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| **RO03 - Postgraduate Researchers’ Development Needs Analysis and Plan** |

**Postgraduate researcher’s details:**

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| **Surname:** |  | **Forename:** |  |

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| **School:** |  | **Full-time /**  **Part-time:** |  |

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| **SITS**  **Number:** |  |  |  |  |  |  |  |  |  | **Start date:** |  |

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| **Programme:**  **(PhD, MA, etc.)** |  |

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| **Main Supervisor:** |  |

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| **Co- Supervisors** |  |

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| **Area of research/ draft thesis title:** |  |

A Development Needs Analysis (overleaf) must be completed to inform a development plan. The following issues must also be considered and included in this Training Plan (as appropriate):

1. Learning Outcomes for the relevant research degree programme, available through <https://www.yorksj.ac.uk/policies-and-documents/research/research-degrees/>
2. Health and Safety information, available through <https://www.yorksj.ac.uk/staff/health-and-safety/>
3. York St John University Research Data Management Policy available through <https://www.yorksj.ac.uk/policies-and-documents/library/research-data-management-policy/>
4. Research ethics information, available through <https://www.yorksj.ac.uk/policies-and-documents/research/ethics-and-integrity/>

**Postgraduate researcher ……………………………………………. Date…………………………………………………**

**YSJU Postgraduate Researcher Development Needs Analysis**

This Development Needs Analysis (DNA) is provided to guide the doctoral training process and ensure that or postgraduate researchers have the necessary skills, opportunities, and funding to support the successful completion of their doctoral research and prepare them for a career beyond.

The DNA is designed to align with Vitae Researcher Development Framework (<https://www.vitae.ac.uk/researchers-professional-development/about-the-vitae-researcher-development-framework>) and can be used, through self-reflection and discussion, to identify areas of strength and areas of development.

While full completion is recommended, research students may agree with their supervisors to opt out of sections that are not relevant to them, as some sections may not be applicable to everyone. However, we encourage all postgraduate researchers to plan to develop a comprehensive range of skills during their programme.

Use the statements on the following pages to provide a picture of which areas you are particularly confident and competent in and which require some work. You are advised to seek clarification from your supervisor about what individual elements of this audit mean within your discipline. Then consider what development opportunities are available to meet your needs (e.g., courses at YSJU and beyond) to produce a development plan.

The plan should be updated annually or at key junctures and will be reviewed as part of the formal progress and transfer processes.

To help you, we suggest the following broad levels of competency and awareness:

**Competency and confidence levels:** **1** = Not at all true for me

**2** = A little true for me

**3** = Somewhat true for me

**4** = Reasonably true for me

**5** = Very true for me

And finally, before you enter a score for any statement, think to yourself – how can I provide *evidence* for this? You can use this information when discussing the DNA with your supervisors.

**Domain A: Knowledge and intellectual abilities**

| **A1 Knowledge base** | | | |
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| **Descriptors** | **A competent and confident doctoral candidate…** | **Where are you now?** | |
| 1. **Subject knowledge** | Has, at least, core knowledge and basic understanding of key concepts, issues, practices and history of thought.  Knows of recent advances within their own research area and in related areas.  Is working towards making an original contribution to knowledge.  Is developing awareness of international and non-academic dimensions of knowledge creation. | 1 2 3 4 5 | n/a |
| 1. **Research methods – theoretical knowledge** | Understands relevant research methodologies and techniques and their appropriate application within their own research area.  Justifies the principles and experimental techniques used in their own research. | 1 2 3 4 5 | n/a |
| 1. **Research methods – practical application** | Skilfully uses a range of research methods linked to study area; documents own activity.  Shows growing competence in their own subject area and is developing awareness of alternative methods/techniques. | 1 2 3 4 5 | n/a |
| 1. **Information seeking** | Acquires and develops search and discovery skills and techniques.  Identifies and accesses appropriate bibliographical resources, archives, practices and other sources of relevant information including web-based resources, exhibitions, performances, primary sources and repositories.  Makes best use of a range of current tools and techniques.  Assesses the reliability, reputation and relevance of sources.  Seeks feedback from relevant groups to access other insights. | 1 2 3 4 5 | n/a |
| 1. **Information literacy and management** | Designs and executes systems for the acquisition and collation of information using information technology (e.g. word processing, spread sheets, simulation systems, databases)appropriately.  Develops awareness of information/data security and longevity issues.  Knows where to obtain expert advice – i.e. information/data managers, archivists and librarians. | 1 2 3 4 5 | n/a |
| 1. **Languages** | Has excellent knowledge of language(s) (including technical) appropriate for research. | 1 2 3 4 5 | n/a |
| 1. **Academic literacy and numeracy** | Prepares grammatically and syntactically correct text for written or oral presentation.  Writes clearly and in a style appropriate to purpose and context for specialist and non-specialist audiences.  Is mathematically competent to undertake research in their own discipline/research area; understands and applies any statistics that may be used in the discipline/research area; analyses data and uses appropriate computer packages.  Is IT literate and digitally competent, uses virtual networks for research. | 1 2 3 4 5 | n/a |
| 1. **Material Handling – Practical competency** | Acquires and develops aesthetic judgement, tacit knowledge and practice-based skills appropriate to the methodology.  Is well versed in specialist creative software applications and/or workshop facilities appropriate to the practice – knows where to get additional assistance ie. technicians | 1 2 3 4 5 | n/a |

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| **A2 Cognitive Abilities** | | | |
| **Descriptors** | **A competent and confident doctoral candidate…** | **Where are you now?** | |
| 1. **Analysing** | Critically analyses and evaluates own findings and those of others.  Validates datasets of others. | 1 2 3 4 5 | n/a |
| 1. **Synthesising** | Sees connections between sections of their own information/data and previous studies. Benefits from guidance with synthesising information/data, practices and ideas. | 1 2 3 4 5 | n/a |
| 1. **Critical thinking** | Is able to understand argument (oral and textual) and articulate their own assumptions, developing independent and critical thinking.  Has the ability to recognise and validate problems.  Recognises multiple ways of knowing.  Is capable of original, independent and critical thinking, and has the ability to develop theoretical concepts. | 1 2 3 4 5 | n/a |
| 1. **Thinking through making** | Is able to employ practice as a generative, hybrid mode of enquiry whose creative form is implicit to the new knowledge it produces | 1 2 3 4 5 | n/a |
| 1. **Evaluating** | Summarises, documents, practice, reports and reflects on progress.  Evaluates the impact and outcomes of their own research activities.  Assesses the quality, integrity and authenticity of primary and secondary research information/data.  Receives and gives constructive criticism. | 1 2 3 4 5 | n/a |
| 1. **Problem solving** | Isolates the basic themes of their own research; formulates basic research questions and hypotheses. | 1 2 3 4 5 | n/a |

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| **A3 Creativity** | | | |
| **Descriptors** | **A competent and confident doctoral candidate…** | **Where are you now?** | |
| 1. **Inquiring mind** | Demonstrates a willingness and ability to learn and acquire knowledge.  Develops a style of questioning and questioning technique.  Demonstrates flexibility and open-mindedness. | 1 2 3 4 5 | n/a |
| 1. **Intellectual insight** | Absorbs and appropriates ideas and practices; is intellectually sharp.  Creates ideas and opportunities by investigating/seeking information. Shows initiative and works independently. | 1 2 3 4 5 | n/a |
| 1. **Innovation** | Understands the role of critique, innovation and creativity in research.  May engage in inter-disciplinary research. | 1 2 3 4 5 | n/a |
| 1. **Argument construction** | Constructively defends research outcomes.  Provides evidence in support of ideas and practices.  Structures oral and written arguments concisely and intelligibly. | 1 2 3 4 5 | n/a |
| 1. **Intellectual risk** | Tests the boundaries, shares ideas with critical audiences to reflect and act on their responses. | 1 2 3 4 5 | n/a |

**Domain B: Personal effectiveness**

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| **B1 Personal qualities** | | | |
| **Descriptors** | **A competent and confident doctoral candidate…** | **Where are you now?** | |
| 1. **Enthusiasm** | Maintains enthusiasm and motivation for own research. | 1 2 3 4 5 | n/a |
| 1. **Perseverance** | Demonstrates self-discipline, motivation and thoroughness.  Perseveres in the face of obstacles and set-backs, but benefits from peer, supervisor or leader support. Deals effectively with the dull, routine, aspects of research. | 1 2 3 4 5 | n/a |
| 1. **Integrity** | Demonstrates appreciation of standards of good research practice in the institution and/or discipline/research area. Seeks guidance as necessary. | 1 2 3 4 5 | n/a |
| 1. **Self-confidence** | Is aware of some personal abilities and is willing to demonstrate them.  Recognises the boundaries of their own knowledge, skills and expertise and draws upon and uses sources of support as appropriate. Is self-reliant | 1 2 3 4 5 | n/a |
| 1. **Self-reflection** | Makes time to reflect on practice and experience. Develops strengths and improves on weak areas.  Seeks personal feedback. Learns from mistakes. | 1 2 3 4 5 | n/a |
| 1. **Responsibility** | Gradually takes complete responsibility for their own project and own well-being; develops independence. | 1 2 3 4 5 | n/a |

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| **B2 Self-management** | | | |
| **Descriptors** | **A competent and confident doctoral candidate…** | **Where are you now?** | |
| 1. **Preparation and prioritisation** | Prepares and plans project to objectives and with support; able to adapt if necessary. | 1 2 3 4 5 | n/a |
| 1. **Commitment to research** | Is determined to complete their first project.  Is committed to their research project and to establishing their research credentials. | 1 2 3 4 5 | n/a |
| 1. **Time management** | Manages their time effectively to complete their research project within their standard study period; adheres to a clear plan. | 1 2 3 4 5 | n/a |
| 1. **Responsiveness to change** | Adapts their approach when required to; seeks guidance and carefully considers risks. | 1 2 3 4 5 | n/a |
| 1. **Work-life balance** | Is developing an awareness of work-life balance issues.  Uses support and advisory resources when necessary to avoid undue pressure and to enhance personal well-being.  Is alert to needs of others. | 1 2 3 4 5 | n/a |

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| **B3 Professional and career development** | | | |
| **Descriptors** | **A competent and confident doctoral candidate…** | **Where are you now?** | |
| 1. **Career management** | Takes ownership for and manages their career progression, sets realistic and achievable career goals, identifies and develops ways to improve their employability.  Presents their own skills, personal attributes and experiences accurately and effectively through CVs, applications and interviews.  Begins to establish a career network. | 1 2 3 4 5 | n/a |
| 1. **Continuing professional development** | Appreciates the need for and shows commitment to continuing professional development.  Recognises the transferability of their experience and articulates this to potential employers or line managers.  Develops and maintains their own record of achievement and experience. Demonstrates self-awareness and the ability to identify own development needs. | 1 2 3 4 5 | n/a |
| 1. **Responsiveness to opportunities** | Demonstrates an insight into the transferable nature of research skills to other work environments and the range of career opportunities within and outside academia.  Seeks to gain a broader range of experience. | 1 2 3 4 5 | n/a |
| 1. **Networking** | Develops and maintains co-operative networks and working relationships with supervisors, colleagues and peers, within the institution and the wider research community. | 1 2 3 4 5 | n/a |
| 1. **Reputation and esteem** | Speaks with authority on their topic.  Begins to be known as a good researcher. | 1 2 3 4 5 | n/a |

**Domain C: Research governance and organisation**

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| **C1 Professional conduct** | | | |
| **Descriptors** | **A competent and confident doctoral candidate…** | **Where are you now?** | |
| 1. **Health and safety** | Understands relevant health and safety issues and demonstrates responsible working practices.  Takes responsibility for their work space. Is aware of their impact on others and the wider environment.  Receives Health and Safety Induction in specialist spaces and workshops where appropriate | 1 2 3 4 5 | n/a |
| 1. **Ethics, principles and sustainability** | Shows knowledge and understanding of ethical requirements and codes of conduct appropriate for their discipline/research area, research council and professional association/body.  Takes responsibility for ethics in own project.  Demonstrates awareness of issues relating to the rights of other researchers, of research subjects, and of others who may be affected by the research.  Is mindful of the environment and their impact on it. Understands how to behave and work in a sustainable way.  Understands the concept of corporate social responsibility; seeks guidance as necessary. | 1 2 3 4 5 | n/a |
| 1. **Legal requirements** | Has a basic understanding of the legal requirements surrounding research  (e.g. Data Protection Act, Freedom of Information Act, Disability Discrimination Act and equality legislation). | 1 2 3 4 5 | n/a |
| 1. **IPR and copyright** | Has a basic understanding of data ownership and copyright rules as they apply to their own research. | 1 2 3 4 5 | n/a |
| 1. **Respect and confidentiality** | Within their research, respects the right of participants to confidentiality and anonymity.  Respects colleagues. | 1 2 3 4 5 | n/a |
| 1. **Attribution and co-authorship** | Understands the concept of attribution and applies it consistently and fairly to appropriately recognise contributions and co-authorships. Seeks advice on local codes of conduct. | 1 2 3 4 5 | n/a |
| 1. **Appropriate practice** | Understands and adheres to the rules and regulations concerning academic malpractice in York St John University and of professional bodies and funders (if appropriate). | 1 2 3 4 5 | n/a |

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| **C2 Research management** | | | |
| **Descriptors** | **A competent and confident doctoral candidate…** | **Where are you now?** | |
| 1. **Research strategy** | Understands how their research aligns with the research strategy of the University and the strategic focus of their School/department.  Develops an understanding of the broader context of research. | 1 2 3 4 5 | n/a |
| 1. **Project planning and delivery** | Applies effective project management techniques through the setting of research goals, intermediate milestones and prioritisation of activities.  Acts on decisions agreed with their supervisor and delivers results | 1 2 3 4 5 | n/a |
| 1. **Risk management** | Makes basic risk assessments and is able to manage risks in their project with support.  Is aware of the risks in exhibition and performance settings, virtual environments and when using interactive and mobile information and communication technologies. | 1 2 3 4 5 | n/a |

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| **C3 Finance, funding and resources** | | | |
| **Descriptors** | **A competent and confident doctoral candidate…** | **Where are you now?** | |
| 1. **Income and funding generation** | Understands the processes for the funding and evaluation of research.  Writes individual research proposals. | 1 2 3 4 5 | n/a |
| 1. **Financial management** | Understands the basic principles of financial management.  Has commercial awareness. | 1 2 3 4 5 | n/a |
| 1. **Infrastructure and resources** | Makes best use of the available resources.  Knows their immediate academic system/work environment. | 1 2 3 4 5 | n/a |

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

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| **D1 Working with others** | | | |
| **Descriptors** | **A competent and confident doctoral candidate…** | **Where are you now?** | |
| 1. **Collegiality** | Shows consideration to others.  Listens, gives and receives feedback and responds perceptively to others. | 1 2 3 4 5 | n/a |
| 1. **Team working** | Understands their own behaviour and its impact on others when working in and contributing to the success of formal and informal teams.  Appreciates the contributions of other team members including non-academic members. Thanks people for their contribution. | 1 2 3 4 5 | n/a |
| 1. **People management** | Negotiates activities and deadlines with their supervisor. | 1 2 3 4 5 | n/a |
| 1. **Supervision** | Engages in peer support and evaluation and undergraduate support and assessment. | 1 2 3 4 5 | n/a |
| 1. **Mentoring** | Effectively supports the learning of others when involved in teaching, mentoring, demonstrating or other research activities.  Recognises the importance of mentorship. | 1 2 3 4 5 | n/a |
| 1. **Influence and leadership** | Engages in debate and invites challenge.  Develops awareness of the need to gain support.  Recognises the implications of their own research for real life contexts.  Appreciates the value to academia of engaging in dialogue with users to achieve influence and impact. | 1 2 3 4 5 | n/a |
| 1. **Collaboration** | Has developed an awareness of the value of working collaboratively to benefit research and to maximise the potential for impact.  Co-produces knowledge with supervisors or others.  Recognises common/conflicting interests within own and adjacent disciplines/research areas. | 1 2 3 4 5 | n/a |
| 1. **Equality and diversity** | Is sensitive to and respectful of individual differences. Has developed an awareness of diversity and differences within their working environment.  Understands the equality and diversity requirements of the University. | 1 2 3 4 5 | n/a |

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| **D2 Communication and dissemination** | | | |
| **Descriptors** | **A competent and confident doctoral candidate…** | **Where are you now?** | |
| 1. **Communication methods** | Constructs coherent arguments and articulates ideas clearly to a range of audiences, formally and informally through a variety of techniques,including written, oral and practice-based formats.  Listens to debate and engages with the audience.  Actively engages in knowledge exchange with colleagues, sometimes between disciplines/research areas. | 1 2 3 4 5 | n/a |
| 1. **Communication media** | Develops skills in a range of communication means, e.g. face-to-face interaction using interactive technologies and/or textual and visual media, where useful/necessary.  Has a web presence as a researcher. Uses visual aids effectively in presentations. | 1 2 3 4 5 | n/a |
| 1. **Publication** | Understands the processes of publication (whether text, exhibition or performance) and maximising the significance of academic research results.  Produces some publishable material in print, electronic, exhibition, performance or other format.  Is developing an awareness of the range and diversity of outlets for research dissemination. | 1 2 3 4 5 | n/a |

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| **D3 Engagement and impact** | | | |
| **Descriptors** | **A competent and confident doctoral candidate…** | **Where are you now?** | |
| 1. **Teaching** | Contributes to teaching at undergraduate level.  Assists in the supervision of undergraduate projects.  Participates in research meetings (seminars, workshops, conferences, etc.).  Has a developing awareness of the ways in which research influences/interacts with teaching. | 1 2 3 4 5 | n/a |
| 1. **Public engagement** | Understands the value of engaging with the public and willingly participates.  Is open to the influence of public interactions in their own work.  Responds to local opportunities and existing activities; presents aspects of research at public events.  Contributes to promoting the public understanding of their research area. | 1 2 3 4 5 | n/a |
| 1. **Enterprise** | Creates ideas and spots opportunities internally and externally.  Develops ideas in an innovative manner within the University or externally.  Understands the process of commercial exploitation of research results.  Learns of the value to academia of establishing relationships in business/commercial/cultural context. | 1 2 3 4 5 | n/a |
| 1. **Policy** | Understands the relevant policy-making processes and presents findings in a policy friendly format.  Analyses policies and understands the wider contexts in which they are situated. | 1 2 3 4 5 | n/a |
| 1. **Society and culture** | Develops an awareness of the impact of research on wider society and of the impact of society, the environment and culture on research.  Understands the concept of corporate social responsibility. | 1 2 3 4 5 | n/a |
| 1. **Global citizenship** | Shows a broad understanding of the context at the national and international level, in which their research takes place. | 1 2 3 4 5 | n/a |

**YSJU Postgraduate Researchers’ Development Needs Plan**

YSJU offers a range of support to help meet postgraduate researcher development needs. These include internal training and external training opportunities, and funding to support technical training, conference attendance, and other research experiences.

Using your Development Needs Analysis (DNA), we would like you create a Development Needs Plan (DNP) that identifies what sorts of training and experiences you believe you will need to support successful completion of your research and your general development.

We recommend discussing the DNP with your supervisory team and updating it and amending it as you move through your programme.

You will need to complete the DNP within one month of the date of commencement of study and then update it prior to every review and/or transfer.

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| Details of Development Need Plan derived from the Training and Development Needs Analysis and agreed by the main supervisor. When applicable, please add details of the providers of any training and dates of activities. | | |
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| Please confirm that this has been discussed and agreed your DTP with your main supervisor (via deletion) | Yes | No |