

Insights from the Student Education Panel: Education and Employability

A summary of the meeting held in February
2024



What types of skills are panellists looking to **develop from their education and university experiences?**

Soft Skills

01

Personal and interpersonal skills that will help students become more effective in their careers such as presentation, networking, and time management skills.

General Technical Skills

02

Foundational skills students can use in their respective careers such as data analysis and visualization, financial modelling, and project management skills.

03

Stakeholder Interaction

Learning how to form relationships, interact, and manage individuals with interests over the outcomes of an activity such as environmental scanning, stakeholder analysis, and communication skills.

Academic Skills

04

Skills that will help students succeed in their academic and research pursuits such as writing, academic research, and critical analysis.

Leadership Skills

05

Skills to help students lead organizations and inspire others in professional and non-professional organizations such as learning the narrative of the self, strategic thinking, or how to motivate others.

What skills have panellists been developing through their LSE education and university experiences?



01

Critical Thinking Skills

E.g., Analysis skills and Logical reasoning

02

Communication Skills

E.g., Presentation, Debate, Synthesis, Public speaking, Networking, Disagreeing well, Teamwork, and Leadership

03

Time Management Skills

E.g., Dealing with pressure and stress, and Prioritizing.

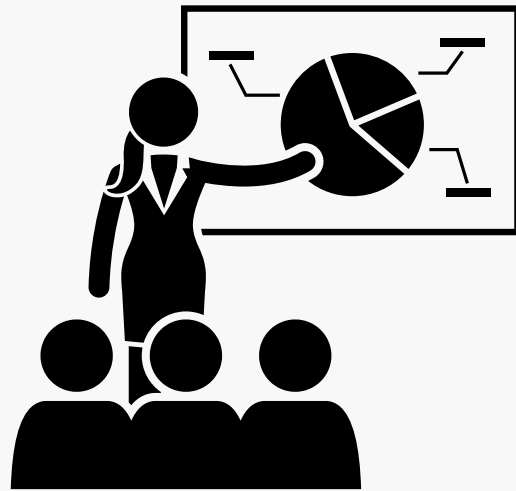
04

Research Skills

E.g., Writing, Reading, Researching, Synthesis, Structured thinking.

In which aspects of their LSE Education have panellists been developing these skills? Page 1 of 2

Course and Programme Content



Skills developed are: Research, Academic Writing, Critical thinking, Data Analysis, Logical Reasoning, Communication, Debate, and Presentation.

Developed through: Office Hours, Reading Lists, Group Work and Presentation.

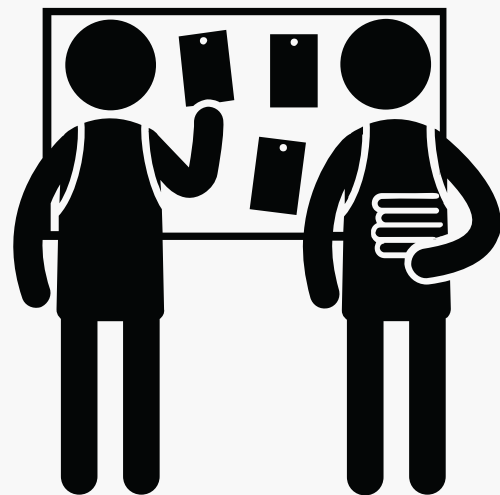


Assessment

Skills developed are: Time Management, Handling Pressure, Prioritization, Research, Structured Thinking, Communication, Presentation, and Course-specific Hard Skills e.g., Regression analysis

Developed through: Formative and Summative Assessments

In-Class Activities



Skills developed are: Public Speaking, Information Synthesis, Teamwork, Critical thinking, Data Analysis, Logical Reasoning, Communication, Debate, and Presentation.

Developed through: Preparation, Group Work and Presentation.



Co-Curricular Experiences

Skills developed are: Networking, Group Work, Research, Lateral Thinking, Event Management, Communication, and Social Media Management

Developed through: LSE hosted events, Networking Events, Department-wide Opportunities

In which aspects of their LSE Education have panellists been developing these skills? Page 2 of 2

Extra-Curricular Activities



Skills developed are: Debating, Public Speaking, Marketing, Brand Awareness and Strategy, Developing an Independent Voice, Leadership, Planning, Teamwork, Presentation, Digital Skills, Organic Networking, Critical Thinking, Job-specific Skills

Developed through: Digital Skills Lab, LSE LIFE, Panels and Forums, Clubs and Societies, Volunteering, Events, and participating in Campaigns

How do panellists **identify, articulate and demonstrate** the skills developed in their education?

Identify

Better Presentation Skills,
Decision-making Skills,
Navigating Relationships,
Interview, Leadership, Time
Management, Cultural
Sensitivity, Communication
skills, Data analysis,
Programming, Data
Visualization, Excel,
Financial Modelling, Writing,
AI Use, Social Media
Management, and Project
Management

Articulate

Critical thinking, thematic
analysis, and research skills

Demonstrate

Finding story of the self,
building resilient cultures,
and motivating teams,
Holistic perspectives on
diverse matter



How can an LSE education **better support students with employability in the future?**

- **Professional Skills Accelerator**
To develop all necessary soft and hard skills for all departments
- **Practical Skills Application**
through on-the-ground capstones or internships, field/industry visit days, simulations with presentations to industry
- **Programs for Regular Alumni Mentorship**
To learn more from the people who have walked the paths we wish to take
- **More Accessible Student Societies**
To help students realize their aspirations
- **More 1 on 1 slots with LSE Careers**
To help develop skills for their respective careers and interview preparations
- **Tailor-fit PG experience based on experience**
Tailor-fit programs and experiences for PGs who attend directly after graduation from UG and those that did not
- **Peer-to-Peer Skill Development**
Peer-to-Peer mentoring can help expose, create networks, and co-develop expertise among the LSE community
- **In-program Career Skills Development**
Create more space within programmes to reflect upon the skills students are developing, and how this can help them with their careers and/or post-LSE lives
- **Embedded Opportunities for Skills Development**
By embedding opportunities into the curriculum, rather than relying on separately/individually organised internships with all departments offering placements; Stronger partnerships between LSE academic and employers; and Opportunities to directly apply academic knowledge to practical skills.

What are the gaps between the skills panellists are currently able to develop, and the skills they would like to develop?

Field/Professional Application

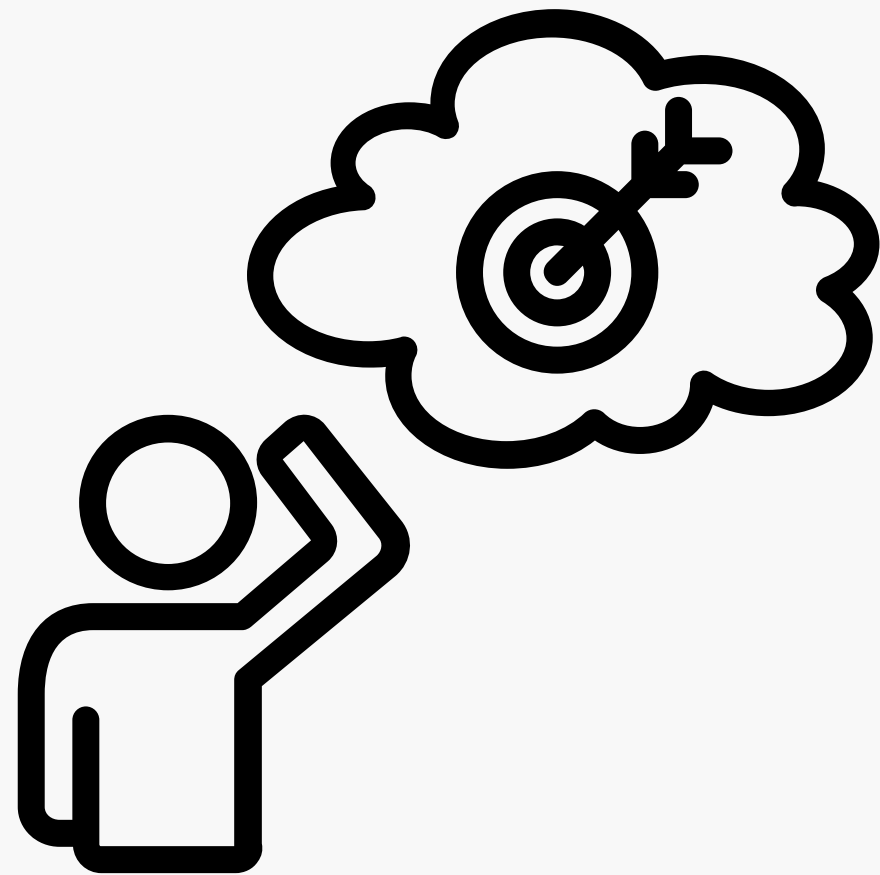
Limited opportunities for employable skills to be developed within education/curricula. For example, a lot of useful skills are only developed outside the immediate programme of study and/or the university.

Senior Professional Perspective

Knowledge of employment areas, expertise, and skills developed which can be addressed via alumni or peer-to-peer mentorship programs



What are the key differences with how Undergraduate and Postgraduate students approach education and employability?



Marginal to None

Panellists from both demographic do not think that there is any difference in their approaches, because...

Previous experiences linked with future expectations

.... They perceive much more of a difference based on what career experiences students have had prior to studying in the areas of expectations, experience, and skillset.



Thank you!