



Employers

# EMPLOYABILITY AND UNIVERSITY TRAINING IN THE FIELD OF EDUCATION





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## TABLE OF CONTENTS

EXECUTIVE SUMMARY .....	7
FOREWORD .....	10
INDICATORS FOR DEGREES IN THE FIELD OF EDUCATION .....	12
Basic data on the degree programmes .....	12
Academic performance indicators by degree .....	17
Academic performance indicators for bachelor's degrees in Early Childhood and Primary Education according to type (basic bachelor's degree vs. double bachelor's degree) .....	18
Satisfaction with the university training of recent graduates in the Education sector .....	19
Employment outcomes of recent graduates in the field of Education .....	28
The opinion of schools on the university education of Education graduates .....	38
CONCLUSIONS .....	57
DATA SHEET .....	59
REFERENCES .....	60



## EXECUTIVE SUMMARY

This report offers a cross-sectional look at the employability of recent graduates of the bachelor's degrees in Early Childhood and Primary Education and the university master's degree in Teacher Training for Compulsory Secondary Education and Baccalaureate, Vocational Training and Language Teaching (MUFP, by the acronym in Catalan).

To do this, the following data on the aforementioned degrees has been analysed:

- > Data on availability of and demand for places and academic performance.
- > Employment outcomes.
- > Satisfaction with the degree studied.
- > Opinion of schools on the university training of the teachers they hire.

The main results of this report are shown below.

### Supply and demand of places and academic progress

- > Bachelor's degrees in Early Childhood and Primary Education are well represented throughout the region, including in centres outside the provincial capitals such as Tortosa, Manresa and El Vendrell.
- > The demand for MUFP places is 70% higher than the supply, 38% in the case of the bachelor's degree in Primary Education. Demand matches supply in the Early Childhood Education bachelor's degree.
- > 64% and 67% of the places offered in Early Childhood and Primary Education and in the MUFP are public, respectively.
- > The indicators of academic performance and progress of the degrees analysed are better than the overall scores for bachelor's and master's degrees in the Catalan Higher Education System (SUC).

### Satisfaction levels among newly qualified teaching staff

- > Despite the fact that these degrees qualify graduates to teach, the vocational profile of graduates with bachelor's degrees in Early Childhood and Primary Education is quite different to that of graduates with MUFP degrees. The former enrolled on the bachelor's degree programme mainly because "it was what I most enjoyed studying" (around 90%), while only 16% of MUFP graduates did so for this reason.
- > Satisfaction varies substantially according to the population surveyed: as a general rule, bachelor's degree graduates are very satisfied with the vast majority of aspects of the degree they have completed, including the acquisition of skills related to employability, while MUFP graduates are particularly critical of the master's degree. The only exception is for **work placements**, where **all graduates consider the on-the-job training to be excellent**.

### Employment outcomes for newly qualified teaching staff

- > Newly qualified teaching staff have good employment and degree-to-job suitability rates. However, newly qualified teaching staff tend to have fewer permanent contracts<sup>1</sup> (around 40%) and work less full-time (around 72% for bachelor's degrees in Early Childhood and Primary Education and 85% for MUFP) than Catalan University System (SUC) graduates overall.
- > Salaries for newly qualified teaching staff also tend to be lower than the overall SUC average: €450 gross per month less for Primary Education, €600 for Early Childhood Education and €270 for MUFP.

### Alignment between the level of skills training received and the relevance of those skills to the job

- > In terms of the level of skills training received during undergraduate studies, teamwork, oral expression, creativity and practical training were the most highly valued competencies.
- > Early Childhood Education graduates report that, in terms of the usefulness of their skills at work, training in problem solving, written expression and English is lacking. For Primary Education, technological and digital skills are also among the areas where there is the greatest lack of training in relation to employment.
- > MUFP graduates report that they have a lower level of skill acquisition than the rest of the SUC master's degrees in terms of critical thinking, theoretical training, English and problem solving. These last two are also the ones with the highest skills gap.

### Employers' opinion on newly qualified teaching staff

- > In 2022, there was a 10% overall increase in the recruitment of teaching staff who had recently graduated in the last three years, compared to the previous edition of the survey (2018).
- > According to the survey of schools, there has been a substantial increase in the number of public centres that have adopted Decree 39/2014, of 25 March, also known as the *staffing decree*, which makes it possible for the management of these centres to select part of the teaching staff in line with the centre's management project or to decide on their continuity. Currently, 75% of the public centres that responded to the survey apply it.
- > Personal, social and cognitive skills are the most important factors when selecting candidates. Furthermore, the profile required differs according to the ownership of the centres. Private and state-subsidised private schools value the possibility of teaching in English and the possession of educational credentials in addition to the relevant teaching degree more than state schools.
- > Around eight out of ten centres think that newly qualified teaching staff are very or fairly well suited to the needs of the workplace. However, only half of the centres that offer secondary education consider that the MUFP sufficiently accredits teaching competence.

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1. Since these degree programmes feature strongly in the public sector, they have been affected by the freeze on public sector recruitment during the peak of the economic crisis and the high percentage of temporary staff in this sector. The 2023 Employment Outcomes Survey was unable to fully capture the stabilisation and public sector recruitment processes that took place during 2024. We understand that these measures will have an impact on the next edition of the survey.



- > Classroom management and teamwork are the skills that recently qualified teachers should improve the most. Training for the MUFP in the detection of learning and/or socio-family situations and how to act in these situations should also be reinforced.
- > The competencies most worked on during the work placements do not always coincide with those that, according to the centres, should be worked on more at university. Although almost eight out of ten centres believe that recent graduates should improve their classroom management skills, only five out of ten work on this during the work placement.

## FOREWORD

The expansion of university systems in Catalonia and elsewhere has intensified the diversification of the functions performed by universities, which have become institutions that go beyond their historical role associated with teaching and research. Today, we usually refer to four missions: teaching, research, innovation and service to society (EUROPEAN COMMISSION, 2022). The emergence of the so-called *knowledge society*, associated with this expansion, has emphasised the role of universities in the **employability of graduates**, understood not only as obtaining work – which may depend more on the economic situation and employment policies – but also as the capacity of universities to design “training with a profile that responds to the skills and qualifications requested in the labour market” (RODRÍGUEZ ESPINAR *et al.*, 2007, 338).

The emphasis on analysing graduate employability profiles also coincides with the emergence of demands for accountability for expansive university systems that require increased public spending. It therefore makes sense for university quality agencies to make available to the university community a set of resources to assess the quality and impact of higher education from an employability perspective (BRENNAN, 2018). In this regard, one of AQU Catalunya’s strategic courses of action to ensure this objective is achieved is that of “facilitating access to quantitative and qualitative data, in an integrated way, to improve the quality of the Catalan Higher Education System” (AQU CATALUNYA, 2022).

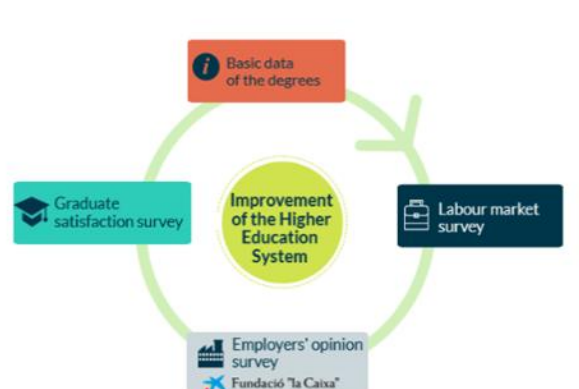
This report is part of the analyses by fields carried out by AQU Catalunya within the framework of the third edition of the Employers project.<sup>2</sup> It analyses the employability of recent graduates of the bachelor’s degrees in Early Childhood and Primary Education and the university master’s degree in Teacher Training for Compulsory Secondary Education Teacher Training and Baccalaureate, Vocational Training and Language Teaching (MUFP). The Employers project aims to provide evidence to help university decision-makers in the political and academic spheres to adopt decisions aimed at improving university education from an employability perspective. Additionally, this knowledge also has the potential to support current and future students in making informed decisions about their career paths.

Figure 1 shows the sources of information included in this analysis:

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2. To see previous editions of this project, visit the [AQU Catalunya website](#).

Figure 1. Sources of the data analysed in this study



The degrees analysed in this report are in the educational field, an area that is at the centre of many public policy concerns for well-known reasons. Therefore, the objectives of this report are not to make a diagnosis or provide solutions, rather, as we have mentioned, to provide evidence and make it available to the university community and those responsible for university policy. In a sector such as this, great care must be taken when making diagnoses and, from our perspective, this is particularly important to consider when analysing the results of the report on the **Employer's Survey** and gathering opinions on university education from schools that hire newly qualified teaching staff. This is especially true given that the fieldwork with schools was carried out in 2022, in a post-pandemic scenario, which had an obvious impact on teaching activity. That said, obtaining responses from 421 centres is a remarkable achievement. Furthermore, a new feature in the third edition of the project is the section on the professional skills that have been worked on the most and require the most improvement by **work placement students**.

## INDICATORS FOR DEGREES IN THE FIELD OF EDUCATION

### Basic data on the degree programmes

This section shows a set of indicators for the degrees analysed in this study according to their characteristics, such as the course language, centre ownership and location, the supply and demand for places and data on the academic progress and performance of students.

**Bachelor's degrees in Early Childhood and Primary Education have a strong presence throughout the region, including centres outside the provincial capitals such as Tortosa, Manresa and El Vendrell**

> They are also offered in a variety of modalities:

- Nine universities offer the possibility of pursuing bachelor's degrees with simultaneous studies.<sup>3</sup>
- Two centres offer the degree in English or as a bilingual programme.
- The University of Lleida should be highlighted, as it offers a dual bachelor's degree in Primary Education.<sup>4</sup>

Table 1. Number of active bachelor's degrees in Early Childhood and Primary Education and MUFP by university (academic year 2023-2024)

University	Early Childhood	Primary	MUFP (number of specialties)
<i>University of Barcelona</i>	1 <sup>1</sup>	1 <sup>1</sup>	13
<i>Autonomous University of Barcelona</i>	1 <sup>1</sup>	1 <sup>1,2</sup>	9
<i>Technical University of Catalonia</i>	—	—	2
<i>Pompeu Fabra University</i>	—	—	5
<i>University of Girona</i>	1 <sup>1</sup>	1 <sup>1</sup>	5
<i>University of Lleida</i>	1 <sup>1</sup>	1 <sup>1,2,3,4</sup>	3
<i>Rovira i Virgili University</i> <sup>5</sup>	3 <sup>1</sup>	2 <sup>1</sup>	9

3. According to the global pre-registration statistics of the Canal Universitats of the Government of Catalonia. The websites of the Ramon Llull University, the International University of Catalonia and the Abat Oliba CEU University also state that a double bachelor's degree in Early Childhood and Primary Education is available.

4. For more information on university dual degree programmes in Catalonia, see the [2023 report of the Task Force for the Promotion and Development of Dual Degree Programmes in the Catalan Higher Education System \(SUC\)](#).

## Employability and university education in the field of Education

<i>Ramon Llull University</i>	1 <sup>1</sup>	1 <sup>1</sup>	1
<i>Open University of Catalonia</i>	–	1	7
<i>University of Vic-UCC<sup>5</sup></i>	2 <sup>1</sup>	1 <sup>1.3</sup>	5
<i>International University of Catalonia</i>	1 <sup>1</sup>	1 <sup>1</sup>	4
<i>Abat Oliba University CEU</i>	1 <sup>1</sup>	1 <sup>1</sup>	3
<i>Interuniversity</i>	–	–	1
<b>Total</b>	<b>12</b>	<b>11</b>	<b>67</b>

Source: own elaboration, based on the global pre-registration statistics of the Canal Universitats of the Government of Catalonia: [https://universitats.gencat.cat/ca/altres\\_pagines/informe\\_i\\_estadistiques/informes\\_i\\_estad\\_pre/](https://universitats.gencat.cat/ca/altres_pagines/informe_i_estadistiques/informes_i_estad_pre/)

Notes:

1. Students are given the opportunity to study for bachelor's degrees in Early Childhood and Primary Education while studying other subjects at the same time. For the Ramon Llull University, the International University of Catalonia and the Abat Oliba University CEU, this information comes from their websites.
2. Students have the option of studying the degree programme in English or as a bilingual programme.
3. Students are given the opportunity to study for bachelor's degrees in Science and Physical Activity and Sport and Primary Education while studying simultaneously.
4. Students are given the opportunity to study for a bachelor's degree in Primary Education in a dual programme (with intensive training in schools from the first year).
5. These universities offer more than one bachelor's degree course because they deliver the degree programme at different centres located in different towns and cities, such as Manresa, Tortosa and El Vendrell.

The maps in figures 2 and 3 show the supply and demand data for places on the bachelor's degree in Early Childhood Education, the degree in Primary Education, Simultaneous Bachelor's Degrees and the MUFP for the academic year 2023-2024.<sup>5</sup> In addition, data is provided on three key indicators of academic performance and progress corresponding to the 2020-2021 academic year:<sup>6</sup> the performance rate, the first year drop-out rate and the graduation rate at t1 (only for bachelor's degrees).<sup>7</sup> Additionally, Figure 4 offers a summary of the MUFP specialities offered according to modality (face-to-face, blended and virtual) and Figures 5 and 6 compare the performance and academic progress indicators of the degrees analysed with the overall values of the SUC.

**The demand for MUFP places is 70% higher than the supply, 38% in the case of the bachelor's degree in Primary Education. This demand matches supply in the Early Childhood Education bachelor's degree**

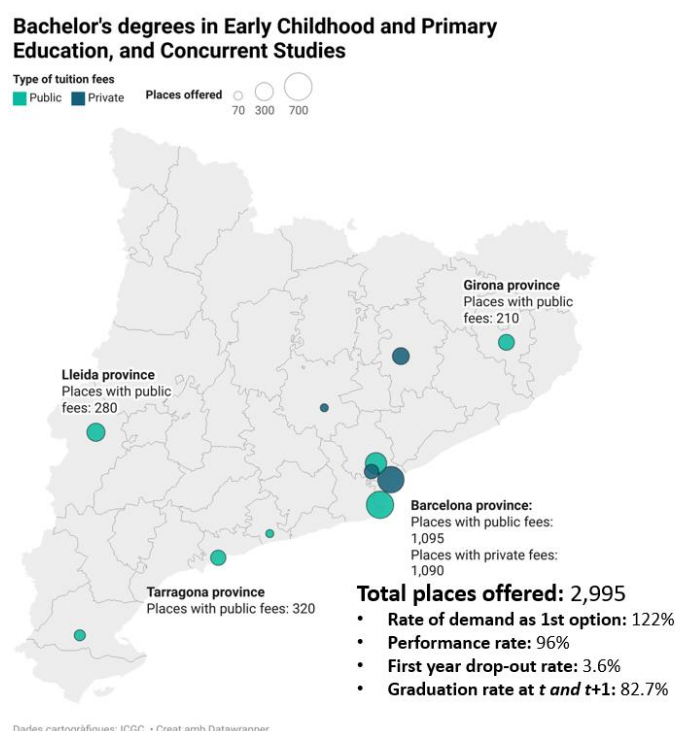
5. The data comes from the university pre-registration report in Catalonia from the [Canal Universitats of the Government of Catalonia](#).

6. The data comes from UNEIX.

7. The performance rate is calculated by dividing the number of credits passed by the number of credits enrolled by students in a course. The first-year drop-out rate shows the percentage of students who do not re-enrol in the following year (including another degree). The graduation rate at t+1 refers to the percentage of students who graduate within the theoretical time of the degree plus one year. For further information, please [see the glossary](#) on the "University Studies in Catalonia" website.

- > Around six out of ten Early Childhood and Primary Education bachelor's degrees are taught in public centres.
- > For MUFP, 67% of places are on offer at public centres. As for privately funded places, the vast majority of these are offered by private centres with regulated prices (the University of Vic-UCC and the Open University of Catalonia).

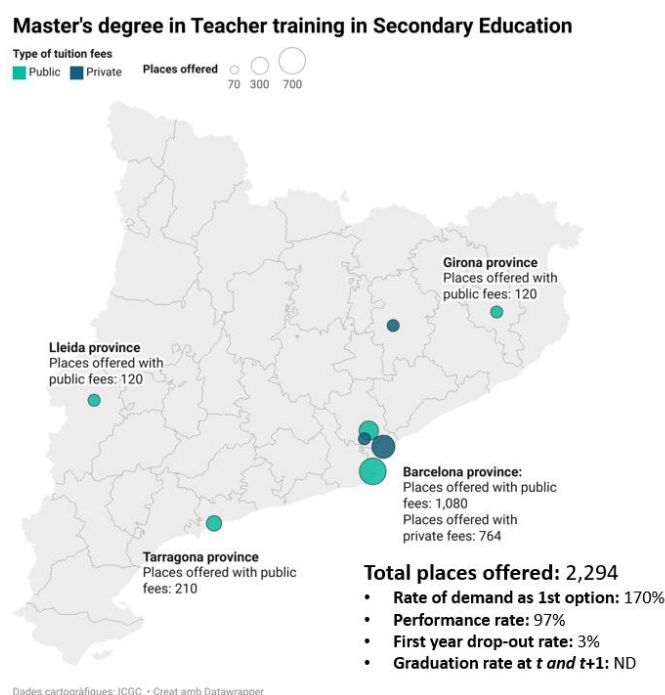
Figure 2. Basic indicators for bachelor's degrees in Early Childhood and Primary Education and Concurrent Studies



Note: supply and demand data correspond to the 2023-2024 academic year, and academic performance and progress data to the 2020-2021 academic year.

Source: own elaboration, based on the global pre-registration statistics of the Canal Universitats of the Government of Catalonia and UNEIX.

Figure 3. Basic indicators for the MUFP



Note: supply and demand data correspond to the 2023-2024 academic year, and academic performance and progress data to the 2020-2021 academic year.

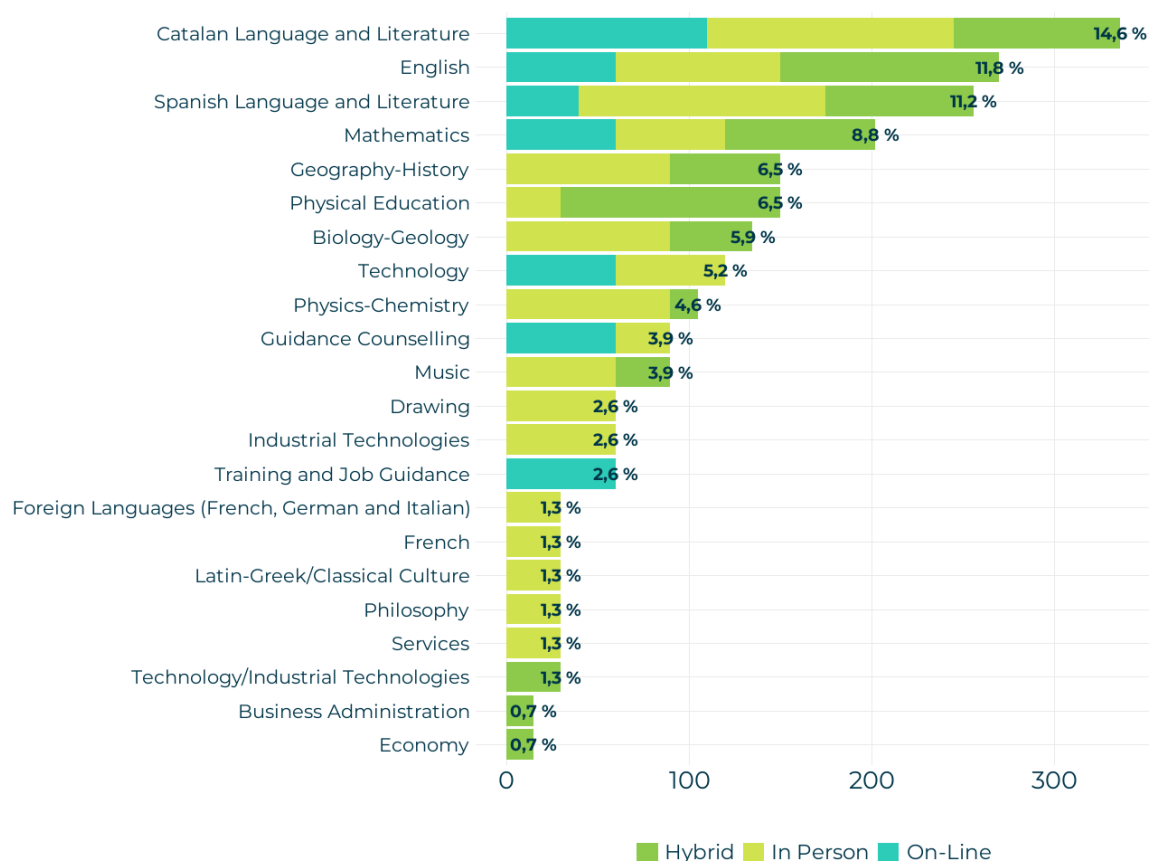
Source: own elaboration, based on the global pre-registration statistics of the Canal Universitat of the Government of Catalonia and UNEIX.

The disciplines with the highest number of available places are languages (Catalan, Spanish and English) and mathematics: they represent almost half of the total offer of the MUFP<sup>8</sup>

- > The modality in which MUFP degrees are taught varies substantially depending on the discipline: the disciplines with the highest number of available places are also those with the highest incidence of virtual modality. There is also a significant volume of degrees offered in a blended learning format.

8. These are the specialities where there is the greatest shortage of secondary school teachers: <https://www.ccma.cat/324/sampliaran-les-places-del-master-per-ser-professor-de-secundaria-i-es-podra-fer-online/noticia/3154268/>.

Figure 4. Breakdown of MUFP places according to speciality and modality (2023-2024)



Note: the percentage in bold at the end of the bar represents the percentage of places in the speciality with respect to the total places offered by the MUFP.

Source: own elaboration, based on the global pre-registration statistics of the Canal Universitats of the Government of Catalonia.



## Academic performance indicators by degree

The academic performance and progress indicators for Education sector degrees surpass those of the SUC's bachelor's and master's degrees overall

- > Graduation rates stand out in  $t+1^9$  and performance of bachelor's degrees in Early Childhood and Primary Education, which are 35 percentage points and 10 percentage points higher than the overall SUC bachelor's degrees, respectively.
- > Performance rates show that practically all Early Childhood and Primary Education students pass the credits for which they enrol.
- > Regarding the MUFP, they have a drop-out rate more than 10 percentage points lower than the overall SUC master's degree.

Figure 5. Comparison of performance and academic progress indicators of bachelor's degrees in Early Childhood and Primary Education with the overall values of SUC bachelor's degrees (2020-2021)

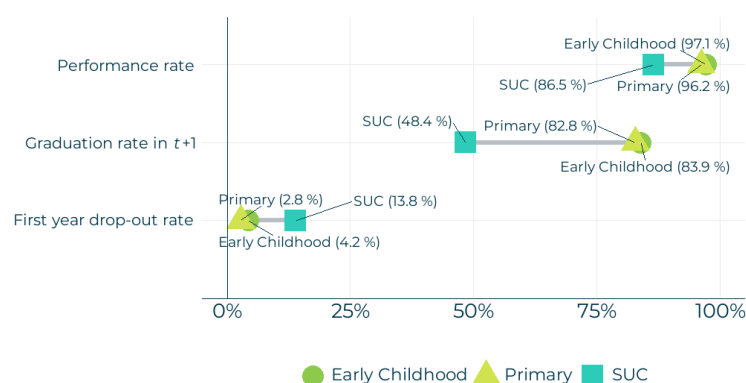
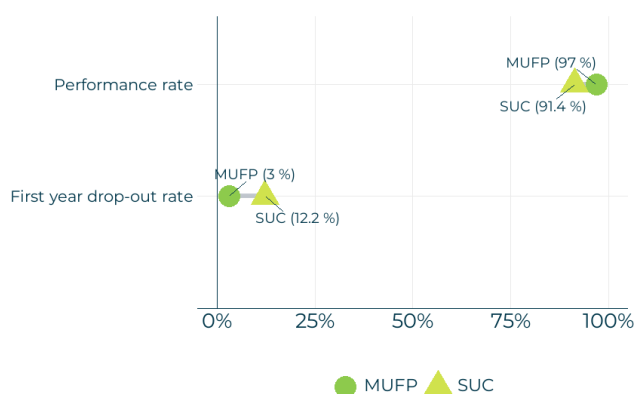


Figure 6. Comparison of MUFP academic performance and progress indicators with the overall values of SUC master's degrees (2020-2021)



9. The graduation rate at  $t+1$  is calculated by dividing the number of graduates in the reference year by the number of students who enrolled as many years ago as there are theoretical academic years on the curriculum ( $t$ ) or one more year ( $t+1$ ). For more information, see the [glossary](#) on the "University Studies of Catalonia" website.

## Academic performance indicators for bachelor's degrees in Early Childhood and Primary Education according to type (basic bachelor's degree vs. double bachelor's degree)

The double bachelor's degrees in Early Childhood and Primary Education show higher academic performance indicators than the basic bachelor's degrees of these degree programmes and the double degrees of the SUC

- > The drop-out rates in the first year of students with double degrees in Early Childhood and Primary Education stand out: virtually no students studying these degrees leave during the first year.

Figure 7. Comparison between the performance and academic progress indicators of the bachelor's degree in Early Childhood Education and the overall values for other SUC bachelor's degrees, basic bachelor's degrees vs. double bachelor's degrees (2020-2021)

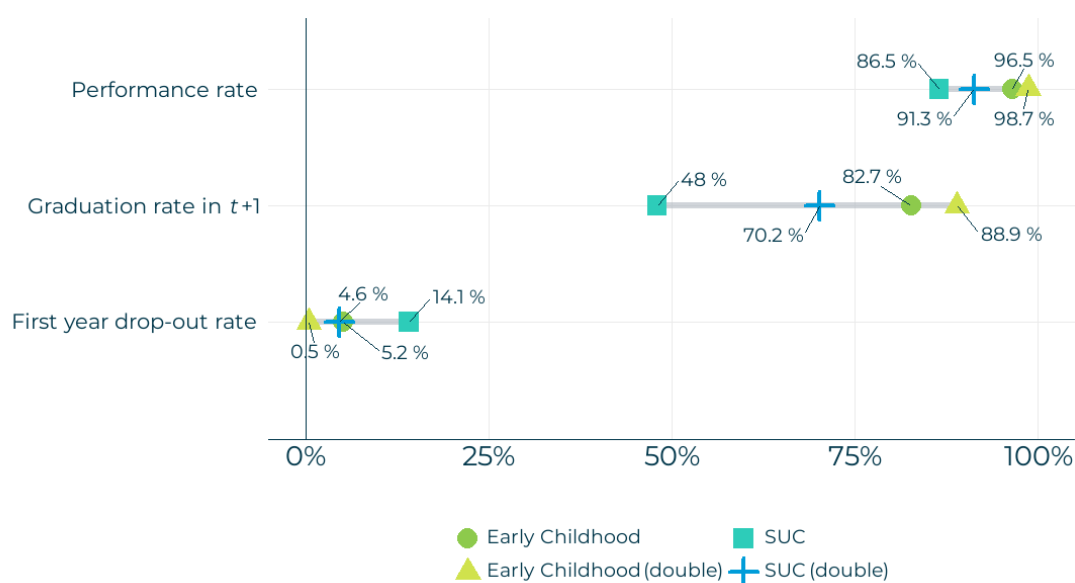
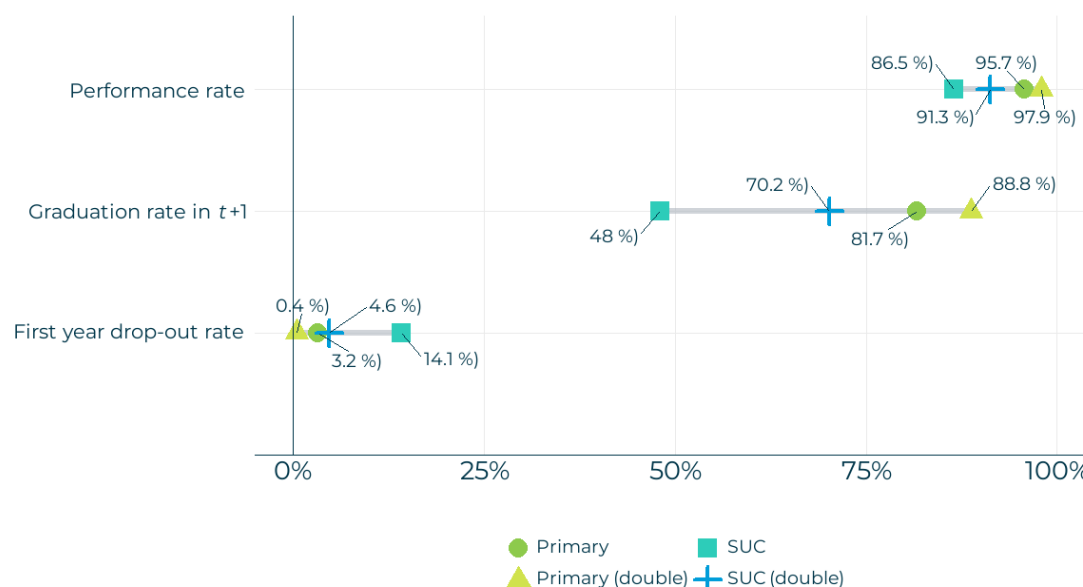


Figure 8. Comparison of performance and academic progress indicators of the bachelor's degree in Primary Education with the overall values of the SUC bachelor's degrees, basic bachelor's degrees vs. double bachelor's degrees (2020-2021)



## Satisfaction with the university training of recent graduates in the Education sector

The data analysed in this section comes from the **Satisfaction Survey**,<sup>10</sup> an annual survey carried out since 2015 in Catalan universities, in coordination with AQU Catalunya. This survey asks recent graduates about their level of satisfaction with different aspects of their educational experience. The results shown below correspond to the data available for the last three years (2021, 2022 and 2023) **for degrees in Education (bachelor's degree in Early Childhood Education, bachelor's degree in Primary Education<sup>11</sup> and MUFP)**. For bachelor's degrees, the overall SUC response rate to the Satisfaction Survey for the last three years was 27%, representing more than 28,000 responses. For the master's degrees, the response rate was 26%, with more than 16,700 responses.

10. <https://www.aqu.cat/en/Studies/Surveys-and-thematic-studies/Bachelor-and-Master-s-graduate-satisfaction-survey>

11. As part of the review of Primary Education bachelor's degrees, the old specialisations of Teacher Training in Special Education, Physical Education, Music Education and Foreign Languages have been integrated into this bachelor's degree. Prior to the publication of Royal Decree 1594/2011, of 4 November, which establishes the teaching specialisations for the teaching profession and regulates access to these specialisations in accordance with Organic Act 2/2006, on education, access to the different specialisations was only possible through a specific qualification. This made it possible to have specific indicators for each one. Now, with the legislative change that regulates access through mentions within a single bachelor's degree, this specific data is no longer available.

Table 2. Sample, population, response rate and error shown in the Graduate Satisfaction Survey in the field of Education and overall in the SUC (2021-2023)

	Sample	Population	Response rate	Sampling error (±)
Bachelor's degrees in Early Childhood Education	603	2674	22.6%	3.6%
Bachelor's degrees in Primary Education	857	3934	21.8%	3.0%
<b>Total SUC bachelor's degrees</b>	<b>28154</b>	<b>105748</b>	<b>26.6%</b>	<b>0.5%</b>
MUFP	1474	5121	28.8%	2.2%
<b>Total SUC master's degrees</b>	<b>16734</b>	<b>64873</b>	<b>25.8%</b>	<b>0.7%</b>

## Reason for choosing studies and overall satisfaction

Almost 9 out of 10 graduates in Early Childhood and Primary Education chose the degree due to their vocation, while MUFP graduates did so mainly for instrumental reasons<sup>12</sup>

- > The percentage of graduates in Early Childhood and Primary Education who choose the degree for their job is anecdotal and is around 10 percentage points below the overall value for the SUC.
- > In the case of the MUFP master's degree, around seven out of ten graduates accessed the master's degree for instrumental reasons: either for their job prospects or to progress in their professional career.

Table 3. Principal reasons for enrolling on the bachelor's degree course

	Personal interest	Good career prospects	Cut-off mark	Other
Early Childhood Education	89.2% ↑	3.0% ↓	3.5% ↓	4.3% ↓
Primary Education	86.3% ↑	6.0% ↓	3.6% ↓	4.1% ↓
<b>Total SUC bachelor's degrees</b>	<b>73.8%</b>	<b>14.3%</b>	<b>5.3%</b>	<b>6.6%</b>

Note: the arrows indicate whether the percentage of the degrees analysed is higher than the overall SUC and whether this difference is statistically significant.

Table 4. Principal reasons for enrolling on the master's degree course

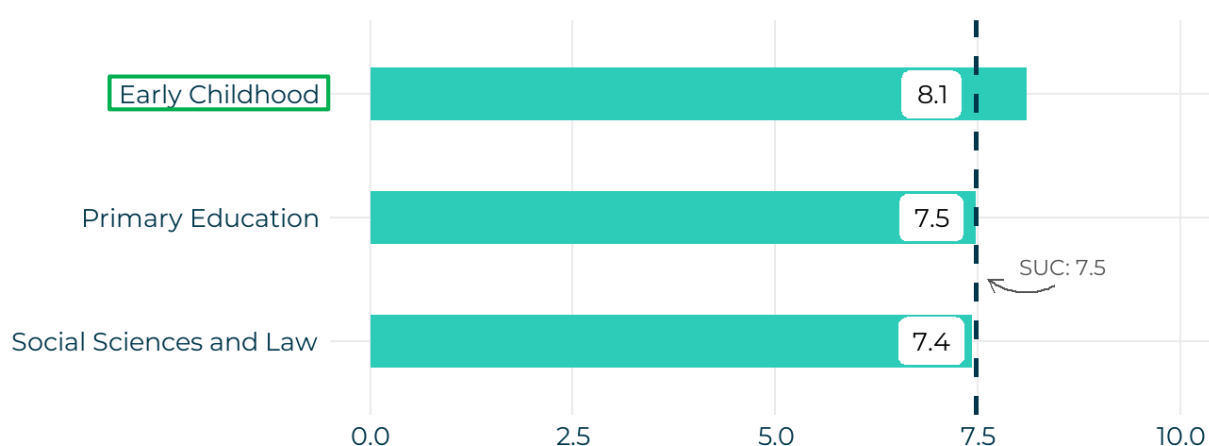
	Personal interest	Access to a PhD	Good career prospects	Professional career progression	Other
MUFP	16.8% ↓	0.5% ↓	43.8% ↑	25.0% ↓	13.9% ↓
<b>Total SUC Master's degrees</b>	<b>30.5%</b>	<b>8.6%</b>	<b>17.3%</b>	<b>36.3%</b>	<b>7.3%</b>

12. To check whether the differences between the degree programmes analysed and the SUC as a whole are statistically significant, a tool developed by AQU Catalunya was used to carry out 1,000 simulations using the bootstrap method for simple random sampling with replacement in the infinite population scenario (Efron, Tibshirani, 1993), thus obtaining a breakdown of the 1,000 simulated differences between the two groups. This tool then analyses whether the observed difference is within 95% of the simulated differences. In addition, this system includes a set of filters to ensure that the differences are not only statistically significant, but also of sufficient magnitude. This difference must be at least 0.5 in the case of scale values from 0 to 10 and 2 percentage points in the case of percentages. This technique has been applied to the results shown in this report for satisfaction and employment outcomes data.

## Overall satisfaction with the courses taken by graduates in Early Childhood Education is high (8.1) and much higher than the satisfaction of those who took the MUFP (5.9)

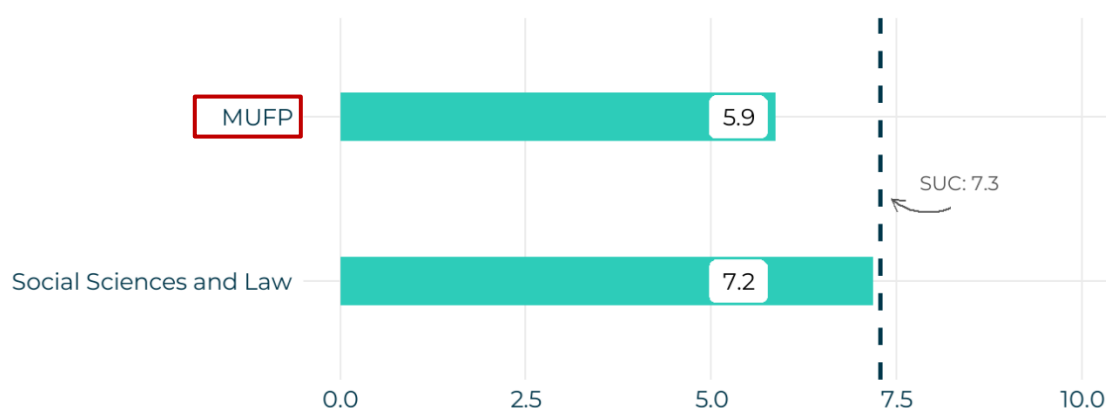
- > The level of satisfaction with Early Childhood Education is higher than the SUC average (8.1), while Primary Education is at the same level (7.5).
- > In contrast, MUFP graduates show a lower overall satisfaction levels (5.9) than that of the total number of SUC master's graduates (7.3).

Figure 9. Overall satisfaction with the bachelor's degree completed (Early Childhood and Primary Education), scale from 0 to 10



Note: Degrees that have a significantly higher value than the rest of the SUC degrees are indicated with a green box and with a red box if there is a lower difference.

Figure 10. Overall satisfaction with the master's degree completed (MUFP), scale from 0 to 10



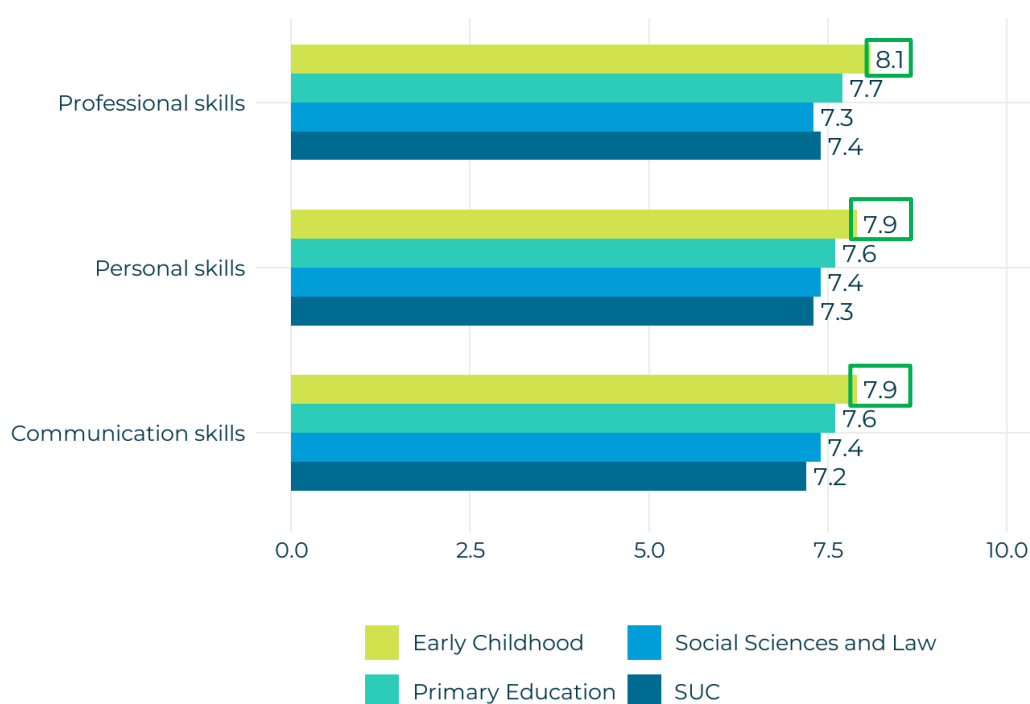
Note: Degrees that have a significantly higher value than the rest of the SUC degrees are indicated with a green box and with a red box if there is a lower difference.

## Satisfaction with the skills acquired, the external work placements and the thesis (TFG<sup>13</sup>/TFM<sup>14</sup>)

### Satisfaction with communication skills, personal skills and professional activity skills is rated above average

- > In this aspect, the satisfaction levels are significantly higher than the total for the SUC's Early Childhood Education graduates.
- > In the case of the bachelor's degree in Primary Education, the satisfaction levels do not differ statistically from those reported for other degrees in the system..

Figure 11. Bachelor's degree in which the education received improved certain skills, according to graduates in Early Childhood and Primary Education



Notes:

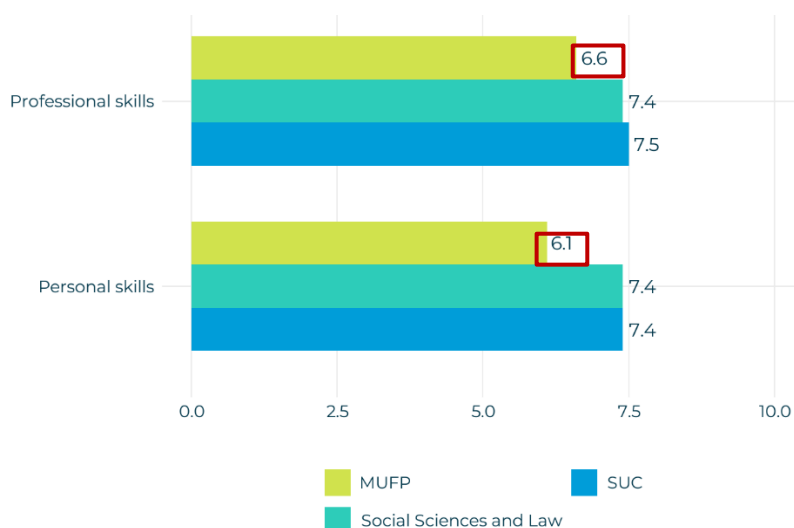
1. The values of the bachelor's degrees in Early Childhood and Primary Education are compared with the rest of the bachelor's degrees in Social and Legal Sciences and the SUC.
2. Degrees that have a significantly higher value than the rest of the SUC degrees are indicated with a green box and with a red box if there is a lower difference.

<sup>13</sup> *Treball de final de grau*, in Catalan, or TFG, for short, is equivalent to an end of year project or thesis completed in undergraduate study programmes.

<sup>14</sup> *Treball de final de màster*, in Catalan, or TFM, for short, is equivalent to an end of year project or thesis complete in master's degree programmes.

## MUFP graduates are less satisfied than other SUC master's degree graduates

Figure 12. Bachelor's degree in which the education received improved certain skills, according to MUFP graduates



Notes:

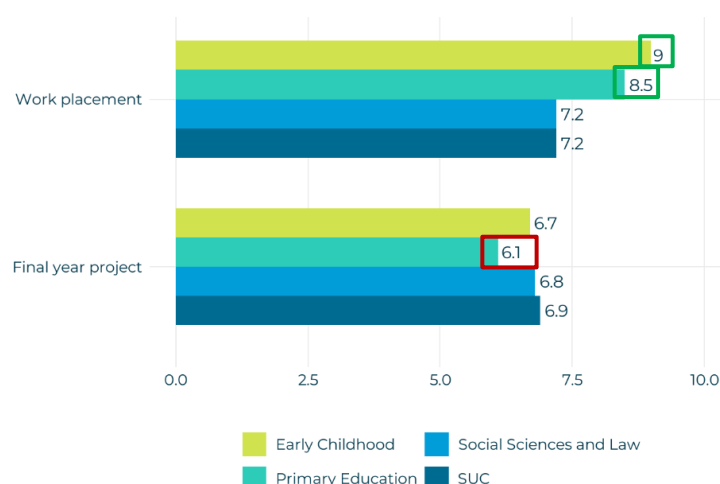
1. The values of the MUFP are compared with the rest of the master's degrees in Social and Legal Sciences and the SUC.
2. The Master's Degree Satisfaction Survey does not ask about the acquisition of communication skills.
3. Degrees that have a significantly higher value than the rest of the SUC degrees are indicated with a green box and with a red box if there is a lower difference.



The TFG in Primary Education and the MUFP Master's Degree TFM have room for improvement, while satisfaction with work placements in all the degrees analysed is significantly higher than the SUC average

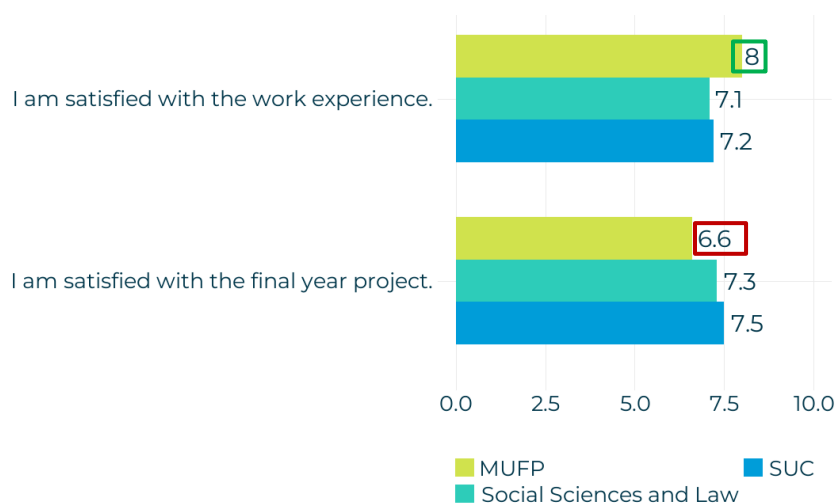
- > The assessment of work placements by graduates in Early Childhood Education is particularly noteworthy, with an average satisfaction rating of 9 out of 10.

Figure 13. Satisfaction with work placements and the TFG, according to Early Childhood and Primary graduates<sup>15</sup>



Note: Degrees that have a significantly higher value than the rest of the SUC degrees are indicated with a green box and with a red box if there is a lower difference.

Figure 14. Satisfaction with work placements and the TFM, according to MUFP graduates



15. The statements assessing these items in the survey are: "The work placements have allowed me to apply knowledge acquired during the degree course" and "The end-of-degree project has been useful in consolidating the competencies of the bachelor's degree course".

## Trends in the satisfaction indicators for the MUFP

This section briefly explores the trends in the MUFP satisfaction indicators analysed in previous sections, taking into account that they are master's degrees that have undergone significant modifications due to various evaluation processes,<sup>16</sup> within the Framework for the Validation, Monitoring, Modification and Accreditation of Official Degree Programmes (VSMA).<sup>17</sup>

Figure 15 shows the key satisfaction indicator trends for the MUFP, including those that have a relationship with employability, and identifies the 2020 period, in which satisfaction data from the years 2018 and 2019 are grouped, the years in which most of the most recent accreditations occurred.<sup>18</sup> This period also coincides with the outbreak of the COVID-19 pandemic.

### Accreditation processes had a slight impact on overall satisfaction levels with the MUFP (0.5 points out of 10), but were insignificant with regard to the rest of the indicators

- > There is a slight decrease in satisfaction with external internships, possibly attributable to the outbreak of the COVID-19 pandemic, which seriously impacted the face-to-face training experience in work placements.

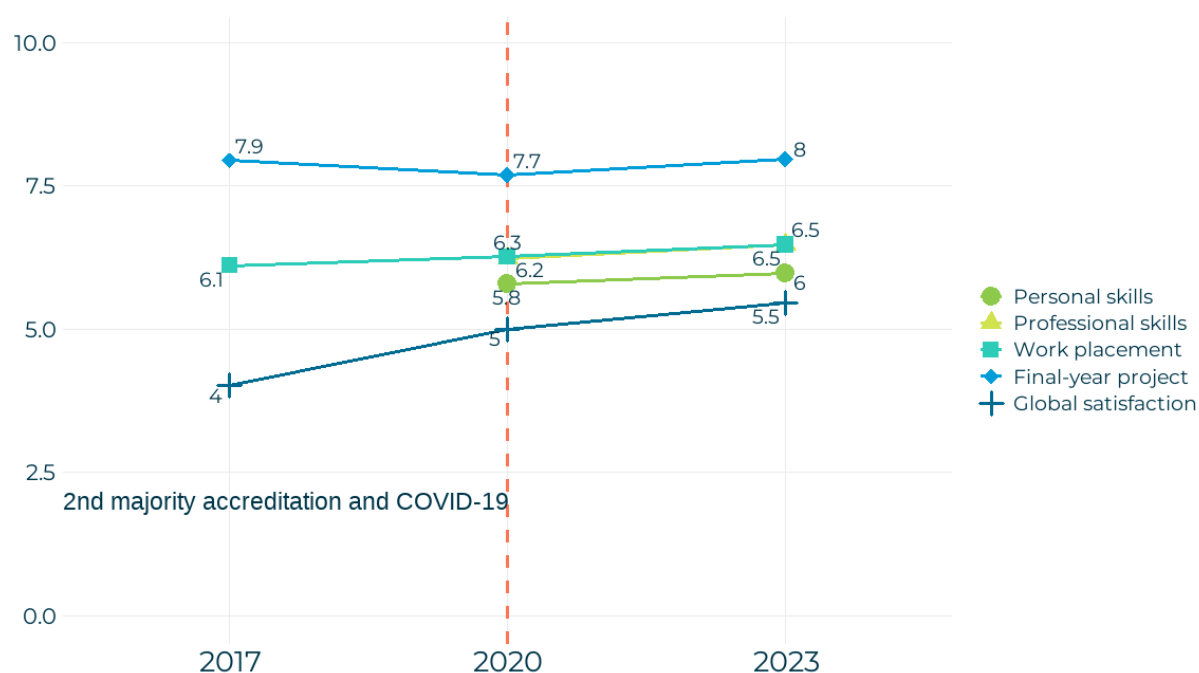
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16. For a comprehensive analysis of these processes, see the AQU Catalunya cross-sectional report on the MUFP (AQU Catalunya, 2021).

17. You can read more about the VSMA Framework on the [AQU Catalunya website](#). Although the degrees analysed in this report have been subject to the VSMA Framework since 2009, this report only has satisfaction data regarding the master's degree since 2017, and since 2018 regarding the personal and professional skills acquisition indicators. Therefore, this analysis only allows you to see data that coincides with the most recent assessment processes.

18. Degrees that received their last accreditation in a different period (Ramon Llull University, Technical University of Catalonia, International University of Catalonia and Abat Oliba University CEU) or that had a low sample in the Satisfaction Survey (University of Vic-UCC) are excluded from this analysis.

Figure 15. Key satisfaction indicator trends with the MUFP (2017-2023)



- Notes:

1. A red line marks the 2020 period, which includes the years of the 2018, 2019 and 2020 Satisfaction Survey and coincides with the majority of MUFP accreditations and the outbreak of COVID-19.
2. Satisfaction data is grouped into three-year periods to increase the sample. In this case, the 2017 period only includes data from the 2017 edition of the Satisfaction Survey; the 2020 period, the years 2018, 2019 and 2020, and, finally, the 2023 period, the years 2021, 2022 and 2023.

## Employment outcomes of recent graduates in the Education sector

The data analysed in this section comes from the **Employment Outcomes Survey**, an annual survey carried out by Catalan universities, in coordination with AQU Catalunya. This survey asks about factors related to the employment activity of graduates and the quality of that employment activity (job suitability, contractual stability, salary, etc.). In addition, the survey asks about the graduates' perception of acquiring a set of skills and competencies and their usefulness at work. The following results are based on data from the most recent survey (2023), which includes bachelor's degree students who graduated in the 2018-2019 academic year, and master's degree students who graduated in the 2017-2018 academic year.<sup>19</sup>

The following table shows the samples of graduates who answered the survey, both for all Education-related bachelor's degrees and the MUFP, as well as the corresponding values for bachelor's and master's degrees within the SUC as a whole.

Table 5. Sample, population, response rate and sampling error in the Employment Outcomes Survey of graduates from the field of Education (2023)

	Sample	Population	Response rate	Sampling error (±)
Bachelor's degrees in Early Childhood Education	554	1096	50.5%	3.0%
Bachelor's degrees in Primary Education	738	1523	48.5%	2.6%
<b>Total SUC bachelor's degrees</b>	<b>20998</b>	<b>40025</b>	<b>52.5%</b>	<b>0.5%</b>
MUFP	1056	2711	39.0%	2.4%
<b>Total SUC master's degrees</b>	<b>15423</b>	<b>40753</b>	<b>37.8%</b>	<b>0.6%</b>

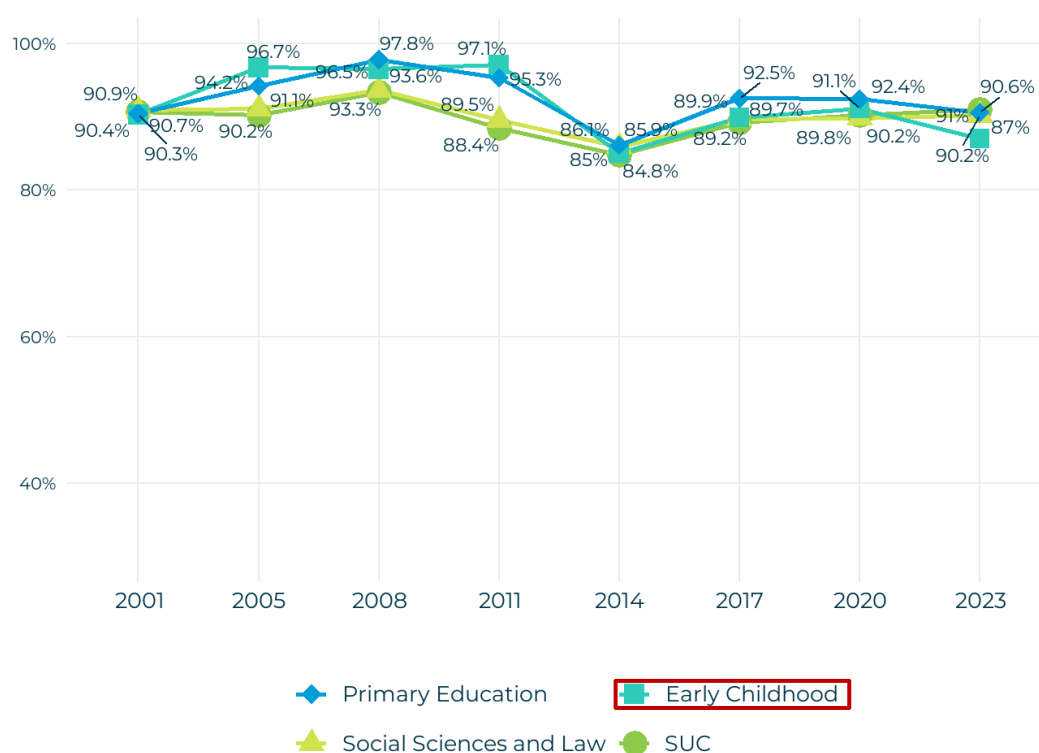
19. The data presented in this report are weighted according to stratified sampling by degree and sampling unit.

## Key indicators for employment outcomes and quality

Although degrees in the Education sector generally have good employment outcomes, there are some slight differences between them: degrees in Early Childhood Education have an employment rate that is 4 points lower than the SUC average for bachelor's degrees, while the MUFP scores 2 points higher than the average for master's degrees

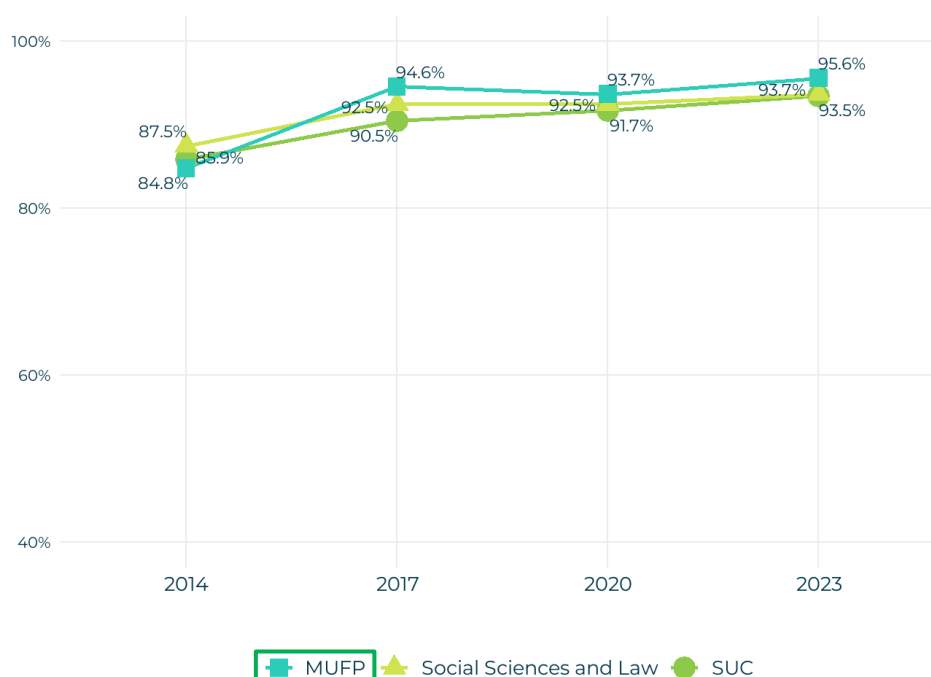
- > Regarding bachelor's degrees, the data shows that there has been no recovery in the employment rate compared to levels prior to the 2007-2008 economic crisis. At that time, the employment rate for the degrees analysed was practically 100% and exceeded that of the equivalent degrees in Social Sciences and the SUC.

Figure 16. Graduate employment rate trends in Early Childhood and Primary Education



Note: degrees with a significantly higher value than the rest of the SUC degrees in 2023 are marked with a green box, and those with a lower difference are marked with a red box.

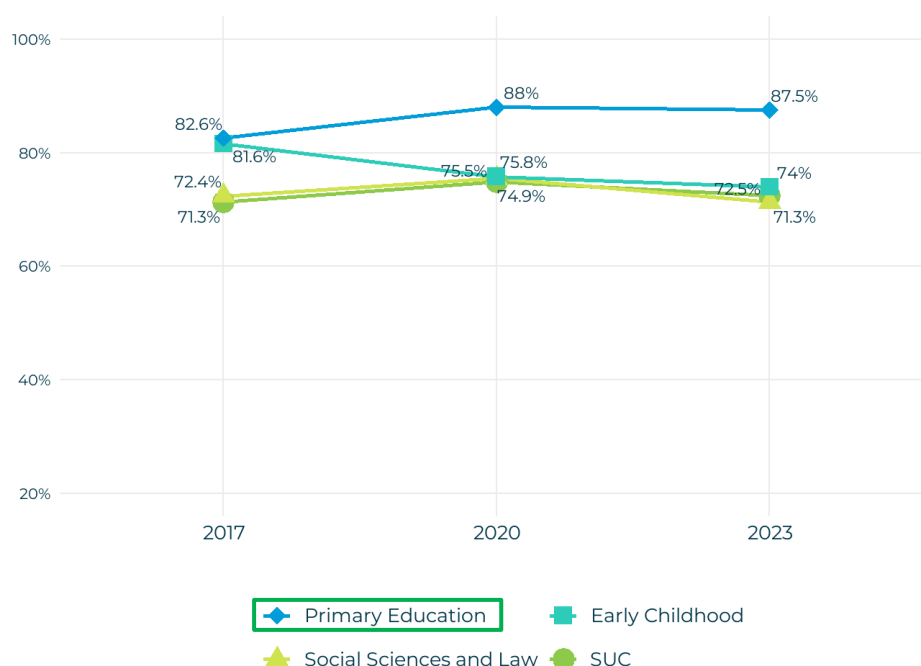
Figure 17. Employment rate trends for MUFP graduates



Note: degrees with a significantly higher value than the rest of the SUC degrees in 2023 are marked with a green box, and those with a lower difference are marked with a red box.

Graduates from Primary Education degrees and the MUFP perform tasks related to their degree at work more frequently than other SUC graduates, with a difference of about 15 percentage points

Figure 18. Trend in the percentage of graduates working in positions that relate specifically to their degree (Early Childhood and Primary Education bachelor's degrees)



Note: degrees with a significantly higher value than the rest of the SUC degrees in 2023 are marked with a green box, and those with a lower difference are marked with a red box.

Figure 19. Trend in the percentage of people working in specific job roles (MUFP)

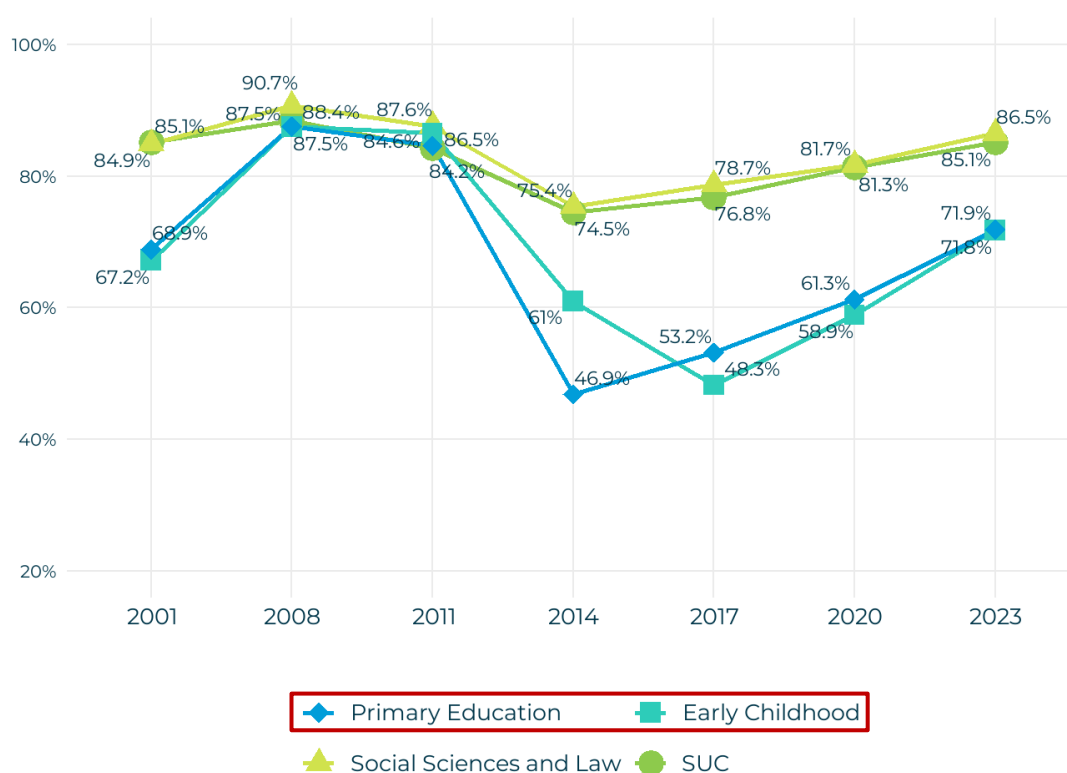


Note: degrees with a significantly higher value than the rest of the SUC degrees in 2023 are marked with a green box, and those with a lower difference are marked with a red box.

The sharp decline in public spending after the outbreak of the 2007–2008 economic crisis drastically reduced full-time and permanent hiring.<sup>20</sup> In 2023, the pre-crisis values had not yet been recovered

- > In 2023, the percentage of graduates in full-time employment from all the courses analysed was significantly lower than their counterparts from Social Sciences and SUC: more than 15 points for bachelor's degrees and 6 points for master's degrees.
- > The percentage of Bachelor's degree graduates with permanent contracts was approximately 24 points lower than for the SUC as a whole, and 23 points lower than for graduates of the MUFP..

Figure 20. Trend in the percentage of graduates with a full-time contract (bachelor's degrees in Early Childhood and Primary Education)



Note: degrees with a significantly higher value than the rest of the SUC degrees in 2023 are marked with a green box, and those with a lower difference are marked with a red box.

20. Since these degree programmes feature strongly in the public sector, they have been affected by the freeze on public sector recruitment during the peak of the economic crisis and the high percentage of temporary staff in this sector. The 2023 Employment Outcomes Survey was unable to fully capture the [stabilisation and public sector recruitment processes that took place during 2024](#).



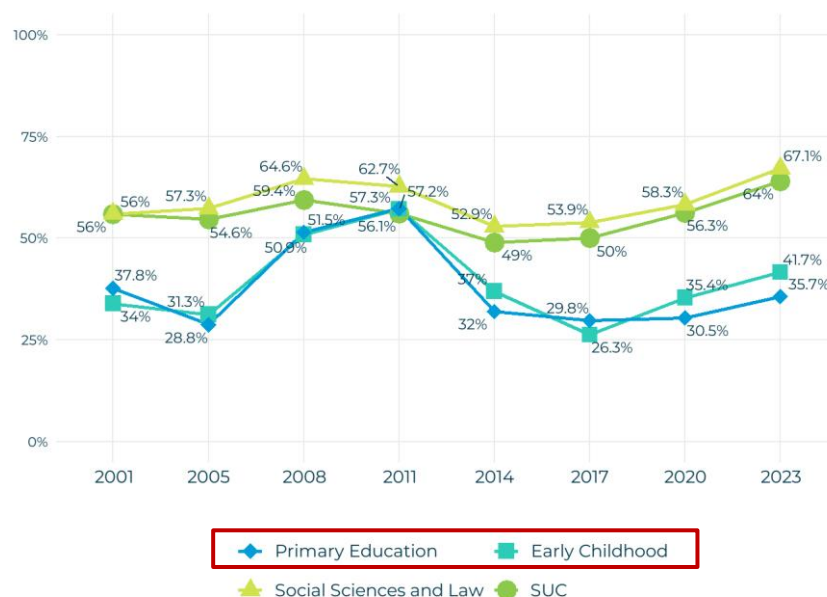
## Employability and university education in the field of Education

Figure 21. Trend in the percentage of graduates with a full-time contract (MUFP)



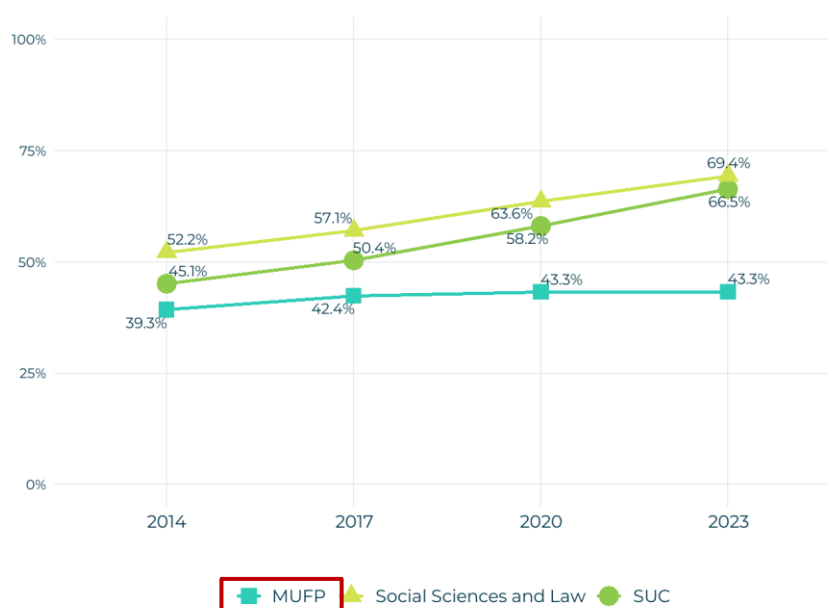
Note: degrees with a significantly higher value than the rest of the SUC degrees in 2023 are marked with a green box, and those with a lower difference are marked with a red box.

Figure 22. Trend in the percentage of graduates with a permanent contract (bachelor's degrees in Early Childhood and Primary Education)



Note: degrees with a significantly higher value than the rest of the SUC degrees in 2023 are marked with a green box, and those with a lower difference are marked with a red box.

Figure 23. Trend in the percentage of graduates with a permanent contract (MUFP)



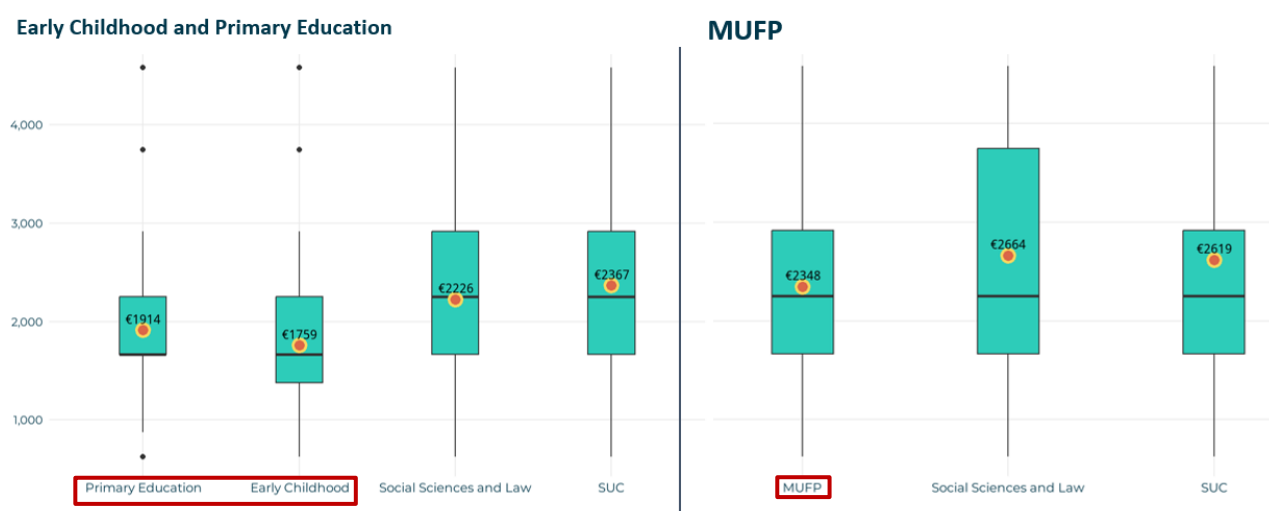
Note: degrees with a significantly higher value than the rest of the SUC degrees in 2023 are marked with a green box, and those with a lower difference are marked with a red box.

The salaries of graduates in the Education sector tend to be lower than the average salary for graduates from other SUC degrees. This difference is more pronounced in Early Childhood Education graduates

- > The salary differences between early childhood and primary education teachers and secondary school teachers lie in the old distinction between civil service salary groups by degree: diploma (group B) vs. Bachelor's degree (group A). Although the old diplomas have become four-year bachelor's degrees, the public administration has continued to make this distinction within the teaching staff.<sup>21</sup>
- > We have not included an average salary trend since the differences with the SUC average have not changed substantially in the last 20 years. However, due to inflation, all SUC graduates have been losing purchasing power compared to the beginning of the historical series.

21. See the [salary tables for non-university teaching staff of the Department of Education and Professional Training](#).

Figure 24. Breakdown of gross monthly salaries of full-time Education graduates (2023)



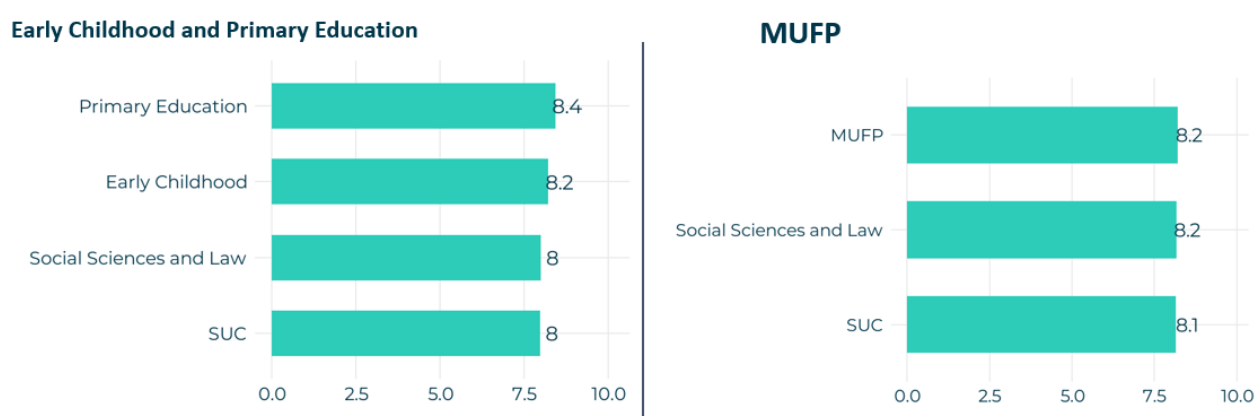
Notes:

- 1: Degrees with a significantly higher value than the rest of the SUC degrees in 2023 are marked with a green box, and those with a lower difference are marked with a red box.
- 2: The red dot represents the average monthly gross salary for each degree or group of degrees.

## Overall job satisfaction is remarkably high for all degrees in the Education sector

- > There are no significant differences in overall job satisfaction among all graduates in the field of Education and SUC.

Figure 25. Overall job satisfaction levels of graduates in the Education sector (2023)

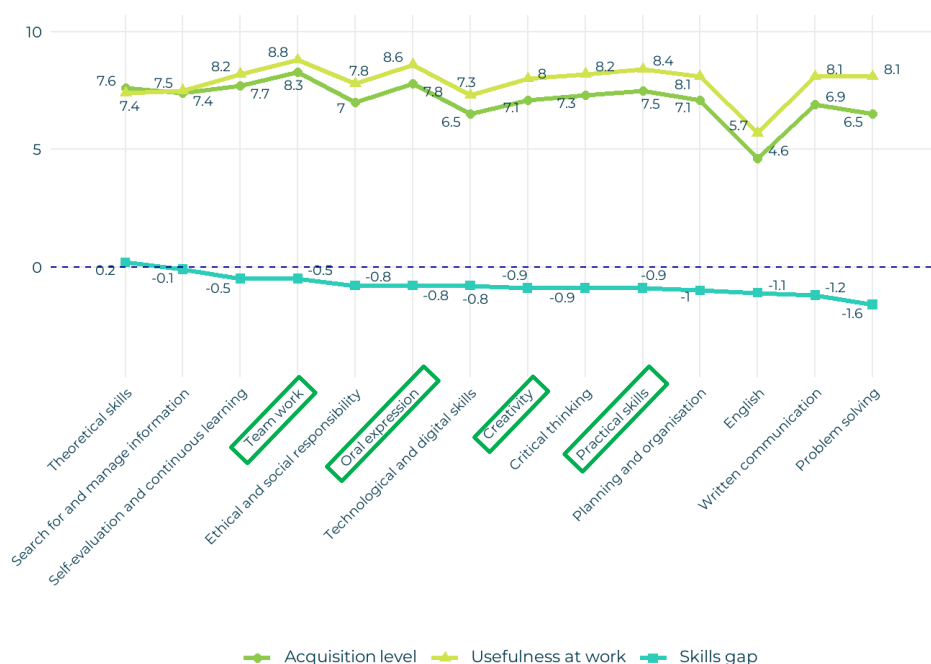


## Assessment of the acquisition of competencies and skills on the degree course and their usefulness for work

Teamwork, oral expression, creativity and practical training are the competencies that graduates in Early Childhood and Primary Education acquire at a higher level than their counterparts in the SUC

- > Early Childhood Education graduates report that there is a skills gap in problem solving, written expression and English.
- > For Primary Education, technological and digital skills are also among the areas where there is the greatest lack of training in relation to employment.
- > MUFP graduates report that they have a lower level of skill acquisition than the rest of the SUC master's degrees in terms of critical thinking, theoretical training, English and problem solving. These last two are also the ones with the highest skills gap.

Figure 26. Level of acquisition, usefulness at work and skills gap, for the bachelor's degree in Early Childhood Education (2023)



Note: the skills and competences that have a significantly higher level of acquisition than the overall SUC level are indicated with a green box and with a red box when the level is significantly lower. Skills and competencies are ordered according to their skills gap.

Figure 27. Level of acquisition, usefulness at work and skills gap, for the bachelor's degree in Primary Education (2023)



Note: the skills and competences that have a significantly higher level of acquisition than the overall SUC level are indicated with a green box and with a red box when the level is significantly lower. Skills and competencies are ordered according to their skills gap.

Figure 28. Level of acquisition, usefulness at work and skills gap, for the MUFP (2023)



Note: the skills and competences that have a significantly higher level of acquisition than the overall SUC level are indicated with a green box and with a red box when the level is significantly lower. Skills and competencies are ordered according to their training deficit.

## School opinions on the university training of Education graduates

### Scope and methodology of the school survey

This section contains the results of the third edition of the **Employer Survey**, a three-yearly survey carried out by AQU Catalunya to diagnose the opinion of companies and organisations based in Catalonia (hereinafter referred to in general as “schools”), as to whether university education responds to their needs. The ultimate aim of the study is to provide the university system with information that will enable it to assess whether the educational offer needs to be adapted to the needs of the primary and secondary schools. New to this edition of the employer survey is a question about the skills of work placement students.

The questions upon which the study is based are as follows:

- > What are the most important factors in the recruitment<sup>22</sup> of **newly qualified teaching staff**?<sup>23</sup>
- > How satisfied are schools with the education received by **newly qualified teaching staff**?
- > How satisfied are schools with the education received by **work placement students**?
- > What competencies and skills should newly qualified teaching staff improve, and which are most often worked on during work placements?

The fieldwork was carried out between May and July 2022 by means of mass emailing to the contact addresses available in the [directory of schools](#) maintained by the Government of Catalonia’s Ministry for Education and Professional Training. A preliminary selection was made from this directory based on whether the centres offered early childhood, primary, compulsory secondary education (ESO) and baccalaureate levels of study.<sup>24</sup> Each centre surveyed was asked to choose the degree (Early Childhood and Primary Education or MUFP) of the recent graduates they had hired or the student interns they had provided with work experience. If the centre offered education at early childhood, primary and secondary level, they were asked to choose just one. The following table contains the number of centres surveyed according to the educational level offered and, therefore, according to their potential to hire graduates of the bachelor’s degrees in Early Childhood and Primary Education and the MUFP, and the samples achieved in terms of the selection of degrees of the centres in the survey, the response rate and the sampling error:

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22. In this case, the question is only asked to centres that have a certain degree of autonomy when it comes to recruitment: state-subsidised or private centres, or public centres that fall under [Decree 39/2014, of 25 March](#), also known as the *staffing decree*, which regulates the procedures for defining the profile and provision of teaching posts and which [allows school management to select part of the teaching staff in line with the school’s management and centre project or to decide on their continuity](#).

23. In the study, we define *newly qualified teaching staff* as those who completed their studies in the two years prior to taking the survey and who have little or no professional experience. We limit the definition of *newly qualified teaching staff* because we want to ascertain the opinion of the employers on the **skills acquired at university**.

24. In the interests of the sample’s representativeness, a survey aimed at vocational training centres was ruled out and the assumption is that the responses from secondary schools about MUFP graduates were made in relation to their teaching work in secondary education and Sixth form.

Table 6. Number of centres surveyed, samples, response rate and sampling error according to the educational level offered (2022)

Level offered	Number of centres	Sample	Response rate	Sampling error (±)
<i>Early childhood and/or primary education</i>	2348	352	15%	4.9%
<i>Secondary education and/or Sixth form</i>	1251	247	19.7%	5.7%
<i>Total</i>	2973	421	14.2%	4.5%

Note: the reason why the population and the total sample of centres do not equal the sum of the populations and samples according to the educational level offered is because there are centres that have responded to the survey and offer both educational levels.

The results of this survey are presented below. Firstly, the characteristics of the schools that were surveyed are described. Next, we list the factors and difficulties involved in hiring staff for schools. Thirdly, the competencies of graduates that these centres believe should be improved are reported. Fourthly, there is a discussion about the competencies worked on the most during the work placement and they are compared with those that the newly qualified teaching staff should improve the most. Finally, we consider which competencies will be most relevant in the field of Education in the future are mentioned. Where possible, this section of the report compares the current results with those of the [2014](#) and [2018](#) editions.































## Characteristics of the centres surveyed

The range of schools surveyed in the third edition of the survey allow us to draw conclusions that are representative of the Catalan education system in terms of its territorial breakdown, with private and state-subsidised schools being slightly under-represented and maximum complexity<sup>25</sup> schools being slightly over-represented

The territorial breakdown by delegation or territorial service of the centres surveyed is in line, albeit with differences, with the actual breakdown of the centres, as shown in the following table. For example, there is a slight over-representation of centres in the province of Girona and the Barcelona region (excluding the city of Barcelona) and a small under-representation of centres in the province of Lleida and those belonging to the Barcelona Education Consortium:

25. We would like to thank the Indicators and Statistics Service of the Department of Education of the Government of Catalonia for sharing the data of the most complex centres in order to carry out this study.

Table 7. Real breakdown and survey breakdown of schools according to the delegation or the regional service (2022)

Delegation or regional service	Number of centres	%	Sample	% (sample)	Difference (pp)
Baix Llobregat	495	9.1% 	35	8.3% 	-0.8 
Barcelona Comarques	518	9.5% 	54	12.8% 	3.3 
Catalunya Central	485	8.9% 	48	11.4% 	2.5 
Consorci d'Educació de Barcelona	944	17.3% 	49	11.6% 	-5.7 
Girona	630	11.5% 	63	15.0% 	3.5 
Lleida	506	9.3% 	30	7.1% 	-2.2 
Maresme - Vallès Oriental	591	10.8% 	51	12.1% 	1.3 
Tarragona	504	9.2% 	34	8.1% 	-1.1 
Terres de l'Ebre	192	3.5% 	18	4.3% 	0.8 
Vallès Occidental	594	10.9% 	39	9.3% 	-1.6 

In terms of ownership, the public centres that responded to the survey account for a higher percentage of the data than they represent in the Catalan school system overall, as shown in the following table:

Table 8. Real and survey breakdown of Catalan schools according to ownership (2022)

Ownership	Real breakdown	Survey breakdown
<i>Public</i>	3,819 (70%)	360 (85.5%)
<i>Private or state-subsidised private</i>	1,640 (30%)	61 (14.5%)

Finally, in terms of the complexity of the centres according to the updated 2021 classification (GRIMALDO MORENO and LÓPEZ-IÑESTA, 2021), the primary and secondary schools with maximum complexity represent, as can be seen in the table below, 10% of the sample, 4% above the real percentage of maximum complexity schools in the Catalan school system overall:



Table 9. Real and survey breakdown of Catalan schools according to complexity (2022)

Complexity	Real breakdown	Survey breakdown
<i>With maximum complexity</i>	328 (6%)	44 (10.5%)
<i>Without maximum complexity</i>	5,132 (94%)	377 (89.5%)

## Newly qualified teaching staff recruitment

There has been a general increase in the recruitment of newly qualified teaching staff of 10 percentage points compared to the previous edition

- > The state-subsidised private or private centres that respond to the survey tend to hire more: more than nine out of ten have done so in the last three years.
- > However, public centres hire, on average, a higher number of recent graduates.

Figure 29. Trends in the recruitment of newly qualified teaching staff, according to the type of school ownership (2014-2022)

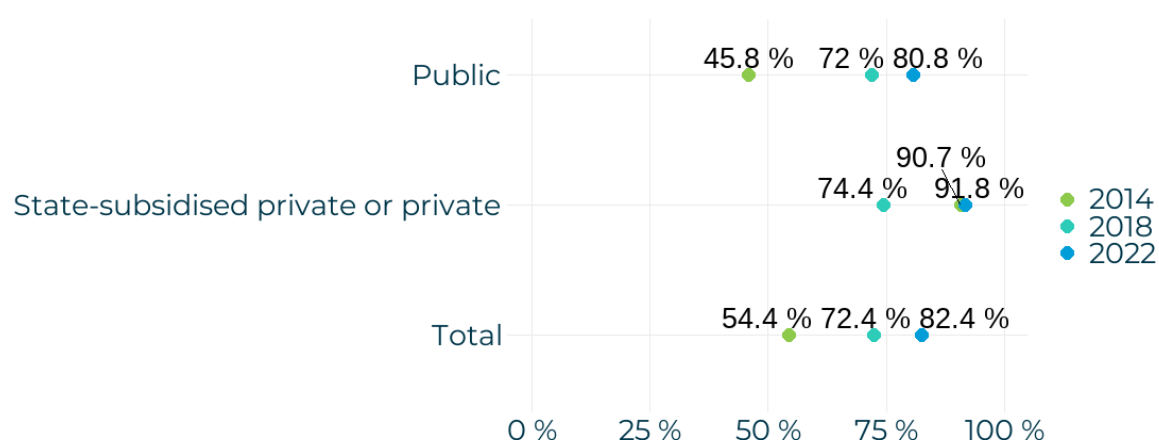


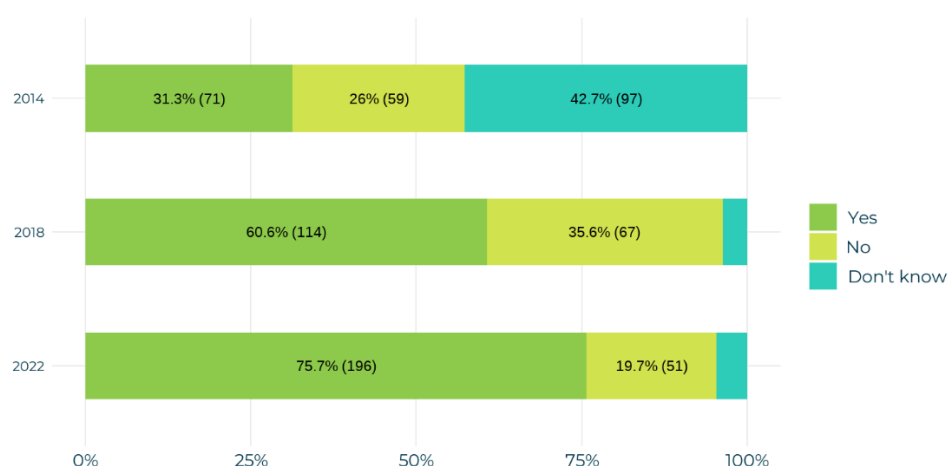
Table 10. Average number of graduates recently hired per centre,, according to the bachelor's degree of the person hired and centre ownership (2022)

Degree	Public centres	Private or state-subsidised private centres
<i>Bachelor's degree in Early Childhood or Primary Education</i>	5.3	3.8
<i>MUFP</i>	8.3	3.6
<b>Total</b>	6.2	3.7

## Factors that influence recruitment

This section looks at which factors play a more important role in the recruitment of newly qualified teaching staff by state-subsidised private or fully private schools, which have complete autonomy in terms of hiring teaching staff, and by publicly funded schools that have adhered to the staffing decree. In this regard, the number of publicly funded schools adhering to said decree is increasing, as can be seen in the following figure:

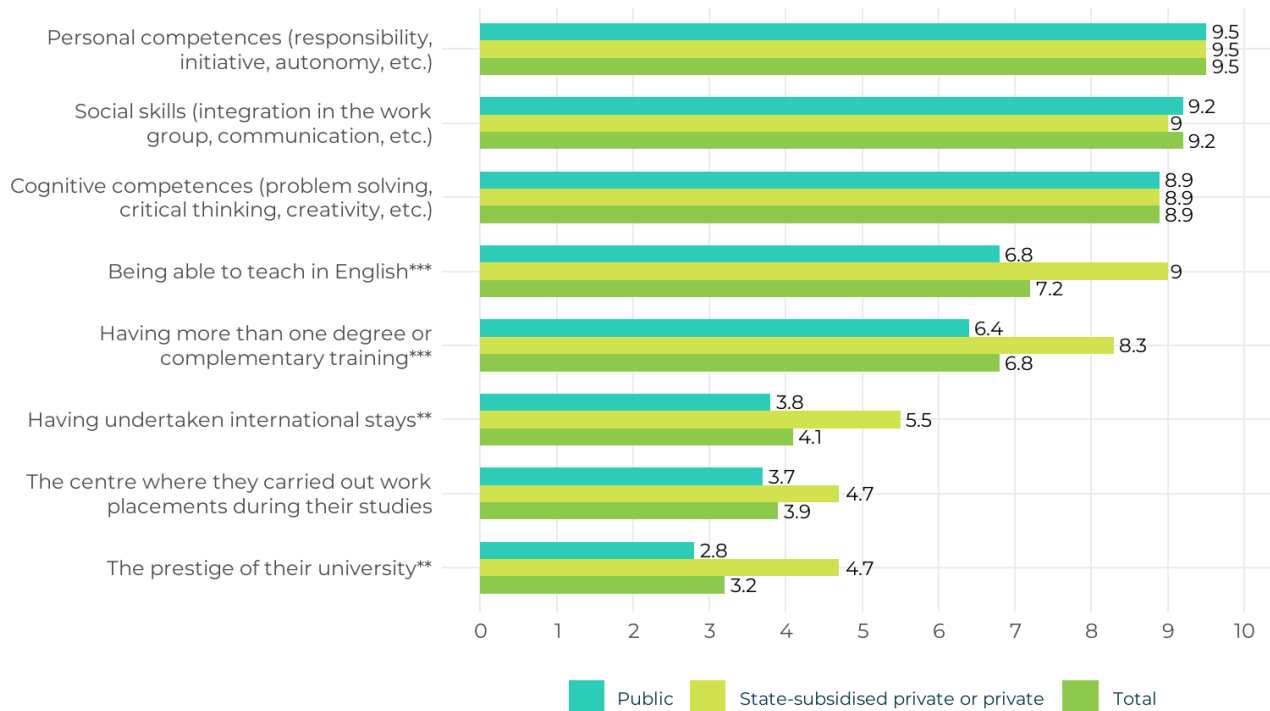
Figure 30. Percentage of public centres that have adhered to the staffing decree (2014-2022)



The most important factors in recruitment are skills and traits related to responsibility at work, teamwork and problem solving, regardless of the degree held by the candidate or the ownership of the hiring school

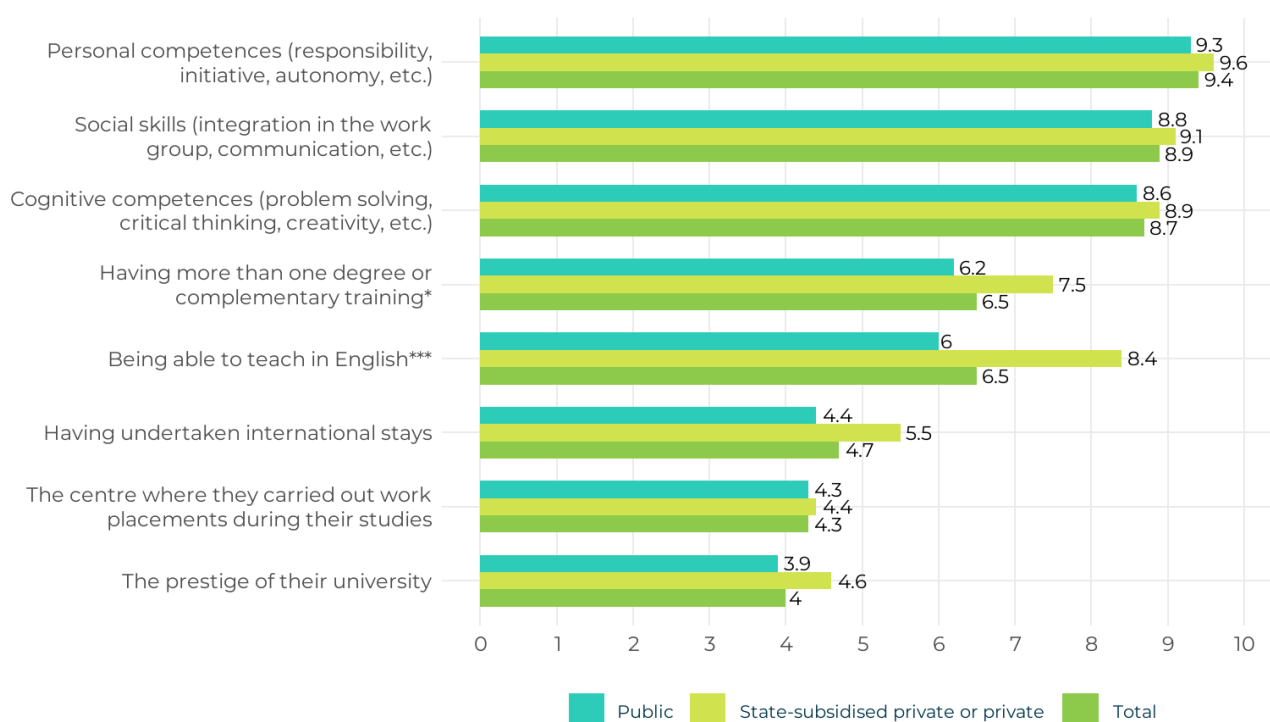
- > However, there are clear differences within the dual educational network. The following figures reveal a segmentation of the labour market in the education sector. Private state-subsidised schools place much more value on candidates being able to teach in English and on having educational accreditations in addition to their teaching qualifications.
- > As for the recruitment of early childhood and primary school teachers, the private state-subsidised network also attaches greater importance than the public network to the prestige of the university at which the candidate studied and to experience gained abroad.

Figure 31. Importance of factors in the recruitment of newly qualified teaching staff, in Early Childhood and Primary Education bachelor's degrees (2022)



Note: To determine whether the differences between centres with different ownership are significant, the Student's *t*-test was used:  $p < 0.05$  (\*),  $p < 0.005$  (\*\*),  $p < 0.001$  (\*\*\*).

**Figure 32. Importance of factors in the recruitment of newly qualified teaching staff, for the MUFP (2022)**



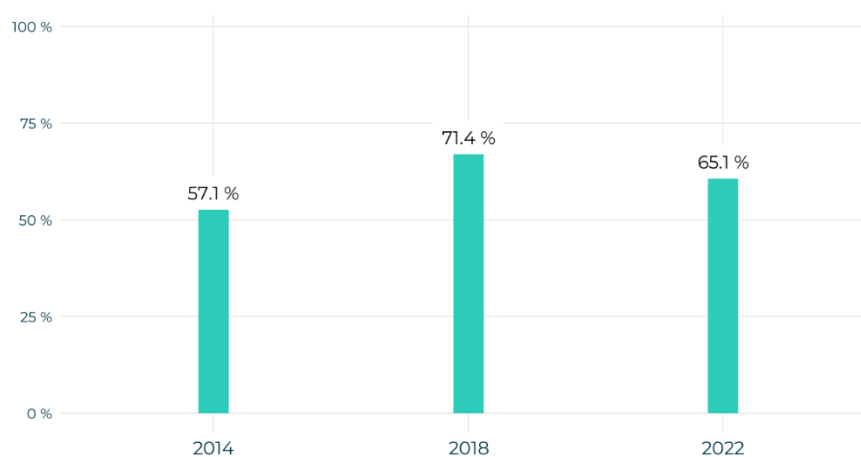
Note: To determine whether the differences between centres with different ownership are significant, the Student's *t*-test was used:  $p < 0.05$  (\*),  $p < 0.005$  (\*\*),  $p < 0.001$  (\*\*\*).

## Recruitment difficulties in private and state-subsidised private centres

**6 out of 10 private or state-subsidised private schools report difficulties in finding teaching staff that fulfil the profile required when recruiting**

- > Private and state-subsidised private schools point out that the reasons for this difficulty are mainly:
  - The difficulty of finding candidates with the necessary degrees, training and specialities (mainly English, music and the scientific, technological and mathematical fields).
  - Candidates' preference for working in the public sector.
  - The lack of candidates during the pandemic.

Figure 33. Percentage of private and state-subsidised private schools that report difficulties when hiring

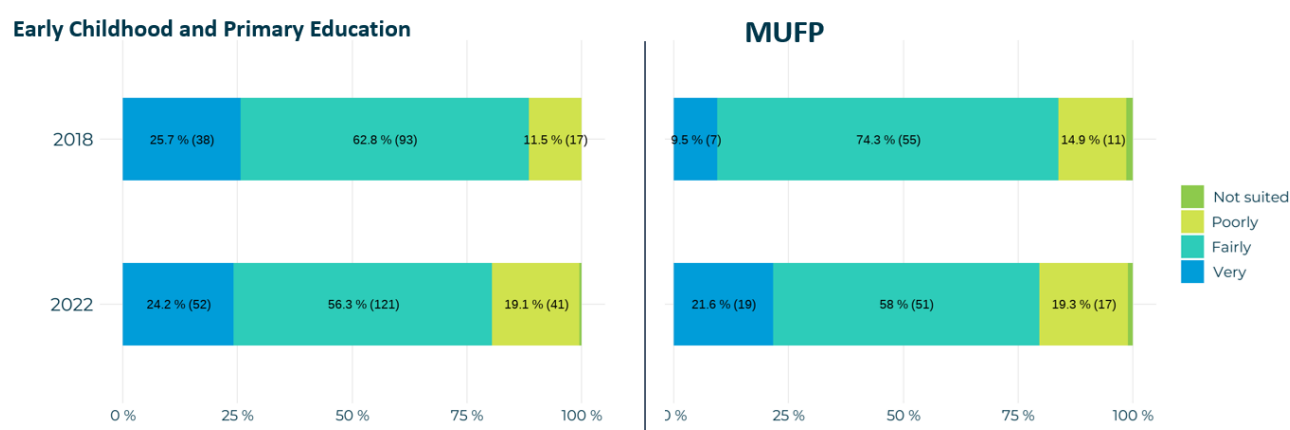


## New teaching staff suitability

### Around 8 out of 10 schools think that newly qualified teaching staff are very or fairly well suited to the needs of the workplace

- > However, for early childhood and primary education, there has been an 8% increase in the number of centres that believe that newly qualified teaching staff are poorly suited to the needs of the job.
- > In terms of the MUFP, opinions have become increasingly polarised, with an 11% increase in the number of centres who believe the graduates are very suitable, in addition to a 4% increase in the number who believe they are poorly suited.

Figure 34. Suitability of newly qualified teaching staff to the needs of the workplace, according to the degree assessed by schools (2018–2022)

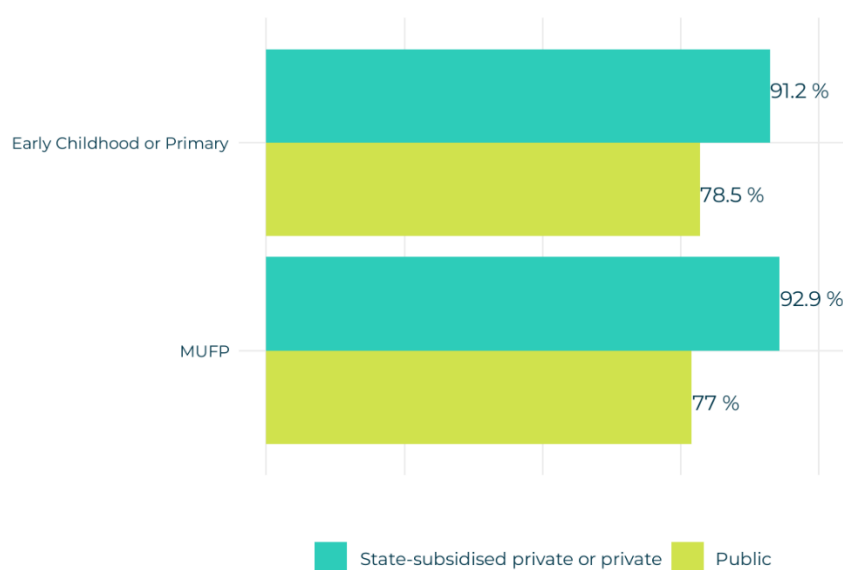


### Private and state-subsidised private schools tend to assess the suitability of new teaching staff better than the public network

- > This difference is more than 10 percentage points, regardless of the degree pursued by the newly graduated teaching staff.

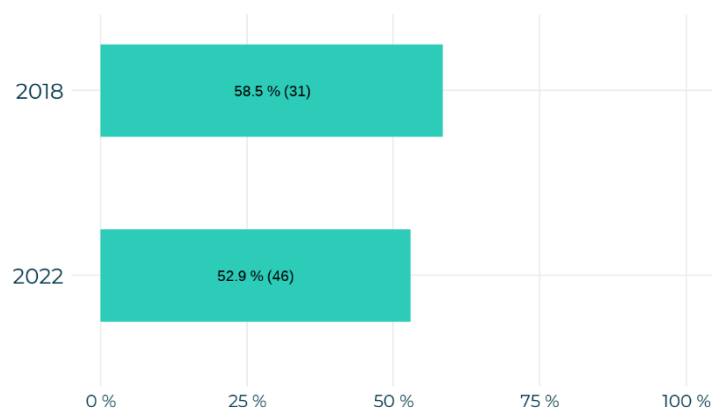
Figure 35. Percentage of schools that think newly qualified teaching staff are very or fairly well suited to the needs of the job, according to the degree held by the person hired and the type of school ownership (2022)

## Employability and university education in the field of Education



Around half of the centres surveyed consider that the MUFP sufficiently accredits teaching competence

Figure 36. Percentage of schools that feel the MUFP sufficiently accredits teaching competence (2018–2022)



Note: only centres that offer secondary school and sixth form and that have hired newly qualified teaching staff were asked.



## Competencies that recent graduates in Early Childhood and Primary Education need to improve the most

The competencies that newly qualified teachers should focus on improving the most, are classroom management and teamwork, irrespective of the school's type of ownership

- > However, classroom management is a higher training priority for publicly funded schools: almost 80% of public schools think that this skill should be improved, compared to only 51% of private state-subsidised schools.
- > Regarding the other competencies, there are differences between the two networks: four out of ten private and state-subsidised schools feel there is room for improvement in professional communication with families, almost 20 percentage points more than public schools.

Figure 37. Competencies that recent graduates in Early Childhood and Primary Education need to improve the most, according to schools (2022)

Skill	State-subsidised	
	Public	private Total
Manage the classroom: interact with the group, tutor and manage conflicts	79.8	51.5 75.2
Work in a teaching team interacting, cooperating and showing initiative	54.3	51.5 53.9
Detect situations of learning and/or socio-familial difficulties and act in these situations	43.4	39.4 42.7
Reflect critically on teaching-learning processes and make proposals for improvement and/or innovation	42.2	39.4 41.7
Assess learning outcomes by mastering assessment tools and pedagogical diagnostics	39.9	33.3 38.8
Demonstrate responsibility at work, completing tasks in due time and form	37.0	39.4 37.4
Communicate professionally with families (individual or group tutorials)	24.3	42.4 27.2
Understand and apply the school's educational project	19.7	24.2 20.4
Design and plan didactic units and educational projects (activities, timing, resources...) using appropriate didactic strategies	19.1	27.3 20.4
Work with ICT tools specific to the teaching profession	20.8	15.2 19.9
Demonstrate professional ethical behaviour	17.9	21.2 18.4
Master the curricular contents	16.2	12.1 15.5
Use documentary sources and resources related to teaching practice (scientific literature, technical reports, virtual teaching platforms...)	6.4	12.1 7.3
Design and implement the teaching activity in a virtual or hybrid way	5.2	6.1 5.3

### Notes:

1. The schools can choose between one and five competencies. Therefore, the figures in the table represent the percentage of schools that have selected a particular competency and their sum does not equal 100.
2. Competencies that have a difference in selection percentage between centres with different ownership of more than 10 percentage points are indicated with a black box.

## Competencies that recent graduates of the MUFP need to improve the most

**MUFP graduates should improve their ability to manage the classroom, work in a team, and detect learning and/or socio-family situations and act in response to these situations**

- > 37% of centres offering secondary education also believe that education that allows students to master basic psycho-pedagogical knowledge should be strengthened. This data reinforces the observation, together with figure 33, that the centres are not completely satisfied with the MUFP's pedagogical training.

Figure 38. Competencies that recent graduates of the MUFP need to improve the most, according to schools (2022)

Skill	% of centres
Manage the classroom: interacting with the group, tutoring and managing conflicts	79.8
Work in a teaching team interacting, cooperating and showing initiative	46.4
Detect situations of learning and/or socio-familial difficulties and act in these situations	39.3
Master basic psycho-pedagogical knowledge (psychological development of pupils, motivation, etc.)	36.9
Reflect critically on teaching-learning processes and make proposals for improvement and/or innovation	36.9
Assess learning outcomes by mastering assessment tools and pedagogical diagnostics	34.5
Demonstrate responsibility in work, doing the tasks in due time and form	33.3
Design and plan didactic units and educational projects (activities, timing, resources...) using appropriate didactic strategies	28.6
Communicate professionally with families (individual or group tutorials)	28.6
Demonstrate professional ethical behaviour	27.4
Master the curricular contents of the subjects related to the teaching specialisation	23.8
Working with ICT tools specific to teaching activity	15.5
Understand and apply the school's educational project	10.7
Use documentary sources and resources related to teaching practice (scientific literature, technical reports, e-learning platforms, etc.)	7.1
Design and implement the teaching activity in a virtual or hybrid way	1.2

Note: schools can choose between one and five competencies. Therefore, the figures in the table represent the percentage of schools that have selected a particular competency and their sum does not equal 100.

## Student training during the work placement and the need to improve the skills of newly qualified teaching staff

This section analyses which competencies have been worked on the most during work placement periods and compares them with those that, according to the schools, the newly qualified teaching staff should improve the most. The objective of this comparison is to detect the importance and complementarity of work placements in relation to classroom teaching and, if applicable, identify training deficiencies.<sup>26</sup>

It is also worth mentioning that the competencies and skills that the centres have had to assess do not strictly coincide with the statements published in the ministerial orders that establish the requirements for the validation of the official university degrees analysed,<sup>27</sup> which indicate the competencies that must be acquired in the modules of each degree, including the work placements. After a process of expert consultation, the statements in this analysis seek to capture the competencies and skills that are highly professional in nature, with a view to helping the educational and university community to have access to evidence that will enable them to improve the employment outcomes of recent graduates.

### Although almost 8 out of 10 schools believe that recent graduates should improve their classroom management skills, only 5 out of 10 work on this during their work placement

- > It is also surprising that, regardless of the degree, only 10% of centres work on detecting situations of learning and/or socio-family difficulties and acting in response to these situations, when four out of ten think that recent graduates should strengthen this skill.
- > The data suggests that the work placement is effective when designing and planning teaching units and educational projects: it is a skill that is worked on a lot during work placement and the vast majority of centres consider that new teaching staff do not need to improve it.
- > Teamwork continues to be a skill that needs to be improved, even though most centres work on it during the work placement.

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26. The work placement level of the students assessed by the centres is not distinguished. The assessment of the centres is done on an aggregate scale, regardless of the course in which the students they host are on.

27. These standards correspond to [Order ECI/3857/2007, of 27 December](#), regarding the bachelor's degree in Primary Education, [Order ECI/3854/2007, of 27 December](#), regarding the bachelor's degree in Early Childhood Education and [Order EDU/3498/2011, of 16 December](#), which establishes the requirements for validation of the MUFP.

Figure 39. Skills that have been worked on the most during the work placement period (in green) and those that should be improved by newly qualified teaching staff in Early Childhood and Primary Education, according to schools (2022)

	Skill Improvement	Work placement
Manage the classroom: interact with the group, tutor and manage conflicts	75.2	52.2
Work in a teaching team interacting, cooperating and showing initiative	53.9	57.0
Detect situations of learning and/or socio-familial difficulties and act in these situations	42.7	12.6
Reflect critically on teaching-learning processes and make proposals for improvement and/or innovation	41.7	28.5
Assess learning outcomes by mastering assessment tools and pedagogical diagnostics	38.8	12.1
Demonstrate responsibility at work, completing tasks in due time and form	37.4	58.9
Communicate professionally with families (individual or group tutorials)	27.2	5.8
Understand and apply the school's educational project	20.4	18.8
Design and plan didactic units and educational projects (activities, timing, resources...) using appropriate didactic strategies	20.4	52.7
Work with ICT tools specific to the teaching profession	19.9	25.1
Demonstrate professional ethical behaviour	18.4	30.0
Master the curricular contents	15.5	13.5
Use documentary sources and resources related to teaching practice (scientific literature, technical reports, virtual teaching platforms...)	7.3	8.2
Design and implement the teaching activity in a virtual or hybrid way	5.3	10.6

Figure 40. Skills most worked on during the work placement (in green) and those that newly qualified MUFP graduates most need to improve, according to schools (2022)

	Skill Improvement	Work placement
Manage the classroom: interacting with the group, tutoring and managing conflicts	79.8	59.5
Work in a teaching team interacting, cooperating and showing initiative	46.4	48.6
Detect situations of learning and/or socio-familial difficulties and act in these situations	39.3	10.8
Master basic psycho-pedagogical knowledge (psychological development of pupils, motivation, etc.)	36.9	18.9
Reflect critically on teaching-learning processes and make proposals for improvement and/or innovation	36.9	32.4
Assess learning outcomes by mastering assessment tools and pedagogical diagnostics	34.5	31.1
Demonstrate responsibility in work, doing the tasks in due time and form	33.3	40.5
Design and plan didactic units and educational projects (activities, timing, resources...) using appropriate didactic strategies	28.6	44.6
Communicate professionally with families (individual or group tutorials)	28.6	2.7
Demonstrate professional ethical behaviour	27.4	18.9
Master the curricular contents of the subjects related to the teaching specialisation	23.8	28.4
Working with ICT tools specific to teaching activity	15.5	27.0
Understand and apply the school's educational project	10.7	6.8
Use documentary sources and resources related to teaching practice (scientific literature, technical reports, e-learning platforms, etc.)	7.1	5.4
Design and implement the teaching activity in a virtual or hybrid way	1.2	14.9

## Outlook: skills that will become important in the future for teaching professions. A tentative vision

This section analyses the qualitative responses from schools in regard to their perception of the skills that will become increasingly important in the education sector in the coming years. The topics that emerged most frequently from the qualitative analysis of the schools' responses to the survey<sup>28</sup> are outlined below.










### Technological skills, digital skills and teamwork will remain crucial in the coming years

- > Attention to diversity and learning to learn skills are also emphasised, regardless of the qualifications of the teaching staff.
- > Despite this, there are some differences in the skills they envisage will be most important depending on the educational level: English stands out in early childhood and primary schools, while classroom management is emphasised in secondary schools.
- > In general, the future skills envisaged do not differ significantly from those identified as needing improvement today..

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









28. The [Mistral](#) model, a natural language model with an open code developed in Europe, was used as a support tool for the qualitative analysis of these responses.

**Figure 41. Early childhood and primary school teaching skills that will become increasingly important in the coming years, according to schools (2022)**

Topic	Frequency	Examples
Digital skills / ICT	62 	Digital skills, ICT, ICT proficiency, ICT use, new technologies
Teamwork	27 	Teamwork, cooperative work, group work, inter-level work
Attention to diversity	19 	Attention to diversity, diversity management, inclusion, diversity and/or inclusion
Learning to learn	18 	Learning to learn, learning to learn skills, learning to learn
Emotional education	18 	Emotional education, emotion management, emotional well-being, emotional management
Assessment	17 	Assessment, training assessment, educational assessment, assessment of learning processes
Communication	12 	Communication competence, effective communication, communication skills
Methodologies	11 	Globalised methodologies, active methodologies, meaningful methodologies
English language	10 	English language competence, English language proficiency, English language
Conflict management	9 	Conflict management, conflict resolution, problem solving
Innovation	8 	Educational innovation, methodological innovation, innovation projects
Coeducation	7 	Coeducation, coeducation and gender equality, coeducation
Autonomy	6 	Autonomy, personal autonomy and initiative, ability to adapt
Critical thinking	5 	Critical thinking, capacity for reflection, reflecting critically
Flexibility	4 	Flexibility, adaptability, capacity for adaptation
Responsibility	4 	Responsibility, responsibility at work, accountability and professional ethics

Note: The “Examples” column includes examples of responses from schools for each identified topic.

**Figure 42. Secondary school teaching skills that will become increasingly important in the coming years, according to schools (2022)**

Topic	Frequency	Examples
Digital skills / ICT	26 	Digital skills, ICT, ICT proficiency, ICT use, new technologies
Teamwork	22 	Teamwork, cooperative work, group work, inter-level work
Assessment	14 	Assessment, training assessment, educational assessment, assessment of learning processes
Classroom management	12 	Classroom management, classroom control, group management, people and group management
Attention to diversity	10 	Attention to diversity, diversity management, inclusion, diversity and/or inclusion
Methodologies	9 	Globalised methodologies, active methodologies, meaningful methodologies
Communicative competence	8 	Communicative competence, communication, expression
Learning to learn competence	7 	Learning to learn competence, learning to learn, Learning to learn competence
Adaptability	6 	Adaptability, knowing how to adapt to changing situations, flexibility of the curriculum
Innovation	5 	Innovation, educational innovation, curriculum design of innovative projects
Entrepreneurship	4 	Entrepreneurship, initiative and entrepreneurial spirit, capacity for innovation and adaptation to change
Psychology	4 	Psycho-pedagogical knowledge of students, adolescent psychology, learning psychology
Emotion management	4 	Emotion management, emotional management, emotional well-being, emotional involvement
Responsibility	3 	Responsibility at work, commitment and formality, motivation
Creativity	3 	Creativity, creativity and initiative, universal task design

Note: The “Examples” column includes examples of responses from schools for each identified topic.



## CONCLUSIONS

The professional training of teaching staff has long been a topic of public debate, even more so now that the [results of international standardised tests such as the PISA are being published](#). Although this report makes no claim to assess the quality of the education system, its publication aims to make an evidence-based contribution within a context characterised by a perception that there is a need to improve, among other aspects, equity, teaching practice and the initial training of teachers (GRUP IMPULSOR DE MESURES DE MILLORES EDUCATIVES, 2024). Therefore, our goal is to assist those responsible for the academic and political spheres of the university world in improving the university training of primary and secondary school teachers from the perspective of the teaching profession.

Based on the data presented in this report, several conclusions can be drawn that impact both the labour structure of the Catalan education system and university training, both in the classroom and in the workplace through the work placement programme.

Firstly, **the practical dimension of teacher training has improved**: graduates express very high levels of satisfaction with their experience during the work placement period. A marked increase in school involvement in the initial training of teachers, with particular emphasis on strengthening core skills, can also be observed. Even secondary school teachers who recently graduated from the MUFP, which achieves low overall satisfaction levels, express high levels of satisfaction with the work placement programme.

Secondly, the **low level of satisfaction among MUFP graduates**, including in regard to the acquisition of professional skills and the TFM, should be highlighted. **Schools also have a more modest opinion about the capacity of the MUFP to enable the pedagogical work** of its graduates, with only half of schools believing it manages this successfully.

As for the recruitment of newly qualified teaching staff, the data in this report points to a **segmentation of the labour market within the education sector: the candidate profile valued most highly by private and state-subsidised schools differs from that of their public counterparts**. Although traits such as responsibility at work, teamwork and the ability to solve problems continue to be the most valued aspects regardless of the type of school ownership, private state-subsidised schools tend to place more value upon the ability of candidates to teach in English or to have complementary training to the degree programme. In regard to early childhood and primary education, state-subsidised and private schools also insist on the importance of improving training in professional communication with families.

Finally, our study looked at which skills and competencies are typically associated with teaching work, and which should be most reinforced in the initial training of teaching staff. It also asked which of these competencies are most focused on during work placement periods. Firstly, **the competencies most in need of improvement are those that are difficult to acquire outside of professional practice and accumulated experience**, such as classroom management, teamwork, and the detection of learning and/or socio-family difficulties and how to act in these situations. Although both universities and schools make significant efforts to offer quality training to future teachers, not all indicate that they worked on these competencies during the work placement.

Notably, **eight out of ten schools believe that training in classroom management is insufficient, yet only half focus on it during the work placement period.** This issue becomes even more apparent when it comes to **detecting learning difficulties: only one in ten schools actively works on this area, while four out of ten believe it needs to be improved.**

## DATA SHEET

### Technical information from the Survey of Catalan Schools in regard to the Employability of Recent Graduates in the Education Sector (2022)

<b>Population</b>	All schools in Catalonia where studies in early childhood, primary, compulsory secondary and/or sixth form education are taught, and which hire recent graduates of bachelor's degrees in Early Childhood and Primary Education and the MUFP.
<b>Sampling frame</b>	<a href="#">Directory of schools in Catalonia</a> (2022 data).
<b>Survey type</b>	Online. Software used: SurveyMonkey
<b>Average time taken</b>	7' 33"

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