**Training Needs Analysis for Research Students**

**Overview**

In order to equip and support research students Birkbeck asks all PhD students to complete Training Needs Analysis (TNA). This process should:

* Help you and your supervisor(s) to assess your training needs throughout your research degree programme and to formulate a plan to meet these needs
* Provide you with opportunities to develop high level skills and experience to strengthen your career prospects beyond your PhD
* Allow the [Birkbeck Graduate Research School](http://www.bbk.ac.uk/bgrs/), Schools and Departments to evaluate and develop training provision for Research Students.

Students are asked to complete their Training Needs Analysis in relation to the [Researcher Development Statement](https://www.vitae.ac.uk/researchers-professional-development/about-the-vitae-researcher-development-framework/the-vitae-researcher-development-statement) (RDS) developed by [Vitae](https://www.vitae.ac.uk/about-us). The Researcher Development Statement provides a framework for your training needs beginning with your PhD studies and continuing in your future research career. Further information about Skill Areas and Training Expectations for the *Vitae* [Researcher Development Statement](https://www.vitae.ac.uk/vitae-publications/rdf-related/researcher-development-statement-rds-vitae.pdf) are provided in [Appendix I](#Appendix1) and [Appendix II](#Appendix2).

**How to use this form**

*Organise an initial meeting*

Please complete this form as well as you can and bring it to a first meeting with your supervisor(s) for discussion. If you are a new PhD student this should take place in your first term. At this first meeting your supervisor(s) may recommend additional training needs of importance for you.

*Identify training needs and resources*

Training opportunities can be accessed from a range of sources to help you meet your development goals. These may include workshops, events and activities accessible through:

* Your own Supervisor, Department or funded PhD studentship programme
* Funded PhD Programmes at Birkbeck
* The [Birkbeck Graduate Research School](http://www.bbk.ac.uk/bgrs/training) (BGRS)
* The [Bloomsbury Postgraduate Skills Network](http://courses.grad.ucl.ac.uk/bloomsbury/) (BPSN)

*Continuing your development*

Your Researcher Development priorities will change as you complete your research studies. This is something you should continue to discuss with your supervisor to ensure your training needs are addressed effectively whilst still allowing your research degree to progress.

You should update this form annually. Your progress in meeting training needs will be formally monitored at the end of each year during your Academic Progress Review, with analysis of your training needs for the next year also discussed at that time. You will need to take your TNA for the previous year to the meeting to inform the discussion about training needs for the next year. However, this should be a live process and you can discuss the training issues identified in this form with your supervisors at any time you wish, and update your TNA form as needs are identified.

You may find it helpful to provide a contextualising narrative in the form to remind you why you made the decisions you did from one year to the next. You should use the form to plan your activities for the upcoming year but you may also wish to use the form to note training needs for subsequent years in your PhD.

|  |
| --- |
| Your Personal Development Plan (Training Needs Analysis Form) |
| **Student Name and number** |  | **Your department** |  |
|  |  |  |  |  |  |
| **Start year** |  | **Current academic year** |  | **Mode of study** | Full time/ part time |

You should use this form to identify specific prioritised goals for your development. Please look at the [Birkbeck Graduate Research School (BGRS) workshop calendar](http://www.bbk.ac.uk/mybirkbeck/global/workshop_timetable?orgunit=GRS), the [Bloomsbury Postgraduate Skills Network (BPSN) calendar](http://courses.grad.ucl.ac.uk/bloomsbury/), your [departmental website](http://www.bbk.ac.uk/about-us/schools/) and PhD programme to identify workshops and events to help you meet your development goals. Please extend the table as required.

| **Identified skill area for development** | **Initial Skill level?**  | **Priority?** | **Planned training activity**(Please include the course title, and how it was accessed e.g. the via the BGRS/ BPSN/ Department/other ) | **Success criteria** (i.e. how will you know you’ve achieved your goal) | **Deadline for completion/ completion date**  | **Relevant Domain and Sub Domain** (e.g . A1 – see [Appendix I](#Appendix1) and [Appendix II](#Appendix2)) |
| --- | --- | --- | --- | --- | --- | --- |
|  | Low/Medium/High | Low/Medium/High |  |  |  |  |
|  | Low/Medium/High | Low/Medium/High |  |  |  |  |
|  | Low/Medium/High | Low/Medium/High |  |  |  |  |
|  | Low/Medium/High | Low/Medium/High |  |  |  |  |
|  | Low/Medium/High | Low/Medium/High |  |  |  |  |
|  | Low/Medium/High | Low/Medium/High |  |  |  |  |
|  | Low/Medium/High | Low/Medium/High |  |  |  |  |
|  | Low/Medium/High | Low/Medium/High |  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Signature of student** |  | **Signature of supervisor** |  |
| **Date** |  | **Date** |  |

Once completed, you should keep a copy of the form. A copy should also be given to each of your supervisors and sent annually to
one of the following email addresses. **IMPORTANT**: Please name your completed form in the following format: ‘TNA2017-**Department**-**Surname**-**Forename**’.

School of Arts: tna-arts@bbk.ac.uk

School of Science: tna-science@bbk.ac.uk

School of Law: tna-law@bbk.ac.uk

School of Business, Economics and Informatics: tna-bei@bbk.ac.uk

School of Social Sciences, History and Philosophy: tna-sshp@bbk.ac.uk**Recording additional and generic training**

You can use this section to record any other training activities you have undertaken so that you can demonstrate evidence of your generic skills development (a list of examples is provided below). Please expand the table as necessary.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activity** | **Activity from Training Needs Analysis above?**  | **Date** | **Number of hours** | **Notes** |
|  | Yes/ No |  |  |  |
|  | Yes/ No |  |  |  |
|  | Yes/ No |  |  |  |

* **Examples of generic skills training**
* Conference attendance – Name of conference, location, days
* Seminar attendance – Seminar title and speaker
* Demonstrating – Module title, description of practical
* Marking undergraduate work – Module title, type of report
* Supervising/teaching undergraduate students – Title of project/dissertation/seminar, description of supervision
* Non-conference oral presentations e.g. industry events
* Reviewing academic submissions – Title of article
* Writing non-academic articles for publications – Title of article and publication
* Public engagement e.g. UCAS demonstration
* Communication/outreach e.g. open days, school activities, website maintenance etc.
* School and College committee involvement – Committee and position

Appendix I: Skill Areas and Training Expectations

Below are details of the skill areas of the [Researcher Development Statement](https://www.vitae.ac.uk/researchers-professional-development/about-the-vitae-researcher-development-framework/the-vitae-researcher-development-statement) (RDS) developed by [Vitae](https://www.vitae.ac.uk/about-us). These are broken down into 4 domains with various sub-domains (A1, A2, A3, B1 etc.).

|  |
| --- |
| **Domain A - Knowledge and intellectual abilities** |

**A1** - Knowledge Base [Subject knowledge; Research methods - theoretical knowledge; Research methods - practical application; Information seeking; Information literacy and management; Languages; Academic literacy and numeracy]

**A2** - Cognitive Abilities [Analysing; Synthesising; Critical thinking; Evaluating; Problem solving]

**A3** - Creativity [Inquiring mind; Intellectual insight; Innovation; Argument construction; Intellectual risk]

|  |
| --- |
| **Domain B - Personal effectiveness** |

**B1** – Personal Qualities [Enthusiasm, Perseverance, Integrity, Self-confidence, Self-reflection; Responsibility]

**B2** – Self Management [Preparation and prioritisation; Commitment to research; Time management; Responsiveness to change; Work-life balance;

**B3** – Professional and Career Development [Career management; Continuing professional development; Responsiveness to opportunities; Networking; Reputation and esteem]

|  |
| --- |
| **Domain C - Research governance and organisation** |

**C1** – Professional Conduct [Health and safety; Ethics and principles and sustainability; Legal requirements; IPR and copyright; Respect and confidentiality; Attribution and co-authorship; Appropriate practice]

**C2** – Research Management [Research strategy; Project planning and delivery; Risk management]

**C3** – Finance, Funding and Resources [Income and funding generation; Financial management; Infrastructure and resources]

|  |
| --- |
| **Domain D - Engagement, influence and impact**  |

**D1** – Working with others [Collegiality; Team working; People management; Supervision; Mentoring; Influence and leadership; Collaboration; Equality and diversity]

**D2** – Communication and Dissemination [Communication methods; Communication media; Publication]

**D3** – Engagement and Impact [Teaching; Public engagement; Enterprise; Policy; Society and culture; Global citizenship]

Appendix II: Examples of knowledge and behaviours for sub-domains

|  |
| --- |
| **Domain A: Knowledge and intellectual abilities**This domain relates to the knowledge and intellectual abilities needed to be able to carry out excellent research. |

**A1: Knowledge Base**

**Knowledge of:**

* The area of research, the advances within it and its relationships with other research areas
* The methods and experimental techniques appropriate for research design
* Sources of information, bibliographic software and other information technologies
* Literacy and numeracy skills and language abilities appropriate for research

**Behaviour:**

* Makes original contributions to knowledge
* Identifies, applies and develops methods and experimental techniques appropriate for research projects
* Conducts effective and comprehensive information searches
* Records, manages and handles information/data using appropriate bibliographic software and other information technologies

**A2: Cognitive Abilities**

**Behaviour:**

* Analyses and evaluates findings using appropriate methods
* Thinks originally, independently and critically; develops theoretical concepts
* Critically synthesises information from diverse sources
* Evaluates progress, impact and outcomes of research
* Recognises and validates problems; formulates and applies solutions to a range of research problems

**Attitude:**

* Willing to give and receive constructive criticism

**A3: Creativity**

**Behaviour:**

* + Develops new ways of working; has novel ideas and realises their potential
* Identifies new trends; creates new opportunities
* Develops convincing and persuasive arguments to defend research
* Takes intellectual risks; challenges the status quo

**Attitude:**

* Takes a creative, imaginative and inquiring approach to research
* Is open to new sources of ideas

|  |
| --- |
| **Domain B: Personal effectiveness**This domain contains the personal qualities, career and self-management skills required to take ownership for and engage in professional development |

**B1: Personal Qualities**

**Attitude:**

* Approaches research with enthusiasm, passion and confidence
* Is resilient and perseveres in the face of obstacles
* Is self-reflective; seeks ways to improve performance and strives for research excellence
* Is pro-active, independent, self-reliant and takes responsibility for self and others
* Shows integrity

**B2: Self-Management**

**Behaviour:**

* Anticipates and responds to directions and trends in research
* Plans, prioritises and conducts research in proactive way
* Delivers research projects and results on time and effectively
* Develops awareness of, and helps to achieve, work-life balance for self and colleagues

**Attitude:**

* Has a strategic approach to research
* Has focus, commitment and ambition
* Is flexible and responsive to change

**B3: Professional and Career Development**

**Knowledge of:**

* Career and employment opportunities inside and outside academia

**Behaviour:**

* Takes ownership of and manages professional development
* Shows commitment to continuing professional development and enhancing employability
* Maintains and develops relevant skills set and experience in preparation for a wide range of opportunities within and outside academia
* Actively networks for professional and career purposes and seeks to enhance research reputation and esteem

|  |
| --- |
| **Domain C: Research governance and organisation**This domain relates to the knowledge of the standards, requirements and professional conduct that are needed for the effective management of research. |

**C1: Professional Conduct**

**Knowledge of:**

* Health and safety issues, confidentiality and ethical requirements of his/her research field
* The legal requirements and regulations relating to the area of research and the research environment
* The principles of intellectual property rights (IPR) and copyright issues, as they relate to research, its commercialisation and dissemination
* Organisational and professional requirements and environmental impact of research
* The concept of corporate social responsibility

**Behaviour:**

* Respects, acknowledges and attributes the contribution of others
* Seeks to protect, where appropriate, the intellectual assets arising from research and to maximise the wider value of research findings
* Acts with professional integrity in all aspects of research governance
* Uses institutional/organisational resources responsibly and appropriately
* Seeks ways of working in a sustainable manner

**Attitude:**

* Respects, upholds and meets professional standards and requirements

**C2: Research Management**

**Knowledge of:**

* + The contribution of research to the health of disciplines and institutional missions
* Project management tools and techniques

**Behaviour:**

* Applies appropriate project management tools and techniques
* Sets goals and plans and manages resources to deliver results
* Effectively assesses and manages risks
* Evaluates the effectiveness of research projects

**C3: Finances, Funding and Resources**

**Knowledge of:**

* The requirement for research income generation and financial management
* Mechanisms for funding, the range of funding sources and the processes for making applications
* Local administrative systems, reporting procedures and infrastructure processes

**Behaviour:**

* Responsibly manages finances, resources and infrastructures related to research

|  |
| --- |
| **Domain D: Engagement, influence and impact**This domain relates to the knowledge, understanding and skills needed to engage with, influence and impact on the academic, social, cultural, economic and broader context. |

**D1: Working with others**

**Behaviour:**

* + Actively works in an inclusive, respectful and constructive way with colleagues, stakeholders and research users
* Recognises and acknowledges the contribution of others and own part in team success
* Builds relationships in academic and commercial contexts; approachable and interacts constructively with others; manages expectations and resolves conflict
* Supervises, mentors and develops the potential of less experienced researchers and colleagues through support and advice
* Leads, motivates and influences where appropriate; persuades through listening and convincing discussion
* Builds and sustains collaborative relationships and works pro-actively to create and develop knowledge with a range of stakeholders, including researchers, funders and users of research

**Attitude:**

* Respects the inclusive and collegial manner in which researchers conduct relationships within and beyond academia
* Recognises the potential for working in sustained partnerships with a range of stakeholders to generate new ideas, insights and maximise the potential for wider societal and economic impact
* Respects individual difference and diversity

**D2: Communication and Dissemination**

**Knowledge of:**

* Appropriate communication and dissemination mechanisms for different audiences
* The importance of engaging in the processes of publication and dissemination of research results and impacts

**Behaviour:**

* Communicates effectively in both written and oral modes with a range of audiences formally and informally through a variety of different techniques and media
* Actively engages in publication and dissemination of research results and impacts

**D3: Engagement and impact**

**Knowledge of:**

* Global, organisational, cultural, economic, and environmental contexts, and the wider impact of research
* The social and ethical implications of research, and public attitudes to these issues
* The range of mechanisms to support knowledge transfer and maximise the impact of research in academic, economic and societal contexts

**Behaviour:**

* Engages with and shares research through research-informed and student-focused teaching
* Contributes to increasing public awareness, engagement and understanding of research and associated impacts
* Identifies innovative trends, ideas and applications; is enterprising and entrepreneurial within and beyond academia
* Works collaboratively with all stakeholders to create, develop and exchange research knowledge to influence and benefit policy development, society and the economy;
* seeks new outlets and promotes the application of research in innovative ways
* Appreciates and works with diversity and difference in research and education

**Attitude:**

* Values the contribution of research to teaching and teaching to research
* Recognises the importance of accountability of research with regard to social and economic impacts, internationalisation and global citizenship