|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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? **Action plan**  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) 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 completionNote that these need to be realistic/achievable |
| Develop deeper knowledge of back-end programming languages | • Create personal projects to further deepen knowledge in Python and SQL.  • Engage in online community that support learning.  • Engage in opportunities available to me | • Speaking to individuals in coding communities.  • Engage in coding groups  • Use codemy, tech with Tim and PyNative | • Personal projects with planning and implementation documentation • Feedback from peers and communities | • End of Diploma |
| Develop knowledge of deeper understanding of good standard practice in coding | • Further reading around programming Conventions • Using conventions when programming as standard practice  • wider research into conventions | • Further reading at library regarding good standards practice.• Utilise access to teaching staff• Engage in BCS communities • Use codemy, tech with Tim and PyNative | • Personal projects, plan, and implement documents providing evidence of ability to plan • Feedback from tutors  **•** Feedback from peers and communities | • End of Diploma |
| Develop knowledge of secure software development and knowledge on what languages can help exploit vulnerabilities | **•** Further reading around development problems and tools how to solve them  **•** Wider research into | • Further reading at library regarding good standards practice• Utilise access to teaching staff | • Course assessments• Feedback from tutors• Feedback from peers | • End of Diploma |
| Develop knowledge of network and Information security management | • Wider research into available tools and methodologies  **•** Further reading into legal and ethical issues | • Wider research into good standard practice• Utilise access to teaching staff• Network with people in communities | • Course assessments • Feedback from tutors and peers | • End of Diploma |
| Develop knowledge of legal, ethical, and social issues present to professionals | **•** Further reading into legal and ethical issues present in developing and managing systems | • Further reading into issues present to professionals • Discuss with peers  • Engage and subscribe to BCS webinars | • Course assessments • Feedback from tutors  • Personal projects • Feedback from peers | • End of Diploma |
| Develop knowledge of good design architecture | **•** Further reading into good standard practice and good design  • Further research into tools available to software engineering and how to properly use them, ex GitHub, linux commands | • Wider research into good standards• Utilise access to teaching staff• Utilise library staff | • Course assessments • Feedback from tutors  • Personal projects  • Feedback from peers | • End of Diploma |
| Develop knowledge of GitHub and explore e-Portfolio | • Better understand how to design e-Portfolio  • Further reading around Git and how it can be used  • Look into Gitbash | • Further reading and research online and at library• Learn from peers and research different types of designs | • Course assessments • Feedback from peers and communities | • End of Diploma |
| Explore and understand the BCS Community | • Start 100-day plan • Subscribe to areas of interest  • Engage in community and build relationships | • Engage socially | • Results from engagement | • End of Diploma |