Training needs analysis – the procedural and the meaningful

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Training needs analysis – the procedural



What is the TNA? Discuss

What do you know already?

What do you want to know?







'A rigorous annual training needs analysis (TNA) must be undertaken for all ESRC-funded students. This will ensure that students receive a progressive training programme that addresses both the depth and the breadth of the training they require.'

(ESRC Postgraduate Training and Development Guidelines Second Edition 2015)



'all ESRC-funded students undertake a detailed Training Needs Analysis (TNA) at the start of their studentship, which is reviewed annually. The ESRC monitor this requirement by undertaking a sample check of TNAs. The TNA is designed to ensure students, with the support of their supervisors, develop a progressive programme that delivers the depth and breadth of training needed, given their existing knowledge and skill levels.'

(Tazzyman et al 2021 Review of the PhD in the Social Sciences)



Transferable skills

'Students do not always recognise the importance of transferable skills training during the doctoral experience and take-up of non-mandated skills training opportunities is mixed. Undertaking an effective individual Training Needs Analysis (TNA) at the start of a student's studies, with regular reviews throughout their programme of study, helps to ensure students receive tailored provision that they value.'

(Tazzyman et al 2021 Review of the PhD in the Social Sciences)

Two audiences – one partnership

Us – the DTP and the doctoral programme

So we know what gaps we need to fill

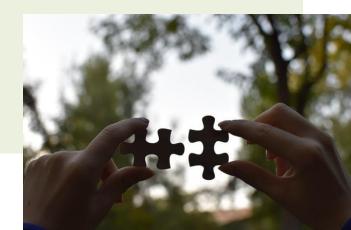
So we can create SIGs etc So we can be responsive

You – the person in the driving seat

So you aren't just a passenger

So you grow

So you succeed



Training needs analysis – the meaningful

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Models of learning

Transmission/banking model

Social construction/constructivism

Like Gradgrind in Dickens'
Hard Times: 'Now, what I
want is, facts ... Facts alone
are wanted in life. Children
are 'little vessels ... ready to
have imperial gallons of facts
poured into them until they
were full to the brim.'

We don't just acquire knowledge & skills through training, we construct new understandings, knowledge & skills through experience, which is often socially mediated, and integrated with prior knowledge and experience in active processes of making meaning

A meaningful approach Can you add to the things you need to consider?

What skills and knowledge do you bring?

What skills and knowledge do you need?

How do you like to learn?

How will you build on your foundations?

How will you fill the gaps?

What is your plan for learning?

How will you keep this dynamic?



Meaningful not tick box

- Real reflection
- Real planning
- Real dialogue
- Undertake training activity

Real reflection





Undertake training activity

Recognising prior learning Pair exercise 1

Picture yourself

- Your masters
- Your work
- Volunteering

- Describe a prior experience
- Identify the learning within it
- Name and reflect on the learning
 - Was it good learning this way?
 - How skilled or knowledgeable did you get?
 - How will you use the learning in your PhD?
 - Think discipline/topic specific, and transferable skills...

Planning future learning Pair exercise 2

Imagine yourself in 4 years time

- What will you be doing?
- What skills and knowledge will you have?
- How will you be using them?



Envisaging future needs 1

Thinking about all the needs can be overwhelming, so we chunk it up, what is urgent and what can wait, plan for year 1, year 2 etc or:

- 1. Headwork
- 2. Datawork
- 3. Textwork

Envisaging future needs 2

Q. How do you know what you will need?

A. Reflection & dialogue

Q. How do know where you have skills already?

A. Self-appraisal & dialogue

Q. How do you know what you don't know?

A. Dialogue!



Other tools to aid dialogue

Exercise 3:

Choose $1 \Longrightarrow$

- Walk & talk
- Journaling
- Narrative CV
- Diagnostic tools
- Your own

Vitae: Researcher Development Framework

Engagement, influence and impact

The knowledge and skills to work with others and ensure the wider impact of research.

Domain D

Knowledge and intellectual abilities

The knowledge, intellectual abilities and techniques to do research.

Domain A

Domain C

Research governance and organisation

approach to be an effective research.

**Poto Careers Research and Advisory Centre (CRAC) Limited. www.vitae.ac.uk/Rufadiliade. The knowledge of the

Domain B

Personal effectiveness

The personal qualities and

Structure

The RDF has been created from empirical data, collected through interviewing researchers, to identify the characteristics of excellent researchers expressed in the RDF as 'descriptors'. The descriptors are structured in four domains and twelve sub-domains, encompassing the knowledge, intellectual abilities, techniques and professional standards to do research, as well as the personal qualities, knowledge and skills to work with others and ensure the wider impact of research. Each of the sixty-three descriptors contains between three to five phases, representing distinct stages of development or levels of performance within that descriptor.

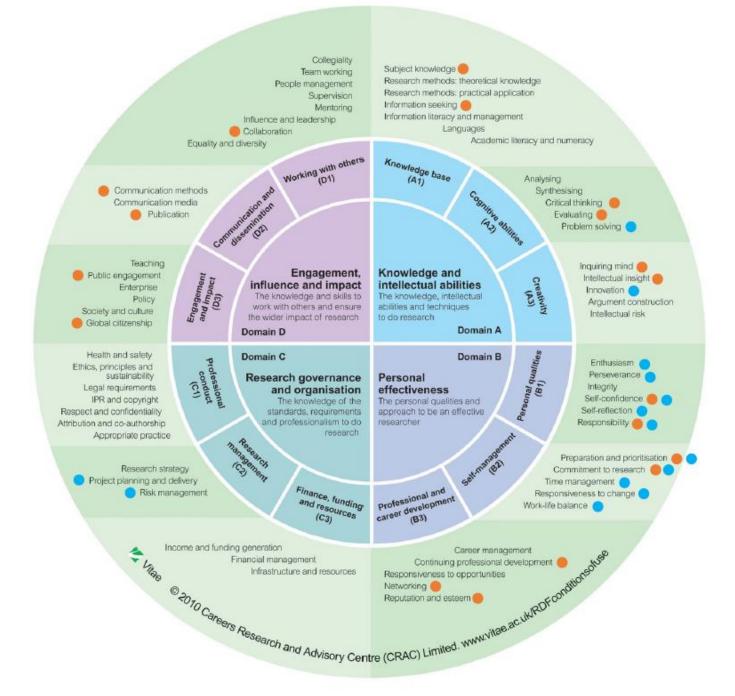
The RDF has been incorporated into a downloadable Professional Development Planner to enable researchers to identify the areas in the framework they want to develop further and to create an action plan.

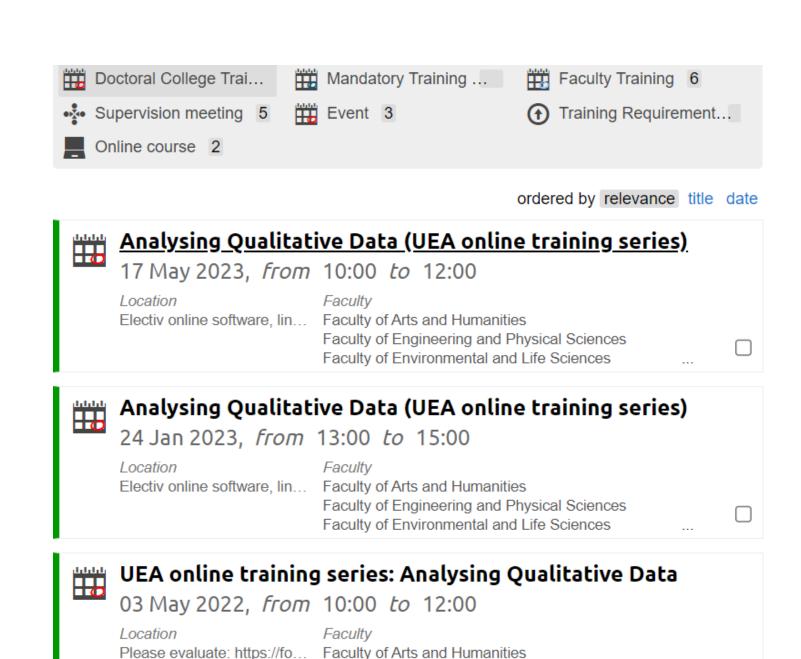
Collegiality Subject knowledge Team working Research methods: theoretical knowledge People management Research methods: practical application Supervision Information seeking Mentoring Information literacy and management Influence and leadership Languages Collaboration Academic literacy and numeracy Equality and diversity Working with others Knowledge base (A1) Analysing Communication methods Synthesising Communication media Critical thinking Evaluating Publication Problem solving Teaching Inquiring mind Engagement, Knowledge and Public engagement Intellectual insight intellectual abilities influence and impact Enterprise Innovation The knowledge and skills to The knowledge, intellectual Policy Argument construction work with others and ensure abilities and techniques Society and culture Intellectual risk the wider impact of research. to do research. Global citizenship Domain A Domain D Health and safety Domain C Domain B Enthusiasm Ethics, principles and Perseverance sustainability Research governance Personal Integrity Legal requirements and organisation effectiveness Self-confidence IPR and copyright The knowledge of the The personal qualities and Respect and confidentiality Self-reflection standards, requirements approach to be an effective and professionalism to do researcher. Responsibility Attribution and co-authorship research. Appropriate practice Preparation and prioritisation Research strategy Commitment to research Project planning and delivery Time management Professional and Finance, funding Risk management Responsiveness to change career development and resources Work-life balance (C3) Income and funding generation Income and funding generation

Financial management
Infrastructure and resources
Infrastructure and resources
Infrastructure and resources
Infrastructure and resources
Networking
Reputation and esteem

Career management
Continuing professional development
Responsiveness to opportunities
Networking
Reputation and esteem

vitae.ac.uk/RDF conditions Career management





Faculty of Engineering and Physical Sciences Faculty of Environmental and Life Sciences

①	Academic writing	
	Project Doctoral Research Project Researcher	Skill 8.1. Communication skills
①	Mendeley	
	Project Doctoral Research Project Researcher	Skill 1.11. Reference manage
①	Understanding academia	
	Project Doctoral Research Project Researcher	Skill 3.4. Understanding acade
①	Low need	
	Project Doctoral Research Project	Skill 1.10. Literature searching

1. Where can I get support with the TNA?

- Supervisors
- Librarians
- Careers
- Employers
- Postdoc fellows
- Alumni
- PEERS

2. Am I asking the right questions?

- What assumptions are we each making?
- What might push me out of my comfort zone?
- What do I need?

3. How do I find training to meet/know my training needs?

Horizon-scanning

Where do you look?

- In-house
- Nationally
- Internationally

What if you can't find what you need?

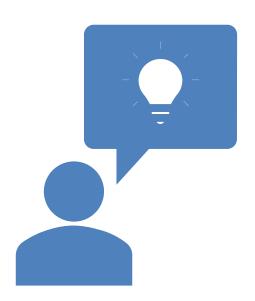
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Useful reading

Nind, M., Holmes, M., Insenga, M., Lewthwaite, S., & Sutton, C. (2020). Student perspectives on learning research methods in the social sciences, *Teaching in Higher Education*, 25, 797-811.

Where to look Exercise 4 – explore and add to the list

- https://www.ncrm.ac.uk/training/
- https://www.ncrm.ac.uk/research/socscicovid19/
- https://sotonac.sharepoint.com/teams/PGRDevelop mentHub
- https://www.port.ac.uk/study/postgraduateresearch/graduate-school/graduate-schooldevelopment-programme-and-other-researchertraining
- https://www.bera.ac.uk/events
- https://wcqr.ludomedia.org/



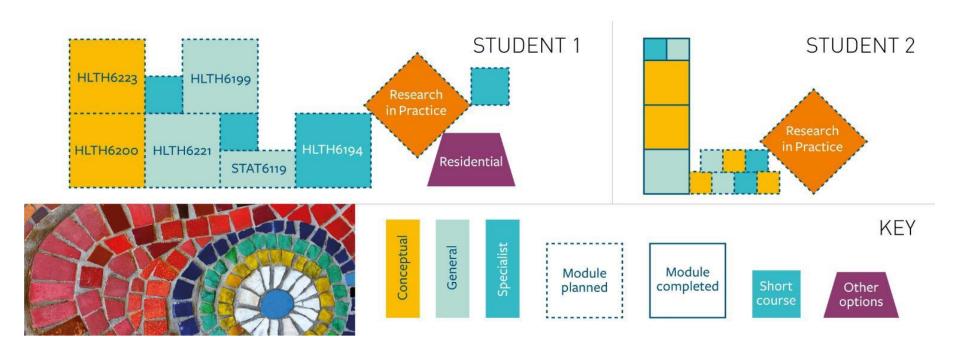
Exercise 5 Think out of the box

Brainstorm alternatives to 'take a course on it' – can you get to 10? 20?

- 1. read a book
- 2. watch a video
- 3. ...
- 4. ...
- 5. ...
- 6. ...



A mosaic of training



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To conclude, an effective TNA

- Helps you to zoom in on making real what matters most and to zoom out for an overview
- Brings the procedural and the meaningful together
- Helps you to plan
- Helps those supporting you to plan
- And brings you into dialogue

For a copy of this presentation, go to:

https://southcoastdtp.ac.uk/training/scdtp-training/training-resources/