Export Control Workshop

The following key areas were highlighted during our recent workshops focused around co-creation and design of the new online training programme for the UK higher education sector.

1. What are your strengths and weaknesses in export control?

"Common response from academics has been "why is it suddenly a problem, I've been doing this for years". Many see professional services staff as an obstacle to the completion of their research. It needs to be made it clear that it is everyone's responsibility and to outline the potential impact on their research."

- US export control - we need to know more about it!
- Definitions and terminology across agenda important
- Accountability and responsibility being made clear at different levels
- Weakness is cross University knowledge of export controls; clear operational guidance in sensitive areas
- Understanding proportionate and pragmatic approach by HMG as unclear
- For some institutions a strength is their processes and process mapping for handling export controls is good including, for example, guidance notes, flowcharts. workshops etc.

"The training needs to answer: What it is? Why is it important? What does it involve? What do you need to do?"

2. How do we ensure that we deliver impact and engagement with the training?

"This must not be about scaremongering - rather seeking to help colleagues understand their responsibilities and support them in better understanding a very complex and changing area"

- Clear on rationale for the training and why this is important
- Importance of connection to research integrity (not ethics) agenda
- Royal Societies and Professional Associations important for engagement

- Must not be a box ticking exercise! Education and assistance as hook
- Case studies key and real world examples for higher education
- Senior University/system statement annually to highlight importance

- Targeted approach to key areas of the University and right people
- Basic level for many and more targeted at key STEM areas
- Tailored to disciplines and **not** generic overviews

"If it can be packaged around research integrity and research culture - part of an overarching theme of good research integrity, and build and marketed to academics as a smooth ride through the process.....compliance and regulation makes them want to run away and hide!"

- Need to develop an 'Easy guide for academics' like what was done with the REF e.g. 'What does the REF mean for me' for academics – otherwise legal jargon and will avoid

"…case studies showing the good, the bad and the ugly, and how the bad an ugly got resolved, if they did!"

- Must be carrot not stick! Dynamic, easy to engage, bite-sized topic specific modules and use of video
- Time is of the essence in busy workloads so 45 minutes to one hour and Interactive as against questions at the end of the training

- Annual training prompt and proactive prompts on any updates with proactive contact on updates, newsletter – not a static platform
- Champions and cheerleaders to push engagement and roll-out

- Training should not be mandatory but rather - helping you do your job with training in groups as against just solitary individual exercise
- 'Trainer the trainer' approach to assist with roll out and super-users and need curated training for different stakeholders - subject specific, academic, research support, PhD students

- Export control is different, it is legislative, it is not opt in or opt out, just like health and safety requirements.
- Monitoring/metrics and KPIs crucial in allowing institution to understand if they are hitting the target i.e. who is completing and engaging dashboard

3. What material and resources - both public and institutional - have those with existing knowledge of export controls found most useful informing their development and understanding?

"Materials that have been most useful are often informal and from within the sector - e.g. an excellent note from University X helped us framing one decision tree. It's often experience-led within-HE stuff that helps most."

- Oxford Epigeum export control training programme
- KCL Project Alpha resources on export control
- Nottingham developing level one/basic training course Higher Education Guide And Toolkit On Export Controls And The ATAS Student Vetting Scheme
- University of Manchester's export control website is useful.
- Resources need to be short, sharp and easily accessible, with sign posting to further resources - identify potential issues, the consequences of non-compliance, and advice on where to go for further information.
- 309 pages of Strategic Export Controls List – can't just send that document – needs to be a searchable database and gov.uk website - lots of information that is out of date, and too many clicks
- Have not attended ECJU workshop – not directed at the University community, which is why this training and materials are so important.

- The government website not aimed at academics - all the online materials aimed as if you are an SME not higher education and research!

"Do not try to create Academic experts - rather ensure awareness and the associated relevance and targeting of staff who should engage with the training."

4. Should the level 1 course content (basic introduction to export control) go beyond awareness as a primary learning outcome for the user to identify the possibility of export control applying to their activity and being signposted for additional advice within their institution?

- Training could be part of suite of integrity training, if rolled out across all staff. Again, short and to the point - anything too long/in-depth, many academics will ask why this is relevant to them.
- It is important for all staff to have awareness of export control and to know who to contact for further information – whereas those working in areas affected need a more in depth understanding. Particularly for the professional services staff who will be asked to support academics through the process – but also important to pinpoint their limitations and advise where they can go for specialist advice.
- If we can get people to do any training, better to cover what is needed in a single 'go' rather than expecting them to return for a second part
- Training material should be light touch for Level 1 and the language used understandable. The material should provide links to existing internal material resources

5. Thinking about the strawman model for the course architecture is there anything missing that would be useful to include and does the user categorisation feel relevant or are there other users we need to consider here?

- Break down professional services group further. Important for TTO's, Research and Commercialisation, international, legal, faculty leads. Who is the training for? The danger is losing sight of who the intended primary audience is and not diluting it too much. Students is a broad category. Could focus more on PG students – mostly research but also some taught student projects require awareness.
- Is there scope for a 'train the trainer' programme to be rolled out? Ensure export control 'champions' within each institution.
- Training should be targeted, may not be relevant to some faculties. Next stage training – for the small group of staff that need to implement the detail
- How will the course retain currency? Things are always changing, how to pitch the initial module at right level so gives overview but doesn't need to be constantly updated.
- Define who it is for? Is it for Director of studies/research etc? Training should have a slot/module for supervisors- as they have a dual responsibilities and duty of care