



RVC Code of Practice & Guide for Researcher Career Development and Management

February 2025

A vibrant researcher community is key to delivering our ambitious research and innovation strategy at the RVC. We want all research staff at the RVC to have a positive experience, which enables them to deliver ambitious and impactful research, at the same time as developing their careers and equipping them for the next stage, in whatever form that takes.

This Code of Practice is structured in a way to make it easier for Principal Investigators and Research Staff to be clear on expectations and the surrounding support structures. By working together to implement this Code of Practice, all parties commit to fostering a thriving research environment which values wellbeing, career progression, and the highest standards of research excellence and integrity.

The Code sits alongside normal RVC policies, as signposted throughout. It draws on the principles of the 2019 Researcher Development Concordat, which sets out UK expectations for all research funders and organisations, as well as PIs and researchers. The RVC is a proud signatory of this national agreement and publicly upholds its commitment to this via the HR Excellence in Research Award.

An updated Code was co-designed in 2024 with the RVC researcher community, to reflect the concerns and opportunities identified by our PIs and Researchers, with thanks to the [Researcher Association](#), for their valued contributions and to the Research Concordat Working Group (RCWG) for their oversight of the process and continued championing of research staff. The Researcher Association details are [here](#).

How to use the Code of Practice:

Each researcher journey through the RVC is unique, depending on their personal experience, career aspirations, the type of research they are undertaking, and their contract type. This Code applies to anyone undertaking research at the RVC, from Research Associates to Research Fellows and longer-term researchers. Therefore, the following expectations serve as a starting point to formulate a tailored individual development and career plan. The list of RVC responsibilities and commitments in the tables is not exhaustive – we've focused on those that are most immediately relevant - and greater depth can be found in our [HR Excellence in Research Action](#) plans.

RECRUITMENT

START OF A NEW CONTRACT

Researchers are expected to:

- Engage in **induction** processes and events, taking ownership of tailoring their induction to the experience and knowledge they are bringing to the role.
- Ensure they understand **project** roles and responsibilities, including funder requirements and reporting.
- Complete all **mandatory training**, review or refresh relevant policies and reflect on what these mean for their role, discussing with their line manager where necessary.

PIs are expected to:

- Put in place a programme of **induction**, covering facilities, resources and equipment, health, safety, wellbeing, good research practice, data management and ethics (see [Manager's Induction Checklist](#)).
- Agree immediate training needs and encourage ongoing engagement in **professional development**, including up to 10 development days a year (pro-rata).
- Signpost to **key contacts** across the research project (e.g. post-doctoral

<ul style="list-style-type: none"> • Take ownership of their professional development, including planning how they will use their allocation of up to 10 days a year of development time (pro-rata) to equip them for their current project and for future careers. • Actively seek to develop internal and external networks to support their current role, build their careers and contribute to the wider research community at the RVC. For example, joining appropriate mailing lists or professional bodies and events or engage with the wider researcher community and the Researcher Association. 	<p>research assistants, PhD students and technicians), institution and external partnerships, outlining the expected interactions, including communication and confidentiality of data).</p> <ul style="list-style-type: none"> • Discuss key policies, good research practice and expectations for working practices and culture within the group. The RVC policies on good research practice can be viewed here • Clarify project roles and responsibilities, the degree of freedom for pursuing the research objectives, expectations on progress and reporting, outputs and publication strategy, intellectual property, confidentiality, communications with external partners. • Hold an induction meeting, a mid-probation meeting and an end of probation meeting to review performance to date and address development needs. The processes and forms in relation to probation can be accessed here • Put in place a schedule of regular project review meetings, as well as a distinct time for career development review conversations. • Ensure their own leadership and management training is up to date. • Discuss expectations and opportunities for the researcher to engage with teaching, demonstrating or research supervision. • Ensure that researchers are signposted to and made aware of the Code of Practice.
<p>The RVC will:</p> <ul style="list-style-type: none"> • Provide centralised guidance and training. • Evaluate the effectiveness of induction processes via feedback collection and surveys. • Provide and communicate professional development opportunities (via email and intranet). • Support and collaborate with the Researcher Association to enhance 	<p>Policies:</p> <p>The RVC policies in relation to research can be accessed here.</p> <p>The RVC HR policies can be accessed here</p>

the research environment and ensure the needs and experiences of research staff are embedded within relevant RVC policies and practice.	
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DURING THE CONTRACT	
<p>Researchers are expected to:</p> <ul style="list-style-type: none"> • Explore potential next career steps, identifying any gaps in skills and experience. • Be proactive in use of up to 10 days a year of professional development, seeking out mentors and a wide range of career development opportunities aligned to their aspirations, to contribute to their career development plan. • Seek out opportunities to gain experience and build networks through wider citizenship or impact and engagement activities, either within RVC or externally. • Maintain a log of their career development activities, successes and feedback to support future CV writing. • Reflect on the balance between progress with the research project and with career development goals. • Be proactive in raising concerns or issues, and in seeking feedback on progress. • Prepare for project meetings, career development reviews and appraisals. 	<p>PIs are expected to:</p> <ul style="list-style-type: none"> • Undertake regular project review meetings, providing positive feedback and constructive criticism on the project and on their contributions to the project, the group, and the wider environment. • Undertake regular career development discussions (see definition at end of document), which consider the stage of the researcher, acknowledging the difference between a first postdoctoral position and a more established researcher. • Ensure that researchers are kept informed about the likelihood of ongoing funding and ongoing employment. • Ensure adequate time and support for professional development and academic citizenship or professional activities. e.g. writing publications or grant / Fellowship applications, peer-review, conference participation, teaching, supervision, industry /public / policy engagement. • Delegate opportunities where appropriate and with support (e.g. budget management). • Discuss work-life balance and professional boundaries, signposting to wellbeing support. • Take a coaching approach to developing academic skills (e.g. writing for publication or moving towards research independence and Fellowships), highlighting opportunities and exploring these in partnership with the researcher, whilst being realistic about the likelihood of success. • Signpost to networks and opportunities for collaboration and

	networking with colleagues, experts or professionals in other fields.
The RVC will: <ul style="list-style-type: none"> • Signpost and provide access to a range of professional development resources, seeking feedback from the researcher community to ensure their quality and effectiveness • Provide access to independent and impartial careers advice. • Provide a researcher mentoring scheme (including training and evaluation). • Provide access to wellbeing support and staff counselling. • Take action to ensure a positive research culture and environment, and act on any concerns raised, whilst supporting the individual. 	Resources: <ul style="list-style-type: none"> • Chaperone- science careers coaching- just email them from an RVC mail to book a slot. • Care First (wellbeing & counselling support) • Report + Support - Report + Support - Royal Veterinary College (rvc.ac.uk) • Dignity ambassadors • Procedures for dealing with allegations of Scientific Misconduct - Integrity in Research

TOWARDS THE END OF A CONTRACT	
Researchers are expected to: <ul style="list-style-type: none"> • Take full advantage of careers and professional development provision. • Contribute to planning / writing for future projects (where appropriate) whilst being proactive about exploring the wide range of opportunities available. • Ensure good data management practices and contribute to writing up of research outputs as agreed with PI. 	PIs are expected to: <ul style="list-style-type: none"> • Ensure that the researcher is aware of the process and procedure for expiry of fixed-term contracts. • Ensure clear processes are in place for handover of data and equipment and support the researcher with planning project outputs. • Hold a project review meeting between 1 and 3 months before the end of the project (scaled to overall project duration). • Conduct a final appraisal, as an opportunity for feedback and reflection.
The RVC will: <ul style="list-style-type: none"> • Communicate and implement processes for ending of contracts and internal redeployment. • Signpost to independent careers support and professional development resources and support. • Conduct exit interviews. 	Resources: Managers leavers checklist

WIDER POLICY CONTEXT AT THE RVC

- [HR Excellence in Research Award](#)
- [Research Concordat Implementation Strategy](#).
- [Strategic plan for research and innovation](#)
- [Athena Swan Charter](#)
- [Researcher Association](#)
- [Graduate School](#)

THE NATIONAL PICTURE

- **UK Researcher Development Concordat** researcherdevelopmentconcordat.ac.uk
- Other concordats (integrity, public engagement etc) or anything on REF PCE, or funder statements (e.g. [Concordat to Support the Career Development of Researchers: UKRI Funder Action Plan – UKRI](#)).
- [Vitae](#) A UK-based organisation which champions the professional development of researchers, as well as providing many useful resources opportunities for researchers.
- [Vitae researcher development framework](#)
- [UKCGE Associate Supervisor Award](#)

DEFINITIONS

Appraisal: The formal annual process to review progress, aimed at helping individuals teams and the RVC to evolve innovate and improve.

Career development review meetings are expected to occur at regular timepoints (and at minimum, once a year, with time distinct from project review meetings). The aim of these is to enable researchers to form a realistic and clear view of their own abilities, the options open to them and the actions they need to take to pursue their chosen career path. These can be a distinct part of the appraisal process or separate career review meetings. Guidance is available for researchers and PI's in the appendix.

Project review meetings are an opportunity to review whether the project is on target, adjust timeframes, explore challenges or risks, celebrate successes and acknowledge the researcher's strengths and contributions to the project and research group.

KEY RESEARCH SUPPORT SERVICES

- [Research and Innovation Services](#)
- [Professional development](#)
- [HR](#)
- [Careers](#)
- [Wellbeing and counselling](#)
- [Library and open research](#)
- [IT](#)

Appendix 1:

Planning your career and professional development as a researcher

STEP one: Track and audit your current skills and experience

- If you don't already have one, create a folder to save your achievements and any positive feedback you receive.
- Create a master CV (or narrative CV), where you keep track of everything you've done, so that you are ready to write a tailored CV when you need it.
- Take stock of the skills and strengths you already have. Many researchers find the [Vitae Researcher Development Framework](#) a helpful tool to think through the vast range of skills you are using, from public engagement to managing projects and people. You could also use the [UKRI narrative CV template](#) as a way to reflect on how you are developing valuable skills and experience within different aspects of academic life, including technical, people, academic citizenship and wider impact.
- Still not sure how to articulate your skills and strengths? Have a look at our 'how to talk about your research strengths' in the Appendix.

STEP two: Think about possible next destinations

Having a career plan doesn't mean you are 100% certain what you'll do next. Very few postdocs do know and there will be a range of factors, specific to you and your aspirations for career and life outside of work, which will impact on this. Instead, think about how you can find out more about the possible next steps. Whether it's doing another postdoc to gain specific experience or skills, making a Fellowship application, applying to a Lecturing post, starting a business or moving to careers in industry, policy, Higher Education professional services or many other fields.

All researchers at the RVC are entitled to 10 days a year (pro-rata) of development time. How will you use this to explore some of these potential career opportunities? Perhaps researching Fellowship opportunities, reading the job descriptions for Lecturing posts, using LinkedIn to gather data on where researchers in your field have moved to (and the types of experience they talk about on their profile) or conducting short informational interviews with people in job areas that are of interest.

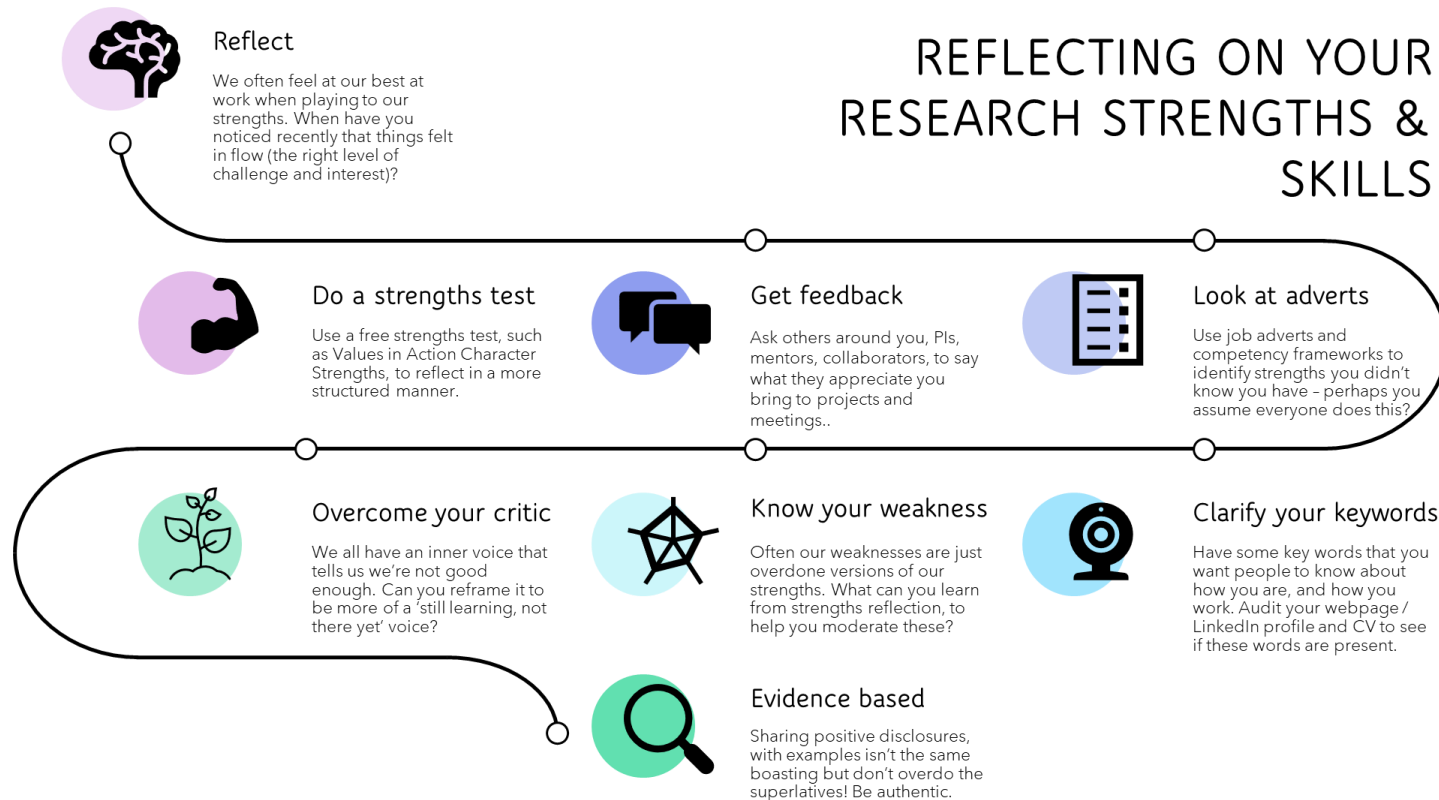
Look at the skills and experience needed for these different types of roles. Which of these do you already have and which do you want to develop over the coming year.

STEP three: Make a plan

Use our template to plan the activities you want to engage in, to support your career exploration and aspirations. Share it with your PI or mentor to talk through ideas for gaining the right experience and how you might prioritise time and opportunities as they come your way. Think about how you will use your development days to build your skills and experience through practical opportunities, formal or informal learning and peer support or mentoring.

Job area of interest	How will I find out more about this area?	What skills, strengths or experience do I already have to equip me for this type of role?	What skills, strengths and experience do I need to develop?	What practical things will I prioritise this year, to build my skills, strengths and experience?

Appendix: Articulating your research strengths and skills



Useful resources:

- [Guidance from the University of Oxford on how to write a narrative CV.](#)
- [Blogpost: the right language to explain why your skills are applicable to the job you are applying for.](#)
- [Postdocs - Prosper \(liverpool.ac.uk\)](#) A UK career planning resource aimed at postdoctoral researchers, split into 'reflecting', 'exploration' and 'action'.
- [Chaperone – Chaperone is an online marketplace providing personalised career support for scientists](#) Independent Careers support for RVC researchers.

Appendix 2:

Meaningful career conversations with researchers

Career decisions aren't made in isolation

Every researcher brings unique experiences and skills and is likely to have a range of factors influencing their current career thinking. They may not always be willing to share openly about the things they are struggling with, but signposting from a PI that they are aware of these challenges (and being careful about any assumptions you might be making) goes a long way to making people feel supported, and that they are free to explore options, without their decisions being judged negatively.

Internal factors	External factors
Previous experiences & influences	Economic climate (recruitment freezes, cost of living)
Values	Geographical constraints & visas
Career goals	Competition
Self-belief and confidence	Discipline and changes in labour market
Relationships and caring responsibilities (including 'two-body problem' and 'competing clocks', biological and career-related!)	Societal practices (e.g. flexible working)
Health and wellbeing	Exclusionary hiring practices
Quality of life aspirations	

Factors influencing postdoc career decision making

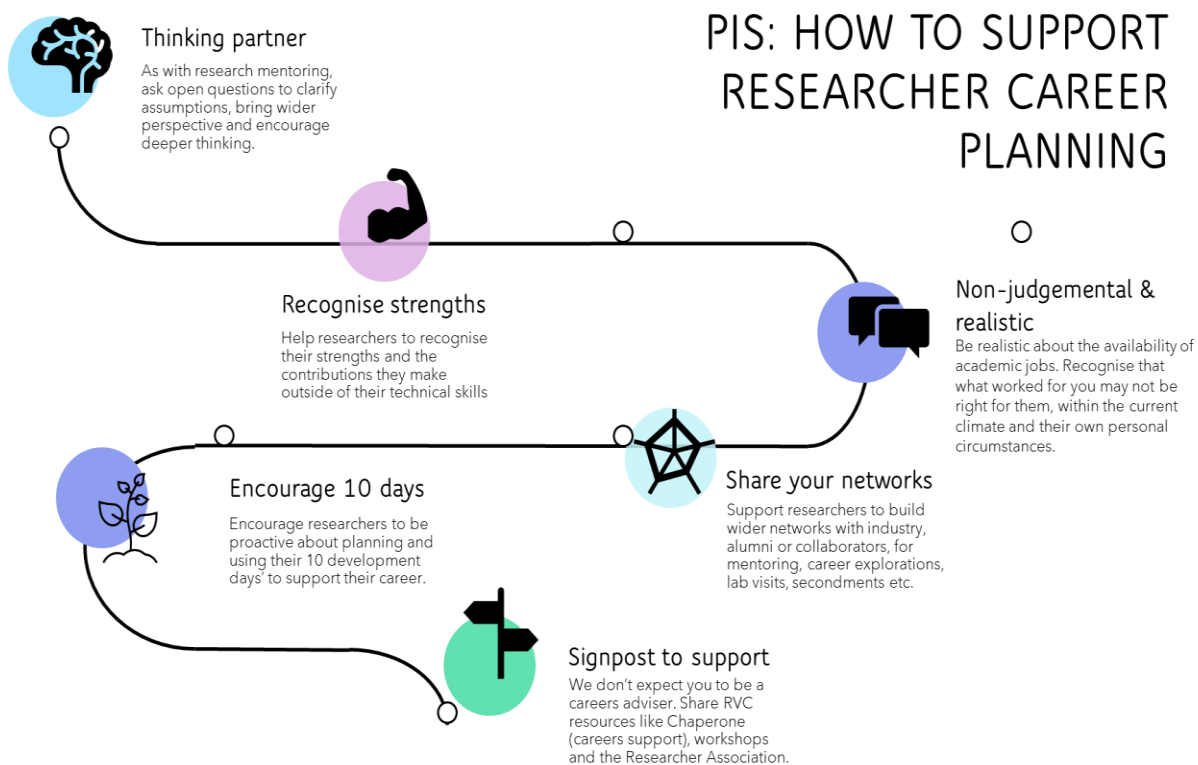
Career transitions are daunting – it's easy to put them off by constantly being 'too busy'

Early-career researchers are in a transitional phase, gaining experience and developing knowledge and skills to move further towards independent research activity. They will often be focussed on delivering short-term project goals, whilst also making a personal assessment, preferably with the support of a mentor, about what career paths, both inside and outside academia, are open to them.

The UK Researcher Development Concordat (2019) sets out an expectation that researchers will take ownership for their own career development and be supported by their PI and institution in doing so. The RVC (as a signatory of the Concordat) strongly endorses this view, recognising the importance of supporting research staff to make purposeful use of their 10 days of development time, fully explore career possibilities and engage in intentional career decision making, rather than 'drifting' from project to project during this important stage.

PIs should support researchers to work towards:

- a realistic view of their own abilities.
- an awareness of the career options open to them.
- a career plan to enable them to pursue their chosen direction.



Possible career options to discuss:

1. A move to an **independent academic position** (either a teaching/research position, or an independent research fellowship) if they have already built up the appropriate publication record, reputation, experience and research independence. In most cases, this is unlikely for a first postdoc.

How can you support them to benchmark their current skills and experience against what is needed for different types of academic role? How will you help them prioritise leadership opportunities (e.g. peer review, conference organisation or chairing, positions with professional bodies, policy-related events) which will meet their career goals?

2. A move to **another researcher position** within a research group in order to develop further skills, publication record, and experience, with a mid to longer-term view to a further move into an independent academic position, or a research post in the commercial or not-for-profit sectors; this may mean a change of research group and/or institutions. *How can you help them identify what's still missing in their CV and understand what research independence means in practice? How will they know when they are ready to apply and what should they be doing at the moment to start planning for that?*

3. A move to a research staff **position at a similar level** and with similar responsibilities, with a view, where possible, to continuing in the same type of work in the longer-term.

4. Exploration of **alternative career paths** that make use of the valuable research and transferable skills gained. Many researchers carry around a belief that failing to pursue an academic career will be perceived as a failure or 'going to the dark side'. Pay attention to the language you use and how you talk about previous group members and celebrate the range of careers they've moved onto. Normalise that moving from research to other roles is about taking on an exciting new career challenge, rather than a failure.

Resources to support your postdocs:

- Chaperone (an independent careers advise specialist to science ECRs- which the RVC subscribes to)
- [Prosper](#), a Research England funded careers portal for postdocs, with career planning tools and advice, as well as case studies of postdocs who have moved to a range of careers.
- Who do you know (alumni, industry contacts) who might be willing to have a short conversation with your researchers about their job?
- Careers events and working on CVs and interview skills are a great use of the annual development days which every researcher is entitled to.

Conversation starters

AIMS	<ul style="list-style-type: none"> • What do you want to achieve? • What are your career aspirations? • Where do you want to be in 5 years? • What would you like to be different and why is it important to you? • How will you know you have been successful? What do you want to be feeling proud of? • What is important to you? • What motivates you? • What might make you feel more motivated or engaged at work? • What experiences and skills do you enjoy using? • What rewards do you want from your work/career? • What type of environment do you like to work in?
HOW	<ul style="list-style-type: none"> • What strengths do you know that you have? • What feedback might help you get a better understanding of what you bring to projects and teams? • What are you already doing to explore or progress your career aspirations? • What is working or not working for you? • What skills or experience are you missing? • Do you have a plan for achieving your career goals? • What barriers or challenges might you encounter and how might you mitigate these? • What advice would you give to others in a similar situation?
WHO	<ul style="list-style-type: none"> • How are you investing time in building and maintaining professional relationships?

	<ul style="list-style-type: none"> • How do your networks allow you to see the bigger picture or get new perspectives and ideas? • How are you maximising your opportunities to learn from peers, mentors and wider feedback? • How might you enhance your visibility and reputation?
ACTIONS	<ul style="list-style-type: none"> • What are the first actions to enable progress (small steps)? • How can I support? • Who else might support with this? • How will you measure progress? • How will you stay motivated in the longer-term? • What other options or back-up plans will you also explore?

Appendix 3:

How to use your professional development days

The RVC Code of Practice for the Management of Researchers sets out an expectation that researchers will be supported by the RVC and PIs to engage in up to 10 days of professional development to work towards their career goals.



What does this mean in practice?

This completely depends on you and your own career aspirations.

What counts as development for some people, won't be development for others. For example, some researchers will be keen to gain experience of different types of teaching, but if you already have lots of experience, more of the same is unlikely to progress your career and therefore this wouldn't be counted as development time. And if it's required for your immediate research project (i.e. training on equipment or health and safety) then that isn't classed as the long-term career thinking that the 10 days covers.

We anticipate that you'll split the time in four ways (as below), with the majority of time being spent on building experience and skills through practical action.

Use our career planning template in appendix 1, to help you plan your professional development for the coming year and take a look at the examples provided by RVC researchers on what has helped them in their professional development.

PRACTICAL EXPERIENCE

We learn best by trying new things, that push us out of our comfort zone, and then reflecting on the experience. Think about the types of experience you want to build up for your CV, and the opportunities to do that within your project, the RVC, or wider disciplinary community. Perhaps managing a project or budget, getting involved in outreach, policy engagement or commercialisation, teaching, mentoring or supervising, or taking on a committee position or peer review.

TALKING TO OTHERS

Mentors and peer-learning is an important way to help you reflect on your development and think more broadly about what's next. RVC postdocs have access to Chaperone for independent careers advice and the Researcher Association provides a great community sounding board. Carrying out informational interviews (where you ask someone about their career), visits to collaborators, practicing conference talks with peers and career networking events also fall into this category.

SELF-DIRECTED LEARNING

This could mean accessing online learning (e.g. MOOCs) to learn a new coding language (sometimes these can also be accredited) or spending time working through careers resources, updating your CV or LinkedIn profile, working on Fellowship ideas or teaching reflection for the AdvanceHE portfolio. Make sure you keep track of this type of learning and block out time in your diary with clear goals (to ensure that when it pops up you know what you are doing and why, otherwise it's easy to put off when you are busy).

FORMAL LEARNING

This is usually what people think of first for professional development but is actually the thing you will spend the least amount of time on. Keep an eye on the newsletter from Research and Innovation Services and emails from Training, for opportunities like our leadership training or research funding support. Also look externally at workshops that professional bodies and other disciplinary organisations or funders provide (e.g. Academy of Medical Sciences, UK Reproducibility Network, the Biochemical Society or EMBO).

How RVC researchers are using their development days

Participating in internal review panels (RVC PhD studentship and Launchpad scheme review boards, and the Social Science Research Ethical Review Board (SSRERB)) and the external Petplan Charitable Trust Scientific Committee has been invaluable for my professional development. It not only allows me to contribute to the broader research community but also helps me expand my network and refine my critical evaluation and grant writing skills. These experiences have provided insights that are directly beneficial to my own work and career progression.

Lecturer and researcher, Clinical Sciences and Services

The consultant helped me to rethink my postdoctoral experience and was able to reframe it from her expertise as an academic and coach. She challenged me to put aside my long-term career goals (becoming a prof) and focus on tangible goals that I can accomplish in the short term- focusing on the process and tailoring my role to what I enjoy right now. She also provided practical advice for applying for fellowships and encouraged me to look beyond traditional academic funding routes to partnerships with industry. I can't recommend a coaching session with her high enough. I finally have clarity about my career path that I haven't had in a long time.

Postdoc feedback on the use of Chaperone (careers consultancy)

Development isn't just going on courses – these ten days are there for you to focus on what YOU need for YOUR career. Get experience of finding pots of money – for equipment, conference travel – that can go on your CV as well as being a valuable skill. Set aside time to work on your CV as part of your routine, and keep your research social profiles (ResearchGate, ORCID, LinkedIn) up to date.

Postdoctoral Researcher, Comparative Biomedical Sciences

The involvement on college supporting activities such as 'Students selection interviews', organisation of the 'Postgraduate Research Day', or become a 'PhD mentor' are activities that promote networking withing the institution, as researchers and academics from other areas and campuses also support this activities, as well as other members of staff (HR, RIO...). This also helps to better understand of the bigger picture of how the RVC works. I would really encourage postdocs to look at lecturer job descriptions and understand the wider aspects of what it involves, how getting involved in wider citizenship type of activities (e.g. being part of the Researcher Association Committee) and EDI (e.g. participation on Athena SWAN action plan development) can also be a helpful thing to do as part of your professional development.

Lecturer, Pathology and Population Sciences

A key part of your professional development being building your networks through engaging with professional societies, funders and external mentoring, as these bring fresh perspective and scrutiny to your ideas.

Professor, Comparative Biomedical Sciences

It's never too early to start thinking about career development, but it's also never too late. Even for senior postdocs, there are opportunities for further career development both within academia and externally. The RVC runs internal courses on coding, bioinformatics and fellowship/grant writing (among other things), but your 10 days of development can also be used to attend external courses, or even just used to take time away from the bench to start developing fellowship applications of your own. I would also recommend the RVC mentoring scheme, which gives you the opportunity to benefit from the career guidance, advice and experience of a senior academic, in a one-to-one setting.

Postdoctoral Research Associate, Clinical Science and Services

I've taken several massive open online courses (MOOCs), and I can't recommend them enough. My favourite platforms are EdX and Coursera, and I have completed excellent and rigorous courses on Python and Statistics. These are a great use of your development days. You get a lot out of them and it's often not very expensive to have your learning verified by major universities (much cheaper than going to conferences). Find out whether there are grants or bursaries open to you which might fund these (for example, the Turing Trust). I've also been part of the Researcher Association, (RA) which allows me to sit on various other committees, like the Equality, Diversity and Inclusion (EDI), Ethics and Welfare (EWC), Research Innovation (RIC) and Researcher Concordat Working Group (RCWG) committees which can be useful for understanding "who is who", "who does what", and how the RVC works. I also attend public talks and seminars, symposia and networking events: for example, the Critical Research on Industrial Livestock Systems (CRILS) group is a multi-institution network of people from different fields and it is a wonderful way to meet people tackling the same problems from completely different disciplines with different perspectives and approaches. Being part of these groups helps create networks of future collaborators for when you are ready to establish your research independence. I highly recommend "scientific socialising" in professional networks as a really productive use of your time that also makes science more fun.

Postdoctoral Scientist, Pathology and Population Sciences

I've taken part in many training activities through RVC. The career coaching through Chaperone has been essential for working through my career plan and discerning my career goals. One-off seminars on Time management, Professional Leadership, and Grant Writing have become resources I refer back to, worth the few hours spent (and useful lines to add to my CV). The peer mentor / coaching scheme was also helpful to me, at a time when I was struggling with managing various conflicting demands.

Postdoctoral Researcher, Comparative Biomedical Sciences

Frequently asked Questions

- **How will these development days support my academic career aspirations?**

If you are thinking about applying for a Fellowship, you can use the ten days to work on your track record and networks, as well as to research potential funding and get to grips with the process and timeline for application.

Going on a lab visit, taking part in external training programmes or mentoring schemes, engaging with policy makers, the public or industry representatives can all help you to build networks, so that you have potential collaborators lined up when it comes to making an application. You may want to apply for small pots of funding to lead a project or supervise a summer student, to be able to demonstrate your research independence.

If you are looking for a lecturing position, think about how you can use your ten days to gain a variety of types of teaching and supervision experience. Or perhaps spend time reflecting on the experience you have so far and putting together an application for a the UKCGE associate recognised supervisor award or other teaching award such as the RVC [TLiHE](#) course.

- **How can I justify to my PI / funder that I'm spending time on professional development?**

Most UK funders are signed up to the UK Researcher Development Concordat, which clearly sets out expectations for PIs and institutions to support professional development activities. Having a clear plan for what professional development activities you want to engage in, what you want to get out of them and how you will balance these alongside project delivery can help you have a productive conversation with your PI. It's also worth reflecting on how these activities will improve your transferable skills in ways that will have a knock-on positive impact on your research presentations, communication, project management and supervision activities, or on your understanding of the wider research landscape and potential for research impact.

- **Where can I get funding for professional development?**

Increasingly, funders are inviting PIs to build in professional development costs for their team into grant applications. If this isn't the case for you, look at whether professional bodies might have access to small grants, travel funds or bursaries which can support you. And remember that the majority of your professional development activity is expected to be through gaining practical experience and learning with and from others through activities like mentoring. If funding is short, how might you make greater use of these types of activity?