

GRADUATE SCHOOLS | Research Student Log

**This Log belongs to**

Name: .....  
School: .....  
Faculty/Graduate School: .....

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

**The University of Reading**  
**Whiteknights**  
**PO Box 217**  
**Reading RG6 6AH**

**Important Contacts**

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## Welcome to The University of Reading

Welcome to the University of Reading and to your research programme. The University is committed to ensuring the quality of its graduate education and believes that high quality research is at the heart of its mission. The University is clear that its research students should play a major part in delivering such research.

The University also believes that a research student's programme should include not only a detailed investigation of an area of research, supported by appropriate supervision, but also the development of relevant skills. We believe that this Research Student Log will enable you to develop and enhance your academic, discipline-specific and key skills during your research programme, so leading not only to a successful thesis but also proving invaluable in your future employment.

I wish you well for your research here at the University.

***Professor Dianne Berry***

*Pro-Vice-Chancellor [Research]*

# Rationale

## Purpose of the Research Student Log

This Log has been prepared to assist you throughout your degree programme at The University of Reading. It provides a framework for recording details related to your graduate research programme, scheduled supervisory meetings and activities concerning the development of academic and key skills. Your 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 education and employment there is an increasing emphasis on skills and their development. It is important for individuals to demonstrate that their skills have been actively developed over time. The skills development self audit part of this Log will help you in identifying your skills and also assist you in planning your skills 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 and at the end of your studies.

## How to use the Research Student Log

You are asked to document 'formal' supervisory meetings in this Log (SECTION B). It is not intended to record the (far) more frequent 'informal' meetings that often occur several times per week/month. The Research Student Log is for you to retain but certain pages, which are clearly marked, can be copied for your departmental records. The framework of meetings follows the University Code of Practice for Graduate Research Degrees and should be used as a guide only.

The **self auditing process** (SECTION C) embodied 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 certificates or awards; rather it is a measure of your accomplishment, 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 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 done this audit, you should be able to identify those skills which you may need to develop further (SECTION D). It is recommended that you focus on a limited number of development areas at a time and the section at the end of the self-audit is intended to support this. Development needs and opportunities may change as time progresses, but the practice of intentional development of skills should give you the confidence to develop further in any area you choose.

*The timetable of meetings contained in this Log is for full-time students. Part-time students should amend the timetable to suit their needs in consultation with their supervisor/s.*

# Contact Information

Please consult the appropriate web site before using email addresses or telephone numbers.

## The University of Reading

Whiteknights  
PO BOX 217  
Reading RG6 6AH  
t +44 (0) 118 378 5123  
[www.reading.ac.uk](http://www.reading.ac.uk)

## University of Reading

### Research Student website

[www.info.reading.ac.uk/student/res\\_students.asp](http://www.info.reading.ac.uk/student/res_students.asp)

### School and Departmental websites

[www.info.reading.ac.uk/az](http://www.info.reading.ac.uk/az)

## Reading University Students Union

t +44 (0) 118 986 0222  
[www.rusu.co.uk](http://www.rusu.co.uk)

## Graduate Schools

### Graduate School in Arts and Humanities

Room 133  
Humanities and Social Sciences Building  
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t +44 (0) 118 378 6582  
[s.j.c.taylor@reading.ac.uk](mailto:s.j.c.taylor@reading.ac.uk)

### Graduate School for the Social Sciences

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Chemistry Building  
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t +44 (0) 118 378 6644  
[p.m.denicolo@reading.ac.uk](mailto:p.m.denicolo@reading.ac.uk)  
  
Dr Philip Mignot, *Deputy-Director*  
t +44 (0) 118 378 5834  
[p.a.t.mignot@reading.ac.uk](mailto:p.a.t.mignot@reading.ac.uk)  
  
Helen Apted, *Administrator GSAH and GSSS*  
t +44 (0) 118 378 5063  
[h.a.e.apted@reading.ac.uk](mailto:h.a.e.apted@reading.ac.uk)

### Graduate School of Life Sciences/

#### Faculty of Sciences

Please contact the joint faculty office  
(see below)

## Faculty Offices

### Arts and Humanities

Room 231C  
Humanities and Social Sciences Building  
Nigel Threthrewy, *Sub-Dean*  
Stephen Wallis, *Senior Administrative Officer*  
t +44 (0) 118 378 8064  
[fasp@reading.ac.uk](mailto:fasp@reading.ac.uk)

### Economic and Social Sciences

Room 231C  
Humanities and Social Sciences Building  
Dr David Ashton, *Sub-Dean*  
Pauline Read, *Senior Administrative Officer*  
t +44 (0) 118 378 6099  
[fasp@reading.ac.uk](mailto:fasp@reading.ac.uk)

### Life Sciences and Sciences (joint office)

Ground Floor, Physics Building  
Rachel Dixon, *Sub-Dean*  
Jonathan Lloyd, *Senior Administrative Officer*  
t +44 (0) 118 378 8342  
[scipg@reading.ac.uk](mailto:scipg@reading.ac.uk)

## Other Student Services Directorate staff

### Disability Office

Room 212  
Whiteknights House  
Kate French  
Annabel Avery  
t +44 (0) 118 378 8921  
[disability@reading.ac.uk](mailto:disability@reading.ac.uk)  
[www.reading.ac.uk/disability](http://www.reading.ac.uk/disability)

### Studentships and

#### Access to Learning (Hardship) Fund

Room 207  
Whiteknights House  
Richard Brown  
t +44 (0) 118 378 7430  
[hardship@reading.ac.uk](mailto:hardship@reading.ac.uk)  
[www.reading.ac.uk/moneymatters](http://www.reading.ac.uk/moneymatters)

### Council Tax Enquiries

Room 212  
Whiteknights House  
t +44 (0) 118 378 8038

### International and Study Abroad Office

t +44 (0) 118 378 8111  
[intoff@reading.ac.uk](mailto:intoff@reading.ac.uk)  
[www.reading.ac.uk/International](http://www.reading.ac.uk/International)

### Accommodation Office

t +44 (0) 118 378 7430  
[accommodation@reading.ac.uk](mailto:accommodation@reading.ac.uk)  
[www.extra.reading.ac.uk/accommodation](http://www.extra.reading.ac.uk/accommodation)

## Student's Summary Record

Name \_\_\_\_\_

Student number \_\_\_\_\_ Email \_\_\_\_\_

Nationality \_\_\_\_\_ Home/Overseas \_\_\_\_\_

Degree \_\_\_\_\_ Full Time/Part Time \_\_\_\_\_

### Supervisors

Supervisor 1: \_\_\_\_\_ Email \_\_\_\_\_

Department: \_\_\_\_\_

Supervisor 2: \_\_\_\_\_ Email \_\_\_\_\_

Department: \_\_\_\_\_

### Additional Supervisors or Change of Supervisor *(if change of supervisor, indicate date/s)*

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Start Date	Anticipated Date/s	Actual Date/s
1. Upgrading/Transfer	_____	_____
2. Field Work away from the University	_____	_____
3. Completing research student status	_____	_____
4. Thesis submission	_____	_____

### Funding

*(Include major sources of funding as well as applications for School research funding, conference attendance and other sources)*

Applications	Outcome
1. First Year	_____
2. Second Year	_____
3. Third Year	_____
4. Any additional years	_____
	_____

## Student's Summary Record *(cont.)*

The following schedule is a guide that may be modified to match departmental procedures as long as the minimum requirements as outlined in The University of Reading Code of Practice for Graduate Research Degrees are met.

	Date Held
1. Initial supervisory meeting	
2. 3-month review	
3. 6-month review	
4. 1st year review	
5. Upgrading review	
6. 2nd year review	
7. 3rd year review	
8. Review to be held at the time of the submission of the entry forms for the examination if not done at Year 3 review	

Dates of any formal requirements stipulated by the department

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**Study Leave Record** (study leave refers to absences from the University of longer than 4 weeks for research purposes). Note that applications must be made to the School, and are dependent on the recommendation of the student's principal supervisor.

- Destination, start/end dates
- Destination, start/end dates
- Destination, start/end dates

**Agreed Formal Extensions** (these extensions can be granted for medical or personal reasons or in cases of difficult research conditions such as the necessity to master a difficult field language, etc.). The School, the relevant Dean and the Funding Body must officially give approval in writing where appropriate.

	Reason	Start Date	End Date	New anticipated thesis submission date
1.				
2.				
3.				



## Student's Summary Record *(cont.)*

[illegible]



## Initial Supervisory Session | Supervisor and student

Date:

To be filled in by the student **during** the first Supervisory Session following discussion with the Supervisor of the Research Skills Development Audit in SECTION C.

## Computer Access

☐ Yes☐ No

## Reading Email Account

☐ Yes☐ No

Working title of research project:

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### Initial skills assessment summary

*When this page and the next one have been completed and signed by you and your Supervisor, please return them to the Director of the Graduate School for the Social Sciences, or the Director of the Graduate School in Arts and Humanities, or the Director of Postgraduate Research in Science, as appropriate. You may wish to make copies for your own and your Supervisor's records.*

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There is no handwriting or other markings on the paper.

## Initial Supervisory Session | Supervisor and student *(cont.)*

### Summary of Skill Development Needs

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### Planned Skills Course

*(see Faculty and School Training Programmes for dates and availability)*

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### Agreed research plan and activities

### Time frame

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### Confirmation *(sign below)*

### Date

Supervisor .....	.....
Candidate .....	.....
Secondary Supervisor .....	.....

Initial Supervisory Session | Student *(cont.)*

*To be completed by the student **before** Supervisory Session*

3 months

What progress have you achieved during the last 3 months?

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Did you encounter any difficulties?    ☐ Yes            ☐ No  
*If yes, explain briefly*

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Have there been any changes to your skills development plans?    ☐ Yes            ☐ No            ☐ N/A  
*Comments*

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## Initial Supervisory Session | Supervisor & Student

Date:

Knowledge of procedures relating to Risk Assessment  
(Please consult relevant School policy)

☐ Yes

☐ No

☐ N/A

Health and Safety

(see [www.extra.rdg.ac.uk/safety/source/index.htm](http://www.extra.rdg.ac.uk/safety/source/index.htm))

☐ Yes

☐ No

☐ N/A

Ethics and other issues discussed (list below)

☐ Yes

☐ No

☐ N/A

Particular academic needs identified

☐ Yes

☐ No

☐ N/A

Agreed research plan and activities

Time frame

Confirmation (sign below)

Date

Supervisor .....

Candidate .....

Secondary Supervisor .....

## Supervisory Session | Student

6 months

To be completed by the student *before* Supervisory Session

### Skills developed, courses attended, seminars given

(Refer to SECTIONS C-E and discuss with your supervisor)

What progress have you achieved during the last 3 months?

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Did you encounter any difficulties? ☐ Yes ☐ No

If yes, explain briefly

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Have there been any changes to your skills development plans? ☐ Yes ☐ No ☐ N/A

Comments

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## Initial Supervisory Session | Supervisor & Student

Date:

Knowledge of procedures relating to Risk Assessment  
(Please consult relevant School policy)

☐ Yes

☐ No

☐ N/A

Health and Safety

(see [www.extra.rdg.ac.uk/safety/source/index.htm](http://www.extra.rdg.ac.uk/safety/source/index.htm))

☐ Yes

☐ No

☐ N/A

Ethics and other issues discussed (list below)

☐ Yes

☐ No

☐ N/A

Particular academic needs identified

☐ Yes

☐ No

☐ N/A

Agreed research plan and activities

Time frame

Confirmation (sign below)

Date

Supervisor .....

Candidate .....

Secondary Supervisor .....



## Annual Monitoring Session | Student

9–12 months

*Skills Development Self Audit and review of action points to be completed **before** the meeting (SECTION C)*

**Skills developed, courses attended, seminars given** ☐ Yes ☐ No

*(Refer to SECTIONS C–E and discuss with your supervisor)*

**Have you achieved what you set out to do?** ☐ Yes ☐ No

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**Did you encounter any difficulties?** ☐ Yes ☐ No

*If yes, explain briefly*

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### **Review skills development and priorities during 1st year**

*Fill in after completing the Research Skills Development Self Audit in SECTION C*

*please give details*

## Annual Monitoring System | Supervisor & Student

Date:

Particular training needs for Year 2 identified

☐ Yes

☐ No

☐ N/A

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Have the requirements regarding the upgrade/transfer been discussed?

☐ Yes

☐ No

☐ N/A

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End of Year 1 Report to Funding Body required

☐ Yes

☐ No

Date \_\_\_\_\_

Agreed research plan and activities

Time frame

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**Confirmation** *(sign below)*

Date

Supervisor .....

.....

Candidate .....

.....

Secondary Supervisor .....

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## Upgrade/Transfer | Student

**12-21 months**

*To be completed immediately after Upgrade/Transfer*

**Review research progress during previous months and comment on the Upgrade/Transfer procedure**

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**Did you encounter any difficulties?**    ☐ Yes    ☐ No

*If yes, explain briefly*

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**Additional needs identified during Upgrade/Transfer session**    ☐ Yes    ☐ No

*If yes, please identify below:*

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## Upgrade/Transfer

Date:

Upgrade/Transfer Document

Date submitted: \_\_\_\_\_

Title: \_\_\_\_\_  
\_\_\_\_\_

### Transfer meeting *(persons present in addition to Supervisors)*

Name	_____	Department	_____
Name	_____	Department	_____
Name	_____	Department	_____

Upgrade/Transfer recommended    ☐ Yes    ☐ No    ☐ Deferred

(If deferred, indicate date for reconsideration)    Date: \_\_\_\_\_

Result of reconsideration: \_\_\_\_\_  
\_\_\_\_\_

*Refer to the 'Code of Practice on Research Students' (see [www.rdg.ac.uk/Handbooks/Teaching\\_and\\_Learning/Code\\_of\\_Practice.html](http://www.rdg.ac.uk/Handbooks/Teaching_and_Learning/Code_of_Practice.html)). The Head of School or the delegated representative should confirm that SECTIONS A & B of the Log have been completed satisfactorily before signing the official Upgrade/Transfer Document.*

### Agreed research and recommendations origination from the Upgrade/Transfer

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### Confirmation *(sign below)*

Date

Supervisor .....	.....
Candidate .....	.....
Secondary Supervisor .....	.....
Graduate Tutor .....	.....

## Annual Monitoring Session | Student

24 months

*Skills Development Self Audit and review of action points to be completed **before** the meeting (SECTION C)*

**Skills developed, courses attended, seminars given** ☐ Yes ☐ No

*(Refer to SECTIONS C-E and discuss with your supervisor)*

**Have you achieved what you set out to do?** ☐ Yes ☐ No

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**Did you encounter any difficulties?** ☐ Yes ☐ No

*If yes, explain briefly*

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### **Review skills development and priorities during 2nd year**

*Fill in after completing the Research Skills Development Self Audit in SECTION C*

*please give details*

## Annual Monitoring Session | Supervisor & Student

Date:

Particular training needs for Year 2 identified

☐ Yes

☐ No

☐ N/A

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Are there any changes to your Skills Development plan and priorities?

☐ Yes

☐ No

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Date \_\_\_\_\_

Agreed research plan and activities

Time frame

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**Confirmation** *(sign below)*

Date

Supervisor .....

.....

Candidate .....

.....

Secondary Supervisor .....

.....

## Annual Monitoring Session | Student

36 months

*Skills Development Self Audit and review of action points to be completed **before** the meeting (SECTION C)*

**Skills developed, courses attended, seminars given** ☐ Yes ☐ No

*(Refer to SECTION C-E and discuss with your supervisor)*

**Have you achieved what you set out to do?** ☐ Yes ☐ No

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**Did you encounter any difficulties?** ☐ Yes ☐ No

*If yes, explain briefly*

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### **Review skills development and priorities during 3rd year**

*Fill in after completing the Research Skills Development Self Audit in SECTION C*

*please give details*

## Annual Monitoring Session | Supervisor & Student

Date:

Other skills you may want to develop

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Particular training needs identified ☐ Yes ☐ No

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Date \_\_\_\_\_

Agreed research plan and activities

Time frame

Submission of thesis title and formal 'intention to submit' to The University of Reading

\_\_\_\_\_

Action points for completion of thesis

\_\_\_\_\_

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**Confirmation** (*sign below*)

Date

Supervisor .....

\_\_\_\_\_

Candidate .....

\_\_\_\_\_

Secondary Supervisor .....

\_\_\_\_\_



## Supervisory Session prior to application for examination of thesis | Student

30-40 months

Skills Development Self Audit and review of action points to be completed **before** the meeting (SECTION C)

Skills developed, courses attended, seminars given ☐ Yes ☐ No

(Refer to SECTION C-E and discuss with your supervisor)

Have you achieved what you set out to do? ☐ Yes ☐ No

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Did you encounter any difficulties? ☐ Yes ☐ No

If yes, explain briefly

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### Review skills development and priorities during 3rd year

Fill in after completing the Research Skills Development Self Audit in SECTION C

*please give details*

# Supervisory Session prior to application for examination of thesis | Supervisor & Student

Date:

Actions based on skills review:

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## Pre-submission planning

Planned date

Appropriate documents filed with  
The University of Reading?

☐ Yes

☐ No

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Planned Submission Date:

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Mock viva planned?

☐ Yes

☐ No

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Examiners identified/nominated?

☐ Yes

☐ No

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Name 

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Affiliation

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*The Head of School or the designated representative should confirm that SECTIONS A & B of the Log have been completed satisfactorily before signing the Nomination of Examiners form*

## Agreed research plan and activities

Time frame

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## Confirmation *(sign below)*

Date

Supervisor .....

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Candidate .....

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Secondary Supervisor .....

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Graduate Tutor .....

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# Guide for Skills Assessment & Development

## Skills Development Self Audit

The development of research, generic and transferable skills forms an important part of your degree programme. The following list of skills focuses on more general skills and individual degree programmes may require a different set of skills. In this case, the department may ask you to amend this list.

Please complete the Skills Development Self Audit before your first supervisory meeting at the beginning of your degree programme and then at the times indicated in your Log.

*(See Graduate School web site and end of this section for further information on Academic and Key Skill development).*

## Skills Self Audit Process

This is a process which involves reflection on your academic development, including the development of appropriate skills. The process is assisted by a 'self-audit' which you should carry out at the beginning of your research programme, at the end of the first, second and third years and when you register for your degree examination.

The reflective process involves:

- an initial self-audit in which you reflect on your skills and, where possible, provide evidence for them. The audit may show up gaps which should be filled
- a 'development plan' which attends to any gaps and deepens existing skills
- a period during which the plan is carried out and during which you log development and, where appropriate, collect evidence for it.
- at the end of this period, a review of your progress and discussion with your supervisor. (The 'development plan' will almost certainly need to be updated at this stage).
- a repeat of the processes outlined above during your second and third years
- a final review before you register for your degree examination

## (A) Research Skills and Techniques – to be able to demonstrate

1 the ability to recognise and validate problems

*Please give details of evidence of this or note a learning need*

2 original, independent and critical thinking, and the ability to develop theoretical concepts

*Please give details of evidence of this or note a learning need*

3 a knowledge of recent advances within one's field and in related areas

*Please give details of evidence of this or note a learning need*

## Skills Self Audit

## Start of programme

- 4 an understanding of relevant research methodologies and techniques and their appropriate application within one's research field

*Please give details of evidence of this or note a learning need*

- 5 the ability critically to analyse and evaluate one's findings and those of others

*Please give details of evidence of this or note a learning need*

- 6 an ability to summarise, document, report and reflect on progress

*Please give details of evidence of this or note a learning need*

## Skills Self Audit

## Start of programme

### Other skills (Department defined)

*Please give details of evidence of this or note a learning need*

### Other skills (Department defined)

*Please give details of evidence of this or note a learning need*

### Other skills (Department defined)

*Please give details of evidence of this or note a learning need*

### Other skills (Department defined)

*Please give details of evidence of this or note a learning need*

## (B) Research Environment – to be able to

- 1 show a broad understanding of the context, at the national and international level, in which research takes place

*Please give details of evidence of this or note a learning need*

- 2 demonstrate awareness of issues relating to the rights of other researchers, of research subjects, and of others who may be affected by the research, e.g. confidentiality, ethical issues, attribution, copyright, malpractice, ownership of data and the requirements of the Data Protection Act

*Please give details of evidence of this or note a learning need*

- 3 demonstrate appreciation of standards of good research practice in their institution and/or discipline

*Please give details of evidence of this or note a learning need*

- 4 understand relevant health and safety issues and demonstrate responsible working practices

*Please give details of evidence of this or note a learning need*

## Skills Self Audit

## Start of programme

5 understand the processes for funding and evaluation of research

*Please give details of evidence of this or note a learning need*

6 justify the principles and experimental techniques used in one's own research

*Please give details of evidence of this or note a learning need*

7 understand the process of academic or commercial exploitation of research

*Please give details of evidence of this or note a learning need*



## (C) Research Management – to be able to

- 1 apply effective project management through the setting of research goals, intermediate milestones and prioritisation of activities

*Please give details of evidence of this or note a learning need*

- 2 design and execute systems for the acquisition and collation of information through the effective use of appropriate resources and equipment

*Please give details of evidence of this or note a learning need*

- 3 identify and access appropriate bibliographical resources, archives, and other sources of relevant information

*Please give details of evidence of this or note a learning need*

- 4 use information technology appropriately for database management, recording and presenting information

*Please give details of evidence of this or note a learning need*

## Skills Self Audit

## Start of programme

### (D) Personal Effectiveness – to be able to

1 demonstrate a willingness and ability to learn and acquire knowledge

*Please give details of evidence of this or note a learning need*

2 be creative, innovative and original in one's approach to research

*Please give details of evidence of this or note a learning need*

3 demonstrate flexibility and open-mindedness

*Please give details of evidence of this or note a learning need*

4 demonstrate self-awareness and the ability to identify own training needs

*Please give details of evidence of this or note a learning need*

5 demonstrate self-discipline, motivation, and thoroughness

*Please give details of evidence of this or note a learning need*

6 recognise boundaries and draw upon/use sources of support as appropriate

*Please give details of evidence of this or note a learning need*

7 show initiative, work independently and be self-reliant

*Please give details of evidence of this or note a learning need*

## (E) Communication Skills – to be able to

1 write clearly and in a style appropriate to purpose, e.g. progress reports, published documents, thesis

*Please give details of evidence of this or note a learning need*

2 construct coherent arguments and articulate ideas clearly to a range of audiences, formally and informally through a variety of techniques

*Please give details of evidence of this or note a learning need*

3 constructively defend research outcomes at seminars and viva examination

*Please give details of evidence of this or note a learning need*

4 contribute to promoting the public understanding of one's research field

*Please give details of evidence of this or note a learning need*

5 effectively support the learning of others when involved in teaching, mentoring or demonstrating activities

*Please give details of evidence of this or note a learning need*

**(F) Networking and Teamworking – to be able to**

1 develop and maintain co-operative networks and working relationships with supervisors, colleagues and peers, within the institution and the wider research community

*Please give details of evidence of this or note a learning need*

2 understand one's behaviours and impact on others when working in and contributing to the success of formal and informal teams

*Please give details of evidence of this or note a learning need*

3 listen, give and receive feedback and respond perceptively to others

*Please give details of evidence of this or note a learning need*

## (G) Career Management – to be able to

1 appreciate the need for and show commitment to continued professional development

*Please give details of evidence of this or note a learning need*

2 take ownership for and manage one's career progression, set realistic and achievable career goals, and identify and develop ways to improve employability

*Please give details of evidence of this or note a learning need*

3 demonstrate an insight into the transferable nature of research skills to other work environments and the range of career opportunities within and outside academia

*Please give details of evidence of this or note a learning need*

4 present one's skills, personal attributes and experiences through effective cvs, applications and interviews

*Please give details of evidence of this or note a learning need*

### (A) Research Skills and Techniques – to be able to demonstrate

- the ability to recognise and validate problems
- original, independent and critical thinking, and ability to develop theoretical concepts
- a knowledge of recent advances within one's field and in related areas
- an understanding of relevant research methodologies and techniques and their appropriate application within one's research field
- the ability to analyse critically and evaluate one's findings and those of others
- an ability to summarise, document, report and reflect on progress

*Please give details of evidence of this or note a learning need*

## Other skills (Department defined)

*Please give details of evidence of this or note a learning need*



## (B) Research Environment – to be able to

- show a broad understanding of the context in which research takes place
- demonstrate awareness of issues relating to the rights of other researchers and of research subjects  
e.g.confidentiality, attribution, copyright, ethics, malpractice, ownership of data and the requirements of the Data Protection Act
- understand relevant health and safety issues and demonstrate responsible working practices
- understand the processes for funding and evaluation of research
- gain an understanding of the process of academic or commercial exploitation of research results

*Please give details of evidence of this or note a learning need*

### (C) Research Management – to be able to

- apply effective project management through the setting of research goals, intermediate milestones and prioritisation of activities
- design and execute systems for the acquisition and collation of information through the effective use of appropriate resources and equipment
- identify and access appropriate bibliographical resources, archives, and other sources of relevant information
- use appropriately information technology for database management, recording and presenting information

*Please give details of evidence of this or note a learning need*

### (D) Personal Effectiveness – to be able to

- demonstrate a willingness and ability to learn and acquire knowledge
- be creative, innovative and original in one's approach to research
- demonstrate flexibility and open-mindedness
- demonstrate self-awareness and the ability to identify own training needs
- demonstrate self-discipline, motivation, and thoroughness
- recognise boundaries and draw upon/use sources of support as appropriate
- show initiative, work independently and be self-reliant

*Please give details of evidence of this or note a learning need*

### (E) Communication Skills – to be able to

- write clearly and in a style appropriate to purpose, e.g. progress reports, published documents, thesis
- construct coherent arguments and articulate ideas clearly to a range of audiences, formally and informally through a variety of techniques
- constructively defend research outcomes at seminars and viva examination
- justify one's own research to the funding bodies and promote the public understanding of one's research field
- effectively support the learning of others when involved in teaching, mentoring or demonstrating activities

*Please give details of evidence of this or note a learning need*

### (F) Research Management – to be able to

- develop and maintain co-operative networks and working relationships with supervisors, colleagues and peers within the institution and the wider research community
- understand one's behaviour and impact on others when working in and contributing to the success of formal and informal teams
- listen, give and receive feedback and respond perceptively to others

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*Please give details of evidence of this or note a learning need*

# Outline of Research, Generic and Transferable skills

## Research Skills and Techniques – to be able to demonstrate:

- the ability to recognise and validate problems
- original, independent and critical thinking, and ability to develop theoretical concepts
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- an understanding of relevant research methodologies and techniques and their appropriate application within one's research field
- the ability to analyse critically and evaluate one's findings and those of others
- an ability to summarise, document, report and reflect on progress

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- understand relevant health and safety issues and demonstrate responsible working practices
- understand the processes for funding and evaluation of research
- gain an understanding of the process of academic or commercial exploitation of research results

## Research Management – to be able to:

- apply effective project management through the setting of research goals, intermediate milestones and prioritisation of activities
- design and execute systems for the acquisition and collation of information through the effective use of appropriate resources and equipment
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- demonstrate self-discipline, motivation, and thoroughness
- recognise boundaries and draw upon/use sources of support as appropriate
- show initiative, work independently and be self-reliant

## Communication Skills – to be able to:

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- justify one's own research to the funding bodies and promote the public understanding of one's research field
- effectively support the learning of others when involved in teaching, mentoring or demonstrating activities

## Networking and Teamworking – to be able to:

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- listen, give and receive feedback and respond perceptively to others

## Career Management – to be able to:

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Skills training requirements for Research Students, May 2001

## Notes

[illegible]



### Which skill would you like to develop further?

*After completion of the Skills Development Self Audit (SECTION C), choose which of your skill areas that you intend to develop over the next year. You may copy this page to include more skills development areas.*

#### Skill Area

*How do you intend further to develop the skill area?*

Timescale? \_\_\_\_\_

#### Skill Area

*How do you intend further to develop the skill area?*

Timescale? \_\_\_\_\_

#### Comments

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### Which skill would you like to develop further?

After completion of the Skills Development Self Audit (SECTION C), choose which of your skill areas that you intend to develop over the next year. You may copy this page to include more skills development areas.

#### Skill Area

*How do you intend further to develop the skill area?*

Timescale? \_\_\_\_\_

#### Skill Area

*How do you intend further to develop the skill area?*

Timescale? \_\_\_\_\_

#### Comments

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### Skill Area

How do you intend further to develop the skill area?

Timescale? \_\_\_\_\_

### Skill Area

How do you intend further to develop the skill area?

Timescale? \_\_\_\_\_

### Comments

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### Skill Area

*How do you intend further to develop the skill area?*

Timescale? \_\_\_\_\_

### Skill Area

*How do you intend further to develop the skill area?*

Timescale? \_\_\_\_\_

### Comments

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## This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



## Skills Development Activities | Courses Attended

*List courses attended and briefly summarise which skills you intended to develop*

Title: \_\_\_\_\_

Date: \_\_\_\_\_

Department/School: \_\_\_\_\_ Other: \_\_\_\_\_

Skills developed: \_\_\_\_\_

\_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

Department/School: \_\_\_\_\_ Other: \_\_\_\_\_

Skills developed: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

Department/School: \_\_\_\_\_ Other: \_\_\_\_\_

Skills developed: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

Department/School: \_\_\_\_\_ Other: \_\_\_\_\_

Skills developed: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

Department/School: \_\_\_\_\_ Other: \_\_\_\_\_

Skills developed: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

Department/School: \_\_\_\_\_ Other: \_\_\_\_\_

Skills developed: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Skills Development Activities | Courses Attended

*List courses attended and briefly summarise which skills you intended to develop*

Title: \_\_\_\_\_

Date: \_\_\_\_\_

Department/School: \_\_\_\_\_ Other: \_\_\_\_\_

Skills developed: \_\_\_\_\_

\_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

Department/School: \_\_\_\_\_ Other: \_\_\_\_\_

Skills developed: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

Department/School: \_\_\_\_\_ Other: \_\_\_\_\_

Skills developed: \_\_\_\_\_

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Title: \_\_\_\_\_

Date: \_\_\_\_\_

Department/School: \_\_\_\_\_ Other: \_\_\_\_\_

Skills developed: \_\_\_\_\_

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Title: \_\_\_\_\_

Date: \_\_\_\_\_

Department/School: \_\_\_\_\_ Other: \_\_\_\_\_

Skills developed: \_\_\_\_\_

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Title: \_\_\_\_\_

Date: \_\_\_\_\_

Department/School: \_\_\_\_\_ Other: \_\_\_\_\_

Skills developed: \_\_\_\_\_

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\_\_\_\_\_



## Skills Development Activities | Presentations Given

Title: \_\_\_\_\_  
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\_\_\_\_\_

Date: \_\_\_\_\_

Venue: \_\_\_\_\_  
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Title: \_\_\_\_\_  
\_\_\_\_\_  
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Date: \_\_\_\_\_

Venue: \_\_\_\_\_  
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Date: \_\_\_\_\_

Venue: \_\_\_\_\_  
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Date: \_\_\_\_\_

Venue: \_\_\_\_\_  
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Title: \_\_\_\_\_  
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Date: \_\_\_\_\_

Venue: \_\_\_\_\_  
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Title: \_\_\_\_\_  
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\_\_\_\_\_

Date: \_\_\_\_\_

Venue: \_\_\_\_\_  
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## Skills Development Activities | Presentations Given

Title: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Date: \_\_\_\_\_

Venue: \_\_\_\_\_  
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Title: \_\_\_\_\_  
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Date: \_\_\_\_\_

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Date: \_\_\_\_\_

Venue: \_\_\_\_\_  
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Title: \_\_\_\_\_  
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Date: \_\_\_\_\_

Venue: \_\_\_\_\_  
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Title: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Date: \_\_\_\_\_

Venue: \_\_\_\_\_  
\_\_\_\_\_

## Skills Development Activities | Publications

Title: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Author: \_\_\_\_\_

Journal and year: \_\_\_\_\_  
\_\_\_\_\_

Title: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Author: \_\_\_\_\_

Journal and year: \_\_\_\_\_  
\_\_\_\_\_

Title: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Author: \_\_\_\_\_

Journal and year: \_\_\_\_\_  
\_\_\_\_\_

Title: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Author: \_\_\_\_\_

Journal and year: \_\_\_\_\_  
\_\_\_\_\_

Title: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Author: \_\_\_\_\_

Journal and year: \_\_\_\_\_  
\_\_\_\_\_

Title: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Author: \_\_\_\_\_

Journal and year: \_\_\_\_\_  
\_\_\_\_\_

## Skills Development Activities | Other Activities

Topic/Title/Activity: \_\_\_\_\_  
\_\_\_\_\_

Date: \_\_\_\_\_

Description: \_\_\_\_\_

Skills developed: \_\_\_\_\_  
\_\_\_\_\_

Topic/Title/Activity: \_\_\_\_\_  
\_\_\_\_\_

Date: \_\_\_\_\_

Description: \_\_\_\_\_

Skills developed: \_\_\_\_\_  
\_\_\_\_\_

Topic/Title/Activity: \_\_\_\_\_  
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Description: \_\_\_\_\_

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