Agència
per a la Qualitat
del Sistema Universitari
de Catalunya

EMPLOYERS

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

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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**, and in certain fields, arts higher education degrees (EAS) equivalent to university Bachelor's degrees also. 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

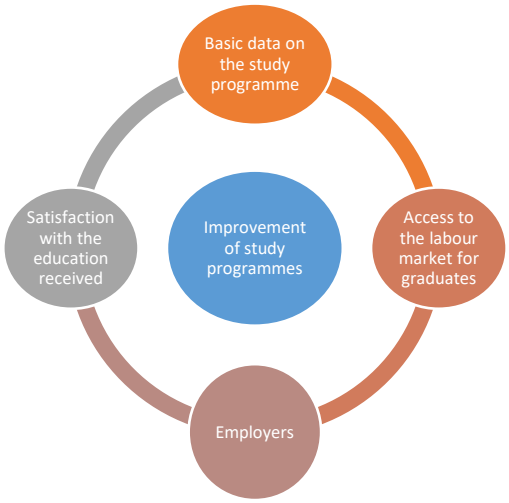
This report sets out evidence regarding the implementation and delivery of study programmes in the field of Design gleaned from the results of the **2018 survey on employers in this sector**. Within the field of Design, four specialities or mentions may be distinguished: Fashion, Interior, Product and Graphic Design.[1]

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 field of Design particularly with regard to cross-disciplinary and specific skills which bear substantial margin for improvement, among other issues.

It should be pointed out that the assessment in the field of Design covers one of the few fields that encompasses university study programmes and arts higher education degrees equivalent to Bachelor's degrees. Despite their similarity, significant distinctions are identified in the characteristics of these study programmes (AQU Catalunya, 2017a).

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

Figure 1. Databases for improving study programmes



[1] This excludes study programmes in Design that are not part of the field of Humanities, such as Design Engineering.

INDICATORS ON THE STUDY PROGRAMMES IN DESIGN

Basic data on the study programmes

The basic data on the Bachelor's degrees involves **administrative data taken from the UNEIX information system** while the information on arts higher education degrees equivalent to Bachelor's degrees has been provided by the **actual institutions** delivering the programmes.

Figure 2. Indicators on the implementation and delivery of study programmes in Design (Arts and Design)

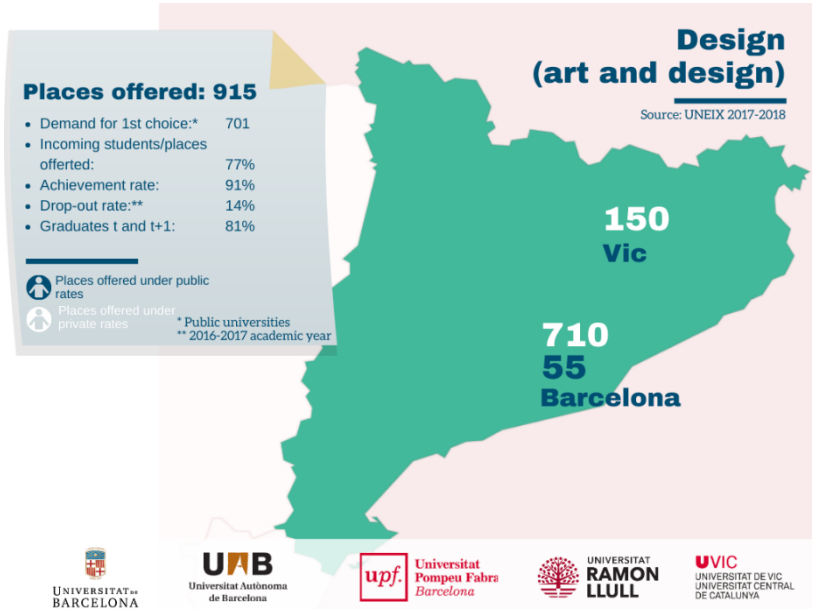


Figure 3. Indicators on the implementation and delivery of study programmes in Design (Digital/Animation)

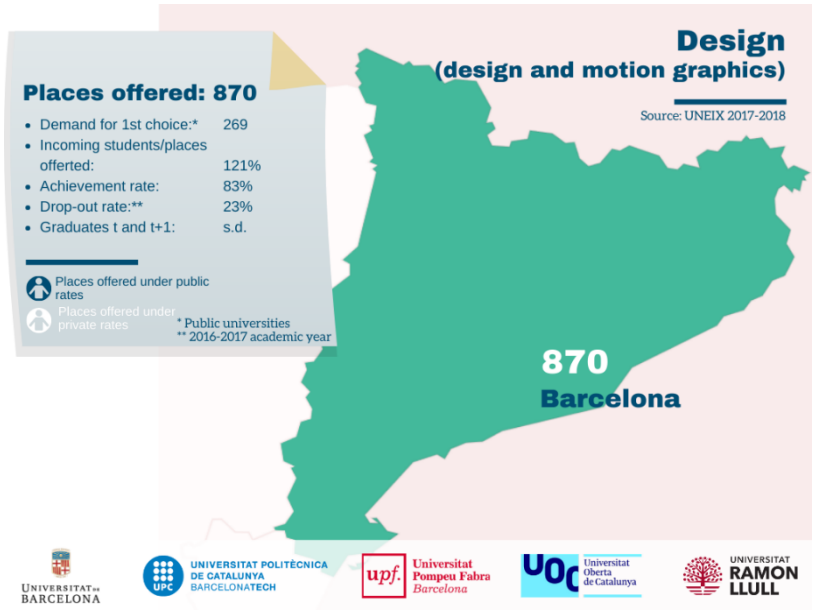
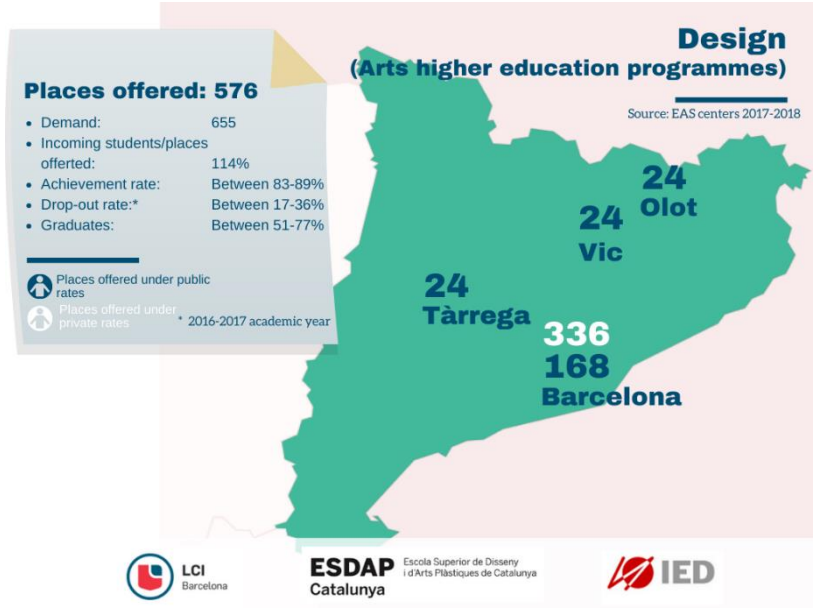


Figure 4. Indicators on the implementation and delivery of study programmes in Design (arts higher education degrees equivalent to Bachelor's degrees)



Note: all institutions offer the mentions of Fashion, Interior, Product and Graphic Design.

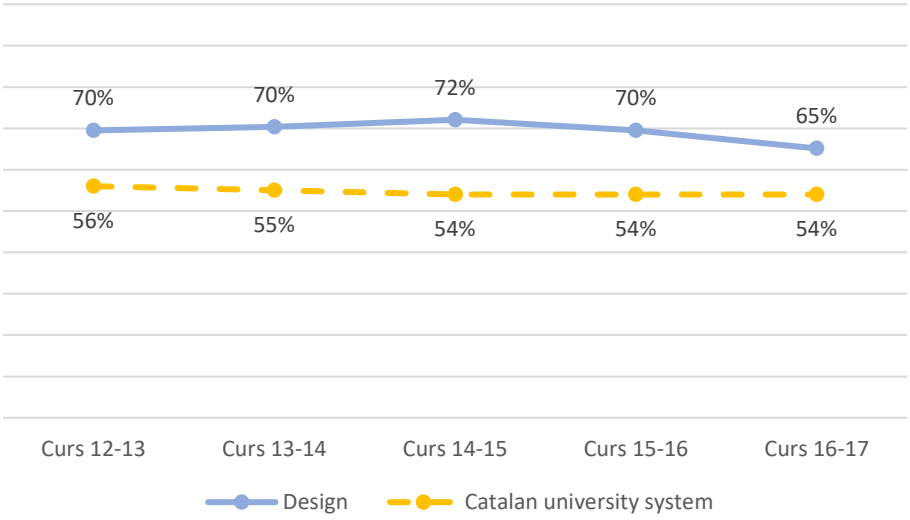
Broad availability of places in study programmes in Design

Availability of places on Bachelor's degrees in Design in Catalonia for the 2017-2018 academic year stood at 1,785. However, it should be noted that in recent years there has been growth in availability owing to new Bachelor's degrees in Design being instituted centring on Digital Design and Animation (currently accounting for almost half of the places offered), from which there are currently no graduates. Demand as first choice in Bachelor's degrees in Design at public universities is higher for these new Bachelor's degrees than for longer-standing Bachelor's degrees in Design (Arts and Design), thereby illustrating the widespread interest for these new Bachelor's programmes among new university students.

In addition, the Catalan Government Ministry of Education offers arts higher education degrees equivalent to Bachelor's degrees in various disciplines with Design having the most students (CoNCA, 2018).

According to a study conducted by Barcelona Centre for Design (BCD), there is an oversupply in graduates in Design which the production sector is unable to absorb (BCD, 2015).

Figure 5. Trend in the percentage of women enrolling on study programmes in Design and the total for the Catalan university system



Note: no data broken down by gender is available for arts higher education degrees in Design.

Bachelor's degrees in the field of Design are female-dominated

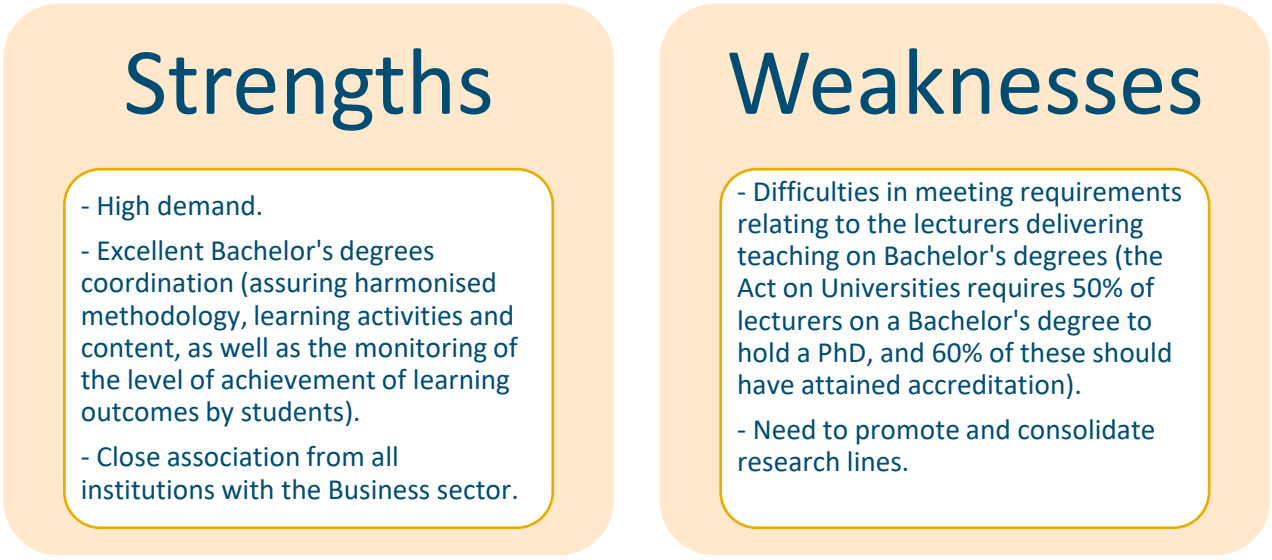
The trend over recent years has been towards a balance, although women still account for the majority in Bachelor's degrees in Design.

Accreditation of Bachelor's degrees in Design: strengths and weaknesses

University Bachelor's degrees are subject to assessment six years after being implemented by means of an accreditation process conducted by AQU Catalunya on the study programmes in order to assure that all Bachelor's degrees delivered within Catalonia attain a minimum level of quality (AQU Catalunya, 2019). By way of indication, this accreditation process incorporates an assessment of various dimensions, such as the quality of the training programme, the quality of Bachelor's degree teaching staff or the learning outcomes, among other aspects.

To date, all Bachelor's degrees in Design have successfully completed this accreditation process. The following figure sums up the foremost results (strengths and weaknesses) from the accreditation of the Bachelor's degrees in Design in Catalonia.

Figure 6. Main strengths and weaknesses identified in the process for the accreditation of the Bachelor's degrees in Design delivered in Catalonia



In order to understand the causes of the weaknesses in these Bachelor's degrees, it is necessary to remember that the origin of most schools stems from the Business sector and this close association remains in effect to date. This ensures that teaching staff at the Bachelor's level have well-established professional experience, although the need to strengthen their research experience in the field of design has been identified. The goal of fostering research in this field is to assure that the content and techniques taught on the study programmes – and indeed which are needed in order for students to pursue their professional careers effectively – are innovative and kept up-to-date.

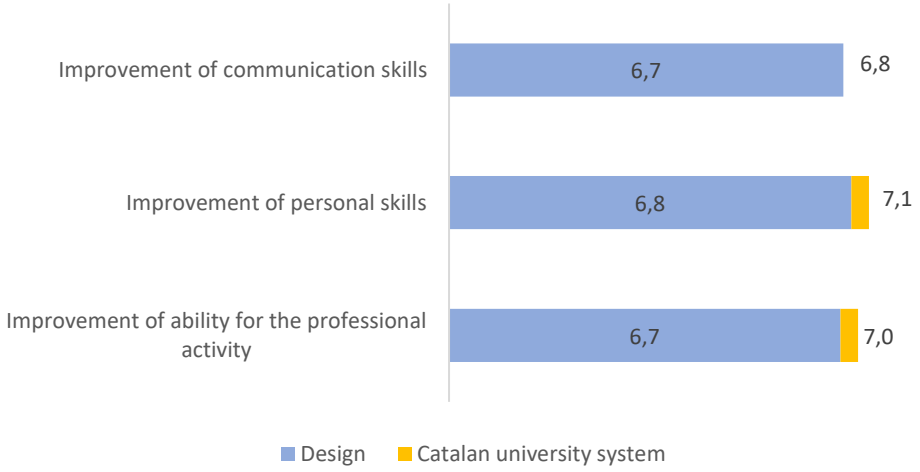
Moreover, arts higher education degrees equivalent to Bachelor's degrees are also undergoing the process of accreditation six years after being implemented (AQU Catalunya, 2017b). At present, the three institutions delivering study programmes in Design are currently in the process of accreditation on these degrees and the results are not yet available.

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.

In this case, we do not have data for the study programmes of arts higher education degrees.

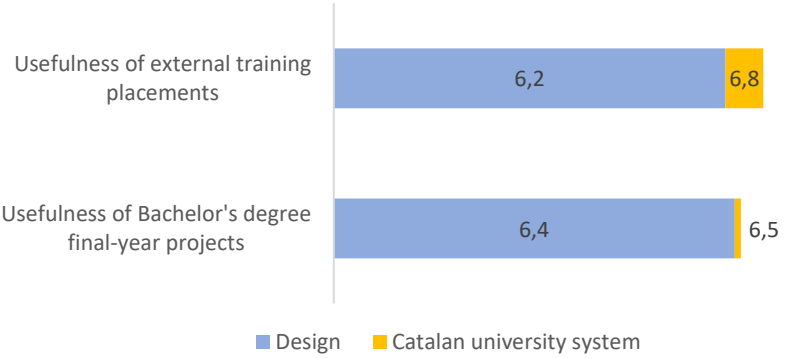
Figure 7. The extent to which education has improved in terms of the following factors (from 0 to 10)



The education in Design has enhanced students' employability

The rating given to the education received in terms of the improvement it has entailed in communication skills, personal skills and ability for the professional activity is almost 7, which is very close to the ratings of the Catalan university system average.

Figure 8. Usefulness of external training placements and Bachelor's degree final-year projects (from 0 to 10)



In addition, external training placements and Bachelor's degree final-year projects are both positively rated by students as useful

On a scale of 0 to 10, they report that the usefulness of the Bachelor's degree final-year project is 6.4 (0.1 points below the Catalan university system average) while the usefulness of external training placements is 6.2 (i.e., 0.6 points below the Catalan university system average). These ratings fall slightly below those reported for the average of study programmes in the Catalan university system.

Figure 9. Overall satisfaction with the study programme (from 0 to 10)

Overall satisfaction with the education in Design is below the Catalan university system average

The rating given to these study programmes is 6.5, while the Catalan university system average attains a score of 7.1.

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 or equivalent higher education qualification is when it comes to access to the labour market three years after completing their university programmes. In the case of Bachelor's degrees, the results shown relate to the most recent survey from 2017 and are broken down according to university and study programme. In the case of arts higher education degrees, the results shown are from the first and only survey conducted in 2017. The results for the Catalan university system as a whole show the average for all degree programmes taught in Catalonia.[2]

Students graduating in Design experience better access to the labour market and suitability of functions performed at work than those graduating from arts higher education degrees

3 years after obtaining the qualification in Design, 87% of graduates are in work and 8 in every 10 of these perform specific functions relating to the study programme. In the case of arts higher education degrees, access to the labour market is positive for 83% of graduates and 6 in every 10 of these perform specific functions from the study programme at work.

If we compare the results for the Bachelor's degree in Design with all study programmes in the Catalan university system, the percentage of graduates in work is similar, although the suitability of the functions performed at work is better for graduates of Design.

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

Figure 10. Employment status of graduates in 2017

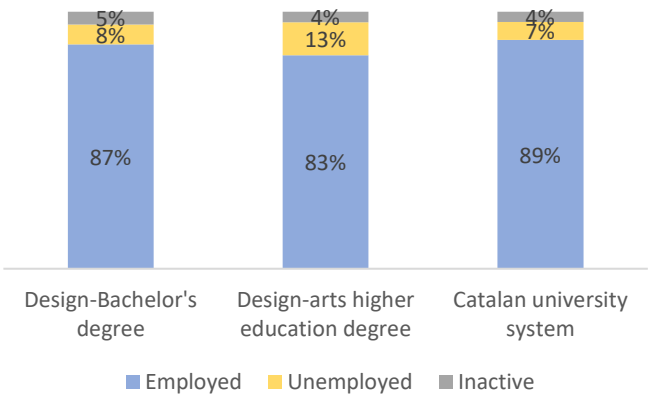


Figure 11. Functions performed at work in 2017

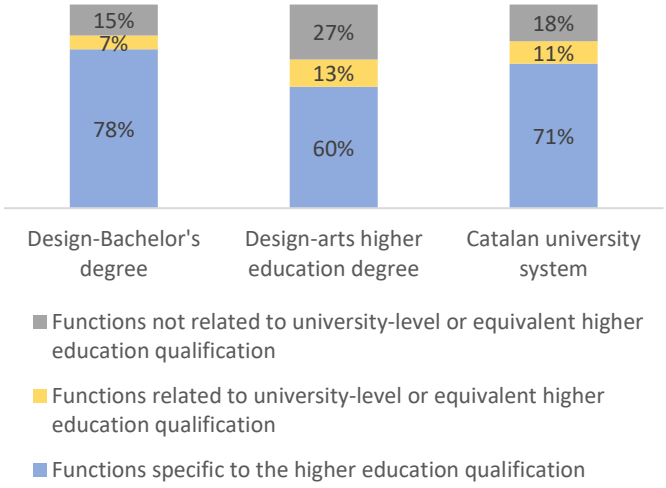


Table 1. Contract type in 2017

	Design-Bachelor's degree	Design-arts higher education degree	Catalan university system
Permanent	46%	49%	50%
Temporary	19%	25%	35%
Self-employed	31%	23%	11%
Other	4%	3%	4%
Total	**100%**	**100%**	**100%**

Design stands out due to having a substantial number of self-employed individuals and far lower income levels than the Catalan university system average

3 in every 10 graduates of Design are self-employed, a figure that is three times higher than the Catalan university system average (the figure is twice the average in the case of arts higher education degree graduates).

In terms of income, a notable proportion of graduates of Design earn a low income (less than €1,000/month); to be precise, around 40%, a figure that is 20 percentage points higher than the Catalan university system average.

Figure 12. Monthly gross earnings (only those in full-time work) in 2017 (€)

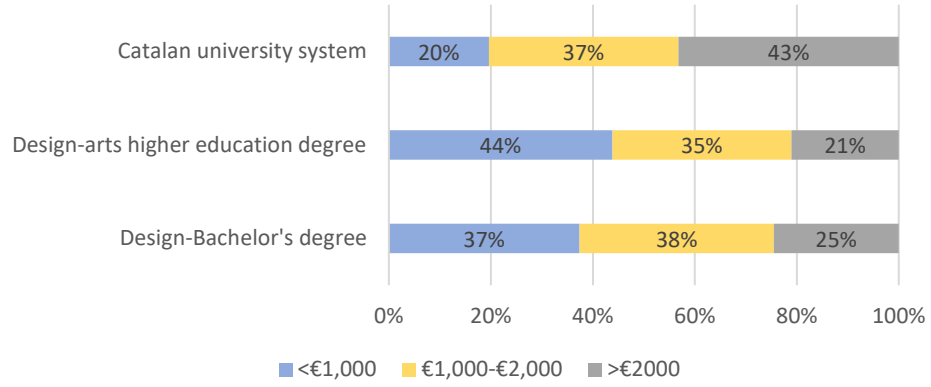


Table 2. Level of education received according to skill in 2017 (from 0 to 10)

Skills level	Design-Bachelor's degree	Design-arts higher ed. degree	Catalan university system
Theoretical training	6.7	6.2	6.8
Practical training	6.1	5.9	5.6
Oral expression	6.0	5.1	5.9
Written expression	5.4	5.0	6.3
Team work	7.5	6.9	6.8
Leadership	5.4	4.2	5.0
Problem solving	6.4	4.7	6.1
Decision-making	6.3	5.2	5.8
Creativity	8.1	5.5	5.2
Critical thought	7.4	7.3	6.5
Management	5.4	6.0	5.4
IT skills	6.8	6.4	5.0
Languages	2.9	2.2	3.7
Documentation skills	5.7	5.2	5.9

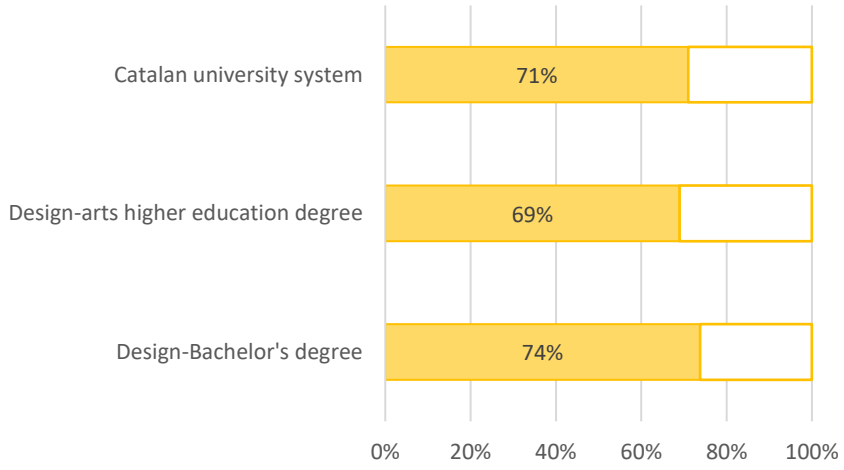
Creativity, team work and critical thought are the most highly rated skills among graduates of Bachelor's degrees in Design, with a much higher rating than the Catalan university system average

These skills are also highly rated in the case of arts higher education degrees, except for creativity.

On the other hand, the lowest scores in Design were reported for languages, written expression, leadership and management.

In actual fact, languages constitutes the main skill that is unaddressed in study programmes as a whole, and the field of Design is no exception.

Figure 13. Percentage of graduates willing to take the same study programme 3 years later



74% of graduates in Design would take the same study programme again

This is above the figure for the Catalan university system as a whole (71%) and higher than the figure for graduates of Design in arts higher education degrees (69%).

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

Preliminary considerations

Most higher education study programmes in Design delivered in Catalonia allow students to specialise by obtaining a specific mention. These specialities are: Fashion, Interior, Product and Graphic Design. Unlike the previous surveys mentioned, the survey on employers for the field of design compiles information about the various specialities of recent graduates who have been recruited by the companies surveyed in order to provide an analysis of the field by distinguishing specialities.

Nevertheless, it should be pointed out that most results according to specialities set out in this report only relate to Product and Graphic Design. Unfortunately, the sample of organisations obtained for Interior Design and Fashion Design is too small in order to draw any generalised conclusions.

Moreover, the survey makes no distinction as to whether the organisations recruited individuals who recently graduated from a Bachelor's degree or a higher education study programme equivalent to a Bachelor's degree. Consequently, the results obtained are overall results for all study programmes in Design.

Table 3. Number and percentage of organisations that have recruited individuals who recently graduated according to the types of study programmes from the field of Design

Study programmes	*n*	Percentage
Graphic Design	47	59.5%
Product Design	21	26.6%
Interior Design	8	10.1%
Fashion Design	3	3.8%
Total	**79**	**100%**

The results are reliable in the case of product and Graphic Design

A scant sample size has been obtained for Fashion and Interior Design.

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

Figure 14. Classification of organisations according to the number of workers (%)

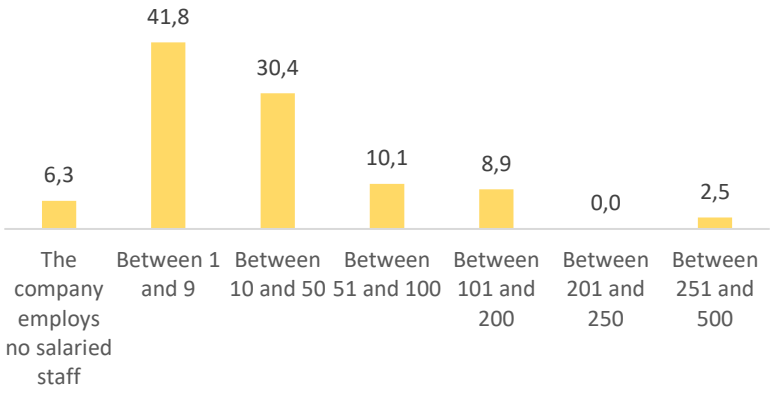
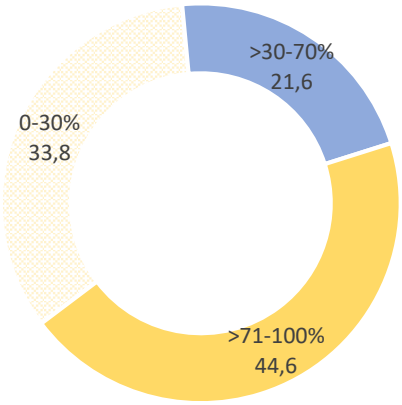


Figure 15. Classification of organisations according to the percentage of workers with a university qualification (%)



Small businesses with qualified staff

Almost half of the companies that have hired individuals who recently graduated in Design employ fewer than 10 workers.

Their staff is largely composed of highly qualified individuals.

Figure 56. Organisations that have operated in the international sphere

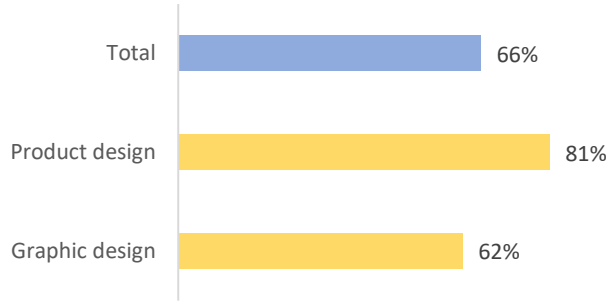


Table 4. Percentage of sales and services in the international sphere compared to the total

	International sales as a % of all sales
Graphic Design	41
Product Design	49
Total	42

Companies in the field of Design have ventured for internationalisation...

Around 7 in every 10 engage in relations in the international sphere and state that the international market accounts for 42% of their total sales and services on average. This proportion is as high as 81% in the case of companies who recruit graduates of Product Design.

This proportion is similar to other sectors for which the international market is important, such as Tourism, ICTs or Production Engineering.

Table 5. Organisations that have introduced developments in process technology and/or in products or services (%)

	Graphic Design	Product Design	Total
Developments in products and services	71%	95%	77%
Developments in process technology	64%	70%	65%

...and for innovation

65% state that they have incorporated major changes in their process technology, i.e., new equipment or software and/or new forms of management. Moreover, 77% have released new products or services onto the market or incorporated them into the company.

Once again, the percentages are significantly higher in the case of Product Design (95% and 70%, respectively).

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 Design

Table 6. Business activity of the employer according to the study programme followed by the individual recruited

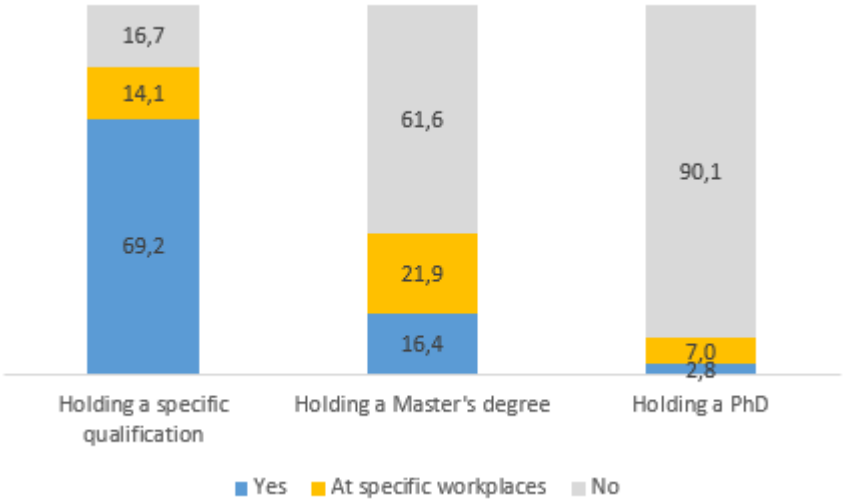
	Graphic Design	Product Design	Interior Design	Fashion Design	Total
Manufacturing industries	19%	48%	13%	67%	**28%**
Construction	2%	5%	38%		**6%**
Sale and repair of motor vehicles	2%	5%			**3%**
Information and communications	21%				**13%**
Professional, scientific and technical activities	17%	24%	13%		**18%**
Administrative activities and ancillary services		10%			**3%**
Education	2%				**1%**
Healthcare and social service activities	2%				**1%**
Artistic, recreational and entertainment activities	19%			33%	**13%**
Others	15%	10%	38%		**15%**
Total %	100%	100%	100%	100%	**100%**
Total observations	47	21	8	3	**79**

1 in every 4 organisations that recruit individuals who recently graduated in Design are manufacturing industries

Nevertheless, differences are reported between organisations: in the field of product design, manufacturing industries account for almost 50% of all individuals recruited, while this figure stands at 19% for Graphic Design.

On the other hand, the professional, scientific and technical activities sector – which incorporates specialist design activities – accounts for 17% and 24% of all individuals recruited in the case of Graphic Design and Product Design, respectively. Lastly, artistic, recreational and entertainment activities; and information and communications, respectively, account for 19% and 21% of organisations recruiting graduates with the mention of Graphic Design.

Figure 17. Relevance of higher education in the recruitment of individuals who recently graduated (%)



Holding a Master's degree in the field of Design is relevant for around 4 in every 10 organisations, while holding a PhD is not relevant in this field

Study programmes in Design do not incorporate a research tradition, instead they are more professionally-oriented. This circumstance probably means that companies do not consider a PhD as relevant when it comes to recruitment.

The Master's degree is viewed in a better light, in all likelihood because most Master's degrees are professionally-oriented.

In should be noted that in sectors such as Tourism and Communication, the Master's degree is less relevant when it comes to recruitment (at 25% and 30%, respectively). On the other hand, around half of the organisations surveyed from the fields of Biosciences, and Economics and Business report that the Master's degree offers added value when it comes to recruitment.

Figure 18. Relevance of certain factors in the recruitment of individuals who recently graduated (from 0 to 10)

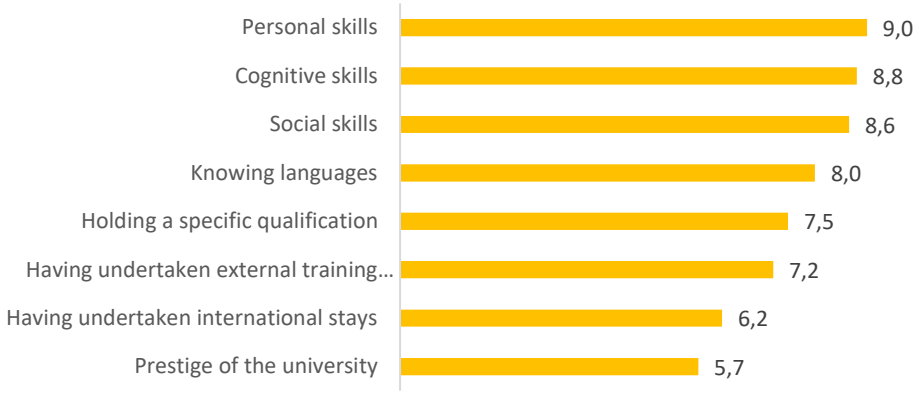


Table 7. Difference in the relevance of certain factors in the recruitment of individuals who recently graduated depending on whether they graduated in Product Design or Graphic Design (from 0 to 10)*

	Graphic Design	Product Design	Difference
Personal skills	8.9	9.2	0.3
Cognitive skills	9.0	8.7	-0.3
Social skills	8.6	8.7	0.0
Knowing languages	8.0	8.3	0.3
Holding a specific qualification	7.6	7.5	-0.1
Having undertaken external training placements	7.3	7.1	-0.2
Having undertaken international stays	5.8	7.4	1.6
Prestige of the university	5.6	6.0	0.4

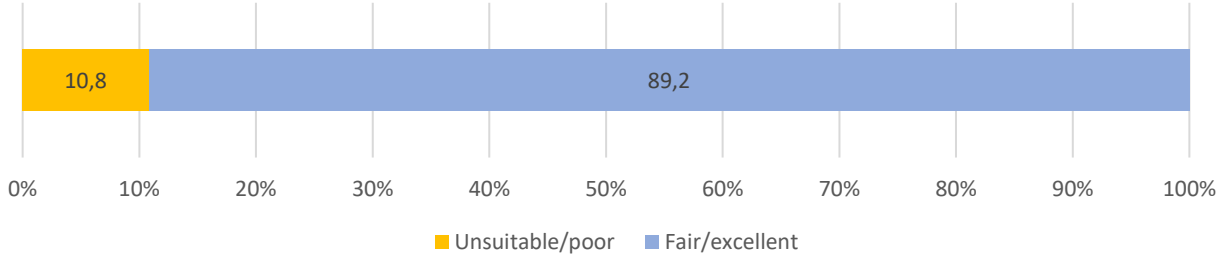
*positive values in the "Difference" column indicate that the factor is more relevant when it comes to recruiting individuals who recently graduated in Product Design (compared to Graphic Design).

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

Aspects such as holding a specific qualification or having undertaken external training placements (with assessments above 7) are also important. The remaining factors – having undertaken international stays or the prestige of the university – are less important to recruitment, although the scores are above 5 in all cases.

Nevertheless, it should be pointed out that in the case of individuals who recently graduated in Product Design, having undertaken international stays is important (rated at 7.4).

Figure 19. Suitability of individuals who recently graduated in Design to the needs of the workplace (%)

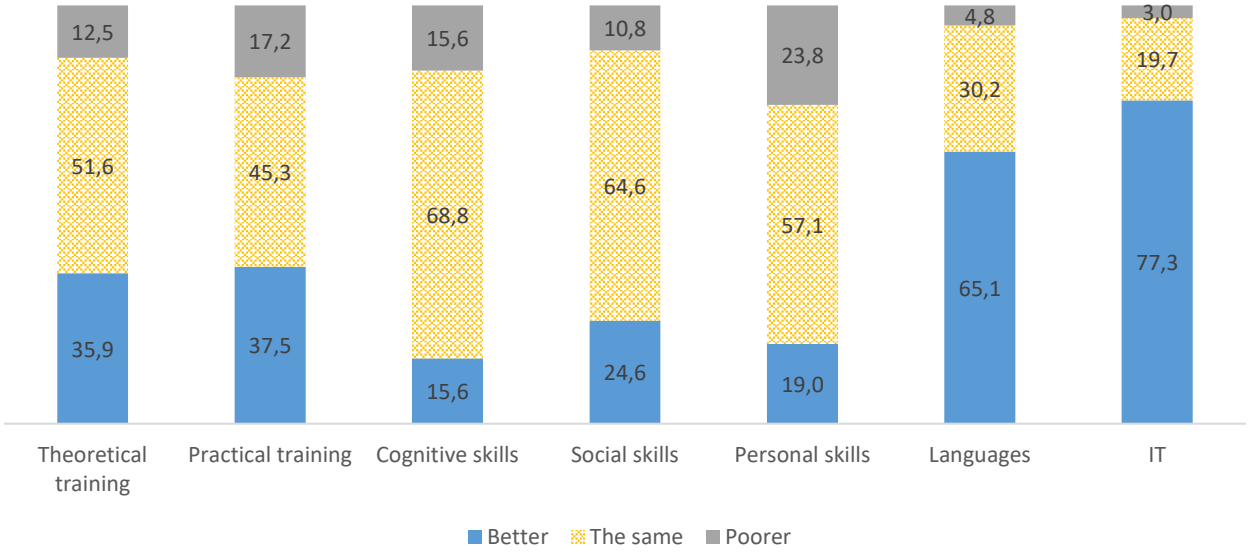


Individuals who graduate in Design are well suited to the workplace

Almost 9 in every 10 companies surveyed consider that the individuals graduating in Design they have recruited in recent years are suited to the needs of the workplace (this is true in the various specialities).

This proportion is the same as in other similar sectors, such as Tourism and Communication, and one possible explanation is the more professionally-oriented focus of these programmes compared to other Bachelor's degrees in the Catalan university system.

Figure 20. Trend in the current education received compared to that received 5 and 10 years ago (%)



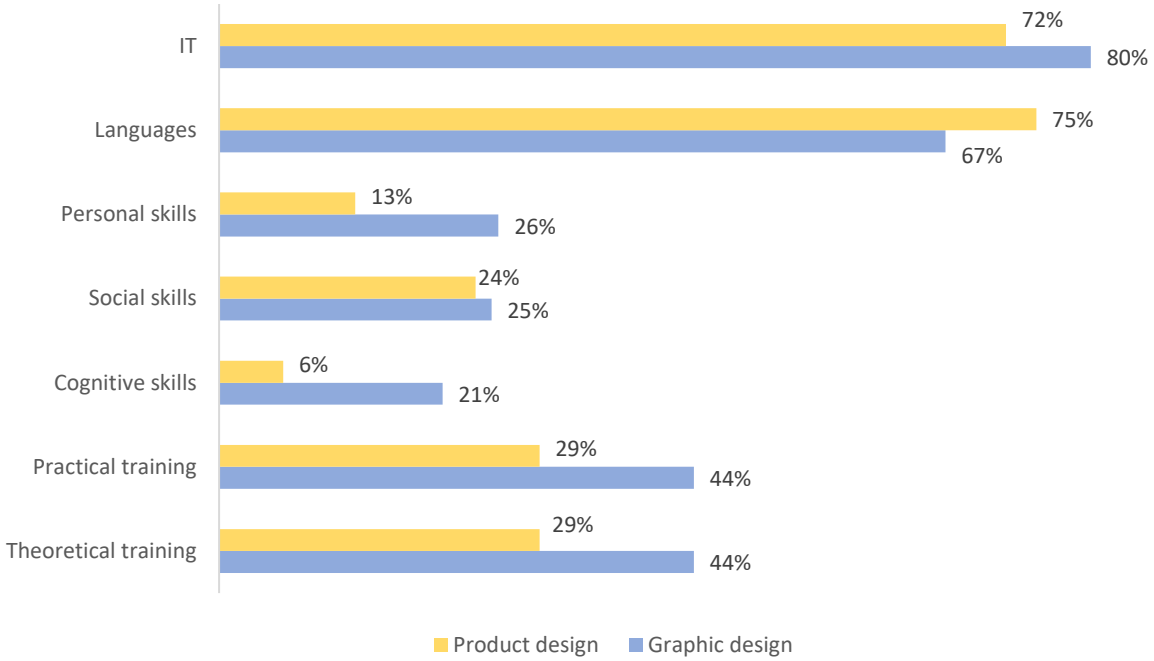
As with other study programmes, the education received in Design field also shows an improvement in terms of languages and IT skills in recent years

Most companies consider that IT skills have improved (77%) while 65% consider this to be true of languages.

Furthermore, they feel that the education received by graduates of Design in terms of 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 also significant that 1 in every 3 organisations report that there has been an improvement in the education received with regards to the theoretical and practical training of individuals who graduated in the field of Design in recent years; while on the other hand, 1 in every 4 consider that personal skills have declined.

Figure 21. Percentage of organisations reporting an improvement in the current education received compared to that received 5 and 10 years ago according to the study programme type (%)



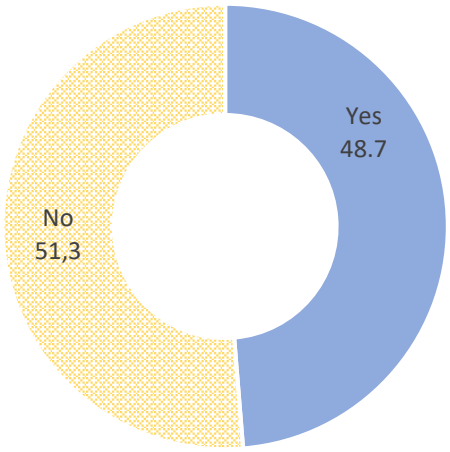
The improvement in the education received is greater in the case of Graphic Design

The improvement is not uniform across all study programme areas: Graphic Design shows substantial improvement when it comes to theoretical and practical training, cognitive skills and IT compared to Product design.

Product Design stands out owing to the improvement seen with regard to languages.

Difficulties in recruitment

Figure 22. Employers that encountered difficulties in recruiting staff with suitable profiles (%)



Half of companies report having encountered difficulties in recruitment

There are no differences between companies recruiting professionals from Graphic Design or from product design (this is not shown on the graph).

This figure is 7 pp 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.

Table 8. Reasons for difficulties in recruiting staff with suitable profiles (% of organisations)

	Total	Graphic Design	Product Design
Lack of skills needed for the position	60.5	54.5	90.0
Others (lack of drive, experience, etc.)	21.1	27.3	10.0
Shortage of individuals with a university qualification in a specific field	18.4	18.2	20.0
Unwillingness to accept the salary	18.4	27.3	10.0
Non-availability for geographical mobility	13.2	4.5	30.0
Unwillingness to adapt to working hours	7.9	4.5	10.0
Unwillingness to adapt to contract type	2.6	4.5	0.0
Limited resources to suitably advertise vacancies	2.6	0.0	10.0

*multiple response

Lack of skills needed for the position

60% of companies that encountered difficulties in recruitment state that the candidates lacked the necessary skills for the position. In the case of companies in the field of Product Design, this percentage comes to 90%.

Skills of recently graduated individuals

Table 9. Cross-disciplinary skills that should be improved in study programmes in the field of Design

	Total % of organisations
Numerical skills	3.4
Use of most common IT tools	5.1
Oral expression	10.2
Documentation	10.2
Leadership	13.6
Theoretical training	15.3
Capacity for learning and self-learning	15.3
Negotiation skills	15.3
Written expression	20.3
Languages	20.3
Team work	30.5
Autonomous work	35.6
Ability to offer new ideas and solutions	40.7
Responsibility at work	54.2
Practical training	59.3
Problem solving and decision-making	66.1

Problem solving and decision-making is the key skill that needs to be improved in study programmes in Design

Indeed, 66% of organisations assert this. It should be pointed out, however, that improvements tend to be reported as necessary with regard to this cross-disciplinary skill in most study programmes in Catalonia.

In addition, improvements are reported as necessary in practical training and responsibility at work (59% and 54%, respectively).

Moreover, the level of competency is suitable in many areas, such as numerical skills, IT skills, oral expression and documentation.

Table 10. Specific skills that should be improved in study programmes in the field of Design

	Percentage of organisations
Articulating the ethical components linked to cultural productions	4.8
Data visualisation and analysis techniques	12.7
Using software specific to the activity	17.5
Transmedia or multimedia: being able to design in various mediums (printed, written/typeface, graphic, packaging, emerging media)	23.8
Presenting the process and results of projects	27.0
Ability to address members of a specific culture fluently (command of language, symbols and signs of a specific culture)	28.6
Technical skills specific to design (methods, techniques, materials)	28.6
Ability to enrich the design process thanks to theoretical and practical research	28.6
Ability to assess, create or apply conceptual visual representations	30.2
Creativity and speculative approach; open thought, one receptive to provocative ideas and open to generating unexpected results	33.3
Ability to execute products: prototypes, models, proposals	39.7
Ability to understand the demands of the client and to design in keeping with them	61.9

Of the specific skills in the field of Design, 62% of organisations report a need to improve graduates' ability to understand the demands of the client and to design in keeping with them

In addition, 40% state that it is necessary to improve the ability to execute products (prototypes, models, proposals), and 33% point to improvement needed with regard to creativity, speculative approach; open thought, one receptive to provocative ideas and open to generating unexpected results.

Table 11. Cross-disciplinary skills with greater scope for improvement according to study programme (% of organisations)

	Graphic Design	Product Design	Interior Design	Fashion Design
Problem solving and decision-making	60%	67%	100%	67%
Practical training	57%	53%	83%	67%
Responsibility at work	57%	40%	67%	67%
Ability to offer new ideas and solutions	43%		67%	
Written expression		47%		
Team work		53%		
Autonomous work			50%	67%
Number of observations	35	15	6	3

Table 12. Specific skills with greater scope for improvement according to study programme (% of organisations)

	Graphic Design	Product Design	Interior Design	Fashion Design
Ability to understand the demands of the client and to design in keeping with them	66%	67%	43%	
Ability to assess, create or apply conceptual visual representations		44%	57%	
Ability to execute products: prototypes, models, proposals		44%	57%	
Technical skills specific to design (methods, techniques, materials)			43%	
Ability to enrich the design process thanks to theoretical and practical research			43%	
Creativity, speculative approach; open thought, one receptive to provocative ideas and open to generating unexpected results			43%	
Ability to address members of a specific culture fluently (command of language, symbols and signs of a specific culture)				67%
Number of observations	35	15	6	3

Note: skills reported by 40% of organisations surveyed or more.

Aside from the cross-disciplinary and specific skills mentioned...

Almost half of companies report major scope for improvement with regard to creativity in the degree programmes in Graphic Design.

In the case of degree programmes in Product Design, the need for improvements with regard to written expression (despite the excellent level of oral expression), team work, and indeed the ability to assess, create or apply conceptual visual representations and the ability to execute products: prototypes, models, proposals, all stand out.

Figure 23. Satisfaction of employers with the skills of individuals who recently graduated in Design (from 0 to 10)

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

Generally speaking, organisations are happy with the skills of the recently graduated individuals they have recruited. Their overall degree of satisfaction stands at 7.4, and there is very little distinction to be made between study programmes. This value is also in keeping with the overall satisfaction of employers from other sectors reviewed.

Cooperation from employers with universities

Figure 24. Extent to which organisations cooperate with universities according to the type of activity (%)

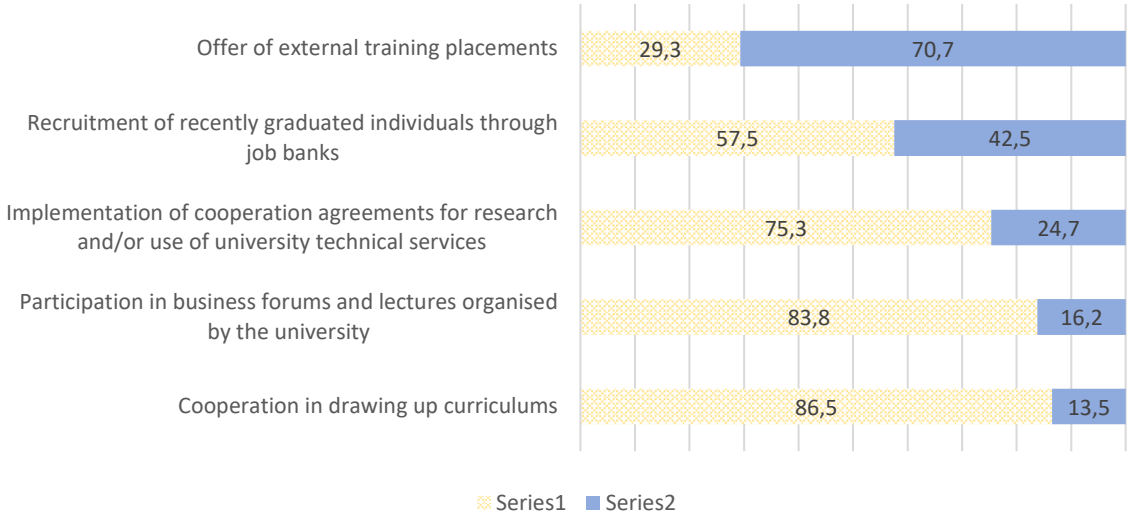


Figure 25. Areas for improvement in job banks or training placements organised by universities (% of organisations)

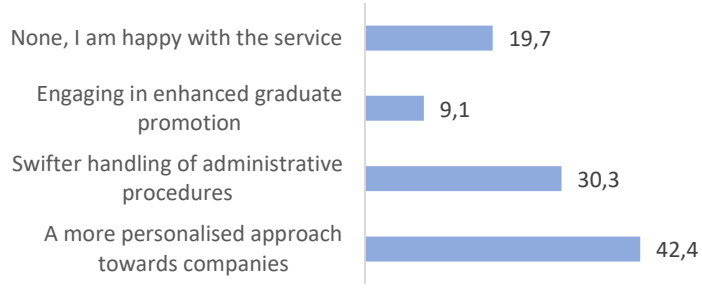


Figure 26. Satisfaction with job bank services or training placement services (on a scale of 0 to 10)

The main area in which organisations from the Design sector cooperate with universities relates to the offer of training placements

As with the other sectors reviewed in the employers' study from 2018, the activity in which companies and universities are most closely engaged relates to training placements offered to students (with 3 in every 4 companies taking part) and also in the use of university job banks (40%).

High degree of satisfaction with the job bank and training placement service

The level of satisfaction among those who used these services stands at 7; even so, they do believe there is scope for speeding up administrative procedures and for gaining a better acquaintance of companies' needs.

In-company training of graduates

Figure 27. Organisations funding training for individuals who recently graduated (%)

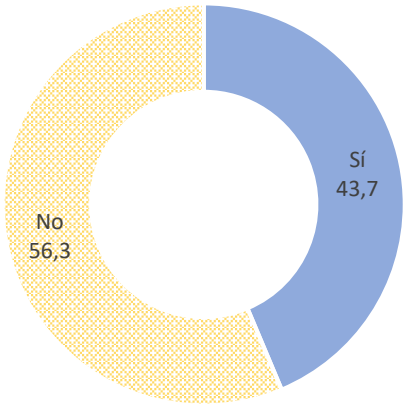


Table 13. Type of training funded by organisations (%)

	%
On-the-job training	60,0
Training during working hours	63,3
Off-the-job training	36,7

Note: multiple response

Figure 28. Reasons for funding training (%)

6 in every 10 organisations provide on-the-job training for the recently graduated individuals they have recruited

For most, the goal of this training is to improve individuals' specific knowledge of the Design sector (63%).

Forecast

Figure 29. Trend in qualified employment in the sector (%)

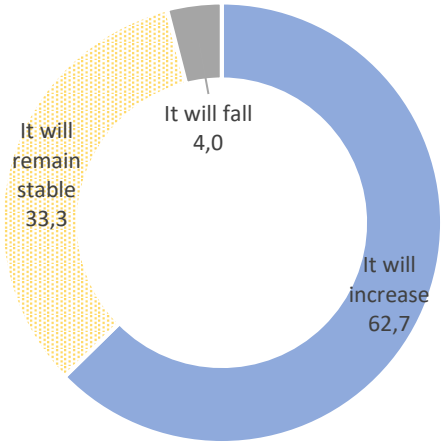


Table 14. Reasons for the increase in employment (%)

Reasons	%
Company expansion	76,1
Organisational or technological changes	15,2
Staff rotation	10,9
Others	13,0

Note: multiple response

Excellent prospects for companies in the Design sector: 6 in every 10 envisage growth in qualified employment

These expectations are more positive than in other sectors such as Communication, Pharmacy or Tourism.

Skills associated with technology, IT, data analysis, communication and adaptability to changes will become more important in future.

The most important areas of employment shall be linked to the digital world, and areas specific to design, IT and project management, while the prevalence of employment relating to unskilled staff is in decline.

*Figure 30. Skills that will gain importance in the field of Design**

*Figure 31. Most important areas of employment in the field of Design**

*Figure 32. Least important areas of employment in the field of Design**

* These are open questions. Responses with the same meaning have been grouped into categories. Categories referred to 4 times or more are shown.

CONCLUSIONS

- Higher education study programmes in Design amalgamate university Bachelor's degrees and arts higher education degrees equivalent to Bachelor's degrees. In addition, in recent years they have led to new Bachelor's degrees in Design in the Digital and Animation field (no one has graduated from this programme as yet).
- An oversupply in the workforce has been identified in this field (BSD, 2015).
- The accreditation process determines the need to increase the number of accredited lecturers with a PhD. On the other hand, the close ties between institutions and the Business sector are viewed in a particularly positive light within this process.
- Students of Bachelor's degrees in Design are largely satisfied with the study programmes (at 6.5 on a scale of 0 to 10, although this figure is below the Catalan university system average, 7.1).
- Access to the labour market and suitability of functions at work are better among individuals holding a Bachelor's degree in Design than among graduates of arts higher education degrees. Nevertheless, employment conditions are similar for both groups, although poorer than the Catalan university system average.
- In addition, graduates of Design rate the acquisition of certain skills during their study programmes in a highly positive light. These include creativity (except for those who follow arts higher education degrees), critical thought and team work, which have a low prominence on other study programmes.

Organisations that recruit graduates from the field of Design (in the various mentions of Fashion, Interior, Product and Graphic Design) have the following characteristics:

- They are small companies with qualified staff which venture for internationalisation and have incorporated innovations (both in terms of technology and with regard to their products and services).
- They belong to the manufacturing industry and the professional, scientific and technical activities sectors (including specialised design companies).
- When it comes to recruiting new staff, around 40% place relevance on holding a Master's degree and only 10% on a PhD. Moreover, just as with the other fields, this sector also regards the personal, social and cognitive skills of candidates and their knowledge of languages to be of particular importance.
- Almost half of the organisations surveyed have encountered difficulties in recruiting staff with suitable profiles, mainly due to the fact that candidates lacked the necessary skills for the position. Nevertheless, of the sectors analysed, it is not the one that encountered the greatest difficulties. Indeed, other associated sectors such as the Pharmacy and Engineering sectors report this to be true in almost 70% of cases.

With regard to higher education:

- In terms of cross-disciplinary skills, problem solving and decision-making show the greatest need for improvement (at 66%), as is the case with other sectors. This is followed by practical training (59%) and responsibility at work (54%). In the specific case of Product Design, the need for improvements with regard to written expression stands out (at 47%).
- In relation to specific skills in the field of design, 62% of organisations state that there are shortcomings in education when it comes to the ability to understand the demands of the client and to design in keeping with them. Less commonly, although still reported by one third of organisations is the need to improve the ability execute products, along with creativity and speculative approach.
- Despite these areas for improvement, employers are satisfied with the skills of the recently graduated individuals they have recruited (at 7.4 out of 10).

- 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 companies surveyed taking part).
- Around 6 in every 10 organisations envisage growth in qualified employment owing to company expansion, making this sector one of the most prominent in terms of expected growth in this respect.
- Skills relating to technology, IT, data analysis, communication and adaptation to changes will become more important in future, according to the organisations surveyed. There is a likelihood for the new study programmes in Design centring on the Digital and Animation sphere to be able to meet this new demand for skills.
- In terms of the trend in employment, increasingly important areas will be related to the digital world and the specific fields of design, IT and project management, while the prevalence of employment relating to mechanical work and administration will be in decline.

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[3]
Survey period	Online survey: from 26/02/2018 to 16/03/2018 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	Response rate	Sample error
Organisations potentially from the Design sector	5334	79	1.5%	11.2%
Total contactable organisations	30.018			

Survey on satisfaction (2018)

Degree programme (graduates from 2016, 2017 and 2018)	Population	Sample	Response rate	Sample error
Design	570	196	34.4%	5.7%

Survey on access to the labour market: Bachelor's degrees and arts higher education degrees (2017)

Degree programme (graduates from 2013)	Population	Sample	Response rate	Sample error
Design-Bachelor's degrees	543	271	49.9%	4.3%
Design-Arts higher education degrees	462	197	42.6%	5.4%

[3] Most contacts with organisations stem from Catalan universities' job banks.

ANNEX. RELATED STUDY PROGRAMMES

Bachelor's degrees

Design (Arts and Design):

	UB	UAB	UPC	UPF	UVic-U	URL	UOC
Art and Design							
Art and Design		✓	0				
Design	✓	0 ✓	0	✓	0 ✓	0 ✓	0

Design (Digital/Animation):

	UB	UAB	UPC	UPF	UVic-U	URL	UOC
Art and Design							
Animation and Visual Effects						✓	0
Artistic Creation Games and Games for Applied	✓	0					
Design and Digital Creation							✓ 0
Design and Production of Videogames				✓	0		
Design, Animation and Digital Art			✓	0			

Arts higher education degrees equivalent to Bachelor's degrees

	Centre autoritzat d'ensenyaments artístics superiors de Disseny LCI Barcelona	Centre autoritzat d'ensenyaments artístics superiors de Disseny IED	Escola Superior de Disseny i Arts Plàstiques de Catalunya
Art and Design			
Design	✓	0 ✓	0 ✓ 0

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< http://www.aqu.cat/doc/doc_10755310_1.pdf>

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