	Overview of Young Researcher Training Programme 2024/25 All sessions have been initially designed for 2-hour in-person session, followed by self-directed tasks of up to 2-hours. Online access to the all the resources www.lifelabonline.org			
Session	**Session title & outcomes**	**Brief outline**	**Core activities**	**Resources**
1	**What is research** **LO1:** Describe what research is and why it is important **LO2:** Discuss aspirations for the future, considering challenges and opportunities **LO3:** Devise own appropriate research question	This session looks at how we envisage our futures, what do they look like to us, what are the opportunities and challenges facing us. We then look at how to develop effective research questions that are meaningful to us.	**Hook:** Research bingo – each researcher receives a bingo card and tries to find peers who relate to different statements. This is essentially the researchers conducting light-touch data collection! When 5-8 minutes are up, ask a researcher to introduce another researcher from their bingo sheet to the rest of the group. The researcher chosen then repeats until everyone has had a go. **Main:** Determining group rules. Taking part in the 'Plausible Futures' exercise to explore people's aspirations for the future and consider opportunities and barriers facing them. Look at what makes a good research question and be introduced to the acronym P.I.C.O **Self-directed tasks:** Watch 'What is research' video Use the worksheet to come up with their research question. Watch 'Reflective and reflexive researcher' video.	• Trainers' PowerPoint • Session plan • Printed copies of bingo card • Pre-prepared 'Plausible Futures' grid on flip chart • Self-directed task worksheet • 'What is research' video • 'Reflective and reflexive' video
2	**Reflective and reflexive** **LO1:** Evaluate what it means to be a reflective and reflexive researcher **LO2:** Explain the differences between a reflective and reflexive researcher **LO3:** Discuss the purpose of a Reflection Log apply your knowledge to create your own	This session gives an insight into the importance of reflecting on your research, how to build this into your practice. It then moves on to consider how you as a person can influence your own research and how being aware of this can result in more rigorous research.	**Hook:** Researchers discuss the research questions that they have chosen to focus on **Main:** Using a couple of scenarios, researchers practice what it means to be reflective and reflexive. Using a tool to guide their thought process. Researchers consider their 'positionality' and why this is important to recognise for their research. Researchers are introduced to the 'Reflection Log' and encouraged to start using it **Self-directed tasks:** Complete their Reflection Log. Watch the 'Desk based research' video	• Trainers' PowerPoint • Session plan • Post-it notes (6 post-its per pair) • worksheets • Scenarios (to be printed) • How to be a Reflective & Reflexive Researcher video • Desk research video

3	**Desk research** **LO1:** Describe the differences between primary and secondary research **LO2:** Evaluate the reliability of methods used for desk research **LO3:** Demonstrate correct citation / referencing when doing research	This session looks at how we use secondary data to inform our research or directly to answer our research question. It also looks at what 'representation' in research means for our research.	**Hook:** Question: "If you could design and name your own search engine, to rival 'Google', and 'Yahoo', what would you call it and why?" Researchers to discuss with their neighbours whilst everyone arriving **Main:** Talk through why we do desk research, give an opportunity to try out. Talk through internet searching techniques and researchers to complete worksheet activity, focusing on the researcher's own question. Think about importance of representation in research – both for the researchers themselves, and also their prospective research participants **Self-directed tasks:** Complete worksheet, conduct desk research for own research question, complete Reflection Log. Watch 'Research methods' video	• Trainers' PowerPoint • Session plan • Desk research worksheet • 'Desk research' video • Self-directed task worksheet • 'Research methods' video
4	**Primary research methods** **LO1:** To differentiate between qualitative and quantitative research **LO2:** To practice conducting various research methods **LO3:** To be able to describe various research methods (e.g., river of life/focus groups etc.)	This session aims to give researchers the opportunity to test and practice using six different types of research methods and begin thinking about which research method(s) they might like to use for their research.	**Hook:** Share the questions they have written on post-it notes and read out or write on a board / on the PowerPoint slide (if they are short). For each question, is it quantitative or qualitative? What do the quantitative questions have in common? What do the qualitative questions have in common? **Main:** Quick recap of some definitions (primary, secondary, quantitative, qualitative). Then, a carousel of activities, where researchers try out different research methods: focus groups, questionnaires, emoji mapping, story completion, interviews, river of life **Self-directed tasks:** Complete Reflection Log. Decide on which research methods the researchers want to use for their own research study. Watch the Research ethics video	• Trainers' PowerPoint • Session plan • Primary research methods video: • Worksheets • 6 x research methods circus task worksheets (printed) • Pens • Post-it notes • 'Research ethics' video

5	**Research ethics** **LO1:** Discuss the role of ethics in relation to carrying out research projects **LO2:** Explain the 8 principles of taking an ethical approach **LO3:** Apply your knowledge and prepare an ethics application for your research	This session introduces the importance of Research ethics. Researchers are study case studies to consider ethical principles and then learn about the eight ethics principles. Researchers prepare an ethics application for their own research.	**Hook:** Brainstorm any words that could be associated with ethics and research – write on post-it and build a word cloud. **Main:** An introduction to 'Research ethics', researchers consider 2 case studies from an ethical perspective. Researchers learn about the 8 principles of ethics and consider how each principle should be applied to their own research. Researchers begin to complete their own ethics application form **Self-directed tasks:** Researchers finish completing their ethics application form. Watch the 'research ethics' video. Take the 'ethics competency' quiz. Complete Reflection Log. Watch the TWO 'data collection' videos	• Trainers' PowerPoint • Session plan • Ethics principles worksheet • Ethics case studies • Ethics form • Template ethics documents • Self-directed task worksheet • 'Research ethics' video • Ethics competency quiz • Data collection videos; Qualitative and use of Epicollect
6	**Collecting data** **LO1:** To recognise aspects of data collection and define related concepts **LO2:** To explore different methods of collecting data **LO3:** To use Qualtrics and Epicollect5 to collect (example) data	This session aims to provide researchers with time, support and resources to explore different methods of data collection.	**Hook:** Whilst researchers are coming in, they think about the question on the board, "Think about the term 'data collection'. What does that term mean to you?". **Main:** General discussion about different types of data, group task to identify pros and cons of quantitative and qualitative data collection. Look at other types of data collection. Reflect on their own research plans – discuss with each other, using other researchers as a 'sounding board'. Discussion about how to collect data – using an app called Epicollect, or using a survey platform. Time to begin setting up their chose method of data collection **Self-directed tasks:**. Complete Reflection Log. Complete setting up data collection method	• Trainers' PowerPoint • Session plan • Researchers' mobile phones (or other electronic device(s)) • Post-it notes & pens; whiteboard & whiteboard pen(s) • Researchers' workbooks • *Data collection (Epicollect)* video • *Data collection (Qualitative)* video

7	**Am I ready to collect my data?** **LO1:** To recall and discuss different methods of data collection **LO2:** To evaluate research design from a safeguarding perspective **LO3:** To practice data collection methods	This session is a check-point. Is everything ready to start collecting data? The session covers safeguarding considerations and provides an opportunity to practice interviewing and completing questionnaires	**Hook:** Discuss with another person the experiences of trying out the questions written for data collection **Main:** Discuss purpose of data collection, and relate to own research. Discuss safeguarding and relate to being a researcher and collecting data. Carousel of activities; safeguarding scenarios; practice interview questions; practice questionnaires. Discussion around the activity **Self-directed tasks:** Data collection! Complete Reflection Log	• Trainers' PowerPoint • Session plan • Practice questionnaires • Practice interview topic guides • Safeguarding scenarios and answers • Carousel instructions • Researcher support resources (confidentiality briefing statement; support card; self-help mindmap) • Self-directed task worksheet
8	**Quantitative and qualitative data analysis** **LO1:** Identify different types of quantitative and qualitative data analysis methods and think about their advantages and disadvantages **LO2:** Use quantitative and qualitative data analysis methods **LO3:** Select and justify which quantitative and qualitative analysis method(s) might be suitable for your own data	This session gives you details about what data analysis techniques you can use for your quantitative & qualitative data analysis. You will be taught and will find out more yourselves by researching some methods and discussing which might be most suitable for your own data. This includes practicing data analysis.	**Hook:** Group discussion to consider what the researchers think about when they hear the term 'data analysis' and to see what they already know. **Main:** Researchers are lead through some slides looking at quantitative data analysis, with some common formulae that are used in excel. Researchers are given an opportunity to practice and to think about how they might want to visually present their data. Next, researchers are lead through some slides looking at qualitative data analysis, giving them an opportunity to practice some thematic analysis. **Self-directed tasks:** Complete Reflection Log, start data collection.	• Trainers' PowerPoint • Session plan • A computer/laptop and access to Excel • "U.S Music Industry statistics 1990-2023" Excel spreadsheet • Worksheets • Post-it notes & pens

9	**What do you need support with and having a go at data analysis** **LO1:** To become familiar with and carry out data analysis **LO2:** To reflect on your research projects so far	This session gives researchers the chance to practice or conduct their own data analysis. It also gives them a space to ask trainers any questions or to clarify parts of their research.	**Hook:** Researchers discuss with each other their chosen method of data collection, sharing experiences **Main:** split researchers into groups depending on their data collection methods (Quantitative, qualitative or mixed). Discuss in these groups their pans for data analysis. Researchers work through the check list, reflecting on where they are at in the stage of their project and where they need support. Time to ask questions and seek support **Self-directed tasks:**. Complete Reflection Log. Continue/complete data collection and data analysis	• Trainers' PowerPoint • Session plan • Printed: slides 4 & 5 (one between two) • Worksheets
10	**Evaluating my research** **LO1:** To recall and discuss different methods of data collection **LO2:** To evaluate research design from a safeguarding perspective **LO3:** To practice data collection methods	This session looks at how we evaluate the research we have conducted – the 'So What' of what has been done, beginning the discussion around how to effect change from the research that has been conducted.	**Hook:** Chat between researchers about how data collection is going: • What's worked well? • What's not worked so well? • Any advice for those who haven't yet been able to collect their data? **Main:** Discussion around why we need to evaluate our research and what the elements are of an evaluation – how do we then apply this to our own research. Looking at two case studies and then researchers begin to evaluate their own work. Introduce the idea of decision-makers and policy makers – sparking reflection about who might be interested in this work. **Self-directed tasks:**. Complete Reflection Log, complete evaluation. Research who might be interested in the researcher's findings. Watch the 'Dissemination' video	• Trainers' PowerPoint • Session plan • Activity 3 - Matching words worksheet • Activity 4 worksheet • Activity 5 – Evaluating my research worksheet • Activity 5 – Case studies • Self-directed task worksheet • 'Dissemination' video

11	**Disseminating my research** **LO1:** Discuss the purpose of conducting research **LO2:** Evaluate the elements of a persuasive argument **LO3:** Discuss what 'Knowledge Mobilisation' means and apply to own research	This session looks at how we disseminate our findings. Looking at key considerations when planning how to disseminate your work, thinking about your audience and the medium you want to choose. Providing an in-depth look at two ways of dissemination and then researchers create either a research poster or a policy brief.	**Hook:** Researchers identify 2 key decision-makers who may be interested in the results of their research and discuss with their table – have they identified similar people? **Main:** Discussed what the purpose was of their research, considered how to disseminate effectively – what makes a good 'story', who should that story be told to. Looking at the idea of 'Knowledge Mobilisation' and brainstorming ways to disseminate research findings. Looking at 2 ways in more detail – a research poster and a policy brief and then researchers planning how they want to disseminate their research **Self-directed tasks:**. Complete Reflection Log, choose method for disseminating their research and making a start on producing either poster/policy brief or something else of their choosing	• Trainers' PowerPoint • Session plan • 'Dissemination' video • Activity 2 – Reverse stair framework • Activity 3 – Case studies worksheet • Activity 4 - Research poster template • Examples of research posters • Activity 4 – Policy brief template • Examples of policy briefs • Self-directed task worksheet
12	**Presenting my data** **LO1:** Evaluate the components of a verbal presentation **LO2:** Practice delivering verbal presentations to gain confidence **LO3:** Prepare a short presentation to disseminate your research	This session looks at how we present our research. Thinking about the components of verbal presentations and practising them in a safe environment. Preparing a short presentation about our own research to accompany either the research poster, or policy brief	**Hook:** Researchers discuss whether they have decided to make a research poster or a policy brief and how they have found that task **Main:** Talk through discussion points about giving a presentation – how does it make us feel? Why is it a good thing to do? Researchers brainstorm what the components are of a presentation and put the sections into a logical order. Using a planning tool, researchers are then led through planning their introduction, methods, findings and conclusions sections. There are opportunities for researchers to practice presenting, and they are encouraged to have a go in a safe space. **Self-directed tasks:**. Complete Reflection Log. Complete dissemination output	• Trainers' PowerPoint • Session plan • Activity 2 – Presentation preparation worksheet • Self-directed task worksheet