**Training and Development Plan**

This document should be used to plan the research-specific training required to complete the research plan, and the personal and professional development needs of the student to allow them to achieve their career aims.

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| Complete with details of the student and the Supervisory Team. | |
| **Supervisory Team Members** |  |
| **Student Name** |  |
| **Student Registration Number** |  |
| **Degree Type** |  |

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| --- | --- | --- | --- |
| **Role** | **Name** | **Signature** | **Date** |
| **First Supervisor** |  |  |  |
| **Second Supervisor** |  |  |  |
| **Student** |  |  |  |

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| **Review of previous development plan** |
| *You should review your training and development plan each year. Use this space to reflect on how well your plan went last year, if you met your goals, how you can evidence your progress, and what you learned about your development. Have the events of the previous year affected your overall development plan?* |
| **Strengths** |
| *Use the output of your Training Needs Analysis to establish areas where you feel confident and able to operate at the required level. Consider how to keep your strengths up to date or develop them to the next level. Think about how you can evidence your strengths.* |
| **Areas for improvement** |
| *Again, use the Training Needs Analysis output to identify the areas that you need to improve on to be able to achieve you overall project and career aims, and more specifically, your detailed annual action plan. Have you considered why you think you need to develop in this area? What level do you think you need to get to?* |
| **Career aims** |
| *Consider what your goals and ambitions are beyond the research project. There will be specific skills you need to gain to complete the research, but you also want to develop skills that will help you achieve your career aims beyond your research. You can also think about short, medium and long term career aims.* |
| **Available development opportunities** |
| *Consider what opportunities are available to you. Does your department require any specific training? Does your department offer other opportunities to develop personal and professional skills that can support your research and career aims? What does your Faculty offer? What does the University offer? Will you be able to engage with external developmental opportunities?* |
| **Types of developmental learning and preferred learning format** |
| *Consider how the opportunities identified can be categorised under the following areas: formal learning, which will most likely be a postgraduate taught class; informal learning, which could be through the researcher development programme; and experiential learning, which covers almost everything else. Think about what you can gain from every experience, and how you can apply it. Do you have a preferred format? What will you do if your preferred format isn’t available?* |
| **When to address your areas for improvement** |
| *Do you need to have gained a skill or knowledge before you can move on to the next stage of your plan? When are the available development opportunities scheduled? What are your options if your preferred option doesn’t happen in a suitable timeframe?* |
| **Action Plan** |
| *Use the information you’ve gathered to put together an action plan that identifies specific developmental activities for the coming year and what you need to do to implement the plan.* |
| **Measuring progress** |
| *How will you know if you have achieved your development targets? How can articulate your development and provide evidence of it?* |

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| **Additional Comments:** |
| **Outstanding Actions:** |