

Employability Skills in economics degrees



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Based on Jenkins and Lane (2019), *Employability Skills in UK Economics Degrees: a report for the Economics Network*, available at: <https://www.economicsnetwork.ac.uk/research/employability>

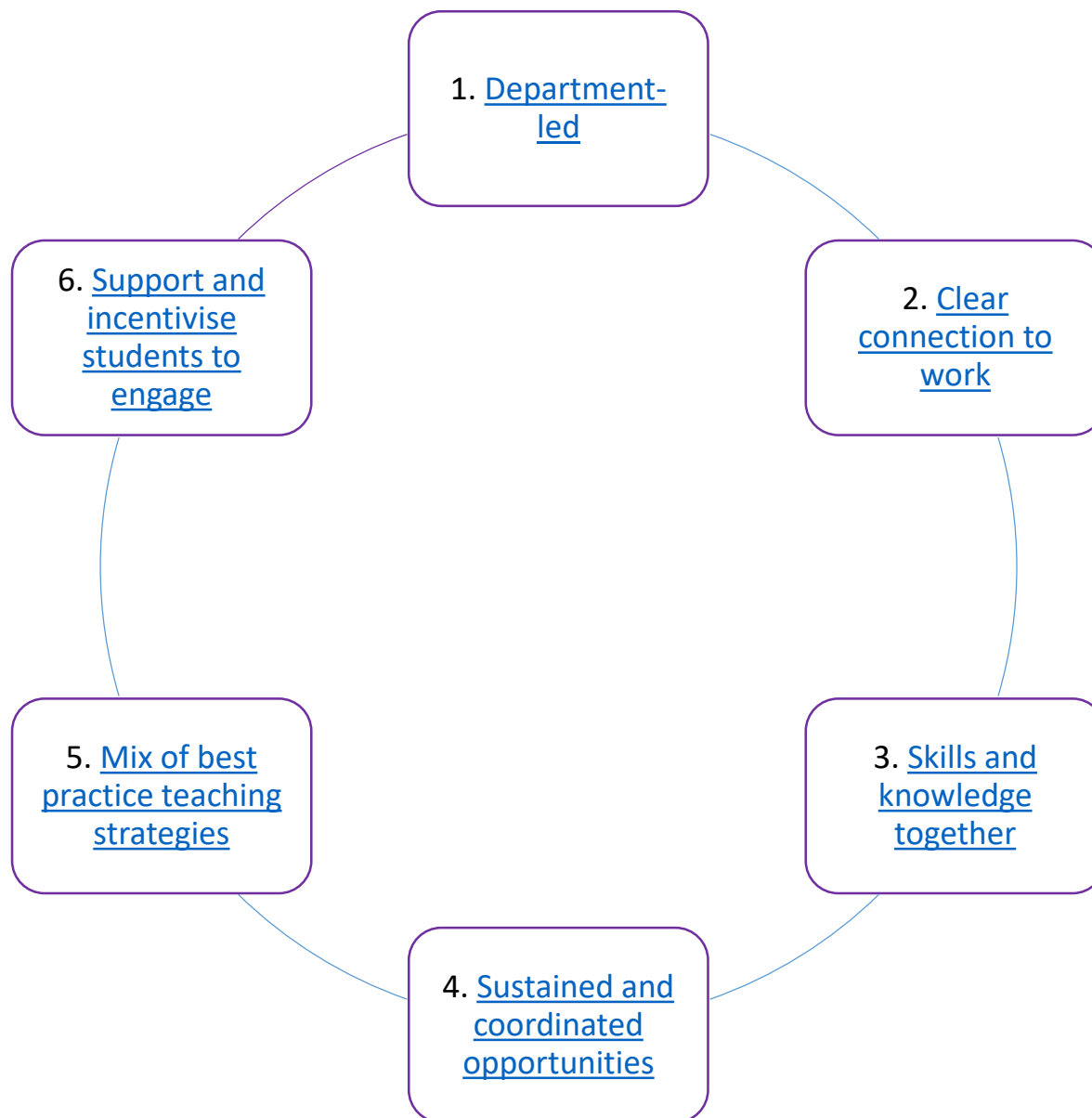
Is there a skills gap?

Skill area	Employer ranking	<u>Department ranking</u>	Employer concern about skill
Communication	2	3	<u>HIGH</u>
Application to real world	1	2	MEDIUM
Data analysis	3	1	LOW
Collaboration	*	5	HIGH
Wider skills	4	4	<u>HIGH</u>

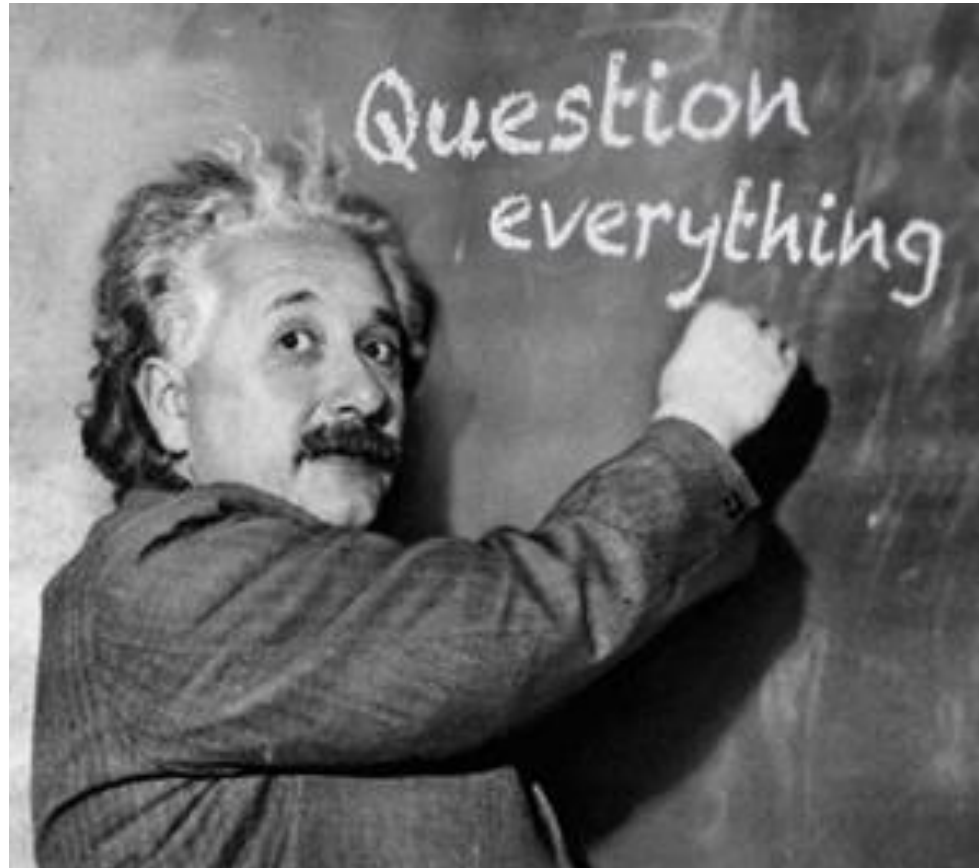
1=top priority

- a) Not doing enough and time lags?
- b) Employers and academics define skills differently?
- c) Teaching and learning activities not effective?
- d) Difficult to get staff to engage?
- e) Difficult to get students to engage?

What can we do?



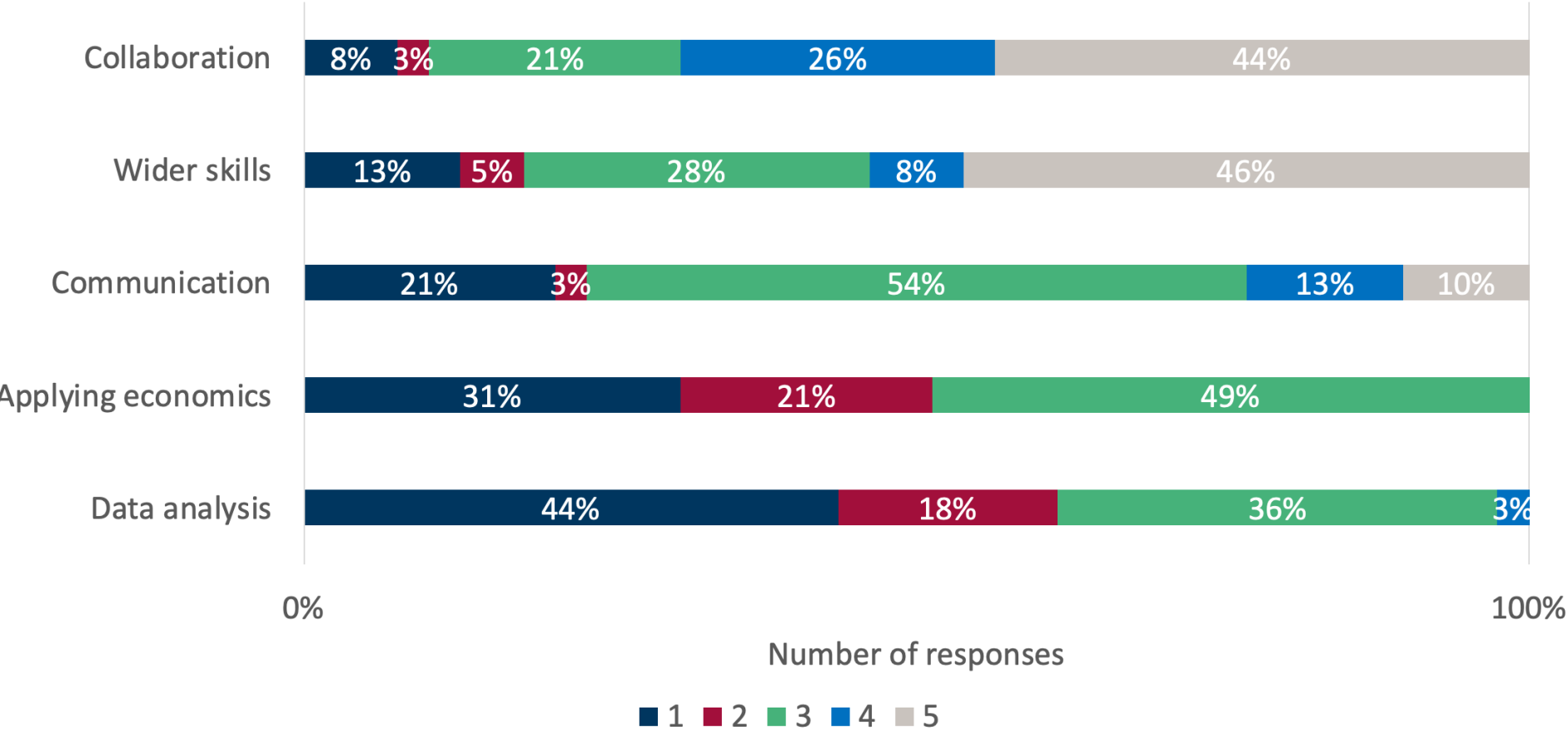
- Share experiences internally
- Work with employers-alumni
- Economics Network Case studies and Guide for Lecturers Chapter (forthcoming)
- #econteach

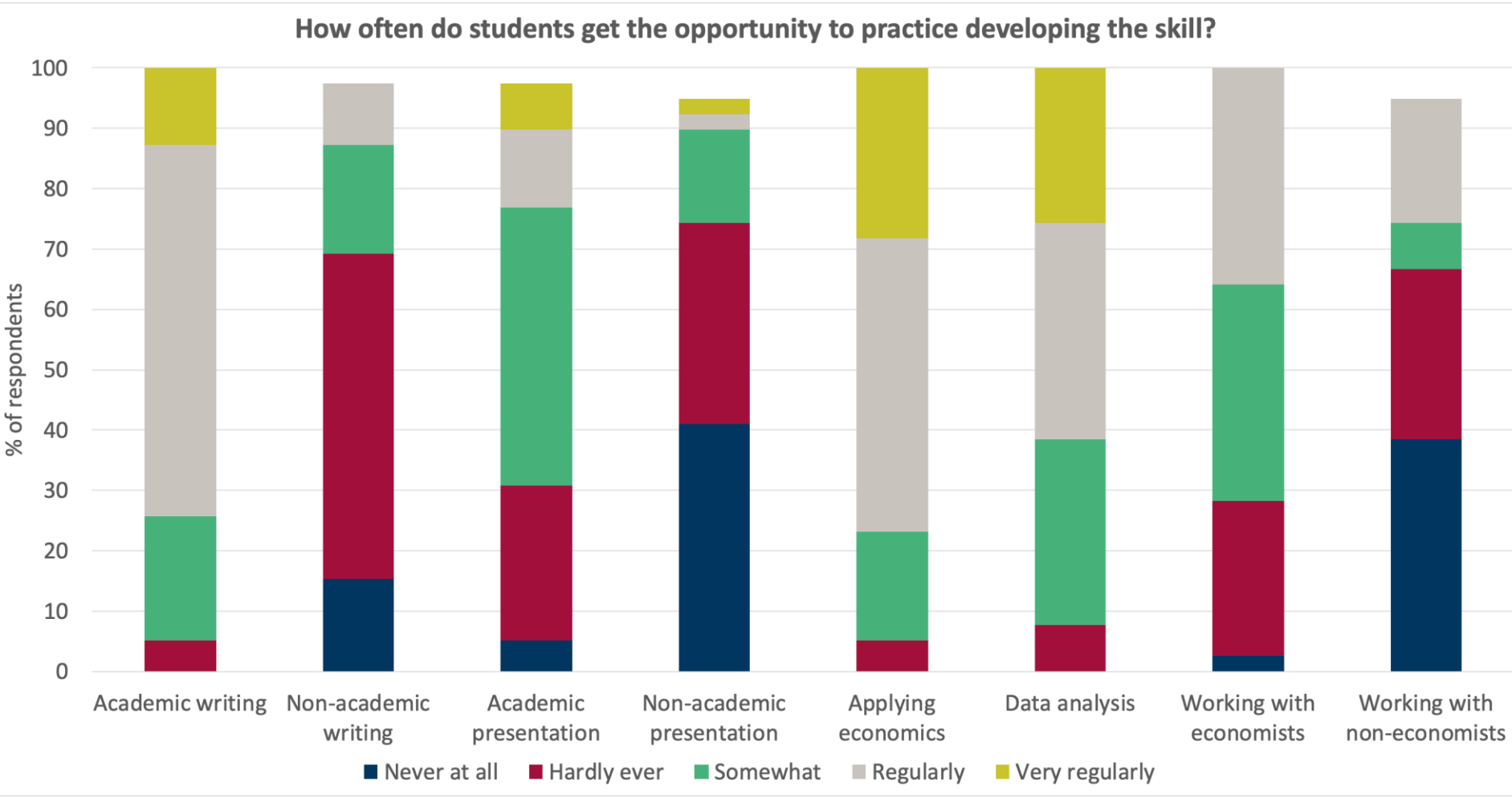


Feedback/Comments/Questions

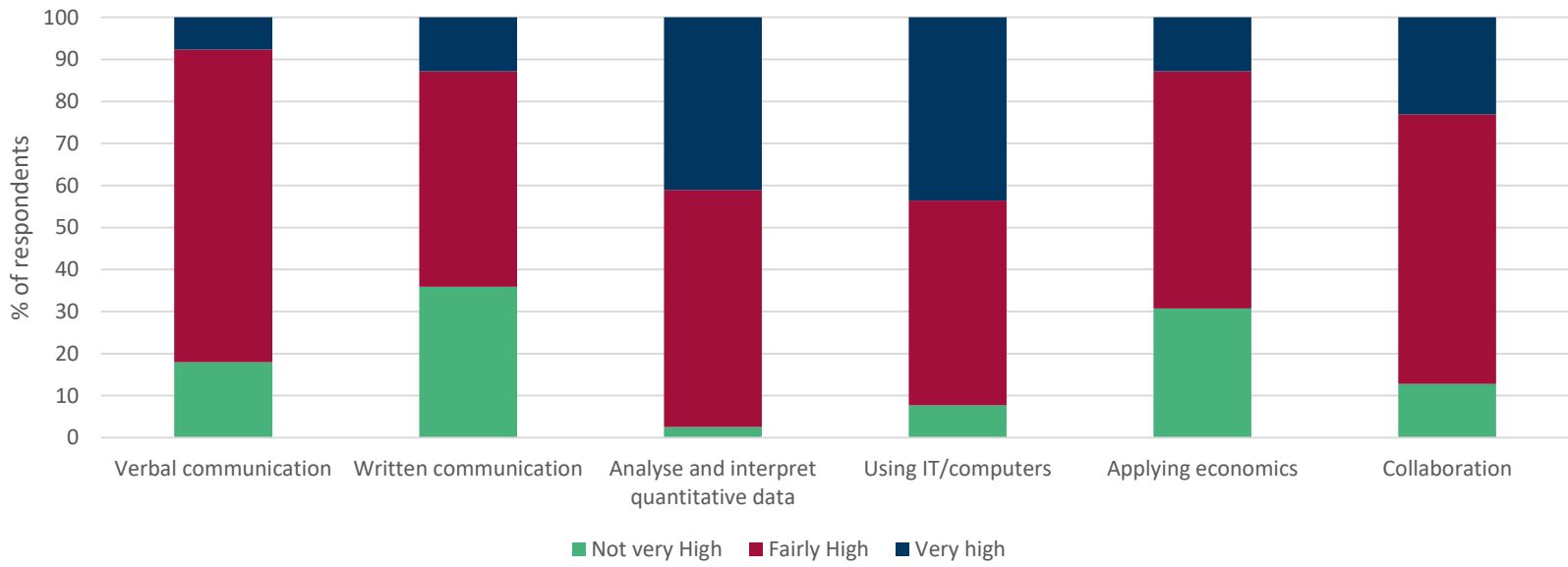
cloda.jenkins@ucl.ac.uk ; @UCLEconCareersT (Twitter)

How often is each employability skill given each rank?
(1=most important; 5=least important)

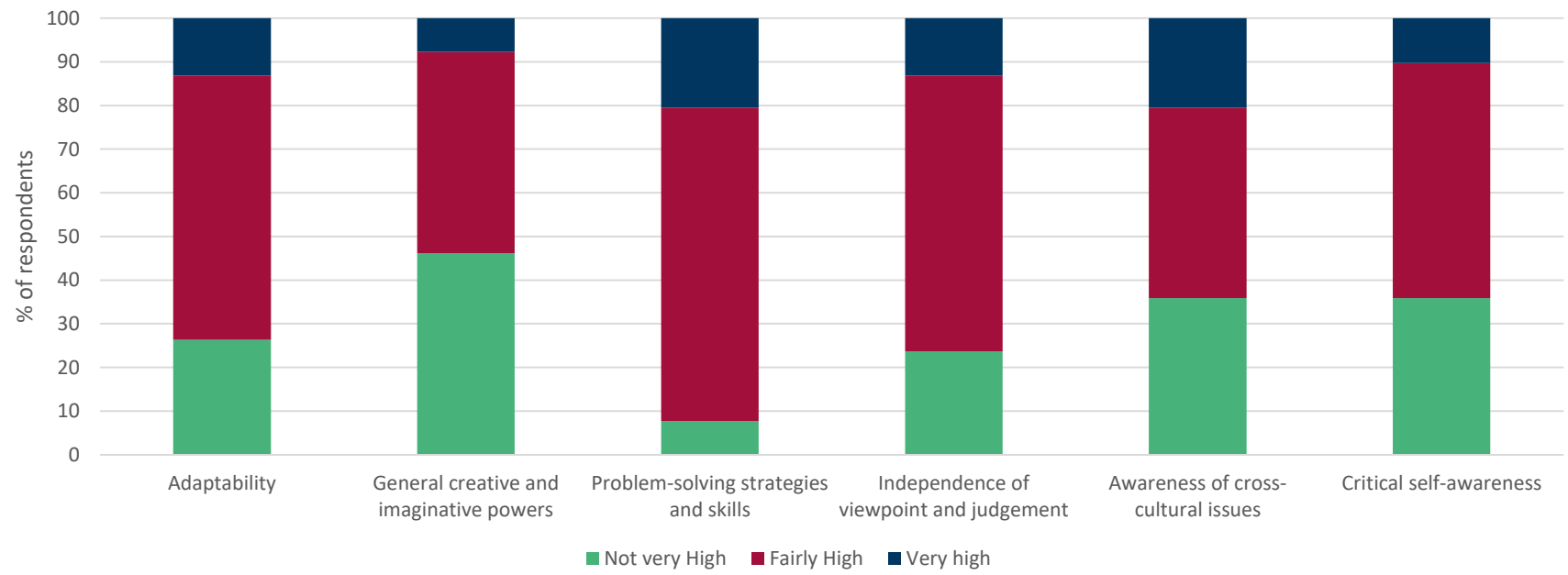




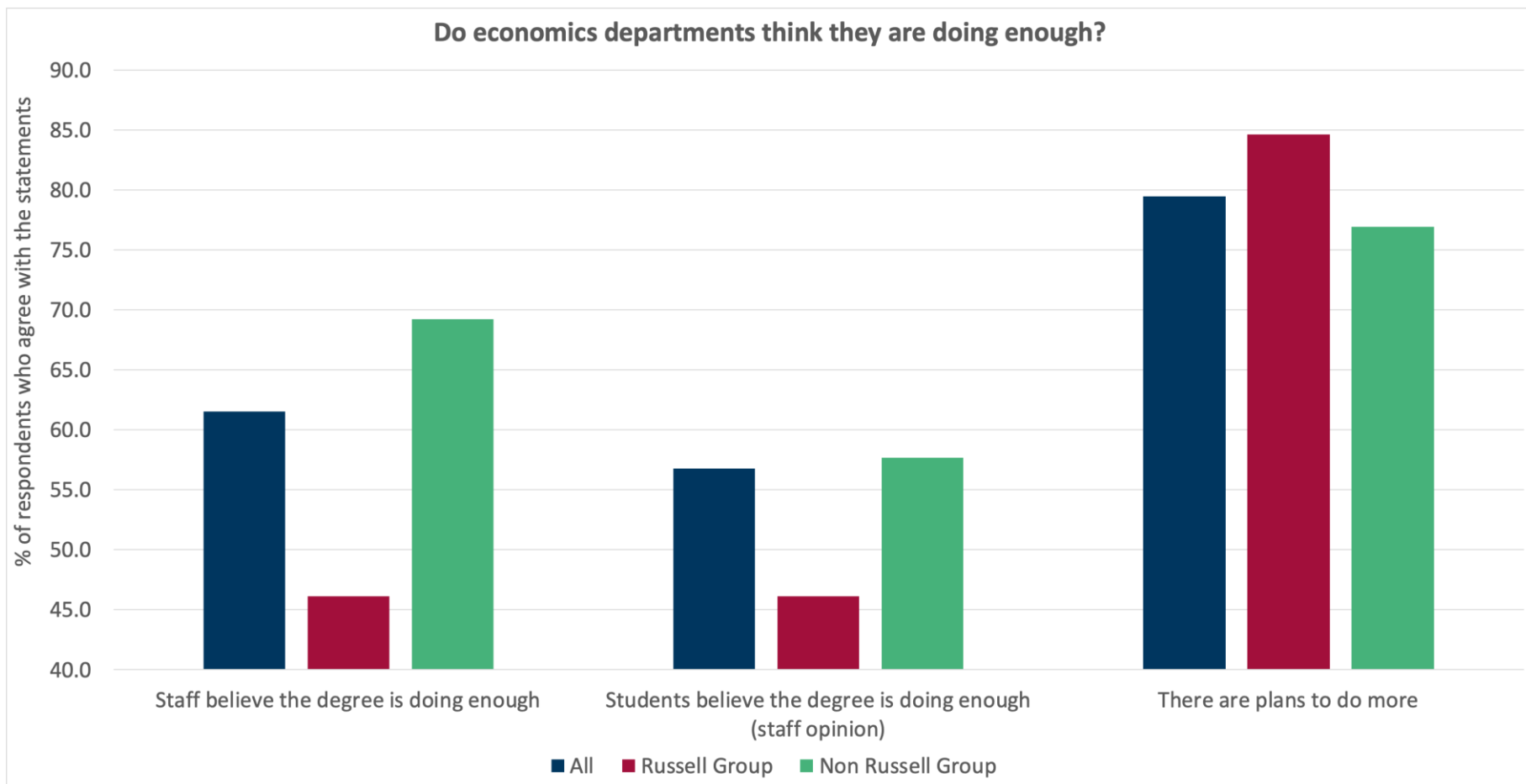
How do you rate the general skills of graduates?



How do you rate the general wider skills of graduates?



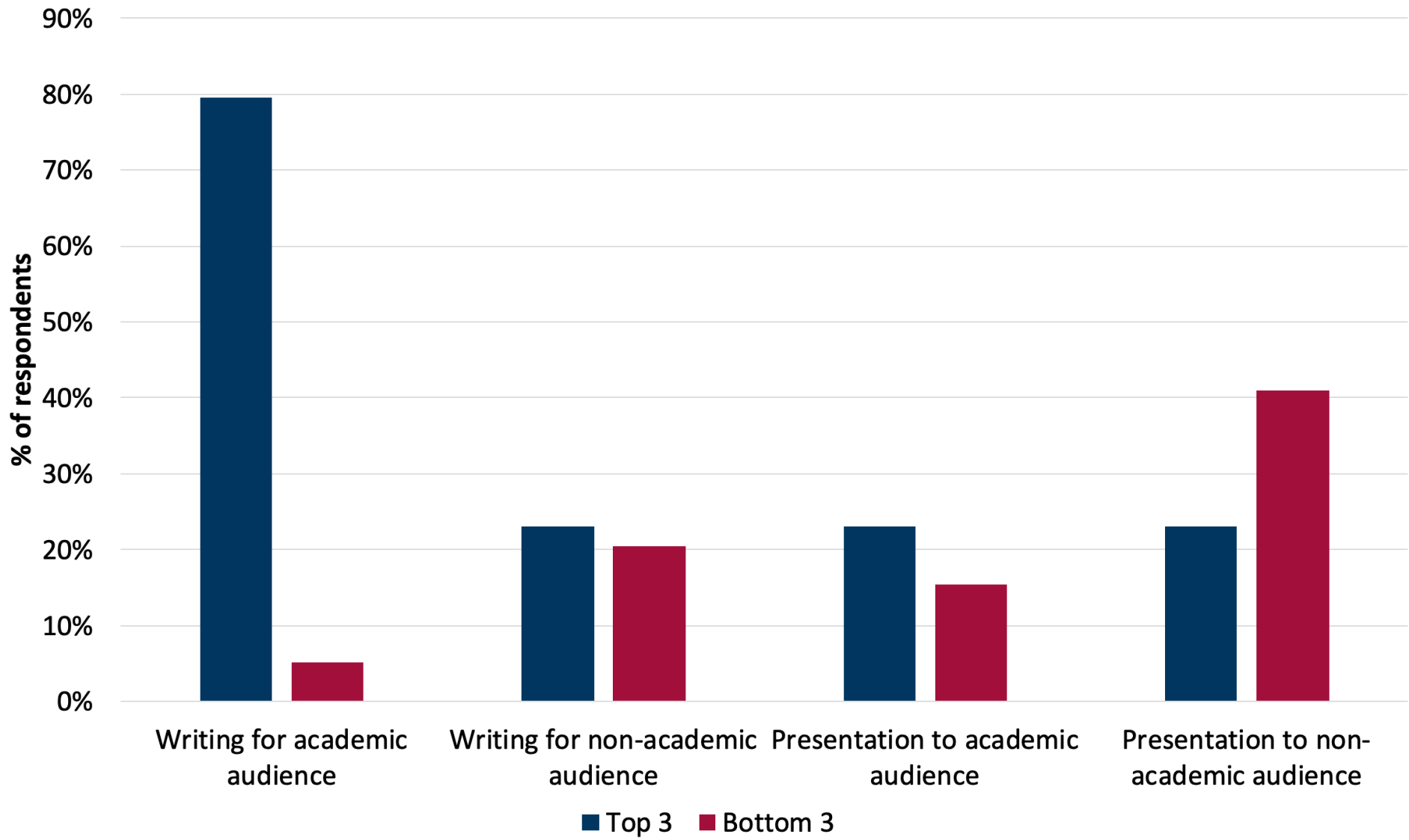
a. Progress but more to do



Many changes are very recent/in pilot phase

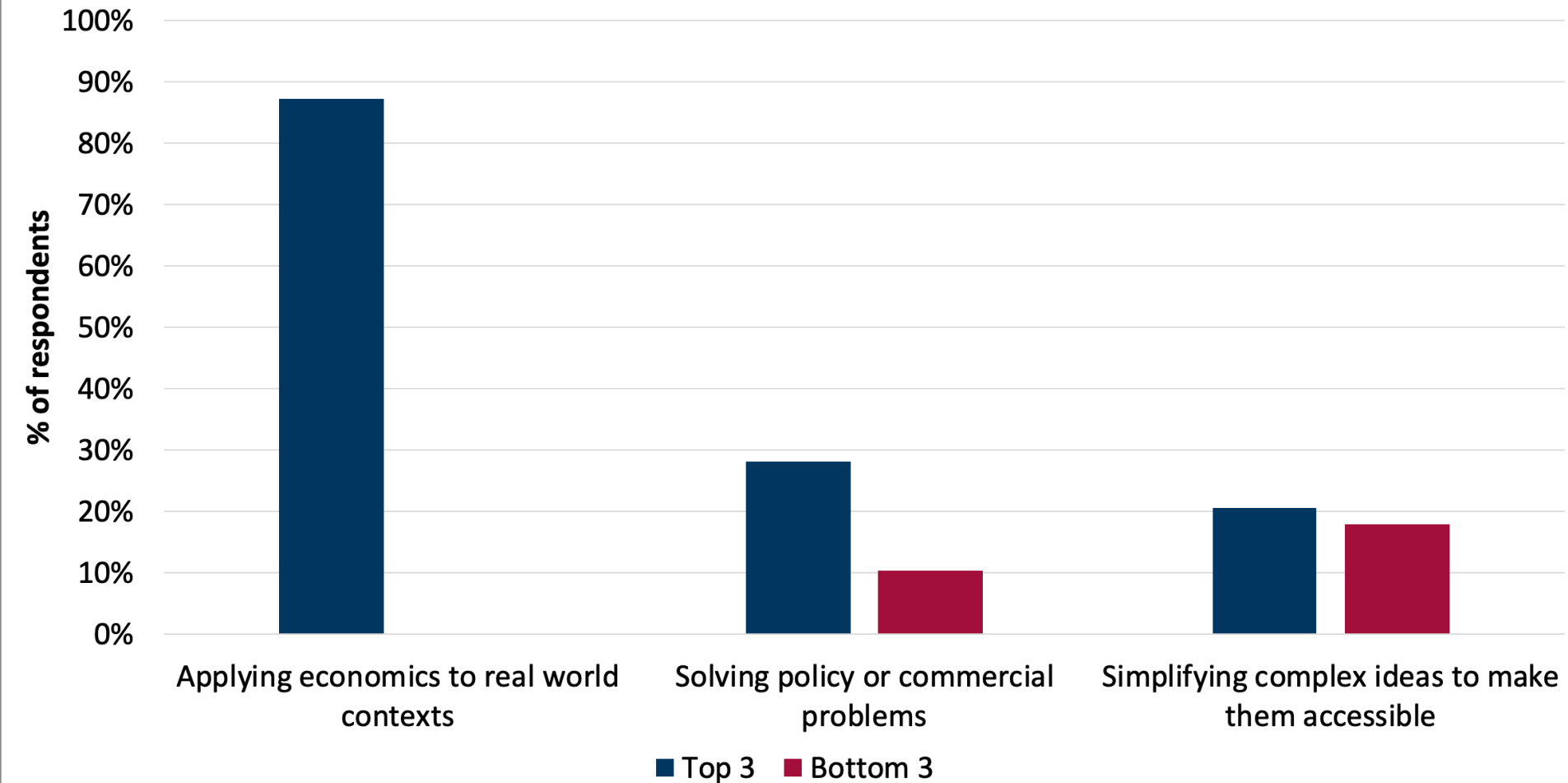
b. Departments focus on academic

What aspects of communication are most focused on?

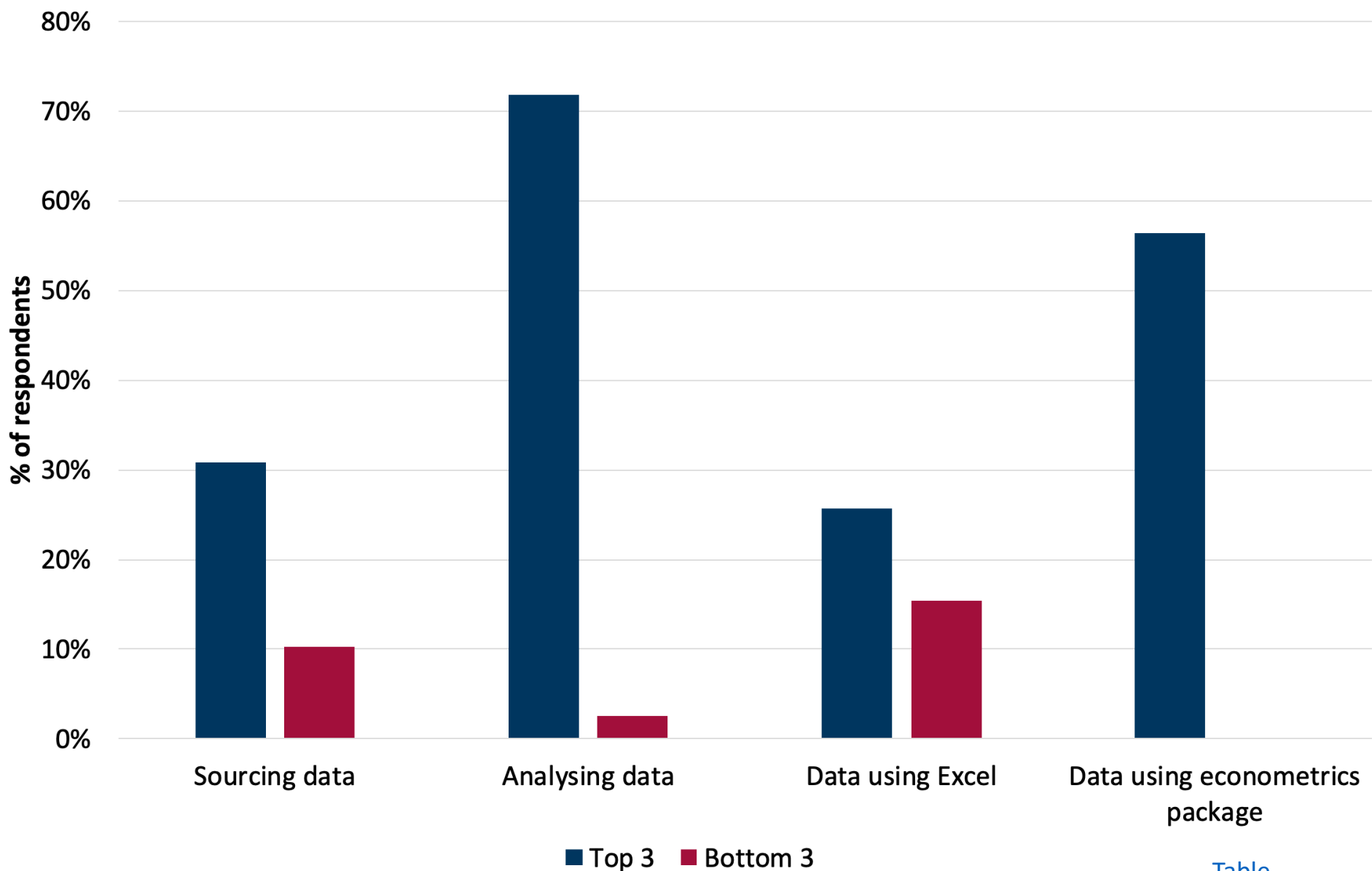


b. Application still 'theoretical'

What aspects of 'applying economics' are most focused on?



What aspects of data analysis are most focused on?

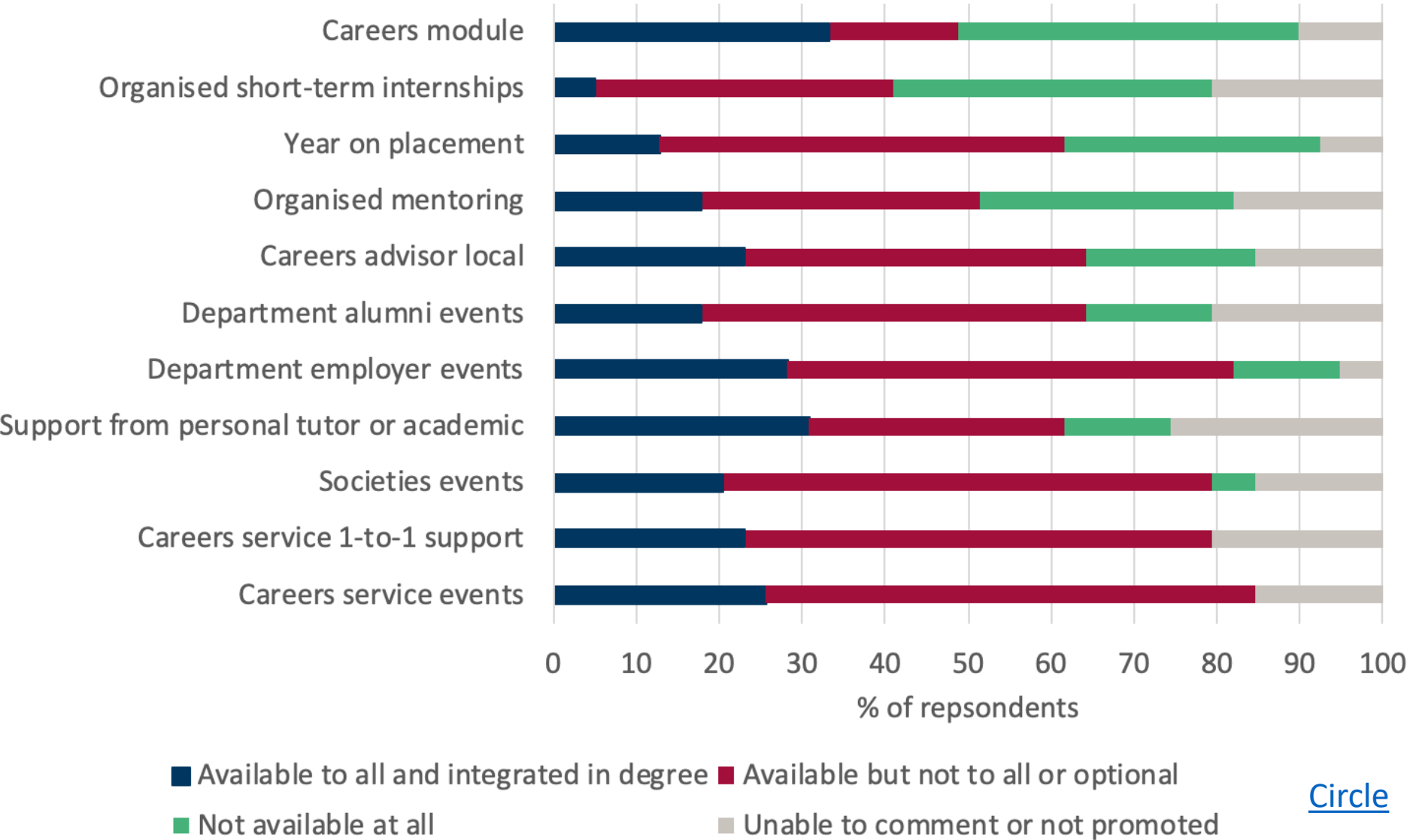


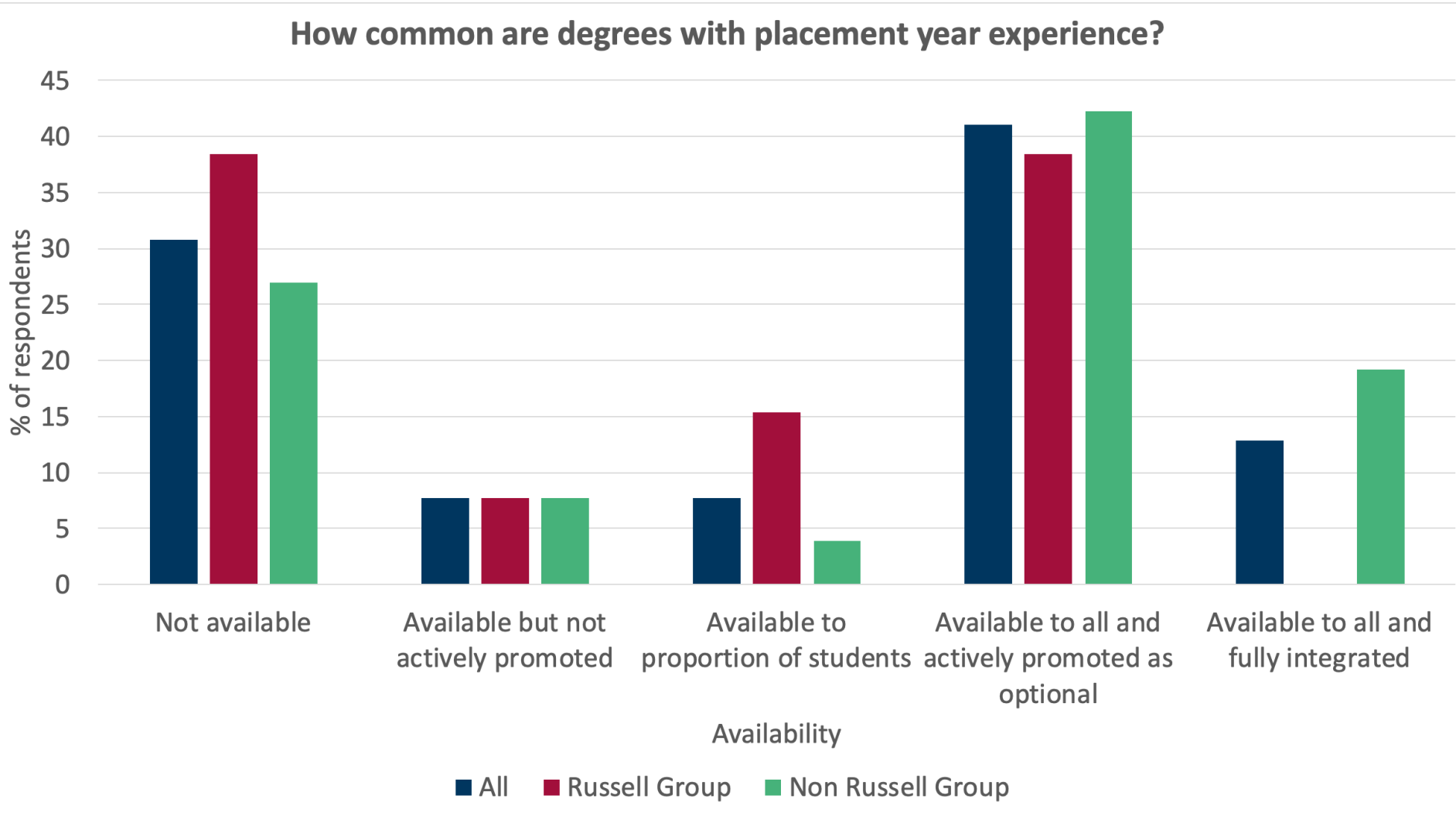
c. Room for improvement in T&L

- Lots of careers support, led by Department
- Opportunities for placement experiences
- Skills mainly developed in economics modules, alongside content
- Across years of degrees
- Reasonable proportion assessed, of priority skills
- Use mix of large group and small group teaching and various types of independent activities

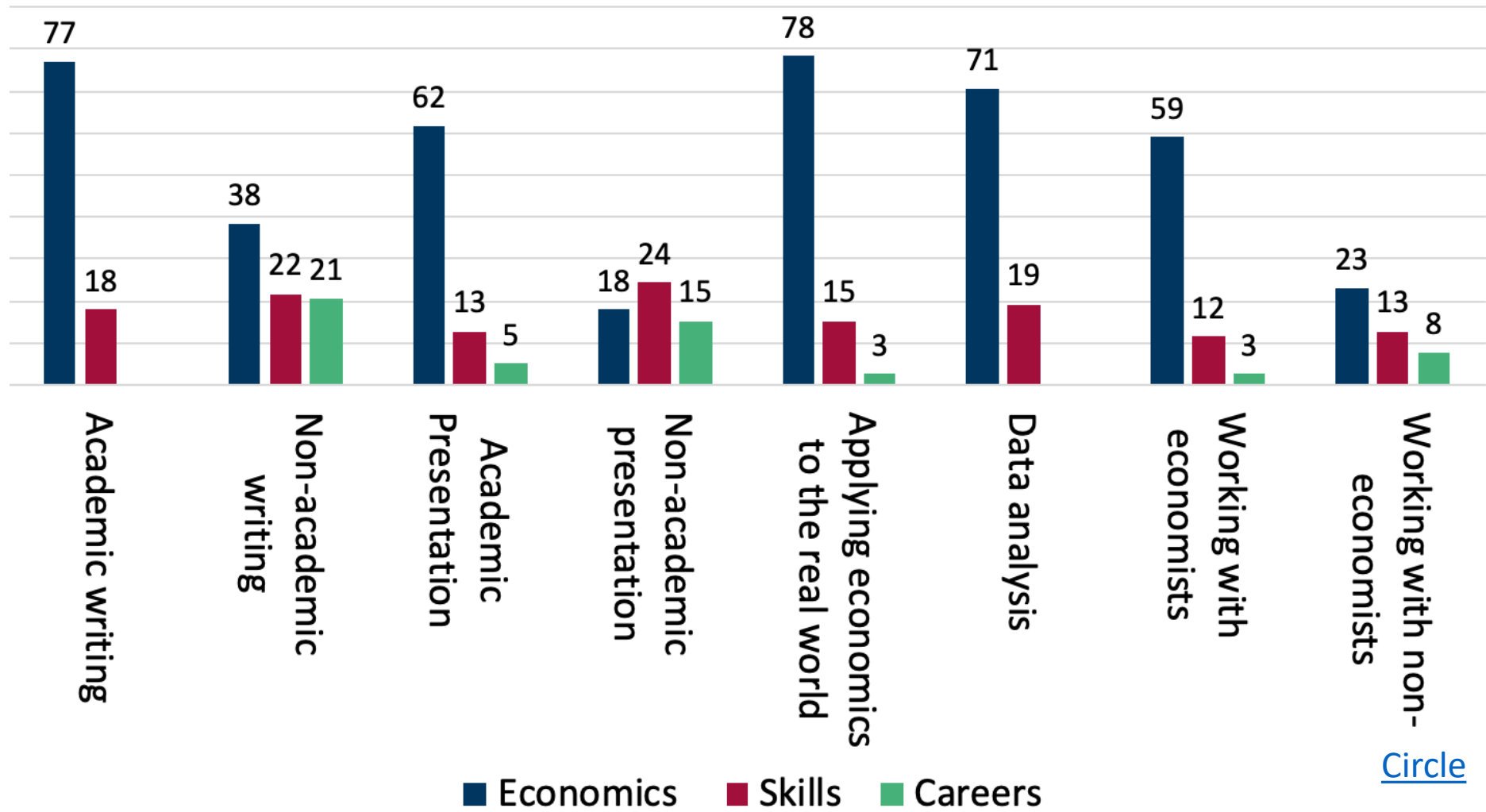
- Much of the good stuff is optional
- Overly focused on academic-related skills
- Are students *learning by doing* in small tutorials and large lectures?
- Are take-home activities and closed-book exams *related to what people do at work and variety of outputs*?
- Handful of people leading the way

Type of support provided to students

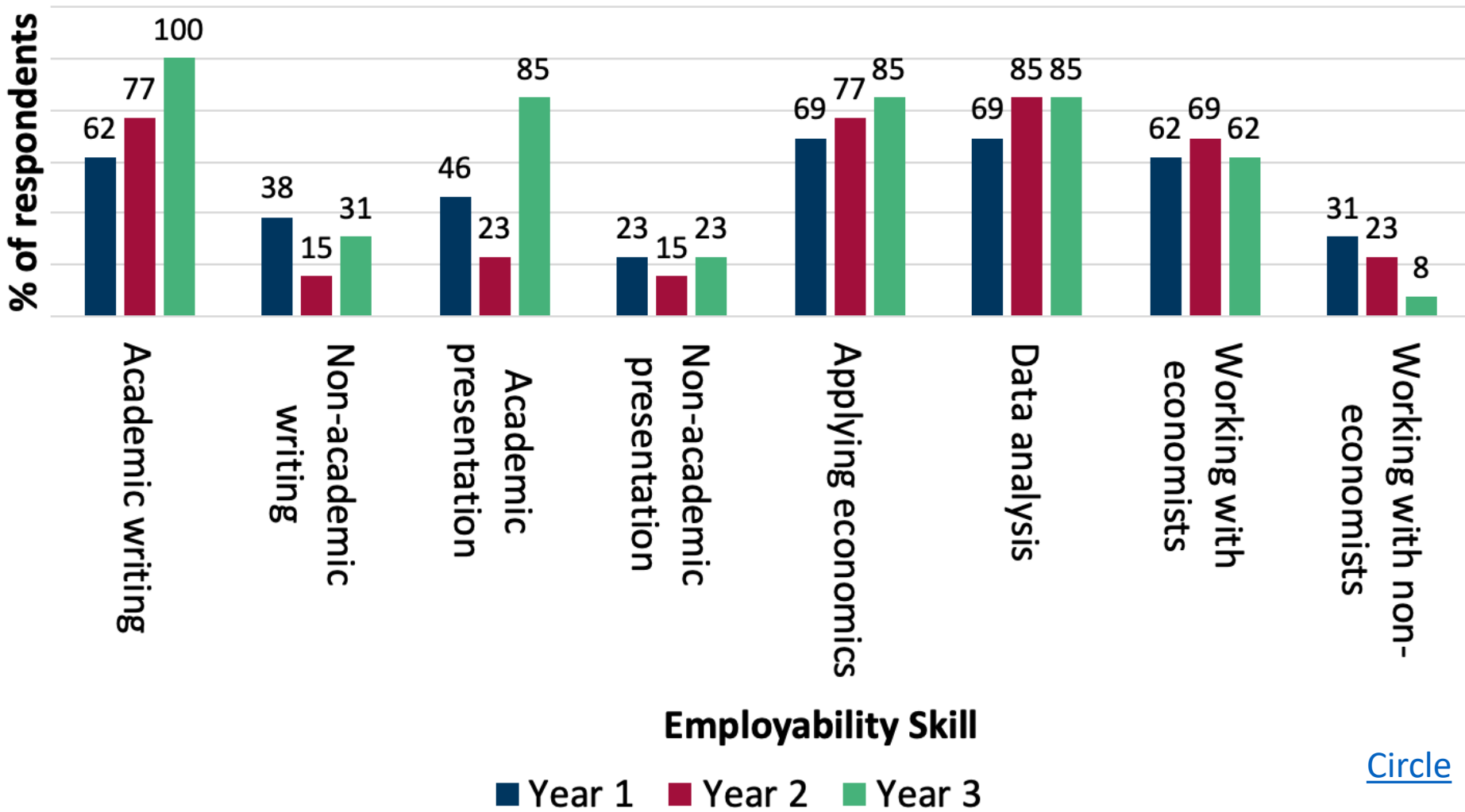




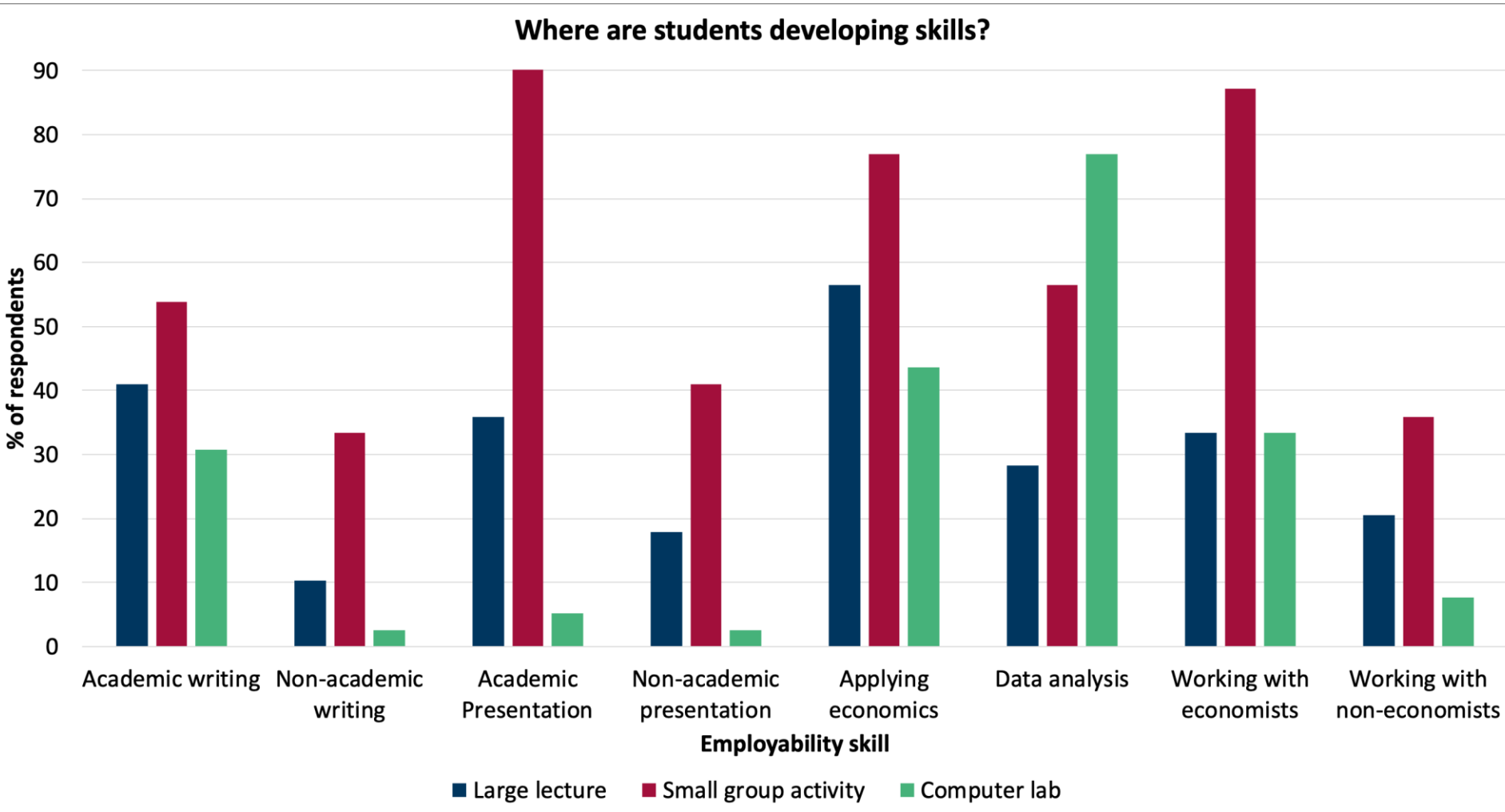
Is skill development embedded in economics modules?
% respondents



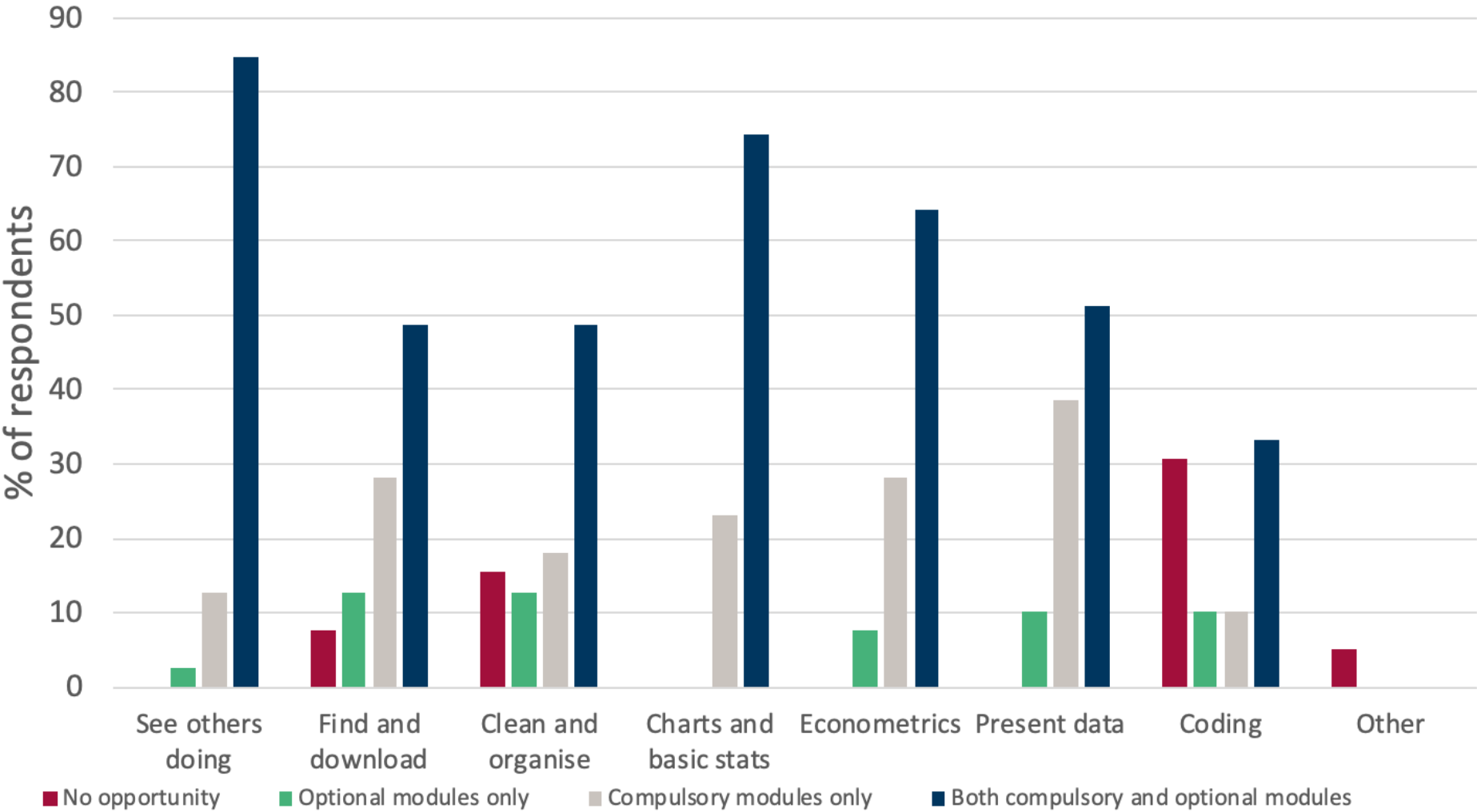
In what year of study do students develop skills?
% respondents



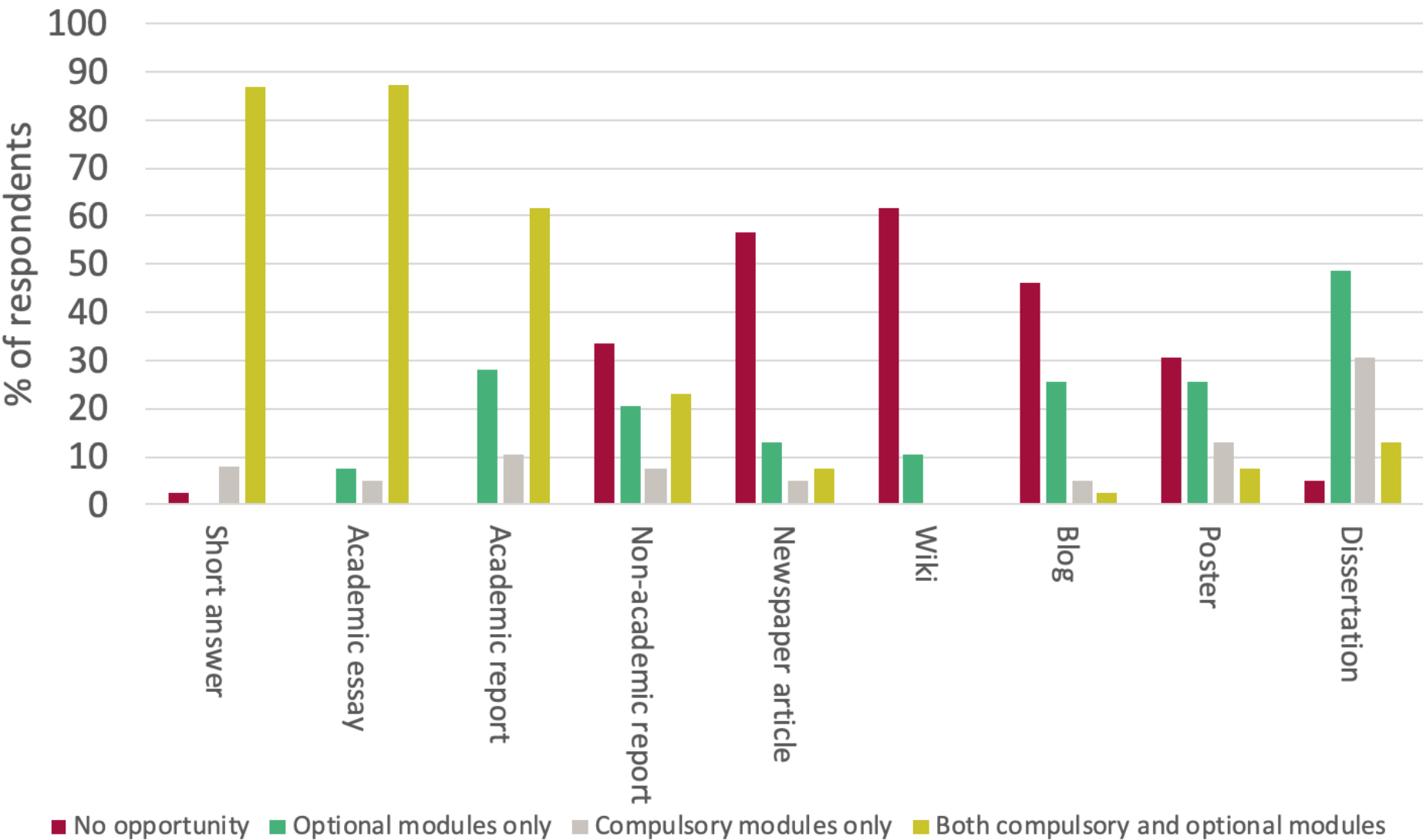
C5: Are students ‘watching’ or ‘doing’?

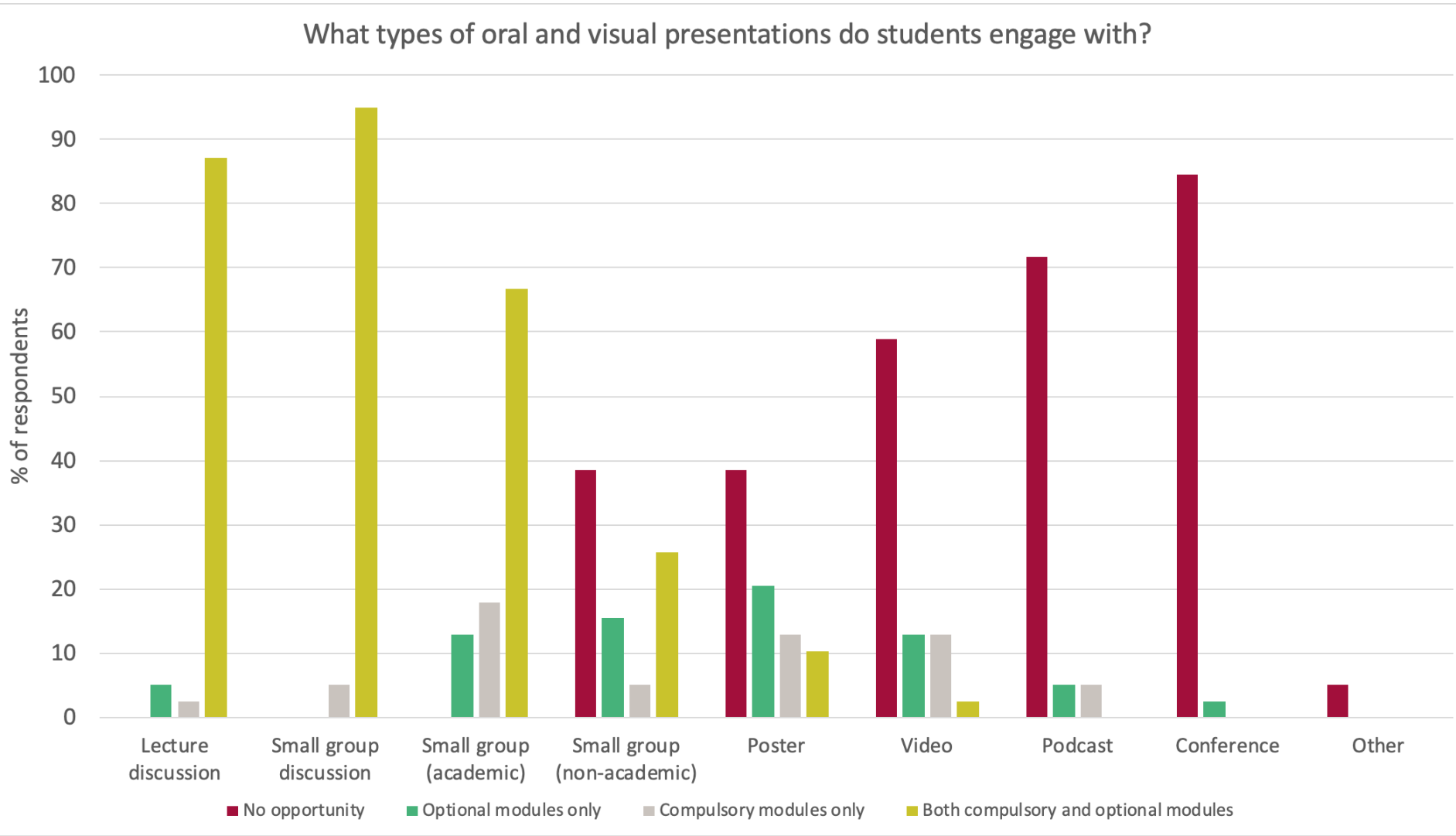


Which areas of data analysis do students get the chance to develop their skills in?

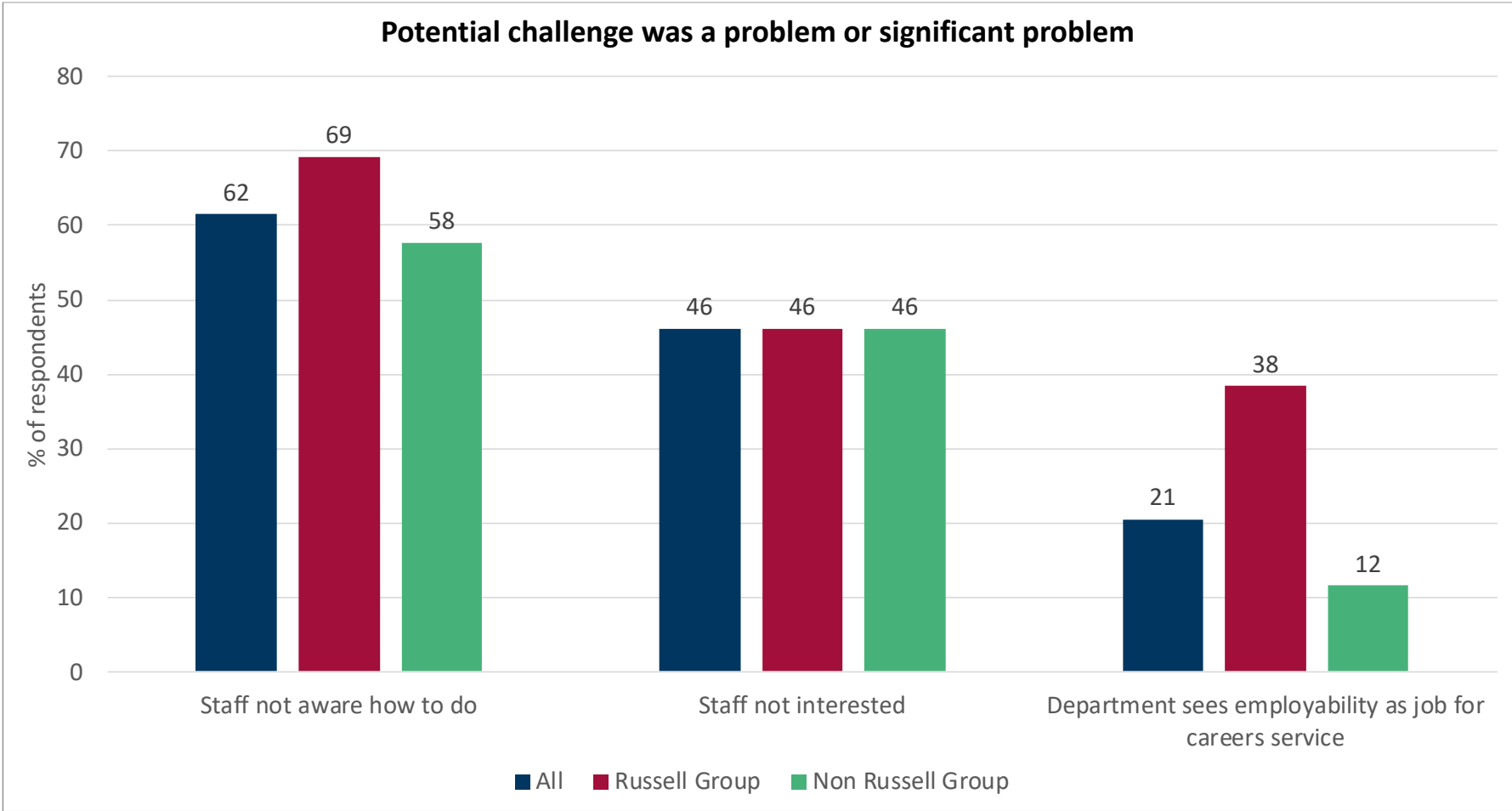


What type of written outputs do students produce?

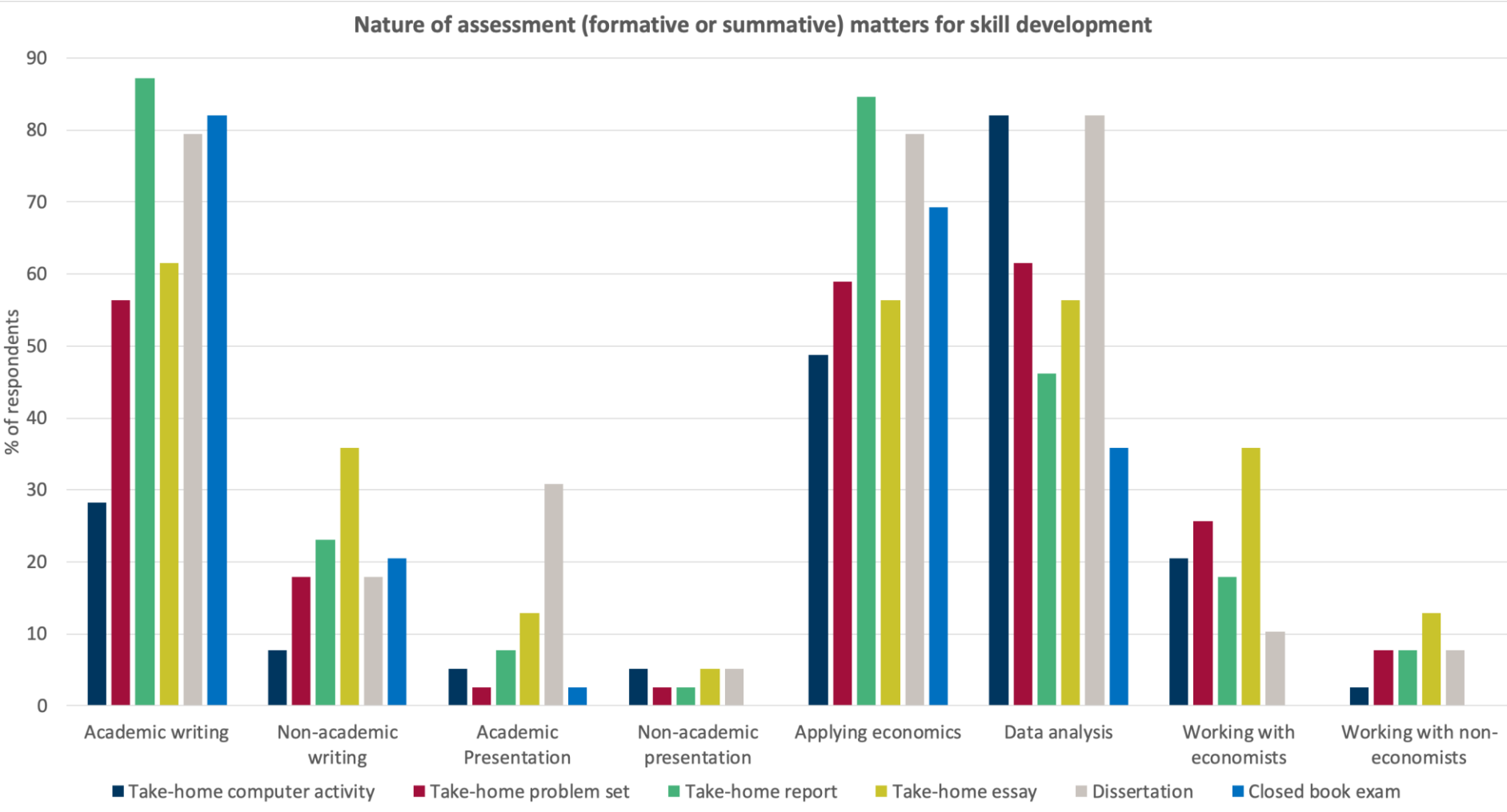


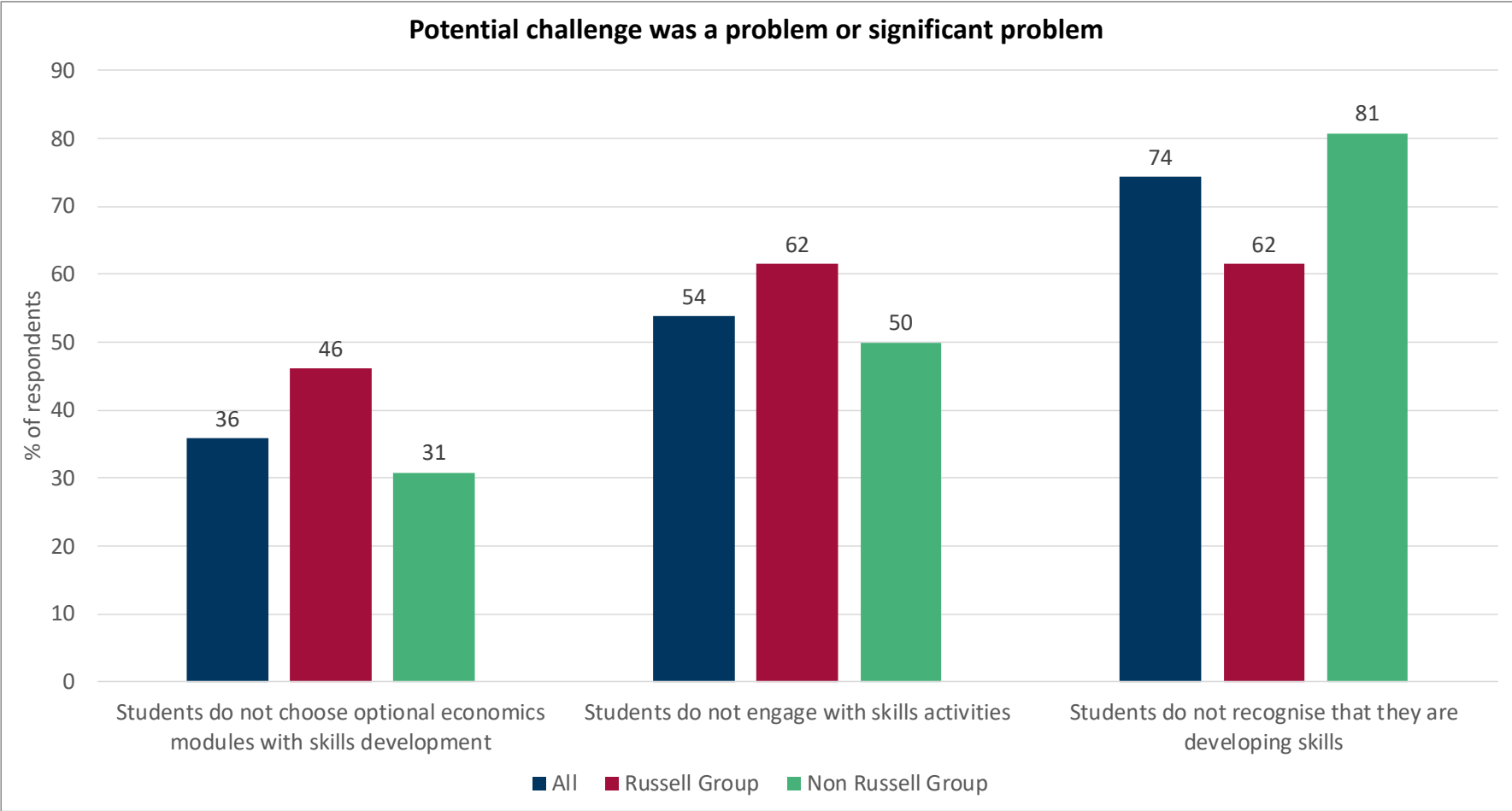


C5: Staff not able or not willing?



C5: How much learnt in closed-book exam?





What proportion of work is summatively assessed in each skill area?

