**Professional Development for Researchers**

The University is a signatory to the *Researcher Development Concordat* (2019), which stipulates that institutions and managers of researchers must “provide opportunities, structured support, encouragement” and “allocate a minimum of 10 days pro rata, per year” for professional development. The 10 days is a minimum expectation rather than a target. Importantly, the days should balance formal, social, and experiential learning as described below, and should cover a range of topics which are new to or expand upon experiences of the individual researcher.

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| **Formal Learning** | **Social Learning** | **Experiential Learning** |
| Training, workshops, courses, programmes | Coaching, mentoring, peer learning | New challenges, stretch opportunities |
| Instructor-led, online, video and self-directed opportunities to learn new knowledge and skills, with the aim of building capacity for the job at hand (‘today’) and future employability prospects (‘tomorrow’). | Opportunities to interact with, observe, and learn from a range of people including peers, senior figures, and colleagues in other fields or sectors, with the aim of accessing fresh insights and broadening horizons. | ‘On the job’ opportunities to experience tasks and activities which are new to the learner, and ideally slightly outside their comfort zone, with the aim of providing growth and career development. |
| **Programmes delivered by University Specialist RD Providers, e.g.**   * [Researcher Development](https://www.rdp.cam.ac.uk/) * [Careers Service](https://www.careers.cam.ac.uk/) * [Cambridge Centre for Teaching and Learning](https://www.cctl.cam.ac.uk/) * [Bioinformatics](https://bioinfotraining.bio.cam.ac.uk/postgraduate) and [Biostatistics](https://www.biostats.lifesci.cam.ac.uk/) * [Office of Scholarly Communication](https://osc.cam.ac.uk/) * [Engaged Researcher](https://www.cam.ac.uk/public-engagement/information-for-staff-and-students/engaged-researcher-training) * [Personal & Professional Development](https://www.training.cam.ac.uk/cppd/) * [Principal Investigator Programme](https://universityofcambridgecloud.sharepoint.com/sites/RGA/SitePages/PI-Training-Resources.aspx) * [P2i](https://www.epoc.group.cam.ac.uk/p2i), [iTeams](https://iteamsonline.org/about-i-teams/), [Impulse](https://www.maxwell.cam.ac.uk/programmes/impulse) * [Entrepreneurship Centre at the Judge Business School](https://www.jbs.cam.ac.uk/entrepreneurship/programmes/) * [PGCert in Research and Innovation Leadership](https://www.ice.cam.ac.uk/course/postgraduate-certificate-research-and-innovation-leadership)   **Training and courses delivered by third-party providers, e.g.**   * Niche research skills training and accredited programmes * Attendance at briefings or workshops from specialists in relevant fields * Training from editors/peer reviewers of relevant journals/funders | **Examples include:**   * 360 feedback processes * Mentoring * One-to-one coaching * Career development mentoring through professional bodies * Journal clubs * Visits to external collaborators/employers | **Examples include:**   * Speaking at conferences * Applying for independent funding * Teaching, lecturing, demonstrating * Organising conferences and seminars, chairing panels * Undertaking public engagement * Participating in outreach and widening participation activities * Taking on service/leadership roles, e.g., departmental committees, societies, disciplinary bodies, etc * Contributing to peer review at funding bodies and journals * Leading on work packages/work areas within a larger project * Supporting and mentoring other colleagues |

**Add your own examples of local programmes, initiatives and opportunities in the table below:**

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