**RESEARCH PLAN and PERSONAL TRAINING PLAN**

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| **DOCTORAL STUDENT** |
| Name and surnames  Doctoral Programme:  Form of study: ☐ full-time ☐ part-time |

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| **TUTOR** |
| Name and surnames:        Department: |

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| **DIRECTOR 1** | **DIRECTOR 2** |
| Name and surnames  Email  University/Body | Name and surnames  Email  University/Body |

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| **QUALIFICATION** |
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| **RESEARCH PLAN**  This must contain: Key background. Objectives and hypothesis. Methodology. Bibliography. Material means and other resources. Time planning. |
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| **PROGRESS WITH REGARD TO THE LAST RESEARCH PLAN**  (Only to be filled in from the 2nd year onwards. Add as many pages as necessary) |
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| **PERSONAL TRAINING PLAN**  **(Students enrolled for the first time prior to the 2024-2025 academic year are not obliged to establish a personal training plan).**  This must contain a training activity plan: specific and/or cross-cutting training courses; attendance at congresses, study days or seminars, micro-credentials; activities agreed with the directors to successfully complete the thesis; and/or others. Include in the table below the basic skills that each of the activities helps to acquire (See Annex I) |
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| **PROGRESS WITH REGARD TO THE LAST TRAINING PLAN**  (Only to be filled in from the 2nd year onwards. Add as many pages as necessary) |
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| **Training Activity** | **Skills** | | | | | | |
| **a** | **b** | **c** | **d** | **e** | **f** | **g** |
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| Doctoral Student  Signed: |

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| Director 1 of the Thesis,  Signed: | Director 2 of the Thesis,  Signed: |

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| Tutor,  Signed: |

**ANNEX I. Skills that must be acquired by the doctoral student according to Royal Decree (99/2011) and examples of training activities helping to fulfil each of the skills.**

a) Systematic understanding of an area of study and mastery of the research methods and abilities connected with that area.

*(Examples: Specific training courses connected with the area of study;* *Attendance at congresses, study days or seminars;* *Specialist masterclasses;* *Generation of states of the matter or art and/or theoretical frameworks or similar)*

b) Capacity to conceive, design or create, implement and adopt a substantial research process or creation.

*(Examples: Cross-cutting training courses for an introduction to research, academic writing or similar;* *Participation in a scientific and academic article, and in other technical documents: reports, projects…)*

c) Capacity to contribute to extending the boundaries of knowledge through original research.

*(Examples: Communications or addresses at congresses, study days or seminars;* *Participation in a scientific and academic article and in other technical documents: reports, projects…)*

d) Capacity to conduct critical analysis and evaluation and summary of new and complex ideas.

*(Examples: Cross-cutting training courses for an introduction to research, academic writing or similar;* *Generation of states of the matter or art and/or theoretical frameworks or similar; Reviews of bibliography, summaries or similar)*

e) Capacity to communicate with the academic and scientific community and with society in general as to their areas of knowledge, in the forms and languages typically used in the international scientific community.

*(Examples: Cross-cutting training courses regarding transfer, social impact and similar;* *Communications at congresses, study days or seminars;* *Posters; Participation in the media; Outreach and transfer activities)*

f) Capacity to foster scientific, technological, social, artistic or cultural progress, in academic and professional contexts, within a knowledge-based society.

*(Examples: Activities connected with the SDGs and 2030 Agenda; Artistic activities; Exhibition curatorships; Communications at congresses, study days or seminars;* *Posters)*

g) Capacity to foster Open Science and Citizen Science, in accordance with Article 12 of Law 2/2023, of 22 March 2023, as a means of contributing to the consideration of scientific knowledge as a shared asset, through the evaluation of cross-cutting activities conducted by the doctoral student connected with different dimensions of Open Science and Citizen Science, and the skills acquired in these disciplines in the form of micro-credentials or similar.

*(Examples: Activities intended to promote access to science and knowledge on the part of citizens (Open Science) and the involvement of the non-specialist public in generating scientific, technological, cultural or artistic knowledge (Citizen Science))*