Training Needs Analysis

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**Training Needs Analysis**

**Objective:**

Teach and convey the basics of report writing and referencing.

**Student Take Away:**

Report template that can be used in the future, knowledge of report structuring and how to reference correctly.

**Equipment Needed:**

* Computer with access to internet/Microsoft Word/Microsoft Power Point
* Projector/Clicker
* Whiteboard
* Handouts (A4 paper)
* Computers students can use during the lesson tasks.

**Topics Covered (Slideshow/Presentation):**

* Report Structure

-Cover page

-Abstract/Executive Summary

-Contents page

-Introduction

-Methods/Results/Discussion/Body

-Conclusion/Recommendations

-References

-Appendices/Appendix (one item)

* Academic Vs. Technical Reports
* Using Images/graphs etc. to convey information.
* Plagiarism
* Referencing (APA7)
* General Advice

-Start early

-Formating

-Chip away at it

-Proof read the day after writing or have someone else proofread for you

-Decide on topics (as headings) of what you want to cover in the report

-Stick to the material, don’t ramble.

-Relevance (e.g. images)

-KISS

-Make use of the marking rubric or other marking guidelines.

-Reference as you go

-Get feedback.

* Questions

**In-class Student Tasks:**

* Create a report template (Individual with guided instructions/steps).
* Practice referencing as a class – look up favorite book/comic etc. and reference a quote from it, share with the class – teacher will write up on the board.
* Take home handout with reference examples.
* Students each ask a question AND/OR tell the class something they learned today.

**Training Need Analysis – Potential Survey Questions:**

**NB. Online questionnaire used – Survey Monkey https://www.surveymonkey.com/r/PGFNYV6**

1. *What are you currently studying? Comment*
2. *Do you plan to undertake further studies? If yes, what course(s)? Comment*
3. *What is your highest academic achievement to date? Comment*
4. *Do you have experience in writing; either technical or academic? Multichoice (Academic, technical, both, neither).*
5. *Have you written a report before? Yes/No*
6. *How would you rate your current writing ability? Multichoice Poor-Excellent*
7. *If you were to be asked to write a report today, would you know where to start? Yes/No/I don’t know.*
8. *Have you used Microsoft Word or a similar word editor before? If so, please give an example. Yes/No/Other (please specify)*
9. *Do you know what referencing is? If so, please explain what referencing style or format you used. Multichoice*
10. *What skills would you be interested in learning? Multichoice (Report structure, Referencing, Both, Neither)*

**Student Responses**

**Changes to Plan**

**Meeting INTROSH standards**

**Interest**

Ask students if they like writing reports. Hands up for yes, no etc.

(Most will say no…)

Light humor. Question, physical response.

**Title**

Display clearly what we are learning about throughout PowerPoint.

**Objective**

Summary of what we will cover at the beginning & relevant topic titles throughout the PowerPoint to keep objective in sight.

**Need**

Importance being able to communicate ideas clearly and it a structured way, avoid plagiarism etc.

**Scope**

PowerPoint slide outlining our goals & plan for the lesson

**Handouts and references**

Paper handout with referencing examples that they can take home. Template that they can save for future use.

**Revision**

Reflect on what we learnt – Ask each student to either ask a question related to the lesson or comment on something they have learned. No forcing students to speak if they are uncomfortable!

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| --- | --- | --- | --- | --- | --- |
| TNA RUBRIC | Exemplary | Excellent | Adequate | Insufficient | Poor |
| Questions: suitability and range | Perfectly suited to the exhaustive list of potential topics  Huge range of question types used | Well suited to the thorough list of potential topics  Reasonable range of questions used | Mostly suited to the list of potential topics  Small range of questions types used | Questions are a bit off topic  Basically all the same kind of question | Just one question, or questions are irrelevant |
| Planning and administering | Administered exactly according to plan  External factors are anticipated and efficiently dealt with if they arise | Administered according to plan  External factors are efficiently dealt with if they arise | Administered mostly according to plan  External factors are dealt with if they arise | Not much of a plan or just an attempt to follow the plan  External factors threw things off completely | No plan or plan totally ignored  Unsuccessful administering all together |
| Eliciting responses | Ample, high quality, legitimate responses to be used for efficient planning of a lesson | Plenty of quality responses to be used for planning the lesson | Sufficient responses to be used for planning lesson | Not enough responses to be used to plan lesson objectives | Hardly any attempt to get responses |
| Results analysis | Learner needs can be specifically and indisputably determined from the results set  Objectives are perfect to meet very specific needs | Learner needs can be easily determined from the results set  Objectives are well suited to the needs | Learner needs can be mostly determined from the results set  Objectives mostly suit these needs | An attempt to analyse results and determine some needs  Objectives are vague or not suited to needs | Not much attempt at analysing results, or insufficient results exist  Objectives do not meet needs at all |
| Evaluation | Effectiveness has been thoroughly and thoughtfully evaluated and is totally accurate | Effectiveness has been thoughtfully evaluated and is accurate | Effectiveness has been evaluated and is mostly accurate | An attempt made to evaluate the effectiveness but not very accurate | Totally off the mark evaluation of effectiveness |