingham.ac.uk%2FDocuments%2Fcollege-social-sciences%2Feducation%2Fprojects%2Fmib-transitions-social.doc&ei=6571U8uYCsFY0QXR8YgDg&usq=AFQjCNGZgDameuuY2umXWgoqiUpUxV80kg&bvm=bv.73231344.d.ZGUJ>). Technical Report, February 2012. Visual Impairment Centre for Teaching and Research, University of Birmingham.

Hewett, R, Douglas, G (2011) *Investigation of data relating to blind and partially sighted people in the Quarterly Labour Force Survey* ([http://www.google.co.uk/url?sa=t&rcit=i&q=&esrc=s&source=web&cd=1&ved=0CCAQFJAA&url=http%3A%2F%2Fwww.birmingham.ac.uk%2FDocuments%2Fcollege-social-sciences%2Feducation%2Fprojects%2FNewfolder%2FInvestigationofdatarelatingtoblindandpartiallysightedpeopleintheQuarterlyLabourForceSurvey.pdf&ei=531U5aAK6S0RQWc4CYAQ&usq=AFQjCNGUDXt\\_gMsuXCC0R7lrJ52Kz3Mw&bvm=bv.73231344.d.ZGUJ](http://www.google.co.uk/url?sa=t&rcit=i&q=&esrc=s&source=web&cd=1&ved=0CCAQFJAA&url=http%3A%2F%2Fwww.birmingham.ac.uk%2FDocuments%2Fcollege-social-sciences%2Feducation%2Fprojects%2FNewfolder%2FInvestigationofdatarelatingtoblindandpartiallysightedpeopleintheQuarterlyLabourForceSurvey.pdf&ei=531U5aAK6S0RQWc4CYAQ&usq=AFQjCNGUDXt_gMsuXCC0R7lrJ52Kz3Mw&bvm=bv.73231344.d.ZGUJ)). Birmingham. Visual Impairment Centre for Teaching and Research, School of Education, University of Birmingham

Hewett, R., Douglas, G. (2010) *Post-14 transition support – a survey of visiting teacher services for blind and partially sighted students* ([http://www.google.co.uk/url?sa=t&rcit=i&q=&esrc=s&source=web&cd=2&ved=0CCkQFJAB&url=http%3A%2F%2Fwww.birmingham.ac.uk%2FDocuments%2Fcollege-social-sciences%2Feducation%2Fprojects%2Fmib-transitions-visitingteacherservices.doc&ei=HZ\\_1U\\_fPclag0QW52YGcQ&usq=AFQjCNE\\_O27D26m6ad4KuXbFs8ReGvxZag&bvm=bv.73231344.d.ZGUJ](http://www.google.co.uk/url?sa=t&rcit=i&q=&esrc=s&source=web&cd=2&ved=0CCkQFJAB&url=http%3A%2F%2Fwww.birmingham.ac.uk%2FDocuments%2Fcollege-social-sciences%2Feducation%2Fprojects%2Fmib-transitions-visitingteacherservices.doc&ei=HZ_1U_fPclag0QW52YGcQ&usq=AFQjCNE_O27D26m6ad4KuXbFs8ReGvxZag&bvm=bv.73231344.d.ZGUJ)). Birmingham. Visual Impairment Centre for Teaching and Research, School of Education, University of Birmingham