**Training Needs Analysis: note for supervisors**

The Training Needs Analysis (TNA) form has been put together for DPhil students to help them, with your support, *make the best possible choices about the training they undertake during their DPhil*. It has been developed in response to feedback and requests from graduate students and experienced DPhil supervisors and has distilled existing good practice in MPLS departments.

The relevant documents are:

* A training needs analysis document https://www.mpls.ox.ac.uk/graduate-school/information-and-resources-for-supervisors/essentials-of-supervision/mpls-core-and-additional-skills-tna-final.docx
* Details of training courses and suggested activities to develop core skills https://www.mpls.ox.ac.uk/graduate-school/information-and-resources-for-supervisors/essentials-of-supervision/training-courses-and-other-activities-to-support-core-skills-development.docx

The TNA has been devised with the aim of helping support each student in becoming fully prepared to take the next steps to a successful and fulfilling career – be this into a postdoctoral position or into one of a range of other career pathways.

There is a set of core skills that is considered fundamental to becoming a good researcher and that contribute to this DPhil success. These are set out in the training needs analysis (TNA) document. There will also be a set of skills that individual students need to support their own research and to meet their own aspirations. The TNA has been designed to allow you, working with your student, to tailor it to meet the individual needs of their research; together you can assess both their core and additional skills and plan for their development.

Students develop skills during their day to day work and interactions with colleagues, and through taking part in more formal activities such as conferences and training courses. A document outlining the training that is available is included with the TNA form. Your Director of Graduate Studies may have already added suggestions for departmental and discipline-specific training to this document; if you have additional requirements or suggestions please communicate them to your DGS.

Since acquisition of core skills will be considered and reviewed at Transfer of Status it is in the student’s interest to make an early start on them and it is expected that students should start to engage with the concept of developing skills related to their careers by the end of the first term.

Finally, the core skills list includes an item ‘Research Basics’ which may already have been tailored to your departmental needs by your DGS. Please go through this list with your students to determine which of your departmental courses they should attend.

**Project Initiation Plan**

A Project Initiation Plan has also been developed to support students, with your help, to think the development of their research project and about a range of factors that might have an impact on its progress. It is intended to be a work in progress and students may find it difficult to complete some of the sections at the start of your project, however this serves to manage expectations about future considerations so they are well prepared for the challenges of research. These sections will also help students identify where they need to begin work and can review and update their plan/timetable at useful intervals making any necessary adjustments according to the experiences gained during their research.

The plan can be downloaded here: <https://www.mpls.ox.ac.uk/graduate-school/information-for-postgraduate-research-students/supervision>