**Training Needs Analysis (TNA) for Research Postgraduate Students**

Becoming a researcher requires a wide and complex set of skills. The University provides many forms of training, largely through CEED (https://www.st-andrews.ac.uk/pgstudents/stleonards/training/). Experience has shown that it is useful for new research postgraduate students to analyse their training needs **within the first three months of starting their degree**. University policies require all students to discuss their training needs with their supervisors at regular intervals, and for these discussions to be recorded as part of the Annual Review process.

This form is intended to help structure your analysis of your training needs.

Please **first read the Vitae Research Development Framework (RDF)**, available at <https://www.vitae.ac.uk/vitae-publications/rdf-related/researcher-development-framework-rdf-vitae.pdf/view>. The RDF is an attempt to provide a structure for researcher training, and is supported by research organisations including the ERC and the UK Research Councils.

|  |
| --- |
|  |
| *Part of the Vitae RDF, showing a four-fold analysis of a typical researcher’s skill set.* |

You should then **complete the first part of this form**, which is structured around the skills categories specified in the RDF. Next, you should **discuss your form with your supervisors and complete a training plan together** (the second part of this form). You will be asked to comment on your training plan and needs at your annual review.

If you have any questions about this Training Needs Analysis, or about the many training opportunities available to you, or if you have suggestions for future training, please discuss them with your supervisors or with the Director for Postgraduate Research.

Part 1: Training Needs Analysis

|  |  |
| --- | --- |
| **Student name:** |  |
| **Date of analysis:** |  |

Specify the areas below where you would like to develop your skills, over the coming academic year. You should discuss with your Supervisors how you can meet these needs, whether through attending courses at St Andrews, external training from the SGSSS, practical experience, internships, or other appropriate avenues. The boxes can be expanded.

|  |  |  |
| --- | --- | --- |
| **Area** | **Requires development?** | **Comments** |
| 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 minds * Intellectual insight * Innovation * Argument construction * Intellectual risk |  |  |
| 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 & career development | | |
| * Career management * Continuing professional development * Responsiveness to opportunities * Networking * Reputation and esteem |  |  |
| C1 – Professional Conduct | | |
| * Healthy and Safety * Ethics, 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 & resources: | | |
| * Income and funding generation * Financial management * Infrastructure and resources |  |  |
| D1 – Working with others | | |
| * Collegiality * Team working * People management * Supervision * Mentoring * Influence and leadership * Collaboration * Equality and diversity |  |  |
| D2 – Communication & dissemination | | |
| * Communication methods * Communication media * Publication |  |  |
| D3 – Engagement and impact | | |
| * Teaching * Public Engagement * Enterprise * Policy * Society and culture * Global citizenship |  |  |

Part 2: Training Plan

|  |  |
| --- | --- |
| **RDS Domain** | **Training / professional development activity** |
| **Domain A: Knowledge and intellectual abilities**  This domain relates to the knowledge and intellectual abilities needed to be able to carry out excellent research. | Please list any training that you will undertake to develop skills in this area  Please list how you will develop skills in this area through practical experience |
| **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. | Please list any training that you will undertake to develop skills in this area  Please list how you will develop skills in this area through practical experience |
| **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. | Please list any training that you will undertake to develop skills in this area  Please list how you will develop skills in this area through practical experience |
| **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. | Please list any training that you will undertake to develop skills in this area  Please list how you will develop skills in this area through practical experience |