**Academic Needs Analysis**

The Academic Needs Analysis (ANA) is an assessment of your current personal and professional development needs, including transferable skills. This form should be completed in consultation with your supervisory team **within the first 3 months of the commencement of your degree**.

Your training needs will be reassessed at least annually and may change during your studies. Please refer to the Code of Practice (<http://www.calendar.soton.ac.uk/sectionV/code-practice.html>) for more guidance.

Please complete this form then forward it to your supervisor for review. Please circle/delete as appropriate. **Questions marked with an asterisk are mandatory.**

**Section 1 - Confirmation of Details**

**Student Details:**

|  |  |
| --- | --- |
| Student name |  |
| Student ID number |  |
| Programme name |  |
| Academic Unit |  |

**Supervisory Team details:**

|  |  |
| --- | --- |
| Main supervisor name:  |  |
| Loading (%):  |  |
|  |  |
| Second supervisor name:  |  |
| Loading (%): |  |
|  |  |
| Third supervisor name:  |  |
| Loading (%): |  |
|  |  |
| Fourth supervisor name:  |  |
| Loading (%): |  |
|  |  |
| Fifth supervisor name:  |  |
| Loading (%): |  |

**\*** Please outline your project title/provisional thesis title:

**Research Ethics**

**\*** I understand what ethical approval is and I understand the University’s ethics policy. Yes/No

<http://www.southampton.ac.uk/doctoral-college/professional-development-programme/research-ethics-requirements/ethics-reqs.page>

**\*** Have you completed the mandatory EPIGEUM Ethics training? (Available on Blackboard) Yes/No

**\*** Does your project require ethical approval? Yes/No

Please look at the University’s Ethics Policy for guidance and discuss this with your supervisor.

<http://www.southampton.ac.uk/about/governance/policies/ethics.page>

If **applicable**, is ethical approval already in place for your project? Yes/No

If **yes**, please note your ERGO reference number:

If **no**, please outline plans for obtaining ethical approval for your project:

**Important note:** The penalty for carrying out work without ethical approval is very serious; the repercussions at the very least being that papers and theses will be prevented from being published. Individuals must therefore seek ethical approval for their work where applicable. Please note, the ethics committee system cannot work retrospectively, therefore it is of the utmost importance that ethical approval requests are submitted via the online system as early as possible and before any work is commenced.

**Health & Safety training**

**\*** Have you completed the mandatory Health & Safety training? Yes/No

If you have not completed the mandatory Health & Safety training, please contact your Faculty’s Health & Safety coordinator and complete the training as soon as possible.

**Section 2 - Generic/Professional skills**

The next series of questions are designed to encourage a discussion between you and your supervisory team to establish your training needs. Please discuss this with your supervisor before completing the form.

**Assessing your skills and what you have already done**

Please answer the questions below to assess your key skills. Before doing so please read the Vitae Researcher Development Framework (RDF) (<https://www.vitae.ac.uk/researchers-professional-development/about-the-vitae-researcher-development-framework>)which is used to support the development of researchers by all UK universities. For each of the skill areas below please indicate your previous experience and the level of confidence that you feel best describes your ability.

**GETTING STARTED**

**I am confident that my English language competency is good enough for me to critically assess subject specific literature.**

**\*** Please provide an overall score on a scale of 1 to 4, where 1 is ‘not confident at all’ and 4 is ‘very confident’.

|  |  |  |  |
| --- | --- | --- | --- |
| **English language competency** |  Not confident at all |  1 2 3 4 |  Very confident |

If English is not your first language, please give details of any additional English language support you feel you will require during your candidature:

**\* I know where to go to ask for help when things get tough or when I get stressed** Yes/No

**\* I understand that work-study-life balance is important to succeed in my personal and academic endeavours**  Yes/No

**\* I have read and understood the rules and regulations for my candidature and the PGR Handbook** Yes/No

The Code of Practice can be found here: <http://www.calendar.soton.ac.uk/sectionV/code-practice.html>. Your PGR Handbook can be obtained from your Faculty.

**KNOWLEDGE AND INTELLECTUAL ABILITIES (RDF DOMAIN A)**

**Acquisition of knowledge**

Read the prompts below and give brief examples of any previous training or relevant experience relating to these.

**I am confident in my ability to acquire new knowledge**

What literature do I know well?

**I am familiar with my subject specific literature databases and other means to find relevant literature/information** **such as MEDLINE, Bioinformatics, INGENTA CONNECT, JSTOR**

Can I use them to extract and export information?

**I am confident in my ability to record information (e.g. experiments, experimentation, interviews, case studies, body of artistic work, reflections, constructed narratives, etc.) and keep records**

Do I have a consistent strategy that allows me to record information or enables others to understand what I have done?

**I am confident processing/interrogating the information I have collected as part of my project**

Do I know which statistical test to use?

**I have experience of/confidence in using (discipline specific) software I need to carry out research effectively and/or produce my thesis**

(e.g. word processing, preparing spreadsheets, quantitative and qualitative data analysis, graphic/video/audio production/editing, etc.)

**I have experience with referencing software**

**I have had the necessary laboratory training (where applicable)**

**Examples and comments:**

**\*** Please provide an overall score on a scale of 1 to 4, where 1 is ‘not confident at all’ and 4 is ‘very confident’.

|  |  |  |  |
| --- | --- | --- | --- |
| **Acquisition of knowledge**   |  Not confident at all |  1 2 3 4 |  Very confident |

**Critical evaluation of research**

Read the prompts below and give brief examples of any previous training or relevant experience relating to these.

**I have the necessary skills to evaluate the conclusions drawn from a published study**

Do I have problems understanding conclusions?

**I am confident in my ability to defend my evaluation of a research project in a seminar**

Do I understand the author’s arguments and can I critique them?

**I am aware of what is needed to write a critical review**

Have I got enough experience or any experience at all?

**I am confident in my ability to defend the conclusions that I have drawn from my own research**

Have I got enough experience or any experience at all?

**I know what is required to describe how my findings relate to the published literature and how my findings make an original contribution to that subject**

Do I know the literature well enough and can I relate my findings to it?

**Examples and comments:**

**\*** Please provide an overall score on a scale of 1 to 4, where 1 is ‘not confident at all’ and 4 is ‘very confident’.

|  |  |  |  |
| --- | --- | --- | --- |
| **Critical evaluation of research**  |  Not confident at all |  1 2 3 4 |  Very confident |

**PERSONAL EFFECTIVENESS (RDF DOMAIN B)**

**Self-management**

Read the prompts below and give brief examples of any previous training or relevant experience relating to these:

**I understand the need to take personal responsibility for developing my personal, research and professional skills**

Do I look for appropriate training opportunities?

**I am confident in my ability to plan and set priorities and goals to effectively manage my research project**

Can I organise my project in key milestones and prioritise my day-to-day activities?

**I am confident in how to report on research progress and how to select the appropriate information to put in my progression reports**

Can I write informative and pertinent progression reports about my research/project?

**I know what is involved in preparing for my Confirmation milestone**

Do I know what the Confirmation process is and do I know what to write in my Confirmation report?

**Examples and comments:**

**\*** Please provide an overall score on a scale of 1 to 4, where 1 is ‘not confident at all’ and 4 is ‘very confident’.

|  |  |  |  |
| --- | --- | --- | --- |
| **Self-management**  |  Not confident at all |  1 2 3 4 |  Very confident |

**Professional and career development**

Read the prompts below and give brief examples of any previous training or relevant experience relating to these:

**I have an understanding of the academic and non-academic career options that are open to me when I graduate**

I have spoken to the Careers Service/attended a workshop

**I understand that developing my personal and professional skills at this stage can help my research now and in my future career**

I have looked at the range of training offered by the Doctoral College/looked on Gradbook

**I am confident that the career goals I have are realistic**

I have discussed my career options with members of the supervisory team/research group

**I am confident in my ability to present my skills to others optimally**

(e.g. through CVs, applications and in interviews)

**Examples and comments:**

**\*** Please provide an overall score on a scale of 1 to 4, where 1 is ‘not confident at all’ and 4 is ‘very confident’.

|  |  |  |  |
| --- | --- | --- | --- |
| **Career development** |  Not confident at all |  1 2 3 4 |  Very confident |

**RESEARCH GOVERNANCE AND ORGANISATION (RDF DOMAIN C)**

**Professional conduct**

Read the prompts below and give brief examples of any previous training or relevant experience relating to these:

**I understand the principles behind the acquisition and protection of Intellectual property rights (IPR) and can apply them**

Do I understand the principles of attribution of authorship?

**I understand the requirements of the Data Protection Act and how it will affect my research**

<http://www.southampton.ac.uk/assets/imported/transforms/content-block/UsefulDownloads_Download/21890F3128004E88B75822E9BEA678FE/data-protection-policy.pdf>

**I am aware of the University’s policy on Equality and Diversity**

<http://www.southampton.ac.uk/diversity/policies/index.page>

**I understand the principles of informed consent in research and how these are applied**

**Examples and comments:**

**\*** Please provide an overall score on a scale of 1 to 4, where 1 is ‘not confident at all’ and 4 is ‘very confident’.

|  |  |  |  |
| --- | --- | --- | --- |
| **Professional Conduct**  |  Not confident at all |  1 2 3 4 |  Very confident |

**ENGAGEMENT, INFLUENCE AND IMPACT (RDF DOMAIN D)**

**Communication dissemination and impact**

Read the prompts below and give brief examples of any previous training or relevant experience relating to these:

**I have experience of preparing a poster and I am familiar with the software I need to use to produce my poster**

**I am confident I have the skills to write a paper for publication**

**I have confidence in deciding what to say, how to keep to time and how to answer questions when presenting at a seminar or a conference**

**I understand the processes controlling publication of journal articles**

Do I understand how peer review works?

**I am confident I have the skills to write and submit an application for a grant to support research**

Do I know what the processes for submitting a grant application are and how they are assessed?

**I know how to go about making an impact with my research**

(e.g. by influencing the development of policy or practice, through technical and personal skill development, by reframing debates, etc…)

**I have experience of public engagement activities**

**Examples and comments:**

**\*** Please provide an overall score on a scale of 1 to 4, where 1 is ‘not confident at all’ and 4 is ‘very confident’.

|  |  |  |  |
| --- | --- | --- | --- |
| **Engagement and impact** |  Not confident at all |  1 2 3 4 |  Very confident |

**What are you planning to do?**

**Training for teaching and demonstrating**

If you are intending to teach as a tutor or demonstrator you must complete one of the following courses as applicable before undertaking any teaching: ‘Introduction to Teaching Skills for Post Graduates 1 (ITSPG 1)’ **OR** ‘Introduction to Demonstrator Training for Lab-based disciplines’ **OR** equivalent Faculty approved course. Once you have done some initial teaching, you must also attend ‘Introduction to Teaching Skills for Post Graduates 2 (ITSPG 2)’. These courses can be booked on Gradbook and should be outlined in the course list below if you intend to take them. Please discuss with your supervisor before taking on any teaching/demonstrating duties to ensure this will not have a negative impact on your research work.

**\*** Please tick to confirm you have read and understood the above and will discuss any proposed teaching/demonstrating with your supervisor **□**

**Professional Researcher Development and skills training**

Reflecting on the above skills analysis and on your project plan, please think about any generic and transferable skills identified as areas requiring further training and comment on them below. In doing this you may wish to look again at the Vitae Researcher Development Framework (<https://www.vitae.ac.uk/researchers-professional-development/about-the-vitae-researcher-development-framework>).

Please note that some courses may be compulsory depending on your research group/academic unit. Please refer to your PGR Handbook for guidance.

These skills may be acquired through a variety of means:

* Training offered by the Doctoral Programme
* Training offered by the Academic Unit
* Training offered by the Faculty
* Training offered by Doctoral Training Centres (DTCs/CDTs)
* Training offered by the Doctoral College
* Training offered by an external supplier

Courses offered by the Doctoral College can be found on Gradbook - [www.gradbook.soton.ac.uk](http://www.gradbook.soton.ac.uk)

There are also online courses available which may be helpful to you (e.g. EPIGEUM resources (available on Blackboard), Lynda <http://www.southampton.ac.uk/isolutions/students/lynda-com.page>).

Now look through Gradbook and identify any courses that may be of use. You are responsible for booking your own courses. Please note that Gradbook is updated regularly with new courses so you will need to check the site periodically.

If you are planning on taking any specific courses please outline them here:

|  |  |  |
| --- | --- | --- |
| **Course Code** | **Course Title** | **Dates** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**Section 3 - Training specific to research project**

**What specific skills and knowledge do you need to complete your research?**

Please comment on any skills specific to your research project for which you may require further training. As well as skills directly related to your research work, you may wish to consider the following (if applicable):

* Specific Health & Safety training required for your research project (e.g. laser, radiation)
* ERGO (Ethics licence, training)
* Animal work (Home office licence, training)
* IT skills (Quantitative and qualitative data analysis software, graphic/video/audio production/editing)
* Interviewing/focus group skills
* Work with Genetically Modified Organisms
* Field work
* Lone working

**Research Project Specific/Technical Training Plan**

Please outline any training that will support the research project specific/technical research skills gaps you have identified:

It may be appropriate to take taught modules to support your academic needs. If you plan to take any modules, please list these below (please refer to your PGR Handbook for your Faculty’s policy on taking taught modules).

|  |  |  |
| --- | --- | --- |
| **Module Code** | **Module Title** | **Year** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**Section 4 - Additional resources and Research plan**

**What resources will you need to do your research?**

In consultation with your supervisory team, please identify any special requirements (beyond normal resource expectations) that may be appropriate due the nature of your research. Your supervisory team will need to confirm how these additional resources may be made available to you.

Please identify any appropriate special requirements you may have below:

**Research Plan**

Some faculties require a Research Plan to be submitted at this stage. Please refer to your PGR Handbook for further guidance.

Your Research plan should normally give details of the provisional project title and include a brief synopsis of the research project and a description of the key objectives of the research programme. A formal work-plan (e.g. GANTT chart) for at least the first year should also be included with the report. Please note, the report length should be a maximum of one page for the project description plus one page for the work-plan.

Please submit your research plan with your ANA.

**Supervisory Meetings & Activity Reports**

Regular supervisory meetings are a necessary (but not sufficient!) contribution to the successful completion of your degree. The frequency of meetings may depend on what stage you are in your studies and the discipline of your research programme. You should discuss with your supervisor what the expected frequency of meetings should be.

You will be asked to complete quarterly activity reports in which you will be expected to report on any supervisory meetings that have taken place during that period. In these activity reports, you will also be asked to reflect on this Academic Needs Analysis and comment on any completed and outstanding training.

**ANA Form Summary**

This now documents your academic needs and agreed programme of research training. Please ensure that you revisit your training needs and progress on a regular basis. You will be asked to review the Academic Needs Analysis document regularly with your supervisor and these reviews will form part of the progression reports.

\* Please tick to confirm you have discussed your Academic Needs Analysis with your supervisor **□**

**Once you have completed this form, please submit your Academic Needs Analysis to your supervisor for review. Your supervisor will review your ANA, sign it off and return it to you. You should then submit the ANA to the graduate School Office.**

**We recommend you keep a copy of the completed form for your records.**

|  |  |
| --- | --- |
| Student name: |  |
| Signature: |  |
| Date: |  |

**Supervisor Review**

**This form would normally be completed by the main supervisor. However, in the case where there is a co-ordinating supervisor in addition to the main supervisor, it should be completed by the co-ordinating supervisor. The co-ordinating supervisor must be a University of Southampton staff member.**

Please review this student's Academic Needs Analysis (ANA). Please add any comments as required, including how the Academic Unit/Doctoral Programme will address any training needs outlined in the ANA that cannot be met by an existing course.

Please review the research plan (if applicable) and comment on the following:

- Has the candidate provided a brief synopsis of the research project?

- Are the key objectives of the research listed and are these appropriate?

- Is there a realistic work plan/GANTT chart for at least the first year included in the Research Plan?

When you have completed this form, please sign it and return to your student. **Please ensure you return this form to your student promptly as they must submit their ANA to the Graduate School Office by the end of month 3 of the research phase of their candidature.**

If there are any issues the Graduate School Directorate should be aware of, please contact them directly.

**I confirm I have discussed the Academic Needs Analysis with the student and am satisfied that the training plan covers all the required skills and an appropriate timescale for undertaking training.**

|  |  |
| --- | --- |
| Supervisor name: |  |
| Signature: |  |
| Date: |  |

**Directorate sign off**

Please review the Academic Needs Analysis (ANA) and any comments submitted by the supervisor.

If you wish to add any comments, please do so below:

If there are issues with the ANA and you are not happy to sign it off, please discuss with the supervisor and/or student before signing this form.

|  |  |
| --- | --- |
| Name: |  |
| Signature: |  |
| Date: |  |

**Office process**

Please process as follows:

1. Check the student's details are correct in the ‘Confirmation of Details’ section
2. Enter the appropriate SHANCRS code (see the PGR Administration Guide for guidance)
3. Save form and any submitted documents (e.g. research plan) in the student’s e-file