

## Vocational Aqualabs Stakeholders' Survey Template

1. First name

2. Surname

3. Current employer

4. Role in your organisation

5. Sex \*

- M
- F

6. Age \*

- under 25
- 25-30
- 31-40
- 41-50
- 51+

7. Nationality \*

Other (Please specify below)

8. Country of residence\*

Other (Please specify below)

9. Are you currently personally carrying out research? \*

- Yes
- No

10. How many years have you been employed in research?\*

- 0
- 1-2

- 3-5
- 6-10
- 11-15
- 16-20
- 20+

**11. Tick the following boxes which apply to your organisation:\***

- We carry out in-house research
- We contract research
- We fund research
- We receive funds from external sources to provide research
- None of the above

**12. Does your organisation provide generic skills training for your researchers?\***

- Yes, in-house
- Yes, externally
- Yes, both in-house and externally
- No

**13. 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?**

- Yes
- No
- Don't know

*(Skill list shown)*

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

*(Skills list shown)*

**15. 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).**

*(Skills list shown)*

**16. 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).**

*(Skills list shown)*

**17. 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)**

*(Skills list shown)*

**18. 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)**

*(Skills list shown)*

**19. “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
  
- 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)
- Other

**20. “Do you prefer courses to be”:**

- Face-to-face only
- Online only
- Blended (face-to-face and online)

**21. 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
- Generic skills are as important
- Generic skills are more important

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

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

- Yes
- No

**24. Any other comments:**

\*=compulsory

**Skills list:**

**NUMERICAL, COMPUTATIONAL, STATISTICAL SKILLS:**

- Mathematics
- Statistical methods
- Statistical software
- Models and simulations

**IT SKILLS:**

- Office software (word processing, e-mail, spreadsheet, presentation)
- Web page design
- Information literacy (Endnote, SCOPUS etc)
- IT communication (Skype, web forums)

**SCIENTIFIC METHODOLOGY SKILLS:**

- Philosophy of science (hypotheses, logic, induction, debating)
- Experimental design
- Data management
- Research ethics
- Critical review

**BASIC MANAGEMENT SKILLS:**

- Time management
- Team management
- Budget management
- Laboratory skills (best practice)
- Risk assessment (safety in lab and fieldwork)
- Awareness of legal and procedural issues (licensing of animal research, health and safety, data protection, anti-discrimination)

**BASIC COMMUNICATION SKILLS:**

- Literacy in own language
- Knowledge of English (if not first language)
- Knowledge of other languages
- Curriculum - Lecture planning and design
- Pedagogical skills
- Oral presentation
- Thesis defence
- Poster presentation
- Effective behaviour in the workplace
- Scientific writing (papers, theses, abstracts, essays)
- Accredited Scientific report writing
- Media communication

**CAREER AND LIFE SKILLS:**

- CVs, job applications, interviews
- Grant applications, research funding
- Career development planning

**SCIENCE FOR SOCIETY SKILLS:**

- Interdisciplinary studies
- Policy awareness
- Entrepreneurship / business awareness / innovation

**PRACTICAL LIFE SKILLS:**

- Sector specific (Fish handling, survival at sea, boat handling, diving)
- General (First aid, driving)

**ANALYTICAL SKILLS:**

- Legislation implication analysis
- Technology screening skills (SWOT)
- Market research analysis
- Financial analysis skills

**NEGOTIATION SKILLS:**

- Internal negotiation with other teams
- Debate skills
- External negotiations with other organisations

**PARTNERING SKILLS:**

- Partnerships building
- Networking capacity
- Web social networking

**TASK MANAGEMENT SKILLS:**

- Organisation management skills
- Project management
- Experiment management
- Expert reporting

**TEAM MANAGEMENT SKILLS:**

- Leadership skills
- Team working skills

**ADVANCED PRESENTATION SKILLS:**

- Interview skills
- Authority communication skills

**KNOWLEDGE MANAGEMENT SKILLS:**

- Data management
- Gap analysis skills

**FORESIGHT SKILLS:**

- Future strategy development skills
- Research prioritisation skills

**ADVANCED MANAGEMENT SKILLS:**

- Future research cost benefit analysis
- Defending a research strategy
- Future market opportunity evaluation skills
- Interviewing and recruitment skills
- Knowledge of employment legislation (i.e. Equality & Discrimination)

