

# Training Needs Analysis (TNA)

# Birkbeck Postgraduate Research Students

## Overview

All Birkbeck Postgraduate Research students are invited to complete a Training Needs Analysis (TNA). This process should equip and support you in the following ways:

* Provide you with a framework to assess and identify your training needs during your research degree and to formulate a plan to meet those needs
* To establish a list of training priorities as a basis for identifying the most relevant opportunities as they arise from the many sources of training that will be available to you
* Provide you with opportunities to develop high level skills and experience to strengthen your career prospects and activities beyond your PhD
* Provide you with a record of training in order to demonstrate and document skills acquired during your postgraduate research
* Allow the [Birkbeck Graduate Research School](http://www.bbk.ac.uk/bgrs/), Schools and Departments to evaluate and develop training provision for Research Students.

You are asked to complete your Training Needs Analysis in relation to the [Researcher Development Framework (RDF)](https://www.vitae.ac.uk/researchers-professional-development/about-the-vitae-researcher-development-framework) developed by [Vitae](https://www.vitae.ac.uk/about-us). The RDF provides a framework for training needs beginning with your PhD studies and continuing in your future research career. It is designed for researchers interested in pursuing an academic career or applying their skills in a non-academic sector. Further information about Skill Areas and Training Expectations for the RDFare provided in the [TNA Appendix](http://www.bbk.ac.uk/research/bgrs/training-needs-analysis).

## Guidance for the TNA process

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. 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. An assessment of progress in meeting identified training needs should form part of your annual academic progress review.

### Completing your first TNA

Please complete this form as well as you can and organise a meeting with your supervisor(s) during your first term. At this first meeting you may discuss initial training needs that you have identified for your research project and your supervisor(s) may recommend additional training needs of importance for you.

### Ongoing training needs

You should repeat the TNA process on an annual basis. You should arrange a meeting with your supervisor in advance to discuss you training needs you should bring a copy of your previous TNA form and come prepared to summarise the outcome of any training that you identified previously, as well as any additional training needs that have emerged. 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 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.

## Identifying available training resources

Training opportunities can be accessed from a range of sources to help you meet your development goals. The [BGRS Moodle](https://moodle.bbk.ac.uk/course/view.php?id=23491) site includes a section on ‘Training and Professional Development’ which highlights key resources available to you.

### Other example training activities

In addition to specific training and sessions you should use your TNA form to record evidence of your skills development including the following kinds of activities. You should include sufficient details for you to identify the particular activity at a later date:

* Conference attendance (The name of conference, location)
* Seminar attendance (Seminar title and speaker, location)
* Demonstrating/ teaching (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, publication)
* Writing non-academic articles for publications (Title of article and publication)
* Public engagement (Event and activity)
* Communication/outreach (e.g. open days, school activities, website maintenance etc.)
* School and College committee involvement (Committee and your role)

## Submitting your TNA form

It is important that you consider your TNA form as an active document and that you update it as new training needs are identified or completed. However, we ask that you submit a copy of your TNA form on an annual basis so that we can look for themes in training needs and so that we can ensure that we can monitor participation in the TNA process.

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| Please name your completed file in the following format: *‘****Department****-****Surname****-****student number’*** and send it to one of the following email addresses by the end of Term 2.* 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
 |
| **A note for funded PhD students**: If you are funded through a Doctoral Training Programme (e.g. if you are an ESRC UBEL student) you may be required to complete a TNA process that is specific to your funded programme. In this case please follow the instructions provided by your Doctoral Training Programme and submit a copy of this instead of the form provided here, in order to avoid duplication. |

Researcher Development Statement (RDS): At a glance

Skills are broken down into 4 domains, each with 3 sub-domains

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

**A1** - Knowledge Base

**A2** - Cognitive Abilities

**A3** - Creativity

|  |
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| Domain B: **Personal effectiveness** |

**B1** – Personal Qualities

**B2** – Self Management

**B3** – Professional and Career Development

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

**C1** – Professional Conduct

**C2** – Research Management

**C3** – Finance, Funding and Resources

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

**D1** – Working with others

**D2** – Communication and Dissemination

**D3** – Engagement and Impact

*For more details about please refer to* [*Vitae*](https://www.vitae.ac.uk/researchers-professional-development/about-the-vitae-researcher-development-framework/the-vitae-researcher-development-statement)*.*

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| Training Needs Analysis: Your Personal Development Plan |
| Student Name and number |  | Your department |  |
|  |  |  |  |  |  |
| Start year |  | Current academic year |  | Mode of study | Part time/ Full time |

You should use this part of the form to identify specific prioritised goals for your development.

| Identified skill area for development | Initial Skill level?  | Priority? | **Training activity**This may be a distinct workshop or course, or any other activity intended to address the training need  | **Source of training**Please confirm how this was accessed (e.g. the via the BGRS/ BPSN/ your Department/ or any other source) | **Success criteria** How will you know you’ve achieved your goal | Deadline for completion/ Completion date  | **Relevant Domain and Sub Domain** (e.g . A1) |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | 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 |  |  |  |  |  |

 *Please extend the table as required*

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