SCENARIO DTP Learning Agreement

As a SCENARIO DTP student you can expect to receive excellent and innovative training in quantitative environmental science, research skills and a wider set of professional skills in preparation for a leading role in science, industry, the public sector or academia. This Learning Agreement requires that you reflect on what skills you will need to succeed, what skills you already have, and what skills you will need to develop for your career. The agreement focuses on the following key areas:

- Subject specific training
- Broad scholarship and wider engagement
- Professional skills

You are expected to discuss this Learning Agreement with your supervisor and discuss your learning needs and training opportunities at every monitoring committee meeting.

Your host department is responsible for monitoring your progress via the monitoring committees. Your department’s PGR Director (or Board) oversees your training and also gauges your progress with input from your monitoring committee chair. You must keep a full record of any training you have undertaken throughout your PhD. The SCENARIO DTP Administrator will request this information from you and keep a SCENARIO training record. Training statistics will be reported to NERC.

You are encouraged to complete a Learning Needs Analysis with your supervisors to assess your current skillset and determine where there are gaps – a link can be found here: http://www.reading.ac.uk/graduateschool/supervisorsandresearchstaff/gs-staff-policies-and-procedures.aspx.

Subject specific training

In SCENARIO we describe the two most typical pathways which students follow as “fast-track” and “conversion”. Students on a fast-track pathway have typically come from a relevant masters-level course and are ready to hit the ground running on their PhD project. Such a student would study 1-2 MSc modules and will have a target thesis submission date 3 years after starting.

Students on a conversion pathway have typically come from another field or are without masters level training in aspects relevant to their research topic. Such a student would be expected to study 6 MSc modules will have a target thesis submission date 3.5 years after starting.

The PGR Director (or Board) of your host department may choose to make stipulations on assessment. A good pass in an MSc module assessment is normally taken to be 60% on written papers.

In addition there are many Advanced Training Short Courses that address specific scientific expertise or research skills. Some have sufficient depth that they could be regarded as equivalent to an MSc module, although many are less comprehensive than this. You should discuss which courses would be suitable for you with your supervisor, book your place and inform the SCENARIO DTP Administrator when you have done so.

The system is very flexible to suit your training needs and we expect that all students to follow different training plans. Your target date for submission is set initially on the basis of your Learning Agreement, but plans change and unexpected delays can occur. Cases for extension of funding will be made by the Chair of the monitoring committee following the last meeting before the 3 year mark. The relation between training and grounds for extension of funding are described in detail in the document SCENARIO_Target_Date_Extensions.

The training catalogue on the SCENARIO website will be updated periodically with new training opportunities: http://www.met.reading.ac.uk/nercdtp/home/training/

Please state the subject-specific training courses that you will attend below. For MSc modules, please indicate the university’s module code and whether you will take it assessed (A) or without assessment (W):

<table>
<thead>
<tr>
<th>Module or course name</th>
<th>MSc module code</th>
<th>Dept/Institution delivering course</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PTO to sign

---

Please provide a written case explaining briefly the rationale for your training plan, including details on previous Masters-level training in areas relevant to your PhD topic or alternative training options.

**Broad scholarship and wider engagement**

As a member of the SCENARIO cohort you will be expected to engage with cohort events which will include getting to know your fellow cohort members, research workshops (including participants from across SCENARIO including researchers in many disciplines and external partners) and relevant skills training for environmental scientists. We also run two programmes (typically students in later years enrol on these) which enable you to interact with policy-makers (the COP Climate Action Studio) and businesses (the Innovating for Sustainable Development programme). The university **Researcher Development Programmes** cover more generic professional skills and participation in the programme is mandatory. You do not need to specify these activities on your Learning Agreement.

**Professional skills training**

The University of Reading, University of Surrey, the Centre for Ecology and Hydrology, and British Geological Survey have Researcher Development Programmes which offer generic skills training. The programmes run courses on, for example, how to write a thesis, publishing papers and interacting successfully with your supervisor. It is your responsibility to enrol on these courses; you are expected to participate in five of these courses (usually lasting 3 hours each) in your first year, three in the second year and three in your third year (or Part-time equivalent). Similar courses delivered elsewhere can also count towards your credits on the programme.

Please read and sign the Learning Agreement below, and return to the SCENARIO DTP Administrator by **13th September 2017**.

I hereby agree that:
- I will regularly assess my Learning Needs with my supervisor and attend training as required
- I will attend the modules as approved by my PGR Director (or Board)
- I will participate in SCENARIO cohort events
- I will attend the relevant generic professional skills training as appropriate

Student name……………………………………

Student signature……………………………..

I hereby agree that I will regularly discuss Learning Needs and provide guidance on training opportunities with the above named student.

Lead Supervisor name…………………………

Supervisor signature…………………………..