

Training Needs Analysis

An individual approach to develop the skills and experience you should gain by the end of your PhD

Student Name:	
Institution:	
Name of supervisor(s):	
Year of study:	

Completing your TNA. Before completing your TNA read the 'example TNA' form to see what types of evidence are appropriate for each section. Complete your TNA through consultation with your supervisor(s), discuss with them your current and target levels, the evidence you have to justify your current level and potential training opportunities for the future.

Level of experience/ability. When assessing your current ability or experience in a specific area and identifying the level that you wish to attain, please use the numbers below. Note, each TNA is unique as it is a reflection of the experiences and abilities of an individual. There are no right or wrong answers.

Key	Experience	Knowledge/understanding	Skill level
1	I have no experience of this.	I have no knowledge/understanding of this.	I have no skill in this area.
2	I have some limited experience of this.	I have a little knowledge/understanding of this.	I have some basic skill in this area.
3	I have regular experience of this, but require further experience to become highly proficient	I have a good working knowledge of this area, but need to increase my knowledge to become highly proficient.	I am competent in this area, but require further development to become highly proficient.
4	I have extensive experience of this, and am able to use this experience effectively in my research.	I have extensive knowledge in/understanding of this area, which supports my research effectively.	I am highly skilled in this area, to a level that supports my research effectively.
5	I consider myself an expert in this and could train others in the area.	I consider myself an expert in this and could train others in the area.	I consider myself an expert in this and could train others in the area.

Students grading their level of knowledge and experience at 1-3 should seek further training or ensure that they undertake activities that will enhance their knowledge (where appropriate). In order to be able to grade your experience, knowledge, understanding or skill at a 4 or 5 it is likely that you will have received relevant training at Masters level or equivalent, and received documentation confirming this. Those grading their level of knowledge and experience at 5 may, with approval from their supervisors, seek further training if they wish.

IMPORTANT NOTE FOR ALL STUDENTS AND SUPERVISORS: The TNA should be **evidence based**. Students should detail how they have obtained the skills and knowledge they have in the space provided on this form. The evidence they provide in this section of the form may include, but is not restricted to: the successful completion of a module, course or training session; work experience; published or submitted writing or assessment; attendance at or participation in conferences, symposia and research seminars; public engagement activities and/or other forms of research dissemination.

Prioritising your training and development

Academic, professional and personal developments are all key aspects of your doctoral research experience, and your institution will support you to develop your skills throughout the course of your PhD. However, time is a precious resource, so it is important to ensure that you undertake the right training at the right stage of your PhD, nor should it detract from the completion of your thesis on time. When considering the priority of each aspect of each item in the following table, please decide – in consultation with your supervisor – whether the item is LOW, MEDIUM or HIGH priority for the upcoming year.

Use the questions under each heading as prompts to help you decide what skill level you are at and what type of evidence would be appropriate to use

A: Knowledge of your research area and your ability to do research

<p>Knowledge of your research area (A1, A3)</p> <p><i>Do you understand the key concepts and wider impact of your research area? Do you know about recent advances or limitations? Could you explain your research to a friend or a non-expert?</i></p>	<i>Current Skill Level</i>	Evidence to support skill level
	<i>Target Skill Level</i>	Training to achieve target level
	Priority:	
<p>Knowledge and application of research methods (A1)</p> <p><i>Do you know what methods are generally used in your field and which are relevant to you? Which have you had first-hand experience of? Do you need to gain experience of new techniques?</i></p>	<i>Current Skill Level</i>	Evidence to support skill level
	<i>Target Skill Level</i>	Training to achieve target level
	Priority:	
<p>Ability to identify, organise and critically appraise research literature, and identify gaps to prioritise research (A1)</p> <p><i>What tools/software do you use to search the literature? How do you organise the literature that is important/relevant to you?</i></p>	<i>Current Skill Level</i>	Evidence to support skill level
	<i>Target Skill Level</i>	Training to achieve target level
	Priority:	

A: Knowledge of your research area and your ability to do research

<p>Ability to evaluate critically and draw conclusions from scientific data and literature (A2)</p> <p><i>How do you evaluate the success of your work and the work of others?</i></p>	<i>Current Skill Level</i>	Evidence to support skill level
	<i>Target Skill level</i>	Training to achieve target level
	Priority:	
<p>Ability to convert a research idea into a testable hypothesis (A2)</p> <p><i>Do you make connections between own research and other studies? Can you isolate themes of your research to effectively solve problems? Can you think critically to recognise essential tasks and necessary controls or comparisons?</i></p>	<i>Current Skill Level</i>	Evidence to support skill level
	<i>Target Skill level</i>	Training to achieve target level
	Priority:	
<p>Ability to keep up-to date with new research developments and critically assess the impact on you own work (A3)</p> <p><i>How often do you look at the research literature or attend conferences? Have new publications impacted on your work?</i></p>	<i>Current Skill Level</i>	Evidence to support skill level
	<i>Target Skill level</i>	Training to achieve target level
	Priority:	

B: Personal effectiveness

<p>Motivation and responsibility for your own work (B1)</p> <p><i>Do you make the decision on what to do next in your research? Do you recognise the boundaries of your own knowledge and expertise, and seek support where appropriate?</i></p>	Current Skill Level	Evidence to support skill level
	Target Skill level	Training to achieve target level
	Priority:	
<p>An ability to plan, organise and implement your work systematically to deliver results and prepare for your viva (B2/B3)</p> <p><i>Do you plan your project to meet objectives? Do you seek help or support if needed? Do you adapt plans if the work isn't going to plan?</i></p>	Current Skill Level	Evidence to support skill level
	Target Skill level	Training to achieve target level
	Priority:	
<p>Ability to work as part of a team, considering the needs of others (B2 / D1)</p> <p><i>Are you considerate of the other members in your team? Are you aware of your own behaviour and how it impacts on others in the team? What contribution do you make to the team?</i></p>	Current Skill Level	Evidence to support skill level
	Target Skill level	Training to achieve target level
	Priority:	

B: Personal effectiveness

<p>Career management (B3)</p> <p><i>Are you aware of career pathways within and outside of academia? Can you write a good CV? Can you write concisely about your research specific and transferable skills?</i></p>	<i>Current Skill Level</i>	Evidence to support skill level
	<i>Target Skill level</i>	Training to achieve target level
	Priority:	
<p>Professional development (B3)</p> <p><i>Being aware of how you can improve your employability, have you identified and attended any training courses that will improve your skill set (research specific or transferable)? Are you involved in any committees / initiatives outside of your research niche?</i></p>	<i>Current Skill Level</i>	Evidence to support skill level
	<i>Target Skill level</i>	Training to achieve target level
	Priority:	
<p>Networking skills (B3)</p> <p><i>Have you established and maintained a cooperative network with supervisors, colleagues and peers? Have you engaged individuals at conferences to make new working relationships outside of your institution?</i></p>	<i>Current Skill Level</i>	Evidence to support skill level
	<i>Target Skill level</i>	Training to achieve target level
	Priority:	

C: Research Governance and Organisation

<p>Plagiarism and copyright (C1)</p> <p><i>Do you understand what plagiarism, is why it's wrong and how to avoid it? Are you aware of the copyright issue relevant to doctoral research?</i></p>	<i>Current Skill Level</i>	Evidence to support skill level
	<i>Target Skill level</i>	Training to achieve target level
	Priority:	
<p>Research Ethics and good practice (C1)</p> <p><i>Are you able to keep a good record of your own work? Are you aware of research ethics and good practice relevant to your field?</i></p>	<i>Current Skill Level</i>	Evidence to support skill level
	<i>Target Skill level</i>	Training to achieve target level
	Priority:	
<p>Health, Safety and legal requirements (C1)</p> <p><i>Do you know about relevant health and safety issues? Are you aware of the basic legal requirements surrounding research practice?</i></p>	<i>Current Skill Level</i>	Evidence to support skill level
	<i>Target Skill level</i>	Training to achieve target level
	Priority:	

C: Research Governance and Organisation

<p>Research Management (C2)</p> <p><i>Are you able to plan and manage your project – adapting to change where necessary? Can you predict and manage risk within you project?</i></p>	Current Skill Level	Evidence to support skill level
	Target Skill level	Training to achieve target level
	Priority:	
<p>Research Strategy (C2)</p> <p><i>Are you aware of how your research aligns with the focus of your department, institution or funding body?</i></p>	Current Skill Level	Evidence to support skill level
	Target Skill level	Training to achieve target level
	Priority:	
<p>Funding and resources (C3)</p> <p><i>Do you have knowledge of the funding process for research? Could you write a draft application if you were asked to?</i></p>	Current Skill Level	Evidence to support skill level
	Target Skill level	Training to achieve target level
	Priority:	

D: Working with others, Influence and Impact

<p>People management (D1)</p> <p><i>Can you communicate orally in an effective manner with your peers? Do you have a good working relationship with you supervisor?</i></p>	<i>Current Skill Level</i>	Evidence to support skill level
	<i>Target Skill level</i>	Training to achieve target level
	Priority:	
<p>Mentoring and supervision (D1)</p> <p><i>Do you provide support and advice to peers and less experienced researchers. Do you provide and welcome feedback from other? Do you support the learning of others? Do you have a mentor?</i></p>	<i>Current Skill Level</i>	Evidence to support skill level
	<i>Target Skill level</i>	Training to achieve target level
	Priority:	
<p>Communication and dissemination (D2)</p> <p><i>Do you have experience of presenting research at a conference or workshop? Do you have experience using a variety of media to communicate (e.g., face-to-face, emails, video conference).</i></p>	<i>Current Skill Level</i>	Evidence to support skill level
	<i>Target Skill level</i>	Training to achieve target level
	Priority:	

D: Working with others, Influence and Impact

<p>Publication (D2)</p> <p><i>Have you had experience writing-up your research? Do you know what writing style is appropriate for your field? Do you know how to prepare research for publication?</i></p>	<i>Current Skill Level</i>	Evidence to support skill level
	<i>Target Skill level</i>	Training to achieve target level
	Priority:	
<p>Teaching (D3)</p> <p><i>Do you have any experience in teaching or demonstrating? Do you have experience in communicating your research to a non-specialist audience?</i></p>	<i>Current Skill Level</i>	Evidence to support skill level
	<i>Target Skill level</i>	Training to achieve target level
	Priority:	
<p>Outreach and Impact (D3)</p> <p><i>Do you have an awareness of the impact of your research on wider society (culture, environment, policy)?</i></p>	<i>Current Skill Level</i>	Evidence to support skill level
	<i>Target Skill level</i>	Training to achieve target level
	Priority:	

Implementing your career development plan

Now that you have identified and prioritised your training needs, think about what your short-term (1-2 years) and long-term (over 5 years) plans are for the future. Use the boxes provided below to set yourself specific milestones and targets.

Tips:

- Give yourself a specific time frame to work to.
- Make your targets stretching but achievable.
- Be clear about how you will measure your progress.

Short-term objectives (1-2years)-Please comment on the following:

- **Research results**- how many publication do you anticipate to have and when will you aim to complete them? Which conferences, workshops or seminars will you attend?
- **Research skills and techniques** - do you need to obtain new skills or technical expertise to enhance / complement your research?
- **Research management** - indicate if you are going to apply for a fellowship or any other funding (be specific about which you will apply for, when the deadlines are, how much funding is provided and how long its lasts for).
- **Communication skills**- do you need to improve your presentation skills? what training / additional opportunities will you apply for?
- **Professional training** - will you get experience in teaching or supervision, if so what type of teaching will you do and when will you start.
- **Networking opportunities** - how will you create / maintain working relationships with collaborators / peers?
- **Other activities** - e.g. career management, developing transferable skills, improving your CV, taking part in committees.

<p>Short-term objectives (1-2 years)</p>	
<p>Long-term career objectives (over 5 years)</p> <p><i>What is your career goal?</i> <i>What extra training will you need?</i></p>	