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?
The ESRC view

‘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.’

‘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)
‘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
## Models of learning

<table>
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<tr>
<th>Transmission/banking model</th>
<th>Social construction/constructivism</th>
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<td>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.’</td>
<td>We don’t just acquire knowledge &amp; skills through training, we construct new understandings, knowledge &amp; skills through experience, which is often socially mediated, and integrated with prior knowledge and experience in active processes of making meaning</td>
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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
- Real planning
- Real dialogue
- 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?
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
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 →

- 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.

- Knowledge and intellectual abilities
  - The knowledge, intellectual abilities and techniques to do research.

- Research governance and organisation
  - The knowledge of the standards, requirements and professionalism to do research.

- Personal effectiveness
  - The personal qualities and approach to be an effective researcher.
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.
Engagement, influence and impact
The knowledge and skills to work with others and ensure the wider impact of research

Knowledge and intellectual abilities
The knowledge, intellectual abilities and techniques to do research

Personal effectiveness
The personal qualities and approach to be an effective researcher

Research governance and organisation
The knowledge of the standards, requirements and professionalism to do research

Domain D
Working with others (D1)
Communication and dissemination (D2)
Equity and diversity
Collegiality
Team working
People management
Supervision
Mentoring
Influence and leadership
Collaboration

Domain C
Research governance and organisation

Domain B
Personal qualities (B1)
Self-management (B2)
Professional and career development (B3)

Domain A
Knowledge base (A1)
Cognitive abilities (A2)
Analytical, synthesising
Critical thinking
Evaluating
Problem solving
Inquiring mind
Intellectual insight
Innovation
Argument construction
Intellectual risk

Enthusiasm
Perseverance
Integrity
Self-confidence
Self-reflection
Responsibility

Preparation and prioritisation
Commitment to research
Time management
Responsiveness to change
Work-life balance

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

Income and funding generation
Financial management
Infrastructure and resources

Teaching
Public engagement
Enterprise
Policy
Society and culture
Global citizenship

Health and safety
Ethics, principles and sustainability
Legal requirements
IP and copyright
Respect and confidentiality
Attribution and co-authorship
Appropriate practice

Research strategy
Project planning and delivery
Risk management

Communication methods
Communication media
Publication

Equality and diversity
Academic literacy and numeracy

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**Analysing Qualitative Data (UEA online training series)**
17 May 2023, from 10:00 to 12:00

- **Location**: Electiv online software, in person
- **Faculty**: Faculty of Arts and Humanities, Faculty of Engineering and Physical Sciences, Faculty of Environmental and Life Sciences

**Analysing Qualitative Data (UEA online training series)**
24 Jan 2023, from 13:00 to 15:00

- **Location**: Electiv online software, in person
- **Faculty**: Faculty of Arts and Humanities, Faculty of Engineering and Physical Sciences, Faculty of Environmental and Life Sciences

**UEA online training series: Analysing Qualitative Data**
03 May 2022, from 10:00 to 12:00

- **Location**: Please evaluate: https://fo...
Academic writing

Project
Doctoral Research Project
Researcher
Skill
8.1. Communication skills

Mendeley

Project
Doctoral Research Project
Researcher
Skill
1.11. Reference management

Understanding academia

Project
Doctoral Research Project
Researcher
Skill
3.4. Understanding academia

Low need

Project
Doctoral Research Project
Researcher
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?
Useful reading

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/PGRDevelopmentHub
- https://www.port.ac.uk/study/postgraduate-research/graduate-school/graduate-school-development-programme-and-other-researcher-training
- 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
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/