

Where do I want to be by the end of this period/year? What do I want to be doing? (Include as many learning needs as required to achieve agreed objectives)

What do I want/need to learn? Provide a specific description of the desired changes (e.g. skills to gain, knowledge to acquire, topics/themes/content to cover)	What do I have to do to achieve this? Some examples, a new/ongoing course, conference, self-development (like wider research or reading), coaching/mentoring, job shadowing	What resources or support will I need? Some examples, teaching staff support, library support, student advisor support, line manager, etc.	How will I measure success? Some examples, appraisals, course assessments, team feedback, tutor feedback	Target dates for review and completion Note that these need to be realistic/achievable
Strengthen my research methods and academic writing skills - Refine techniques in literature searching and thematic analysis. - Improve clarity and structure in academic writing. - Gain deeper insight into quantitative and qualitative methods.	- Continue practising research planning and drafting outlines for clarity. - Attend online or in-person academic writing and research methods workshops. - Practice summarising data using tools like Excel and Power BI to enhance my confidence in data handling.	- Access to online journals and library databases for extended reading. - Obtain feedback from tutor on outline submissions (with guidance on structuring the literature review as an Introduction, main Discussion, and Conclusion).	- Receive positive tutor feedback on clarity, structure, and critical thinking in upcoming assignments. - Achieve excellent grades in summative assessments (e.g. research proposals, literature reviews).	- Review: Completion of Assignment 1 and Assignment 2. - Completion: By the end of the module's final assessment.
Develop ethical awareness and adherence to professional codes of conduct: - Deepen knowledge of ACM/BCS codes of ethics and how to apply them in research and workplace scenarios. - Understand legal frameworks like GDPR and Hong Kong's PDPO for handling sensitive data.	- Investigate practical case studies aligning them with code of conduct guidelines. - Integrate frequent citations to support ethically grounded arguments in research. - Seek additional training or mini-courses on data protection principles.	- Guidance from Academic Ethics team or module tutor. - Discussion forums and collaborative group tasks for peer learning. - Access to professional guidelines (ACM, BCS) and legal documents.	- Tutor feedback on ethical considerations in assignments and discussions. - Demonstrated ability to incorporate multiple references per paragraph to show critical debate. - Recognition of ethical compliance in peer or tutor appraisals.	- Review: Ongoing after each collaborative discussion. - Completion: End of the research proposal assignment.

<p>Enhance data analysis and visualisation expertise:</p> <ul style="list-style-type: none"> - Apply descriptive and inferential statistics accurately. - Master data visualisation tools, including Excel and Power BI, especially for summarising research findings. - Understand how to interpret charts and graphs effectively in written reports and presentations. 	<ul style="list-style-type: none"> - Follow set worksheets and tasks (e.g. the unit's statistical worksheets) promptly and seek tutor or peer feedback. - Practise with real or sample datasets beyond coursework (where feasible). - Attend a self-learning Power BI course focusing on advanced data visualisation. 	<ul style="list-style-type: none"> - Access to statistics software or Excel, Power BI licenses. - Online tutorials, user guides, or short training sessions. 	<ul style="list-style-type: none"> - Submission of statistical worksheets and receiving favourable formative feedback. - Noticeable improvement in clarity and accuracy of charts in research drafts or team presentations. - Confident demonstration of visuals during e-Portfolio reviews. 	<ul style="list-style-type: none"> - Review: After completion of statistical worksheets submission (Unit 10). - Completion: Used proficiently in final e-Portfolio submission (end of module).
<p>Improve project management and risk mitigation skills:</p> <ul style="list-style-type: none"> - Focus on establishing realistic timelines. - Understand key principles of project planning. - Learn to balance multiple deliverables (literature review, research proposal, e-Portfolio) without overextending. 	<ul style="list-style-type: none"> - Enrol in brief project management crash courses or consult relevant textbooks. - Use templates for scheduling, risk logs, and milestone tracking. - Seek mentorship or advice from tutors/peer experienced in project delivery. 	<ul style="list-style-type: none"> - Access to project management tools like Trello or other scheduling software. - Tutor or mentor's support in aligning academic tasks with professional project management best practices. - Peer support for shared learning on group tasks. 	<ul style="list-style-type: none"> - Meeting all assignment deadlines without needing multiple extension requests. - Demonstrating a well-structured project timeline in the research proposal. - Favourable feedback from tutor regarding planning effectiveness. 	<ul style="list-style-type: none"> - Review: Ongoing checks every 2–3 weeks. - Completion: By the end of the module, ensuring readiness for Capstone project planning.
<p>Consolidate reflective practice and professional development:</p> <ul style="list-style-type: none"> - Hone reflective writing, linking theory to practice effectively. - Build a cohesive e-Portfolio that records progress, insights, and lessons from each artefact/project activity. - Develop a continuous learning mindset, ensuring reflection beyond this module. 	<ul style="list-style-type: none"> - Maintain a learning log or journal to document tasks, outcomes, and reflections. - Engage with tutor or peer review on e-Portfolio structure and content. 	<ul style="list-style-type: none"> - Access to university e-Portfolio portals and templates. - Advice from the module tutor or academic writing centre on reflective writing standards. - Peer support and feedback on e-Portfolio drafts. 	<ul style="list-style-type: none"> - Completion of the e-Portfolio with clear evidence of personal development and skill acquisition. - Positive tutor feedback on reflection quality and overall structure. - Demonstration of improved reflective practice in final self-assessment. 	<ul style="list-style-type: none"> - Review: Midway when partial e-Portfolio is drafted. - Completion: Final e-Portfolio submission deadline.