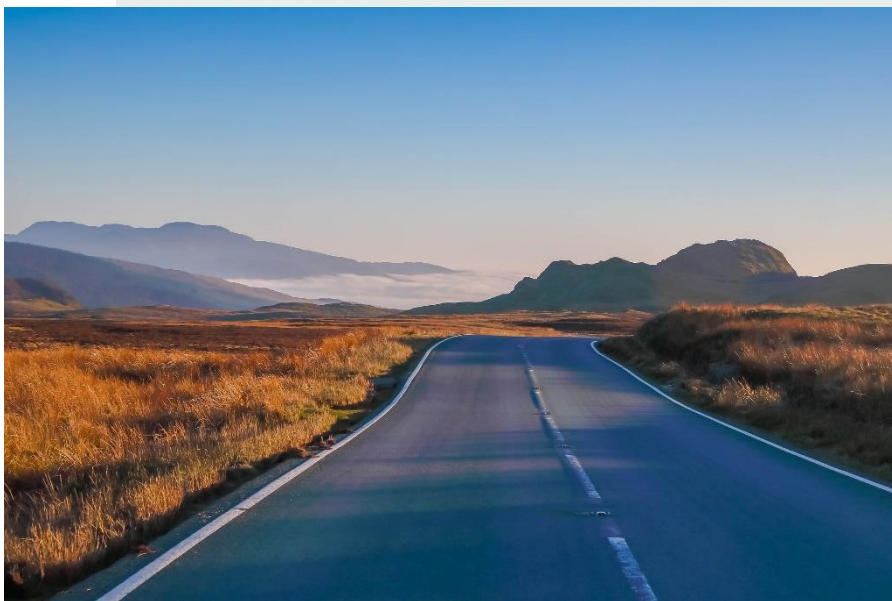




Agència
per a la Qualitat
del Sistema Universitari
de Catalunya

EMPLOYERS

THE OPINION OF EMPLOYERS REGARDING THE EDUCATION RECEIVED BY GRADUATES OF PSYCHOLOGY





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AQU CATALUNYA, 2020

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INTRODUCTION

The primary goal of Agència per a la Qualitat del Sistema Universitari (AQU Catalunya) is to **contribute to the improvement of university study programmes in the Catalan university system**. To achieve this, it is essential to benefit from evidence and data making it possible to assess the functioning of each study programme with the aim of making it easier for decisions to be made by the officials in charge of these study programmes and by politicians responsible for higher education.

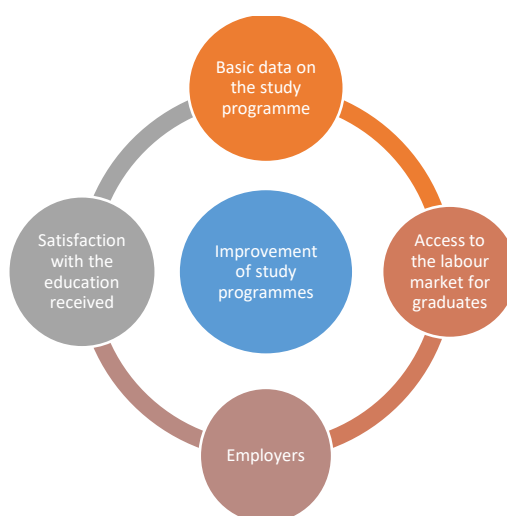
Evidence-based proposals for improving study programmes

This report sets out evidence regarding the implementation and delivery of **Bachelor's degrees in Psychology** gleaned from the results of the **2018 survey on employers in this sector**.

The survey strives to gain an acquaintance of the opinion of employers regarding the education received by the recently graduated individuals they have recruited in the sub-field of Psychology, particularly with regard to cross-disciplinary and specific skills which bear substantial margin for improvement, among other issues. Some of the results will be compared with the overall results of the employers' survey from 2014 (AQU Catalunya, 2014).

In addition to these results, the report incorporates an initial section with **contextual information on the study programmes in Psychology**, setting out **basic data on the study programme** and the main results of the **surveys on the satisfaction of individuals who have recently graduated from this study programme, as well as the results of the survey on their access to the labour market**.

Figure 1. Databases for improving study programmes

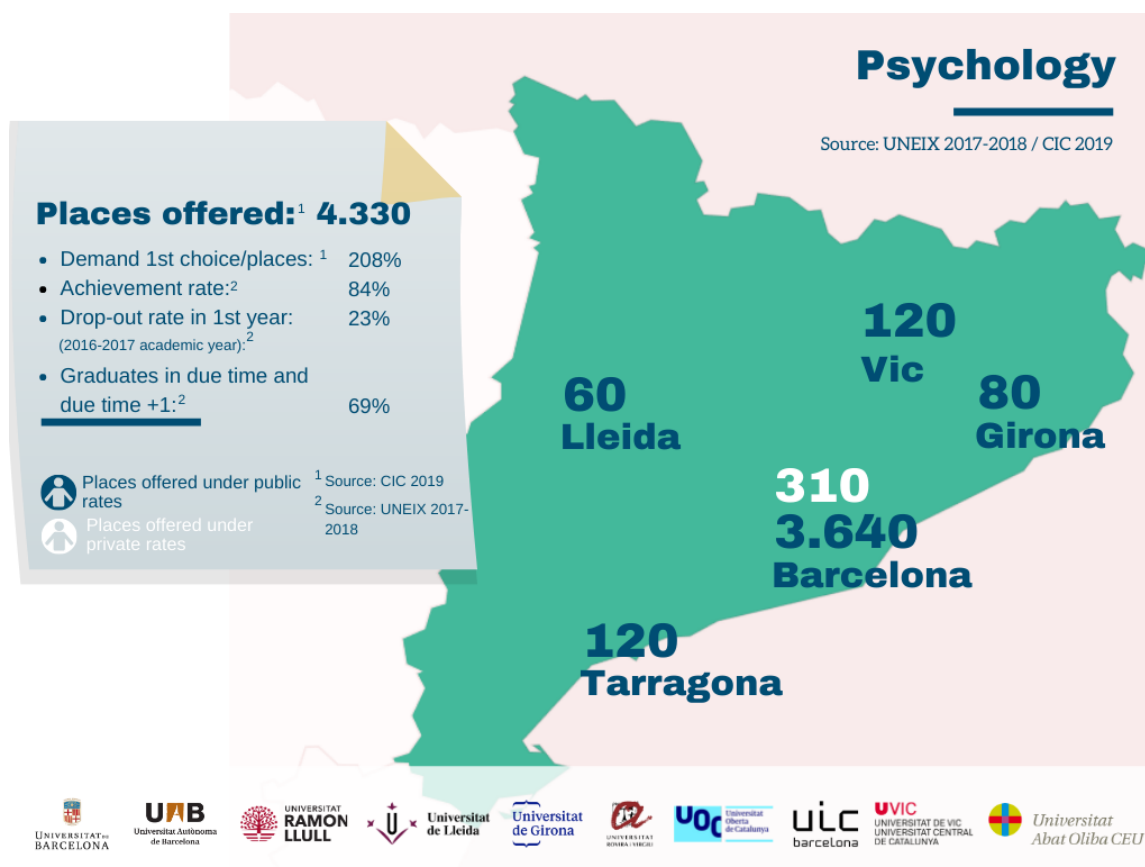


INDICATORS ON THE STUDY PROGRAMME IN PSYCHOLOGY

■ Basic data on the study programme

The basic data on the Bachelor's degree in Psychology involves administrative data taken from the UNEIX information system.

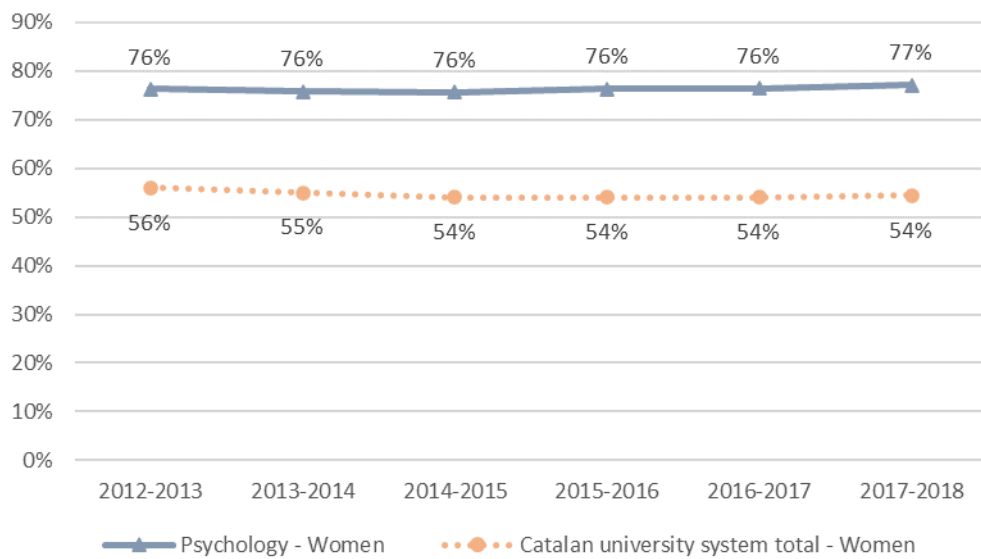
Figure 2. Indicators on the implementation and delivery of the study programmes in Psychology (2017-2018 academic year)



Demand as 1st choice for these programmes exceeds availability substantially

Nevertheless, the drop-out rate in 1st year is 23%, exceeding the average for the remaining Bachelor's degrees in the Catalan university system.

Figure 3. Trend in the percentage of women enrolling on the study programmes in Psychology and the total for the Catalan university system



Psychology: a very heavily female-dominated study field

Around 3 in every 4 individuals enrolled on Bachelor's degrees in Psychology are women, a figure that is far higher than the average proportion of women on Bachelor's degrees in the Catalan university system.

Satisfaction of graduates with the university education received

The data regarding satisfaction with the education received stems from the satisfaction survey drawn up by AQU Catalunya. It sets out information on graduates' satisfaction with various characteristics of the education delivered in the university study programme they followed. It is an online survey conducted yearly on all the individuals who graduated one year earlier. The results shown are the averages for 2016, 2017 and 2018 in the respective sub-fields and for the Catalan university system as a whole.

Table 1. Assessment of various factors of the education delivered (from 0 to 10)

	Psychology	Health	Catalan university system
Ability for the professional activity	6.7	7.4	7.0
Personal skills	7.2	7.2	7.1
Communication skills	7.0	7.0	6.8

Figure 4. Usefulness of external training placements and Bachelor's degree final-year projects (from 0 to 10)

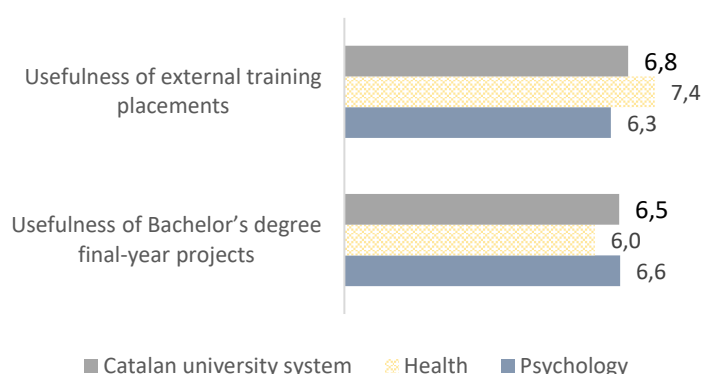


Figure 5. Overall satisfaction with the study programme (from 0 to 10)



The extent to which Bachelor's degrees in Psychology improve the personal and communication skills of their students is on a par with the remaining study programmes in the field of Health

Nevertheless, the improvement in ability for the professional activity (6.7) is below the remaining study programmes in the field of Health (7.4) and indeed below the Catalan university system average (7.0).

Bachelor's degree final-year projects are rated higher than the average for study programmes in the field of Health

On the other hand, the usefulness of external training placements on Bachelor's degrees in Psychology receives a lower rating.

Overall satisfaction with the education in Psychology is good, albeit below the average for study programmes in the field of Health

■ Access to the labour market for graduates

The survey on access to the labour market is conducted every three years with the aim of finding out what the experience of individuals who graduate with a university qualification is when it comes to access to the labour market three years after completing their university programmes. The results shown relate to the most recent survey from 2017 and are broken down according to university and study programme. The results for the Catalan university system as a whole show the average for all degree programmes taught in Catalonia.¹

Figure 6. Employment status of graduates in 2017

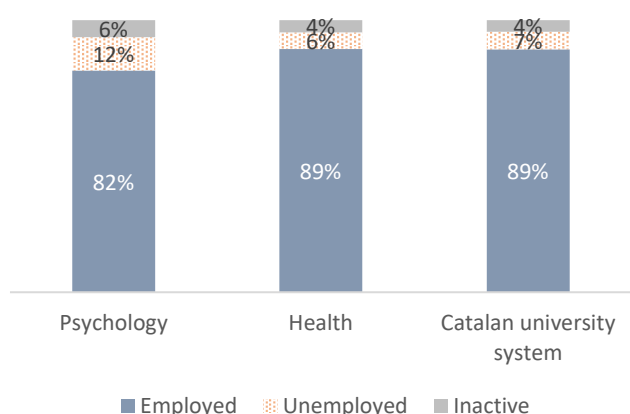


Table 2. Distribution of graduates in work according to the sector of employment in 2017

	Number	Percentage
Education	105	20%
Social sector	73	14%
Clinical sector	123	23%
Organisational sector	89	17%
Others	136	26%
Total	525	100%

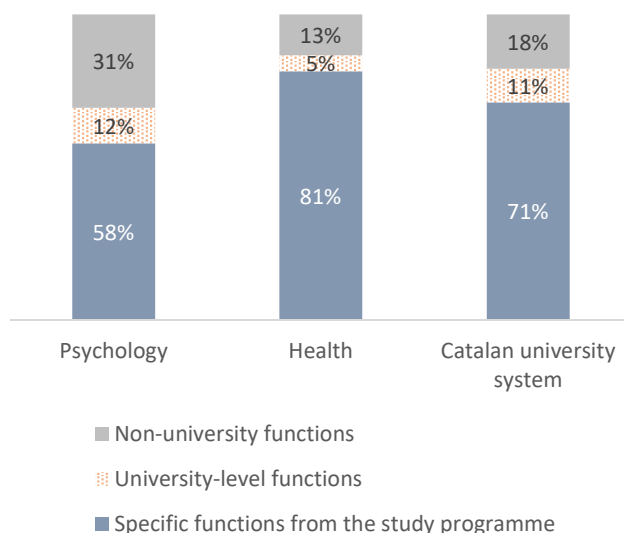
Access to the labour market for individuals who recently graduated in Psychology is poorer than in other study programmes

82% of individuals who obtained the Bachelor's degree in Psychology are in work three years after completing their degree programme. This percentage is below the average for study programmes in the field of Health and below that of the Catalan university system (7 percentage points).

These individuals are working in various sectors: 23% in the clinical sector, 20% in the education sector, 17% in the organisational sector, 14% in the social sector and the remaining 26% in other sectors (whether or not they are linked to psychology).

¹ At classroom-based universities. The results are weighted by a factor that corrects possible proportional variations in the sample.

Figure 7. Functions performed at work in 2017



Poorer suitability to the work sector of individuals who recently graduated in Psychology...

Just over half of those in work (58%) are performing specific functions from the study programme in Psychology, a percentage that is far below the average for the field of Health (81%) and for the Catalan university system (71%). In addition, 1 in every 3 are over-qualified for their position three years after completing their programme (i.e., they are employed in positions where they do not perform university-level functions).

Table 3. Distribution of graduates according to the sector of employment and the type of function being performed in 2017

	Specific functions from the study programme	University-level functions	Non-university functions	Total
Education	59%	16%	26%	100%
Social sector	58%	19%	23%	100%
Clinical sector	91%	4%	5%	100%
Organisational sector	74%	10%	15%	100%
Others	19%	13%	68%	100%
Total	58%	12%	31%	100%
Total	58%	12%	31%	100%

...although it depends on the specific sector of employment

Major differences may be identified according to the sector of employment: it is noteworthy that 91% of individuals in the clinical sector perform specific functions relating to the study programme, followed by 74% in the organisational sector.

On the other hand, aside from the category “others” which includes individuals who do not work in the psychology field, the education and social sectors exhibit the greatest disparity.

Table 4. Contract type in 2017

	Permanent	Temporary	Self-employed	Others	Total
Psychology	38%	41%	15%	5%	100%
Health	37%	46%	13%	4%	100%
Catalan university system total	50%	35%	11%	4%	100%

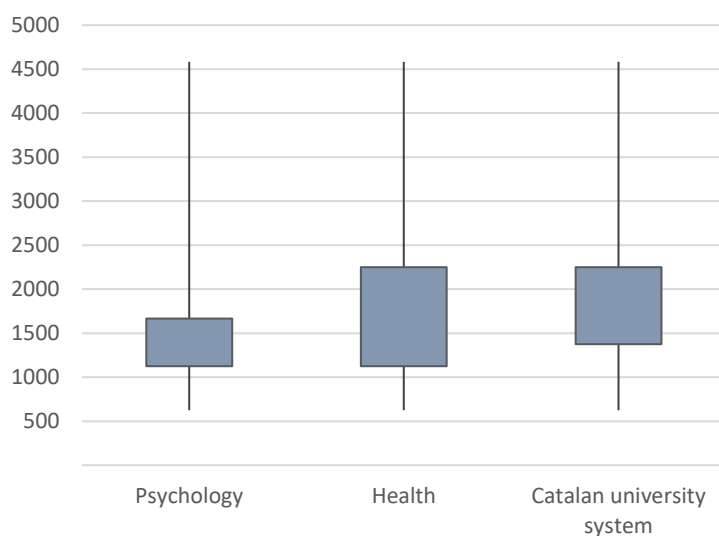
Table 4. Distribution of graduates according to the sector of employment and contract type in 2017

	Permanent	Temporary	Self-employed	Others	Total
Education	34%	44%	16%	5%	100%
Social sector	45%	47%	5%	3%	100%
Clinical sector	18%	38%	39%	5%	100%
Organisational sector	51%	40%	3%	6%	100%
Others	47%	41%	6%	7%	100%
Psychology total	38%	41%	15%	5%	100%

Table 5. Working hours in 2017

	Part-time	Full-time
Psychology	41%	59%
Health	37%	63%
Catalan university system total	23%	77%

Figure 8. Monthly gross earnings (only those in full-time work) in 2017 (€)



Temporary and part-time contracts

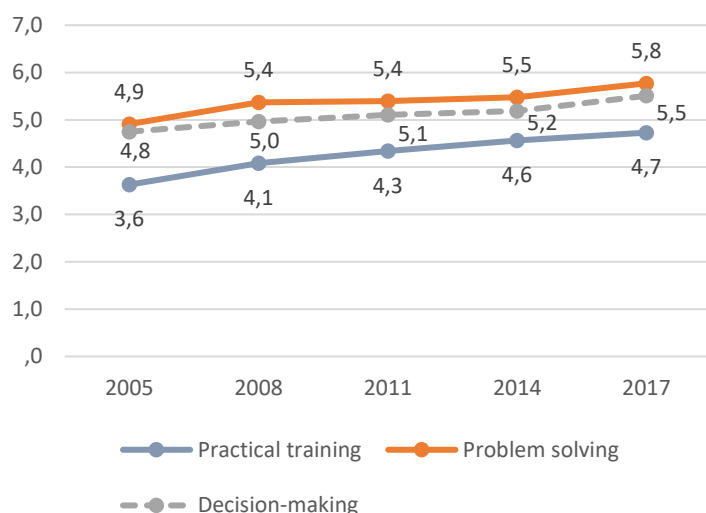
Although the contract type is highly similar to the remaining study programmes in the field of Health, where temporary contracts stand out, the salaries of individuals working full-time are substantially lower.

The percentage of self-employed individuals in the field of clinical psychology is noteworthy (39%) as is part-time recruitment of newly-qualified psychologists, a percentage that is almost twice the average for the remaining study programmes.

Table 7. Level of education received according to skill in 2017 (from 0 to 10)

	Psychology	Health	Catalan university system
Theoretical training	6.6	7.0	6.8
Practical training	4.7	6.4	5.6
Oral expression	5.9	6.2	5.9
Written expression	6.1	6.2	6.3
Team work	6.8	7.1	6.8
Leadership	4.8	5.3	5.0
Problem solving	5.8	6.1	6.1
Decision-making	5.5	6.0	5.8
Creativity	4.2	4.8	5.2
Critical thought	6.3	6.5	6.5
Management	5.2	5.2	5.4
IT skills	4.4	4.7	5.0
Languages	2.8	3.4	3.7
Documentation skills	5.9	6.1	5.9

Figure 9. Trend in the education delivered in terms of practical training, problem solving and decision-making (from 0 to 10)



Team work and theoretical training are the most highly rated skills in Bachelor's degrees in Psychology

They receive assessments of 6.8 and 6.6, respectively.

Compared to the remaining study programmes in the field of Health and the Catalan university system average, newly-qualified psychologists report that the level acquired in all skills is equal or poorer. The poor level obtained in practical training stands out.

Languages constitutes the main skill that is unaddressed in study programmes in the Catalan university system as a whole, and the field of Psychology is no exception.

Although the level of education received in Psychology shows broad scope for improvement, the education received in certain important aspects, such as practical training, problem solving and decision-making, has shown an upward trend over the period according to data from the various editions of the survey on access to the labour market.

Figure 10. Percentage of graduates willing to take the same study programme 3 years later

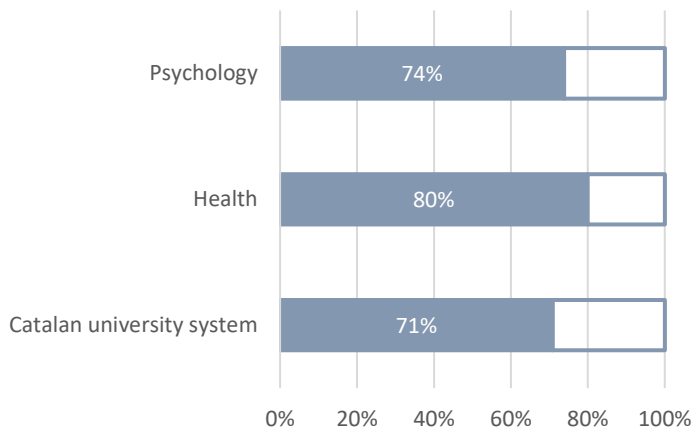


Table 8. Percentage of graduates willing to take the same study programme 3 years later according to the sector of employment

	Percentage
Organisational sector	66%
Education	69%
Others	69%
Social sector	76%
Clinical sector	88%

Despite the employment conditions, 74% of individuals who graduate in Psychology would take the same study programme again

This percentage is significantly below the figure for study programmes in the field of Health, although higher than the Catalan university system overall.

When breaking the figures down by sectors, individuals employed in the clinical psychology sector show greater willingness.

Nevertheless, this percentage stands in contrast to the high demand (155%) for these study programmes as first choice (figure 2).

THE OPINION OF ORGANISATIONS REGARDING THE EDUCATION RECEIVED BY GRADUATES OF PSYCHOLOGY

■ Preliminary considerations

The assessment in this study has been conducted in conjunction with psychology centres and/or companies that place postings on the job bank of the Catalan Psychologists' Association.

It is important to know the sector to which the professional psychology staff from the organisation belong. In this case, there are a range of career opportunities – whether or not they are linked to the field of Health – which are organised into twelve major sectors of intervention:

1. Clinical and health psychology
2. Neuropsychology
3. Psychology of emergencies
4. Educational psychology
5. Social intervention and community psychology
6. Legal and forensic psychology
7. Organisational psychology
8. Sports psychology
9. Road safety and traffic psychology
10. Coaching psychology
11. Psychology of women, gender and diversity
12. Mediation (alternatives for conflict resolution)

Nevertheless, in order to examine the opinion of organisations according to the sector in which professional psychology staff work, it is necessary to benefit from a minimum number of responses in each of these sectors. Therefore, the classification of sectors has been reduced to five groups: organisational sector, education, social sector, clinical sector and others.

Figure 11. Career opportunities for psychology staff



■ Characteristics of the organisations that have recruited individuals who recently graduated in Psychology

Figure 12. Classification of organisations according to the number of workers (%)

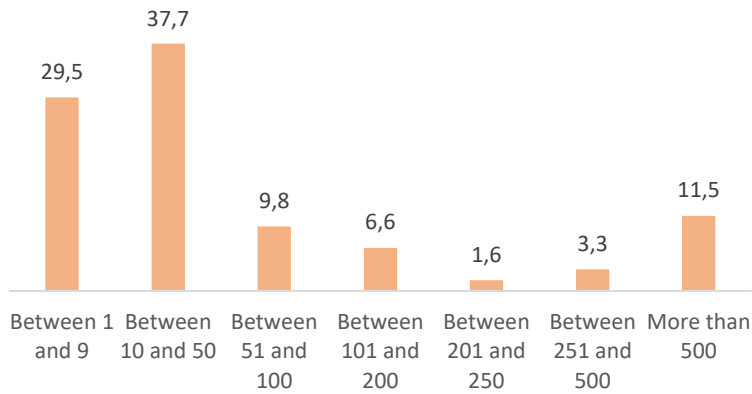


Figure 13. Classification of organisations according to the percentage of workers with a university qualification (%)

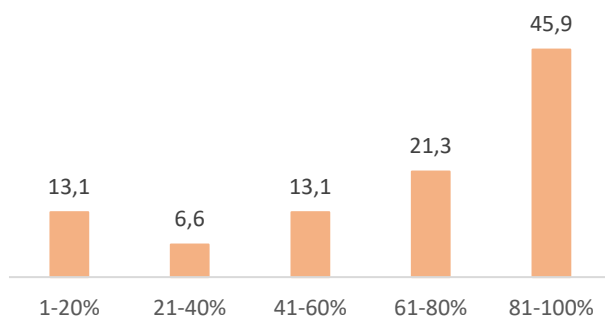
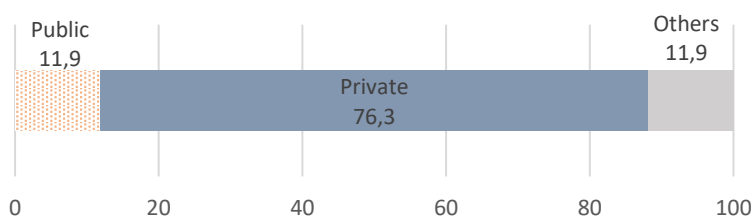


Figure 14. Classification of organisations according to ownership (%)



Organisations that have recruited individuals who recently graduated in Psychology are small, although most of their staff have a higher education qualification

The type of company is highly similar to that seen in other sectors, such as communication.

Of these organisations, 3 in every 4 are privately owned

Figure 15. Organisations that have operated in the international sphere

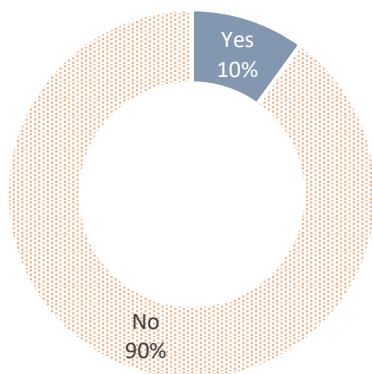
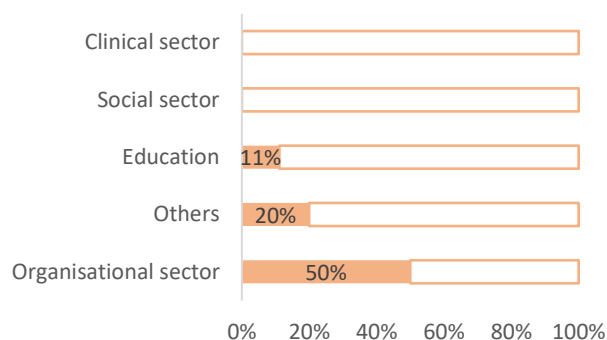


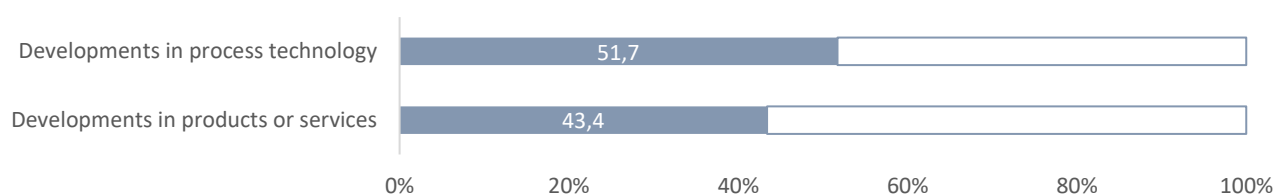
Figure 16. Organisations that have operated in the international sphere according to the sector of psychology



The sphere of operation of organisations is national and, in all likelihood, local

Only 10% of the organisations surveyed have operated in the international sphere. As it happens, internationalisation only occurs in organisations recruiting psychology staff in the organisational sector (no doubt, in the HR department). The clinical, social and education sectors are more locally focussed.

Figure 17. Organisations that have introduced developments in process technology and/or in products or services (%)*



... and innovation is not part of their core interest

52% of organisations state that they have incorporated major changes in their process technology, i.e., new equipment or software and/or new forms of management. Moreover, 43% have released new products or services onto the market or incorporated them into the company.

These percentages are significantly lower than those obtained in other sectors in the employers' survey from 2018, such as biosciences for instance.

*Note: "Developments in process technology" refer to major changes in process technology: new machinery or software, new forms of management (just-in-time production, quality and/or knowledge management). Also, "developments in products or services" refer to products or services that are completely new on the market or to the company (or substantially enhanced products or services).

■ Recruitment of individuals who recently graduated in the field of Psychology

The psychologist profession is regulated within the healthcare sphere.

At present, the academic requirement in order to be able to work in the public sector is the qualification of psychologist specialising in clinical psychology, regulated in Royal Decree 2490/1998, of 20 November, establishing and regulating the official qualification of psychologist specialising in clinical psychology.

In order to work in the private sector, it is necessary to hold the qualification of general healthcare psychologist, regulated in the seventh additional provision regulating psychology in the healthcare field of General Act 33/2011, of 4 October, on Public Health.

Table 6. Classification of the organisations that have taken part in the survey depending on whether they have recruited individuals who recently graduated in Psychology in the past two years

	Number of organisations	Percentage of organisations
Yes, we have recruited such individuals	45	74%
Yes, we have recruited such individuals, but are unaware whether they are recent graduates or possess some prior experience (newest staff)	7	11%
No, we have not recruited such individuals or the individuals recruited possess extensive prior job experience	9	15%
Total organisations in the sample	61	100%

Table 7. Psychology sector of employers

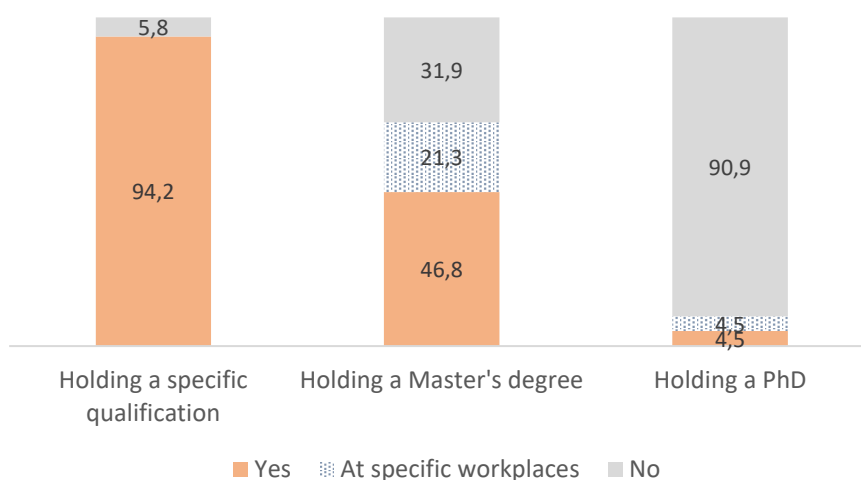
Psychology sector	%
Education	21%
Social sector	26%
Clinical sector	31%
Organisational sector	10%
Others	12%
Total	100%

Table 11. Business activity of the employer

Business sector of the organisation	%
Professional, scientific and technical activities	3%
Administrative activities and ancillary services	5%
Public administration	3%
Education	25%
Healthcare and social service activities	52%
Artistic, recreational and entertainment activities	2%
Others	10%
Total	100%

The organisations taking part in the survey are largely from the healthcare and social service activities and the education sectors

Figure 18. Relevance of higher education in the recruitment of individuals who recently graduated (%)



In order to practice psychology it is fundamental to have successfully completed the specific study programme

94% of organisations consider this relevant when it comes to recruitment of psychology staff. In addition, 68% consider holding a Master's degree to be relevant, a percentage that is higher than most of the sectors examined in the employers' study from 2018. On the other hand, companies place no relevance on the possession of a PhD.

It should be noted that there are major differences between sectors: holding a Master's degree is reported as having the greatest relevance in the clinical psychology field.

Figure 19. Relevance of the Master's degree in the recruitment of individuals who recently graduated at all or certain workplaces

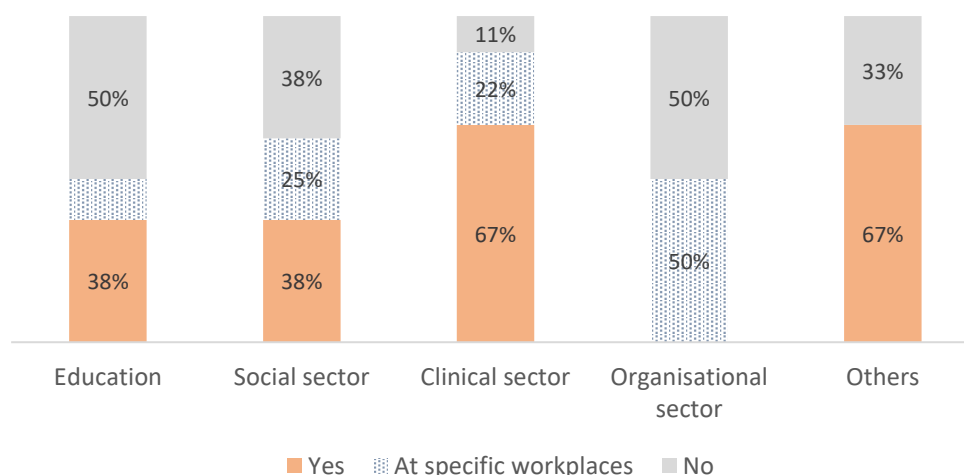
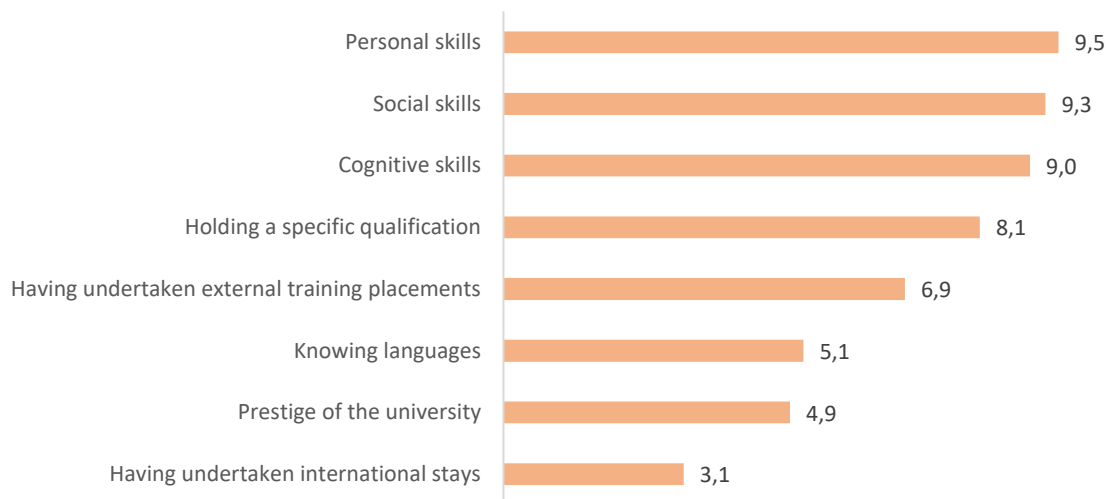


Figure 20. Relevance of certain factors in the recruitment of individuals who recently graduated (from 0 to 10)

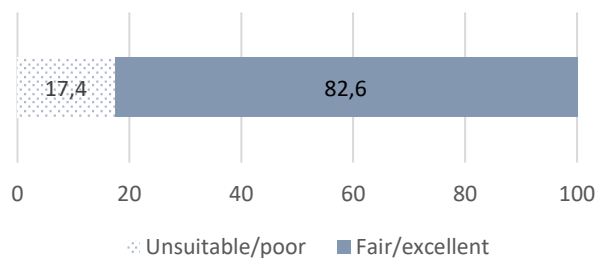


Personal, social and cognitive skills are the most highly valued factors when it comes to recruitment

Although these skills tend to be the most highly rated in other sectors, in Psychology they are rated as being particularly valued with scores close to 10.

The remaining factors – such as having undertaken external training placements, languages, the prestige of the university or having undertaken international stays – are far less important to recruitment.

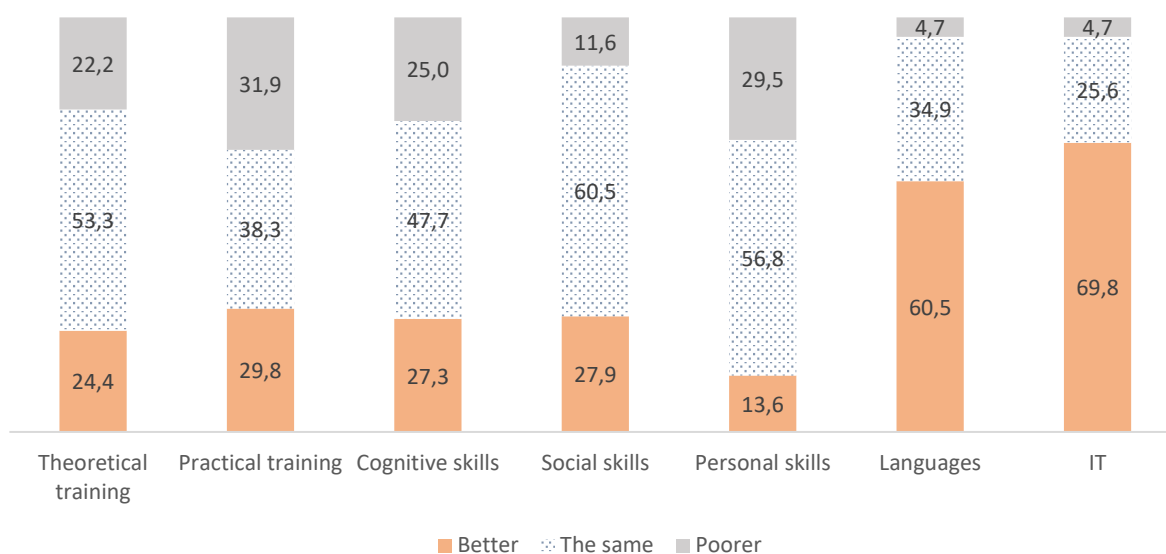
Figure 21. Suitability of individuals who recently graduated in Psychology to the needs of the workplace (%)



Individuals who graduate in Psychology are well suited to the workplace

Almost 8 in every 10 companies surveyed consider that the individuals graduating in Psychology they have recruited in recent years are suited to the needs of the workplace. This proportion is similar to the Pharmacy or Engineering sectors (8 in every 10) and below the Biosciences sector.

Figure 22. Trend in the current education in Psychology compared to that received 5 and 10 years ago (%)



The education received in Bachelor’s degrees in Psychology shows an improvement in terms of languages and IT skills in recent years, although to a lesser extent than in other sectors

Most companies consider that IT skills and languages have improved (70% and 60%, respectively).

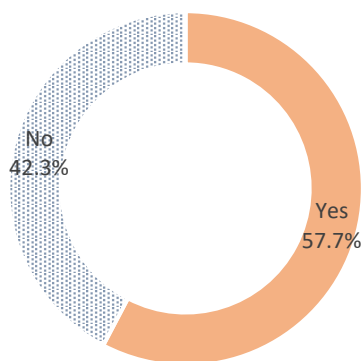
Furthermore, almost half of the organisations surveyed feel that the education received by graduates of Psychology in terms of theoretical training and cognitive skills (problem solving, critical thought, creativity, etc.), social skills (adapting to a working group, emotional intelligence, etc.) and personal skills (responsibility, initiative, autonomy, etc.) has remained constant.

It is noteworthy that the improvement in practical training is far poorer than in other sectors (in Psychology, such an improvement has only been reported by one third of the organisations surveyed).

It is also significant that, as with other sectors, many organisations consider that the personal skills of individuals who have recently graduated in Psychology have declined in recent years.

■ Difficulties in recruitment

Figure 23. Organisations that encountered difficulties in recruiting staff with suitable profiles (%)



More than half of organisations report having encountered difficulties in recruitment

This figure is clearly above the value obtained in the employers' study from 2014 for the production sector overall (42%). Nevertheless, of the sectors analysed, it is not the one that encountered the greatest difficulties. Indeed, it is below ICTs (80%), Tourism (70%) and Production Engineering (67%), among others.

Figure 24. Reasons for difficulties in recruiting staff with suitable profiles (% of organisations)



Lack of skills needed for the position

Around 3 in every 4 organisations that encountered difficulties in recruitment state that the candidates lacked the necessary skills for the position, a figure that is higher than other sectors such as Economics and Business (60%) or Tourism (48%).

■ Skills of recently graduated individuals in Psychology

Table 12. Cross-disciplinary skills that should be improved in study programmes in the field of Psychology

	Percentage
Documentation	3.8
Numerical skills	7.7
Use of most common IT tools	9.6
Written expression	9.6
Oral expression	11.5
Theoretical training	13.5
Languages	15.4
Leadership	17.3
Negotiation skills	17.3
Capacity for learning and self-learning	21.2
Team work	23.1
Ability to offer new ideas and solutions	30.8
Responsibility at work	40.4
Autonomous work (determining one's own tasks, methods and distribution of time)	44.2
Practical training	53.8
Problem solving and decision-making	61.5

Problem solving and decision-making, together with practical training, are the key skills that need to be improved in study programmes in Psychology

Indeed, 61% and 54% of organisations, respectively, assert this. It should be pointed out, however, that improvements tend to be reported as necessary with regard to these cross-disciplinary skills in most study programmes in Catalonia.

In addition, improvements are reported as necessary in autonomous work (by 44% of organisations) and responsibility at work (by 40% of organisations).

It should be noted that, in the survey on access to the labour market from 2017 individuals who graduated in Psychology already reported a low level of skills with regard to problem solving, practical training and management, among others.

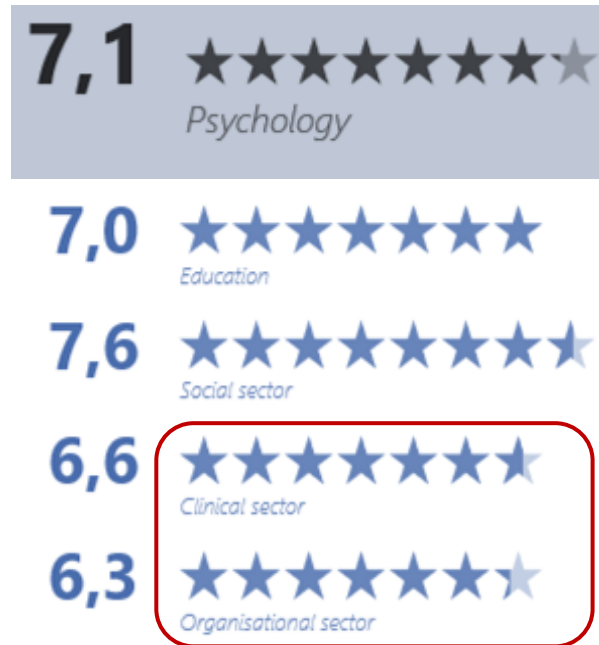
Table 13. Specific skills that should be improved in study programmes in the field of Psychology

	Percentage
Critical reading of the scientific bibliography	5.9
Acting ethically in accordance with the code of ethics in the professional practice	8.8
Extensive capacity to integrate the various perspectives of psychology research into professional practice	14.7
Professional practice based on scientific foundations	23.5
Interest and/or motivation for human behaviour in general	23.5
Ability to analyse and interpret quantitative and qualitative data in various areas of intervention	26.5
Identification of people's needs and assessment of these needs	29.4
Integration of psychology developments into professional practice and staying up-to-date	32.4
Intervention with people in different spheres (clinical, education, labour, legal, etc.)	35.3
Self-critical thought, and ability for insight and optimal level of self-knowledge	35.3
Excellent communication and/or interpersonal skills	64.7

The specific skills showing scope for improvement in Bachelor's degrees in Psychology notably include the ability to possess excellent communication and/or interpersonal skills

65% of organisations report major shortcomings with this skill. To a lesser extent, almost one third of the organisations surveyed also report a need for improvement in skills such as self-critical thought, intervention with people in different spheres and integration of psychology developments into professional practice and staying up-to-date.

Figure 25. Satisfaction of employers with the skills of individuals who recently graduated in Psychology according to the sector of the job (from 0 to 10)



Despite the scope for improvement in the study programme in Psychology, organisations are happy with the skills of the individuals they have recruited

They report an average satisfaction with skills of 7.1 (on a scale of 0 to 10). This is higher in the case of psychology staff in the education and social sectors but not in the clinical and organisational sectors.

It should be pointed out that this result is similar to the level of satisfaction identified by companies in the employers' survey from 2015, which stood at 7.2.

■ Cooperation from employers with universities

Figure 26. Extent to which organisations cooperate with universities according to the type of activity (%)

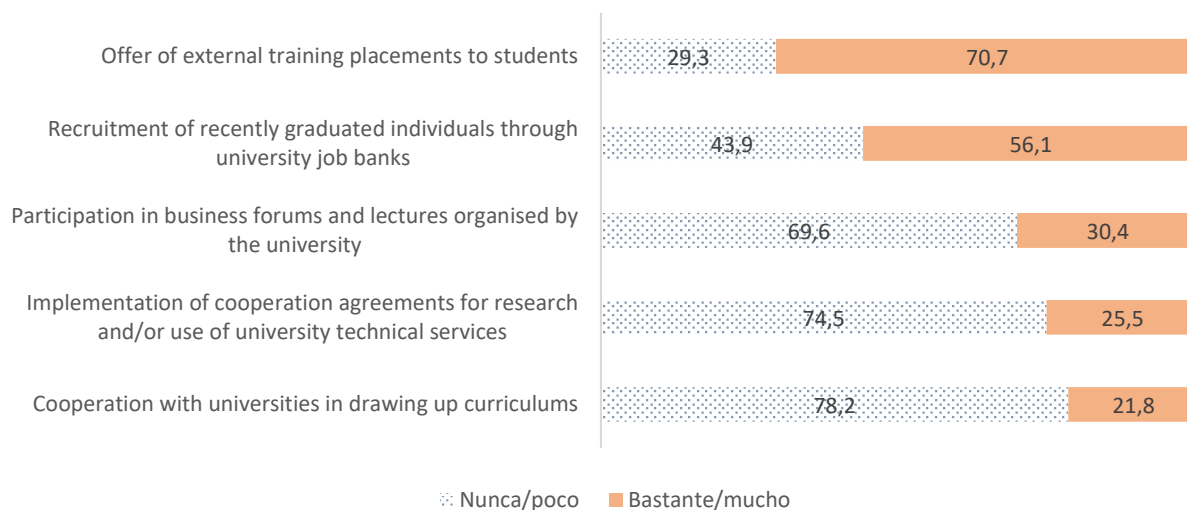


Figure 27. Areas for improvement in job banks or training placements organised by universities (% of organisations)

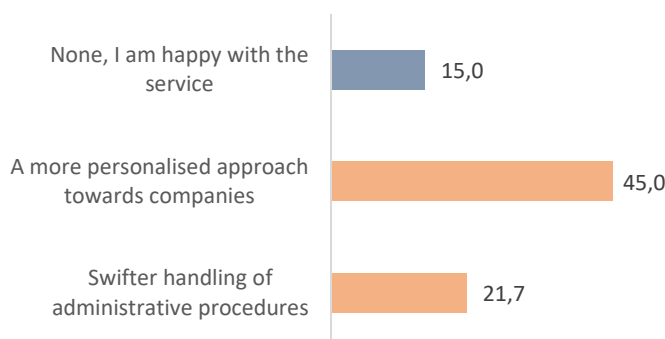


Figure 28. Satisfaction with job bank services or training placement services (on a scale of 0 to 10)



Around 3 in every 4 organisations surveyed offer external training placements to students of Psychology

Moreover, 56% of organisations make use of university job banks and 25% have implemented cooperation agreements for research with universities and/or have used their technical services.

The degree of satisfaction with the job bank and/or training placement service stands at 6.8

Almost half of organisations state there is a need for a more personalised approach towards companies in order to gain broader knowledge of their needs.

In-company training for individuals who recently graduated

Figure 29. Organisations funding training for individuals who recently graduated (%)

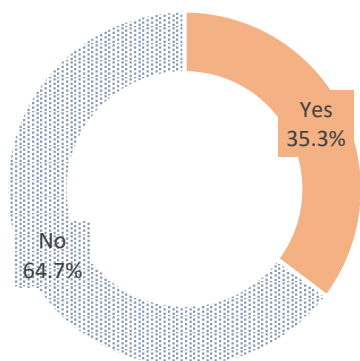


Table 14. Type of training funded by organisations (%)

	%
On-the-job training	72.2
Training during working hours	55.6
Off-the-job training	44.4

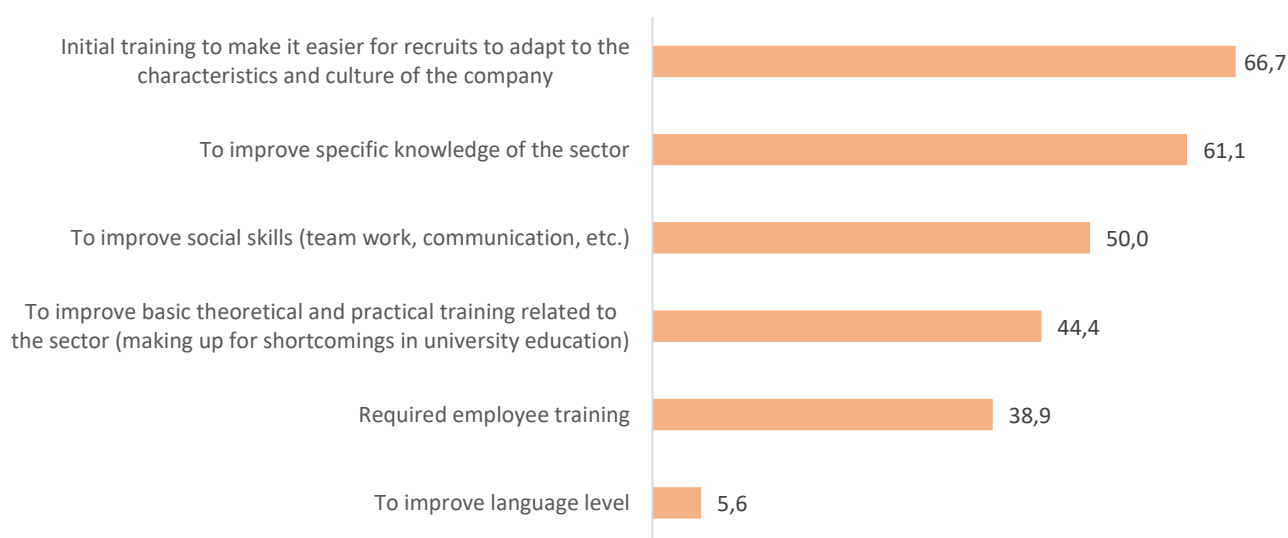
Only one third of organisations fund training for the individuals who recently graduated in Psychology they have recruited

Most of this training is provided on-the-job.

There are several reasons for this training: 67% is initial training in order to make it easier to adapt to the characteristics and culture of the company; 61% offer this training to improve graduates' specific knowledge of the sector; 50% do so to improve social skills; and 44% provide training to improve candidates' basic theoretical and practical training related to the sector.

The percentage offered training is far below other sectors, such as Biosciences (51%) or Economics and Business (46%), although similar to Tourism (33%).

Figure 30. Reasons for funding training (%)



Forecast

Figure 31. Trend in qualified employment in the sector (%)

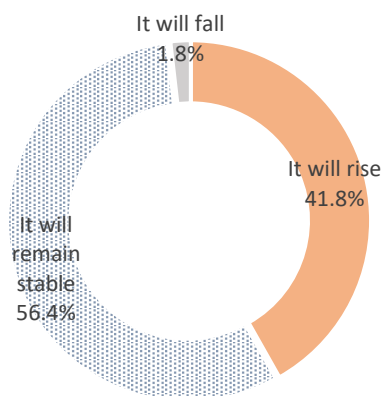


Table 15. Reasons for the increase in employment (%)

Reasons	%
Company expansion	64%
Staff rotation	32%
Organisational or technological changes	5%
Others	14%

Note: multiple response

An increase in demand for professionals in the Psychology sector is envisaged

42% of the organisations surveyed envisage growth in demand for professionals in this sector due primarily to company expansion.

Although this increase is a positive indicator for Psychology professionals, other sectors envisage greater levels of growth in demand: for instance, 55% of organisations in the Economics and Business sector, 53% of those in the Tourism sector and 60% of those in the Biosciences sector expect such growth.

Figure 32. Skills that will gain importance in the field of Psychology*



Figure 33. Specialist areas that will gain importance in the field of Psychology*



Skills that will gain importance in the future are linked to specific or specialist training

Organisations also refer to team work, conflict resolution, skills linked to HR and commitment.

Moreover, the foremost specialist areas in the Psychology sector shall be clinical psychology and HR and, to a lesser degree, social and education psychology.

*These are open questions. Responses with the same meaning have been grouped into categories. Categories referred to 3 times or more are shown.

CONCLUSIONS

- Bachelor's degrees in Psychology are in high demand and are female-dominated. On the other hand, the drop-out rate is 23%.
- Students are relatively satisfied with the education received (at 6.9 on a scale of 0 to 10). They consider the Bachelor's degree final-year project to be useful, although external training placements not so much.
- The education in Psychology is scarcely professionally-oriented. The level achieved in theoretical training, problem solving and decision-making is lower than the average for the field of Health and for the Catalan university system.
- Access to the labour market and suitability of functions at work are substantially lower than the average for the study programmes in the Catalan university system: 82% of graduates in Psychology are in work three years after completing their Bachelor's programme and, of these, just over half perform specific functions from the study programme. This has a major impact on monthly earnings. Even so, 3 in every 4 would take the same study programme again.

When it comes to recruitment of graduates in Psychology:

- Organisations value the possession of the specific qualification which allows to practice as a psychologist. Moreover, 68% of organisations also consider it relevant if candidates possess a Master's degree, although this percentage varies according to the specific psychology sector in question.
- Personal, social and cognitive skills are the most important factors in recruitment, as is the case with other sectors.
- More than half of organisations report that they have encountered difficulties in recruiting staff because candidates lacked the necessary skills for the position.

With regard to university education:

- In terms of cross-disciplinary skills, problem solving and decision-making, along with practical training, are the two skills that show the greatest scope for improvement. This is in line with other sectors. It should be pointed out that the satisfaction survey indicates that external training placements are viewed as having poor usefulness, and this may be linked to the shortcomings identified in practical training by employers.
- In terms of specific skills in study programmes in Psychology, 65% of organisations deem that there are shortcomings in education when it comes to communication and/or interpersonal skills. To a lesser extent, 1 in every 3 report there being need for improvement with regard to skills such as self-critical thought, intervention with people in different spheres, and integration of psychology developments into professional practice and staying up-to-date.
- Despite these areas for improvement, employers are satisfied with the skills of the recently graduated individuals in Psychology they have recruited, especially those employed in the education or social sectors.

Other conclusions:

- As with other sectors reviewed, the activity in which companies and universities are most closely engaged relates to external training placements offered to students (with 3 in every 4 organisations surveyed taking part).
- 42% of organisations envisage growth in employment in the Psychology sector owing to increased activity.
- Specific (specialist) training is the skill that will become most important in the coming years in the Psychology sector. Organisations also refer to team work, conflict resolution, skills linked to HR and commitment.

The opinion of employers regarding the education received by graduates of Psychology

- In terms of specialist areas that will become increasingly significant in the future, clinical psychology and HR and, to a lesser degree, social and education psychology stand out.

DATA SHEET

Survey for employers

Population	Organisations that may have potentially recruited individuals who recently graduated from universities in Catalonia in the past 3 years ²
Survey period	Survey online (launched by AQU Catalunya): from 26/02/2018 to 16/03/2018 Survey online (launched by the Catalan Psychologists' Association): from 26/11/18 to 14/12/18 Telephone survey: from 27/06/2018 to 5/07/2018
Survey type	Online and over the telephone
Average time taken	Telephone survey: 14' 59"

	Population	Sample
Psychology Employers Study 2018 ³	Not available	61
Total contactable organisations	30,018	

Survey on satisfaction (2018)

Degree programme (graduates from 2016, 2017 and 2018)	Population	Sample	Response rate	Sample error
Psychology	3,806	847	22%	3.0%

Survey on access to the labour market (2017)

Degree programme (graduates from 2013)	Population	Sample	Response rate	Sample error
Psychology	1,241	699	56%	2.5%

² Most contacts with organisations stem from Catalan universities' job banks.

³ Aside from the fieldwork conducted by AQU Catalunya, the Catalan Psychologists' Association was actively involved in the project by sending the survey to approximately 1,000 organisations listed in its database.

ANNEX. BACHELOR'S DEGREE IN PSYCHOLOGY

Psychology	UB	UAB	UdG	UdL	URV	UVic-UCC	URL	UOC	UIC	UAO CEU
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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