Ri Masterclass Organiser Handbook 1:

Introduction and general requirements

Royal Institution Masterclasses – communities providing their school students with free access to extended courses of STEM activities. Fun, challenging, building confidence.

Thank you for your interest in setting up your own Ri Masterclasses. As Masterclass Organisers, it's your role to coordinate a set (series) of Ri Masterclasses at your site for school students in your local community. The Ri could not operate such a large network of Masterclass across the UK without volunteers and collaborators such as yourselves working to coordinate activity locally, and we thank everyone for their commitment and involvement.

Our Masterclass programme has been running since 1981, and some groups have been with us for decades, choosing Masterclasses to bring STEM outreach to school students in their communities each year. We have built up a network of Masterclasses that stretch right across the UK.

This handbook provides an overview of the structure of Masterclasses and requirements of groups. The support you can expect to receive from the Ri and roles played by each person in the Masterclass group are laid out. It is a useful first read for new-comer organisers and existing ones who need a refresh as they start preparing for their annual Masterclasses.

The appendices provide an introduction to the roles and terminology we use to describe Masterclass stakeholders (appendix I), the documentation needed such as an Organiser Agreement, and a guide to using them (appendix II), a list of all tools, templates and documents and where to find them, including template letters for communicating with schools and families (III). We always schedule a meeting to talk through the documentation with new groups.

If you have any questions, or would like us to go through this verbally with you, please do get in touch: masterclasses@ri.ac.uk

Credit: Tim Mitchell

1.   What is a Masterclass series?

Masterclass series can be run as a course of face-to-face, online, or livestreamed into school events. They are interactive STEM enrichment workshops for school students lead by professional scientists, educators, academics, or outreach experts. Students come together from several schools in a local community to attend the series of workshops.

They can be run in almost any establishment set up for public events - schools, colleges, universities, heritage sites, industry training centres, etc. Groups can forge links with local STEM industries or education centres, bringing adult volunteers in to lead or help at the sessions.

Secondary schools can also run high quality Masterclass projects for older school students (normally aged 16-18). These projects allow the older students to join Masterclasses for younger children as helpers or even to lead the workshops, connecting them with primary students in their region.

There is plenty of leeway with how you can set up and run your Masterclasses – this ensures that you arrive at an optimal outreach activity for you and your community's own needs. However, the following are core requirements for Ri Masterclasses:

- Masterclass series must be a course of several workshops that students attend – traditionally six sessions spread across one or two terms within a single academic year (fewer, and more condensed, may be more appropriate depending on local circumstances)

- Masterclasses are enrichment activities designed to engage and plant seeds of wonder. They are neither connected to school curriculum nor tools to advance students' exam skills

- Students from multiple schools in a community must be invited to attend (this is not an enrichment activity for just one or two schools)

- Masterclasses must be free to schools and students – you cannot pass on the costs of running your series to the schools/families attending (though you can fundraise to cover costs)

- Masterclass students are recruited via teacher nomination. This should allow teachers to select those who they feel will benefit the most from this free opportunity

- Safeguarding is at the heart of all Ri activities and all adults involved with Masterclasses are required to read and abide by the Ri's Safeguarding Policy for Children and associated codes of conduct

- Each Masterclasses should have a supervisor for every room (physical or virtual) where student activity is taking place. Supervisors will need to have a DBS/PVG/Access NI check

Thank you [to the Ri] for your continued support with our Masterclasses. I keep suffering waves of unreasonable excitement for what these sessions might be able to offer our students! Sometimes we get thanked before we've even done the sessions.

This was our first series and it was extremely successful. All students fully enjoyed and engaged in the sessions and left with a buzz of enthusiasm; parents sent emails to me commenting on the positive impact the series was having on their child's education and interest.

Quotes from Masterclass organisers

1.1.   More details of the Masterclass format

The above criteria ensure that the Masterclasses are safe community events where students experience an extended enrichment opportunity. Beyond the above requirements is a set of recommendations that we can run through with you to assess your needs and arrive at an optimal Masterclass experience.

The following list is what we aim for in the basic structure, but we will work with each group to tailor to their requirements:

Workshop length

Face-to-face sessions are preferably 2.5 hours at secondary level or 1.5–2 hours at primary level, while online sessions are preferably 1.5–2 hours at secondary level or 1–1.5 hours at primary level. Sessions beyond an hour should include a short break. A series should ideally include at least six sessions spread across one or two terms.

Face-to-face series could be condensed to allow for two sessions during a day, separated by an extended lunch break – this is especially useful for large catchment areas where travel time could be a factor.

Content

Each session should be highly interactive, allowing exploration and discovery, and should include real theoretical depth. A different idea or application of mathematics, technology or computer science can be tackled in each session so that a variety of topics is covered within the series.

Students

There should be students attending from multiple schools in the area with no more than a handful of students per school. The same students should attend the entire Masterclass series. Normally, we suggest working with 9-11 year-olds at primary level or 13-14 year-olds at secondary, but groups can choose different age groups if they prefer. All students attending should usually be from same school year.

Student selection via teachers

Groups send out nomination packs to teachers several weeks prior to series start. The packs contain four documents:

1. Teacher letter, explaining about Masterclasses, and the nomination process plus deadline for submission

2. Teacher form, for them to add student names and return to the organiser

3. Parent/carer letter, explaining about Masterclasses and application process

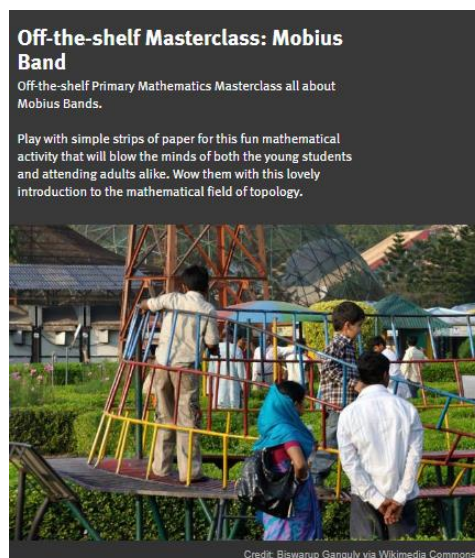4. Parent/carer consent form plus deadline for submission

Teachers identify the students they would like to nominate, based on the criteria listed on the teacher letter (aimed at the students who are well-motivated and curious about STEM subjects; and for whom other opportunities may not be readily available).

School involvement

Where possible, all schools in the appropriate catchment area should be given the opportunity to involve their students. To maximise the number of schools taking part, groups generally wait until all teacher nomination forms have been submitted before confirming that students have been awarded a place on the series. Primary Masterclasses are often run for a cluster of schools that work closely together.

Speakers (workshop leaders)

Where possible, a variety of speakers with different areas of expertise should be used to lead the sessions within the series. We ask groups to aim for a diverse pool of speakers – different ages, genders, ethnicities, identities and backgrounds bring a wide variety of role models to the Masterclass students. The Ri team can help recruit and train new speakers for your series. Many of the workshops in our primary series are delivered by the teachers who organise it, bringing in only one or two external speakers. We help busy teachers to deliver enriching maths and computer science by providing Off the Shelf resources – take a look!

Off-the-shelf Masterclass: Mobius Band
Off-the-shelf Primary Mathematics Masterclass all about Mobius Bands.

Play with simple strips of paper for this fun mathematical activity that will blow the minds of both the young students and attending adults alike. Wow them with this lovely introduction to the mathematical field of topology.

Credit: Biswarup Ganguly via Wikimedia Commons

An example 'off the shelf' masterclass about Möbius bands, aimed at older primary or younger secondary school students. See more resources you're your group can use here: https://www.rigb.org/learning/activities-and-resources?type=30

Supervisors

Each Masterclass needs a supervisor, who is in change of the pastoral care of the students and the overall running of the session. This could be the same person throughout the series or multiple people. If a Masterclass session takes place over multiple rooms (physical or virtual spaces), then a supervisor is needed for each room. The supervisor is also in charge of the safeguarding elements of the sessions, and the Ri can offer training and support if this is an area they are not familiar with. All supervisors need to have a valid DBS, PVG or Access NI check. For more information, see Handbook 2.

Helpers

Helpers are a great support for the Masterclasses – assisting with the running of the sessions and supporting the students. Nominating teachers can be asked if they want to attend one or more of the sessions, and other good sources of helpers include local undergraduate/postgraduate students, trainee teachers, STEM Ambassadors and even sixth formers (with the appropriate parent/carer consent for those under 18). It's a great way to see the content of the sessions and gain experience working with an enthusiastic engaged group of young people.

Certificates and celebration events

At the end of each series, students receive an Ri certificate of attendance (see image above for an example). Electronic certificates, emailed directly to parents/carers of attending students, have been available since July 2021. Where possible, students are also invited to attend a special end-of-year celebration event for Masterclass students from across their region.

1.2.   The different types of Masterclasses on offer

The Royal Institution can support you to run one or more of the following activities:

1.2.1. Target audience

Key Stage 2 – older primary school students

STEM Primary Masterclasses, either purely mathematics or other STEM subject with maths focus: at primary schools (for a school cluster), secondary schools (for feeder primaries) or any other organisation wanting to work with KS2, normally 9-11 year olds (Year 5 or 6 in England/Wales, Year 6 or 7 in NI and P6 or P7 in Scotland).

KS3 – younger secondary/high school students

Mathematics or Computer Science Secondary Masterclasses: at secondary schools, universities, or other appropriate venues, for KS3 students attending secondary schools in the community, normally 13-14 year olds (Year 9 in England/Wales, Year 10 in NI and S2 or S3 in Scotland).

Note: until the 2020 pandemic, we additionally ran Engineering Masterclasses. Unfortunately, these have been paused until the Ri can reassess the scope of Masterclass activity. Please contact us if you'd like to discuss the future of our Engineering Masterclasses, or how we can create a

technology Masterclass programme for you that looks at applied Computer Science, Mathematics and Engineering in one series.

KS4 and 5 – older secondary/high school students (GCSE/Highers years and sixth form)

Some Masterclass groups like to run Mathematics or Computer Science series for older aged students – perhaps for a new group of students or bringing those who attended in KS3 back for a follow-on experience.

"Sixth form to Primary" Masterclasses are run in many secondary schools. These formal projects are mainly for KS5 students but sometimes KS4. Secondary schools run a primary Masterclass series in their school for local primary schools, and sixth form students are trained by the Ri team to develop and deliver their own set of STEM Masterclasses (mentored by the teachers organising the Masterclasses).

For students beyond school

We can work with universities and further education colleges, providing bespoke training and mentoring to small groups of undergraduates, postgraduates or trainee teachers who then deliver Masterclasses in our networks. This is great for groups of students looking to undertake maths or CS outreach, students undertaking science communication modules as part of their STEM degree, or those wanting to gain additional teaching experience.

1.2.1. Masterclass format

A Masterclass series is typically one of the below formats – we provide a set of resources for running each type of series (and safeguarding guidance tailored to each format). It is also possible to run hybrid series, with some sessions online and some in-person. If you wish to do this, please speak to us and we can discuss which consent statements you should use.

Face-to-face Masterclasses

Students from different schools are brought together in a physical venue, supported by supervisors and helpers. The speakers are typically also present in the venue, but this could also be run with a remote speaker and activities facilitated by the attending contributors.

Online Masterclasses

All activities are run online, with students accessing the sessions on individual devices. The speakers, supervisors and any helpers are all also present virtually. The supervisors moderate student interaction via mic/video/text messaging and in break-out rooms.

Livestreamed into schools

Groups of students stay in their own schools and take part in live-streamed Masterclasses, usually during school time. The speaker leads the workshops remotely via a livestreamed video call and the supervising teachers in the classrooms facilitate the activities and moderate student interaction. Multiple school groups take part in the live online session, with each supervising teacher overseeing all interaction with the speaker and other schools. This format is usually only

suitable for Primary Masterclasses, less so for secondary students due to the timetable constraints though they could be run after school hours like a STEM club.

2.   Support available to organisers from the Ri

All organising groups are assigned an Ri Masterclass coordinator who is expert in the subject and format that the group is interested in working with. The wider team has expertise in safeguarding, data protection, marketing etc. as well as being expert STEM outreach practitioners. We are here to provide help and support in all manner of Masterclass requests from our groups. If in doubt, drop us a line - we provide tailored support to all Masterclass groups, both new and established.

2.1.   Organiser entitlements

All Ri Masterclass organisers are entitled to:

- Training, ranging from informal training for organisers on how to run Masterclasses through to development sessions for speakers and safeguarding training for supervisors

- Routine and emergency support from Ri team to help with logistical issues (see logistics section below)

- Tools and materials accessible on the [Ri Organiser Resource webpage](#) such as:

    o Organiser Handbooks

    o Templates for logistical purposes, such as student nomination packs containing letters to teachers and families. These you send out to schools for student nomination process

    o Access to the Ri Masterclass Network logo to download and brand your series and other marketing materials (Masterclasses running within our network should be branded as Royal Institution Masterclasses)

- At least one experienced Ri speaker to run a session in the group's first year of operating, arranged and paid for by the Ri

- Ri student attendance certificates (in the form of templates that groups print names onto)

- The opportunity to invite Masterclass students to Ri Masterclass celebration events held annually at the Ri, whenever possible

- An invitation to Masterclass conferences, training days and celebration events for Masterclass Organisers and contributors

- Further opportunities to interact with the Ri and the Masterclass communities through sharing of news in regular newsletters and occasional opportunities to attend events

2.2.   Logistical support from the Ri

When you are setting up as a brand-new group, we can help you to:

- Recruit your organising committee so you can spread the workload

- Find a venue to run the workshops

- Work with local partners and stakeholders who can support you in many ways, e.g.

    o Connect with schools and teachers in your community to recruiting students and teacher helpers

    o Recruit volunteers such as speakers, supervisors, and additional helpers, often from regional industry, academia, etc.

    o Advice on fundraising

- Support on generating publicity and to develop marketing materials (Handbook 5)

- Ensure good practice in pastoral care of students, providing guidelines and policies for child protection and safeguarding

- Provide a 'Organiser Starter Pack' with lots of tools and documents to help run Masterclasses. Groups use this to build a 'Supervisor pack', adding in venue and series-specific information

- Where possible, each group will receive a visit from a member of the Masterclass team or an experienced Masterclass speaker once every 3-4 years. New groups will receive a visit in their first year and some groups may receive more frequent visits according to circumstance

If you run into difficulty and urgently need an extra pair of hands:

The Ri Masterclass team will always aim meet with new organisers or those experiencing difficulties to help tailor support for these groups:

- We can help finding additional speakers for groups in difficulty

    o For groups in first year: Ri will provide two speakers instead of one

    o For established groups: Ri will provide one speaker in any year of difficulty

- In extreme situations where series are at risk of failing, the Ri can offer additional support such as school liaising and student recruitment duties

- If a Masterclass group has problems in consecutive years, the Ri will make every effort to provide the level of support needed to deliver the Masterclasses and help the group improve their resilience for future years

- IMPORTANT NOTE: Please help us to help you by letting us know as soon as you encounter problems. The Ri will do everything they can to ensure that all groups are a success. However, due to the large number of groups we support, we cannot absolutely guarantee the level of last-minute emergency help we can offer at any one time. The more notice you provide when support is needed (such as provision of speakers and student recruitment), the better placed we will be to help.

2.3.   Commitment to equality, diversity, inclusion and accessibility

The Ri Masterclass team is committed to equality, diversity, inclusion and accessibility (EDIA) for all involved, both school students and participating adults.

We therefore encourage groups to seek Masterclass speakers from a range of backgrounds. We particularly encourage those who are underrepresented in STEM fields across all dimensions of diversity– it's crucial for the Masterclass students to meet a range of workshop leaders who bring different perspectives and experiences to the programme. We will support potential contributors to get involved in whatever way suits them and at their own pace.

The Masterclass team can offer EDIA training and support to groups, such workshops and reviewing the accessibility of materials and activities.

The Ri encourages Masterclass organisers who wish to target underserved schools and individuals with the aim of supporting them to attend Masterclasses. Please get in touch and tell us if you would like to set up an initiative such as this, or if you currently run this for Masterclasses and would like to share your success stories.

3.   How do you work with the Ri?

There are three Ri documents that you will need at the start of planning a Masterclass series that will create the framework for all work undertaken for your series. These are:

1. Organiser agreement

2. Risk Assessment template

3. Series report form

The handbooks referred to in these documents ensure that all groups have the tools and knowledge to implement best practice for safeguarding, health and safety, data protection and financial issues. Additionally, should you be undertaking any marketing, you will need to follow our guidelines in Handbook 5 – essentially send us anything you plan to publish in advance for us to check.

Organiser agreement

Principal Organisers* must complete in full and sign the organiser's agreement for each Masterclass series and return it to the Ri prior to their first Masterclass activity, preferably a month before the series is due to start – we will need enough time to review it and carry out any DBS verifications needed before your start date. The organiser agreement references safeguarding and data protection requirements that need to be in place for your series.

*To understand the terminology we use, for example the difference between a principal organiser and any other organiser, see appendix I.

Risk assessment template

All groups should undertake a risk assessment (RA) prior to the Masterclass series, in accordance with their venue procedures. We offer an RA template that you can use to create your own, or use

as a guide on how to access all relevant information within the Ri handbooks. In this way, you can mitigate risks and ensure best practice.

Series report form

The Ri can only operate Masterclasses because of the kind support from our funding partners. We are required to report our activities to them on an annual basis, and cannot have good oversight without the data we receive from each and every group. At the start of your series, use the reporting template as a tool to gather all your data. Send it to us at the end in a secure way to help us report to our funders and ensure continued success of the programme.

Additionally, the report form is the mechanism we currently use for you to send student data to us. More details on handling, storing and deleting personal data for Masterclasses can be found in Handbook 3, but in brief: - the organiser agreement you sign constitutes a data protection agreement with the Ri. This allows you to process Ri Masterclass students' personal data on our behalf. As part of this agreement, you are required to send the data to us in a secure manner once it's no longer needed for you to operate the Masterclasses.

3.1.   Conditions of working with the Ri

The role of the Ri Masterclass team and other relevant Ri staff is to support organisers and Masterclass volunteers. Ri team members should always be treated with courtesy and respect.

We reserve the right, at our discretion, to refuse the instigation of any new or existing Masterclass activities and/or to refuse or cease to work with any individuals or groups with regard to the Masterclasses.

The Ri reserves the right to revoke all entitlements of support and use of the Royal Institution name, brand and resources as described in the 'Organiser entitlements' section to any groups refusing to adhere to the guidance listed in the Ri handbooks or refusing to work with the Ri towards compliance within a suitable time-frame.

Individuals or groups must not behave in a threatening or abusive manner towards any Ri staff member, trustee, volunteer or anyone involved in Ri activities; damage or threaten to damage any of the collections or property of the Ri; or act in a manner which in the Ri's sole opinion brings the Ri into disrepute.

3.2.   Responsibilities of the principal organiser

The principal organiser in your committee will be the person to sign the Organiser's Agreement and takes overall responsibility for ensuring that the guidelines are adhered to by the group, to the best of their abilities. It is their responsibility to ensure relevant Ri policies and handbooks are disseminated amongst all other organisers for that group and that contributors such as supervisors and helpers receive all relevant documentation, specifically:

- All supervisors must receive Ri Masterclass Supervisor Handbook, and any documentation detailed within such as health and safety documentation and child safeguarding documentation (in a supervisor pack created by the organisers), and Ri policies

- Anyone processing Masterclass data on behalf of the group must receive the Ri Data Protection Handbook
- Everyone should have access to written risk assessments during the sessions

If the principal organiser becomes aware that a member of the group is failing to comply with any aspect of this agreement that would compromise child safeguarding, health and safety or data protection, it is their duty to inform the Ri as soon as possible. The Ri will support the group to rectify the issue quickly.

If any group has particular difficulties adhering to any of the handbooks and guidelines, the Ri Masterclass team will do their utmost to support them through a period of adjustment to ensure the longevity of the group.

3.3.   Maintaining the resilience of your series

Masterclass volunteers and contributors move on from time to time. If, like us, you'd like to ensure the longevity of your group, keep the Ri team in the loop when you see turbulence coming your way – by letting us know of any changes or difficulties as soon as possible, we can help you mitigate against them. This includes changes in the organising committee or in the running of the series.

Organisers should endeavour to make sure the series is sustainable beyond the current year. The RI Masterclass team can assist if there are any problems with this.

If you are no longer able to be involved in running the series, you should share all Masterclass information with the Ri so that we can endeavour to keep a Masterclass series operational in your area (for example, we would ask you to share contact details for speakers, other organising committee members, regular helpers – seek permission first).

4.   How do we get started?

If you are raring to go, the best next step is to talk to someone in the Ri team (masterclasses@ri.ac.uk). They will assign you to a named coordinator and you can book a call with them. Your coordinator will run through your needs to help identify how your series should be set up, and they can talk you through all the Ri documentation from the Organiser Agreement through to templates and tools.

Once you have decided which dates you would like to run Masterclasses on (note – you'll need a couple of months from start to finish to recruit all the participants – including students and volunteers), you can use our flow chart (coming soon in 2021-22) and risk assessment to work through all aspects of organising your Masterclass series, from start to finish.

A typical timeline for organising one series looks bit like the table below. Schools running primary series (especially during normal school hours) can often turn this round faster – they already have their own school procedures for bringing groups in as school trips, student recruitment is a simpler process and they can opt to deliver most of the workshops themselves with one or two external speakers.

Timeline for organising a Masterclass series

Masterclass planning - timeline	>2 months before	2 months before	1 month before	2 weeks before	1 week before	Start of series	End of series	After End of series
Agree dates with venue and major stakeholders (including your contact at the Ri)	↔							
Confirm who is on organising committee and delegate tasks	↔							
Recruit supervisors, arranging their DBS checks if not got one already	↔							
Recruit speakers - start populating programme of workshops	↔							
Student recruitment (use Ri letter templates and consent form) - send nomination packs to schools	↔							
Recruit helpers (e.g. via teacher nomination forms or using 6th form/university students)		↔						
Review safeguarding, health and safety and data protection procedures, share with adult contributors. Liaise with venue for risk assessment and emergency procedures. Do any speakers require a risk assessment (verbal or written)?		↔						
Arrange appropriate safeguarding etc. training for supervisors (Ri can help)		↔						
Complete and return Organiser Agreement to Ri, sharing Ri webpages listed on the OA fact sheet with all adult contributors		↔						
Confirm all attendees and send joining details – adult contributors and students			↔					
Create supervisor pack (paperwork for supervisor such as registers, emergency contact details, resources), etc.					↔			
Series start! Well done!						↔		
Distribute student certificates							↔	
Distribute student feedback forms, gather data and share with Ri							↔	
Complete End of Series report and return to Ri with student data								↔

Appendix I. Ri Masterclass roles and terminology

Ri Masterclass coordinator: A member of staff in the Royal Institution Masterclass team who overseas Masterclasses and is assigned to a specific network e.g. secondary maths, primary maths or computer science.

Masterclass volunteers: those involved in running, organising, hosting, delivering, or helping at Royal Institution Masterclasses. As such they are not official Ri representatives, but they still have a duty to ensure that all work related to Ri Masterclasses adhere to this guidance.

Masterclass committee (or Masterclass group): the set of volunteers who work together in a committee to run local Masterclass series. Each one takes some element of responsibility, be that venue related, student nomination, arranging the programme of speakers, logistical planning, etc.

Masterclass organisers: the individual volunteers who make up the Masterclass committee.

Principal Organiser: the individual organiser who is the Ri's main point of contact for the group and has overarching responsibility to disseminate all information; it is this person who should sign the organisers' agreement. See 'How do you work with the Ri' section for more details on the role and responsibilities of the principal organiser.

Co-organiser: Sometimes the Ri Masterclass team are the main organisers of series hosted at off-site venues such as schools and universities. The individual representing a host venue is referred to as a 'co-organiser' and listed as such on the Ri organiser agreement (they may process/store data, providing supervisors at their venue, etc.). All relevant policies/handbooks should be shared with them as for all organisers listed.

Supervisors: DBS-checked individuals who attend the sessions to support the speaker and the students, specifically providing pastoral care to the students (hopefully the same person for whole series of sessions). There should be one supervisor for each group of students (see handbook 2). Where Masterclass groups have different supervisors throughout a series there should be one 'principal supervisor' is either the main supervisor, or the person responsible for recruiting all other Supervisors.

Speaker: the subject expert who leads the individual Masterclass sessions (hopefully a different speaker at each session).

Adult/Masterclass contributor: a catch-all phrase for any adult attending masterclasses as speaker, supervisor, or helper.

Appendix II. Introduction to Organiser's Agreement and Ri Handbooks

Ri Masterclasses are managed within a framework defined in the following set of handbooks:

The following notes are an aid for you to understand the content of the handbooks, and help you navigate them.

Masterclasses Guidance – face-to-face, online or livestreamed in schools (Handbook 2)

There are separate versions of Handbook 2 for each format of Masterclass series being run. The guidance includes key safeguarding and health and safety advice, including but not limited to:

1. Ensuring a DBS checked supervisor is present at all Masterclasses, and has safeguarding training to take on responsibility of care for students during the Masterclasses

2. Ensuring a risk assessment (RA) is in place for general Masterclass activities, including normal classroom activities, in line with the RA guide provided by the Ri

3. If activities in any session are not covered by the general RA, arranging with Masterclass speakers for the provision of an additional risk assessment, at least two weeks prior to the session for review (share with Ri if required)

4. Making the Safeguarding Policy for Children and all relevant risk assessments available to all speakers, helpers and supervisors for the Masterclass sessions.

Photography, Video and Social Media guide (for face-to-face Masterclasses only)

A supplement to Handbooks 2 and 5 – allowing you to operate safely while using photography, video, or social media during your face-to-face Masterclass activity. Taking pictures or recordings of online or livestreamed Masterclasses is not permitted (unless this only incudes students from your own school, in which case you would operate under your school's photography policies).

Data Protection Guidelines (Handbook 3)

The Data Protection Handbook supports the Ri policy. It is an aid to ensure that the information held on individuals is processed in line with the Data Protection Act 2018. Data must always be kept safe and secure and kept for no longer than is necessary. Additionally, it details the requirement for groups to pass student data securely to the Ri at close of activity.

Financial Reporting Requirements (Handbook 4)

The finance handbook is relevant only to groups who undertake fundraising to pay for Masterclass activities.

Marketing Requirements and Guidelines (Handbook 5)

We would recommend that all organisers take a quick look at this regardless of their plans for marketing. In essence, all material developed by organisers for Ri Masterclass must be shared with the Ri for review prior to publication. This includes online webpages, press releases, and teacher nomination letters that deviate from Ri templates.

Appendix III. List of all supporting documentation

The Ri documentation, including handbooks, templates and policies for Masterclasses can be accessed via the webpages listed here:

organiser resources webpage - view and download the documents

https://www.rigb.org/masterclass-organiser-resources

Dedicated webpage for contributors - supporting materials for Masterclass supervisors, helpers and speakers.
https://www.rigb.org/masterclass-contributor-resources

Off the shelf resources: https://www.rigb.org/learning/activities-and-resources?type=30

(mainly primary maths, but aiming for secondary resources soon)

For newcomers, you can point them to our get involved page for more information. The Ri Masterclass team will work with new volunteers (organisers/supervisors/speakers), providing support and training to get them up and running

https://www.rigb.org/learning/ri-masterclasses/get-involved-ri-masterclasses

You can access the Ri Child Safeguarding Policy and supporting Child Safeguarding Procedure on our website
https://www.rigb.org/policies/safeguarding-policies

Our organiser resource webpage provides a sample of the Organiser Agreement and additional documentation handbooks, templates etc. These should enable you to keep adequate records of attendance at Masterclasses, communicate with all contributors (nominating teachers, supervisors, helpers, etc.), and to report your results and data back to the Ri at the end of each series.

The organiser resource webpage is arranged into the following sections:

1. Start organising your series – a sample of the Organiser Agreement and fact sheet, end of series report form and information on key new resources

2. Which format of Masterclasses are you running? – links to specific resources for running Masterclasses face-to-face, online, or Livestreamed into schools, including the relevant Handbook 2 for these Masterclass formats, any additional specific guidance specific such as risk assessment guidance, letter templates for student recruitment and relevant supervisor pack information

3. Organiser handbooks – includes Handbooks 1, 3, 4 &5 which are common across all Masterclass formats

4. Ri policies – safeguarding and data protection

5. Contributor documentation – link to the resources page for supervisors, helpers and speakers

6. Supervisor pack – a reminder that supervisors will need a set of documentation which the organiser will need to prepare in advance, specific to each Masterclass format (see below for more details)

7. Masterclass communications – marketing tools such as an Ri Masterclass logo for you to add to your presentations or marketing material; plus an Ri 'boiler plate' – standard blurb about the Ri you can use in articles, etc.

8. Further notes with additional useful links

Documents needed in supervisor pack:

Supervisors will need access to the following documents, all of which should be prepared by the organisers in advance of series start. This may vary according to the format of the series; for example, teachers supervising livestreamed Masterclasses in their own schools will need

Risk assessments

- Risk Assessment specific to the Masterclass format and venue/setting
- Activity risk assessment (if a specific session has anything other than normal classroom activities. Note – generally only needed for engineering Masterclasses and often a verbal RA is sufficient)

Registers

- Student register
- Adult register

Safeguarding

- List of student emergency contact details
- Ri safeguarding concerns report form and link to the Safeguarding Policy for Children
- Masterclass Volunteer Leaflets
- Spare copies of the Parent/Carer Consent form

Masterclass groups using sixth form (16-18 year-old) helpers/speakers

- Sixth form helper register template
- Sixth form emergency details form

Final session:

- Evaluation forms (where possible, feedback should be gathered from students and shared with the Ri Masterclass team)
- Ri Certificates of attendance for each student (if physical certificates are being presented)