

# Undergraduate Economics Education in the UK: Evidence from Seven Top Universities

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- We analysed the undergraduate curricula of 174 modules at 7 Russell Group universities (Manchester, QUB, Glasgow, Cambridge, LSE, Exeter, Sheffield)
- The review suggests that undergraduate economics education currently fails to deliver a broad, critical, empirical perspective on economics



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- Exeter<sup>3</sup>: “to think critically, analyse, and challenge”, “a commitment to actively engage in society”

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- Split modules between core (compulsory) and non-core

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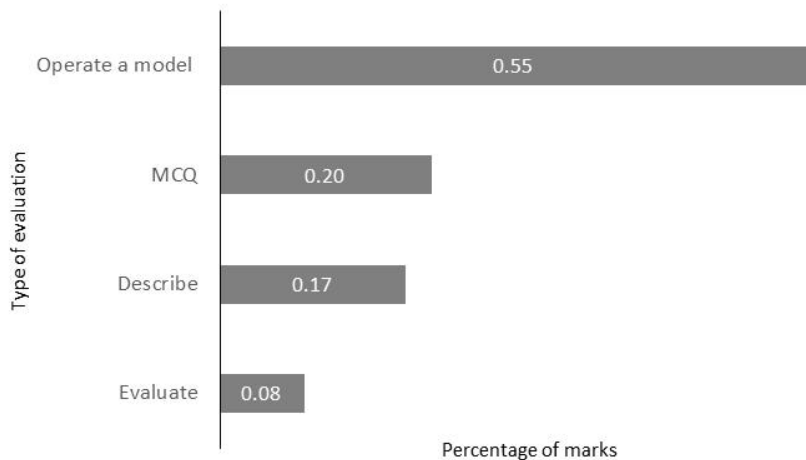
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- Concluded that student must have some preexisting real world knowledge to answer the question

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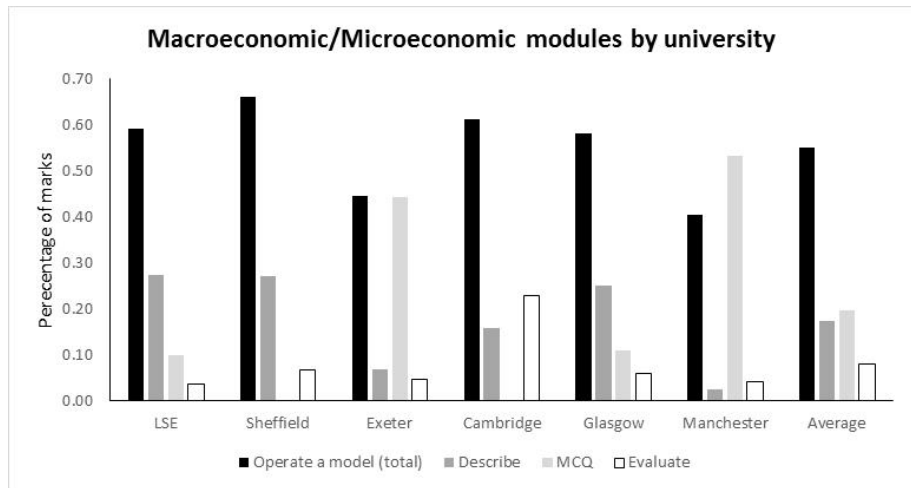
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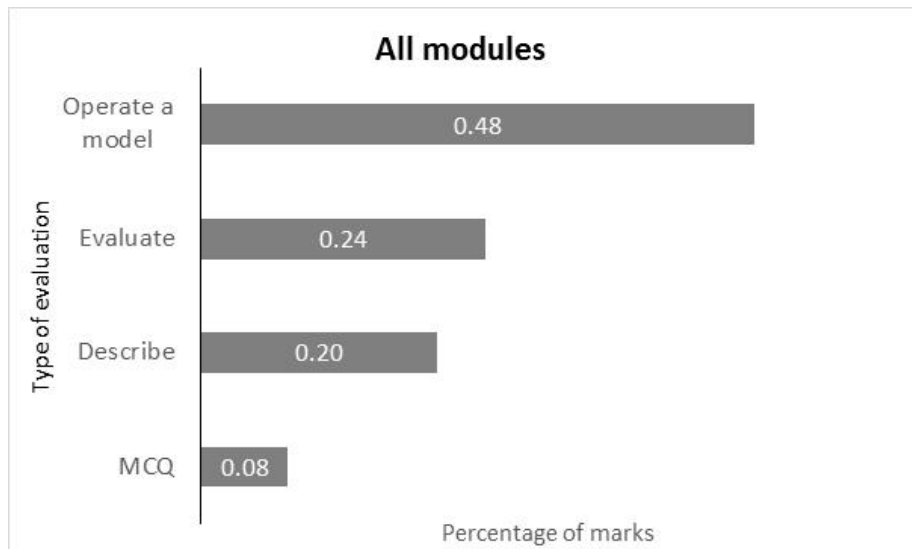
## Macroeconomics/ Microeconomic modules



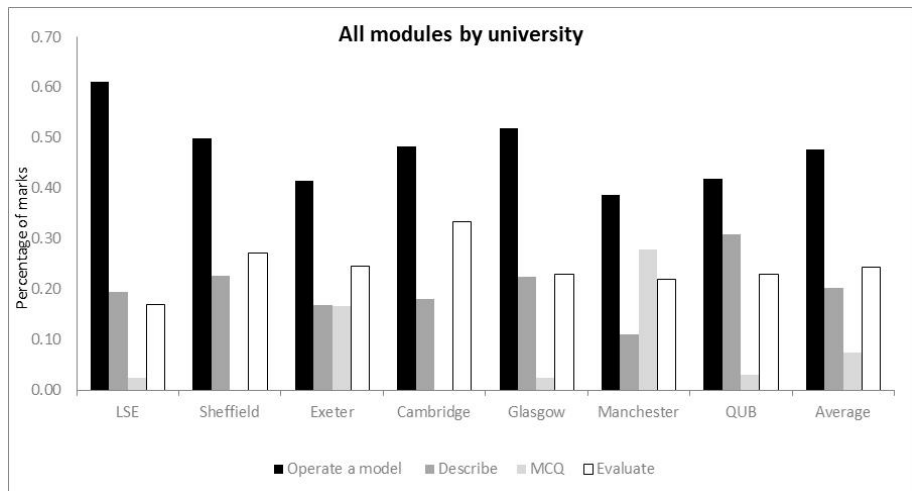
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- Only 3% of 'operate a model' questions link to the real world

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- Students are not given a broad, critical perspective on economics
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- Maths, modeling and descriptive knowledge *are* required but should not be so central
- Overall, it is difficult to conclude that economics education fulfills the stated aims of universities

- More universities

# Extensions

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- ISIPE, international survey of 11 countries<sup>5</sup>
- About 20% mathematics, 20% micro & macro; 4% history and 4% methodology

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- The exact results vary slightly across universities, but the general theme does not
- This is inconsistent with the publicly stated aims of the universities in the sample

Thanks for listening!

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- 1 Manchester Matrix. Available at <http://www.tlso.manchester.ac.uk/teaching-and-learning/themanchestermatrix/>
- 2 Glasgow Graduate Attribute Matrix. Available at: <http://www.gla.ac.uk/students/attributes/resources/>
- 3 Exeter Website <https://www.exeter.ac.uk/about/vision/educationstrategy/...attributes/about/>
- 4 CSEP Survey of Economics Students: Is it Time for Change at Cambridge? *The Cambridge Society for Economic Pluralism*, 2014
- 5 ISIFE International survey: <http://pepseconomie.wix.com/isife#!international-survey/ntmte>