**Location:** Name of school and address

**Students:** 16 students in Year 12 studying psychology, sociology or health and social care

**Time:** 09:00-11:30

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| **Date** | **Session type** | **Description** |
| Week 1 (DD/MM/YY) | Teaching | Students are introduced to the concept of health inequalities and social determinants of health. |
| Week 2 (DD/MM/YY) | Teaching | Students come up with their own research question and are introduced to a range of research methods that can be used to explore their question. |
| Week 3 (DD/MM/YY) | Mentoring | Students design their own research study under the supervision of a mentor. |
| Week 4 (DD/MM/YY) | Mentoring |
| HALF TERM |
| Week 5 (DD/MM/YY) | Mentoring | Students design their own research study under the supervision of a mentor. |
| Week 6 (DD/MM/YY) | Mentoring |
| Week 7 (DD/MM/YY) | Mentoring |
| Week 8 (DD/MM/YY) | Mock presentations | Students practise presenting their research study to the rest of the class. |
| Week 9 (DD/MM/YY) | Final presentations | Students present their research studies to their peers and a panel of judges from KCL at a final event held at the school. |

**Roles**

**Teaching** requires less time commitment than mentoring and little work in between sessions so is best suited to those who are unable to attend every week. However, teachers must be able to review the course content in advance and put together their own teaching notes. The teaching sessions are often shared between two volunteers who must meet face-to-face at least once beforehand to divide up the slides. If you have not taught on RISE before, you will need to arrange a run-through session with Zoe and Cerisse prior to the first session.

**Mentoring** requires the most time commitment and work in between sessions so is best suited to those who can commit to the whole course including the final event. It is important for mentors to attend the final event as students can be very nervous about presenting and will feel more reassured if their mentor is there. Mentors will be expected to work closely with their student (or group of students) and advise them on how to design an appropriate research study to investigate the community health problem they’ve identified. This requires flexible thinking and the ability to teach research methods in simple terms. Mentors must be able to communicate with students in between sessions via email to provide feedback on their presentations and answer any questions they may have. It may be necessary to chase students up if they have not sent any work and are not replying to emails. It is crucial that students feel fully supported to complete the course and deliver their presentation at the final event. This will be undermined if mentors miss sessions, cannot clearly explain research methods or do not provide feedback to students in a timely manner (even if they are the ones to send work at the last minute!).

**Judging** requires the least time commitment and little preparation work so is best suited to volunteers who can only attend the final session. Judges must have a good understanding of research methods and health inequalities. They will need to ask questions after each presentation and award Best Presentation and Best Speaker using the judging criteria provided.

**VOLUNTEER TRAINING WILL TAKE PLACE ON DD/MM/YY**