

TRAINING NEEDS ANALYSIS FRAMEWORK
Social Sciences Division

Department: POLITICS & INTERNATIONAL RELATIONS

Name of Supervisor(s): _____

Name of Student: _____

Skills & Training Area	Level of Expertise ¹	Priority ²			Action Required & Proposed Timeframe	Training/Action taken
		Low	Med	High		
<i>Research Methods</i>						
1. Current theoretical debates in your research area	1 2 3 4					
2. Data collection techniques	1 2 3 4					
3. Qualitative research methods	1 2 3 4					
4. Statistical analysis	1 2 3 4					
5. Language (specify which) _____	1 2 3 4					
5. _____	1 2 3 4					
6. Other: _____	1 2 3 4					
6. _____	1 2 3 4					

¹ **1** = I have no familiarity with this skill or research method; **2** = I have some indirect acquaintance with the skill or research method (e.g. through encountering its use in secondary literature); **3** = I have direct but basic acquaintance with the skill or research method (e.g. through having undertaken a course or other training at undergraduate level); **4** = I have direct and advanced level acquaintance with the skill or research method (e.g. through having undertaken a course or other training at postgraduate level).

² **Low** = unlikely to need to, or find time to develop this skill further; **Medium** = will do at some future point in doctoral training; **High** = will do as matter of urgency

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Skills and Training Area	Level of Expertise	Priority			Action Required	Training/Action taken
		Low	Med	High		
<i>Bibliographic and Computing Skills</i>						
1. Endnote (or specify other)	1 2 3 4					
2. Spreadsheet & word processing	1 2 3 4					
3. STATA (or specify other)	1 2 3 4					
3. _____	1 2 3 4					
4. SOLO/OLIS & library searching	1 2 3 4					
5. Other: _____	1 2 3 4					
<i>Research Management and Leadership</i>						
1. Time management and project	1 2 3 4					
2. Grant writing	1 2 3 4					
3. Budget management	1 2 3 4					
4. Other: _____	1 2 3 4					
<i>Communication, Networking and Dissemination</i>						
1. Conference attendance and networking	1 2 3 4					
2. Conference/workshop presentations	1 2 3 4					
3. Publishing books and articles	1 2 3 4					
4. Power Point/Website design/Blogging	1 2 3 4					
5. Other: _____	1 2 3 4					
<i>Teaching and Academic Practice</i>						
1. Teaching (tutorial, small group)	1 2 3 4					
1. Teaching (lecturing)	1 2 3 4					
2. Other: _____	1 2 3 4					

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Skills and Training Area	Level of Expertise	Priority			Action Required	Training/Action taken
		Low	Med	High		
<i>Personal and Career Development</i>						
1. Careers planning: academic and non-academic	1 2 3 4					
2. Job searching/CV writing	1 2 3 4					
3. Job talk guidance	1 2 3 4					
4. Other: _____	1 2 3 4					
<i>Other Skills</i>						
1.	1 2 3 4					
2.	1 2 3 4					
3.	1 2 3 4					

Training Course Attendance and Approval

Department:	Supervisor:
Name of Student:	Courses to be Approved by:

Date	Details of Training Course <i>(Please include the title of the course, duration, and date)</i>	Course Provider <i>(Please provide details about the department that will run the course)</i>	Approved by Department <i>(Please sign to confirm approval)</i>	Date of Approval

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Information to be added to GSS

Training Required	Training Completed
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Year and Term	Date of Review	Student Signature	Supervisor Signature
Year 1 MT			
Year 1 HT			
Year 1 TT			
Year 2 MT			
Year 2 HT			
Year 2 TT			
Year 3 MT			
Year 3 HT			
Year 3 TT			

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Content of the TNA

The TNA is based on the training expectations of departments that are outlined in the ESRC Framework for Postgraduate Training and Development³. The framework details the postgraduate student training that should be in place at institutions seeking DTC accreditation. The framework outlines the importance of Social Sciences students receiving core training that will enable the completion of the research degree, as well as undertaking training to support professional development and career management.

The TNA has been designed to meet the needs of both ESRC and non-ESRC funded students. The document can be tailored to meet the needs of individual students and departments within the Social Sciences Division. The TNA should develop and expand as a student progresses towards completion.

The 'Ability Rating' column provides an opportunity for the student and supervisor to rate the skill level at the beginning of the research programme, and then to revisit the level of ability on an annual basis. It provides a simple method for the supervisor to complete a skills gap analysis. This technique will help the supervisor and student to identify what action needs to be taken to improve or acquire a skill. The method of obtaining the skill could be through attending a training course, attending an event or any other method that addresses the gap. This process also helps the student to see their progression and development throughout their degree.

A brief guide to the content of the training categories contained in the TNA can be found below:

Research Methods

This category would need to include the skills that a social scientist would need to obtain to complete the research project. This would include core subject specific training, qualitative and quantitative research methods, theoretical training, principles of research design, data analysis, data collection, and management of data.

Bibliographic and Computing Skills

This category will cover the skills that are needed to complete the research, tools to complete the thesis and skills that will prove transferable in future employment.

Research and Leadership Management

This category is designed to include the skills that a student will need to complete the thesis on time, to meet the various milestones of the doctorate, manage a project, manage the supervisor relationship and manage resources.

Communication and Networking

This category will cover the range of skills that student will need to communicate and disseminate their research (including writing the thesis) to the academic community as well as being able to communicate to wider audiences. This would include written and oral communication techniques and an understanding of communication tools. This also includes developing academic networking skills.

Academic Practice

This category covers the preparation for academic practice that departments are already engaged with through the CETL initiative.

Personal and Career Development

³ ESRC. 2009. *Postgraduate Training and Development Guidelines 2009*. ESRC Society Today. Available at: http://www.esrcsocietytoday.ac.uk/ESRCInfoCentre/Images/Postgraduate%20Training%20and%20Development%20Guidelines_tcm6-33067.pdf [Accessed 14 May 2010].

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This category is designed to enable students to develop skills for academic and non-academic careers.

Other Skills

This category will enable the supervisor to add any additional skills that a student will require and are not covered in the categories contained in the TNA.