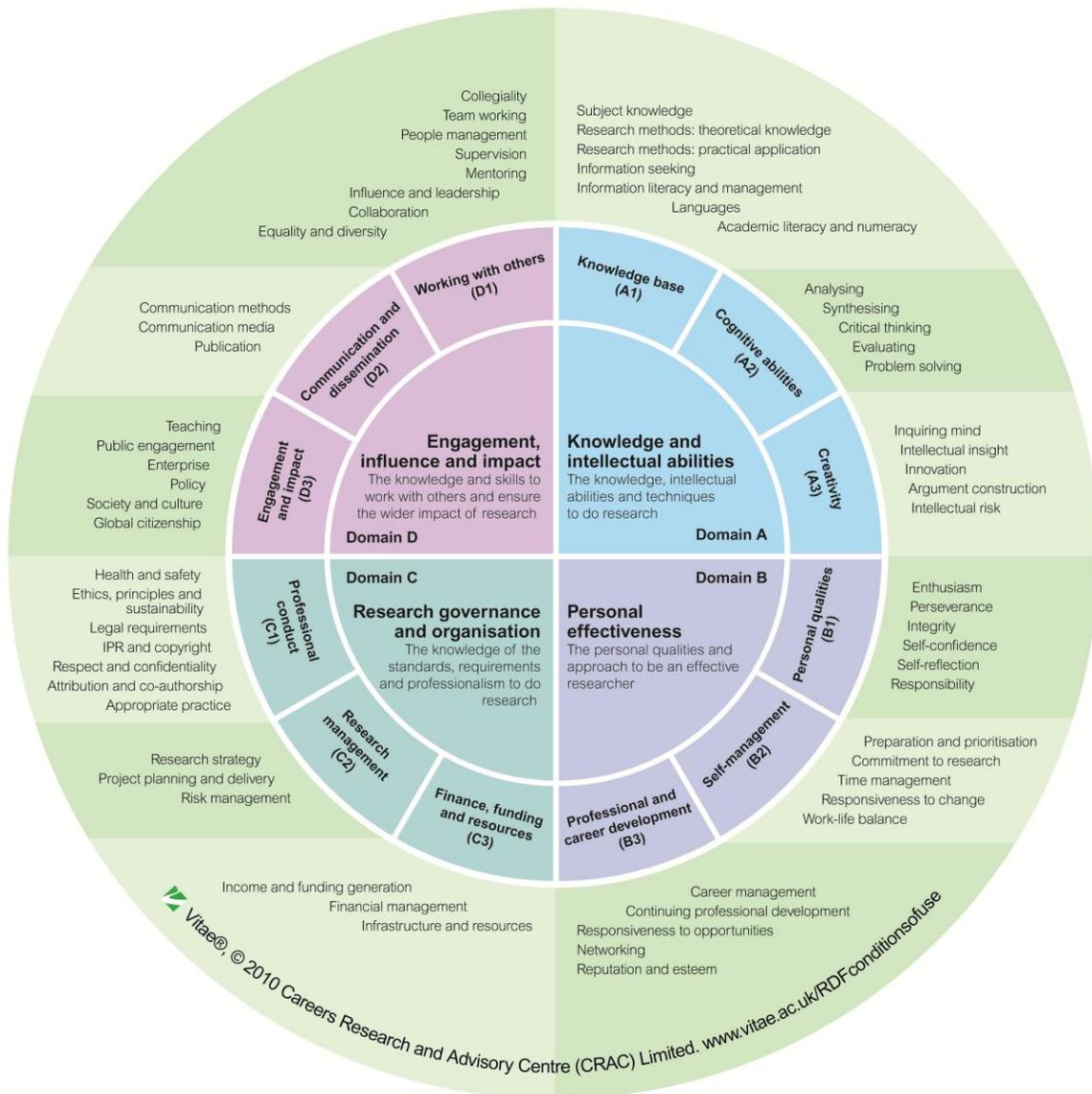


## University Graduate School: Development Needs Analysis Form

Successful and timely completion of your research degree will depend on developing a mixture of subject-specific skills, intellectual skills, such as critical thinking, and more generic skills, like communication and enterprise. Many of these skills will also be important in your future life, whatever career or life choices you make.

The Development Needs Analysis (DNA) form uses Vitae's Researcher Development Framework (RDF) to help you think about your current skills, pinpoint gaps in your knowledge, and identify areas for future development. The RDF articulates the knowledge, behaviours and attitudes of researchers, from postgraduates to established academic leaders and is endorsed by Research Councils UK. For a full version see here <https://www.vitae.ac.uk/vitae-publications/rdf-related/researcher-development-framework-rdf-vitae.pdf> If you want to focus on a specific area see here <https://www.vitae.ac.uk/researchers-professional-development/about-the-vitae-researcher-development-framework/lenses-on-the-vitae-researcher-development-framework>

There are four sections to the form, based on the RDF domains. The domains are shown below. Use the sections to outline your development goals for this year in each domain.



Example form only

**Please note: this is an example of different ways to complete the form. It is not adapted from any existing DNA form and is intended to be an indication only, not a completed form for a single researcher.**

### **Domain A: Knowledge and Intellectual Abilities**

The knowledge, intellectual abilities, and techniques used in research  
(Knowledge Base, Cognitive Abilities, Creativity)

- Improve German for archival research
- Find a useful way to manage references for the lit review
- Work out best ways to find relevant journal papers

**Example 1- a simple bullet list**

### **Domain B: Personal Effectiveness**

The personal qualities and approach to be an effective researcher  
(Professional and Career Development, Self-Management, Personal Qualities)

**(PGRs can chose which domains to complete. Skills will probably cross domains but there is no requirement for skills development in each of the four domains if the researcher feels this is not needed)**

### Domain C: Research Governance and Organisation

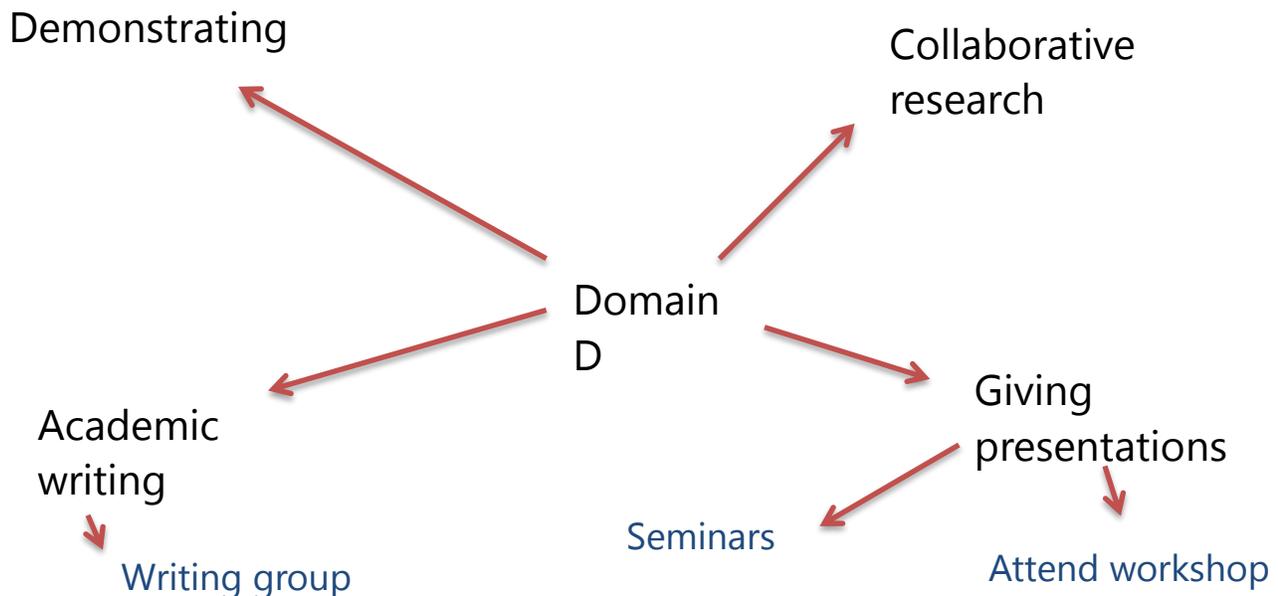
The knowledge of standards, requirements, and professionalism to do research  
(Professional Conduct, Research Management, Finance, Funding and Resources)

I'm working with school children so I will need ethical approval for my research- need to find out the process for this and what I need to do to ensure approval. I need to identify best practice in education research, especially where parents are concerned. I will need to work out the best way to assure them their children will be treated with respect and that all records of my interaction will be anonymous. I also think getting up to date knowledge on data protection will be key. As I only have access to one year group at school I'll need to plan my research carefully to take account of this, and make sure I made the best use of my time

#### Example 2- a reflective paragraph

### Domain D: Engagement, influence and impact

The knowledge and skills to work with others and ensure the wider impact of research  
(Working with Others, Communication and Dissemination, Engagement and Impact)



#### Example 3- a diagram or mind map

## Personal Development Plan Summary

You should use this section to identify a small number of specific prioritised goals for your development this year. This should be revisited at the end of the year to assess progress. Please visit [www.graduateschool.bham.ac.uk](http://www.graduateschool.bham.ac.uk) for information, workshops and events that can help you meet your development objectives. When you have completed this form, submit it to your school or upload it via BIRMS.

Identified skill area for development	Planned Activity	Success criteria (i.e. how will you know you've achieved your goal)	Deadline (when do you want to achieve it by?)
German for archival research	Attend German language training November-February	A pass mark in the module	March 2015
Develop knowledge of data protection in education research	Discuss with supervisor, contact library data protection officer with research plan. Read EERA good practice guides	Solid plan for data protection in my research, suggested data security protocols	December 2014
Become more confident in academic presentations	Attended 'presentation skills workshop' Give a presentation in seminar series on my methodology and ask for feedback	Self assessed confidence levels higher People understand my presentation and give me useful feedback	February 2015

Skills development comes in many different forms-it doesn't have to be just workshops. If you are not sure what development is available, see the UGS webpage above. There is also the option to use PGR development funding for bespoke activities or to hire external facilitators.

Name (PG Researcher)

..... Date.....

Name (Supervisor)

..... Date.....

Name (Second or co-Supervisor)

..... Date.....