

**Graduate School**

**MRes Student Log**

**2018/19**

**The Royal Veterinary College London - Contact information**

**Please consult the appropriate website before using email addresses or telephone numbers.**

**Graduate School**  **University of London Accommodation Office**

**Web Site** <http://www.rvc.ac.uk/study/postgraduate> **Website** [**www.lon.ac.uk/accom**](http://www.lon.ac.uk/accom)

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**RVC Learn** [**https://learn.rvc.ac.uk/login/index.php**](https://learn.rvc.ac.uk/login/index.php)

**RVC Advice Centre**

The Advice Centre staff are here to offer advice, information and advocacy to students and to help you make your time at the College a success.

**Advice Centre Manager (based at Camden)**

Fiona Nouri Email: [fnouri@rvc.ac.uk](mailto:fnouri@rvc.ac.uk) Tel: 020 7468 5037 (ext. 5037)

**Student Adviser**

Email: [advice@rvc.ac.uk](mailto:advice@rvc.ac.uk) Tel: 01707 667 140 (ext 7140)

**Counselling**

Email: [rvccounselling@herts.ac.uk](mailto:rvccounselling@herts.ac.uk) Tel: 01707 284 453 (confirm which Campus you are from)

**Dyslexia/Dyspraxia and disability-related enquiries**

Email: [disability@rvc.ac.uk](mailto:disability@rvc.ac.uk) Mobile: 07595 203 143 or ext 5037

**Financial or welfare-related enquiries**

Shelley Richards Email: [moneymatters@rvc.ac.uk](mailto:moneymatters@rvc.ac.uk) Tel: 020 7468 5037 (ext. 5037)

**Educational Development**

Been out of education for a while/not used to the academic system in the UK and need some advice on study strategies?

Contact [EDtutors@rvc.ac.uk](mailto:edtutors@rvc.ac.uk)

**RVC Careers**Kirsty Whitelock Email: [careers@rvc.ac.uk](mailto:careers@rvc.ac.uk)

**Overseas Travel Policy for Students (Approval and advice)**

<https://intranet.rvc.ac.uk/professional-services/estates/health-and-safety/information-a-to-z.cfm#Travel>

**College Addresses**

**Camden Campus Hawkshead Campus**

Royal College Street Hawkshead Lane

London NW1 0TU North Mymms, Hatfield

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Telephone +44 (0) 20 7468 5000 Telephone +44 (0) 1707 666333

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**Nightline – Confidential advice and support for students**

Telephone +44 (0) 20 7631 0101 **Website** [**www.nightline.org.uk**](http://www.nightline.org.uk)

**Welcome to the Royal Veterinary College, London**

The College is justifiably proud to be judged excellent at delivering both high quality postgraduate education and high quality research. The Graduate School staff are committed to supporting the training and education of all RVC postgraduate students. We’re here to facilitate your progress, to provide you with help when necessary, and to celebrate your successes with you.

We believe that the MRes Student Log will assist you in developing and advancing your academic, discipline-specific and transferable (professional; generic) skills.

We wish you the best for your studies and research at the RVC.

Prof Kristien Verheyen

Head of the Graduate School

**If found**

This log forms an important part of the student’s development. If found, please return to the nearest RVC building and it will be forwarded to the student or to his/her Department. Alternatively please **post to**:

The Graduate School

Royal Veterinary College

Royal College Street

London NW1 0TU

Student’s name

Department

Campus

**Important Contacts**

1.

2.

3.

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**Rationale and how to use the log**

**Purpose of the Log**

This Log has been prepared to assist you throughout your degree programme at the RVC. It provides a framework for recording details related to your MRes, scheduled supervisory meetings and activities concerning the development of academic and key skills. The log will also help you to assess your progress and to plan and chart evidence of the development of academic and discipline specific skills and key skills.

In both education and employment increasing emphasis is being placed on an individual’s transferable (professional; generic) skills. It is important to be able to demonstrate that these skills have been actively developed over time. The skills development self-audit referred to in the Log will help you to identify the skills that you possess and assist you in planning a personal development programme as part of your academic studies.

You are therefore asked to audit your skills in a more formal, reflective way before the first formal supervisory session and then at the end of year 1.

**How to use the Log**

The Log is for you to retain but certain pages, which are clearly marked, must be copied and sent to the Graduate School.

**Section A** enables you to record key information such as dates when you meet with your supervisor and completion of compulsory elements of the course.

You should document ‘formal’ **supervisory meetings** in **Section B**. It is not intended to record the (far) more frequent ‘informal’ meetings that will take place several times a week/month. You should also record the date you attend/complete the required elements of the MRes.

You should use **Section C** to record seminar attendance, presentations and any publications.

The **self-auditing process** (**Learning Needs Analysis; LNA**) referred to in this Log may not be familiar to you but it is quite simple and flexible in its design. Evidence of the development of skills does not necessarily take the form of a certificate or award, rather it is a measure of your accomplishment whether you were acting alone or as part of a team. Feedback from others, especially supervisors, also constitutes useful evidence. It will strengthen your claim to have mastered a variety of situations, personal as well as professional, in which you may have demonstrated your skills. Increasingly, employers are asking for such examples at interview and in continuing professional development.

Having carried out the initial audit, you should be able to identify those skills that you may need to develop further. You can then monitor how you’re progressing with developing your skills set by repeating the LNA questions during your studies. It is recommended that you focus on a limited number of development areas at any one time. Development needs and opportunities may change as you progress, but the practice of intentional development of skills should give you the confidence to develop further in any area you choose.

**A Guide to Skills Development**

As a MRes student it is to be expected that you will not just learn new facts and acquire new technical skills but also begin to think, evaluate and write differently. Successful and timely completion of your degree will depend on developing a mixture of subject-specific skills, intellectual skills, such as critical thinking, and more generic skills, like communication and enterprise.  Many of these skills will also be important in your future life, whatever career or life choices you make.

All MRes students will start their programme of study possessing many skills at a high level of competence. However, the skills you need are varied and will change with time, and so a process of repeated self-assessment becomes a real asset.

**Skills self-audit** helps MRes students focus on the skills they currently have, identify which skills they would like to improve and plan how to go about doing so. You should carry out a self-audit at the beginning of the MRes and again at the end of the year of study:

* The initial reflection will help you to evaluate the skills you already possess, where possible, providing evidence of these skills;
* At the end of the MRes, repeating the self-audit will show you how your skills set has been enhanced by experiential learning and attending the compulsory training sessions.

Evidence of the development of skills does not necessarily take the form of certificates or awards; rather it is a measure of your accomplishments whether acting alone or as part of a team. Feedback from others, especially supervisors, also constitutes useful evidence. It will strengthen your claim to have mastered and demonstrated various skills in a variety of situations, personal as well as professional. Increasingly, employers are asking for such examples at interview and in continuing professional development.

Completing the LNA, should enable you to identify skills that you may need to develop further. It is recommended that you focus on a limited number of development areas at any one time and the section at the end is intended to support this. Development needs and opportunities may change as you progress, but the practice of intentional development of skills should give you the confidence to develop further in any area you choose.

The **Researcher Development Framework (RDF)** on the next page has been designed to help researchers think about their existing skills, pinpoint gaps in their knowledge, and identify areas for future development.  The RDF articulates the knowledge, behaviors and attitudes of researchers from postgraduate students to established academic leaders and is endorsed by Research Councils UK

The RDF is divided into four domains called Domains and labeled A-D. Each Domain is made up of sub-domains, numbered 1-3.

|  |  |
| --- | --- |
|  | A - Knowledge and intellectual abilities  A1: Knowledge base  A2: Cognitive abilities  A3: Creativity |
| B - Personal effectiveness  B1: Professional and career development  B2: Self-management  B3: Personal qualities |
| C - Research Governance and organisation  C1: Professional conduct  C2: Research management  C3: Finance, funding and resources |
| D - Engagement, influence and impact  D1: Working with others  D2: Communication and dissemination  D3: Engagement and impact |

Each of the sub-domains above is associated with a number of descriptors and associated behaviours, attitudes and knowledge. This is outlined in more detail on the [**Vitae website**](http://www.vitae.ac.uk/researchers/234471/Framework-content.html)

*SECTION*

Student'sSummaryRecord

Section A

*Student's Summary Record*

**To be copied for the Graduate School**

**Summary Record d**

Surname: Forenames(s):

Section A

Department: Research Group:

Nationality: Home/EU or Overseas:

Degree: **MRes** Full-time/Part-time (delete as appropriate)

*Location & contact details*

Room no: Floor: Building:

Tel ext: E-mail: Campus:

*Student's Summary Record*

*Supervision*

Supervisor: E-mail: Dept:

Co-supervisor: E-mail Dept:

(if applicable)

*Funding*

Are you self-funding? YES/NO (delete as appropriate)

If NO, state source of funding

***Key dates:***

Date

1. Start of MRes
2. Nomination of Examiners\*
3. Submission of MRes dissertation
4. Oral examination

\* Examiner nominations should normally be sent for consideration at the **April** meeting of the College’s Research Degrees Committee (RDC). The Committee meets 4 times a year, in October, January, April and July.

***Schedule of work***

*Student's Summary Record*

1. *Formal Supervisory Meetings:*

Date of: Planned Held

1. Initial meeting
2. 2-month meeting
3. 5-month meeting
4. 8-month progress review to include discussion of report
5. 11-month discussion about oral examination

**Student’s Summary Record (continued)**

***Schedule of work continued***

Section A

***(2) Compulsory elements of the course***

**Date attended &/or Date completed**

Induction day 1

Induction day 2

*Online Training*

Working with your Supervisor Course and Quiz

Research with Integrity Course and Quiz

(Both to be completed within the first 3 months of study*)*

*Training workshops*

Good research practice (GRP)

Time management

Project management

Effective presentation skills

Scientific writing 1

Scientific writing 2

Research with impact

*Statistics course*

Session 1

Session 2

Session 3

Session 4

Session 5

Session 6

Session 7

Session 8

Statistics exam

Reflective essay

*Must be completed after Interim Progress Review and before submission of Dissertation.*

Critical review of three original research publications

*Must be completed before submission of dissertation*

Project abstract and short oral presentation

*Part of Interim Progress Review*

Impact statement

Poster abstract

Presenting a poster at PG Research Day

*One of the two can be your presentation at the postgraduate seminar series*

Seminar attendance; please record details in Section C of the log

College Seminars (At least 50%)

College Research Seminars (a minimum of 6 of the College’s research seminars and 6 other talks on topics relating to your field of study)

*SECTION*

Section B

*Record of your Skills Self Audit and formal Supervisory Sessions*

Record of your

Skills Self Audit and

formal Supervisory

Sessions

**Initial Supervisory Session** (Student) *Start of the MRes*

To be filled in **before** the first Supervisory Session

RVC computer access Yes  No  RVC email account Yes  No

**Working title of research project**

Section B1

**Learning needs analysis undertaken Date**

*Record of your Skills Self Audit and formal Supervisory Sessions*

**Learning Needs Analysis** *To be filled in before meeting your supervisor*

**Using the Learning Needs Analysis (LNA) Questionnaire to record your skills attainment and progress.**

The LNA is comprised of 4 sets of questions mapped to the 4 main domains of the RDF

Directions for use

Completing the questionnaire should not take you very long. Start by looking at each of the skills listed on the left of the page. Read the two descriptors that respectively identify a weakness/absence of the skill and a well-developed competence. Mark the point on the 1-8 scale that you think best describes your current competence.

This is a simple number selection on a scale, but later you can add free comments as you identify evidence to support your ability or achievement, and actions you might take to improve your skill(s) in that area.

At the end, look at your scores, identify your strengths and weaknesses, and use these as a basis for identifying your immediate learning needs. Then consider how to address those needs. There are training courses that you are required to attend but there are others available to you ~ and remember many important career and life skills are learnt experientially – so whatever you do, you can expect to acquire and develop your skills over a period of time beginning with this year of postgraduate study.

**Learning Needs Analysis** *Start of the MRes*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Domain A: Knowledge and intellectual abilities** |  |  |  |  |  |  |  |
| **How to improve my skill in this area** |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| **Examples as evidence of my skill** |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  | I am fully familiar with the software packages that I need for my dissertation (e.g. Windows, Word, Excel, PowerPoint, EndNote etc.) | I am familiar with the databases I need in my research and can use them to extract and export information | I understand what bioinformatics involves, which databases are available and I have experience in using them effectively and confidently | I am fully familiar with and can use effectively the statistical methods and packages (e.g. SPSS) that I will need to complete my dissertation) | I keep up to date records of all I do in a logical manner that is easily understood by anyone who reads them |  |
|  |  |  |  |  |  |  |
|  | **1 2 3 4 5 6 7 8** | **1 2 3 4 5 6 7 8** | **1 2 3 4 5 6 7 8** | **1 2 3 4 5 6 7 8** | **1 2 3 4 5 6 7 8** | **1 2 3 4 5 6 7 8** |
|  |  |  |  |  |  |  |
| **Descriptors** | I have little or no experience in using software for word processing, preparing spreadsheets and illustrations or handling references | I have little or no experience of using literature databases | I know that databases exist but have no knowledge or understanding of using them | I have a basic knowledge of statistics but find it hard to know or decide which tests to use or how knowledge of statistics can inform my design of experiments | I do not have a consistent strategy that allows me to record information or that enables others to understand what I have done |  |
|  |  |  |  |  |  |  |
| **Skill** | Software programmes (e.g. Windows, Word, Excel, PowerPoint, EndNote) | Literature bases (such as Medline) that I need for my dissertation and publications | Bioinformatics and related databases for gene and protein analysis | Statistical methods and packages | Recording experiments and keeping records |  |
|  |  |  |  |  |  |  |  |

**Learning Needs Analysis** *Start of the MRes*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Domain A: Knowledge and Intellectual abilities** |  |  |  |  |  |  |  |  |
| **How to improve my skill in this area** |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| **Examples as evidence of my skill** |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  | I have written and published abstracts | I can write informative and pertinent reports about my research | Documents I have written have been submitted successfully for publication | I have written and completed my dissertation to the satisfaction of my supervisor and myself | I am able to produce a high quality poster describing my work and to discuss it effectively with viewers | I am confident that I can prepare and a deliver a good presentation with highly relevant content and good visual aids (using e.g. PowerPoint) | I am highly creative in my approach to research, I use innovative strategies and the best technology available |
|  |  |  |  |  |  |  |  |
|  | **1 2 3 4 5 6 7 8** | **1 2 3 4 5 6 7 8** | **1 2 3 4 5 6 7 8** | **1 2 3 4 5 6 7 8** | **1 2 3 4 5 6 7 8** | **1 2 3 4 5 6 7 8** | **1 2 3 4 5 6 7 8** |
|  |  |  |  |  |  |  |  |
| **Descriptors** | I find it hard to write a concise and effective abstract | I am unclear how to report on research progress and how to select the appropriate information | I do not have the skill or confidence to draft a paper for publication | I am unsure what is involved in preparing my dissertation | I have no, or only little, experience of preparing a poster and am unfamiliar with the software to use | My skills are very limited and I have trouble deciding what to say, how to keep to time and how to answer questions | My approach to research is devoid of originality, or I am not innovative in my approach |
|  |  |  |  |  |  |  |  |
| **Skill** | Writing skills in different areas  (i) research abstract | (ii) progress reports | (iii) a written publication | (iv) a dissertation | Presentation skills  (i) a poster | (ii) oral presentation in a seminar or at a conference | Originality and innovation in approaches to research |
|  |  |  |  |  |  |  |  |  |

**Learning Needs Analysis** *Start of the MRes*

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Domain A: Knowledge and intellectual abilities** |  |  |  |  |  |  |  |  |
| **How to improve my skill in this area** |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| **Examples as evidence of my skill** |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  | I have read a large number of papers and do not have significant problem in evaluating methods | Generally, I understand the authors’ arguments and conclusions and can criticise them | I am confident and relish the argument involved | Generally, I can do this and understand why the data conflict or appear to conflict | I have done this and my supervisor has agreed it’s of a publishable standard | I can do this and others agree with me or understand my evaluation when I explain it | I understand and know the extent of the literature and can relate my findings to it |
|  |  |  |  |  |  |  |  |
|  | **1 2 3 4 5 6 7 8** | **1 2 3 4 5 6 7 8** | **1 2 3 4 5 6 7 8** | **1 2 3 4 5 6 7 8** | **1 2 3 4 5 6 7 8** | **1 2 3 4 5 6 7 8** | **1 2 3 4 5 6 7 8** |
|  |  |  |  |  |  |  |  |
| **Descriptors** | I find it very difficult to evaluate methods, so I don’t read them or I ask someone else to interpret them | I can rarely evaluate the conclusions critically and/or often do not understand the conclusions | I cannot do this | I cannot do this with any confidence | I have not done this, nor do I know how to go about it | I find this very hard to do | I cannot do this effectively because I do not fully understand my findings or do not know the literature well enough |
|  |  |  |  |  |  |  |  |
| **Skill** | Critical evaluation of methods used in a scientific paper or report | Critical evaluation of conclusions drawn from a published study | Ability to defend my evaluation of a research project in a seminar or journal club presentation | Ability to draw conclusions from conflicting sets of data | Writing a critical review (or chapter to the introduction to the dissertation) that is at a publishable standard | Ability to critically evaluate the conclusions that I have drawn from my own research | Describing how my findings relate to the published literature and how my findings make an original contribution to that subject |
|  | | | | | | | | |

**Learning Needs Analysis** *Start of the MRes*

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Domain B: Personal effectiveness** |  |  |  |  |  |  |  |
| **How to improve my skill in this area** |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| **Examples as evidence of my skill** |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  | I am highly competent at acquiring new knowledge | I am able to work independently of detailed guidance and to make informed decisions about the direction and nature of my research | I regularly assess my own competence in many skills areas and successfully improve deficiencies through courses, experience etc | I can work efficiently and am strongly self-motivated | I know the limits of my abilities and can ask for help and use it successfully | I willingly and effectively take constructive criticism from colleagues to incorporate it in planning my research |
|  |  |  |  |  |  |  |
|  | **1 2 3 4 5 6 7 8** | **1 2 3 4 5 6 7 8** | **1 2 3 4 5 6 7 8** | **1 2 3 4 5 6 7 8** | **1 2 3 4 5 6 7 8** | **1 2 3 4 5 6 7 8** |
|  |  |  |  |  |  |  |
| **Descriptors** | My ability to gain knowledge is weak | I lack confidence to study and research independently, to make decisions without help or am unsure what decisions I need to take | I am very unsure of my skills and competencies and do not know how to improve them | I feel inadequate in respect of some or all of these qualities | I often do not recognise my deficiencies or do not effectively obtain help or use it | I find it hard to accept criticism, I feel defensive about my work and ideas and often do not use advice/criticism effectively |
|  |  |  |  |  |  |  |
| **Skill** | Acquisition of knowledge | Independent working | Self awareness and the ability to identify weak spots and improve knowledge and performance accordingly | Self discipline, motivation and thoroughness | I can recognise limitations and can draw on other sources of support and assistance as appropriate | Receiving constructive criticism |
|  |  |  |  |  |  |  |  |

**Learning Needs Analysis** *Start of the MRes*

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Domain B: Personal effectiveness** |  |  |  |  |  |  |  |  |
| **How to improve my skill in this area** |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| **Examples as evidence of my skill** |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  | I can set research goals for the next six month period. I can organise intermediate milestones and I can prioritise my day-to-day activities so that I meet these | I know from independent feedback that I can present my skills to others optimally through CVs, applications and in interviews | I have a comprehensive understanding of academic and non-academic career options that are open to me | I can set realistic goals and identify action that I can take to improve my employability and competitiveness | I understand how these skills can help my research now and future career | I understand the need to take personal responsibility for developing my skills |  |
|  |  |  |  |  |  |  |  |
|  | **1 2 3 4 5 6 7 8** | **1 2 3 4 5 6 7 8** | **1 2 3 4 5 6 7 8** | **1 2 3 4 5 6 7 8** | **1 2 3 4 5 6 7 8** | **1 2 3 4 5 6 7 8** | **1 2 3 4 5 6 7 8** |
|  |  |  |  |  |  |  |  |
| **Descriptors** | I find it hard to plan and/or to set priorities | I do not know how I can present my own skills to others or how effective I am | I do not know exactly what I want to do when I graduate and/or I do not know what options will be open to me | I do not have any career goals or I am not confident that the goals I have are realistic | I cannot see the point of developing such skills at this stage because my focus is on a specific research project | I feel I am being pushed into training courses against my personal wishes |  |
|  |  |  |  |  |  |  |  |
| **Skill** | Research planning and achieving goals | Presenting my personal skills to others | Understanding career options | Setting career goals | Development of personal and career skills through training | Taking responsibility for myself |  |
|  |  |  |  |  |  |  |  |  |

**Learning Needs Analysis** *Start of the MRes*

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Domain C: Research Governance and Organisation** |  |  |  |  |  |  |  |  |  |
| **How to improve my skill in this area** |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| **Examples as evidence of my skill** |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  | I understand the IPR principles and have a working knowledge or first hand experience of them | I am familiar with all aspects of this and have practical experience of authorship, copyright and the DPA | I understand the principles and have experience of clinical experimentation involving consent. | I understand the workings of my local ethical committee and have made a successful application | I can understand and follow health and safety procedure, including the processes of formal risk assessment and I can demonstrate safe working practices | I understand how grant applications are assessed and I have contribute to the drafting or assessment of grant applications | I have written, or contributed significantly to writing a published scientific article | I understand how articles are assessed for publication and I have some experience of contributing to the assessment of manuscripts |
|  |  |  |  |  |  |  |  |  |
|  | **1 2 3 4 5 6 7 8** | **1 2 3 4 5 6 7 8** | **1 2 3 4 5 6 7 8** | **1 2 3 4 5 6 7 8** | **1 2 3 4 5 6 7 8** | **1 2 3 4 5 6 7 8** | **1 2 3 4 5 6 7 8** | **1 2 3 4 5 6 7 8** |
|  |  |  |  |  |  |  |  |  |
| **Descriptors** | I do not understand the principles behind the acquisition and protection of IPR | I do not know how authorship is attributed, what copyright is or how the DPA works | I am unclear what informed consent is and do not know how the principles are applied | I do not know what ethical approval is, nor do I know about my local ethical review committee | I do not know the scope of the law, nor what is required to demonstrate responsible working practice | I have no knowledge or experience of the processes of preparing and submitting a grant application to support research | I have no direct experience of this and/or very little understanding of the writing or publishing processes | I do not know how journal editors select articles for publication and have no experience of assessing manuscripts |
|  |  |  |  |  |  |  |  |  |
| **Skill** | Understanding and applying Intellectual Property Rights (IPR) | Understanding the principles of attribution of authorship, copyright and the requirements of the Data Protection Act (DPA) | The principles of informed consent in clinical research | Ethical Committees and ethical approval | The law on health and safety issues and an ability to demonstrate responsible working practices | Writing and submitting an application for a grant to support research | Writing a scientific article for publication | The processes controlling publication of scientific articles and other writing |
|  |  |  |  |  |  |  |  |  |  |

**Learning Needs Analysis** *Start of the MRes*

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Domain D: Engagement, influence and impact** |  | |  | |  | |  | |  | |  | |  | |  | |
| **How to improve my skill in this area** | |  | |  | |  | |  | |  | |  | |  | |
|  | |  | |  | |  | |  | |  | |  | |  | |
| **Examples as evidence of my skill** | |  | |  | |  | |  | |  | |  | |  | |
|  | |  | |  | |  | |  | |  | |  | |  | |
|  | | I can work co-operatively with those with whom I share office or laboratory space | | I understand the roles of each member of the team and can accept they have diverse aspirations and needs | | I interact effectively in group discussion, I can put my point across and contribute productively | | I can contribute to seminar discussions with constructive criticism and enjoy the process | | I can plan and deliver a lecture, seminar, demonstration or tutorial, setting learning objectives and I am able to asses my own performance | | I can network with colleagues in my institution | | I can build effective links with colleagues in other universities, organisations and companies | |
|  | |  | |  | |  | |  | |  | |  | |  | |
|  | | **1 2 3 4 5 6 7 8** | | **1 2 3 4 5 6 7 8** | | **1 2 3 4 5 6 7 8** | | **1 2 3 4 5 6 7 8** | | **1 2 3 4 5 6 7 8** | | **1 2 3 4 5 6 7 8** | | **1 2 3 4 5 6 7 8** | |
|  | |  | |  | |  | |  | |  | |  | |  | |
| **Descriptors** | | I find it difficult to work co-operatively with others in my workplace | | I frequently do not understand other peoples’ behavior or find it hard to accept their apparent needs or wants | | I find it difficult to contribute, to be heard or to get my point across | | I am reluctant to give any form of criticism, even when I understand the subject, or I never know what to say | | I have no experience and/or little ability to teach others in any forum | | I have no experience of, or have had no success at, this | | I have no experience of, or no success at, this | |
|  | |  | |  | |  | |  | |  | |  | |  | |
| **Skill** | | Co-operative working | | Understanding behavior in groups | | Discussions in groups | | Giving constructive criticism | | Support learning in others by lecturing small group teaching, demonstrating | | Networking in my institution | | Networking outside my institution | |
|  |  | |  | |  | |  | |  | |  | |  | |  | |
|  | | |  | |  | |  | |  | |  | |  | |  | |

**Supervisor and Student Date**

To be completed **during** the initial meeting

**Agreed research milestones and other activities** **Time frame**

**Skills training workshops Dates**

**Confirmation** (sign below) Date

Supervisor:

Student:

(Second Supervisor):

**Supervisory Session** (Student) *~2 months*

*To be completed* ***before*** *the supervisory session.*

Section B2

**Summary of progress achieved in the last 2 months mapped against milestones and time frame agreed at initial meeting**

**Did you encounter any difficulties?** YesNo

If yes, explain briefly what the difficulty was, if you were able to overcome it and, if so, how.

**Supervisor and Student checklist Date**

|  |  |  |  |
| --- | --- | --- | --- |
| Have you read the College’s Guidelines for Good Practice in Research and returned the signed form to the Graduate School? | Yes | Date | No  Section B2 |
| Have you read the College Health and Safety document and returned the signed form to the Safety Officer? | Yes | Date | No |
| Have you completed a GMO form? | Yes | No | N/A |
| Have you completed COSSH forms for your procedures? | Yes Date | N/A | No |
| Have you attended the appropriate training courses  (e.g. animal handling, radioisotopes?)  Give details of each course attended and date | Yes | No | N/A  *Record of your Skills Self Audit and formal Supervisory Sessions* |

**Revised research milestones and other activities Time frame**

**Confirmation** (sign below) **Date:**

Supervisor:

Student:

(Second Supervisor):

**Supervisory Session** (Student) *~5 months*

*To be completed* ***before*** *the supervisory session*

**Skills developed, workshops/courses attended, presentations given**

Section B3

**Summary of progress achieved since the 2 month meeting mapped against agreed milestones and time frame**

**Did you encounter any difficulties?** YesNo

If yes, explain briefly what the difficulty was, if you were able to overcome it and, if so, how.

**Supervisor and Student Date**

**Are there other skills you want to develop?** Yes  No  N/A

**Any agreed changes to direction of research** Yes  No  N/A

(if yes give details)

**Agreed research plan and activities** (Refer to 2 month meeting if no changes)Time frame



**Confirmation** (sign below) Date:

Supervisor:

Student:

(Second Supervisor):

**Supervisory Session** (Student) *~ 8 months*

*To be completed* ***before*** *the supervisory session.*

**Skills developed, workshops/courses attended, presentations given**

Section B3

**Summary of progress achieved since the 5 month meeting mapped against agreed milestones and time frame**

**Did you encounter any difficulties?** YesNo

If yes, explain briefly what the difficulty was, if you were able to overcome it and, if so, how.

**Supervisor and Student Date**

**Are there other skills you want to develop?** Yes  No  N/A

**Agreed research plan and activities** (Refer to 3 or 5 month meeting if no changes)Time frame

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* .

**Confirmation** (sign below) Date:

Supervisor:

Student:

(Second Supervisor):

**Supervisory Session prior to oral exam** (Student)  **~** *11* **months**

**Have you achieved what you set out to do in your research project?** Yes  No

(If no give details)

**Have you completed all the required elements of the MRes course and filled out the summary**

**record in section A?**

**Have you repeated the LNA?** Yes  No  Date

**Have you submitted your research report to the Graduate School?** Yes  No  Date

If no, insert date of submission of your report

*Record of your Skills Self Audit and formal Supervisory Sessions*

**Has all the necessary paperwork been sent/taken to the Graduate School office?**

Yes  Date:

**Have your examiners been \*nominated/approved?**

Name (internal) Institution

Name (external) Institution

\*Research Degrees Committee (RDC) meets 4 times per year (in October, January, April and July). Examiner nominations should normally be sent for consideration at the **April** RDC meeting

**Date of your oral examination?**

**Time and location (room/building/campus) of your oral examination?**

**Mock oral** Yes  No  Date

**Is an end of Year Report to a Funding Body required** Yes  No  Date

**Confirmation** (sign below) Date

Supervisor:

Student:

(Second Supervisor):

**Learning Needs Analysis** *End of the MRes*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Domain A: Knowledge and intellectual abilities** |  |  |  |  |  |  |  |
| **How to improve my skill in this area** |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| **Examples as evidence of my skill** |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  | I am fully familiar with the software packages that I need for my dissertation (e.g. Windows, Word, Excel, PowerPoint, EndNote etc.) | I am familiar with the databases I need in my research and can use them to extract and export information | I understand what bioinformatics involves, which databases are available and I have experience in using them effectively and confidently | I am fully familiar with and can use effectively the statistical methods and packages (e.g. SPSS) that I will need to complete my dissertation) | I keep up to date records of all I do in a logical manner that is easily understood by anyone who reads them |  |
|  |  |  |  |  |  |  |
|  | **1 2 3 4 5 6 7 8** | **1 2 3 4 5 6 7 8** | **1 2 3 4 5 6 7 8** | **1 2 3 4 5 6 7 8** | **1 2 3 4 5 6 7 8** | **1 2 3 4 5 6 7 8** |
|  |  |  |  |  |  |  |
| **Descriptors** | I have little or no experience in using software for word processing, preparing spreadsheets and illustrations or handling references | I have little or no experience of using literature databases | I know that databases exist but have no knowledge or understanding of using them | I have a basic knowledge of statistics but find it hard to know or decide which tests to use or how knowledge of statistics can inform my design of experiments | I do not have a consistent strategy that allows me to record information or that enables others to understand what I have done |  |
|  |  |  |  |  |  |  |
| **Skill** | Software programmes (e.g. Windows, Word, Excel, PowerPoint, EndNote) | Literature bases (such as Medline) that I need for my dissertation and publications | Bioinformatics and related databases for gene and protein analysis | Statistical methods and packages | Recording experiments and keeping records |  |
|  |  |  |  |  |  |  |  |

**Learning Needs Analysis** *End of the MRes*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Domain A: Knowledge and Intellectual abilities** |  |  |  |  |  |  |  |  |
| **How to improve my skill in this area** |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| **Examples as evidence of my skill** |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  | I have written and published abstracts | I can write informative and pertinent reports about my research | Documents I have written have been submitted successfully for publication | I have written and completed my dissertation to the satisfaction of my supervisor and myself | I am able to produce a high quality poster describing my work and to discuss it effectively with viewers | I am confident that I can prepare and a deliver a good presentation with highly relevant content and good visual aids (using e.g. PowerPoint) | I am highly creative in my approach to research, I use innovative strategies and the best technology available |
|  |  |  |  |  |  |  |  |
|  | **1 2 3 4 5 6 7 8** | **1 2 3 4 5 6 7 8** | **1 2 3 4 5 6 7 8** | **1 2 3 4 5 6 7 8** | **1 2 3 4 5 6 7 8** | **1 2 3 4 5 6 7 8** | **1 2 3 4 5 6 7 8** |
|  |  |  |  |  |  |  |  |
| **Descriptors** | I find it hard to write a concise and effective abstract | I am unclear how to report on research progress and how to select the appropriate information | I do not have the skill or confidence to draft a paper for publication | I am unsure what is involved in preparing my dissertation | I have no, or only little, experience of preparing a poster and am unfamiliar with the software to use | My skills are very limited and I have trouble deciding what to say, how to keep to time and how to answer questions | My approach to research is devoid of originality, or I am not innovative in my approach |
|  |  |  |  |  |  |  |  |
| **Skill** | Writing skills in different areas  (i) research abstract | (ii) progress reports | (iii) a written publication | (iv) a dissertation | Presentation skills  (i) a poster | (ii) oral presentation in a seminar or at a conference | Originality and innovation in approaches to research |
|  |  |  |  |  |  |  |  |  |

**Learning Needs Analysis** *End of the MRes*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Domain A: Knowledge and intellectual abilities** |  |  |  |  |  |  |  |  |
| **How to improve my skill in this area** |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| **Examples as evidence of my skill** |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  | I have read a large number of papers and do not have significant problem in evaluating methods | Generally, I understand the authors’ arguments and conclusions and can criticise them | I am confident and relish the argument involved | Generally, I can do this and understand why the data conflict or appear to conflict | I have done this and my supervisor has agreed it’s of a publishable standard | I can do this and others agree with me or understand my evaluation when I explain it | I understand and know the extent of the literature and can relate my findings to it |
|  |  |  |  |  |  |  |  |
|  | **1 2 3 4 5 6 7 8** | **1 2 3 4 5 6 7 8** | **1 2 3 4 5 6 7 8** | **1 2 3 4 5 6 7 8** | **1 2 3 4 5 6 7 8** | **1 2 3 4 5 6 7 8** | **1 2 3 4 5 6 7 8** |
|  |  |  |  |  |  |  |  |
| **Descriptors** | I find it very difficult to evaluate methods, so I don’t read them or I ask someone else to interpret them | I can rarely evaluate the conclusions critically and/or often do not understand the conclusions | I cannot do this | I cannot do this with any confidence | I have not done this, nor do I know how to go about it | I find this very hard to do | I cannot do this effectively because I do not fully understand my findings or do not know the literature well enough |
|  |  |  |  |  |  |  |  |
| **Skill** | Critical evaluation of methods used in a scientific paper or report | Critical evaluation of conclusions drawn from a published study | Ability to defend my evaluation of a research project in a seminar or journal club presentation | Ability to draw conclusions from conflicting sets of data | Writing a critical review (or chapter to the introduction to the dissertation) that is at a publishable standard | Ability to critically evaluate the conclusions that I have drawn from my own research | Describing how my findings relate to the published literature and how my findings make an original contribution to that subject |
|  | | | | | | | | |

**Learning Needs Analysis** *End of the MRes*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Domain B: Personal effectiveness** |  |  |  |  |  |  |  |
| **How to improve my skill in this area** |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| **Examples as evidence of my skill** |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  | I am highly competent at acquiring new knowledge | I am able to work independently of detailed guidance and to make informed decisions about the direction and nature of my research | I regularly assess my own competence in many skills areas and successfully improve deficiencies through courses, experience etc | I can work efficiently and am strongly self-motivated | I know the limits of my abilities and can ask for help and use it successfully | I willingly and effectively take constructive criticism from colleagues to incorporate it in planning my research |
|  |  |  |  |  |  |  |
|  | **1 2 3 4 5 6 7 8** | **1 2 3 4 5 6 7 8** | **1 2 3 4 5 6 7 8** | **1 2 3 4 5 6 7 8** | **1 2 3 4 5 6 7 8** | **1 2 3 4 5 6 7 8** |
|  |  |  |  |  |  |  |
| **Descriptors** | My ability to gain knowledge is weak | I lack confidence to study and research independently, to make decisions without help or am unsure what decisions I need to take | I am very unsure of my skills and competencies and do not know how to improve them | I feel inadequate in respect of some or all of these qualities | I often do not recognise my deficiencies or do not effectively obtain help or use it | I find it hard to accept criticism, I feel defensive about my work and ideas and often do not use advice/criticism effectively |
|  |  |  |  |  |  |  |
| **Skill** | Acquisition of knowledge | Independent working | Self awareness and the ability to identify weak spots and improve knowledge and performance accordingly | Self discipline, motivation and thoroughness | I can recognise limitations and can draw on other sources of support and assistance as appropriate | Receiving constructive criticism |
|  |  |  |  |  |  |  |  |

**Learning Needs Analysis** *End of the MRes*

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Domain B: Personal effectiveness** |  |  |  |  |  |  |  |  |
| **How to improve my skill in this area** |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| **Examples as evidence of my skill** |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  | I can set research goals for the next six month period. I can organise intermediate milestones and I can prioritise my day-to-day activities so that I meet these | I know from independent feedback that I can present my skills to others optimally through CVs, applications and in interviews | I have a comprehensive understanding of academic and non-academic career options that are open to me | I can set realistic goals and identify action that I can take to improve my employability and competitiveness | I understand how these skills can help my research now and future career | I understand the need to take personal responsibility for developing my skills |  |
|  |  |  |  |  |  |  |  |
|  | **1 2 3 4 5 6 7 8** | **1 2 3 4 5 6 7 8** | **1 2 3 4 5 6 7 8** | **1 2 3 4 5 6 7 8** | **1 2 3 4 5 6 7 8** | **1 2 3 4 5 6 7 8** | **1 2 3 4 5 6 7 8** |
|  |  |  |  |  |  |  |  |
| **Descriptors** | I find it hard to plan and/or to set priorities | I do not know how I can present my own skills to others or how effective I am | I do not know exactly what I want to do when I graduate and/or I do not know what options will be open to me | I do not have any career goals or I am not confident that the goals I have are realistic | I cannot see the point of developing such skills at this stage because my focus is on a specific research project | I feel I am being pushed into training courses against my personal wishes |  |
|  |  |  |  |  |  |  |  |
| **Skill** | Research planning and achieving goals | Presenting my personal skills to others | Understanding career options | Setting career goals | Development of personal and career skills through training | Taking responsibility for myself |  |
|  |  |  |  |  |  |  |  |  |

**Learning Needs Analysis** *End of the MRes*

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Domain C: Research Governance and Organisation** |  |  |  |  |  |  |  |  |  |
| **How to improve my skill in this area** |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| **Examples as evidence of my skill** |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  | I understand the IPR principles and have a working knowledge or first hand experience of them | I am familiar with all aspects of this and have practical experience of authorship, copyright and the DPA | I understand the principles and have experience of clinical experimentation involving consent. | I understand the workings of my local ethical committee and have made a successful application | I can understand and follow health and safety procedure, including the processes of formal risk assessment and I can demonstrate safe working practices | I understand how grant applications are assessed and I have contribute to the drafting or assessment of grant applications | I have written, or contributed significantly to writing a published scientific article | I understand how articles are assessed for publication and I have some experience of contributing to the assessment of manuscripts |
|  |  |  |  |  |  |  |  |  |
|  | **1 2 3 4 5 6 7 8** | **1 2 3 4 5 6 7 8** | **1 2 3 4 5 6 7 8** | **1 2 3 4 5 6 7 8** | **1 2 3 4 5 6 7 8** | **1 2 3 4 5 6 7 8** | **1 2 3 4 5 6 7 8** | **1 2 3 4 5 6 7 8** |
|  |  |  |  |  |  |  |  |  |
| **Descriptors** | I do not understand the principles behind the acquisition and protection of IPR | I do not know how authorship is attributed, what copyright is or how the DPA works | I am unclear what informed consent is and do not know how the principles are applied | I do not know what ethical approval is, nor do I know about my local ethical review committee | I do not know the scope of the law, nor what is required to demonstrate responsible working practice | I have no knowledge or experience of the processes of preparing and submitting a grant application to support research | I have no direct experience of this and/or very little understanding of the writing or publishing processes | I do not know how journal editors select articles for publication and have no experience of assessing manuscripts |
|  |  |  |  |  |  |  |  |  |
| **Skill** | Understanding and applying Intellectual Property Rights (IPR) | Understanding the principles of attribution of authorship, copyright and the requirements of the Data Protection Act (DPA) | The principles of informed consent in clinical research | Ethical Committees and ethical approval | The law on health and safety issues and an ability to demonstrate responsible working practices | Writing and submitting an application for a grant to support research | Writing a scientific article for publication | The processes controlling publication of scientific articles and other writing |
|  |  |  |  |  |  |  |  |  |  |

**Learning Needs Analysis** *End of the MRes*

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| **Domain D: Engagement, influence and impact** |  | |  | |  | |  | |  | |  | |  | |  | |
| **How to improve my skill in this area** | |  | |  | |  | |  | |  | |  | |  | |
|  | |  | |  | |  | |  | |  | |  | |  | |
| **Examples as evidence of my skill** | |  | |  | |  | |  | |  | |  | |  | |
|  | |  | |  | |  | |  | |  | |  | |  | |
|  | | I can work co-operatively with those with whom I share office or laboratory space | | I understand the roles of each member of the team and can accept they have diverse aspirations and needs | | I interact effectively in group discussion, I can put my point across and contribute productively | | I can contribute to seminar discussions with constructive criticism and enjoy the process | | I can plan and deliver a lecture, seminar, demonstration or tutorial, setting learning objectives and I am able to asses my own performance | | I can network with colleagues in my institution | | I can build effective links with colleagues in other universities, organisations and companies | |
|  | |  | |  | |  | |  | |  | |  | |  | |
|  | | **1 2 3 4 5 6 7 8** | | **1 2 3 4 5 6 7 8** | | **1 2 3 4 5 6 7 8** | | **1 2 3 4 5 6 7 8** | | **1 2 3 4 5 6 7 8** | | **1 2 3 4 5 6 7 8** | | **1 2 3 4 5 6 7 8** | |
|  | |  | |  | |  | |  | |  | |  | |  | |
| **Descriptors** | | I find it difficult to work co-operatively with others in my workplace | | I frequently do not understand other peoples’ behavior or find it hard to accept their apparent needs or wants | | I find it difficult to contribute, to be heard or to get my point across | | I am reluctant to give any form of criticism, even when I understand the subject, or I never know what to say | | I have no experience and/or little ability to teach others in any forum | | I have no experience of, or have had no success at, this | | I have no experience of, or no success at, this | |
|  | |  | |  | |  | |  | |  | |  | |  | |
| **Skill** | | Co-operative working | | Understanding behavior in groups | | Discussions in groups | | Giving constructive criticism | | Support learning in others by lecturing small group teaching, demonstrating | | Networking in my institution | | Networking outside my institution | |
|  |  | |  | |  | |  | |  | |  | |  | |  | |
|  | | |  | |  | |  | |  | |  | |  | |  | |

**Learning Needs Analysis** *End of MRes*

**Reflect on any changes since you carried out the LNA at the start of your MRes:**

What have I accomplished?

Is there anything that I set out to achieve which I have not accomplished?

What new skills have I acquired?

Am I writing differently and if so what is/are the difference(s)?

Am I thinking differently, and if so what is the difference?

Am I evaluating things differently, and if so what is/are the difference(s)?

What things am I aware of now that I didn’t pay attention to previously?

SECTION

Section C

*Record of your Skills Development Plans*



**College and Postgraduate Seminars attended**

**Add additional pages when necessary**

**Title**

**Speaker**

**Date**

**Comments**

**Title**

**Speaker**

**Date**

**Comments**

**Title**

**Speaker**

**Date**

**Comments**

**Title**

**Speaker**

**Date**

**Comments**

**Seminars attended**

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**Speaker**

**Date**

**Comments**

**Title:**

**Speaker**

**Date**

**Comments**

**Training Workshops/other Courses attended**

**Title**

Date

Internal (RVC) Other

**Skill(s) developed**

**Title**

Date

Internal (RVC) Other

**Skill(s) developed**

**Title**

Date

Internal (RVC) Other

**Skill(s) developed**

**Title**

Date

Internal (RVC) Other

**Skill(s) developed**

**Title**

Date

Internal (RVC) Other

**Skill(s) developed**

**Title**

Date

Internal (RVC) Other

**Skill(s) developed**

**Title**

Date

Internal (RVC) Other

**Skill(s) developed**

**Presentations given**

Presentation at RVC Postgraduate Student Seminar series

**Title**

Date

Second oral research presentation

**Title**

Date

Other oral {research} presentations or poster presentations at conferences

**Title**

Date

Research group/Conference/Other (delete as appropriate and give further details)

**Title**

Date

Research group/Conference/Other (delete as appropriate and give further details)

**Title**

Date

Research group/Conference/Other (delete as appropriate and give further details)

**Publications**

Indicate type of publication (e.g. peer-reviewed research paper, abstract or conference proceedings) and whether the publication is in preparation, submitted, accepted for publication or published

**Title**

Authors

Journal/conference and date

**Title**

Author

Journal/conference and date

**Title**

Authors

Journal/conference and date

**Title**

Authors

Journal/conference and date

**We wish you every success in**

**your future career**



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