

**RUBRIC ACADEMIC SKILLS U.S.E.**

Skills	Description	Level 1	Level 2	Level 3
<b>1.Analytical skills</b>	<p>-The ability to visualize, articulate, and solve both complex and uncomplicated problems and use concepts and make decisions that are sensible and based on available information.</p> <p>- The ability to identify, interpret and critically evaluate the main line of reasoning.</p> <p>- The ability to evaluate evidence.</p>	<p>1. Problem solving (identifying the problem, devising a path towards the solution, follow this path, verify the outcome) for <i>specific questions</i>.</p> <p>2. Being able to identify, interpret and critically evaluate the main line of reasoning, for <i>specific questions</i>.</p> <p>3. Being able to evaluate evidence in text and presentations for <i>specific questions</i>.</p>	<p>1. Being able to solve problems (identifying the problem, devising a path towards the solution, follow this path, verify the outcome) for <i>more complex assignments</i>.</p> <p>2. Being able to identify, interpret and critically evaluate the main line of reasoning, for <i>more complex problems</i>.</p> <p>3. Being able to evaluate evidence in text and presentations for <i>more complex problems</i>.</p>	<p>1. Being able to solve problems (identifying the problem, devising a path towards the solution, follow this path, verify the outcome), <i>independently and for complex problems</i>.</p> <p>2. Being able to identify, interpret and critically evaluate the main line of reasoning, <i>independently and for complex problems</i>.</p> <p>3. Being able to evaluate evidence in text and presentations <i>independently and for complex problems</i>.</p>
<b>2.Communication skills</b>	<p>The ability to communicate well with a broad audience on various subjects.</p> <p>Division:                      - Presentation                      - Writing                      - Giving and receiving feedback</p>	<p>1. Being able to give a brief oral presentation on a <i>specific subject</i>.</p> <p>2. Being able to prepare - in a structured assignment - a <i>summary, an introduction and a part of an article</i></p> <p>3. Pass the <i>language test</i> English (at once or after taking a language course).</p>	<p>1. Being able to present the content of an <i>article or the results of an (instructed) research</i>.</p> <p>2. Being able to write a <i>compact and instructed paper</i> on a specific subject, <i>both individually and in a groups</i>.</p> <p>3. Being able to provide useful and correct feedback on a <i>presentation or small paper</i>.</p> <p>4. Being able to accept and process feedback from others on a <i>presentation or small assignment</i>.</p>	<p>1. Being able to present <i>any subject</i> without specific instruction in a convincing manner to a <i>broad audience</i>.</p> <p>2. Being able to write a comprehensive paper on an academic level, in a correct and clear manner, both individual and in groups.</p> <p>3. Being able to give useful and correct feedback.</p> <p>4. Being able to accept and process feedback from others on a comprehensive research project (both students and lecturers).</p>
<b>3.Information processing</b>	<p>The ability to successfully and correctly find useful academic sources (literature and data) and process and present these in a correct manner.</p>	<p>1. Being able to make use of the UU library sources (using <i>Libguides</i>).</p> <p>2. <i>Understanding</i> the definition and the importance of avoiding plagiarism.</p> <p>3. Being able to apply the APA instructions for references in text in a <i>structured assignment</i>.</p> <p>4. Being able to apply the APA instructions for reference lists in a <i>structured assignment</i>.</p>	<p>1. Knowledge of potential sources for literature and data and the skills to explore these independently for a <i>small research project</i>.</p> <p>2. Being able to detect plagiarism and being able to avoid any kind of plagiarism.</p> <p>3. Providing correct references in text in a <i>small research project (APA style)</i>.</p> <p>4. Providing a correct reference list for a <i>small research project (APA style)</i>.</p> <p>5. Being able to present data in a correct and useful manner in a <i>small and instructed research project</i>.</p>	<p>1. Knowledge of potential sources for literature and data and the skills to explore these independently for a comprehensive research project.</p> <p>2. Being able to detect plagiarism and being able to avoid any kind of plagiarism.</p> <p>3. Providing correct references in text in a comprehensive research project (APA style).</p> <p>4. Providing a correct reference list for a comprehensive research project (APA style).</p> <p>5. Being able to present self-constructed data in a correct and useful manner in a comprehensive research project.</p>

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<p><b>4.Academic reasoning</b></p>	<p>The ability to think critically and analytically, based on theories and models.</p>	<p><i>For specific well defined economic problems/questions:</i>            1. Thinking conceptually, thinking in terms of theory;            2. Asking critical questions, having a curiosity-driven and critical attitude; 3. Analyzing questions from different perspectives;            4. Identifying links between problems.</p>	<p><i>For specific well defined economic and multidisciplinary problems/questions:</i>            1. Thinking conceptually, thinking in terms of theory;            2. Asking critical questions, having a curiosity-driven and critical attitude;            3. Analyzing questions from different perspectives;            4. Identifying links between problems.</p>	<p><i>For independent large economic and multidisciplinary problems/questions:</i>            1. Thinking conceptually, thinking in terms of theory;            2. Asking critical questions, having a curiosity-driven and critical attitude;            3. Analyzing questions from different perspectives;            4. Identifying links between problems.</p>
<p><b>5.Academic research</b></p>	<ul style="list-style-type: none"> <li>- Formulating an economic objective and problem definition.</li> <li>- Determining the research approach.</li> <li>- Collecting and selecting relevant literature.</li> <li>- Collecting and selecting relevant data.</li> <li>- Using common mathematical and statistical methods.</li> <li>- - Processing and analyzing research data.</li> <li>- Embedding the analysis in a theoretical framework.</li> <li>- Drawing conclusions.</li> </ul> <p>(some items double with other skills)            (evaluation criteria for papers and thesis)</p>	<p><i>For specific assignments:</i>            1. Being able to design a proper problem definition within the scope and instruction of the course.            2. Being able to execute the instructed research design.            3. Being able to search and select (additional) sources for the research. 4. Being able to execute an instructed empirical research.            5. Being able to apply theoretical concepts in research. 6. Being able to use correct references (APA style).            7. Being able to draw clear and correct conclusions.</p>	<p><i>For small instructed research projects:</i>            1. Being able to design a proper problem definition within the scope and instruction of the course.            2. Being able to execute the instructed research design.            3. Being able to search and select (additional) sources for the research.            4. Being able to execute an instructed empirical research.            5. Being able to apply theoretical concepts in research.            6. Being able to use correct references (APA style).            7. Being able to draw clear and correct conclusions.</p>	<p><i>For independent academic research (OKVE):</i>            1. Clear and convincing anchoring, relevance, accuracy and functionality of the problem definition.            2. Clear, consistent and accurate research design.            3. Selection of main available sources on the subject; critical evaluation of the literature consulted.            4. If empirical research has been done; in line with the instructions provided in Econometrics.            5. Strong link between the research and the relevant theories.            6. Replicable and falsifiable research, well described arguments, in line with the introduction, with correct references.            7. Clear answer to the problem statement, based on research results, good discussion of the conclusions, in consistency with the introduction and analyses.</p>

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<b>6.Social Responsibility</b>	<ul style="list-style-type: none"> <li>- The ability to perform in effective teamwork.</li> <li>- Develop a scientific and professional integrity.</li> <li>- The ability to reflect on the ethics of (financial) markets and institutions.</li> <li>- Develop a social and sustainable responsible professional attitude.</li> </ul>	<ol style="list-style-type: none"> <li>1. Being able to perform in a team for a well-designed task or project</li> <li>2. Being able to reflect critically on the position and ethics of economic theory, institutions and behavior.</li> </ol>	<ol style="list-style-type: none"> <li>1. Being able to work effectively in teams for a specific project with limited intervention or instruction.</li> <li>2. Taking part in social activities that broaden your perspectives on society and economics (volunteer work, activities in student organizations, attending lectures seminars and conferences, taking part in political parties or discussions, taking part in exchange programs, etc.).</li> </ol>	<ol style="list-style-type: none"> <li>1. Being able to work effectively in teams without specific intervention or instruction.</li> <li>2. Taking part in social activities that broaden your perspectives on society and economics (volunteer work, activities in student organizations, attending lectures seminars and conferences, taking part in political parties or discussions, taking part in exchange programs, etc.).</li> <li>3. Proving the ability to reflect on your social responsibility in skill assignment.</li> </ol>
<b>7.Labor market orientation</b>	<ul style="list-style-type: none"> <li>- Having the knowledge of the potential labor market positions for economics graduates.</li> <li>- The ability to reflect on your own capabilities and interests and to have a perspective on a potential future career development.</li> <li>- Having a well-considered plan for the future; either on a Master programme or on a position or strategy towards the labor market.</li> </ul>	<ol style="list-style-type: none"> <li>1. Deciding on the selection for an approved optional minor, some alternative minor, or no minor programme at all.</li> </ol>	<ol style="list-style-type: none"> <li>1. Deciding on the selection of major related courses.</li> <li>2. Perform labor market orientations (internship, career days, application training sessions, exchange programs, side-jobs, entrepreneurship, etc.).</li> </ol>	<ol style="list-style-type: none"> <li>1. 2. Perform labor market orientations (internship, career days, application training sessions, exchange programs, side-jobs, entrepreneurship, etc.).</li> <li>2. Proving the ability to reflect on your learnings during the bachelor programme, your strengths and weaknesses, your interests, and your potential career in the future in the final position paper.</li> <li>3. Having a clear and well-considered plan for the future, reflected in the skill assignment.</li> </ol>
<b>Assessment</b>	reflection			<p><b>Reflection report</b> To fulfil before the start of the Applied Economics Research Course (OKVE).</p>