

Training Course

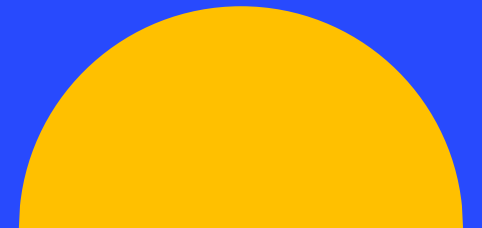
Module 2

How universities can use LMI to analyze skills supply and demand



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Introduction

Training course is mostly based on survey: Exploring how are HEI in Europe using LMI

DURING THE COURSE. We will learn:

What are the sources, types and essence of the LMI used by universities?

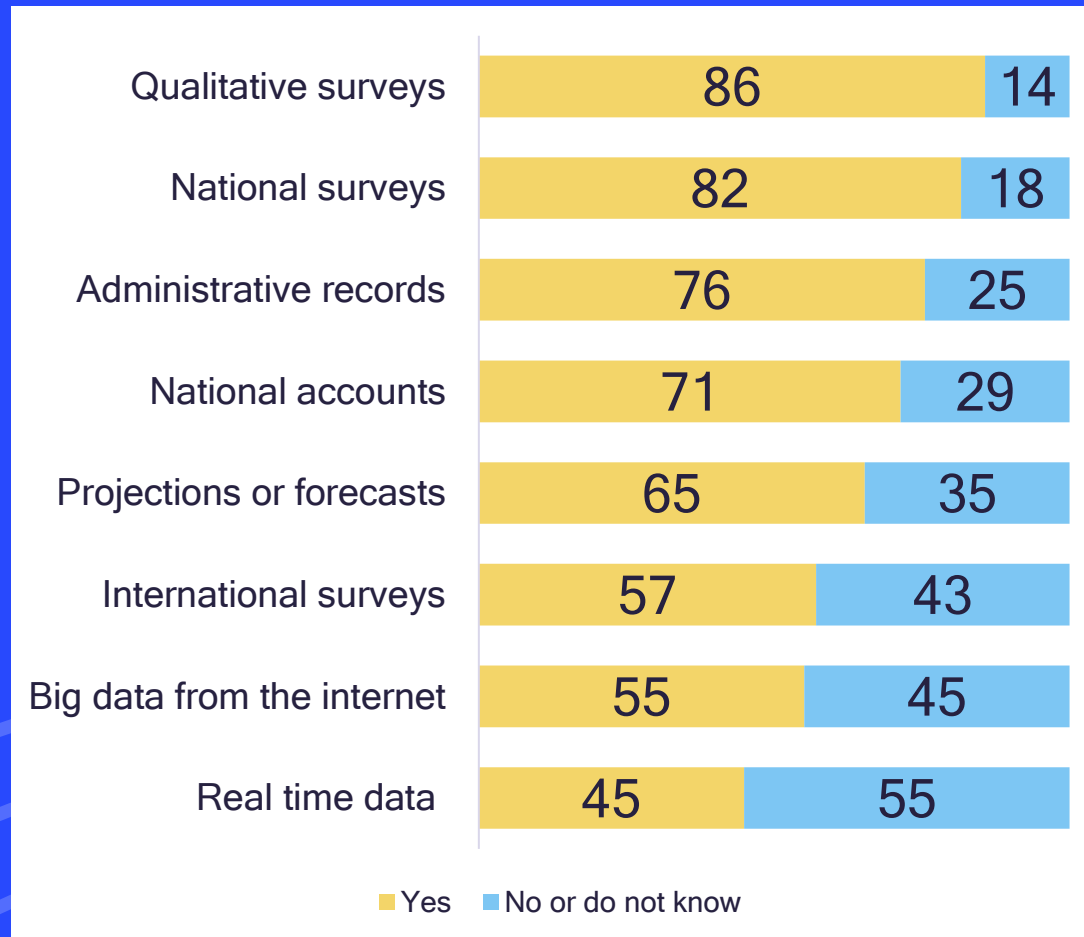
The use of LMI in curricula and learning content development

How the European Universities evaluate the impact of LMI use?

Types, sources and kind of LMI. Lesson 1



Which can be types of LMI data universities are using to develop curricula?



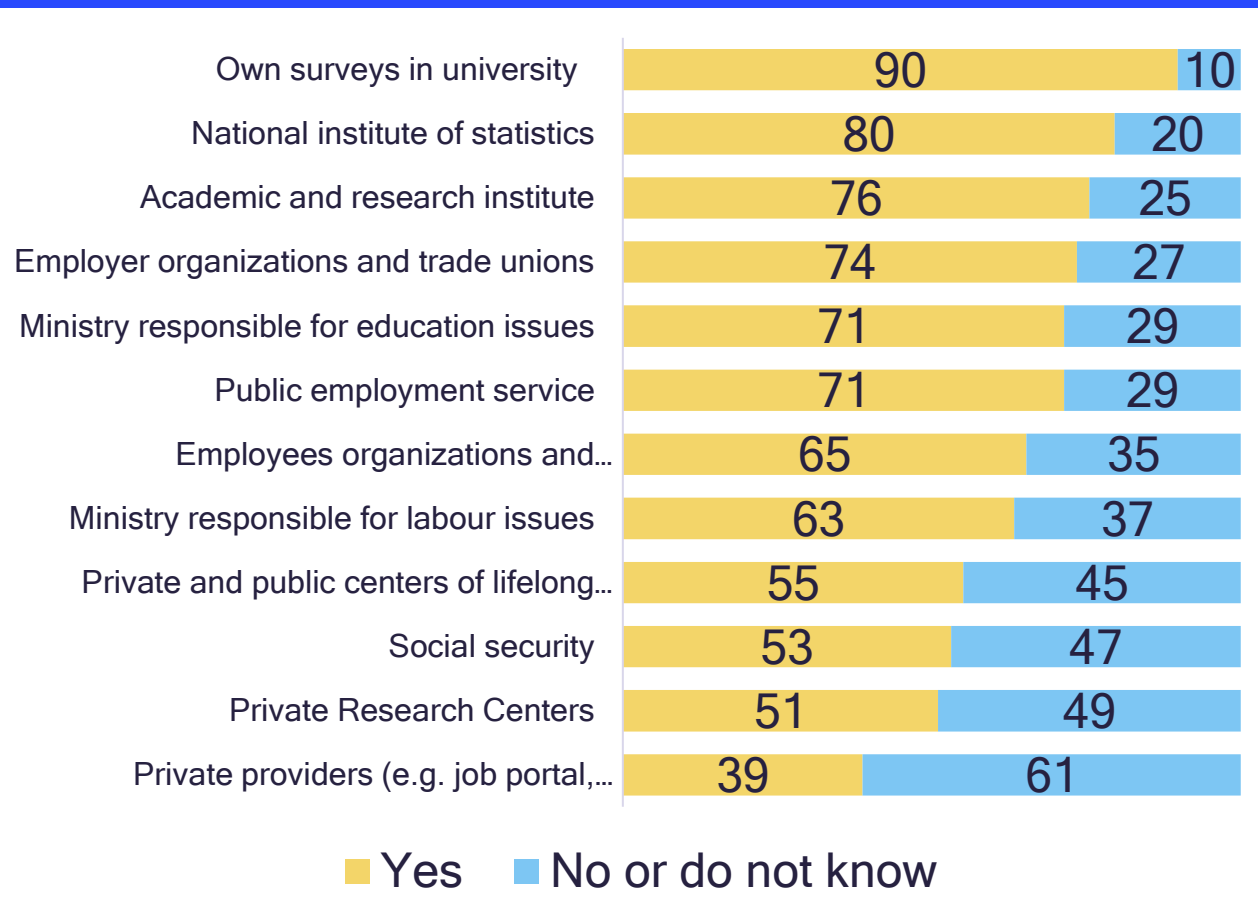
Some examples:

Qualitative surveys- Interviews with the employers

International Surveys- Labour Force Survey (LFS)

Projections and forecasts- CEDEFOP skills forecast

Which sources can be used for LMI?



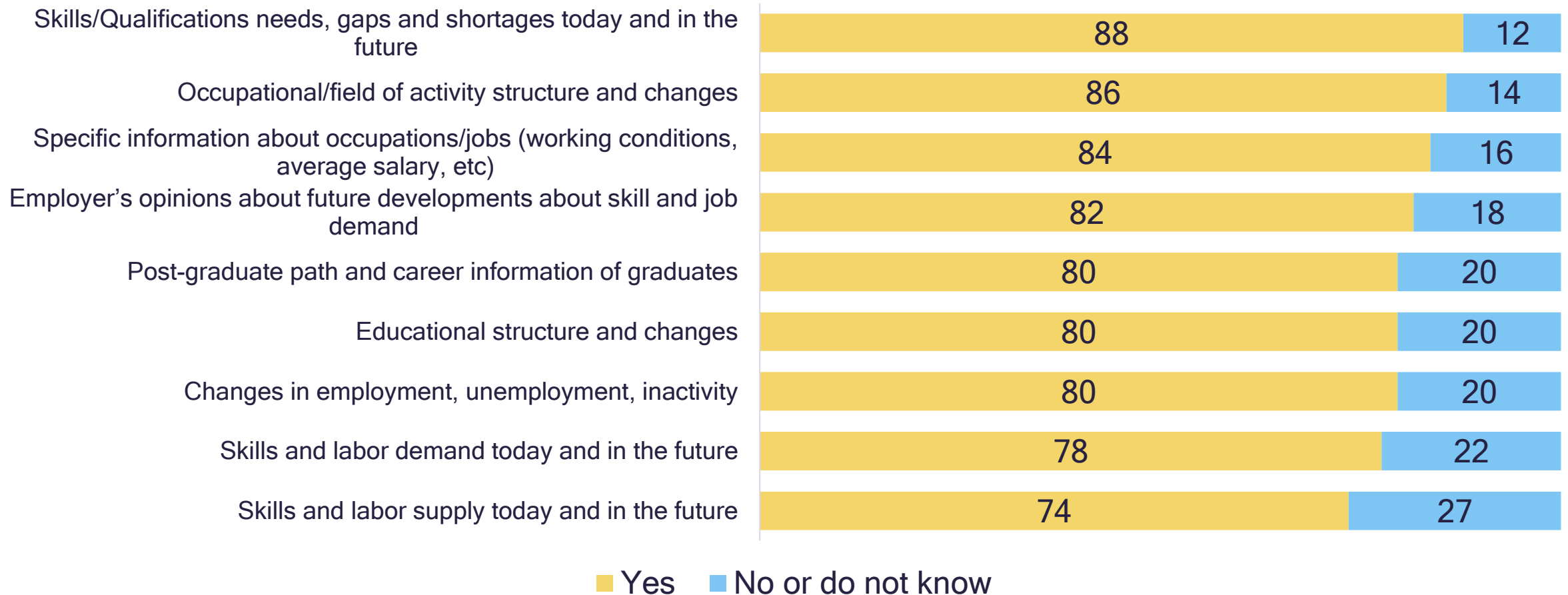
Some examples:

Sources are mostly country specific

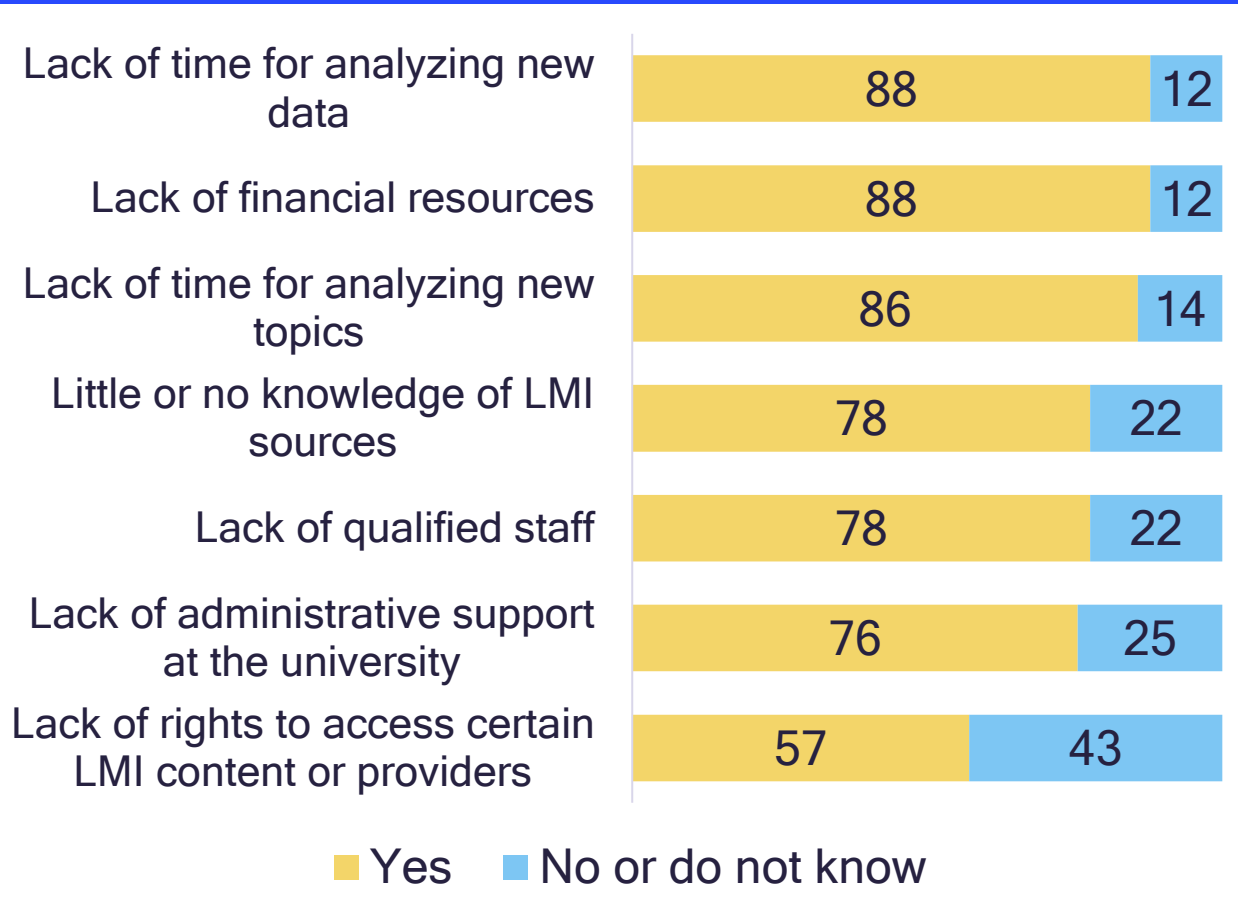
For example: National institute of Statistics is in Estonia Statistics Estonia but in Sweden, Statistics Sweden

For example: Academic and research institute in Estonia can be think tank Praxis but in Sweden, the Research Institute of Industrial Economics

Which kind of LMI can be used while developing curricula?



Which can be factors hindering access to LMI ?



In more detail:

Market analysis is very resource consuming - from data collection to meaningful data interpretation, therefore this area is often a bottleneck and at the same time extremely important for development new curricula

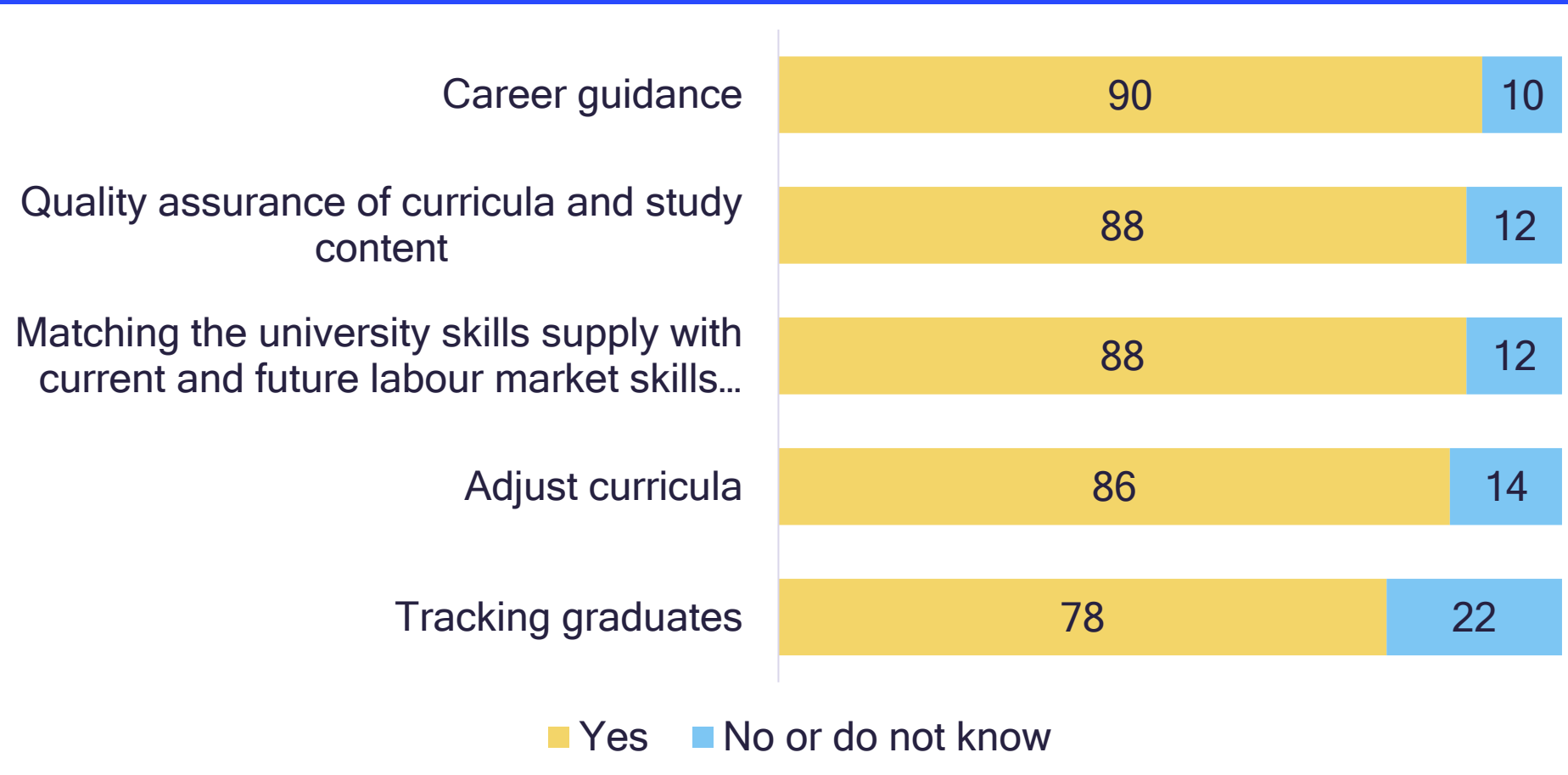
Low awareness can also be a problem, and universities have foremost focus on basic research and labour markets are not included as topic

It is not a 'built-into' process within university.

The use of LMI in curricula and learning content development. Lesson 2

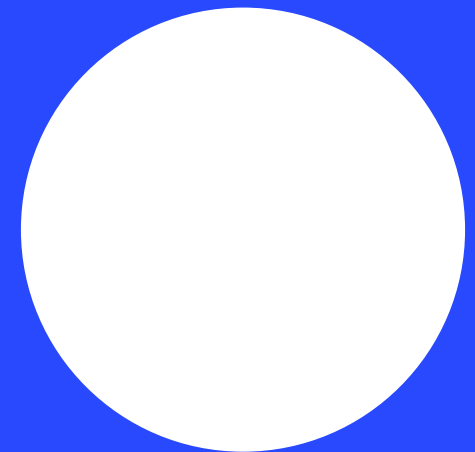
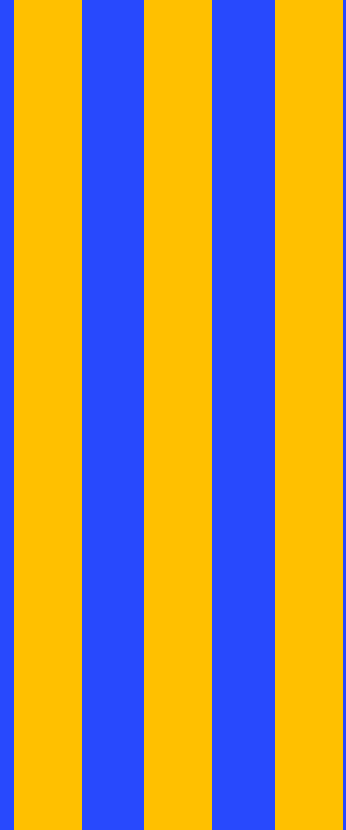


To which purposes can be LMI used?



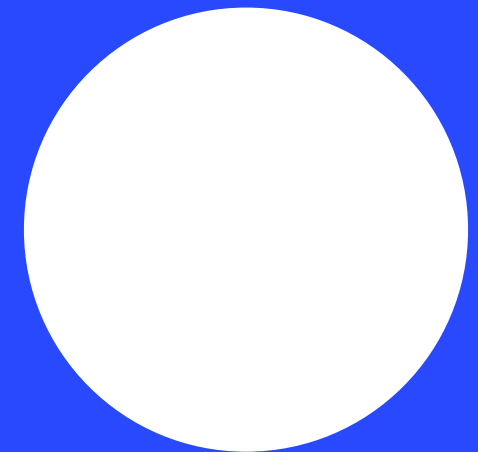
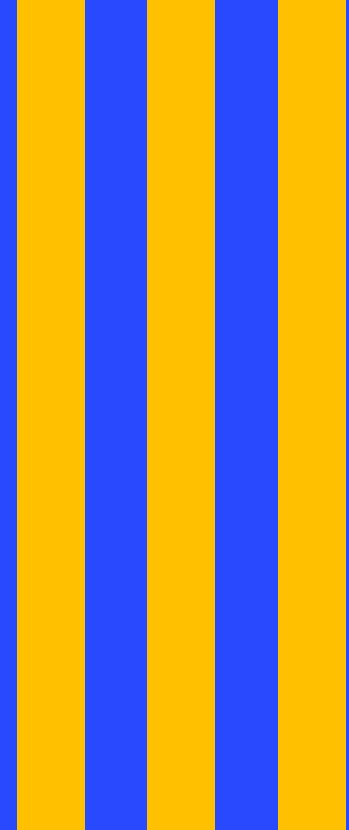
Practical examples where the use of LMI had an impact on the development of curricula (1)

- *This is part of a defined organizational process to develop new curricula. So, each main curricular change, renewal of curricula and development of new curricula has to be based on LMI.*
- *It is mandatory to consider LMI by the National Qualifications Agency. As several curricula leaders from the university participate in the LMI creation process themselves, the process is quite natural but could be more effective.*
- *Generally, within the online courses here, for course review purposes, we tend to rely upon a range of data as a means to evaluate curriculums to ensure that the course is producing effective ("industry-ready") graduates.*



Practical examples where the use of LMI had an impact on the development of curricula (2)

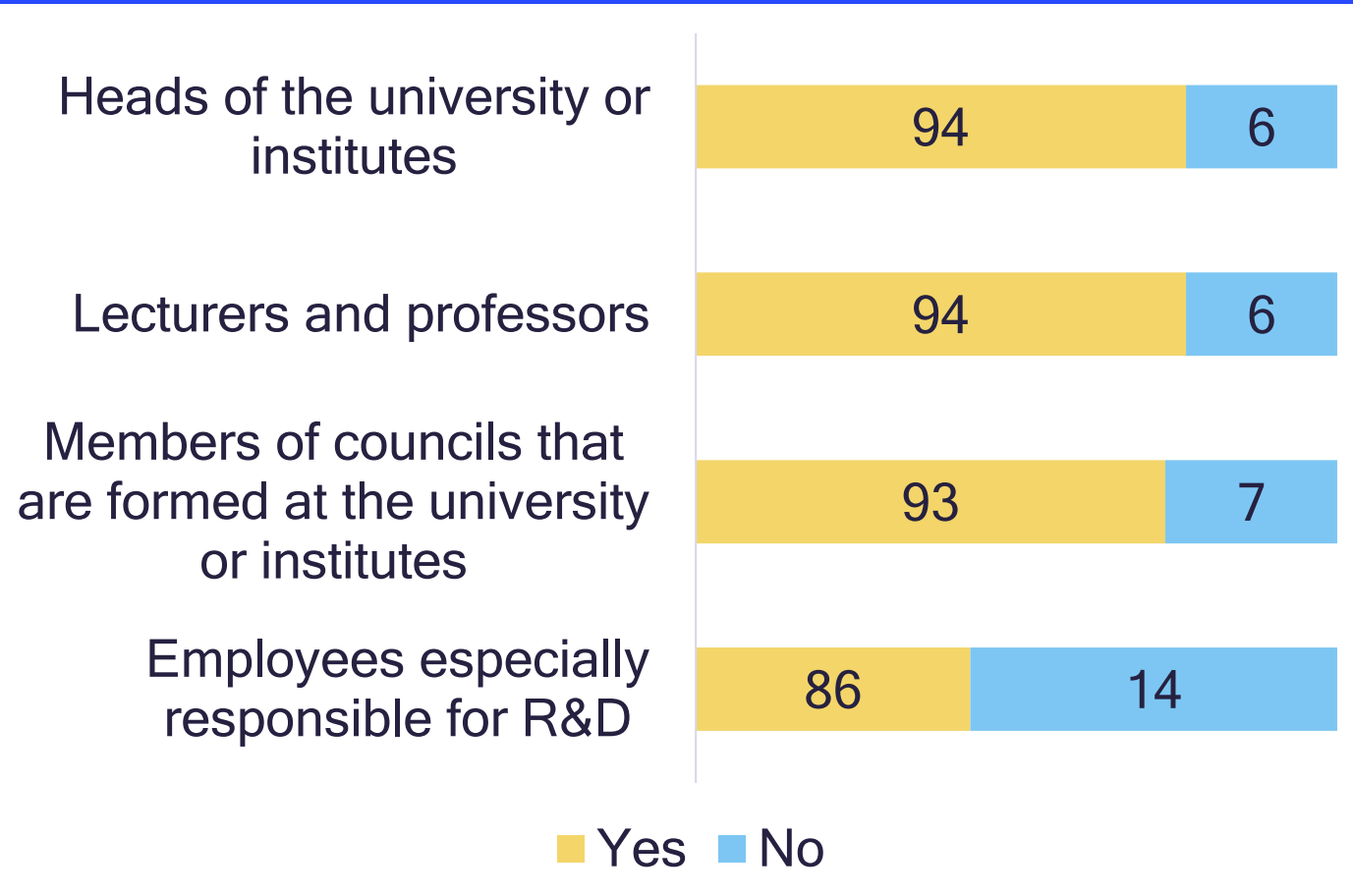
- *Increased courses that include guest lectures with practitioners, partnerships within courses for challenge-based projects with outside stakeholders.*
- *Including new learning content in subjects (economics and business management), proves to be useful to improve skills/competences.*
- *The generalization of internships programs in most faculties at the university, definitely in the Business and Economics faculty.*



Evaluating the impact of the LMI use. Lesson 3



Who are usually involved in evaluating the impact of LMI?



Who else can be involved?:

Graduates and current students

Alumni and policy officials

Different councils in University

Employers in cooperation with University

Agencies of quality

Practical examples how the impact of LMI is assessed (1)

- *The LMI is handed to the development team. When finally developed, the curricula (or curricular changes) are presented at the Innovation committee that monitors how LMI is represented in the changes.*
- *Meetings with professional associations.*
- *We would rather use insights from LMI in the curricula development than assessing the impact of LMI.*
- *To assess the meeting of needs we gather feedback from the field, asking in-service facilitators and partners to evaluate the skills and knowledge students have applied.*

Practical examples how the impact of LMI is assessed (2)

- *Making use of our professional advisory committee, we evaluate how our education connects with actual practitioner work and how prepared our students are for the labour market. We utilize alumni surveys and steer some curriculum decisions based on their profiles and experiences.*
- *Tracking the graduate students' job performance.*
- *We conduct survey to graduated students about matching of curriculum and labour market demands.*
- *Desk research with recommendations before the development starts, evaluation/comparison of the curricula to the analysis, consultations with different stakeholders.*

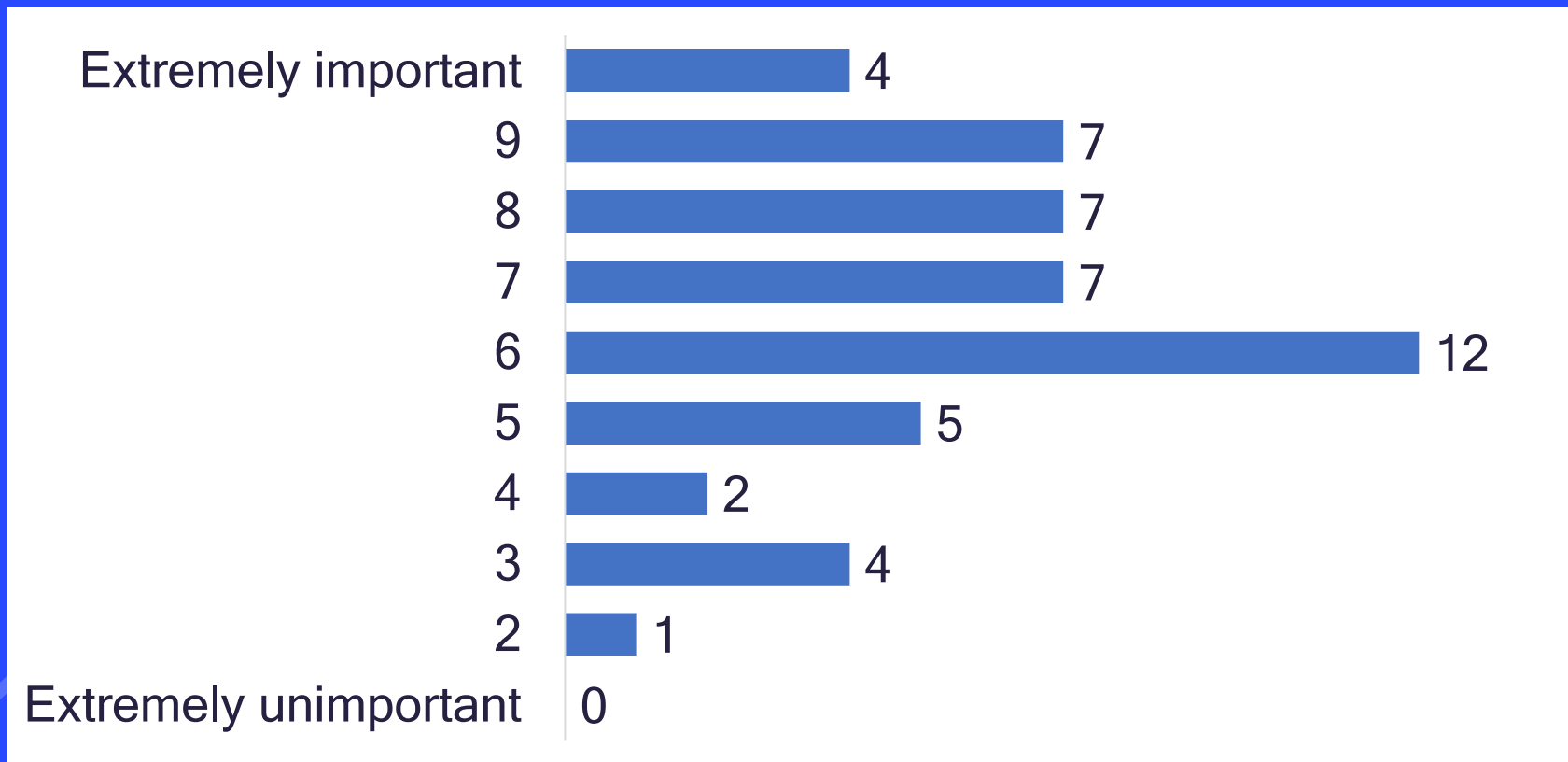
What you could take away from the training...

The most common types of LMI used for curriculum development could be 'Qualitative surveys' and 'National surveys', followed in order by 'Administrative records'.

If LMI sources are used check first 'Own surveys in university', 'National Institute of Statistics', 'Academic and research institutes'.

In terms of LMI content 'Skills/Qualifications needs, gaps and shortages today and in the future', 'Occupational/field of activity structure and changes', 'Specific information about occupations/jobs (working conditions, average salary, etc.)' was used the most and therefore this kind of information might provide the most important input for the curricula development.

Instead conclusion. LMI is important for European HEI-s. the average rating given was 6.7 points on a ten-point scale 😊



Thank you

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