



“Employment of university graduates in Italy and competence matching”

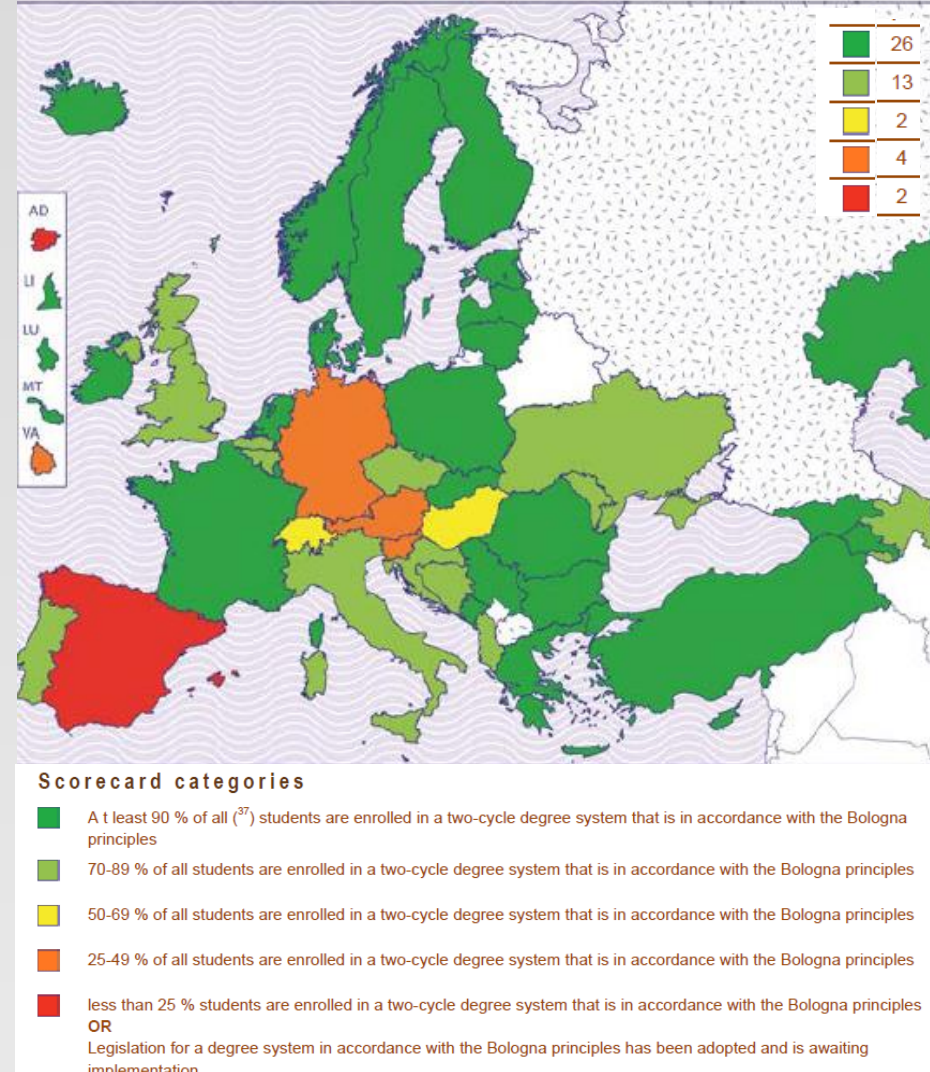
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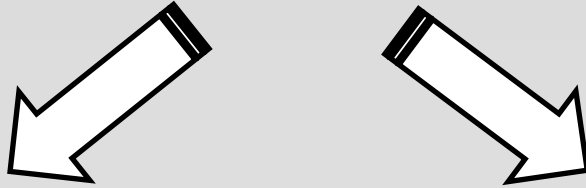
B/M System in EHEA

- **47** Countries
 - In **26**, more than **90%** of students in **B/M**
(Usually, programmes for regulated professions missing)
 - In **13** (among these, **Italy**), **70-89%** in **B/M**
- Not many compared data for differences in B and M rate of employment



Employment of university graduates: the Italian data

Data collected by
2 University consortia



dal 1994 Consorzio Interuniversitario



ALMA LAUREA
Un ponte fra Università e mondo del lavoro e delle professioni



Stella-bi Business Intelligence

54 Universities

9 Universities,
6 of which
in **Lombardy**

Together, **over 80%** of
Italian Graduates



Data from Employment surveys in Italy. 1

Percentage working, 1 year after graduation

Weighted **B** Total: 42.1



10.6

Graduation
2009

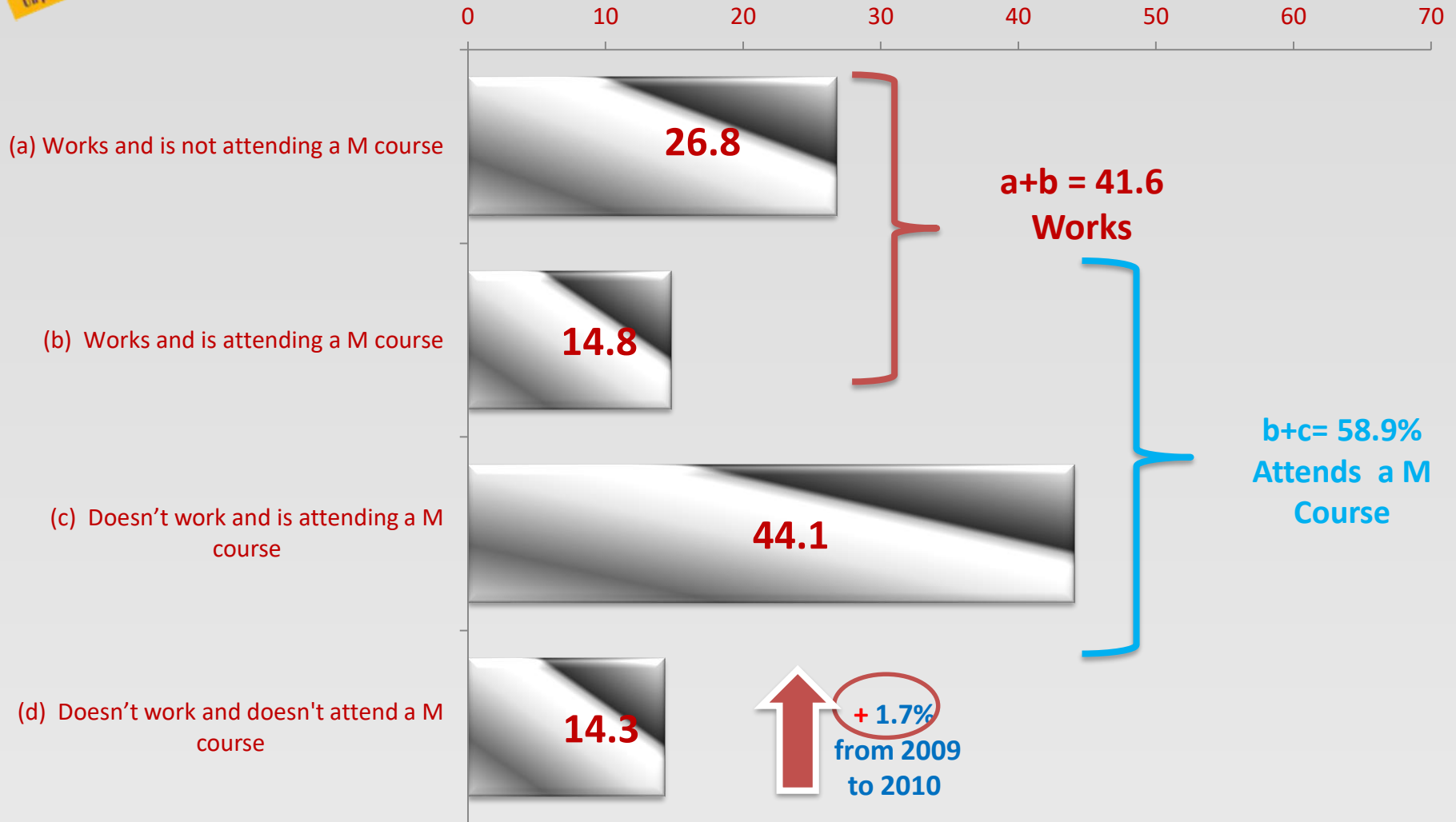
Weighted **M** Total: 52.7



Data for Employment surveys in Italy. 2



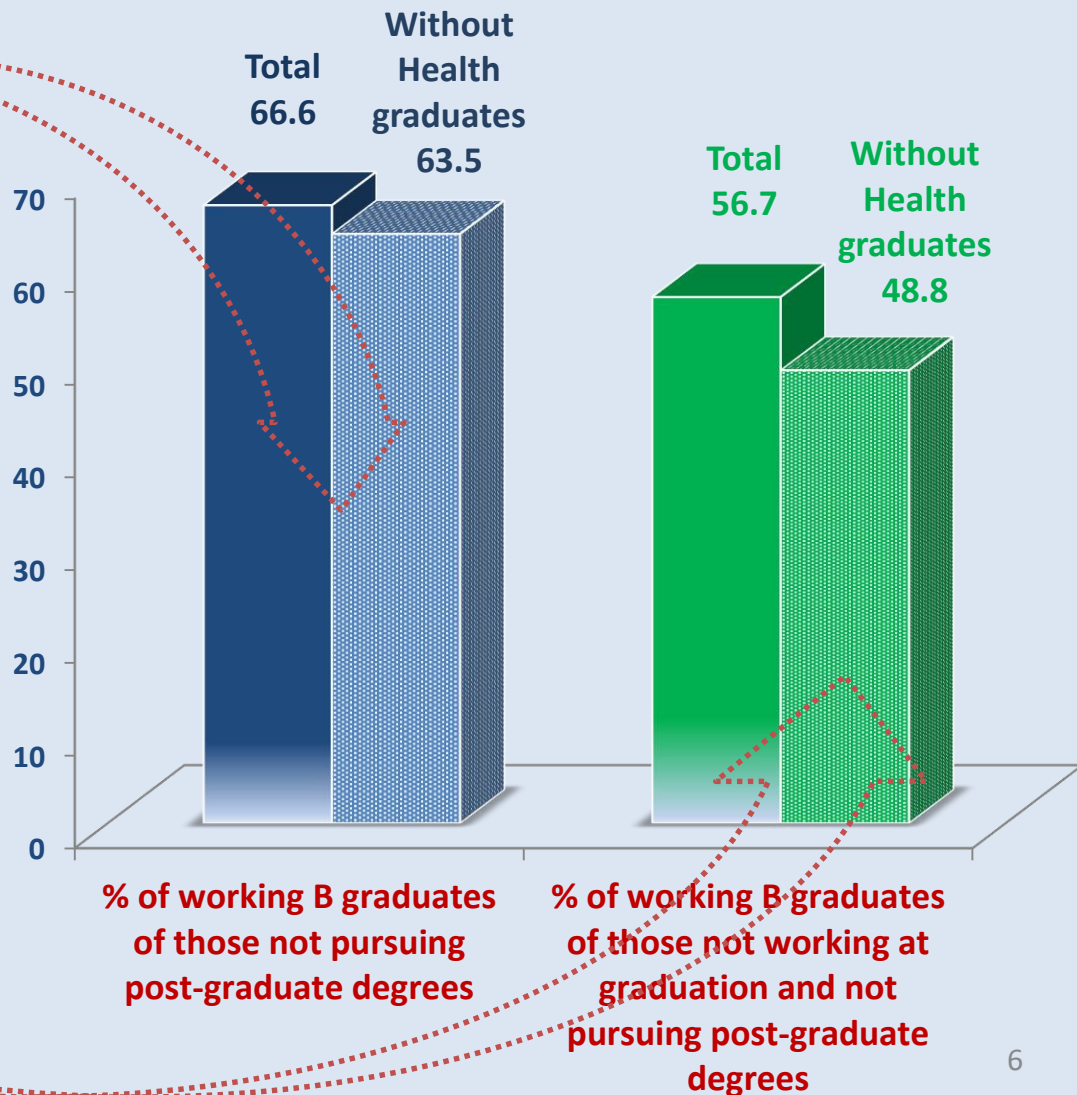
Bachelor graduates (2010), 1 year after graduation



Data for Employment surveys in Italy. 3

Employment of different categories of 2010 B Graduates

	Total	Total without Health group
Never enrolled in post-Bachelor programmes	34,296	24,854
Never enrolled, working	22,846	15,775
Never enrolled, not working at graduation	20,192	13,046
Never enrolled, not working at graduation, now working	11,453	6,361



A survey designed for heads of degree programmes. 1

Questionnaire submitted to the **Heads** of the **B** and **M** degree programmes at **42** Italian universities

1.834 questionnaires sent

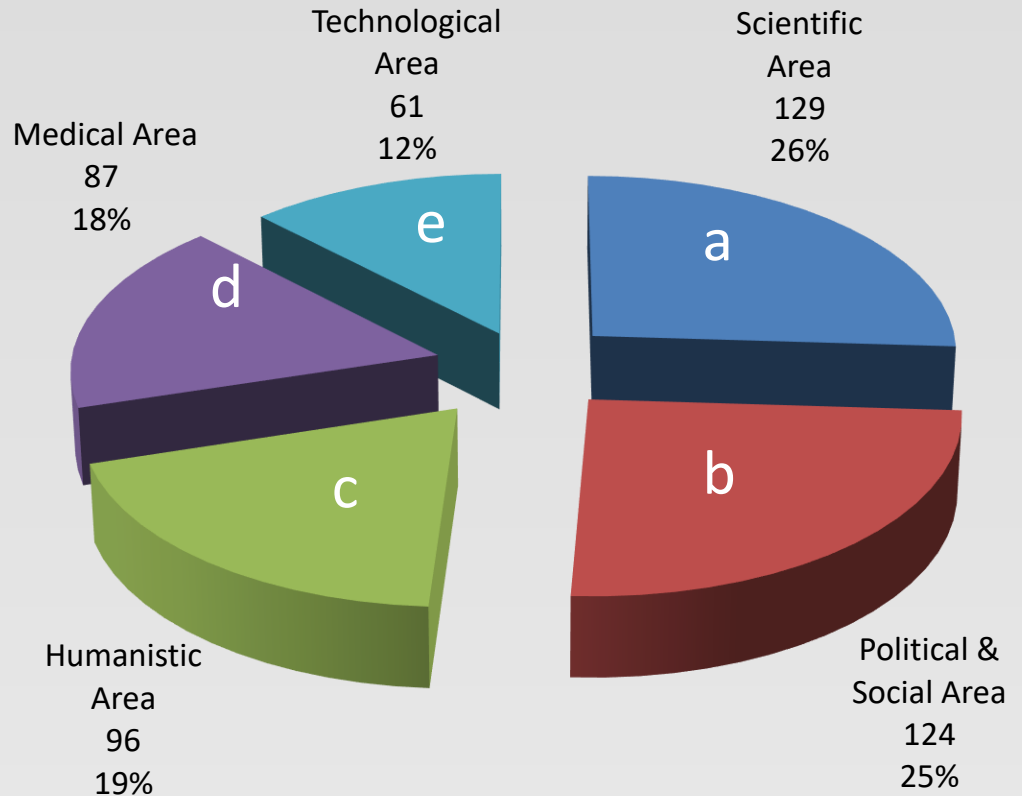


488 answers



rate **26.6%**

Distribution of answers per subject Area



A survey designed for heads of degree programmes. 2

Italian law mandates that the objectives of each **Course C** and each **Other Learning Activity OLA** (laboratories, internships, drafting of a graduation paper, etc.) should be described using the **Dublin Descriptors**

A question asked if the design of the programme indicates how each **Course** and each **Other Learning Activitiy** contributes to each objective

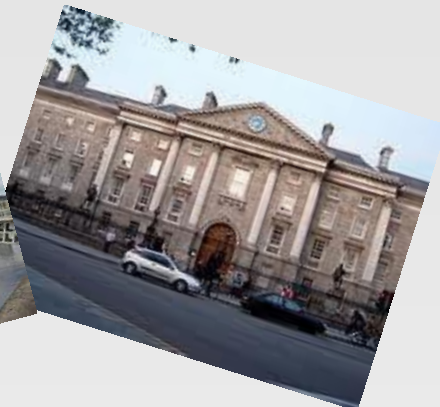
responses



unclear use of the **Dublin Descriptors**



few programmes show that they have examined in detail the specific contribution of each **C** and **OLA** to the overall objectives of the programme



A survey designed for heads of degree programmes. 3

Use of suggestions coming from employer representatives for the planning and implementation of programmes

some positive responses



Use of further interaction with external representatives to discuss the progress and outcomes of the degree

positive responses, but often generic

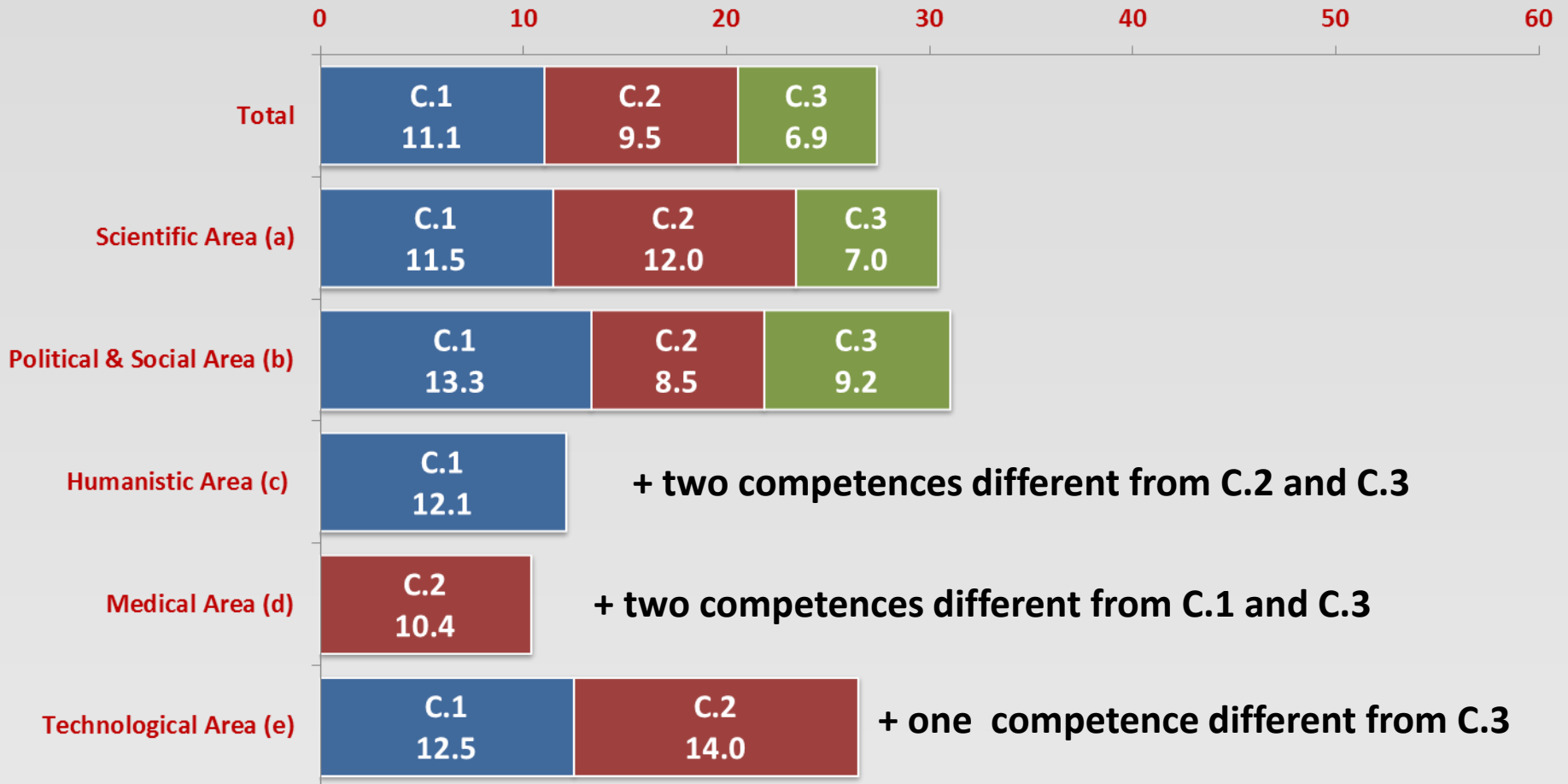
A good practice: programme committees (staff members and representatives from stakeholders) that guarantee an ongoing dialogue between the academic and the outside world

In some cases: useful feedback, specifically for internships and programme monitoring

A survey designed for heads of degree programmes. 4

Respondents were asked to select, from a **list of 44**, the **five general competences** that their programme mainly aims to provide to their students

Three most selected general competences



C.1 Capacity for analysis and synthesis

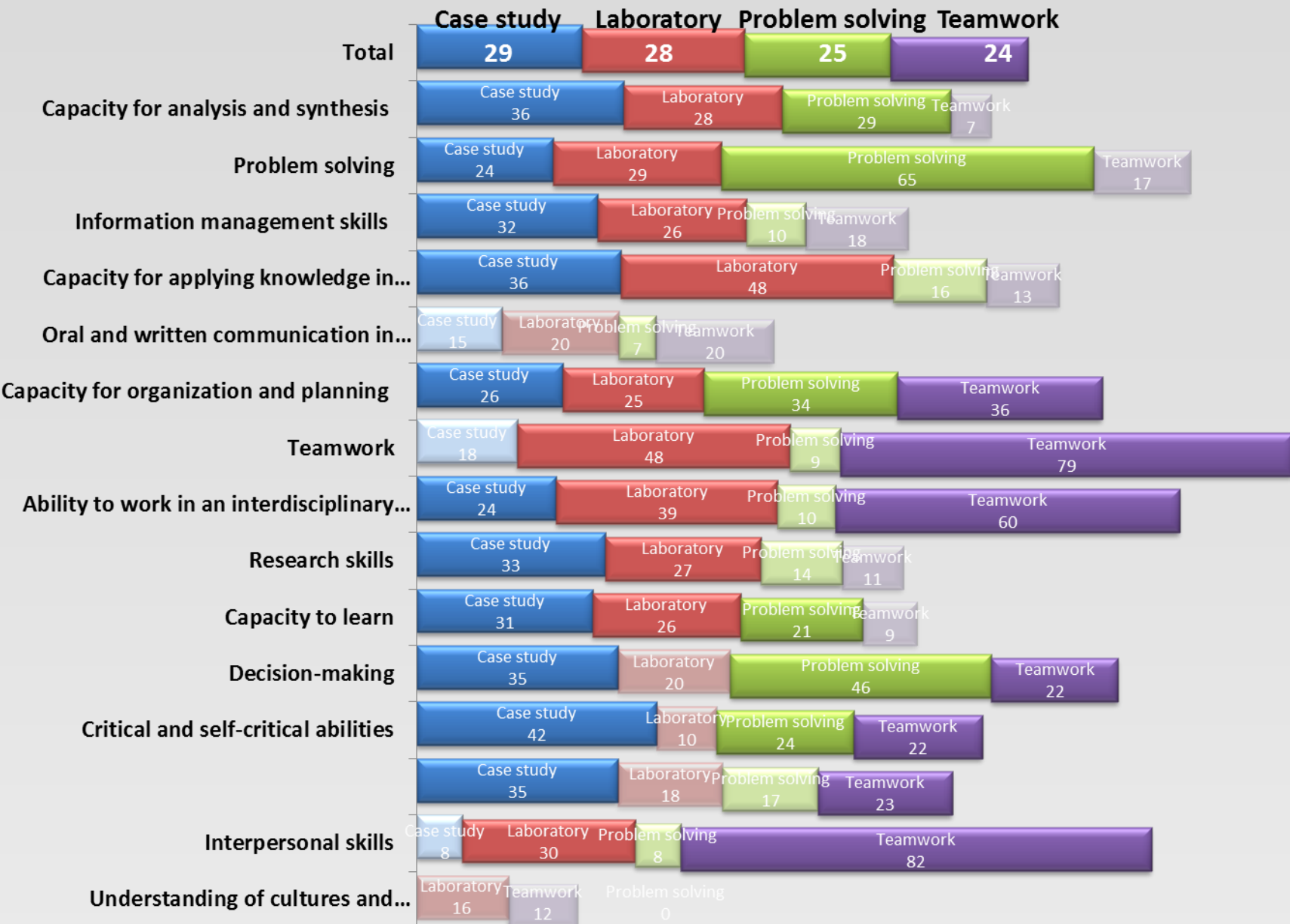
C.2 Problem solving

C.3 Information management skills

A survey designed for heads of degree programmes. 5

Methodologies mostly relevant for each competence selected –Two indications

Percentages (calculated on the number of responses)



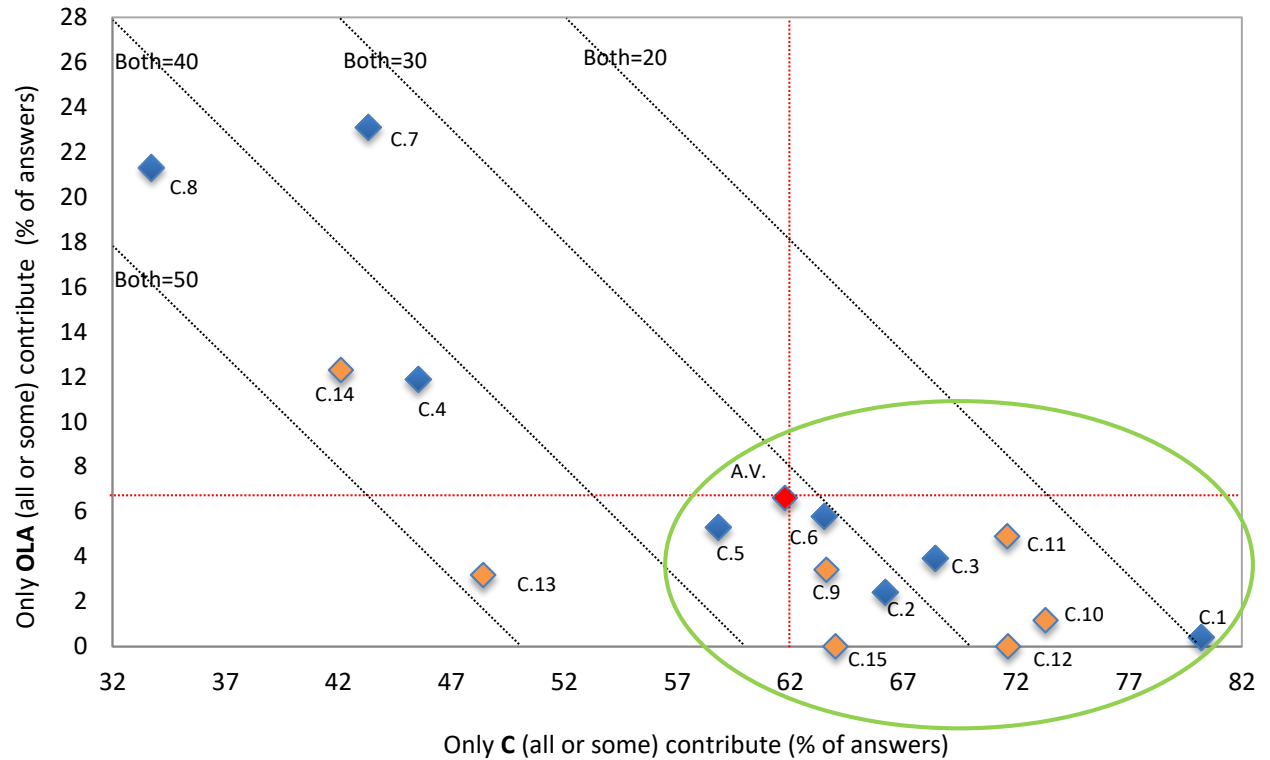
A survey designed for heads of degree programmes. 6

Contribution to competences given by Courses(C), by Other Learning Activities (OLA), or by Both

Other Learn. Activ.

Both

Courses



◆ Eight mostly selected for the total

◆ Other, selected for some subject area

A.V.	Average value	C.4	Capacity for applying knowledge in practice	C.8	Ability to work in an interdisciplinary team	C.12	Critical and self-critical abilities
C.1	Capacity for analysis and synthesis	C.5	Oral and written communication in your native language	C.9	Research skills	C.13	Capacity for generating and managing a project
C.2	Problem solving	C.6	Capacity for organization and planning	C.10	Capacity to learn	C.14	Interpersonal skills
C.3	Information management skills (ability to retrieve and analyse information from different sources)	C.7	Teamwork	C.11	Decision-making	C.15	Understanding of cultures and customs of other countries

Main results of our survey. 1



- Italian academic system is still largely founded on discipline-based teaching , i.e. is **still teacher-centered**
- The definition of objectives expressed using the **Dublin Descriptors** is present because it **is required**, but is mostly extraneous to the true organization of the curriculum
- Interaction with **employer representatives** is always present, but **only in some cases** has a **real impact** on the running of the programmes



Main results of our survey. 2



- There is awareness of the **need to include generic competences** into the objectives, in addition to specific discipline-based learning outcomes
- At least the terminology of these competences is **becoming part of the language of many curricula**
- However, very often the **generic competences** included in the programmes are mainly the ones which are **closely linked to the specific subject areas**



Further developments

- To **overcome** the **mismatch** between the **required competences** and what graduates effectively have, **Italian universities** must move in a much more systemic way into a **student-centered** approach, based on learning outcomes and competences

- We are contributing to this objective through **two projects**, which are now starting
 - ❑ **Introduction** in **ALMALAUREA surveys** of a **new item**, posing questions to the graduates about **generic competences acquired during their University pathway**

 - ❑ **Planning** of **Curricula focused on student-centered methodologies, generic competences, and interdisciplinarity**, to be adopted by some University programmes willing to experiment an innovative approach