

Building Education & Training Pathways for R&D Adoption

- **Background**
- **Methodology**
- **Findings**
- **Recommendations**
- **Where to from here**



Background, Objectives

- Why this project? Lovett & Ord
- March- July 2017
- Objectives:
 1. Describe current situation for higher and vocational training for the seafood industry
 2. Identify how current/recent research is extended through Higher Ed & VET systems
 3. Determine those critical jobs, functions where performance relies u/s , application of R&D outputs
 4. Determine the key issues/innovations addressed through FRDC research portfolio suitable for adoption in ed & trg pathways
 5. Provide recommendations to increase currency of ed & trg via improved pathways around adoption of knowledge & technologies from R&D

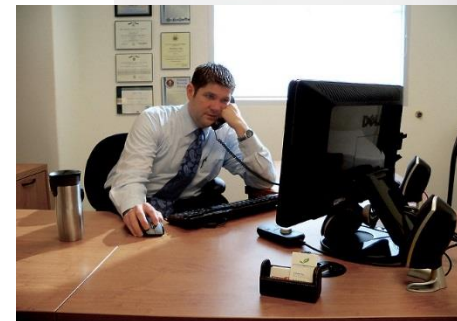
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Methodology

- ✓ **Desktop review** of available data eg NCVET, govt/Uni/training authorities' websites
- ✓ (Scripted) **Telephone interviews**- Universities, RTOs, course graduates,
- ✓ **Visits** to Tas, SA, Qld. Interviews, discussions –Unis, RTOs, RACs, Industry Assoc'ns

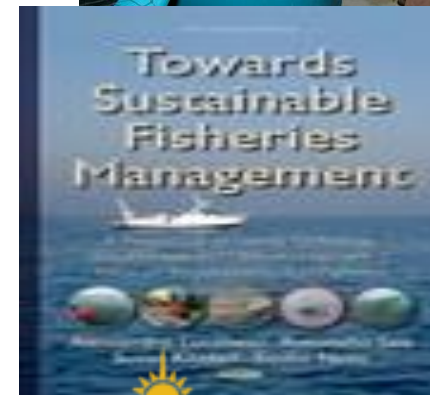


Key Findings- VET Sector

- ✓ Enrolments in SITP quals remain low (1421 2015)
- ✓ Aquaculture most popular
- ✓ Small no active RTOs
- ✓ Importance of delivering Cert of Competency
- ✓ Student demand? great variety
- ✓ Inclusion of R&D outputs in courses- highly dependant on business sponsoring student
- ✓ Unanimous support for COP (all sectors)
- ✓ Most trainers retain currency

Key Findings- Higher Education

- Large range of potential pathways
- **Undergraduate student enrolments declining (causing) Movement to more generalised degrees- implications of concern**
- Reduction in public funding has –ve impact: subjects with public benefit orientation at risk (aqua but also marine science, fisheries m'ment)
- **Poor awareness of career options**
- Post graduate enrolments strong-International students prominent (up to 50%) +ve implications
- **International ranking a prime focus- tension b/n research and teaching**
- Support for increased collaboration (JCU, Uni Tas keen to explore strategic p'ships)



RACs, Industry members- Some Comments

- Stronger emphasis on Extension encouraged
- During proposal selection & evaluation, support for more rigour/attention on plans for Extension
- RACs welcome greater role in reviewing applicants' plans for Extension..... but need:
- Capacity building for RACs, FRDC managers re most effective Extension mechanisms & education pathways



Pulling everything together: other activities

- Telephone interviews – VET graduates
- Case studies- Seafood Training Tasmania, University of Tasmania
- F2F Meetings (Tas, Qld, SA)
- Planning & Reporting- FRDC Executives



Recommendations

- ❑ **Form strategic partnerships with priority training providers—focus on strengthened incorporation R&D outputs in curricula**
 - ✓ **Support retention of specialist capacity**
 - ✓ **Assistance/support for including R&D outputs in their courses**
 - ✓ **Specialist role in advising on extension through Ed & Trg included in research proposals**
 - ✓ **‘Partner’ Universities to trial identifying how their R&D output is to be extended in their courses**
 - ✓ **Role in linking FRDC to (other) relevant providers**

Recommendations (con't)

- ❑ Form strategic partnerships with priority training providers—focus on strengthened incorporation R&D outputs in curricula
 - ✓ Support retention of specialist capacity
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 - ✓ Specialist role in advising on extension through Ed & Trg included in research proposals
 - ✓ Role in linking FRDC to (other) relevant providers

- ❑ **Position RACs to provide informed comment on extension component of R&D proposals – emphasis on identifying proposals suitable for incorporation in VET, Higher Ed pathways**
 - ✓ **Need for capacity building for RAC members**
 - ✓ **Guidelines for RAC members, FRDC managers**
 - ✓ **For proposals with relevance to Ed & Trg, up-front consideration of Extension**

Also:

Accreditation for VET,
Higher Ed providers

Facilitate
reinvigoration of
COP

Encourage further development of
distance education to o'come challenges
of time, place

Increase
engagement
with post
graduate
students

6/12 monthly bulletin –
targeting providers,
promoting selected R&D
outputs most relevant to
inclusion in courses

And finally, perhaps:

National forum- Strategic dialogue around core topics essential for industry's future

Greater engagement by snr FRDC staff/Board with execs of priority Institutions

Facilitate dialogue b/n providers to

- Advise on priorities subjects
- Share industry intelligence
- Explore opportunities for collaboration to address industry needs



Where to from here?

Evaluate FRDC's portfolio of research to:

- Identify projects addressing issues relevant to current courses, units ...
- Identify outputs/outcomes which are relevant
- Advise whether proposed comms/extension will enable the knowledge etc to be readily incorporated into education material
- Required format to enable incorporation?
- Develop set criteria to identify new proposals which should be assessed with a view to incorporation in education

Take home messages:

- Ed & trg a very specialised component of extension-needs partnerships with providers
- Have clarity around expectations around greater RAC and staff role in evaluation process..... internal commitment required
- Existing ed & trg capacity under threat- need to retain & nurture existing capability

and:

Swans 2017 Premiers

Buddy kicks lazy eleven
Adelaide capitulates

