|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **What do I want/need to learn?** | **What do I have to do to achieve this?** | **What resources or support will I need?** | **How will I measure success?** | **Target dates for review and completion** |
| Gain confidence in using SPSS for data analysis (t-tests, regression, chi-square). | Complete online tutorials on SPSS and practice with course datasets. | Teaching staff guidance, access to SPSS software, online training platforms (e.g., LinkedIn Learning). | Improved performance in coursework and tutor feedback. | Initial review: October 2025; Completion: December 2025 |
| Learn the basics of R for future statistical analysis. | Enroll in a beginner-level online R course (e.g., Coursera or DataCamp). | Access to RStudio, online course content, student mentor if available. | Completion of course, ability to run basic commands and scripts. | Initial review: November 2025; Completion: January 2026 |
| Improve my academic writing, especially in reporting research findings. | Attend academic writing workshops and use tutor feedback to revise drafts. | Library writing support, feedback from tutors or writing mentors. | Clearer structure and coherence in research reports; improved grades. | Initial review: October 2025; Completion: December 2025 |
| Strengthen my understanding of ethical research practices. | Study real-world case studies and re-read Dawson’s guidance on ethics. | Support from lecturers, academic journal access via library. | Completion of mock ethics form; demonstrated understanding in class discussions. | September 2025 (mid-course checkpoint) |
| Become a more reflective practitioner using Rolfe’s and Gibbs’ models. | Maintain a regular journal applying reflective models to my learning experiences. | Peer discussion, template examples from Moodle or tutor. | Consistent reflective entries; improved self-awareness noted in final portfolio. | Ongoing with final review: March 2026 |
| Develop stronger presentation and communication skills. | Deliver more mini-presentations during seminars and join a student speaking group. | Presentation skill workshops, peer and tutor feedback. | Increased clarity and confidence during oral presentations; positive feedback. | Initial review: November 2025; Completion: February 2026 |
| Build a research portfolio with reports, visualizations, and reflections. | Use Notion or Trello to organize tasks and archive completed work. | Digital tools, guidance from teaching staff, peer sharing. | Portfolio reviewed during assessments and self-review sessions. | Start: September 2025; Completion: April 2026 |