

WP1 – Identifying labour market needs (needs analysis)

Scheduled from Nov 2009 to March 2010	WP1 Deadline: 2nd week of May 2010
Work Package Leader AQUARK	WP1 Delivered: 1 st week of August 2010

Work Package OVERVIEW

Work package no	1		
Work package title	Identification of labour market needs (needs analysis)		
Actual start date (dd/mm/yy)	1/11/2009	Actual / Planned ¹ end date 9dd/mm/yy	31/5/2010
Present status of the work (% of completion)	100%		
Package leader	AQUARK		
Partners participating in the WP	ALL		
Work package aims	<ul style="list-style-type: none"> • Survey and Self assessment template R1 • Report on results of survey and self-assessment R2 • Database of end-users R3 		

WORK PACKAGE 1 REPORT STRUCTURE

- WORK PACKAGE INTRODUCTION on METHODOLOGY
- STAKEHOLDER's SURVEY and RESULTS
- RESEARCHER's SURVEY and RESULTS
- INITIAL AQUARK ANALYSIS of the STAKEHOLDER'S SURVEY
- SECOND STAKEHOLDER's SURVEY and RESULTS

Activity carried out (including milestones) - WORK PACKAGE INTRODUCTION on METHODOLOGY

WP1 ACTIVITIES

The aims of WP1 was to develop a two fold survey to the researchers and the stakeholders of European aquaculture industry in order to identify the generic skills that are important to a successful career in academia but also for a successful transition of researchers in the private aquaculture sector.

AQUARK delivered the survey template on the 6/1/2010 and following a long period of partner consultation the survey was launched on the 27/4/2010.(R1).In order to be able to effectively launch the survey a comprehensive end-user database was used (R3) that included the submitted database but also the private AQUATT, INNOVAMAR and AQUARK databases. LIMESURVEY was selected with AQUATT for the launch of the surveys

The surveys was disseminated through :

- AquaTT's Training News > 5000 subscribers and Aqua-tent's newsletter in April and a reminder in May
- Spanish; Pescaplus & PTEPA newsletter > 2000 subscribers
- Spanish Aquaculture Observatory's newsletter > 3000 subscribers, links made on various websites; project's website,
- INNOVAMAR's website,
- Spanish Aquaculture Observatory's website
- AQUARK database
- UoS database
- TURKISH aquaculture database

The surveys were concluded on the 25th of MAY 2010.

In the RESEARCHER'S SURVEY 429 persons replied with 309 completing all the survey

In the STAKEHOLDER'S SURVEY only 62 persons replied with 29 complete surveys

The initial report of the surveys and the indicative analysis of the stakeholders survey performed by AQUARK are attached. The University of Aberdeen requested to make the full statistical analysis of the survey data. Both AQUARK initial stakeholder's analysis and ABERDEEN university full statistical analysis were presented in the follow up partner meeting that AQUARK organised in ATHENS.

In the Athens Partner meeting and following the analysis of the surveys, the partners felt that a second short stakeholder's survey was required in order to have the industry's views clearly defined. The initial thought was to launch a small survey followed by a qualitative focus group meeting with some key EATiP related stakeholders. AQUARK developed the new template with AQUATT and the 2ND STAKEHOLDERS SURVEY was launched on the 28th of June 2010 with initially planned deadline on the 9th of July. Due to low initial reply level and the official EATiP request the survey was extended and concluded on the 27th of July 2010. AQUARK and AQUATT decided that since responses were more than 130 there was no need to hold the qualitative focus group meeting.

WP1 FOLLOW UP ACTIVITIES

The initiation of WP2 - Define generic skill gaps & identify vocational skill delivery solutions was done with the University of ABERDEEN analysis of the 2nd survey. Researcher's and Stakeholder's suggestions and priorities were analysed by ABERDEEN and key areas were identified.

The PARTNERS were asked to select the preferred areas for vocational course development using the WALLA tool among the top priority areas identified from both researchers and stakeholders. AQUARK actively participated in the partner skype call on the 30th of September and facilitated with the rest of the partners the selection of the appropriate areas for course development. AQUARK collaborated with university of ABERDEEN for the statistical analysis course and with University of Stirling and INNOVAMAR for the definition of the parameters for the Entrepreneurship and innovation course.

Actual start date
(dd/mm/yy)

1/12/2009

Actual end date
(dd/mm/yy)

2/8/2010

Vocational Aqualabs Needs Analysis

Dear

Sir/Madam,

I am contacting you in relation to a new EC funded project called **Vocational Aqualabs**, which aims to identify the **key generic skills** which are required by **aquaculture researchers**. New knowledge is essential to the future sustainability of the sector and thus highly skilled researchers are a crucial component.

We are currently carrying out a needs analysis and would like to ask you to take a moment to complete our online survey. It only takes 10 minutes and your input will be used to identify priorities for skill provision. The survey results will dictate what new training material and courses will be developed and carried out in the project to upskill researchers.

If you are a **researcher** in the sector go to this link:

<http://www.esurveyspro.com/Survey.aspx?id=3b301ba3-a04b-46ca-a384-b77d2f03290e>

OR

If you are an **industry stakeholder** go to this link:

<http://www.esurveyspro.com/Survey.aspx?id=89e5a817-90a9-43af-b3d1-74084a1b4c79>

We would be very grateful if you could also bring these surveys to the attention of your colleagues. For more information on the Vocational Aqualabs project please visit www.aqualabs.eu

Best regards,

Vocational Aqualabs consortium



Leonardo da Vinci

Vocational Aqualabs is funded by the EU Lifelong Learning Programme
If you have received this e-mail in error or would like to unsubscribe please [click here](#)

STAKEHOLDERS SURVEY RESULTS

Total responses	62
Incomplete responses	33
Complete responses	29
	Response Total
Yes - You must give your permission for storage and use of the information to continue with this survey.	62
Total Respondents	62
(skipped this question)	0
First name	57
Surname	56
Current employer	55
Role in your organisation	55
Total Respondents	57
(skipped this question)	5
Sex	
M	55
F	7
Total Respondents	62
(skipped this question)	0
Age	
under 25	3
25-30	5
31-40	19
41-50	18
51+	17
Total Respondents	62
(skipped this question)	0

Nationality			
Afghan	1	Iranian	2
Albanian	1	Irish	5
American	2	Mexican	1
Australian	1	Norwegian	4
Bangladeshi	1	Portuguese	2
British	10	South African	2
Croatian	1	South Korean	1
Danish	1	Spanish	2
Ecuadorean	1	Sri Lankan	1
Egyptian	1	Tanzanian	2
French	3	Turkish	12
Greek	4	Zimbabwean	1
		Total Respondents	62
		(skipped this question)	0

Country of residence			
Afghanistan	1	Mexico	1
Åland Islands	1	Namibia	1
Australia	1	Norway	5
Bangladesh	1	Portugal	1
Croatia	1	South Africa	2
Cyprus	1	Spain	2
Egypt	1	Sri Lanka	1
France	3	Tanzania, United Republic	2
Germany	1	Turkey	12
Greece	4	United Kingdom	9
Iran, Islamic Republic Of	2	United States	3
Ireland	5	Total Respondents	62
Korea, Republic Of	1	(skipped this question)	0

Are you currently personally carrying out research ?	
Yes	31
No	31
Total Respondents	62
(skipped this question)	0
How many years have you been employed in research?	
0	14
1-2	8
3-5	11
6-10	9
11-15	9
16-20	2
20+	9
Total Respondents	62
(skipped this question)	0
Tick the following boxes which apply to your organisation	
We carry out in-house research	36
We contract research	25
We fund research	19
We receive funds from external sources	26
None of the above	14
Total Respondents	62
(skipped this question)	0
Does your organisation provide generic skills training for your researchers?	
Yes, in-house	8
Yes, externally	7
Yes, both in-house and externally	21
No	26
Total Respondents	62
(skipped this question)	0

From your experience, do you think that when a young researcher is recruited their existing level of achievement of the following generic skills is satisfactory?				
NUMERICAL, COMPUTATIONAL, STATISTICAL SKILLS:				
	Yes	No	Don't know	Response Total
Mathematics	26	10	8	44
Statistical methods	26	12	6	44
Statistical software	22	10	12	44
Models and simulations	15	19	10	44
Total Respondents	45			
(skipped this question)	17			
IT SKILLS:				
	Yes	No	Don't know	Response Total
- Office software (word processing, e-mail, spreadsheet,	39	3	3	45
- Web page design	9	23	12	44
- Information literacy (Endnote, SCOPUS etc)	20	10	15	45
- IT communication (Skype, web forums)	33	4	7	44
Total Respondents	45			
(skipped this question)	17			
SCIENTIFIC METHODOLOGY SKILLS:				
	Yes	No	Don't know	Response Total
- Philosophy of science (hypotheses, logic, induction, de	23	13	6	42
- Experimental design	23	12	9	44
- Data management	32	8	4	44
- Research ethics	23	13	7	43
- Critical review	17	17	10	44
Total Respondents	44			
(skipped this question)	18			
BASIC MANAGEMENT SKILLS:				
	Yes	No	Don't know	Response Total
- Time management	27	13	5	45
- Team management	27	15	3	45
- Budget management	20	21	4	45
- Laboratory skills (best practice)	32	4	9	45
- Risk assessment (safety in lab and fieldwork)	23	11	11	45
- Awareness of legal and procedural issues	17	18	10	45
Total Respondents	45			
(skipped this question)	17			
BASIC COMMUNICATION SKILLS:				
	Yes	No	Don't know	Response Total
- Literacy in own language	35	3	5	43
- Knowledge of English (if not first language)	36	3	6	45
- Knowledge of other languages	12	20	11	43
- Curriculum - Lecture planning and design	19	15	11	45
- Pedagogical skills	13	22	9	44
- Oral presentation	33	7	4	44
- Thesis defence	20	11	13	44
- Poster presentation	25	12	7	44
- Effective behaviour in the workplace	33	6	4	43
- Scientific writing (papers, theses, abstracts, essays)	26	14	3	43
- Accredited Scientific report writing	14	22	7	43
- Media communication	18	20	6	44
Total Respondents	45			
(skipped this question)	17			
CAREER AND LIFE SKILLS:				
	Yes	No	Don't know	Response Total
- CVs, job applications, interviews	30	8	5	43
- Grant applications, research funding	15	21	6	42
- Career development planning	18	14	11	43
Total Respondents	43			
(skipped this question)	19			
SCIENCE FOR SOCIETY SKILLS:				
	Yes	No	Don't know	Response Total
- Interdisciplinary studies	22	12	10	44
- Policy awareness	14	14	13	41
- Entrepreneurship / business awareness / innovation	20	18	6	44
Total Respondents	44			
(skipped this question)	18			

From your experience, do you think that when a young researcher is recruited their existing level of achievement of the following generic skills is satisfactory?

PRACTICAL LIFE SKILLS:				
	Yes	No	Don't know	Response Total
Sector specific (Fish handling, survival at sea, boat handling)	21	13	7	41
General (First aid, driving)	20	14	4	38
Total Respondents	41			
(skipped this question)	21			
ANALYTICAL SKILLS:				
	Yes	No	Don't know	Response Total
Legislation implication analysis	14	19	6	39
Technology screening skills (SWOT)	12	18	10	40
Market research analysis	12	19	8	39
Financial analysis skills	11	21	6	38
Total Respondents	40			
(skipped this question)	22			
NEGOTIATION SKILLS:				
	Yes	No	Don't know	Response Total
Internal negotiation with other teams	20	10	8	38
Debate skills	22	12	5	39
External negotiations with other organisations	18	17	5	40
Total Respondents	40			
(skipped this question)	22			
PARTNERING SKILLS:				
	Yes	No	Don't know	Response Total
Partnerships building	25	11	4	40
Networking capacity	25	7	7	39
Web social networking	27	6	6	39
Total Respondents	40			
(skipped this question)	22			
TASK MANAGEMENT SKILLS:				
	Yes	No	Don't know	Response Total
Organisation management skills	15	21	5	41
Project management	17	19	5	41
Experiment management	27	6	6	39
Expert reporting	21	12	7	40
Total Respondents	41			
(skipped this question)	21			
TEAM MANAGEMENT SKILLS:				
	Yes	No	Don't know	Response Total
Leadership skills	13	16	8	37
Team working skills	25	9	4	38
Total Respondents	38			
(skipped this question)	24			
ADVANCED PRESENTATION SKILLS:				
	Yes	No	Don't know	Response Total
Interview skills	16	16	6	38
Authority communication skills	12	16	9	37
Total Respondents	38			
(skipped this question)	24			
KNOWLEDGE MANAGEMENT SKILLS:				
	Yes	No	Don't know	Response Total
Data management	26	8	3	37
Gap analysis skills	14	14	9	37
Total Respondents	38			
(skipped this question)	24			
FORESIGHT SKILLS:				
	Yes	No	Don't know	Response Total
Future strategy development skills	15	18	4	37
Research prioritisation skills	17	13	6	36
Total Respondents	37			
(skipped this question)	25			
ADVANCED MANAGEMENT SKILLS:				
	Yes	No	Don't know	Response Total
Future research cost benefit analysis	10	22	7	39
Defending a research strategy	18	14	6	38
Future market opportunity evaluation skills	14	19	5	38
Interviewing and recruitment skills	15	16	8	39
Knowledge of employment legislation (i.e. Equality & Dis)	12	17	9	38
Total Respondents	39			
(skipped this question)	23			

Are there any important skills missing from the generic skills list below? If yes, please list them and identify the category they belong to.

Total Respondents	9
(skipped this question)	53

In your opinion, what are the top 5 generic skills for a researcher to effectively move from academia to the private sector? (Please specify in order of priority, 1 = HIGHEST PRIORITY)					
	1 = HIGHEST PRIORITY	2	3	4	5
- Mathematics	0	1	0	1	0
- Statistical methods	2	0	2	1	1
- Statistical software	0	1	0	0	0
- Models and simulations	0	0	1	1	0
- Office software (word processing, e-mail, spreadsheet, etc)	1	0	0	0	1
- Web page design	0	0	0	0	0
- Information literacy (Endnote, SCOPUS etc)	0	0	0	0	1
- IT communication (Skype, web forums)	0	0	0	0	0
- Philosophy of science (hypotheses, logic, induction, deduction)	1	2	0	0	1
- Experimental design	4	2	5	0	0
- Data management	3	2	2	2	1
- Research ethics	0	4	1	0	0
- Critical review	0	1	2	2	1
- Time management	0	2	1	1	0
- Team management	0	3	3	0	2
- Budget management	1	0	1	2	0
- Laboratory skills (best practice)	1	2	2	1	1
- Risk assessment (safety in lab and fieldwork)	0	0	0	0	0
- Awareness of legal and procedural issues (licensing of equipment, etc)	0	0	0	1	1
- Literacy in own language	0	0	0	0	1
- Knowledge of English (if not first language)	1	1	0	2	2
- Knowledge of other languages	0	0	0	0	1
- Curriculum - Lecture planning and design	0	0	0	0	0
- Pedagogical skills	1	0	0	0	0
- Oral presentation	0	1	1	0	1
- Thesis defence	0	0	0	0	0
- Poster presentation	0	0	0	0	0
- Effective behaviour in the workplace	0	3	2	0	0
- Scientific writing (papers, theses, abstracts, essays)	0	0	0	1	2
- Accredited Scientific report writing	0	0	0	0	1
- Media communication	0	0	0	0	0
- CVs, job applications, interviews	0	0	0	0	0
- Grant applications, research funding	0	0	1	0	2
- Career development planning	0	0	1	1	0
- Interdisciplinary studies	0	1	0	2	1
- Policy awareness	1	0	0	0	4
- Entrepreneurship / business awareness / innovation	4	0	0	3	1
- Sector specific (Fish handling, survival at sea, boat handling)	0	0	0	1	0
- General (First aid, driving)	0	0	0	0	0
- Legislation implication analysis	0	0	0	0	1
- Technology screening skills (SWOT)	0	0	1	0	0
- Market research analysis	2	0	0	1	0
- Financial analysis skills	0	0	2	0	0
- Internal negotiation with other teams	0	0	0	0	0
- Debate skills	0	0	0	0	0
- External negotiations with other organisations	0	0	1	0	0
- Partnerships building	0	0	0	1	0
- Networking capacity	0	1	0	1	0
- Web social networking	0	0	0	0	0
- Organisation management skills	1	2	0	0	0
- Project management	5	1	2	2	1
- Experiment management	1	0	0	0	0
- Expert reporting	0	0	0	1	1
- Leadership skills	0	0	0	0	0
- Team working skills	4	0	0	0	2
- Interview skills	0	0	0	0	0
- Authority communication skills	1	0	1	1	0
- Data management	0	0	0	0	0
- Gap analysis skills	0	0	0	0	0
- Future strategy development skills	0	0	0	1	1
- Research prioritisation skills	0	0	0	1	0
- Future research cost benefit analysis	0	2	2	2	1
- Defending a research strategy	0	0	0	0	1
- Future market opportunity evaluation skills	0	2	0	0	1
- Interviewing and recruitment skills	0	0	0	1	0
- Knowledge of employment legislation (i.e. Equality & Diversity)	0	0	0	0	0
Other (Please specify below)	1	1	1	1	0
Total Respondents	35	35	35	35	35
(skipped this question)	27	27	27	27	27

What are the top 5 generic skills for an experienced researcher to achieve a senior position in your organisation? (Please specify in order of priority, 1 = HIGHEST PRIORITY)

	1 = HIGHEST PRIORITY	2	3	4	5
- Mathematics	0	0	0	0	0
- Statistical methods	0	1	0	0	0
- Statistical software	1	0	0	0	0
- Models and simulations	1	0	0	1	0
- Office software (word processing, e-mail, spreadsheet,	1	2	0	0	1
- Web page design	0	0	1	0	0
- Information literacy (Endnote, SCOPUS etc)	0	0	0	0	0
- IT communication (Skype, web forums)	1	2	0	0	0
- Philosophy of science (hypotheses, logic, induction, de	0	0	0	0	0
- Experimental design	1	1	0	0	1
- Data management	3	2	2	0	0
- Research ethics	0	0	3	1	1
- Critical review	0	1	2	1	2
- Time management	1	1	2	1	0
- Team management	5	4	2	3	1
- Budget management	1	3	2	2	2
- Laboratory skills (best practice)	0	0	1	1	0
- Risk assessment (safety in lab and fieldwork)	0	0	0	0	0
- Awareness of legal and procedural issues (licensing of	0	0	1	0	1
- Literacy in own language	0	0	0	1	0
- Knowledge of English (if not first language)	1	0	1	0	0
- Knowledge of other languages	0	0	1	1	0
- Curriculum - Lecture planning and design	0	0	1	0	0
- Pedagogical skills	0	2	0	0	1
- Oral presentation	0	0	2	0	1
- Thesis defence	0	0	0	0	0
- Poster presentation	0	0	0	0	0
- Effective behaviour in the workplace	3	2	0	0	1
- Scientific writing (papers, theses, abstracts, essays)	1	0	0	0	0
- Accredited Scientific report writing	0	0	0	0	0
- Media communication	0	0	0	0	0
- CVs, job applications, interviews	0	0	0	0	0
- Grant applications, research funding	0	0	0	0	1
- Career development planning	1	0	0	1	0
- Interdisciplinary studies	1	0	2	0	2
- Policy awareness	0	0	1	2	1
- Entrepreneurship / business awareness / innovation	2	0	1	1	1
- Sector specific (Fish handling, survival at sea, boat har	0	0	1	0	1
- General (First aid, driving)	0	0	0	0	0
- Legislation implication analysis	0	0	0	0	0
- Technology screening skills (SWOT)	0	0	0	0	0
- Market research analysis	0	0	1	0	0
- Financial analysis skills	0	1	0	0	0
- Internal negotiation with other teams	0	0	0	0	0
- Debate skills	0	0	0	0	0
- External negotiations with other organisations	0	1	1	1	0
- Partnerships building	0	0	1	0	0
- Networking capacity	1	1	0	0	1
- Web social networking	0	0	0	0	0
- Organisation management skills	1	0	0	1	1
- Project management	1	0	0	1	1
- Experiment management	0	0	0	0	1
- Expert reporting	0	0	0	1	0
- Leadership skills	0	0	0	1	1
- Team working skills	0	0	0	1	0
- Interview skills	0	1	0	0	0
- Authority communication skills	0	0	1	0	0
- Data management	0	0	0	0	0
- Gap analysis skills	0	0	0	0	1
- Future strategy development skills	1	2	0	1	2
- Research prioritisation skills	2	1	0	1	1
- Future research cost benefit analysis	0	0	1	1	0
- Defending a research strategy	0	0	0	0	0
- Future market opportunity evaluation skills	0	2	0	2	0
- Interviewing and recruitment skills	0	0	0	0	2
- Knowledge of employment legislation (i.e. Equality & D	0	0	0	2	0
Other (Please specify below)	2	0	0	1	2
Total Respondents	32	30	31	30	31
(skipped this question)	30	32	31	32	31

Do you believe that junior researchers in your organisation need further training in generic skills? If yes, please identify up to 5 skills they need further training in. (Please specify in order of priority, 1 = HIGHEST PRIORITY) If no or you don't know, please select from the list.

	1 = HIGHEST PRIORITY	2	3	4	5
- No	0	0	0	1	1
- Don't know	3	1	2	2	2
- Mathematics	3	0	0	0	0
- Statistical methods	5	1	1	1	0
- Statistical software	1	0	0	1	0
- Models and simulations	1	1	0	0	0
- Office software (word processing, e-mail, spreadsheet,	0	1	0	1	1
- Web page design	0	0	0	0	0
- Information literacy (Endnote, SCOPUS etc)	0	0	1	1	0
- IT communication (Skype, web forums)	0	0	0	1	0
- Philosophy of science (hypotheses, logic, induction, de	1	0	2	1	0
- Experimental design	0	3	2	1	0
- Data management	2	2	1	0	1
- Research ethics	0	0	2	0	2
- Critical review	0	1	0	0	2
- Time management	1	2	1	0	0
- Team management	1	1	1	0	1
- Budget management	1	3	1	2	0
- Laboratory skills (best practice)	0	2	2	0	0
- Risk assessment (safety in lab and fieldwork)	0	0	0	0	0
- Awareness of legal and procedural issues (licensing of	0	0	1	1	0
- Literacy in own language	0	0	1	0	0
- Knowledge of English (if not first language)	0	1	0	0	1
- Knowledge of other languages	0	0	0	1	1
- Curriculum - Lecture planning and design	0	1	0	0	1
- Pedagogical skills	2	0	1	1	1
- Oral presentation	2	0	0	0	0
- Thesis defence	0	0	0	0	1
- Poster presentation	0	0	0	0	0
- Effective behaviour in the workplace	1	0	1	0	1
- Scientific writing (papers, theses, abstracts, essays)	0	2	0	0	1
- Accredited Scientific report writing	0	0	0	0	0
- Media communication	0	0	0	0	0
- CVs, job applications, interviews	0	0	0	0	0
- Grant applications, research funding	1	0	0	0	1
- Career development planning	0	0	0	1	0
- Interdisciplinary studies	1	0	2	1	0
- Policy awareness	0	0	0	0	0
- Entrepreneurship / business awareness / innovation	0	2	1	0	1
- Sector specific (Fish handling, survival at sea, boat har	0	0	0	0	0
- General (First aid, driving)	0	0	0	0	0
- Legislation implication analysis	0	0	1	0	0
- Technology screening skills (SWOT)	0	0	0	0	0
- Market research analysis	0	0	0	0	2
- Financial analysis skills	0	0	1	0	1
- Internal negotiation with other teams	0	0	0	1	0
- Debate skills	0	0	0	0	0
- External negotiations with other organisations	0	0	0	1	0
- Partnerships building	0	0	1	1	0
- Networking capacity	0	0	0	0	0
- Web social networking	0	0	0	0	0
- Organisation management skills	1	0	1	1	2
- Project management	1	0	0	3	1
- Experiment management	0	0	0	2	0
- Expert reporting	1	0	0	1	0
- Leadership skills	0	0	0	0	0
- Team working skills	0	1	2	1	0
- Interview skills	0	0	0	0	0
- Authority communication skills	0	0	0	0	0
- Data management	0	0	0	0	1
- Gap analysis skills	0	0	0	0	2
- Future strategy development skills	0	1	0	0	1
- Research prioritisation skills	0	2	0	1	0
- Future research cost benefit analysis	0	0	0	0	0
- Defending a research strategy	0	0	0	0	0
- Future market opportunity evaluation skills	1	0	0	0	0
- Interviewing and recruitment skills	0	0	0	0	0
- Knowledge of employment legislation (i.e. Equality & D	0	0	0	0	0
- Other (Please specify below)	1	1	0	0	0
Total Respondents	31	29	29	29	29
(skipped this question)	31	33	33	33	33

Do you believe that senior researchers in your organisation need further training in generic skills? If yes, please identify up to 5 generic skills they need further training in. (Please specify in order of priority, 1 = HIGHEST PRIORITY)

	1 = HIGHEST PRIORITY	2	3	4	5
No	4	0	0	0	0
Don't know	2	1	1	1	1
- Mathematics	1	0	0	0	0
- Statistical methods	0	0	0	0	0
- Statistical software	2	0	0	1	1
- Models and simulations	1	0	1	0	0
- Office software (word processing, e-mail, spreadsheet,	0	0	0	0	1
- Web page design	0	0	0	0	0
- Information literacy (Endnote, SCOPUS etc)	0	1	0	1	0
- IT communication (Skype, web forums)	0	0	0	0	0
- Philosophy of science (hypotheses, logic, induction, de	0	2	0	1	0
- Experimental design	0	0	0	0	0
- Data management	0	2	1	0	1
- Research ethics	2	0	0	1	1
- Critical review	1	1	0	1	1
- Time management	0	0	2	0	0
- Team management	2	0	1	0	0
- Budget management	0	2	1	0	2
- Laboratory skills (best practice)	0	2	2	0	0
- Risk assessment (safety in lab and fieldwork)	0	0	0	0	0
- Awareness of legal and procedural issues (licensing of	0	0	0	0	0
- Literacy in own language	0	1	0	0	0
- Knowledge of English (if not first language)	1	1	0	0	0
- Knowledge of other languages	2	1	0	0	2
- Curriculum - Lecture planning and design	1	0	1	0	0
- Pedagogical skills	2	0	1	1	1
- Oral presentation	0	0	1	0	0
- Thesis defence	0	0	0	0	0
- Poster presentation	0	0	0	0	0
- Effective behaviour in the workplace	1	0	0	0	0
- Scientific writing (papers, theses, abstracts, essays)	0	0	0	1	0
- Accredited Scientific report writing	0	0	0	1	0
- Media communication	0	0	1	0	0
- CVs, job applications, interviews	0	0	0	0	0
- Grant applications, research funding	0	0	1	0	0
- Career development planning	0	0	1	0	0
- Interdisciplinary studies	0	1	0	0	1
- Policy awareness	0	1	0	0	1
- Entrepreneurship / business awareness / innovation	1	1	1	2	0
- Sector specific (Fish handling, survival at sea, boat har	0	0	0	0	0
- General (First aid, driving)	0	0	0	0	0
- Legislation implication analysis	0	0	0	1	0
- Technology screening skills (SWOT)	0	1	1	0	0
- Market research analysis	0	0	0	0	0
- Financial analysis skills	0	0	0	0	1
- Internal negotiation with other teams	0	0	0	1	0
- Debate skills	0	0	0	0	0
- External negotiations with other organisations	0	1	1	1	0
- Partnerships building	0	0	0	0	0
- Networking capacity	0	0	0	0	0
- Web social networking	0	0	0	0	0
- Organisation management skills	1	0	0	1	0
- Project management	0	0	0	1	1
- Experiment management	0	0	0	0	0
- Expert reporting	0	0	0	0	0
- Leadership skills	0	0	0	0	0
- Team working skills	0	0	0	0	0
- Interview skills	0	0	0	0	0
- Authority communication skills	1	0	0	0	0
- Data management	0	0	0	0	0
- Gap analysis skills	0	0	0	0	0
- Future strategy development skills	1	0	2	0	0
- Research prioritisation skills	0	1	0	1	0
- Future research cost benefit analysis	0	0	0	1	1
- Defending a research strategy	0	0	0	0	0
- Future market opportunity evaluation skills	0	0	1	1	3
- Interviewing and recruitment skills	0	0	0	0	0
- Knowledge of employment legislation (i.e. Equality & D	0	0	0	0	0
Other (Please specify below)	0	1	0	0	0
Total Respondents	26	21	21	19	19
(skipped this question)	36	41	41	43	43

"These teaching methods are effective". How strongly do you agree or disagree with this statement for the following teaching methods?						
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Response Total
Lecture	12	15	3	0	0	30
Tutorial (small group discussion)	22	9	1	0	0	32
Practical exercises (laboratory/fieldwork)	24	6	2	0	0	32
Work experience	26	5	1	0	0	32
Role playing / Games	3	11	12	6	0	32
Case study simulations	10	11	10	1	0	32
Self-learning (assignments)	2	16	11	3	0	32
On-line discussion forums/blogs	2	9	14	6	1	32
Videos or podcasts of lectures	1	10	15	4	2	32
Video conferencing	1	10	14	4	2	31
Computer-based interactive learning materials	5	16	4	4	2	31
Online collaboration tools (e.g. Wikis & shared documents)	5	13	10	3	0	31
Other	1	0	12	0	0	13
Total Respondents						32
(skipped this question)						30

"Do you prefer courses to be":	Response Total
Face-to-face only	12
Online only	1
Blended (face-to-face and online)	19
Total Respondents	32
(skipped this question)	30

How important do you think generic skills are for aquaculture researchers to succeed	
	Response Total
Generic skills are less important	1
Generic skills are as important	19
Generic skills are more important	9
Total Respondents	29
(skipped this question)	33

Which one thing would you propose to improve generic skills training?	
Total Respondents	12
(skipped this question)	50

Are you interested in receiving more information on Vocational	
	Response Total
Yes	25
No	4
Total Respondents	29
(skipped this question)	33

Any other comments:	
Total Respondents	6
(skipped this question)	56

OTHER COMMENTS

- Thanks a lot for giving me the chance for this study.
- This impressed me, if it is done it will boost aquaculture sector especially to African countries where aquaculture is at its infant stage
- Excellent questions..
- A field researcher would have some duties other than research, like routine lab works and fish stock control, and even daily work may have more priority for an aquaculture facility
- I'm not sure this questionnaire was meant for our organisation. We publish a trade newspaper which focuses on and reports on water-based issues, including aquaculture

Vocational Aqualabs Needs Analysis

Dear Sir/Madam,

I am contacting you in relation to a new EC funded project called **Vocational Aqualabs**, which aims to identify the **key generic skills** which are required by **aquaculture researchers**. New knowledge is essential to the future sustainability of the sector and thus highly skilled researchers are a crucial component.

We are currently carrying out a needs analysis and would like to ask you to take a moment to complete our online survey. It only takes 10 minutes and your input will be used to identify priorities for skill provision. The survey results will dictate what new training material and courses will be developed and carried out in the project to upskill researchers.

If you are a **researcher** in the sector go to this link:

<http://www.esurveyspro.com/Survey.aspx?id=3b301ba3-a04b-46ca-a384-b77d2f03290e>

OR

If you are an **industry stakeholder** go to this link:

<http://www.esurveyspro.com/Survey.aspx?id=89e5a817-90a9-43af-b3d1-74084a1b4c79>

We would be very grateful if you could also bring these surveys to the attention of your colleagues. For more information on the Vocational Aqualabs project please visit www.aqualabs.eu

Best regards,

Vocational Aqualabs consortium



Leonardo da Vinci

Vocational Aqualabs is funded by the EU Lifelong Learning Programme

If you have received this e-mail in error or would like to unsubscribe please [click here](#)

RESEARCHERS SURVEY RESULTS

SURVEY

Launched on 28/6/2010
 first extension to 16/7/2010
 second extension to 23/7/2010 (EATiP Secretariat request)
 Dissemination through the EATiP newsletter (19.7.2010)

RESULTS

Participants - Respondents 429

Total responses	429
Incomplete responses	128
Complete responses	301
Yes - You must give your permission for storage and use of the information to continue with this survey.	428
Total Respondents	428
(skipped this question)	1
First name	395
Surname	394
Current employer	383
Role in your organisation	378
Total Respondents	397
(skipped this question)	32
Sex	
M	297
F	131
Total Respondents	428
(skipped this question)	1
Age	
under 25	15
25-30	79
31-40	162
41-50	105
51+	67
Total Respondents	428
(skipped this question)	1

Nationality			
Afghan	1	Irish	18
Albanian	2	Israeli	4
Algerian	1	Italian	26
American	6	Japanese	1
Argentinean	2	Kenyan	1
Australian	3	Macedonian	2
Bangladeshi	13	Malaysian	1
Belgian	6	Maltese	1
Brazilian	1	Mexican	5
British	27	Moroccan	3
Bulgarian	3	Nepalese	1
Burkinabe	1	New Zealander	1
Canadian	6	Nigerian	11
Chilean	2	Nigerien	1
Chinese	2	Norwegian	7
Costa Rican	1	Pakistani	3
Croatian	2	Peruvian	2
Cuban	1	Polish	3
Cypriot	1	Portuguese	17
Czech	2	Romanian	10
Danish	3	Russian	2
Dutch	8	Slovenian	2
Egyptian	9	South African	1
Eritrean	1	South Korean	0
Estonian	1	Spanish	35
Ethiopian	1	Sri Lankan	2
Filipino	6	Swiss	2
Finnish	6	Thai	1
French	10	Tunisian	1
German	14	Turkish	65
Greek	7	Ugandan	1
Hungarian	5	Ukrainian	2
Icelandic	2	Venezuelan	1
Indian	21	Vietnamese	5
Indonesian	3	Other - Croatian/Belgian,Basque	2
Iranian	8	Total Respondents	428
		(skipped this question)	1

Country of residence			
Aland Islands	2	FYROM	2
Albania	1	Malaysia	3
Algeria	1	Malta	2
Argentina	2	Mexico	4
Armenia	1	Morocco	2
Australia	5	Netherlands	11
Bangladesh	12	New Zealand	1
Barbados	1	Nigeria	11
Belgium	8	Norway	12
Brazil	1	Pakistan	2
Bulgaria	3	Peru	3
Canada	1	Philippines	6
Chile	3	Poland	3
China	1	Portugal	16
Costa Rica	1	Qatar	1
Croatia	2	Romania	8
Czech Republic	2	Russian Federation	2
Denmark	5	Saudi Arabia	1
Egypt	7	Serbia	1
Estonia	1	Singapore	1
Ethiopia	1	Slovenia	1
Finland	5	South Africa	1
France	7	Spain	42
Germany	6	Sri Lanka	2
Greece	6	Switzerland	1
Hungary	5	Thailand	2
Iceland	2	Turkey	65
India	18	Uganda	1
Indonesia	3	Ukraine	2
Iran, Islamic Republic Of	7	United Kingdom	34
Ireland	20	United States	10
Israel	3	Viet Nam	4
Italy	23	Other (Basque country, Scotland)	2
Japan	2	Total Respondents	428
Kenya	1	(skipped this question)	1

How many years have you been involved in research (as a research student and employed in research)?	
1-2	31
3-5	76
6-10	96
11-15	77
16-20	53
20+	95
Total Respondents	428
(skipped this question)	1

Tick the following boxes which apply to your organisation:	
We carry out in-house research	259
We contract research	136
We fund research	67
We receive funds from external sources to provide research	303
None of the above	23
Total Respondents	428
(skipped this question)	1

Are you currently personally carrying out research ?	
Yes	378
No	50
Total Respondents	428
(skipped this question)	1

"This skill is important for my career in research". How strongly do you agree or disagree with this statement for the following						
NUMERICAL, COMPUTATIONAL, STATISTICAL SKILLS:						
	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Responses Total
Mathematics	100	213	52	8	1	374
Statistical methods	247	119	18	4	0	388
Statistical software	205	140	32	9	0	386
Models and simulations	108	163	85	19	3	378
Total Respondents	391					
(skipped this question)	38					

IT SKILLS:						
	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Responses Total
Office software (word processing, e	299	84	8	0	0	391
Web page design	34	106	146	81	8	375
Information literacy (Endnote, SCOf	147	150	67	15	2	381
IT communication (Skype, web foru	97	163	94	19	6	379
Total Respondents	391					
(skipped this question)	38					

SCIENTIFIC METHODOLOGY SKILLS:						
	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Responses Total
Philosophy of science (hypotheses,	203	145	30	5	2	385
Experimental design	309	66	11	0	0	386
Data management	276	103	5	0	0	384
Research ethics	224	127	27	4	1	383
Critical review	246	124	8	1	2	381
Total Respondents	387					
(skipped this question)	42					

BASIC MANAGEMENT SKILLS:						
	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Responses Total
Time management	213	163	7	2	0	385
Team management	203	163	18	1	0	385
Budget management	188	171	21	2	0	382
Laboratory skills (best practice)	239	121	17	6	1	384
Risk assessment (safety in lab and issues	188	149	36	7	1	381
(licensing of animal research,	159	167	46	10	0	382
Total Respondents	387					
(skipped this question)	42					

BASIC COMMUNICATION SKILLS:						
	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Responses Total
Literacy in own language	210	139	26	5	0	380
Knowledge of other languages	196	147	31	12	1	387
Curriculum - Lecture planning and c	133	181	57	5	3	379
Pedagogical skills	95	177	92	10	4	378
Oral presentation	223	150	13	1	0	387
Thesis defence	183	148	45	8	1	385
Poster presentation	158	183	33	6	2	382
Effective behaviour in the workplace	181	177	21	3	0	382
Scientific writing (papers, theses, at	275	96	12	0	0	383
Accredited Scientific report writing	202	150	25	5	0	382
Media communication	92	185	93	8	1	379
Total Respondents	388					
(skipped this question)	41					

Knowledge of English (if not first language)						
	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree	English is my first language Responses Total
	84	8	10	52	182	42
Total Respondents	378					378
(skipped this question)	51					

CAREER AND LIFE SKILLS:						
	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Responses Total
CVs, job applications, interviews	153	198	30	4	1	386
Grant applications, research funding	223	142	16	3	0	384
Career development planning	140	171	65	5	2	383
Total Respondents	388					388
(skipped this question)	41					

SCIENCE FOR SOCIETY SKILLS:						
	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Responses Total
Interdisciplinary studies	156	194	33	4	1	388
Policy awareness	92	214	68	8	0	382
Entrepreneurship / business awareness	116	185	76	6	1	384
Total Respondents	388					388
(skipped this question)	41					

PRACTICAL LIFE SKILLS:						
	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Responses Total
Sector specific (Fish handling, survival)	161	129	62	12	2	366
General (First aid, driving)	83	160	94	18	2	357
Total Respondents	367					367
(skipped this question)	62					

ANALYTICAL SKILLS:						
	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Responses Total
Legislation implication analysis	59	181	103	18	1	362
Technology screening skills (SWOT)	80	167	94	18	1	360
Market research analysis	67	143	118	27	4	359
Financial analysis skills	58	149	117	33	4	361
Total Respondents	363					363
(skipped this question)	66					

NEGOTIATION SKILLS:						
	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Responses Total
Internal negotiation with other teams	123	183	44	9	4	363
Debate skills	110	187	58	6	1	362
External negotiations with other orgs	122	171	52	10	3	358
Total Respondents	364					364
(skipped this question)	65					

PARTNERING SKILLS:						
	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Responses Total
Partnerships building	170	159	26	4	1	360
Networking capacity	171	159	25	3	1	359
Web social networking	76	154	100	26	4	360
Total Respondents	361					361
(skipped this question)	68					

TASK MANAGEMENT SKILLS:						
	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Responses Total
Organisation management skills	167	165	26	2	0	360
Project management	225	124	12	0	0	361
Experiment management	225	119	12	2	1	359
Expert reporting	172	152	29	2	1	356
Total Respondents	361					361
(skipped this question)	68					

TEAM MANAGEMENT SKILLS:						
	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Responses Total
Leadership skills	177	148	27	2	0	354
Team working skills	226	110	15	0	0	351
Total Respondents	354					354
(skipped this question)	75					

ADVANCED PRESENTATION SKILLS:						
	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Responses Total
Interview skills	111	175	62	6	1	355
Authority communication skills	103	165	79	4	0	351
Total Respondents	355					
(skipped this question)	74					

KNOWLEDGE MANAGEMENT SKILLS:						
	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Response Total
Data management	189	149	22	1	0	361
Gap analysis skills	100	174	84	1	0	359
Total Respondents	362					
(skipped this question)	67					

FORESIGHT SKILLS:						
	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Response Total
Future strategy development skills	159	165	33	2	0	359
Research prioritisation skills	174	159	24	2	1	360
Total Respondents	362					
(skipped this question)	67					

ADVANCED MANAGEMENT SKILLS:						
	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Response Total
Future research cost benefit analysis	118	183	46	13	1	361
Defending a research strategy	149	182	31	1	0	363
Future market opportunity evaluation	99	171	76	15	0	361
Interviewing and recruitment skills	84	156	106	15	0	361
Knowledge of employment legislative	73	146	109	29	3	360
Total Respondents	364					
(skipped this question)	65					

How did you learn the							
NUMERICAL, COMPUTATIONAL, STATISTICAL SKILLS:							
	I do not have this skill	Through college	Separate training	Work experience	Ad-hoc	Other	Response Total
Mathematics	13	264	16	28	5	4	330
Statistical methods	13	197	41	69	13	3	336
Statistical software	35	75	46	152	20	6	334
Models and simulations	131	49	25	99	20	6	330
Total Respondents	337						
(skipped this question)	92						

IT SKILLS:							
	I do not have this skill	Through college	Separate training	Work experience	Ad-hoc	Other	Response Total
Office software (word processing, e	6	56	44	198	22	7	333
Web page design	183	16	32	57	28	13	329
Information literacy (Endnote, SCOR	56	23	34	175	29	11	328
IT communication (Skype, web foru	27	10	24	171	66	33	331
Total Respondents	334						
(skipped this question)	95						

SCIENTIFIC METHODOLOGY SKILLS:							
	I do not have this skill	Through college	Separate training	Work experience	Ad-hoc	Other	Response Total
Philosophy of science (hypotheses,	21	169	20	99	16	7	332
Experimental design	14	122	34	149	9	4	332
Data management	12	71	34	197	15	5	334
Research ethics	19	81	34	159	23	16	332
Critical review	12	60	13	220	14	12	331
Total Respondents	335						
(skipped this question)	94						

BASIC MANAGEMENT SKILLS:							
	I do not have this skill	Through college	Separate training	Work experience	Ad-hoc	Other	Response Total
Time management	16	19	31	234	26	6	332
Team management	20	19	32	235	18	5	329
Budget management	31	19	27	232	16	4	329
Laboratory skills (best practice)	18	88	30	184	10	3	333
Risk assessment(safety in lab and f	38	43	58	170	14	6	329
issues (licensing of animal research,	51	31	38	166	26	17	329
Total Respondents	333						
(skipped this question)	96						

BASIC COMMUNICATION SKILLS:							
	I do not have this skill	Through college	Separate training	Work experience	Ad-hoc	Other	Response Total
Literacy in own language	7	154	20	81	22	49	333
Knowledge of English (if not first lan	7	132	70	63	7	23	302
Knowledge of other languages	59	82	72	76	19	20	328
Curriculum - Lecture planning and d	37	53	31	177	18	12	328
Pedagogical skills	61	54	49	134	15	15	328
Oral presentation	6	66	28	213	15	6	334
Thesis defence	26	89	14	180	16	7	332
Poster presentation	17	54	11	230	14	6	332
Effective behaviour in the workplace	7	16	23	260	18	7	331
Scientific writing (papers, theses, ab	7	76	27	209	9	3	331
Media communication	66	20	26	178	18	20	328
Total Respondents	336						
(skipped this question)	93						

CAREER AND LIFE SKILLS:							
	I do not have this skill	Through college	Separate training	Work experience	Ad-hoc	Other	Response Total
CVs, job applications, interviews	10	30	35	194	41	19	329
Grant applications, research funding	35	14	33	223	16	9	330
Career development planning	58	14	29	183	24	20	328
Total Respondents	332						
(skipped this question)	97						

SCIENCE FOR SOCIETY SKILLS:							
	I do not have this skill	Through college	Separate training	Work experience	Ad-hoc	Other	Response Total
Interdisciplinary studies	38	53	28	189	12	9	329
Policy awareness	71	28	23	160	24	17	323
Entrepreneurship / business awaren	72	17	31	166	21	21	328
Total Respondents	331						
(skipped this question)	98						

PRACTICAL LIFE SKILLS:							
	I do not have this skill	Through college	Separate training	Work experience	Ad-hoc	Other	Response Total
Sector specific (Fish handling, survi	48	61	61	133	8	5	316
General (First aid, driving)	32	36	145	62	19	15	309
Total Respondents	316						
(skipped this question)	113						

ANALYTICAL SKILLS:							
	I do not have this skill	Through college	Separate training	Work experience	Ad-hoc	Other	Response Total
Legislation implication analysis	129	31	16	113	16	6	311
Technology screening skills (SWOT)	110	31	27	124	15	1	308
Market research analysis	133	29	20	106	18	3	309
Financial analysis skills	136	29	24	96	11	11	307
Total Respondents	311						
(skipped this question)	118						

NEGOTIATION SKILLS:							
	I do not have this skill	Through college	Separate training	Work experience	Ad-hoc	Other	Response Total
Internal negotiation with other teams	40	17	14	212	22	5	310
Debate skills	32	34	13	192	25	13	309
External negotiations with other org	51	11	13	205	19	8	307
Total Respondents	311						
(skipped this question)	118						

PARTNERING SKILLS:							
	I do not have this skill	Through college	Separate training	Work experience	Ad-hoc	Other	Response Total
Partnerships building	35	12	14	213	23	9	311
Networking capacity	32	14	19	206	26	13	310
Web social networking	68	10	21	137	41	31	308
Total Respondents	312						
(skipped this question)	117						

TASK MANAGEMENT SKILLS:							
	I do not have this skill	Through college	Separate training	Work experience	Ad-hoc	Other	Response Total
Organisation management skills	35	23	34	204	9	7	312
Project management	25	32	42	204	10	0	313
Experiment management	19	48	22	214	8	1	312
Expert reporting	36	30	21	204	12	6	309
Total Respondents	314						
(skipped this question)	115						

TEAM MANAGEMENT SKILLS:							
	I do not have this skill	Through college	Separate training	Work experience	Ad-hoc	Other	Response Total
Leadership skills	17	17	32	210	17	12	305
Team working skills	3	20	26	235	15	6	305
Total Respondents	305						
(skipped this question)	124						

ADVANCED PRESENTATION SKILLS:							
	I do not have this skill	Through college	Separate training	Work experience	Ad-hoc	Other	Response Total
Interview skills	48	16	29	181	20	17	311
Authority communication skills	58	13	22	185	17	15	310
Total Respondents	311						
(skipped this question)	118						

KNOWLEDGE MANAGEMENT SKILLS:							
	I do not have this skill	Through college	Separate training	Work experience	Ad-hoc	Other	Response Total
Data management	24	56	30	191	8	4	313
Gap analysis skills	110	32	18	128	9	12	309
Total Respondents	313						
(skipped this question)	116						

FORESIGHT SKILLS:							
	I do not have this skill	Through college	Separate training	Work experience	Ad-hoc	Other	Response Total
Future strategy development skills	68	13	16	194	11	6	308
Research prioritisation skills	42	17	11	214	18	6	308
Total Respondents	311						
(skipped this question)	118						

ADVANCED MANAGEMENT SKILLS:							
	I do not have this skill	Through college	Separate training	Work experience	Ad-hoc	Other	Response Total
Future research cost benefit analysis	113	21	14	146	12	8	314
Defending a research strategy	57	22	11	201	15	7	313
Future market opportunity evaluation	132	21	12	126	14	9	314
Interviewing and recruitment skills	93	13	21	160	14	10	311
Knowledge of employment legislation	115	15	22	136	14	13	315
Total Respondents	316						
(skipped this question)	113						

In your opinion, what are the top 5 generic skills for a researcher to effectively move from academia to the private sector?(Please specify in order of priority, 1 = HIGHEST PRIORITY)					
	1 = HIGHEST PRIORITY	2	3	4	5 = LOWEST PRIORITY
- Mathematics	2	2	2	1	0
- Statistical methods	18	6	7	7	6
- Statistical software	2	5	3	3	0
- Models and simulations	3	2	5	4	4
- Office software (word processing, e-mail, spreadsheet, presentation)	4	0	3	11	4
- Web page design	0	0	0	0	0
- Information literacy (Endnote, SCOPUS etc)	0	4	3	2	3
- IT communication (Skype, web forums)	0	3	1	2	5
- Philosophy of science (hypotheses, logic, induction, debating)	16	6	6	4	3
- Experimental design	12	20	22	6	6
- Data management	8	16	10	16	3
- Research ethics	7	4	6	3	13
- Critical review	6	7	5	9	12
- Time management	7	10	7	8	12
- Team management	18	21	19	25	12
- Budget management	9	15	16	20	8
- Laboratory skills (best practice)	19	14	16	13	12
- Risk assessment (safety in lab and fieldwork)	2	1	4	2	3
- Awareness of legal and procedural issues (licensing of animal research, health)	2	0	6	5	5
- Literacy in own language	0	3	1	1	3
- Knowledge of English (if not first language)	6	6	10	10	4
- Knowledge of other languages	0	2	2	0	3
- Curriculum - Lecture planning and design	0	1	1	0	2
- Pedagogical skills	0	0	2	1	2
- Oral presentation	1	1	7	8	2
- Thesis defence	0	0	1	2	2
- Poster presentation	0	1	1	0	1
- Effective behaviour in the workplace	8	6	5	3	13
- Scientific writing (papers, theses, abstracts, essays)	3	4	3	5	11
- Accredited Scientific report writing	2	2	1	1	3
- Media communication	2	2	0	2	2
- CVs, job applications, interviews	4	3	0	1	3
- Grant applications, research funding	4	7	2	5	3
- Career development planning	1	3	5	2	3
- Interdisciplinary studies	2	6	1	4	1
- Policy awareness	0	1	3	2	0
- Entrepreneurship / business awareness / innovation	31	8	7	10	14
- Sector specific (Fish handling, survival at sea, boat handling, diving)	10	7	3	3	3
- General (First aid, driving)	0	1	0	0	0
- Legislation implication analysis	0	2	1	1	1
- Technology screening skills (SWOT)	0	2	2	2	7
- Market research analysis	7	10	4	5	5
- Financial analysis skills	5	4	2	5	9
- Internal negotiation with other teams	0	0	0	3	0
- Debate skills	0	0	0	1	0
- External negotiations with other organisations	1	2	1	2	3
- Partnerships building	1	2	2	2	1
- Networking capacity	0	5	3	6	5
- Web social networking	0	0	0	1	0
- Organisation management skills	6	6	4	3	3
- Project management	14	10	8	7	7
- Experiment management	2	3	3	3	2
- Expert reporting	1	0	1	1	2
- Leadership skills	4	3	7	2	4
- Team working skills	6	10	17	8	9
- Interview skills	1	0	0	0	1
- Authority communication skills	3	0	5	0	2
- Data management	0	0	2	2	1
- Gap analysis skills	0	1	0	4	0
- Future strategy development skills	4	3	8	6	11
- Research prioritisation skills	4	3	5	6	1
- Future research cost benefit analysis	4	6	4	4	1
- Defending a research strategy	2	1	2	1	6
- Future market opportunity evaluation skills	5	9	5	4	9
- Interviewing and recruitment skills	0	0	2	0	3
- Knowledge of employment legislation (i.e. Equality & Discrimination)	1	0	0	0	3
Other (Please specify below)	8	5	2	6	2
Total Respondents	288	287	286	286	284
(skipped this question)	141	142	143	143	145

In your opinion, what are the top 5 generic skills for a researcher to achieve a prominent career in academia?(Please specify in order of priority, 1 = HIGHEST PRIORITY					
	1 = HIGHEST PRIORITY	2	3	4	5 = LOWEST PRIORITY
- Mathematics	4	1	0	0	1
- Statistical methods	19	12	12	14	3
- Statistical software	2	5	5	1	2
- Models and simulations	3	3	4	3	2
- Office software (word processing, e-mail, spreadsheet, presentation)	2	2	0	2	3
- Web page design	0	0	0	0	0
- Information literacy (Endnote, SCOPUS etc)	2	3	3	4	6
- IT communication (Skype, web forums)	1	0	1	0	0
- Philosophy of science (hypotheses, logic, induction, debating)	44	15	13	8	4
- Experimental design	23	31	25	10	11
- Data management	4	11	13	10	6
- Research ethics	12	12	3	6	8
- Critical review	5	13	11	7	9
- Time management	6	8	11	10	8
- Team management	7	14	11	10	10
- Budget management	0	4	3	3	5
- Laboratory skills (best practice)	12	17	20	18	4
- Risk assessment (safety in lab and fieldwork)	0	0	2	0	1
- Awareness of legal and procedural issues (licensing of animal research, health)	0	2	0	1	1
- Literacy in own language	0	2	1	1	1
- Knowledge of English (if not first language)	7	9	14	11	10
- Knowledge of other languages	1	3	1	1	0
- Curriculum - Lecture planning and design	6	4	7	9	8
- Pedagogical skills	7	8	10	5	8
- Oral presentation	2	9	8	13	7
- Thesis defence	1	2	0	3	3
- Poster presentation	0	1	0	1	1
- Effective behaviour in the workplace	4	4	4	5	10
- Scientific writing (papers, theses, abstracts, essays)	38	19	26	31	29
- Accredited Scientific report writing	3	4	5	5	5
- Media communication	0	0	0	0	3
- CVs, job applications, interviews	2	1	0	1	0
- Grant applications, research funding	14	10	18	12	15
- Career development planning	10	6	1	4	3
- Interdisciplinary studies	1	2	3	1	4
- Policy awareness	0	0	1	0	1
- Entrepreneurship / business awareness / innovation	0	1	0	0	3
- Sector specific (Fish handling, survival at sea, boat handling, diving)	1	1	0	1	2
- General (First aid, driving)	0	0	0	0	0
- Legislation implication analysis	0	0	0	0	0
- Technology screening skills (SWOT)	0	0	1	1	0
- Market research analysis	0	0	0	0	1
- Financial analysis skills	0	0	0	2	0
- Internal negotiation with other teams	0	1	1	3	2
- Debate skills	0	0	0	1	2
- External negotiations with other organisations	0	1	1	3	5
- Partnerships building	1	1	3	6	3
- Networking capacity	3	5	4	7	6
- Web social networking	0	0	0	0	0
- Organisation management skills	1	1	0	1	2
- Project management	7	6	2	7	11
- Experiment management	3	5	5	3	1
- Expert reporting	1	0	1	2	4
- Leadership skills	3	3	2	4	8
- Team working skills	2	3	3	10	7
- Interview skills	0	0	0	0	0
- Authority communication skills	0	0	0	1	4
- Data management	0	2	2	0	5
- Gap analysis skills	1	1	1	0	0
- Future strategy development skills	5	2	3	0	2
- Research prioritisation skills	1	3	5	6	7
- Future research cost benefit analysis	0	0	1	3	1
- Defending a research strategy	2	1	1	1	4
- Future market opportunity evaluation skills	1	1	1	2	1
- Interviewing and recruitment skills	0	0	1	0	1
- Knowledge of employment legislation (i.e. Equality & Discrimination)	0	1	1	0	0
Other (Please specify below)	4	0	0	1	1
Total Respondents	278	276	275	275	275
(skipped this question)	151	153	154	154	154

What are the top 5 areas in which you would look like to receive further training? (Please specify in order of priority, 1 = HIGHEST PRIORITY)					
	1 = HIGHEST PRIORITY	2	3	4	5 = LOWEST PRIORITY
- Mathematics	6	4	0	2	2
- Statistical methods	45	16	7	6	2
- Statistical software	20	25	3	6	6
- Models and simulations	26	16	13	5	9
- Office software (word processing, e-mail, spreadsheet, presentation)	1	1	1	1	3
- Web page design	2	2	3	3	1
- Information literacy (Endnote, SCOPUS etc)	5	1	1	3	6
- IT communication (Skype, web forums)	0	4	0	2	2
- Philosophy of science (hypotheses, logic, induction, debating)	9	5	5	4	3
- Experimental design	11	24	20	11	1
- Data management	6	9	12	6	9
- Research ethics	2	7	5	3	2
- Critical review	6	7	8	3	9
- Time management	3	4	5	5	3
- Team management	14	10	3	11	4
- Budget management	8	10	9	5	11
- Laboratory skills (best practice)	22	7	15	10	9
- Risk assessment (safety in lab and fieldwork)	3	3	7	9	8
- Awareness of legal and procedural issues (licensing of animal research, health)	2	4	1	1	1
- Literacy in own language	0	0	1	1	1
- Knowledge of English (if not first language)	8	2	8	3	4
- Knowledge of other languages	4	5	3	2	6
- Curriculum - Lecture planning and design	2	4	3	4	1
- Pedagogical skills	1	4	4	4	4
- Oral presentation	2	3	4	5	8
- Thesis defence	0	1	2	0	0
- Poster presentation	0	0	0	0	0
- Effective behaviour in the workplace	1	1	1	5	5
- Scientific writing (papers, theses, abstracts, essays)	5	9	8	17	12
- Accredited Scientific report writing	3	1	3	7	3
- Media communication	5	2	3	4	1
- CVs, job applications, interviews	0	2	3	3	2
- Grant applications, research funding	10	12	14	12	6
- Career development planning	6	3	3	7	8
- Interdisciplinary studies	1	4	6	8	2
- Policy awareness	1	3	0	0	0
- Entrepreneurship / business awareness / innovation	11	7	16	7	2
- Sector specific (Fish handling, survival at sea, boat handling, diving)	3	2	5	3	4
- General (First aid, driving)	0	0	0	0	0
- Legislation implication analysis	0	0	4	2	0
- Technology screening skills (SWOT)	0	3	2	7	5
- Market research analysis	2	1	2	4	6
- Financial analysis skills	0	6	3	3	9
- Internal negotiation with other teams	0	0	1	0	2
- Debate skills	0	1	2	3	4
- External negotiations with other organisations	2	2	3	3	1
- Partnerships building	3	2	4	1	7
- Networking capacity	0	3	3	2	0
- Web social networking	0	1	2	0	0
- Organisation management skills	2	2	2	1	5
- Project management	3	6	10	14	11
- Experiment management	1	1	1	8	7
- Expert reporting	0	1	3	3	2
- Leadership skills	3	2	4	4	2
- Team working skills	0	3	0	3	1
- Interview skills	0	0	0	1	1
- Authority communication skills	0	2	3	0	4
- Data management	1	1	3	1	3
- Gap analysis skills	0	1	5	2	6
- Future strategy development skills	4	8	7	2	7
- Research prioritisation skills	1	2	3	4	8
- Future research cost benefit analysis	1	5	4	6	8
- Defending a research strategy	1	3	1	1	4
- Future market opportunity evaluation skills	4	2	3	9	7
- Interviewing and recruitment skills	0	1	2	1	3
- Knowledge of employment legislation (i.e. Equality & Discrimination)	0	0	0	2	0
Other (Please specify below)	1	0	0	1	2
Total Respondents	283	283	282	276	275
(skipped this question)	146	146	147	153	154

"These teaching methods are effective". How strongly do you agree or disagree with this statement for the following teaching methods?

	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Responses Total
Lecture	85	171	26	9	0	291
Tutorial (small group discussion)	178	108	10	0	0	296
Practical exercises (laboratory/fieldwork)	240	56	1	0	0	297
Work experience	228	59	8	0	0	295
Role playing / Games	43	120	110	20	1	294
Case study simulations	107	149	34	3	0	293
Self-learning (assignments)	88	134	59	13	1	295
On-line discussion forums/blogs	40	113	96	39	4	292
Videos or podcasts of lectures	42	130	95	23	2	292
Video conferencing	36	128	105	19	2	290
Computer-based interactive learning materials	67	140	69	11	5	292
Online collaboration tools (e.g. Wikis & shared documents)	63	137	72	21	0	293
Other	13	56	98	3	4	174
Total Respondents	297					
(skipped this question)	132					

"Do you prefer courses to be":

Face-to-face only	107
Online only	5
Blended (face-to-face and online)	183
Total Respondents	295
(skipped this question)	134

How important do you think generic skills are for aquaculture researchers to succeed in their career pathway in comparison to technical skills?

Generic skills are less important	7
Generic skills are as important	227
Generic skills are more important	62
Total Respondents	296
(skipped this question)	133

Which one thing would you propose to improve generic skills training?

Total Respondents	88
(skipped this question)	341

Are you interested in receiving more information on Vocational Aqualabs training courses available in generic skills?

Yes	241
No	53
Total Respondents	294
(skipped this question)	135

Any other comments:

Total Respondents	35
(skipped this question)	394

OTHER COMMENTS - SUGGESTIONS

- 'There were some disturbing things about the survey: The three pages where participants should list 5 skills according to importance for example: scrolling through a long list which is not even sorted alphabetical is very unpractical! or this last page: how can a participant agree with ""other"" training methods being effective or not? that depends strongly on what those other methods are.'
- The survey is too long.
- It was really interesting because it make me think about my own formation and personal journey through college-private sector-government and academic jobs
- Thank you so much for this Idea. Congratulations...!
- It is a good survey for aquaculture survey
- "Thank you for the efforts that your Organisation do to enhance International cooperation, development and eradicate poverty and hunger.
- Looks like a market research survey to try to elucidate more ways of sucking money out of over-trained under-experienced debt-burdened students. Or am I being cynical?
- It is not fair to say that answering the survey takes only 10 minutes if it takes like half an hour. That's why I left many questions unanswered. Also, an option "I do not know" would have been helpful in many places. Terminology used in this questionnaire is not certainly clear for all non-native English speakers. For example, I did not know what ad-hoc option meant.
- Such type of survey not only be done but as same time such type of information that is useful to researchers should be sent to them.
- More hands on practical work in teams with realistic work-situation outputs demanded and assessed. Trying to teach 'generic skills' directly is counter productive as many student see it as irrelevant to what they are passionate about. By using generic skills in the arena of their field of interest, they will develop them with very little further intervention. There is no substitute for actually 'doing it'.
- The questions "what source you have learn this skill" should have allow multiple answers, because more likely many skills are learned from multiple sources
- This question startled me as the selection order, normally being ""Strongly agree"" to the left, was reversed!
- "I found this survey design confusing and I am not sure how useful the data will turn out to be. Under 'where did you receive training section it is not clear what is meant by 'ad hoc'. Also it does not acknowledge variable career history. I worked for a long time in the civil service where we undertook many training courses - since then I moved to academia where formal training seems more limited.
- Yes, I am very much interested to attend a training courses from Aqualab but unfortunately i don't have that much money to pay the training course.
- "Would appreciate if I get regular update on these topical issues
- Thank you for the opportunity.
- This survey is much too long to ask people to fill!
- I would like to know about function of aqualab.
- I would like use any available opportunity
- Thanks for being innovative
- A comprehensive and good survey. There may be need to reduce no of questions so as not to make it boring

OTHER COMMENTS - THOUGHTS

- More work experience during college for students. Disallow students spending 10 years in a row at college until they achieve PhDs...
- On a similar vein to above, too many academics and spin doctors in our industry. We need more practical and realistic engineers and scientists.
- We need more practical training
- Training period of at least 3 months within the industry
- Dissemination of knowledge to the stakeholders
- If you're just following the system, you will rank English low, while you intended to "Strongly agree".
- Opportunities of mix-aim course. such as 10 days aqua-camps.
- Opportunity should be given to young researcher from international body for sharing mind and changing lives.
- Application direct of generic skills: exercises, subject's presentation, to expose a subject
- Interaction and multidisciplinary approach (i.e: economics-biological, environmental ethics aspect)
- Regular meetings with colleagues in a distended environment.
- Laboratory on hands training by more experienced persons
- A better understanding of the real work versus academic work
- More training through of real cases in aquaculture planning.
- Take a survey once a year of the workplace in order to see the level of the generic skills and if necessary run extra courses or set up tutorials for those who wouldn't be as advanced as others.
- Experimental design
- Regular training- on job training of aquaculture researchers
- Importance of aquaculture in society and economy
- Research design and critical review
- To provide the research opportunity is important to improve generic skills training.
- If any financially supported advanced courses are available, I wish to to be trained
- The time commitments need to be complimentary with a full-time research program, or a full-time job. Generic skills are best learned at the same time as you are going to use them, so I believe training is best given so that it can be flexible around previous commitments
- Collaborative networking and research seminars
- "Knowledge of English (if not first language)
- "People should be able to assess and understand what they're doing. Nowadays many experiments are conveniently done using kits. However there is a tendency to rely on those kits and not knowing anymore what is actually going on. Some mysterious liquids are isolating my DNA. A bead thrown into a tube is doing my PCR.
- How are you supposed to conduct proper research and come up with new and innovative ideas if you're already struggling to grasp what's going on right in front of you?
- This and communication skills. It's English, English, English! If you don't have a proper command of English, you will always have difficulties to express yourself. And many things can be lost in translation!"
- I have little idea what skills are needed to move into private industry - I have never planned or tried to do this.
- To be a strong research you cannot just list 5 major skills needed, you need a blend of all these skills with a different mix depending on the level you want to reach and to some extent the academic field you are working in e.g. a lab manager will need excellent project and time management skills and very good understanding of risk analysis and health and safety and GLP. However the skills needed by a professor who is head of a large department will be very different."
- Regular attendance of workshops/conferences
- Wider Circulation to get the views of others.

- As a young researcher I was impressed by this questionnaire..
- Practical studies are more necessary than the theoretical ones.
- Open mind to communication and sharing information and knowledge
- In my opinion, a researcher should be consistent on reading both literary and technical works, follow latest developments, communicate with foreign colleagues, have a advanced level English and attend to social activities.
- I wonder if a person or student has no enough skills may learn these by education. I think character or personnel characteristics and the most important factor for personnel improvement.
- Researchers must believe in themselves and never give up.
- Slide shows on power point as against videos for ease of access in the internet in most African countries
- Periodical training as awareness programmes are very much essential in this field. Always give priority to the people having practical knowledge. Aquaculture basics like water quality, soil quality, water management, feed management etc. should be prioritized. Bio- chemistry and physiology of aquatic organisms are very much important.
- "We should not teach children the sciences; but give them a taste for them.
- we are in bad need for sustainable marine aquaculture development training specially in larval rearing.
- more easy procedure of getting visas to scientists of Ukraine in foreign countries :)
- Integrated intensive courses
- give students time and space to learn from "life". A holiday-job on a fishfarm or similar can teach more generic skills than any seminar.
- trainings should be delivered online for greater access of the vast majority
- Don't understand the difference the difference between technical and "generic"
- A CPD scheme with a structure and some certification
- Get work experience
- opportunities for a life-long learning
- Certain students particularly lack lab skills and practices relevant to the job. I would recommend that all students would do a semester as work experience in a relevant place of employment.
- Generic skills should be able to help you throughout your career when one is either in industry or in academia
- We need more technology transfer issues that taking a great example and know how they do they great work in this point of view and know what can be useful in our conditions and make technology transferring to it not transferring everything useful and less useful under different conditions than can be good to improve generic skills training
- Integration with normal curriculum
- Decent induction courses
- Skill gap analysis followed by training and re-training of researchers in areas they have no skills
- Conducting joint research projects with the private stakeholders

AQUARK statistical analysis of survey results



AQUARK statistical analysis of survey results

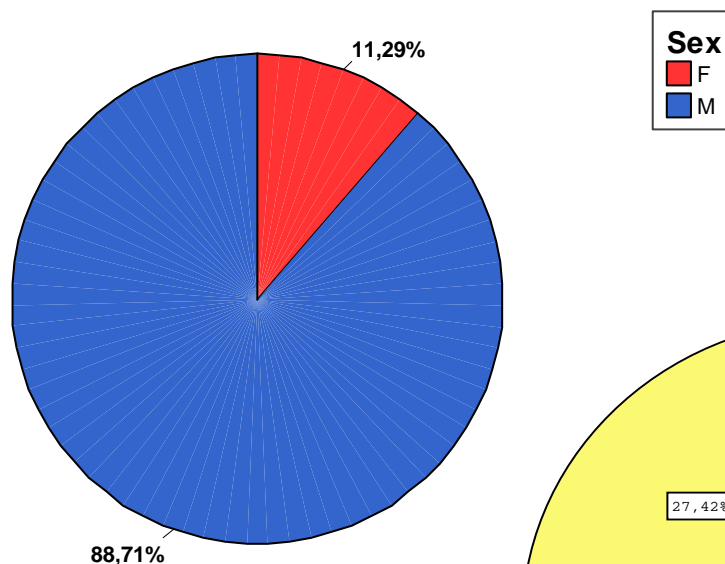


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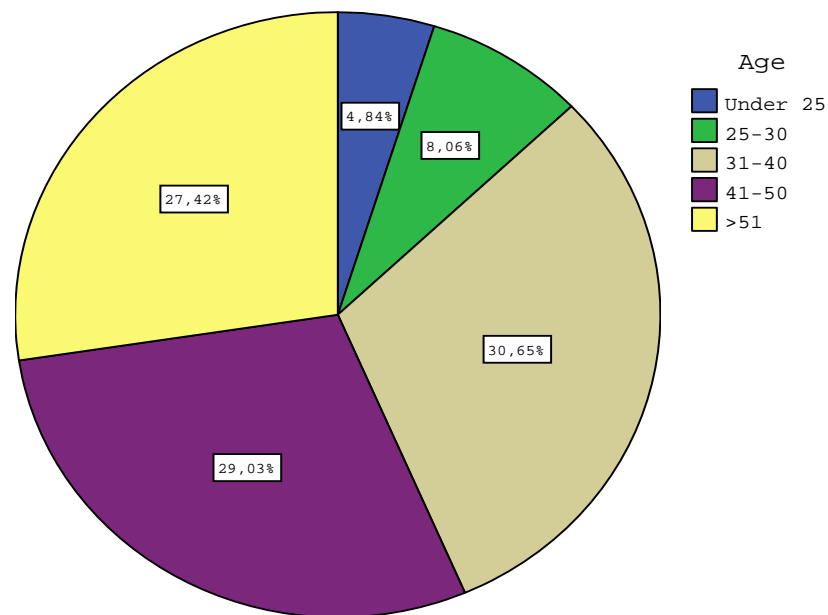
Indicative results

Stakeholder Survey

Stakeholders



Stakeholders



Joanna Tavla
R&D manager

AQUARK statistical analysis of survey results



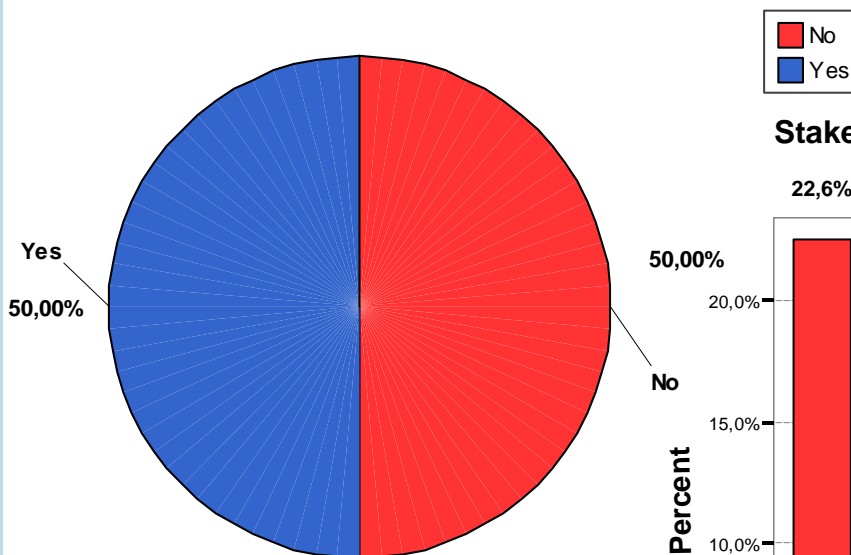
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Indicative
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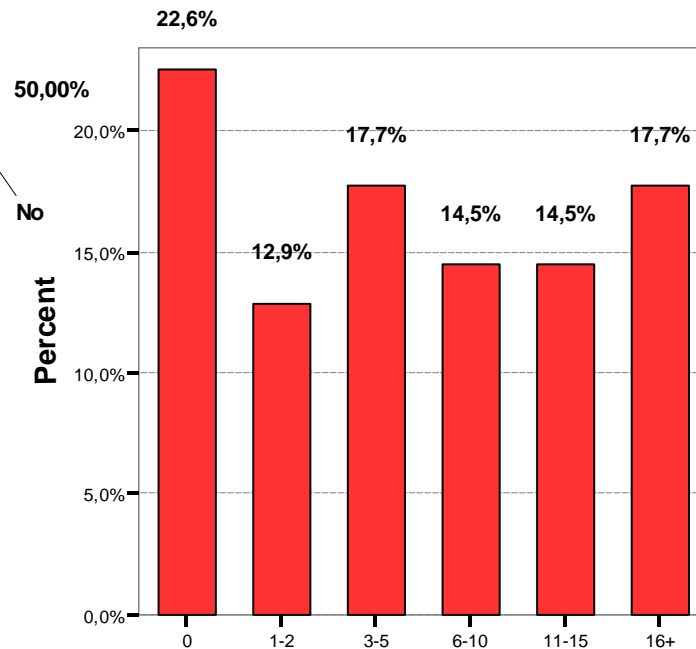
Stakeholder
Survey

Stakeholders

Are you currently personally carrying out research?



Stakeholders



How many years have you been employed in research?



Joanna Tavla
R&D manager

AQUARK statistical analysis of survey results



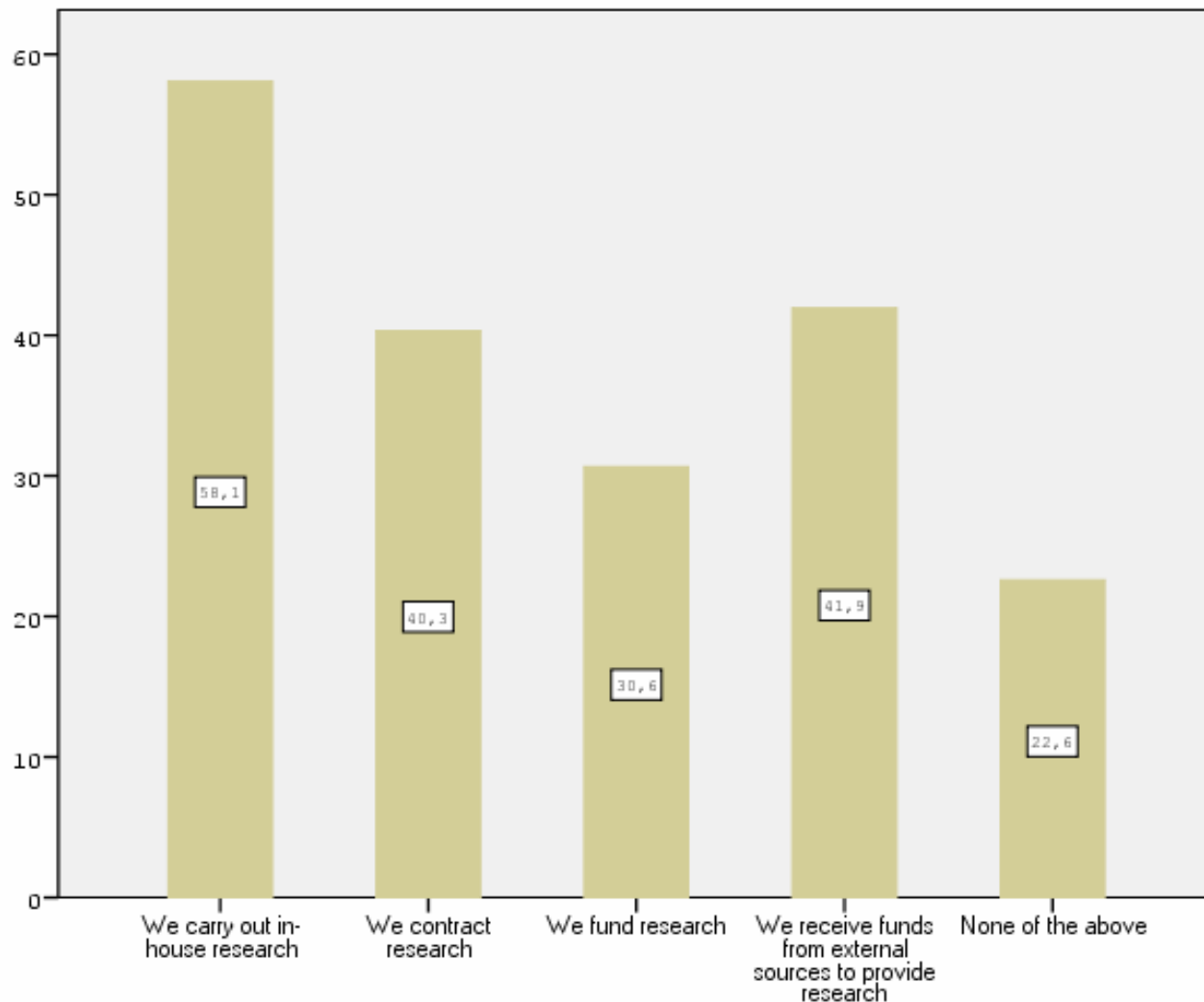
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Survey



Joanna Tavla
R&D manager

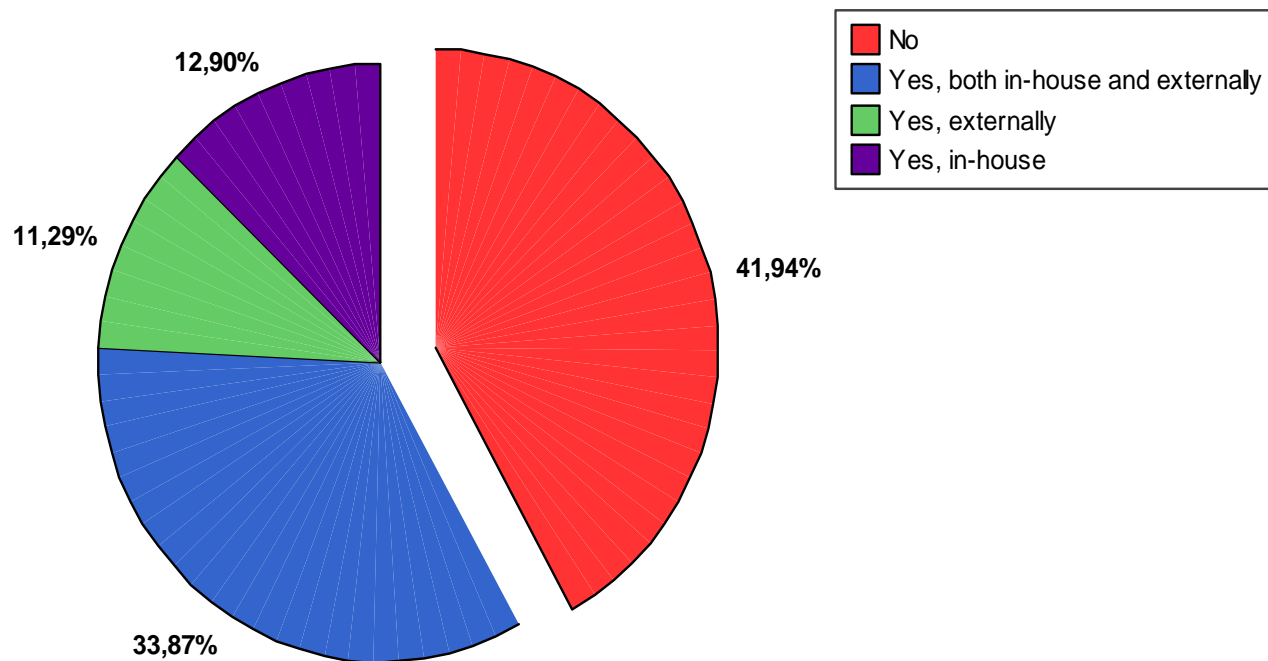


Indicative
results

Stakeholder
Survey

AQUARK statistical analysis of survey results

Provision of generic skills training to researchers



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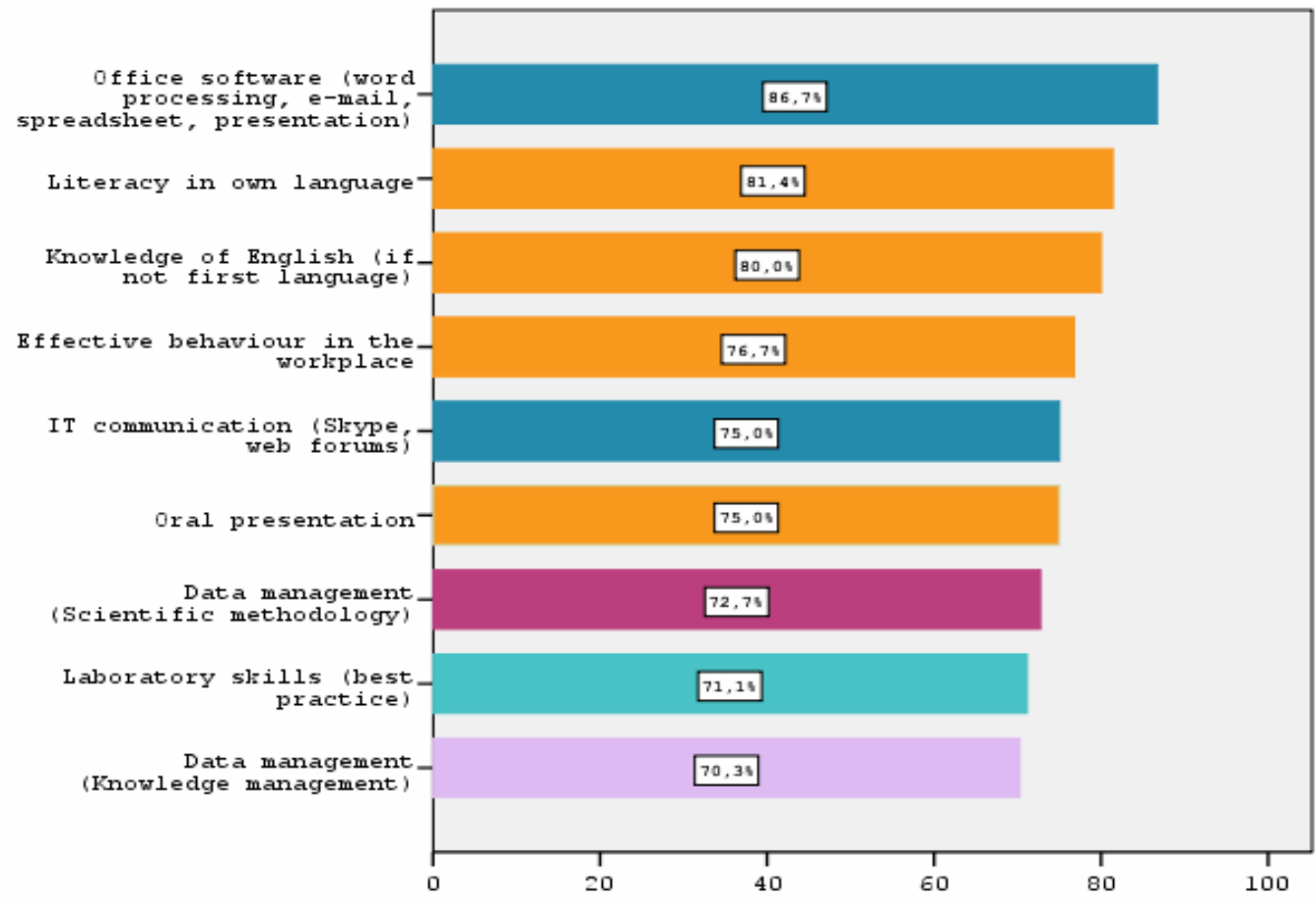


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Indicative results

Stakeholder Survey

When a young researcher is recruited is their existing level of the following skills satisfactory? - HIGHEST LEVEL



Joanna Tavla
R&D manager

AQUARK statistical analysis of survey results

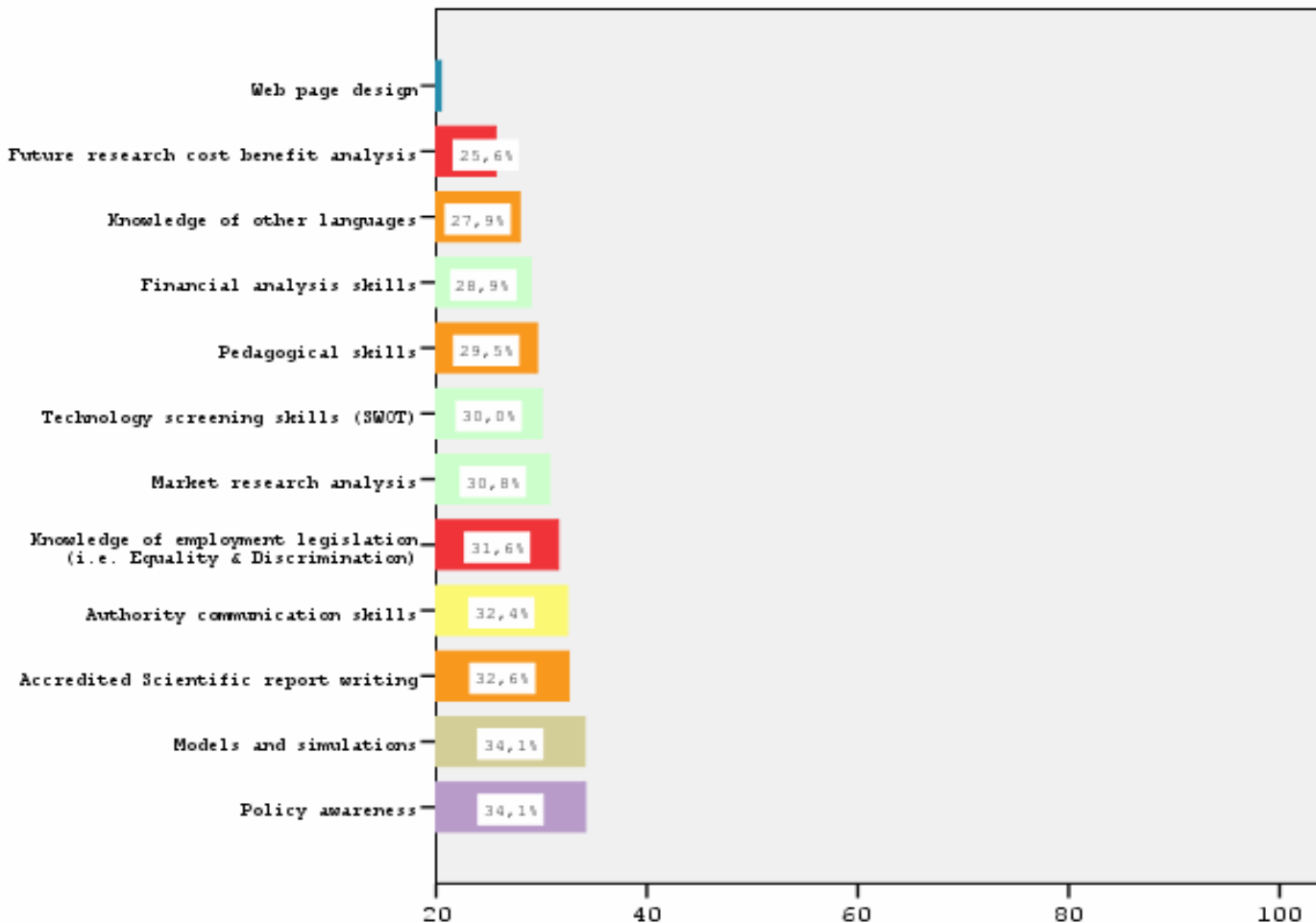


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Indicative
results

Stakeholder
Survey

When a **young researcher** is recruited is their existing level of the following skills satisfactory? - **LOWEST LEVEL (Need to improve?)**



Joanna Tavla
R&D manager

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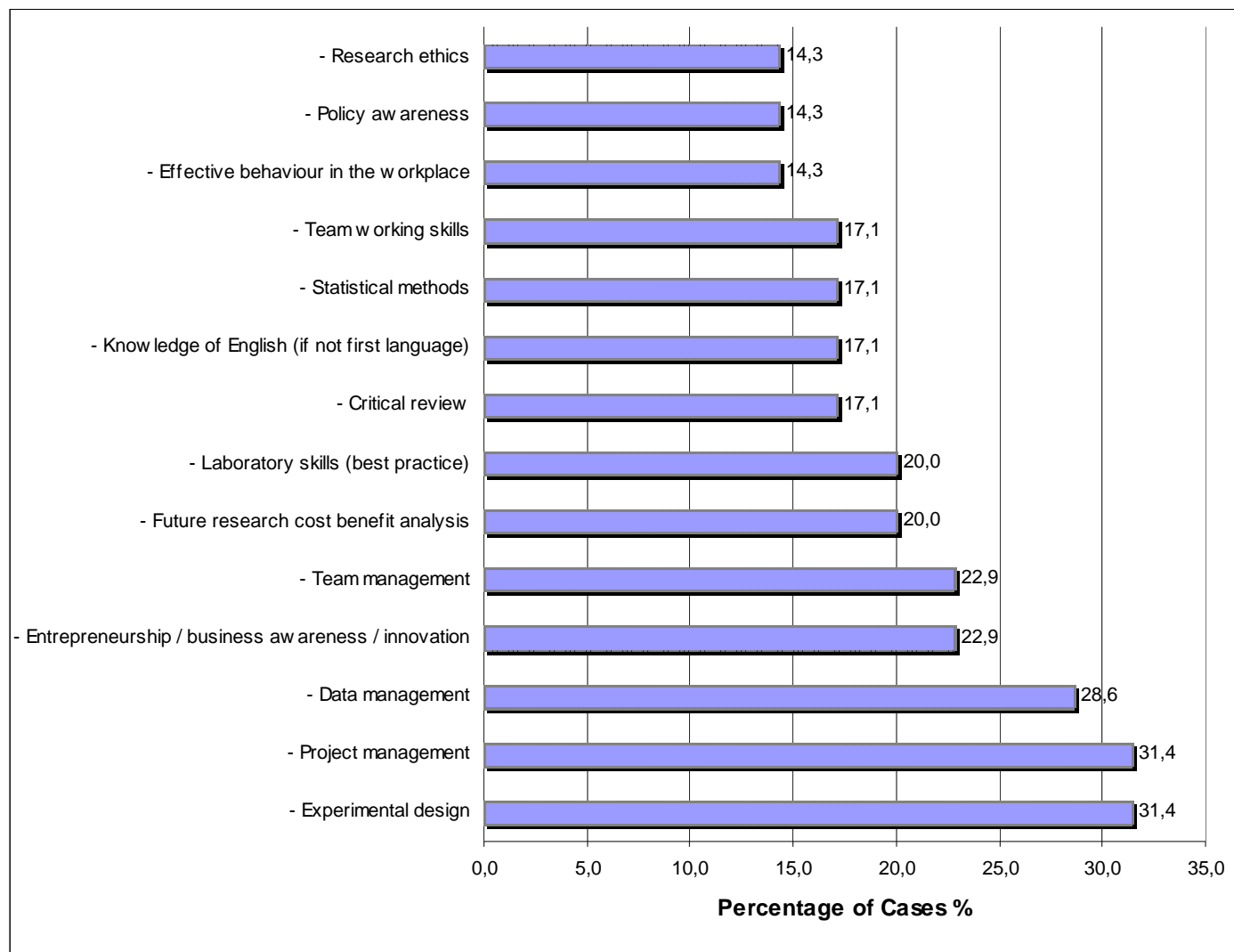
Indicative
results

Stakeholder
Survey



Joanna Tavla
R&D manager

In your opinion, what are the top 5 generic skills
for a researcher to effectively move from academia to the private sector?



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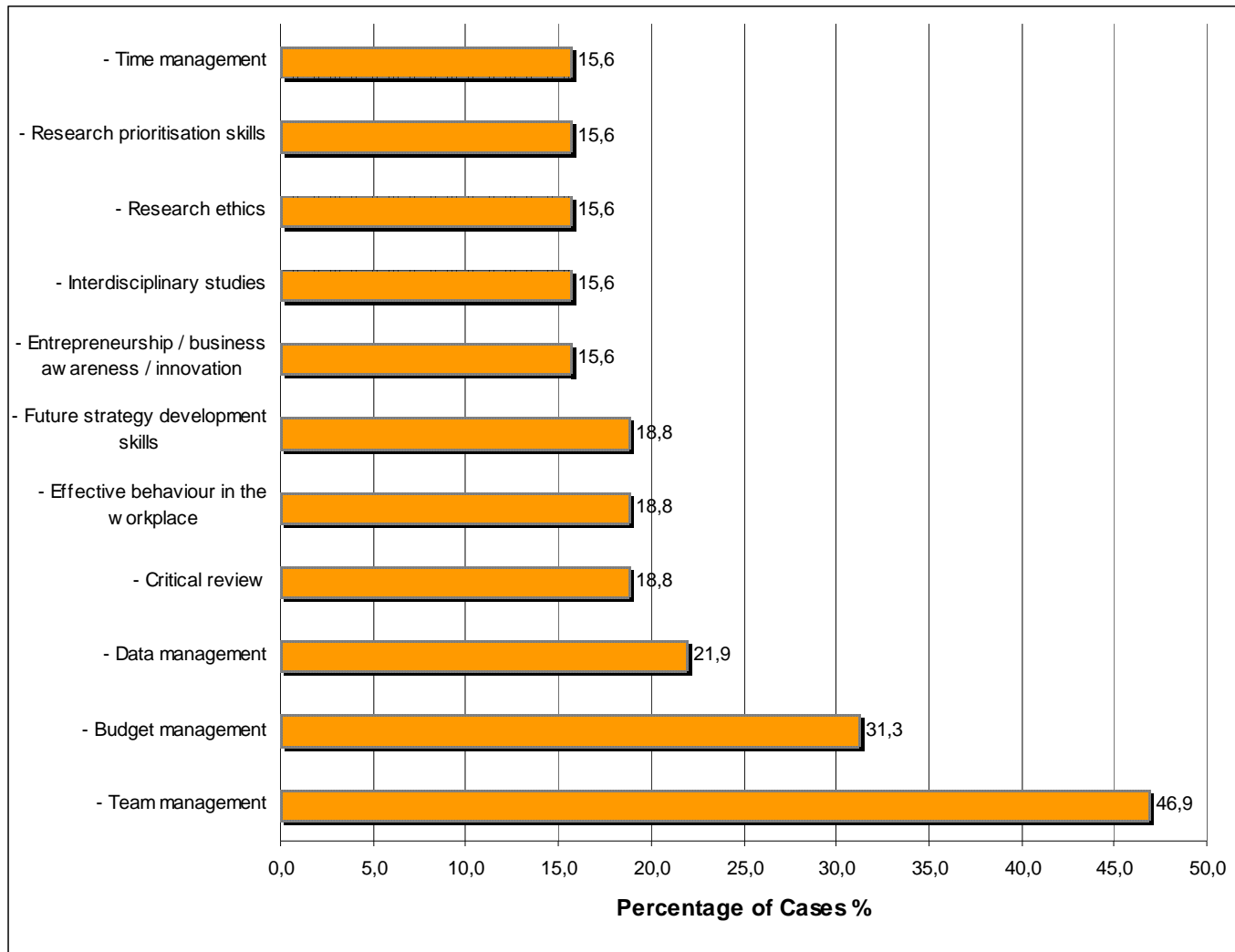


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What are the top 5 generic skills for an experienced researcher to achieve a senior position in your organisation?

Indicative results

Stakeholder Survey



Joanna Tavla
R&D manager

AQUARK statistical analysis of survey results

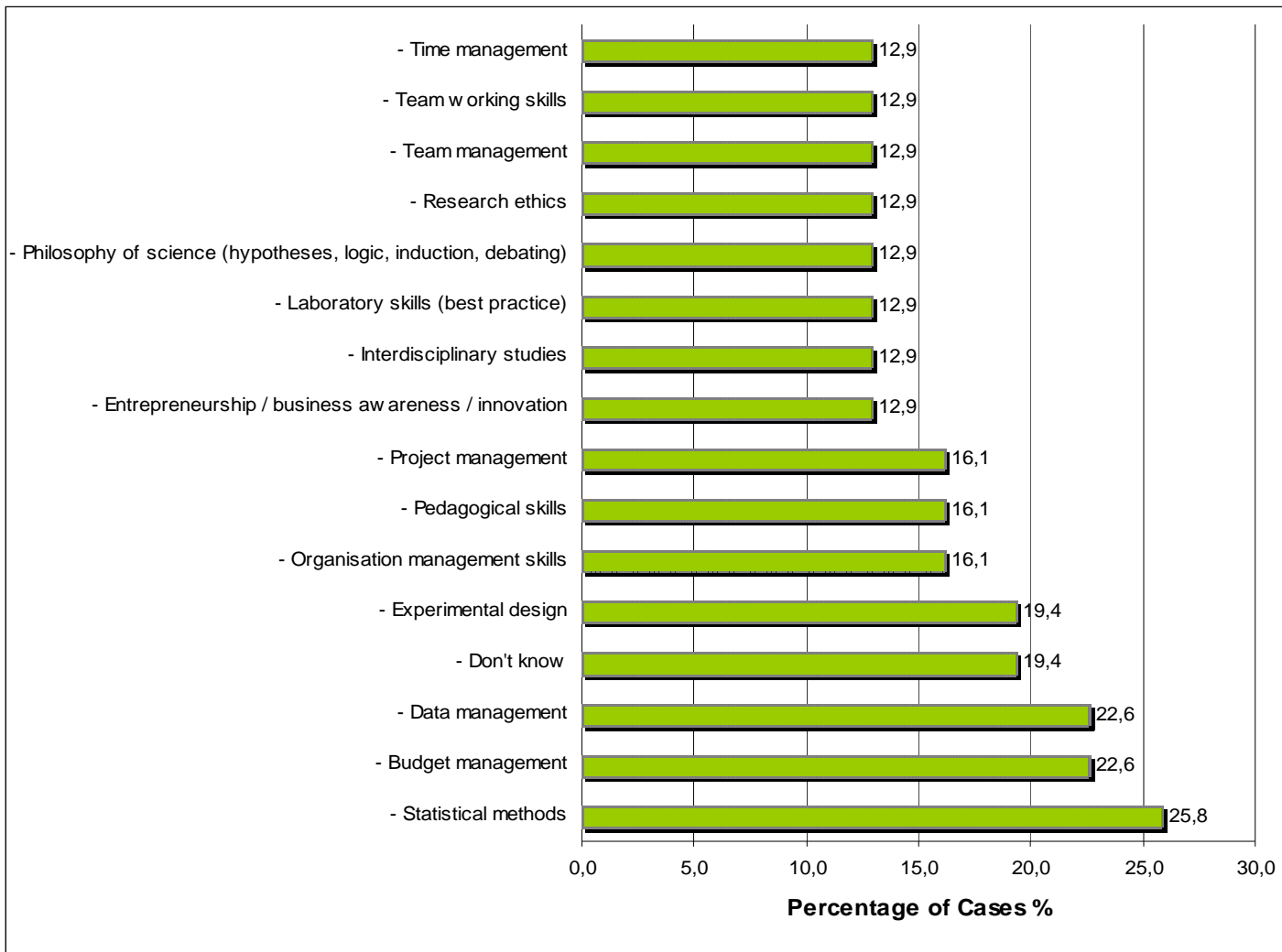


2nd Partner Meeting
17th June 2009
Athens, Greece

Do you believe that junior researchers in your organisation need further training in generic skills? If yes, please identify up to 5 skills they need further training in.

Indicative results

Stakeholder Survey



Joanna Tavla
R&D manager

AQUARK statistical analysis of survey results

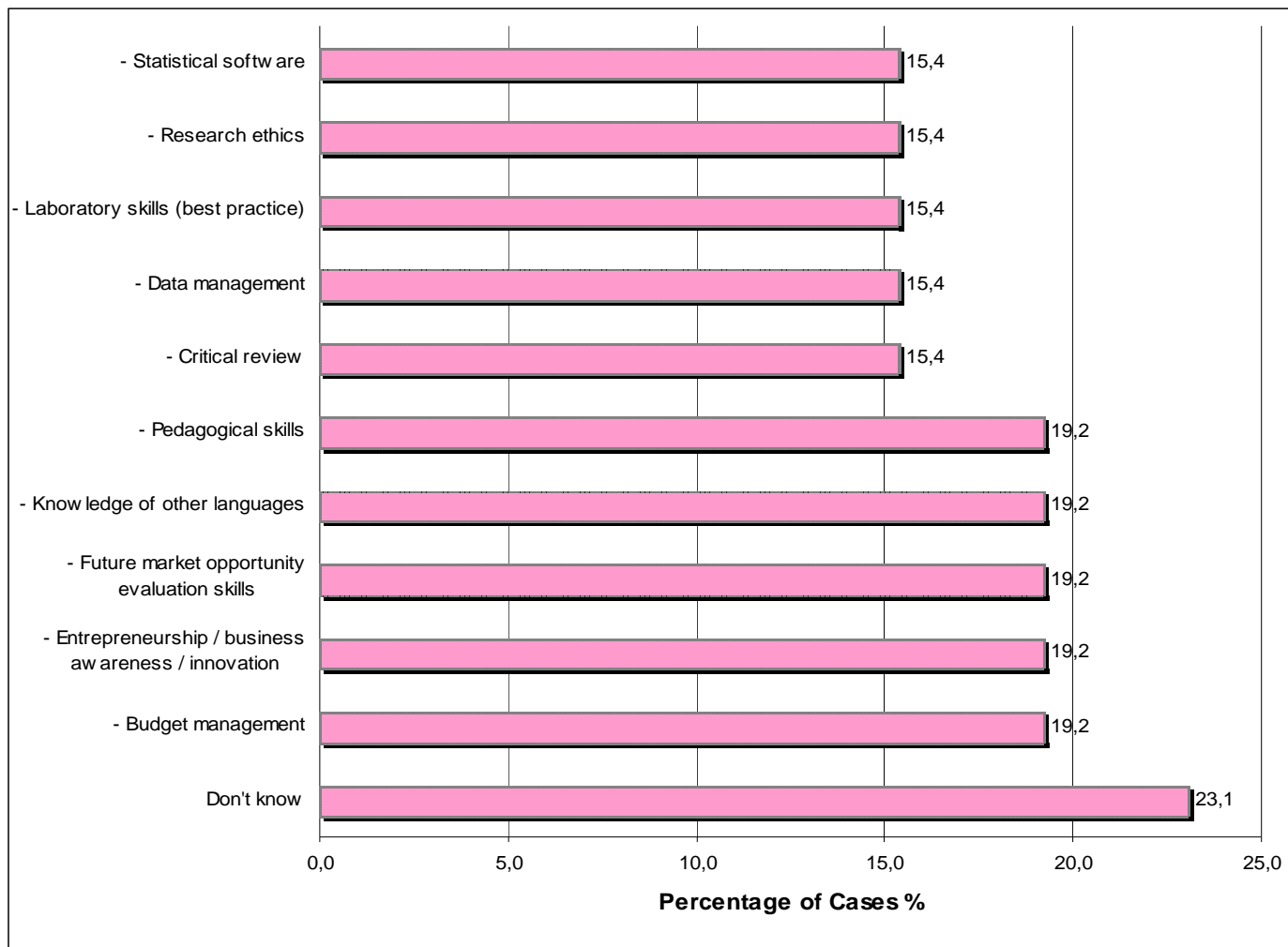


2nd Partner Meeting
17th June 2009
Athens, Greece

Do you believe that seniors researchers in your organisation need further training in generic skills? If yes, please identify up to 5 skills they need further training in.

Indicative results

Stakeholder Survey



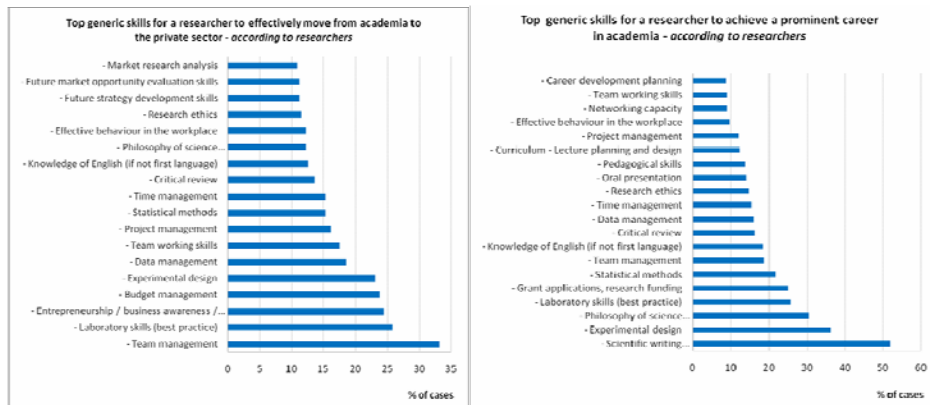
Joanna Tavla
R&D manager



**CALLING ALL STAKEHOLDERS
THE MOST IMPORTANT GENERIC SKILLS IDENTIFIED BY AQUACULTURE RESEARCHERS
SURVEY RESULTS JUST IN!
DO YOU AGREE?**

Dear Sir/Madam,

We are contacting you in relation to a new EC funded project called **Vocational Aqualabs**, which aims to identify the **key generic skills** which are required by **aquaculture researchers**. We recently carried out a needs analysis of researchers and the results are just in:



If you are a stakeholder (non-researcher) we would also like your opinion on priorities. Therefore we would ask you to give your views by completing our short online survey. It only takes 5 minutes and your input will be used to see if there is any divergence between the views of researchers versus other stakeholders. The survey results will directly influence what new training material and courses will be developed and carried out in the project to upskill researchers to help them better respond to end-users needs.

Please go to this link to access the survey: <http://bit.ly/apsemk>

We would be very grateful if you could also bring this survey to the attention of your "non-researcher" colleagues. For more information on the Vocational Aqualabs project please visit www.aqualabs.eu.

This survey will close on 9th July 2010.

Best regards,

Vocational Aqualabs consortium

Ankara University (Turkey), AquaTT (Ireland), University of Aberdeen (United Kingdom), AQUARK (Greece), Stirling University (United Kingdom), INNOVAMAR (Spain)



Vocational Aqualabs is funded by the EU Lifelong Learning Programme

If you have received this e-mail in error or would like to unsubscribe please [click here](#)

SURVEY

- Launched on 28/6/2010
- first extension to 16/7/2010
- second extension to 23/7/2010 (EATiP Secretariat request)
- Dissemination through the EATiP newsletter (19.7.2010)

RESULTS

- Participants - Respondents 135

Yes - I give permission for storage and use of the information and I will continue with this survey.	135
Total Respondents	135
(skipped this question)	3
First name	120
Surname	119
Current employer	115
Role in your organisation	114
Total Respondents	121
(skipped this question)	17
Sex	
M	103
F	36
Total Respondents	139
(skipped this question)	-1
Age	
under 25	3
25-30	13
31-40	42
41-50	43
51+	38
Total Respondents	139
(skipped this question)	-1

- Analysis of Nationality and residency

Nationality			
Albanian	2	Indonesian	1
Algerian	1	Iranian	3
Angolan	1	Irish	2
Batswana	1	Italian	6
Belgian	3	Moroccan	1
British	17	Nepalese	1
Canadian	2	Nigerian	3
Chilean	4	Norwegian	7
Chinese	1	Peruvian	1
Croatian	1	Polish	1
Danish	1	Portuguese	4
Dutch	1	South African	1
Egyptian	3	South Korean	1
Finnish	2	Spanish	19
French	10	Tanzanian	1
Greek	14	Turkish	20
Indian	3	Total Respondents	139
		(skipped this question)	-1

Country of residence			
Albania	1	Ireland	3
Armenia	1	Italy	7
Bahrain	1	Korea, Republic Of	1
Bangladesh	1	Nepal	1
Belgium	6	Netherlands	1
Canada	1	Nigeria	3
Chile	3	Norway	8
China	1	Poland	1
Christmas Island	0	Portugal	2
Croatia	1	South Africa	1
Denmark	1	Spain	22
Egypt	3	Svalbard And Jan Mayen	1
Finland	2	Tanzania, United Republic Of	1
France	10	Thailand	1
Gabon	1	Turkey	19
Greece	16	United Kingdom	13
India	2	United States	1
Iran, Islamic Republic Of	2	Total Respondents	139
		(skipped this question)	-1

- Question 1 and Prioritization

In your opinion, what are the generic skills for a researcher to effectively move from academia to the private sector?

ADVANCED MANAGEMENT SKILLS:

- Future market opportunity evaluation skills
- Future research cost benefit analysis

ANALYTICAL SKILLS:

- Market research analysis

BASIC COMMUNICATION SKILLS:

- Curriculum - Lecture planning and design
- Effective behaviour in the workplace
- Knowledge of English (if not first language)
- Oral presentation
- Pedagogical skills
- Scientific writing (papers, theses, abstracts, essays)

BASIC MANAGEMENT SKILLS:

- Budget management
- Laboratory skills (best practice)
- Team management
- Time management

CAREER AND LIFE SKILLS:

- Career development planning
- Grant applications, research funding

FORESIGHT SKILLS:

- Future strategy development skills
- Research prioritisation skills

KNOWLEDGE MANAGEMENT SKILLS:

- Data management

NUMERICAL, COMPUTATIONAL, STATISTICAL SKILLS

- Statistical methods

PRIORITY	1- FIRST (HIGHEST)	2 - SECOND	3-THIRD	4 - FORTH	5 FIFTH (LOWEST)
Budget management	4	4	5	7	7
Critical review	2	3	3	2	1
Data management	6	5	4	2	3
Effective behaviour in the workplace	3	3	1	7	4
Entrepreneurship / business awareness / innovation	16	16	9	5	5
Experimental design	3	4	3	6	6
Future market opportunity evaluation skills	11	7	4	4	4
Future research cost benefit analysis	5	8	1	7	2
Future strategy development skills	4	6	9	5	4
Grant applications, research funding	2	4	3	2	3
Knowledge of English (if not first language)	4	3	1	2	4
Laboratory skills (best practice)	4	4	7	2	7
Market research analysis	1	4	4	3	5
Philosophy of science (hypotheses, logic, induction, debat	1	1	0	1	0
Policy awareness	1	0	3	1	1
Project management	15	9	17	12	7
Research ethics	0	2	0	1	0
Scientific writing (papers, theses, abstracts, essays)	3	0	1	2	2
Sector specific (Fish handling, survival at sea, boat handlin	4	2	8	4	6
Statistical methods	0	0	1	3	4
Team management	9	4	8	6	2
Team working skills	7	12	5	4	8
Time management	1	4	3	5	4
Career development planning	0	0	0	0	3
Curriculum - Lecture planning and design	1	0	0	2	1
Interdisciplinary studies	0	0	1	5	3
Networking capacity	2	5	5	6	9
Oral presentation	0	0	2	0	1
Pedagogical skills	1	0	0	3	1
Research prioritisation skills	1	2	4	1	3
Total Respondents	111	112	112	110	110
(skipped this question)	27	26	26	28	28

- Question 2 and Prioritization

In your opinion, what are the top 5 most important generic skills for an experienced researcher to have to achieve a senior position in your organisation? Please specify in the boxes below in order of priority from 1 to 5, 1 = HIGHEST PRIORITY).

ADVANCED MANAGEMENT SKILLS:
 - Future market opportunity evaluation skills
 - Future research cost benefit analysis

ANALYTICAL SKILLS:
 - Market research analysis

BASIC COMMUNICATION SKILLS:
 - Curriculum - Lecture planning and design
 - Effective behaviour in the workplace
 - Knowledge of English (if not first language)
 - Oral presentation
 - Pedagogical skills
 - Scientific writing (papers, theses, abstracts, essays)

BASIC MANAGEMENT SKILLS:
 - Budget management
 - Laboratory skills (best practice)
 - Team management
 - Time management

CAREER AND LIFE SKILLS:
 - Career development planning
 - Grant applications, research funding

FORESIGHT SKILLS:
 - Future strategy development skills
 - Research prioritisation skills

KNOWLEDGE MANAGEMENT SKILLS:
 - Data management

NUMERICAL, COMPUTATIONAL, STATISTICAL SKILLS
 - Statistical methods

PARTNERING SKILLS:
 - Networking capacity

PRACTICAL LIFE SKILLS:
 - Sector specific (Fish handling, survival at sea, boat handling, diving)

SCIENCE FOR SOCIETY SKILLS:
 - Entrepreneurship / business awareness / innovation
 - Interdisciplinary studies
 - Policy awareness

SCIENTIFIC METHODOLOGY SKILLS:
 - Critical review
 - Experimental design
 - Philosophy of science (hypotheses, logic, induction, debating)
 - Research ethics

TASK MANAGEMENT SKILLS:
 - Project management

TEAM MANAGEMENT SKILLS:
 - Team working skills

PRIORITY	1: FIRST (HIGHEST)	2:SECOND	3: THIRD	4: FOURTH	5:FIFTH (LOWEST)
Budget management	6	7	4	5	1
Critical review	5	2	1	3	4
Data management	2	3	3	1	3
Effective behaviour in the workplace	1	9	5	3	6
Entrepreneurship / business awareness / innovation	4	2	6	5	1
Experimental design	1	6	4	4	4
Future market opportunity evaluation skills	7	4	4	0	2
Future research cost benefit analysis	4	5	1	3	3
Future strategy development skills	7	6	4	1	5
Grant applications, research funding	6	5	5	5	2
Knowledge of English (if not first language)	3	3	1	3	4
Laboratory skills (best practice)	2	5	3	2	5
Market research analysis	0	1	2	4	2
Philosophy of science (hypotheses, logic, induction, debating)	2	1	5	1	4
Policy awareness	4	1	1	2	5
Project management	6	7	14	10	7
Research ethics	3	3	0	1	0
Scientific writing (papers, theses, abstracts, essays)	14	4	4	8	2
Sector specific (Fish handling, survival at sea, boat handling, diving)	3	1	6	1	2
Statistical methods	0	1	2	3	6
Team management	9	7	9	8	4
Team working skills	4	4	7	5	5
Time management	0	2	1	3	2
Career development planning	0	1	1	4	4
Curriculum - Lecture planning and design	1	3	0	0	3
Interdisciplinary studies	0	0	1	4	2
Networking capacity	3	6	4	8	6
Oral presentation	0	1	1	2	3
Pedagogical skills	1	0	1	0	4
Research prioritisation skills	5	2	2	3	1
Total Respondents	103	102	102	102	102
(skipped this question)	35	36	36	36	36

Rank the skill delivery method in terms of decreasing effectiveness (from 1 to 12) taking into account the elements of course duration and cost. (1= MOST EFFECTIVE, 12 = LEAST EFFECTIVE)

- Lecture
- Tutorial (small group discussion)
- Practical exercises (laboratory/fieldwork)
- Work experience
- Role playing / Games
- Case study simulations
- Self-learning (assignments)
- On-line discussion forums/blogs
- Videos or podcasts of lectures
- Video conferencing
- Computer-based interactive learning materials
- Online collaboration tools (e.g. Wikis & shared documents)

- Question 3 and Effectiveness evaluation

EFFECTIVENESS	1: (MOST EFFECTIVE)	2	3	4	5	6 (RELATIVELY EFFECTIVE)	7	8	9	10	11	12 (LEAST EFFECTIVE)
Lecture	12	9	15	15	7	20	4	3	1	1	3	5
Tutorial (small group discussion)	13	19	19	18	15	5	8	2	4	1	1	1
Practical exercises (laboratory/fieldwork)	25	33	16	6	3	5	3	2	3	3	3	0
Work experience	37	15	9	10	8	4	3	2	3	0	1	1
Role playing / Games	4	1	7	4	5	1	9	12	11	4	8	25
Case study simulations	4	12	18	14	12	16	5	5	4	5	1	3
Self-learning (assignments)	1	4	3	5	21	10	9	11	7	12	8	8
On-line discussion forums/blogs	1	1	2	5	4	6	9	15	8	12	15	12
Videos or podcasts of lectures	0	2	1	6	7	5	7	9	12	22	17	9
Video conferencing	0	0	3	3	3	7	13	13	12	14	11	13
Computer-based interactive learning materials	2	3	3	8	9	10	13	12	19	9	5	4
Online collaboration tools (e.g. Wikis & shared documents)	1	1	4	4	4	8	13	9	7	9	20	12
Total Respondents	100	100	100	98	98	97	96	95	91	92	93	93
(skipped this question)	38	38	38	40	40	41	42	43	47	46	45	45

OTHER COMMENTS

Any other comments:	
Total Respondents	13
(skipped this question)	125
Please indicate if you would like join our mailing list and receive updates on the project progress and a summary of the results of this survey.	
Yes	76
No	17
Total Respondents	93
(skipped this question)	45
If YES, please enter your email address:	
Total Respondents	76
(skipped this question)	62

- The survey did not encompass what we would have considered to be relevant questions
- In my experience, the first key issue in the academia/industry relation is the achievement of effective communication, as the mindsets of people coming from academia and industry are usually significantly different (not on the same page). Also, it is often a frustrating exercise to identify suitable academic partners and build effective working relations that deliver practical and efficient problem-solving solutions to everyday problems of the industry. Finally two aspects are usually very significant: time-frame and cost-effectiveness. Industry expects quick and cost-effective answers. Academia tends to present extended time lines for project completion and usually has difficulties putting a value on the expected results (also on the probability of achieving the results).
- Too many reseachers enter "the real world" being very good academically, but haven't got an ounce of common sense or know the day to day practicalities/realities of fish farming. I have found that during their studies, they do not necessarily appreciate that their project has to fit in around the day to day practicalities where the fish farm staff are concerned, rather than take over from them. I have experienced new recruits from academia thinking they are "better" than existing staff who have a huge amount of aquaculture experience, which is not good in a team environment. Hence my prioritization of industry experience and team skills. Could be down to an individual's personality etc, but some people come out with a very blinkered view, occasionally.
- It's a wide scope for the questions, and put in context, it would narrow down the focus for the answers
- Students, researchers... need to be wake up to find things useful for the aquaculture, to make money, not to do research for research. I worked one year with Pascal Divanach and aquaculture development needs this kind of person. I try to wake up student as he did to me.
- For question 4, it is difficult to rank effective delivery method which would depend upon subject discipline (whether it has practical elements) and the pedagogical justification appropriate for learners experience. It would also depend on whether a course is delivered in campus, off campus/online/flexible. If it is in campus delivery, then face to face interaction still ranks high according to a recent survey done on students. So I am not sure whether I have answered correctly for question 4.
- Will this be feeding into the Aqua-TNet programme's work at all?