Record of achievement
Sir William Dunn School of Pathology
Graduate Training Programme

The purpose of keeping this record is to document the progress of your research and training and your participation in the graduate training programme (GTP). This folder should be brought to all your formal meetings with your supervisor/advisor.

Record forms are provided here for the following activities:

1. Meetings with the supervisor and advisor (**3 during 1st year, thereafter 2 per year**)

2. Formal skills training (e.g. workshops, UK Grad School)

4. Seminars and lectures attended

5. Conferences attended

6. Presentations given

7. Journal Club presentations

8. Publications

9. Skills checklist

Please duplicate the forms as needed

Copies of the following should also be stored in this folder when they are received:

1. Assessments of presentations at the graduate student symposium

2. Termly supervisors' reports

3. D.Phil. transfer assessment

Record form: Initial Supervisor/Advisor Meeting (first month)

Name:……………………………………………….. Supervisor:…………………………………….

Date of meeting:

RESEARCH PROJECT (to be completed by the Student following discussion with Supervisor prior to the meeting and should be made available to the Supervisor and Advisor prior to the meeting.)
Synopsis and overall aims:
Key initial objectives:

Signature of Supervisor...…   **Date**………………………..

Signature of Advisor..…........   **Date**………………………...

Record Form: Supervisor/Advisor Meeting

It is expected that there will be two meetings per year (3 in the first year including the initial one). Please duplicate form as needed.

Name: .... Supervisor: ....

Date of meeting:

PROGRESS REPORT – *To be completed by the Student after the meeting. Should include comments on progress in training as well as progress in research.*
ADVISOR

We have discussed this report and agree with its content:

Signature of Supervisor .... Date ………………………………

Signature of Advisor ..…….. Date ………………………………

Student Information and Records Folder checked …………………………………

Signature of Student.. Date ..………………………………

Sir William Dunn School of Pathology
GRADUATE TRAINING PROGRAMME

Record Forms: TRAINING WORKSHOPS AND SEMINARS ATTENDED. ALL STUDENTS SHOULD ATTEND A UK GRAD SCHOOL DURING THEIR 2ND OR 3RD YEAR.

Date(s)	Title/Topic/Skill

Record Forms: All presentations (including abstracts) that you give should be recorded here

Date	Nature of presentation and audience	Comment

Record Forms: All presentations by you to a Journal Club should be recorded here

Date	Paper(s) discussed	Comment

Record Form: Seminars/lectures attended (students are expected to attend 50 seminars per year – this form should be photocopied)

Date	Speaker	Title

Record Form: Conferences/scientific meetings attended. Students are expected to attend at least one national or international meeting each year, and to present at meetings in the second and third years.

Date(s)	Title and venue	Comment (including contribution)

TEACHING/SUPERVISING

Name: .... **Supervisor:** ....

Date(s)	Activity (tutorials, demonstrating, supervising)

COMPUTATIONAL SKILLS (indicating training received and level of competency)

Excellent IT training course at all level are provided by the OUCS for free
(www.oucs.ox.ac.uk/courses/) throughout the year.

(a) word processing (e.g. WORD)

(b) bibliography software (e.g. ENDNOTE)

(c) data processing, curve fitting, statistical and presentation software (e.g. EXCEL)

(d) presentation software (e.g. POWERPOINT)

(e) internet communication (e.g. Email, Internet explorer)

(f) bioinformatics software (e.g.GCG, Vector NTI))

(g) Other (e.g. other applications include project-specific applications, computer programming,
experience of different operating systems)

This is a comprehensive list of general 'transferable' skills that a graduate student would be expected to acquire. It was compiled by Research Councils and has been adopted by HEFCE. These skills may be present on commencement, explicitly taught, or developed during the course of the research. You should use it with your supervisor and advisor as a checklist to identify gaps/deficiencies in your training.

SKILL	COMMENT
(A) Research skills and techniques – to be able to demonstrate: 1. The ability to recognise and validate problems. 2. Original, independent and critical thinking, and the ability to develop theoretical concepts. 3. A knowledge of recent advances within one's field and in related areas. 4. An understanding of relevant research methodologies and techniques and their appropriate application within one's research field. 5. The ability to critically analyse and evaluate one's findings and those of others. 6. An ability to summarise, document, report and reflect on progress.	
(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. 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, eg confidentiality, ethical issues, attribution, copyright, malpractice, ownership of data and the requirements of the Data Protection Act. 3. Demonstrate appreciation of standards of good research practice in their institution and/or discipline. 4. Understand relevant health and safety issues and demonstrate responsible working practices. 5. Understand the processes for funding and evaluation of research. 6. Justify the principles and experimental techniques used in one's own research. 7. Understand the process of academic or commercial exploitation of research results.	

SKILL	COMMENT
(C) Research management – to be able to: 1. Apply effective project management through the setting of research goals, intermediate milestones and prioritisation of activities. 2. Design and execute systems for the acquisition and collation of information through the effective use of appropriate resources and equipment. 3. Identify and access appropriate bibliographical resources, archives, and other sources of relevant information. 4. Use information technology appropriately for database management, recording and presenting information.	
(D) Personal effectiveness – to be able to: 1. Demonstrate a willingness and ability to learn and acquire knowledge. 2. Be creative, innovative and original in one's approach to research. 3. Demonstrate flexibility and open-mindedness. 4. Demonstrate self-awareness and the ability to identify own training needs. 5. Demonstrate self-discipline, motivation, and thoroughness. 6. Recognise boundaries and draw upon/use sources of support as appropriate. 7. Show initiative, work independently and be self-reliant.	
(E) Communication skills – to be able to: 1. Write clearly and in a style appropriate to purpose, e.g. progress reports, published documents, thesis. 2. Construct coherent arguments and articulate ideas clearly to a range of audiences, formally and informally through a variety of techniques. 3. Constructively defend research outcomes at seminars and viva examination. 4. Contribute to promoting the public understanding of one's research field. 5. Effectively support the learning of others when involved in teaching, mentoring or demonstrating activities.	

SKILL	COMMENT
(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. 2. Understand one's behaviour and impact on others when working in and contributing to the success of formal and informal teams. 3. Listen, give and receive feedback and respond perceptively to others.	
(G) Career management – to be able to: 1. Appreciate the need for and show commitment to continued professional development. 2. Take ownership of and manage one's career progression, set realistic and achievable career goals, and identify and develop ways to improve employability. 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. 4. Present one's skills, personal attributes and experiences through effective CVs, applications and interviews.	

Feedback on Research Supervision

Name: ....

Contact address: ....

Please use this opportunity to provide feedback on your graduate studies. This feedback may take the form of:

♦   Major concerns regarding failures in the Supervisor/Student interactions
♦   Information on the effectiveness of the Advisor system
♦   Suggestions/concerns regarding the Graduate Training Programme
♦   Suggestions/concerns regarding administration and information provision about any aspect of your graduate course

✓

➲Please describe your concerns in writing below, or tick this box if you would prefer to discuss them with someone in confidence

We are always open to compliments as well as criticisms and will endeavour to respond to both important information of a confidential nature and suggestions for improving our administration in a constructive and efficient manner.

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Please duplicate this form as necessary

Confidentiality

Please mark your envelope as confidential and for the attention of the Director of Graduate Studies and it will be treated in STRICT CONFIDENCE. It will NOT be discussed with your Supervisor or Advisor, or any individuals you specify.