



Annual Event 2011

Vilamoura (PORTUGAL)

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Education and Culture

Lifelong Learning Programme

ERASMUS

WP4: New Generic Skills and Competences approaches

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1. MAIN OBJECTIVES (1)

- Survey and synthesise views of stakeholders (industry, universities, research institutes) on generic skills necessary for a successful career **in aquaculture, fisheries and aquatic resource management**
- Consult with students on their needs and experience of skills teaching
- Consult with academics and students on delivery of generic skills → identify best practice
- Compile recommendations on best practice for generic skills modules



1. MAIN OBJECTIVES (2)

- Identify gaps and new requirements in current postgraduate generic skills training
- Design course outlines to meet defined needs and help network partners to develop shared courses
- Identify best practice to implement “problem solving” methodology across all aspects of programmes
- Identify best practice in Innovation Training and make recommendation on how institutions can incorporate this into their current structures



1. MAIN OBJECTIVES (3)

- Who is the target audience?
 - Aqua-tnet colleagues
 - University teachers and administrators
 - Students
 - Employers (industry, research institutes)
 - Policy-makers (e.g. the EU)
- How did we collect the data?
 - Detailed questionnaire (n=283)
 - “Key person” interviews (n=18)

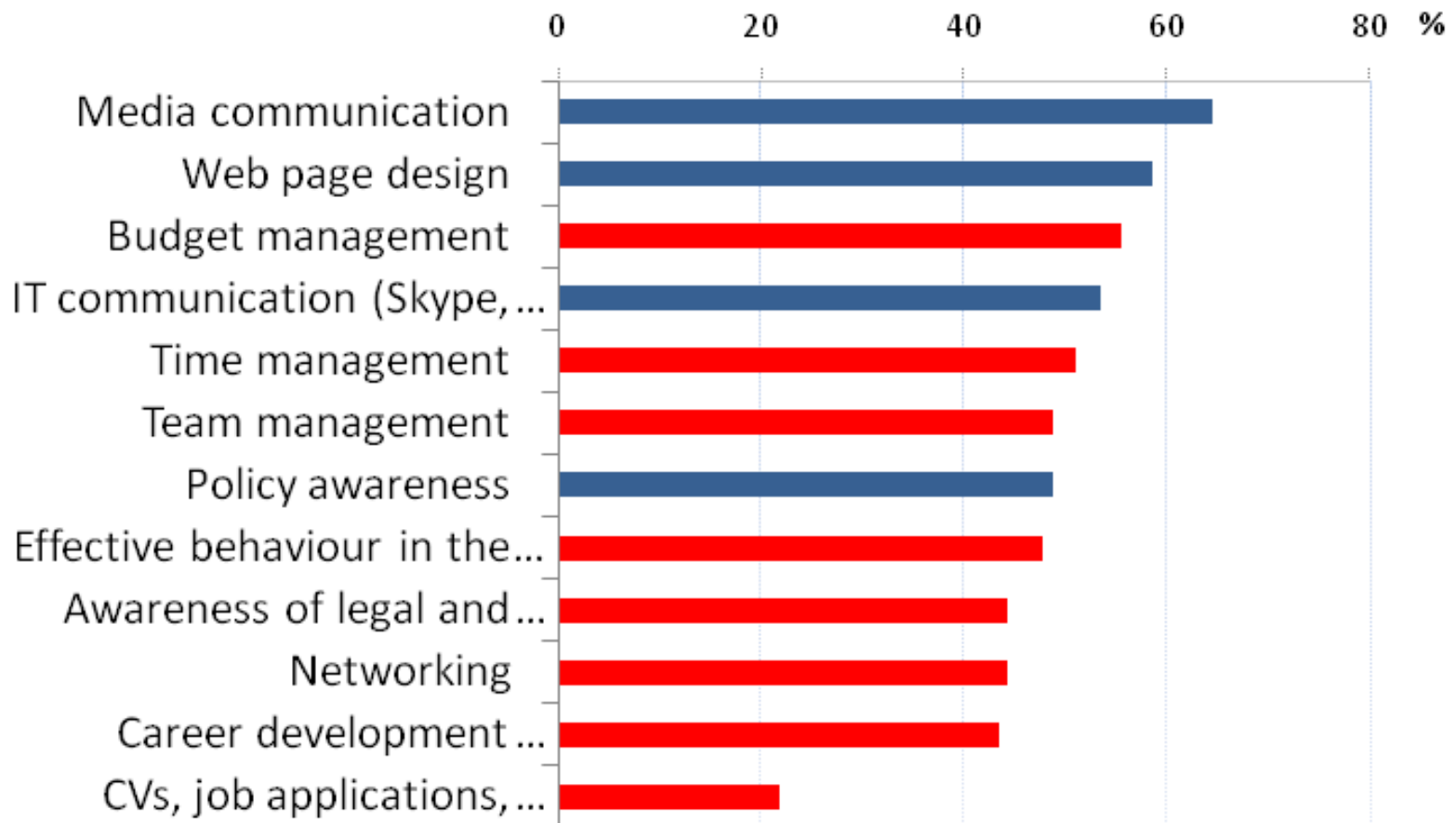


2. RESULTS (1)

- General views on generic skills training
 - Most of the 39 generic skill sets were regarded as important by all groups interviewed
 - ...except web page design
 - Appreciation of generic skills increases through university career
 - Target audience 1: Universities
 - Use: Supports value of generic skills training; perhaps should be reflected more in degree exams
 - Target audience 2: Students
 - Use: Emphasises value of learning generic skills

2. RESULTS (2)

- Employers - Skills not taught at the University or by employing companies

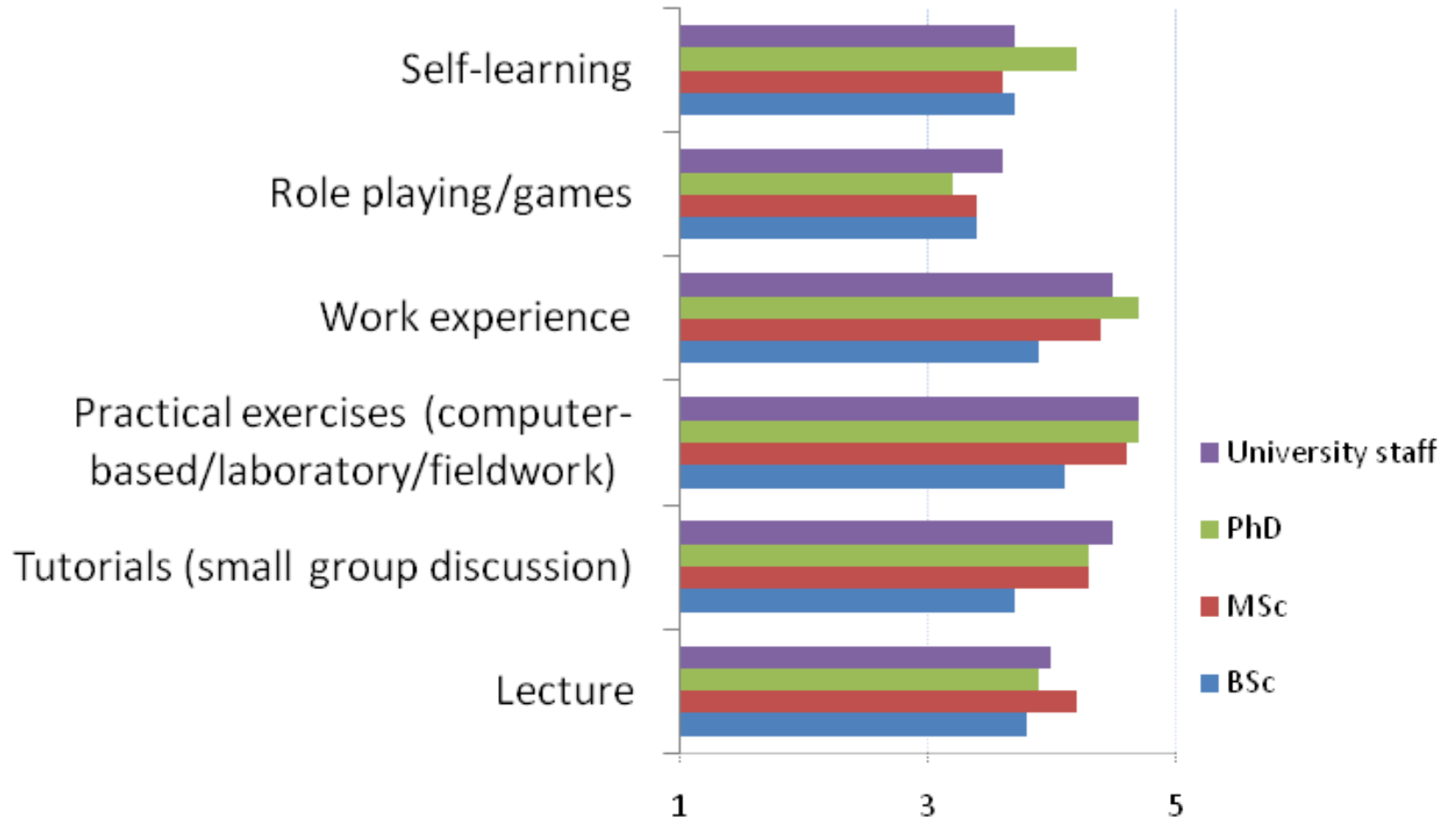


2. RESULTS (3)

- Identification of gaps in generic skills training
 - Gaps include: (1) Effective behaviour in workplace; (2) time, team and budget management; (3) grant application/research funding; (4) Statistics; (5) networking; (6) literacy in own language
 - Target audience 1: Universities
 - Use: Take note of needs of industry and students which are currently not being met
 - Target audience 2: Students
 - Use: Know which generic skills are identified by employers as important

2. RESULTS (4)

Efficiency of teaching methods





2. RESULTS (5)

- Views on “efficiency” of different teaching methods
 - (1) tendency to better appreciate traditional teaching practices (over innovative ones); (2) PhD students valued self-learning more highly than other groups; (3) general high appreciation of practical classes
 - Target audience 1: Universities
 - Use: if we believe in innovative teaching methods, we need to do a better job of “selling” their benefits



3. INSIGHTS (1)

- Key Findings
 - Generic skills are increasingly important to ensure employability: widely appreciated – but probably not given sufficient emphasis in universities (e.g. award specific credits for generic skills)
 - Need to address “workplace” and “life” skills, not just the more traditional and science-oriented generic skills sets
 - Importance of perception and communication
 - Need to overcome resistance to innovation

3. INSIGHTS (2)

- Survey methodology and outcomes
 - Limited number of replies to main survey (283); only 67 employers
 - Geographical biases (e.g. Turkey, Greece)
 - Need for national language translation
 - Late availability of on-line questionnaires
 - Questionnaire fatigue!
- Future work (Aqua-tnet III and publication)
 - Targeted short questionnaire focused on main points
 - Further key person interviews

Contact us

Thank you for your attention

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