



Training needs analysis – the procedural and the meaningful

Melanie Nind, SCDTP deputy director, M.A.Nind@soton.ac.uk

2 Nov 2023



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.’

(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

Models of learning

Transmission/banking model

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.'

Social construction/constructivism

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 
- Real planning 
- Real dialogue 
- Undertake training activity 

Recognising prior learning

Pair exercise 1

Picture yourself

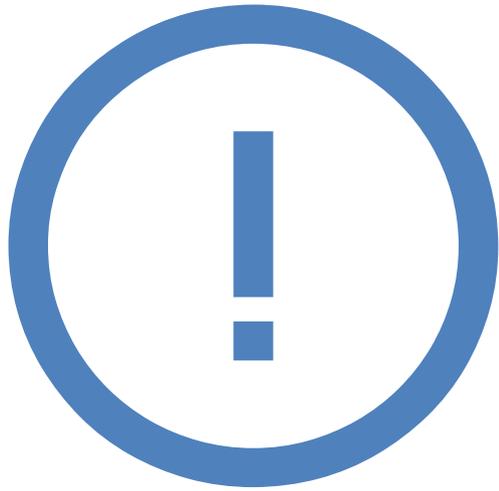
- Your masters
 - Your work
 - Volunteering
- Describe a prior experience
 - Identify the learning within it
 - Name and reflect on the learning
 - Was it good learning this way?
 - How skilled or knowledgeable did you get?
 - How will you use the learning in your PhD?
 - Think discipline/topic specific,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



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!**



SC.DTP. South Coast Doctoral Training Partnership

**Other tools to
aid dialogue**

Exercise 3:

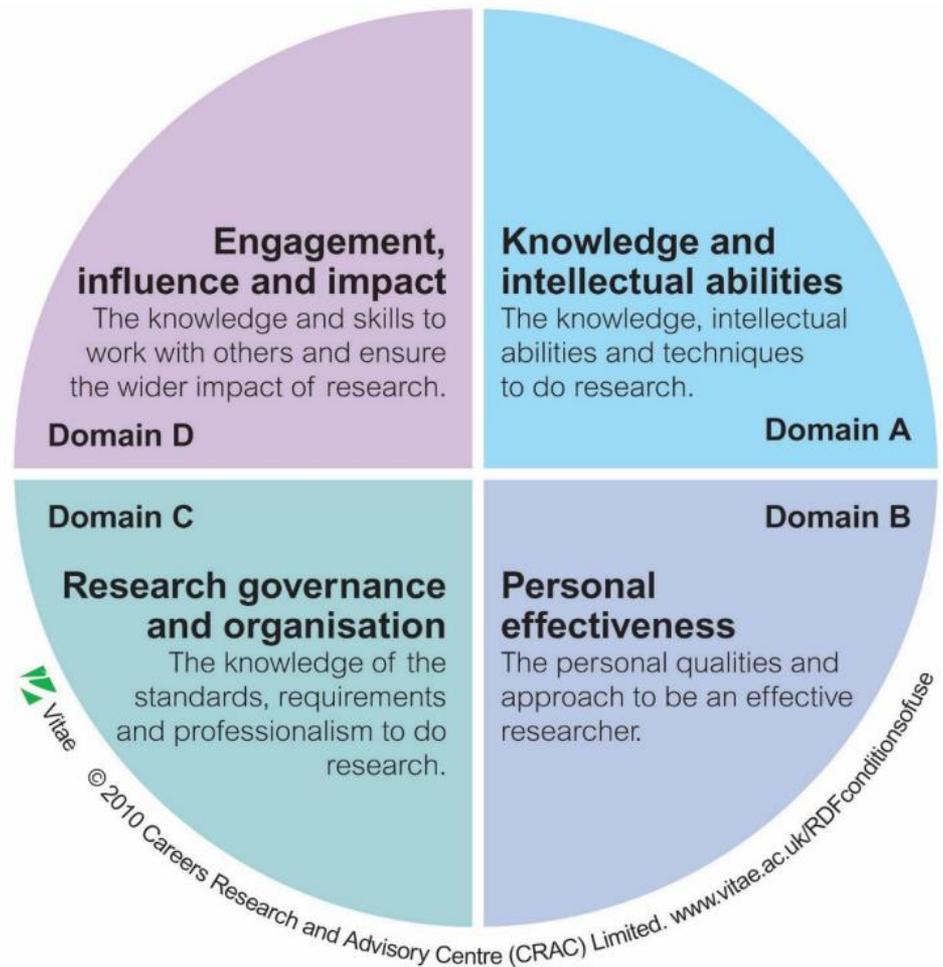
Choose 1 →

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



.....

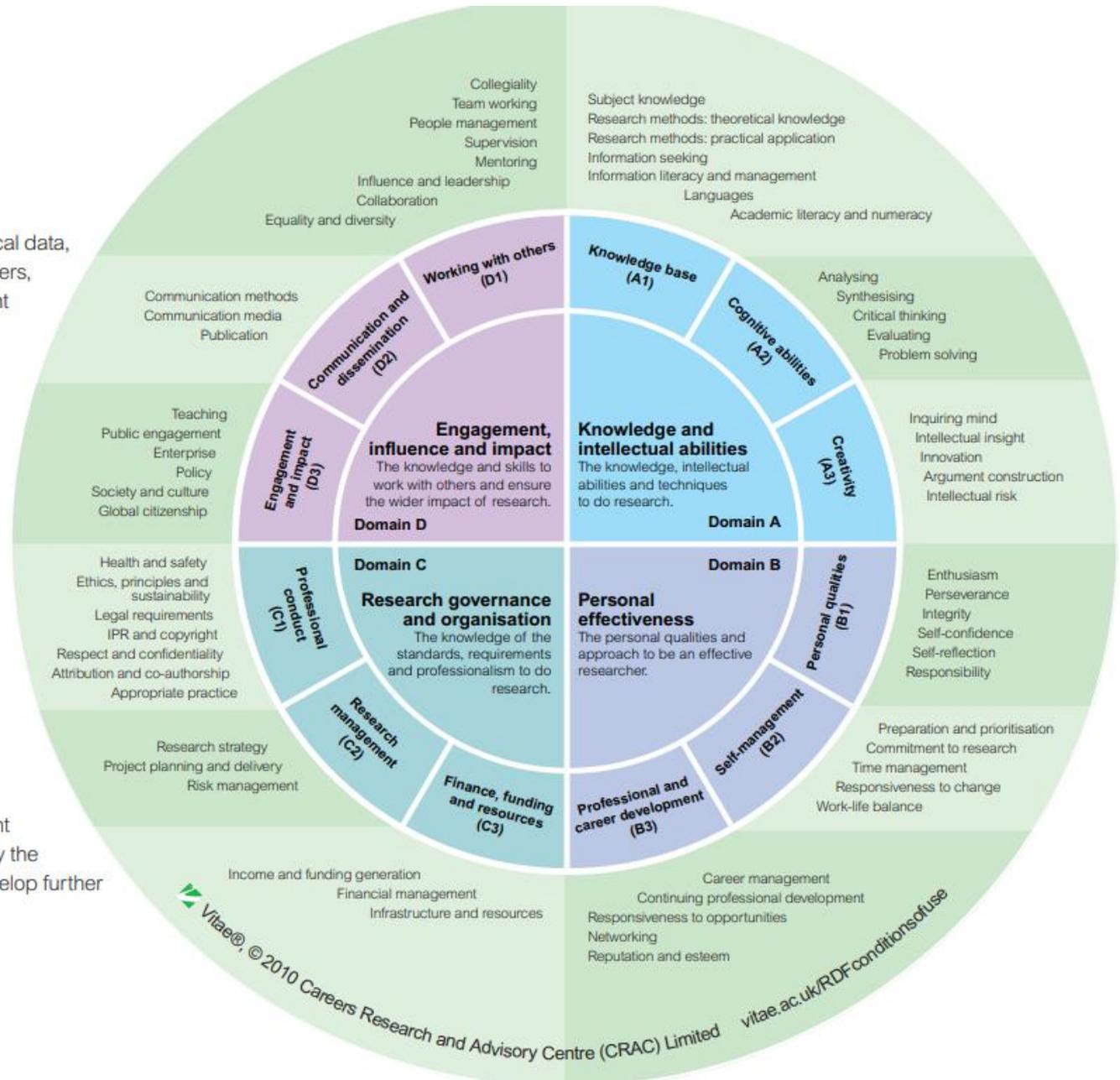
Vitae: Researcher Development Framework

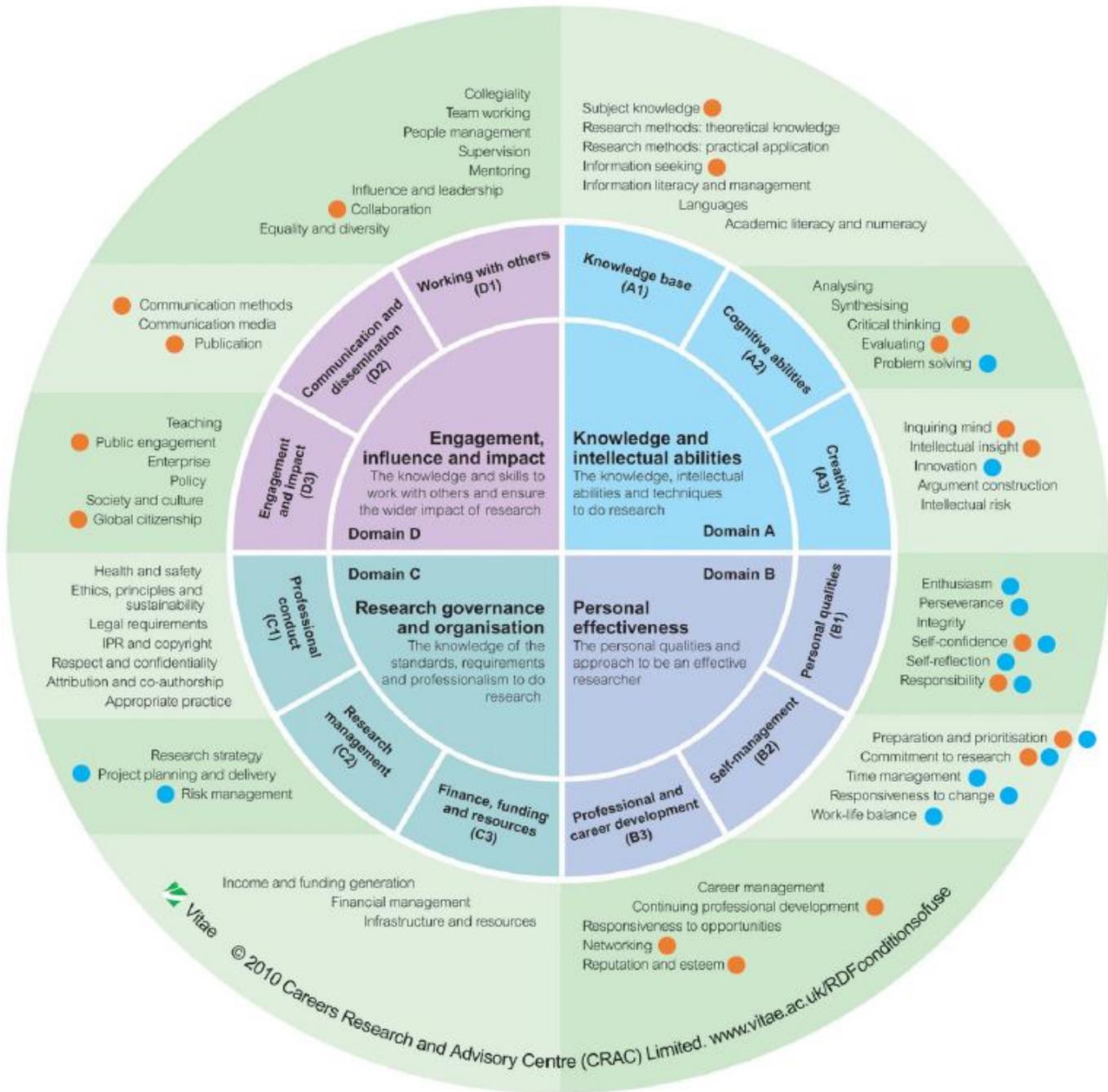


Structure

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.





-  Doctoral College Trai... 6
-  Mandatory Training ... 6
-  Faculty Training 6
-  Supervision meeting 5
-  Event 3
-  Training Requirement... 3
-  Online course 2

ordered by relevance [title](#) [date](#)



Analysing Qualitative Data (UEA online training series)

17 May 2023, *from* 10:00 *to* 12:00

Location

Electiv online software, lin...

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, lin...

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...>

Faculty

Faculty of Arts and Humanities

Faculty of Engineering and Physical Sciences

Faculty of Environmental and Life Sciences

...





Academic writing

Project

Doctoral Research Project

Researcher



Skill

8.1. Communication skills



Mendeley

Project

Doctoral Research Project

Researcher



Skill

1.11. Reference manage...



Understanding academia

Project

Doctoral Research Project

Researcher



Skill

3.4. Understanding acade...



Low need

Project

Doctoral Research Project

Researcher



Skill

1.10. Literature searching



SC.DTP. South Coast Doctoral Training Partnership

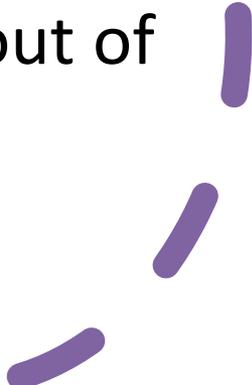
1. Where can I
get support
with the TNA?

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



SC.DTP. South Coast Doctoral Training Partnership

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?



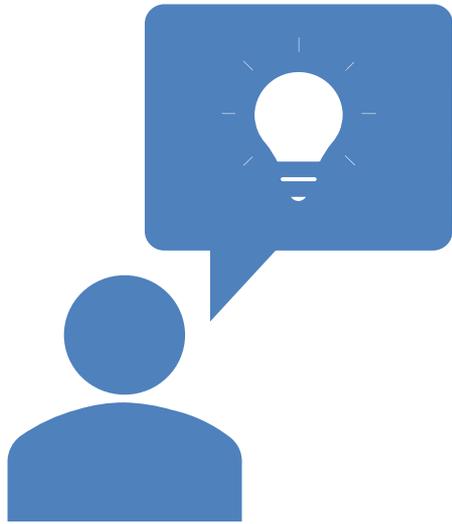
Useful
reading

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/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/>



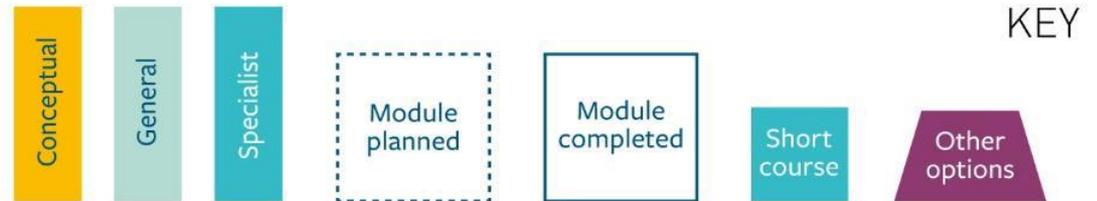
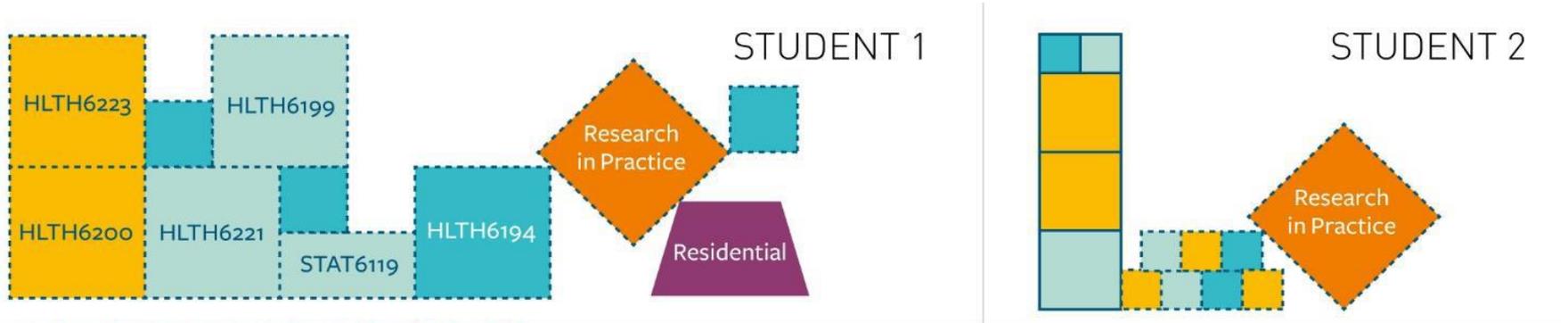
Exercise 5

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/>