

Your and Your Training Needs Analysis

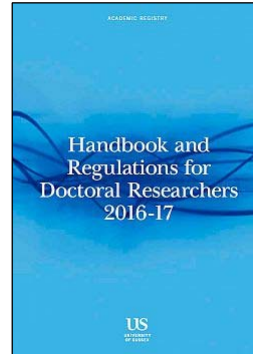
Dr Catherine Pope, Researcher Development

What we'll cover


- What's the purpose of a Training Needs Analysis?
- How do I identify my training needs?
- What training is available?
- Q&A

The Regulations

“You must complete a Training Needs Analysis with your supervisor at the start of each year. By reflecting on your training needs you can identify areas for development and then target specific workshops and courses offered by the Doctoral School that focus on these areas. Your Training Needs Analysis should be considered by the panel assessing your academic progress as part of your annual review.”



www.sussex.ac.uk/rsao/regulations/



Sussex ESRC Doctoral Training Centre
University of Sussex

Doctoral Researcher Training Needs Analysis (2016-2017)

Name **School**.....

This form will help you to structure and record the formal training needs analysis that you conduct with your supervisor(s) at the start of the academic year and to formulate a strategy to meet these needs.

In doing this you will need to consider:

1. what will help you in working towards the successful completion of your thesis project
2. the training needed to give the required broader base to your knowledge and skills as a researcher beyond the requirements of your immediate project
3. advanced training that is relevant to developing your more specialized research knowledge and expertise
4. other professional, personal and career development skills (as included in the [Researcher Development Framework](#))

Please complete the form electronically and return it to gsr.d@sussex.ac.uk by **Wed 16 November 2016**.

1. Complete the Research Skills Learning Outcome Checklist (attached)

2. Main objectives for the year ahead: (include any brought forward from before)

	Date
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3. What knowledge and skills do you need to develop in order to meet these objectives?
Please use the Researcher Development Framework to help you identify your needs.

Domain A: Knowledge & Intellectual abilities <i>Includes PhD project and other research methods training</i>	Domain ref (A, RB)
Domain B: Personal effectiveness	Domain ref (B, RB)
Domain C: Research governance and organisation	Domain ref (C, RB)

Domain D: Engagement, influence and impact	Domain ref (D, RB)
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4. What activities are planned to meet these training needs (i.e. what training will you undertake in order to develop these skills)?

Here are some places that may help your planning:

- [DTC Advanced Training at Sussex](#)
- [Advanced training available through the DTC network](#) (available at lower or no cost to sometimes with travel costs paid)
- [National Centre for Research Methods](#)
- [Methodological training at national level](#)
- [Sussex Doctoral School Researcher Development Programme](#)
- [Registration for auditing relevant MSc or MEng modules](#)
- [Departmental and School based seminars and events](#) (including those outside your own school)
- [Your relevant scholarly, disciplinary or sub-disciplinary organization](#) (e.g. BSA for sociology, EPSI for psychology, BERA for education)

Online courses

- [Web-based research training at Sussex](#)
- [NCRM Online Resources](#)
- [Blackboard](#)
- [Specific University research centres](#) (e.g. [Digital Centre for Multilevel Modelling](#))

Training planned	Domain ref

5. Unmet needs
If you have research training needs which you are unable to meet from the sources available above please contact gsr.d@sussex.ac.uk as soon as possible.


6. Training Plan agreed

Supervisor: Date:

Researcher: Date:

Please return to gsr.d@sussex.ac.uk

*It is an requirement of the ESRC that studentship holders acquire "some all accredited elements of competence in quantitative and qualitative methods of data collection and analysis (including data analysis techniques that are appropriate for survey and aggregate data analysis or for specific experimental, quasi-experimental or evaluation methods), depending on the subject



Doctoral Researcher Training Needs Analysis (2016-2017)

Name School

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- other professional, personal and career development skills (as included in the [Researcher Development Framework](#))

Please complete the form electronically and return it to ahrbpp@sussex.ac.uk

1. Main objectives for the year ahead:

	Date
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2. What knowledge and skills do you need to develop in order to meet these objectives?

Please use the Researcher Development Framework to help you identify your needs.

Domain A: Knowledge & intellectual abilities <i>Includes PhD project and other research methods training</i>	Domain ref (A1, A6)
Domain B: Personal effectiveness	Domain ref (B1, B6)
Domain C: Research governance and organisation	Domain ref (C1, C6)
Domain D: Engagement, influence and impact	Domain ref (D1, D6)

3. What activities are planned to meet these training needs (i.e. what training will you undertake in order to develop these skills)?

Here are some places that may help your planning:

- [Sussex Doctoral School Researcher Development Programme](#)
- Departmental and School based seminars and events (including those outside your own school)
- CHASE run training and events www.chase.ac.uk

Training planned	Domain ref

4. Unmet needs
If you have research training needs which you are unable to meet from the sources available above please contact ahrbpp@sussex.ac.uk

5. Training Plan agreed

Supervisor: Date

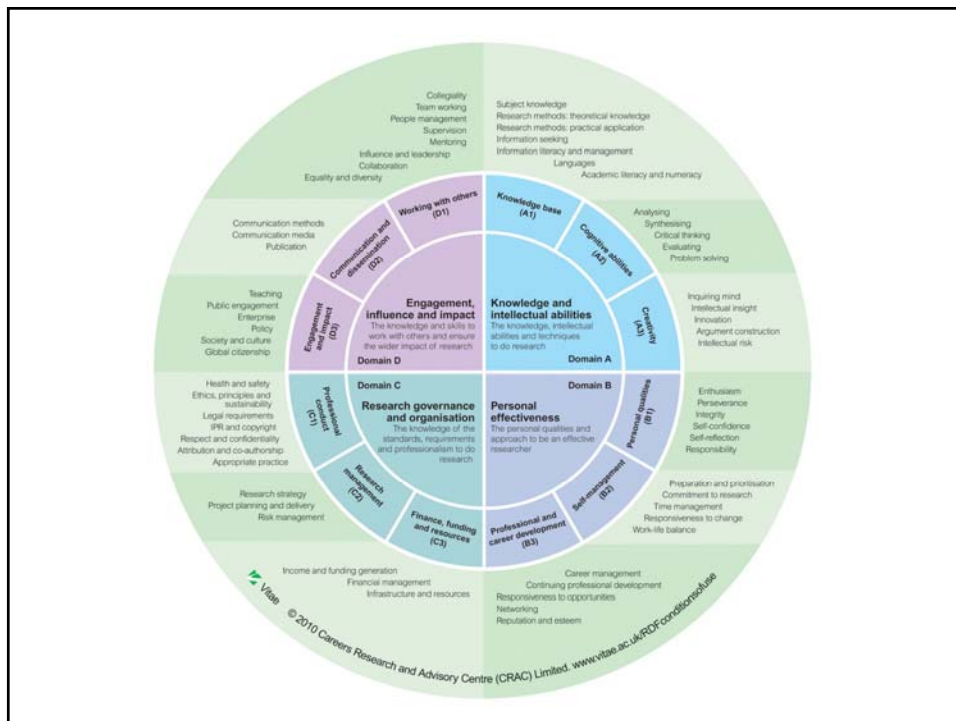
Researcher: Date

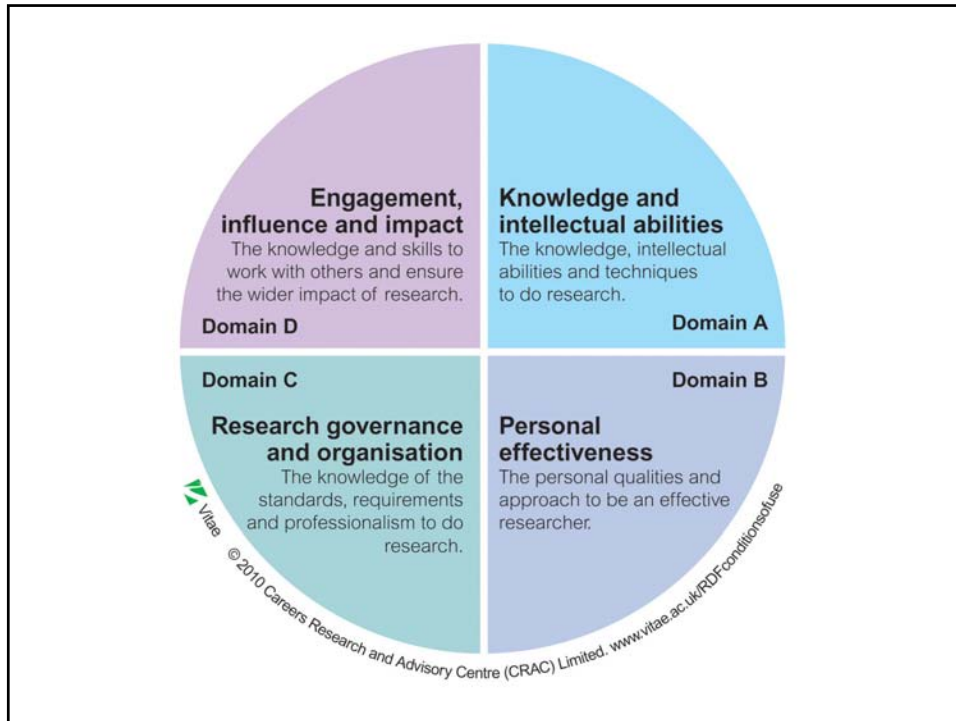
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ACTIVITY IN PAIRS

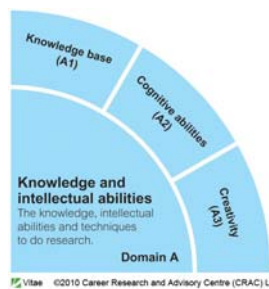
WHAT SKILLS DO YOU NEED AS A DOCTORAL RESEARCHER?

THE RESEARCHER DEVELOPMENT FRAMEWORK





Domain A: Knowledge & Intellectual Abilities



- Subject knowledge
- Research methods
- Information seeking
- Information literacy & management
- Languages
- Academic literacy & numeracy
- Critical thinking
- Problem solving
- Innovation

Domain B: Personal Effectiveness



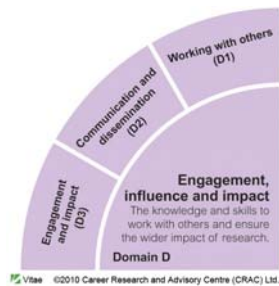
- Preparation & prioritisation
- Time management
- Work-life balance
- CPD / career management
- Networking

Domain C: Research Governance & Organisation



- Health & Safety
- Ethics
- IPR & copyright
- Legal requirements
- Project planning
- Risk management
- Funding

Domain D: Engagement, Influence & Impact



- Team working / collaboration
- Communication media
- Communication methods
- Publication
- Teaching
- Public engagement
- Enterprise

AUDITING YOUR SKILLS

INDIVIDUAL ACTIVITY

WHAT HAVE YOU DONE SO FAR?

Identifying evidence

- Written research reports or published papers
- Presentation slides
- Abstracts and summaries
- Audio recordings from interviews
- Photographs from field trips
- Data analyses you have conducted
- Video evidence of performance
- Conference programmes in which your talk is listed
- Funding applications you have written
- Blog posts or other articles you have written
- Materials you have created for any teaching you have done
- Certificates for courses you have taken

EMPLOYABILITY & THE RDF

Transferable Skills

Dr Maggie Aderin-Pocock MBE

“It took me a while to realise the call for my PhD wasn’t just the technical knowledge that I picked up, but it was also the transferable skills which you don’t really see at the time.”

What employers say ...

“The lens fits well with an overall researcher competency framework, and could help employers when devising interview strategies in order to tease out the right behaviours/knowledge/attributes they require of a successful researcher.” *Joanne McCawley, HR Advisor, TATA Steel*

“The terminology of ‘competences’ is used throughout the Royal Bank of Scotland framework, and is in line with the Researcher Development Framework. It is easy to map the content of the Researcher Development Framework with the Royal Bank of Scotland competence framework.” *Royal Bank of Scotland*

The STARR approach

- **Situation** - present the situation that you were involved in
- **Task** - What was the objective that you set out to achieve?
- **Action** - What did you do? How did you approach the task?
- **Result** - What was the outcome of your action or actions?
- **Reflect** - Look back on what you achieved; what worked well? How could you have improved the outcome?



INDIVIDUAL ACTIVITY

USE THE STARR APPROACH TO TALK ABOUT A RECENT TASK

Other RDF Lenses

- Information literacy
- Public engagement
- Teaching

YOUR TRAINING NEEDS

Reflecting on your evidence

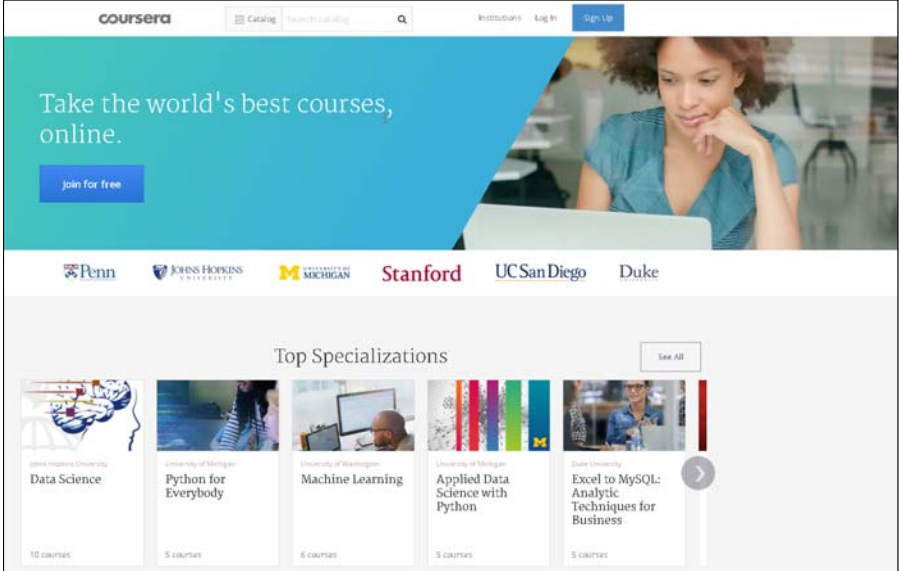
- For which areas of the RDF are you able to identify plenty of supporting evidence?
- Which areas of the RDF will require more evidence at some point in the future?
- Are there any areas of the RDF that are not covered at all?

Identify your opportunities

- What’s offered by Sussex?
- Online courses
- Talk to other researchers

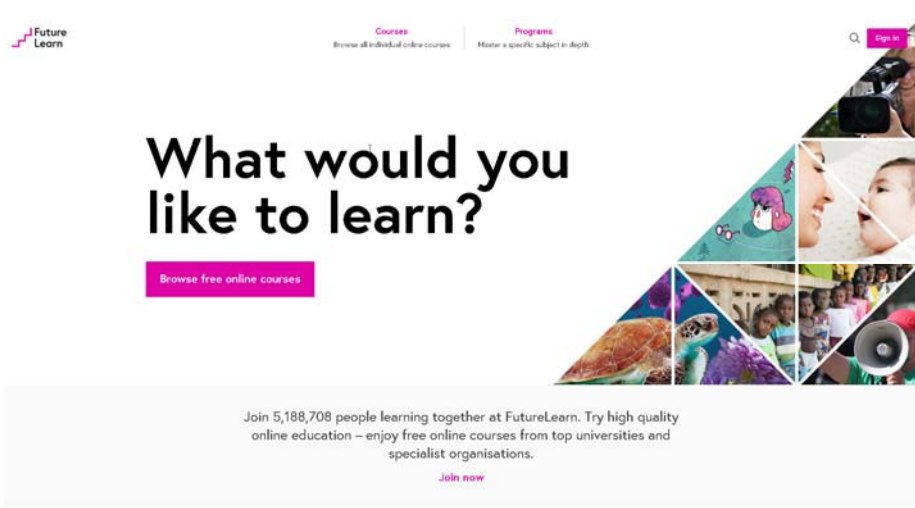
Researcher Development Programme

<p>Domain D: Engagement, influence, & impact</p> <p>Workshops</p> <p>Building your web presence using social media Communicating your research to the media Designing research posters Open access publishing Intro to Prezi/finding images Preparing for your viva (by cluster) Presentation delivery Presentation design Understanding publication metrics</p> <p>Online</p> <p>Creating a blog Developing your Sussex online profile Preparing for a conference Getting your book published Writing an article</p>	<p>Domain A: Knowledge & intellectual abilities</p> <p>Workshops</p> <p>Digital note-making and bookmarking Editing your thesis Finding dissertations and theses for your research Keeping up to date in your subject Literature searching using Web of Knowledge & Scopus Practical tips to improve your academic writing Undertaking a literature review (by cluster) Writing your thesis (by cluster)</p> <p>Intro/Graphics in R Intro/working with data in NVivo Intro to SPSS</p>
<p>Domain C: Research governance & organisation</p> <p>Workshops</p> <p>Exploring ethical issues in your research Getting ethical approval Managing your research data Postgraduate funding: considering the alternatives</p> <p>Online</p> <p>Research Integrity (by cluster)</p>	<p>Domain B: Personal effectiveness</p> <p>Workshops</p> <p>Effective Researcher Making progress in your doctorate Practical assertiveness for researchers The part-time researcher Using technology to manage your research</p> <p>Online</p> <p>Starting your doctorate at Sussex</p>



The screenshot shows the Coursera website homepage. At the top, there is a navigation bar with the Coursera logo, a search bar, and links for 'Catalog', 'Institutions', 'Log In', and 'Sign Up'. Below the navigation bar is a large blue banner with the text 'Take the world's best courses, online.' and a 'Join for free' button. Underneath the banner, there are logos for several partner institutions: Penn, Johns Hopkins University, University of Michigan, Stanford, UC San Diego, and Duke. The main content area is titled 'Top Specializations' and features five course cards: 'Data Science' (10 courses), 'Python for Everybody' (5 courses), 'Machine Learning' (6 courses), 'Applied Data Science with Python' (5 courses), and 'Excel to MySQL: Analytic Techniques for Business' (5 courses). A 'See All' button is located to the right of the cards.

www.coursera.org



The screenshot shows the FutureLearn website homepage. At the top left is the FutureLearn logo. In the top right, there are links for 'Courses' (Browse all individual online courses) and 'Programs' (Master a specific subject in-depth), along with a search bar and a 'Sign In' button. The main headline is 'What would you like to learn?' with a 'Browse free online courses' button below it. To the right of the headline is a collage of images showing people learning and interacting. Below the main content, there is a text block: 'Join 5,188,708 people learning together at FutureLearn. Try high quality online education – enjoy free online courses from top universities and specialist organisations.' with a 'Join now' link.

www.futurelearn.com

OVER TO YOU

ANY OTHER IDEAS?

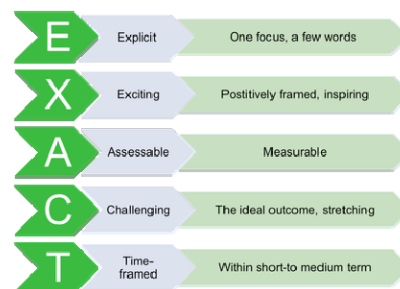
PLANNING YOUR TRAINING

Planning

1. Set your development goals
2. Find and select opportunities for development
3. Plan to achieve your development goals

EXACT model for goal-setting

- **Explicit** - with a single focus, and expressed in as few words as possible
- **Exciting** - the goal should inspire you, and be framed in a positive way, encouraging you to take action
- **Assessable** - a clear way of defining what success will look like, so that you will know when you have achieved your goal
- **Challenging** - to encourage you to stretch yourself in the process of working towards the goal, and thus contribute to your development
- **Time-framed** - ideally within six months. If a goal has a longer timeframe, you may be able to break it down into smaller goals on shorter time-frames that together will contribute to achieving a long-term aim



Formal development opportunities

- Training course, with or without certification
- Professional development workshops
- Self-managed study, including e-learning
- Seminars and conferences
- Webinars
- Reading articles, reports, manuals etc.
- Teaching and presenting

Informal development opportunities

- Supervised (or unsupervised) practice
- Observation
- Advice from your supervisor or mentor
- Discussions with other researchers
- Work shadowing
- Online events/videos
- Coaching, mentoring and peer-review

Creating your professional development plan

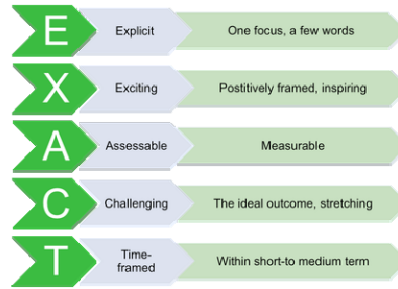
- Review your goals
- Discuss with somebody else
- Prioritise them
- Plan some timescales
- Reflect on your learning & development

INDIVIDUAL ACTIVITY

**USE THE *EXACT* MODEL TO PLAN
YOUR NEXT TRAINING ACTIVITY**

EXACT model for goal-setting

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What will you take away from this session?

Thank you & best of luck!

Do please contact us if you have any queries

Researcher Development Team, Doctoral School

Researcher-Development@sussex.ac.uk

@SussexDocSchool

www.sussex.ac.uk/internal/doctoralschool/researcherdev/