



ACPUA

AGENCIA DE CALIDAD Y PROSPECTIVA
UNIVERSITARIA DE ARAGÓN

THEMATIC ANALYSIS - THEMATIC ANALYSIS

**FINAL REPORT: LABOUR MARKET INSERTION OF UNDERGRADUATE GRADUATES
FROM THE UNIVERSITY SYSTEM OF ARAGON. 2016-2017 COHORT**

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ACPUA learns" series

Volume X



Final report: Labour market insertion of undergraduate graduates of the University System of Aragon. Cohort 2016-2017.

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Criterion 3.4 of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) requires agencies to carry out thematic analyses, with the following standard: "Agencies should regularly publish reports describing and analysing the overall findings of their external quality assurance activities".



ACPUA learns" series
Volume X



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1. PRESENTATION

This report publishes the second edition of the study on the Labour Market Insertion of Undergraduate Graduates of the University System of Aragon (SUA), thus complying with the Framework Agreement between the Government of Aragon, the Aragon Agency for Quality Assurance and Strategic Foresight in Higher Education (ACPUA), the Aragonese Institute of Statistics (IAEST), the University of Zaragoza, the San Jorge University and the Social Council of the University of Zaragoza, to promote and carry out a periodic survey aimed at assessing and analysing the labour market insertion of university graduates of the University System of Aragon, dated 21 October 2015, and the two subsequent addenda of 20 July 2017 and 4 December 2018 respectively.

The report includes the results of the second survey of graduates, corresponding to the cohort¹ 2016-2017, 4 years after the completion of their degree studies. This is a continuation of the study carried out in 2018 on the 2013-2014 cohort, which culminated in the publication of the "Preview of results" presented by the ACPUA in June 2018 (document available on the ACPUA website: <https://acpua.aragon.es/es/insercion-laboral-de-egresados>).

The aim of this study is to provide Aragonese society as a whole with contrasted and as accurate information as possible on the labour market insertion of Aragon University System graduates.

The study allows us to approach the transition process from university to the labour market of the graduate population of a given cohort, collecting the opinions of the graduates with respect to their own labour market insertion, their qualifications for employment and the usefulness of their university education.

It is hoped that this information will be of interest to students and teaching staff and, of course, that it will be useful for decision-makers in the regional administration and university institutions in Aragon.

The ACPUA has carried out the bidding process for the survey fieldwork, as well as the analysis and evaluation of the indicators and results obtained. The volume of data provided by the surveys has been processed and exploited by the IAEST. However, this study is the result of the cooperation of the Social Council of the University of Zaragoza, which has promoted and coordinated the meetings of the working group, the Directorate General for Universities of the Government of Aragon and, of course, the two Aragonese universities: the University of Zaragoza and San Jorge University.

To all of them our thanks.

We hope to be able to continue the study by extending it to successive cohorts.

With the publication of this report, the ACPUA fulfils the objective associated with the development of graduate integration studies, within the strategic line L4 (Strategic Plan 2019-2022). It also contributes to the fulfilment of SDG4 "Quality Education" of the 2030 Agenda.

¹ By cohort we mean students who completed their studies in the above-mentioned academic year.

2. SURVEY METHODOLOGY

The aim of the survey is to assess and analyse the labour market outcomes of undergraduate graduates in the University System of Aragon. To do this, the survey is carried out on the undergraduate students of a given cohort, four years after graduation.

In this case, the survey is addressed to students in the 2016-2017 cohort.

The survey provides information on:

- Profile of graduates
- Labour market transition trajectories:
 - The characteristics of work during studies
 - The first job placement after graduation
 - The importance of lifelong learning
 - The current employment situation
- The characteristics of the occupation:
 - Working conditions (sector, size of the company, dedication, contract, income...)
 - Matching work and training
 - Duties performed
 - Labour mobility
 - Job satisfaction
- Satisfaction with the training and the institution

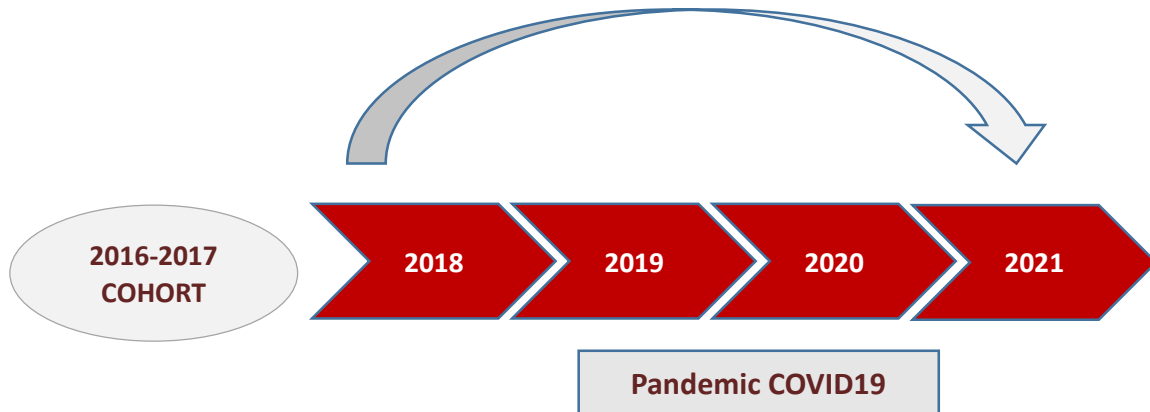
Annex I contains the technical file of the survey, which shows the main variables studied, the level of disaggregation of the information, the reference period, the population universe and the sample obtained, as well as data regarding the type of sampling, confidence level and margin of error.

Annex II contains the list of Bachelor's degree programmes that had graduates in the 2016-2017 academic year and that participated in the survey, grouped by fields of study according to the ISCED standard (*International Standard Classification of Education* -International Standard Classification of Education- in UNESCO's classification structure). It should be noted at this point that, in the 2016-2017 cohort, the results obtained in the survey are offered grouping the degrees by fields to one digit of ISCED code, instead of the two digits of the previous study (carried out on the 2013-2014 cohort), a matter due to insufficient sample sizes that prevent a greater disaggregation of the results from being carried out.

If we compare the degree programmes included in the survey on the 2016-2017 cohort with those included in the survey on the 2013-2014 cohort, it is worth noting the incorporation of the Degrees in Veterinary Medicine, Odontology and Medicine. These degrees, of longer duration than the rest of the Degrees, did not yet have graduates in the 2013-2014 academic year and therefore could not be included at the time. In the case of the Degree in Industrial Organisation Engineering, the



study of the 2013-2014 cohort only included graduates from the Polytechnic University School of La Almunia de Doña Godina (EUPLA), while the 2016-2017 cohort also includes data from the Zaragoza University Defence Centre (CUD); this is due to the fact that the Defence profile of this degree is developed over 5 academic years to adapt to the specificities of the military training that its students undertake at the same time.



The follow-up period of the cohort has been extended from the previous study due to the impact of the COVID 19 pandemic on the overall employment context, and finally results are presented four and a half years after discharge.

The telephone survey continued to be used as the most appropriate method due to its reliability and ductility in obtaining multiple information. The survey was carried out from 31 March to 27 May 2022.

Annex III includes the questionnaire used in the survey; this questionnaire has been improved with respect to the one used in the previous study, adding a new question aimed at finding out whether the graduate would recommend the University where he/she studied. Likewise, in some questions the response options have been extended, as for example in question 16 where the possible reasons that make it difficult to find a job are explained, or in question 4 regarding the ways of accessing employment where *self-candidacy* has been introduced. In the options for type of contract, the figure of *Internal/resident health personnel* has been included. In general, the answers to some of the questions have been reformulated for a better understanding and subsequent coding.

Once the surveys have been carried out, the data obtained have been processed and exploited by the IAEST. The IAEST will publish the results obtained (in Excel format) on its website, disaggregating the information by sex, University and ISCED¹ groupings, with a view to offering the most complete information possible.

The ACPUA has prepared this report based on the results obtained by the IAEST, carrying out an analysis and assessment of the information and indicators obtained.

In order to offer an overview of the situation of SUA graduates in the national context, data from the Ministry of Universities and the Integrated University Information System (SIIU) have been analysed, through its University Student Statistics and its University Graduate Labour Market Insertion Statistics, the latter derived from the collaboration of the Ministry of Universities and

the General Treasury of the Social Security. The latter statistic offers information on the employment pathways of university graduates who have taken an official degree in Spain, and who are affiliated to the Social Security and registered during some day in the month of March of each year following graduation.

Another source of information used to ascertain the employment situation has been the Economically Active Population Survey and the Living Conditions Survey of the National Statistics Institute.



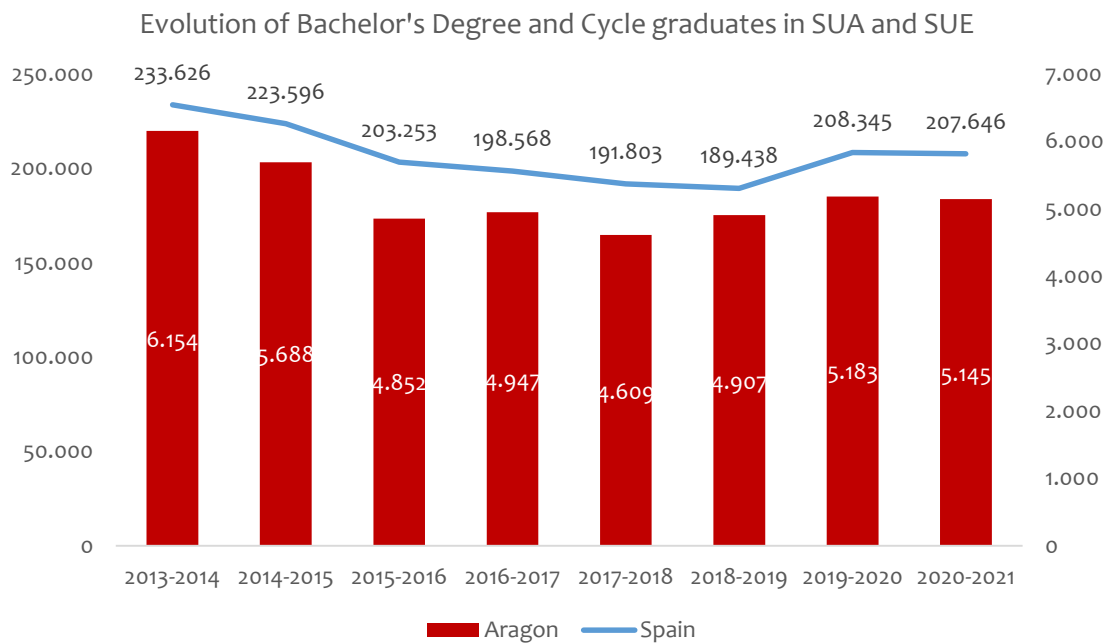
3. OVERVIEW OF GRADUATES IN THE ARAGONESE UNIVERSITY SYSTEM

In order to contextualise the results of the survey on graduate labour market outcomes, the following is a brief description of some data to understand the evolution and current situation of the Aragonese University System.

3.1. The graduate population of the Aragonese University System: evolution and current situation

What is the evolution of graduates in the Aragonese University System? The statistics offered by the Integrated University Information System² show an x-ray of the main data and allow comparison with the Spanish University System as a whole.

In recent years, the number of undergraduate graduates in the *University System of Aragon*³ has stabilised. Its evolution in the period 2014-2021 follows the trend of the *Spanish University System* as a whole⁴, as shown in the following graph.



Source: Ministry of Universities and SIIU - Student Statistics. Prepared by the authors.

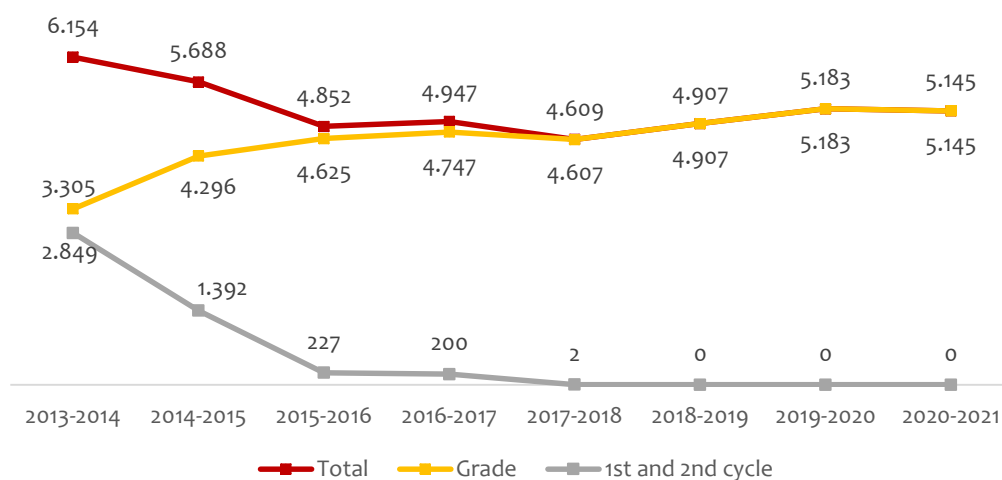
² Hereinafter referred to as SIIU.

³ Hereinafter referred to as SUA.

⁴ Hereinafter referred to as SUE.

The following graph shows the SUA graduation data, differentiating between graduates of 1st and 2nd cycle degrees and those of Bachelor's degrees. It should be borne in mind that the implementation of the new Bachelor's Degrees, according to Royal Decree 1393/2007, of 29 October, which establishes the organisation of official university education, was gradual. Thus, in the 2013-2014 academic year, it can be seen that the graduation data corresponds to students of 1st and 2nd Cycle degrees and Bachelor's degree students. Gradually, it can be seen how the number of graduates from previous degree programmes declined and it is from the academic year 2016-2017 when almost all the students who completed their studies corresponded to Bachelor's degree students.

Evolution of Bachelor's Degree and Cycle graduates Aragón



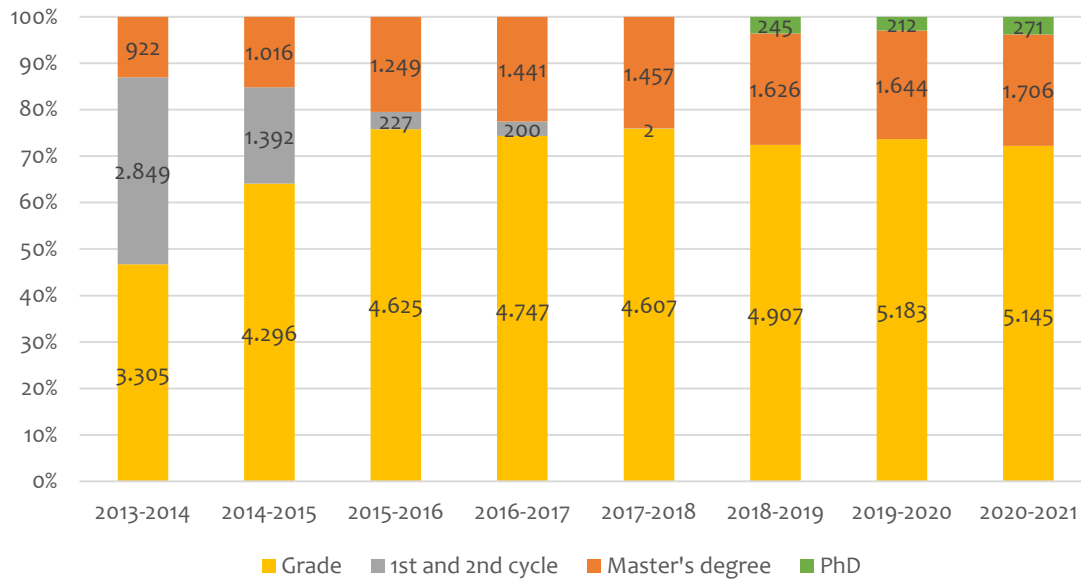
Source: Ministry of Universities and SIU - Student Statistics. Prepared by the authors.

If we now look at the evolution of the number of SUA graduates by academic level, we see that once again the gradual disappearance of graduates from the cycle degrees is reflected, and the consequent implementation of the three levels of studies (Bachelor's, Master's and Doctorate) of the new organisation of studies established by the aforementioned RD 1393/2007. The most significant growth can be seen in the Master's level, once its offer has been completed, where the volume of graduates has almost doubled in the period 2014-2021, representing almost a quarter of the total number of SUA graduates since the academic year 2016-2017.

In the last three academic years there has been stability in the number of graduates, at the three levels of education, associated with the aforementioned stabilisation of the offer of degrees within the SUA.



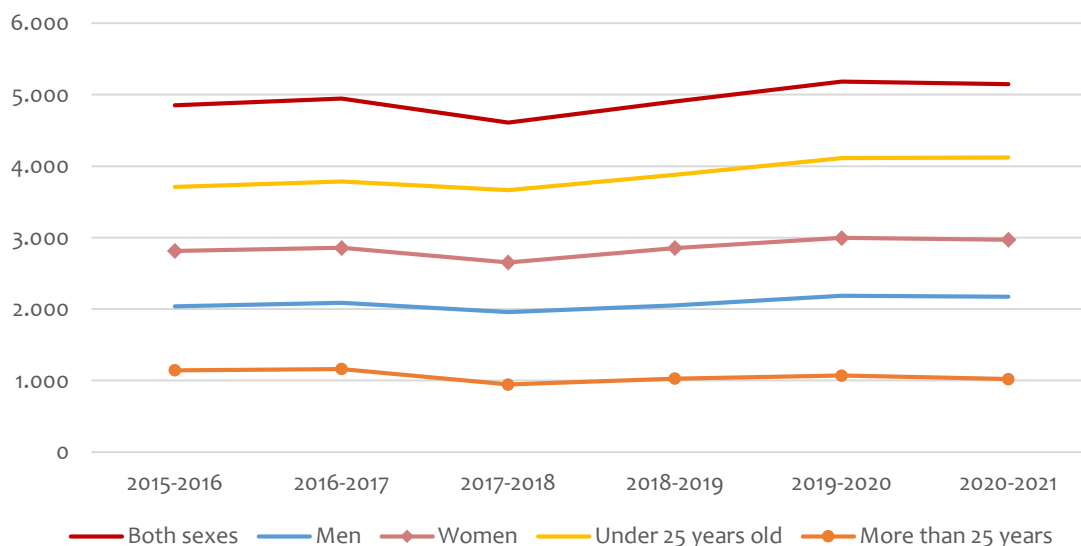
Evolution of SUA graduates by academic level



Source: Ministry of Universities and SIU - Student Statistics. Prepared by the authors.

Below are some characteristics relating to the profile of undergraduate graduates. Analysing the data by sex and age group, it can be seen that in the last five years the profile of graduates has not changed, with a predominance of women and those under 25 years of age, a general trend in the Spanish University System as a whole.

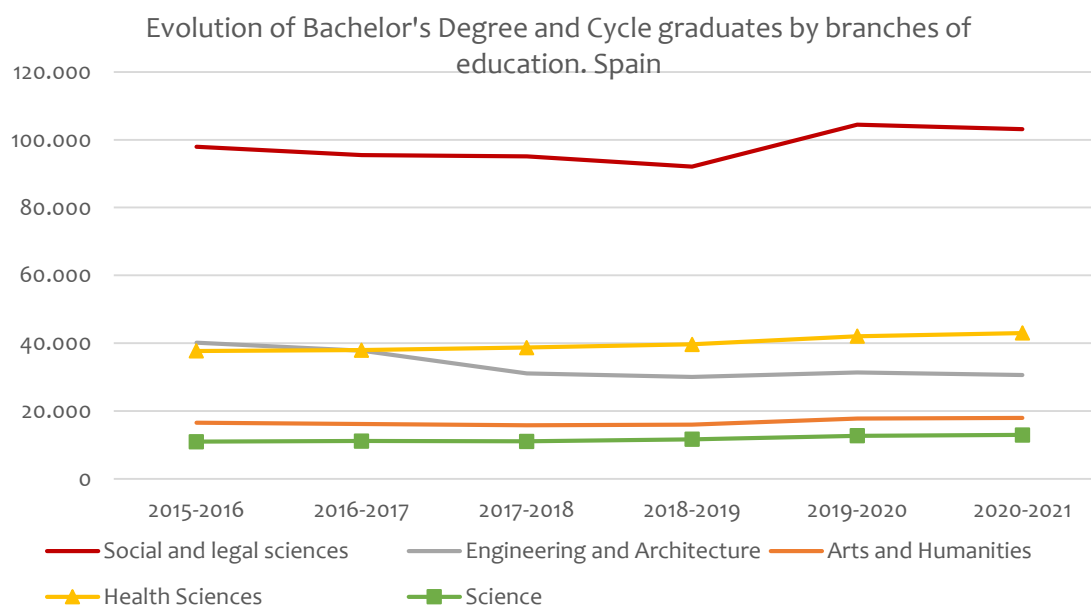
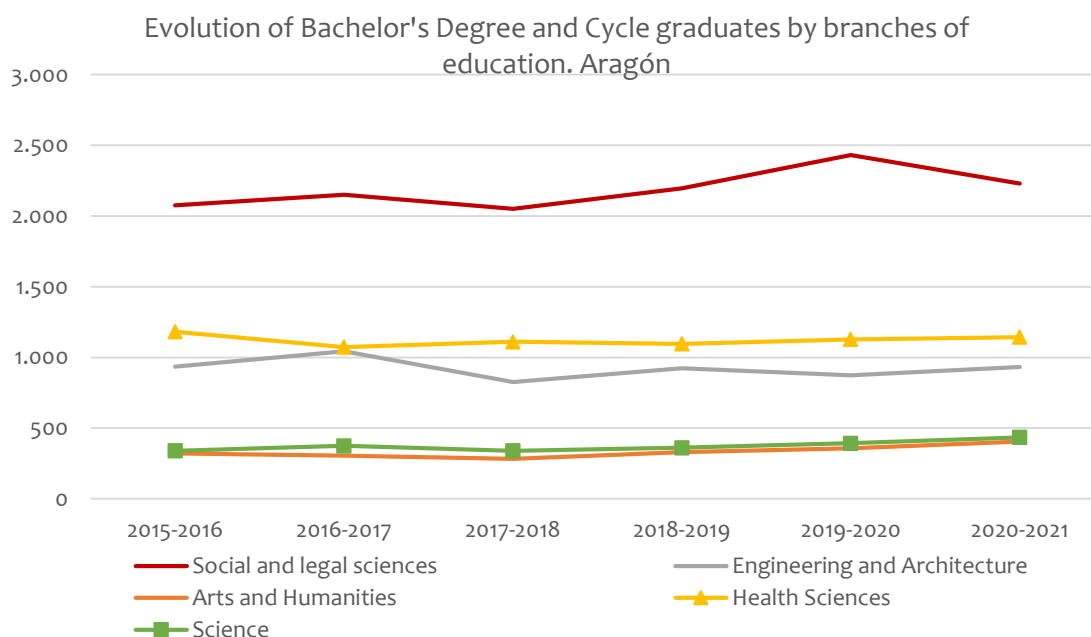
Evolution of SUA undergraduate and graduate students by sex and age group



Source: Ministry of Universities and SIU - Student Statistics. Prepared by the authors.

However, the gender distribution varies by age bracket: the percentage of women is higher than that of men in the most extreme brackets (under 25 and over 40). Between the ages of 25 and 40, the percentages are closer.

The evolution of the number of SUA undergraduate graduates by branch of knowledge, shown in the following graph, presents practically constant values over time, with the highest number of graduates corresponding to the branch of Social and Legal Sciences. The same comments can be applied to the SUE, whose graph is shown below.



Source: Ministry of Universities and SIU - Student Statistics. Prepared by the authors.

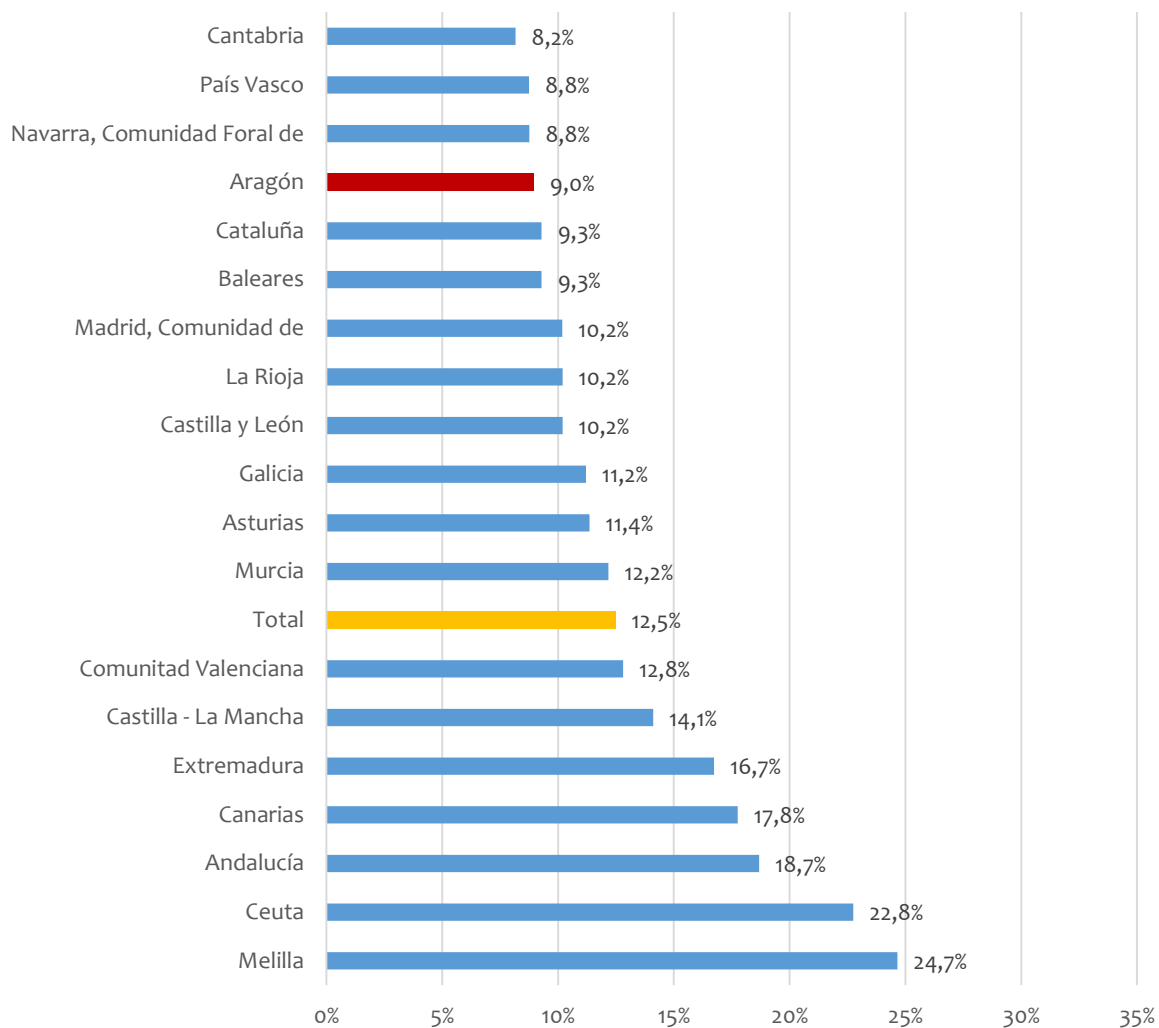


3.2. The employment situation of university graduates

According to data from the Economically Active Population Survey (EPA), produced by the National Statistics Institute (INE), referring to the second quarter of 2022 - the period in which the graduate survey was carried out - the following data are of interest.

The employment indicators for the Autonomous Community of Aragon show better results than the national average. The unemployment rate stands at 9.0%, three and a half points below the national average (12.5%), making Aragon the fourth region with the lowest unemployment rate in that quarter.

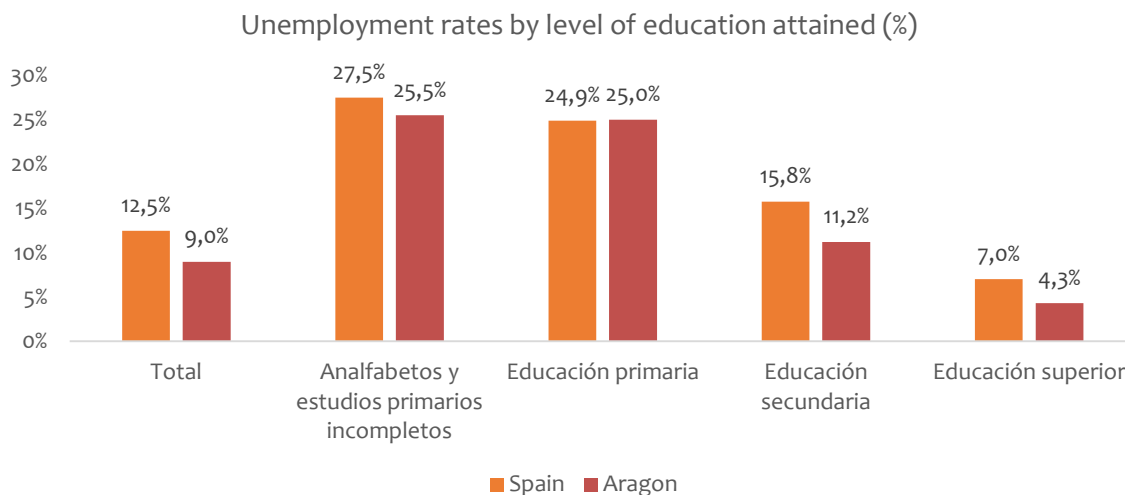
Unemployment rate by Autonomous Regions (%) -2nd quarter 2022



Source: National Statistics Institute - EPA (2Q2022). Prepared by the authors.

The Economically Active Population Survey data broken down by level of education show that the unemployment rate is inversely proportional to the level of education attained in both Spain and Aragon. The highest value of the unemployment rate corresponds to people who have not completed their primary education, in Aragon it amounts to 25.5%, and goes down to 4.3%, the minimum value for the group of people with higher education. Likewise, it can be seen how the

differences between the unemployment rates for Spain as a whole and the Autonomous Community of Aragon increase for the population with secondary and higher education.



Source: National Statistics Institute - EPA (2Q2022). Prepared by the authors.

If we focus on the population with higher education, the employment rate in Spain is 93% and increases to 95.7% in the Autonomous Community of Aragon. Consequently, for this population group, unemployment rates fall in both Spain and Aragon, being 7% and 4.3% respectively.

Population with higher education -2Q2022

Unit: Thousands of persons and rates in %

	Active population		Unemployment		Occupancy rate
	population	Employed	Unemployed	rate	
National	10.141,7	9.429,5	712,2	7,0	93,0
Aragon	285,1	272,8	12,3	4,3	95,7

Source: Prepared by the authors with data from the second quarter of 2022 from the EPA (INE).

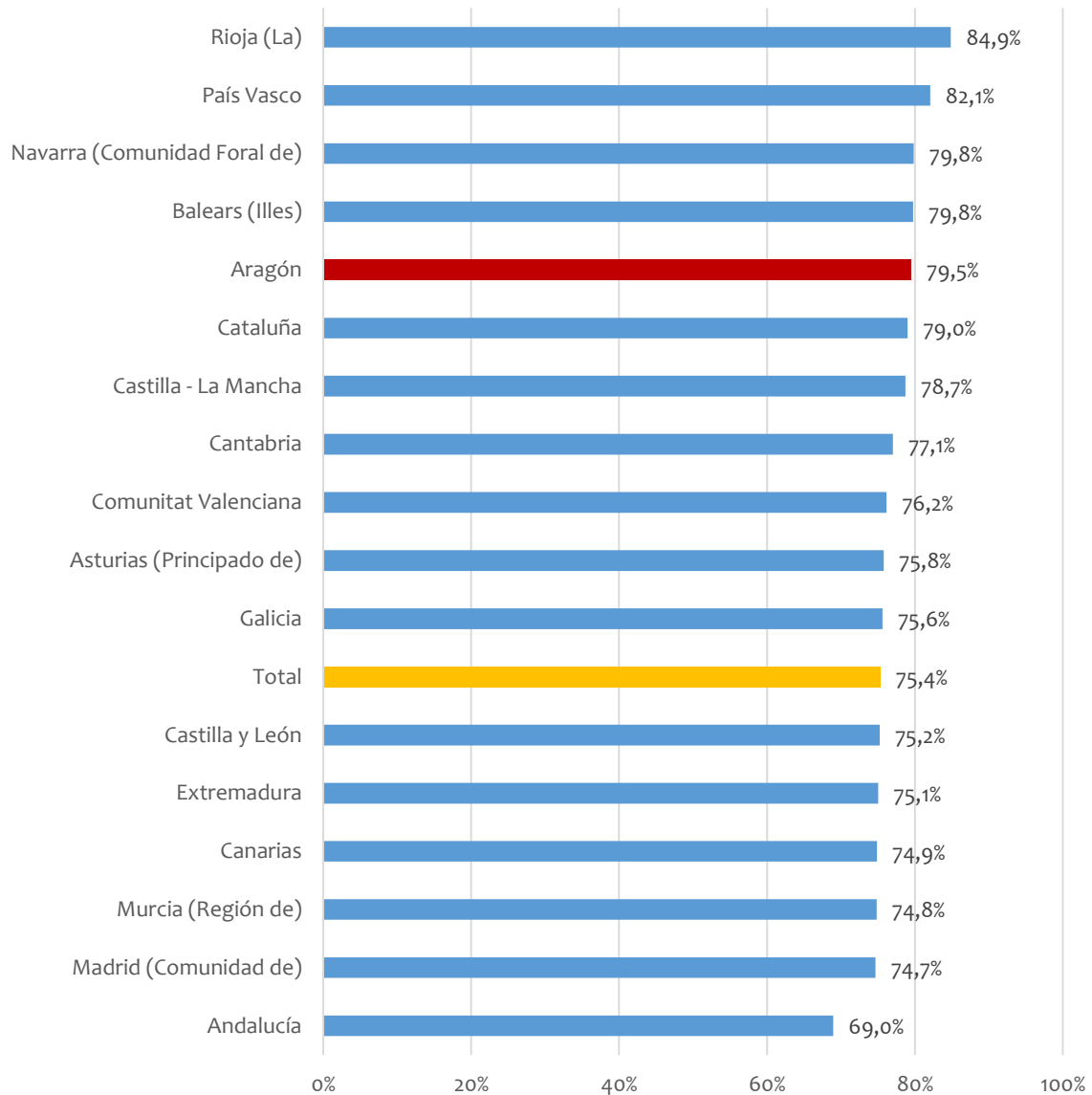
Another source of information on university employment, derived from the collaboration between the Ministry of Universities and the General Treasury of the Social Security, is the statistics on the Labour Market Insertion of University Graduates. The analysis, based on data from the SIIU and the General Treasury of the Social Security, offers, specifically, information on the employment pathways of university graduates who have taken an official degree in Spain and who are affiliated to the Social Security and registered during some day in the month of March of each year following graduation.

The latest available data, which serve as a reference for our study, correspond to the situation of the 2015-2016 cohort four years after graduation (reference period 2020).

As the following graph shows, for the SUE as a whole, 75.4% of degree and cycle graduates were registered with Social Security. The enrolment rate for graduates from Aragon stands at 79.5%, more than four points above the national average and only a few tenths below the enrolment rate in the Community of Navarre, which is in third position.



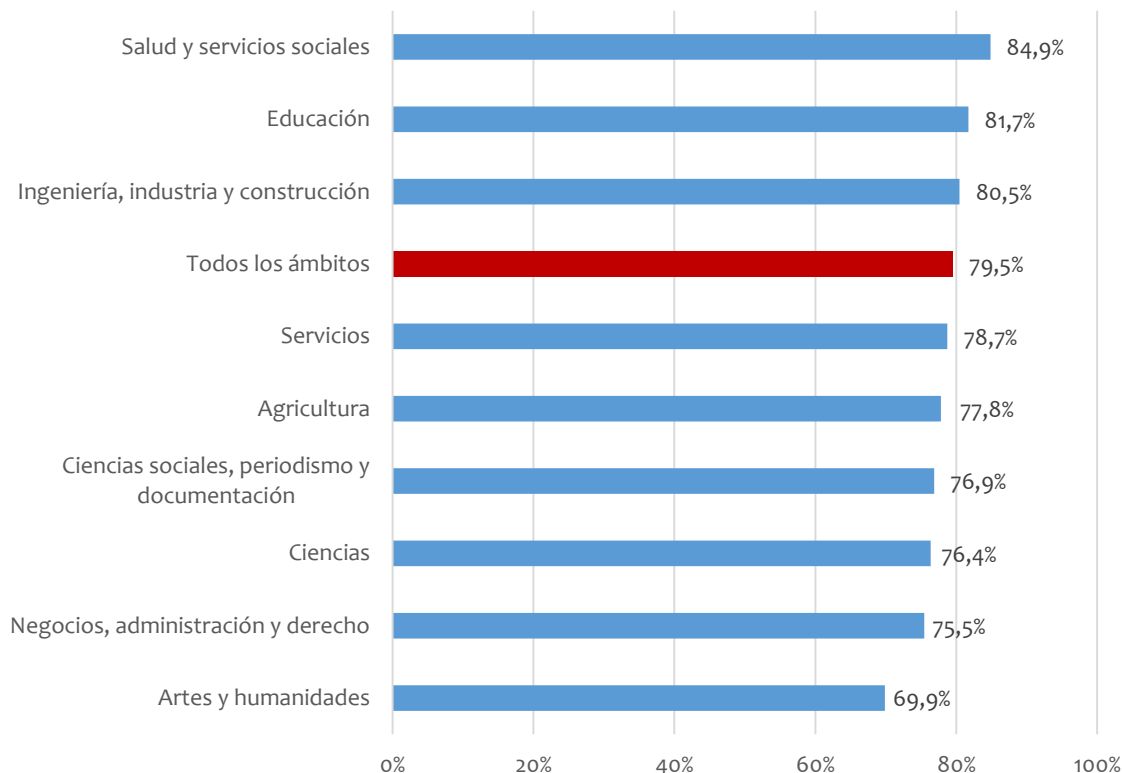
Social Security affiliation rate of graduates of Degree and Cycle 2015-2016 at 4 years (%)



Source: Ministry of Universities and SIIU - University Graduates Labour Market Insertion Statistics. Prepared by the authors.

If we analyse the enrolment rates by fields of study in Aragón, we observe a difference of 15 percentage points between the enrolment rates of graduates in Health and Social Services (84.9%) and those in Arts and Humanities (69.9%).

Social Security affiliation rate of undergraduate and postgraduate graduates in the 2015-2016 academic year at 4 years by field of study in Aragon (%)

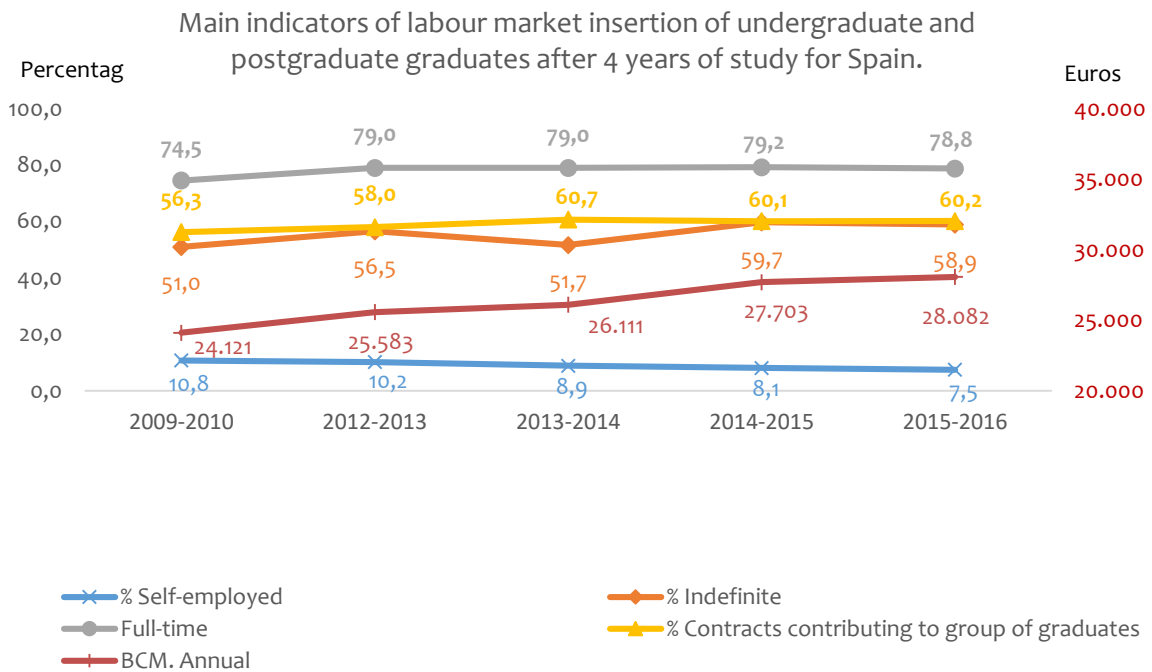
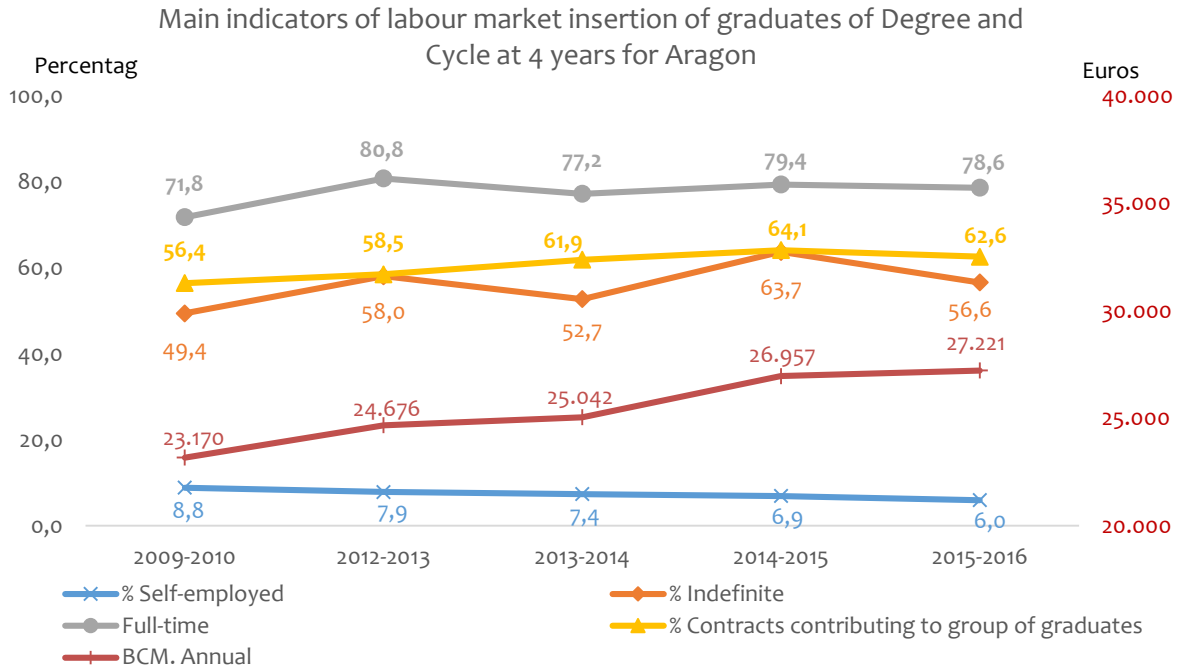


Source: Ministry of Universities and SIIU - University Graduates Labour Market Insertion Statistics. Prepared by the authors.

The following graphs show the evolution of the main indicators obtained from the affiliation data of graduates: the percentage of self-employed, the type of contract (temporary or permanent) and the working day (full-time or part-time), as well as the contribution group and the contribution base (as an approximation to the concept of gross annual salary).

The available history includes the cohorts corresponding to the academic years 2009-10 to 2015-16. The point of reference is the situation of these cohorts four years after graduation. The information is presented in two graphs, the first relating to the SUA and the second to the SUE, to allow comparison of these indicators, which show a similar evolution in both systems.

For example, if we look at the percentage of self-employed workers, in both graphs it is very low, with a reduction being observed in the different cohorts analysed in both the SUE and the SUA. The average annual contribution base (BCM) has increased steadily, although the data for the 2015-16 cohort for the year 2020 show a certain slowdown in employment stability compared to the situation in the previous cohort.

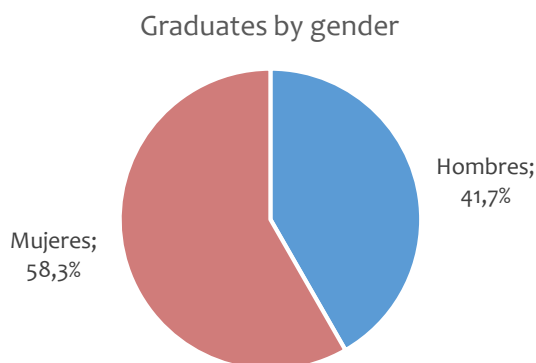


Source: Ministry of Universities and SIU - University Graduates Labour Market Insertion Statistics. Prepared by the authors.

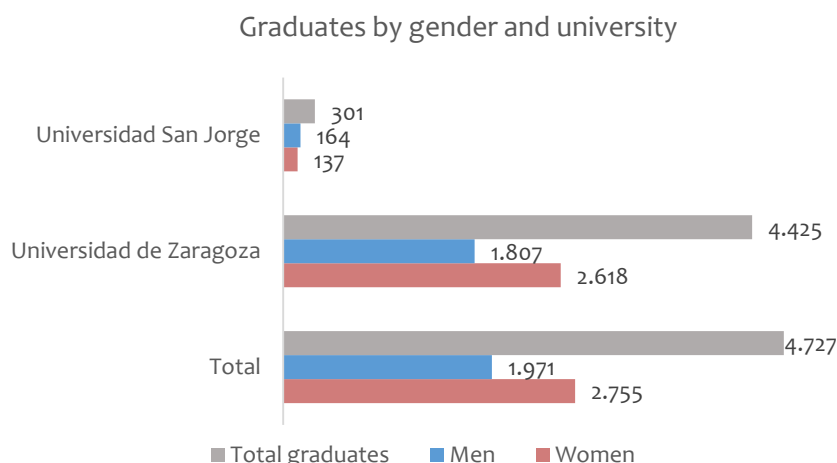
4. THE PROFILE OF THE GRADUATES OF THE 2016-17 COHORT

Having analysed the evolution and main characteristics of SUA graduates in the previous section, based on the SIIU data, we now move on to analyse the profile of the graduates of the 2016-2017 cohort under study, derived from the exploitation of results carried out by the IAEST.

If we analyse the gender distribution of SUA graduates in the 2016-2017 academic year, we can see that of the total of 4,726 students who graduated, 58.3% are women.



The University System of Aragon is made up of two universities, the University of Zaragoza and San Jorge University. In the 2016-2017 academic year, the University of Zaragoza had 27,166⁵ undergraduate students and San Jorge University had 2,001⁶. This same proportion is observed in the distribution of graduates of the 2016-2017 cohort by university, in which 9 out of 10 graduates completed their studies at the University of Zaragoza, this proportion being higher in the case of women, as shown in the following graph.



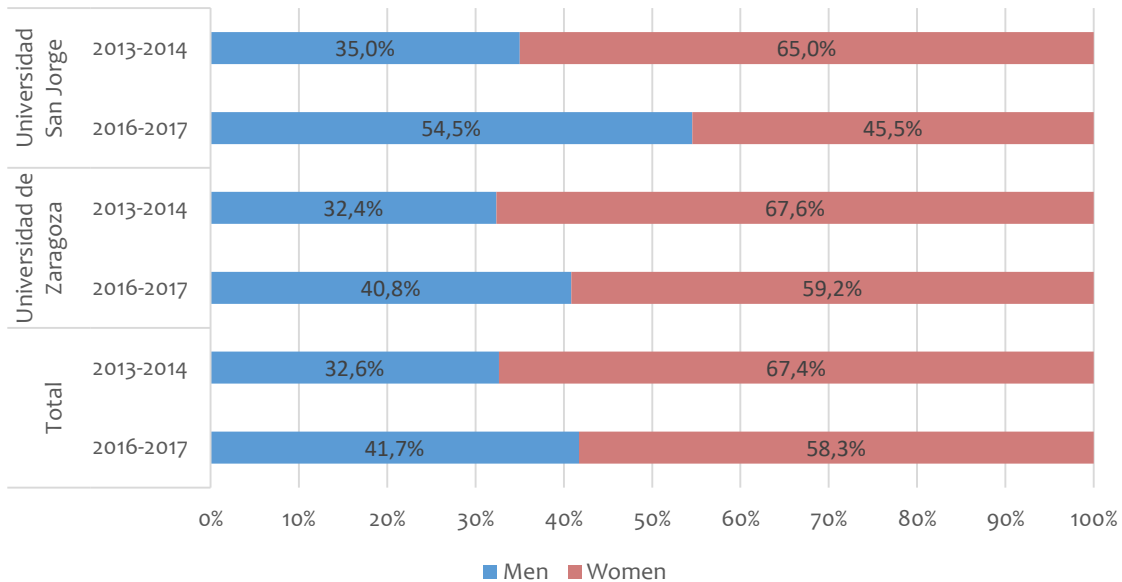
⁵ Data obtained from the statistics published by the University of Zaragoza <https://academico.unizar.es/grado-y-master/estadisticas>

⁶ Data obtained from statistics published by the San Jorge University <https://www.usj.es/conoce-la-usj/calidad/resultados-e-indicadores/globales/datos-basicos>



Analysing the evolution of the distribution by sex in the graduates, it can be seen that in the 2016-17 cohort there is a higher proportion of men than in the 2013-14 cohort. The differences are more significant at the San Jorge University.

Graduates by university and sex for the different cohorts studied



With regard to the distribution of SUA graduates by areas of knowledge⁷, a quarter of them have taken a degree in the field of Social Sciences, Business Education and Law, a trend that is observed in the Spanish University System as a whole. At the other extreme, the Services area is the one with the lowest number of graduates, only 2.6%.

⁷ Annex II lists the bachelor's degrees included in each of the areas of knowledge.

Graduates by areas of knowledge



The distribution of graduates by disciplinary area is related to the range of degrees offered by both universities, as shown in the following table. Analysing the data by university, it can be seen that almost half of the San Jorge University graduates are from the area of Health and Social Services and, specifically, from the Degrees in Nursing and Physiotherapy.

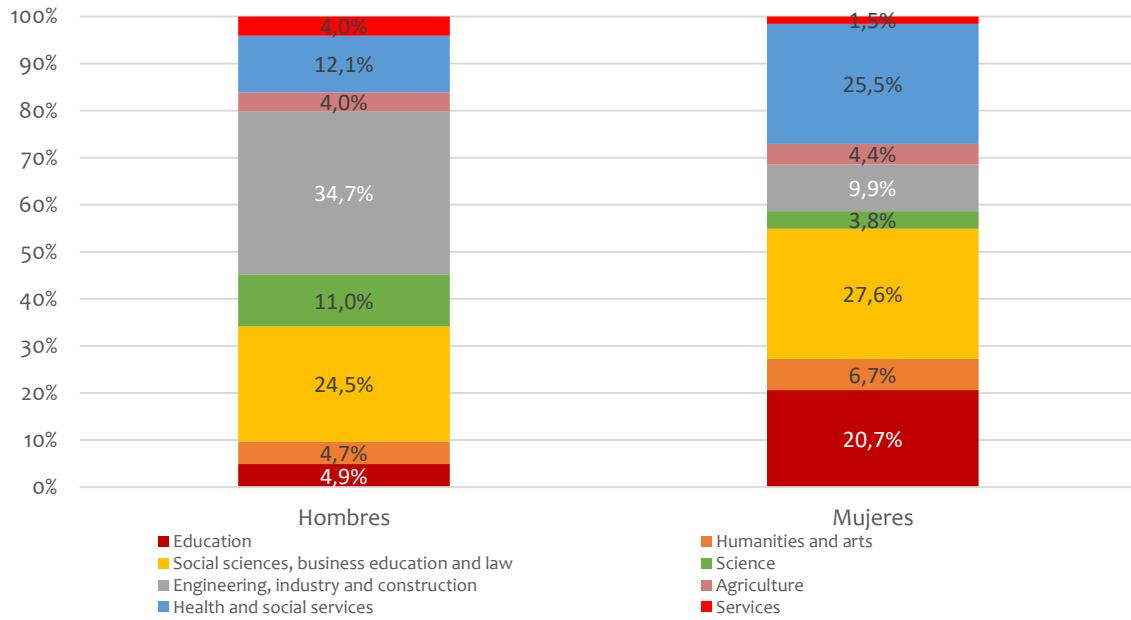
Graduates by university and field of knowledge

	Total	University of Zaragoza	San Jorge University
Education	14,1%	15,1%	0,0%
Humanities and Arts	5,9%	5,8%	7,3%
Social Sciences, Business Education and Law	26,3%	26,8%	18,6%
Science	6,8%	7,1%	2,3%
Engineering, Industry and Construction	20,3%	21,2%	5,7%
Agriculture	4,2%	4,5%	0,0%
Health and Social Services	19,9%	17,9%	49,8%
Services	2,6%	1,6%	16,3%

With regard to the distribution of graduates by sex and area of knowledge, we see a very unequal distribution, with Engineering, Industry and Construction showing a higher predominance of men over women, while areas such as Education and Health and Social Services are areas with a higher number of women graduates; specifically, 46.2% of all graduates belong to these areas.



Graduates by gender and fields of knowledge

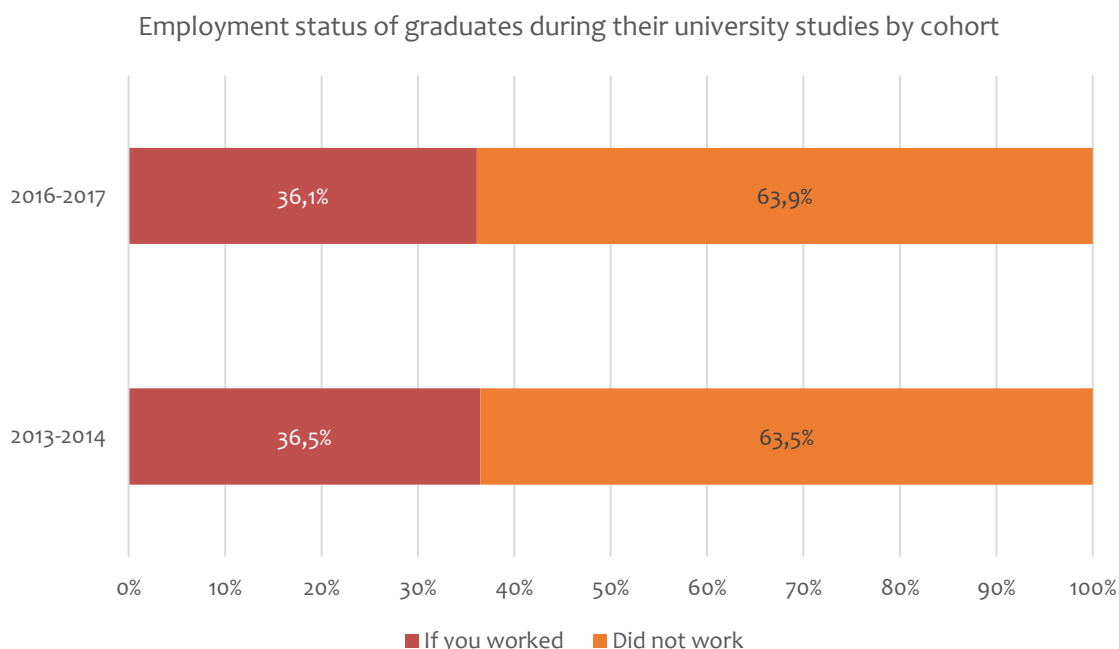


5. LABOUR MARKET TRANSITION TRAJECTORIES

This section analyses the transition process of SUA university students to the labour market, identifying some characteristic features of current transition trajectories: when do students enter the labour market, what is the first insertion like and to what extent are their work experiences related to their studies, what are the ways of access to employment, what is the weight of training in post-graduation trajectories and what is the current situation.

5.1. Work during studies: importance and characteristics

The analysis of the employment situation of students during the Bachelor's Degree shows that a high percentage of graduates have dedicated themselves exclusively to their studies, and in similar proportions between men and women. The trend remains constant in relation to the study carried out in 2018 on the 2013-2014 cohort.



Analysing work during studies by area of knowledge, it can be seen that the areas of Agriculture and Health and Social Services have a greater presence of full-time students, i.e. students dedicated exclusively to their studies. Services is the only area where this trend is reversed, with almost 60% of students having combined their studies with a job, followed by Education.



Graduates according to whether they worked during their studies by field of knowledge



Characteristics of work during studies

65.4% of the graduates who worked during their studies did so part-time and, in 51.6% of the cases, the occupation was related to their studies, a situation that allows us to affirm that for these students work can be a strategy for approaching the qualified labour market.

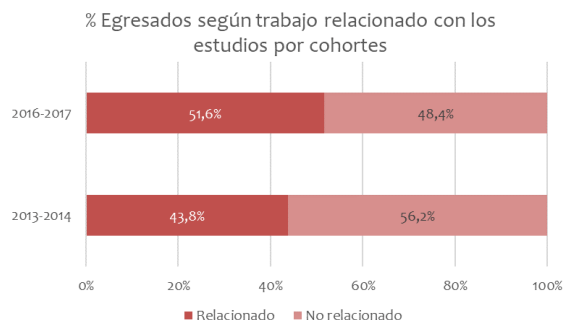
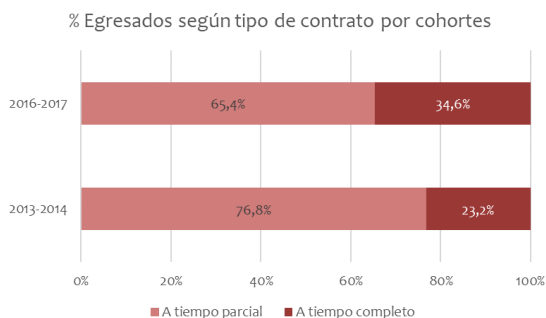
Trabajo durante los estudios de grado por tipo de contrato



Trabajo durante los estudios de grado según relación con los estudios

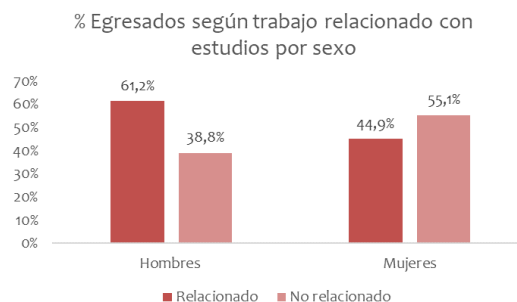
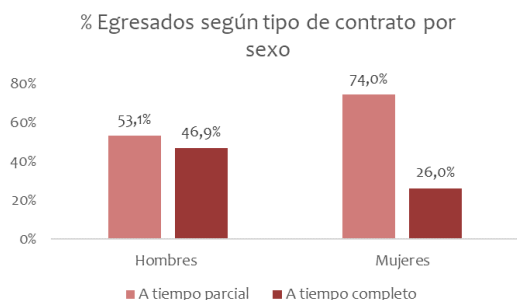


Analysing these same indicators by cohort, we can see that there are differences, with students in the 2016-17 cohort having had greater opportunities to access their own labour market during their studies.

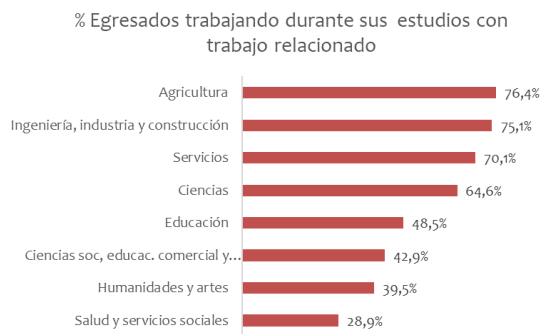
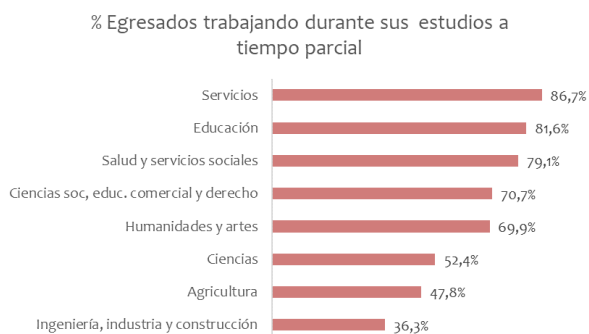


Different patterns are also observed in the characteristics of transition during studies, related to gender and subject area.

In terms of gender, women are more likely to work part-time, with only 26% of women working full-time, compared to almost 50% of men. The latter work in related fields (61.2%), a higher percentage than their female colleagues (44.9%).



In terms of areas of knowledge, Engineering, Industry and Construction (63.7%) and Agriculture (52.2%) have the highest proportion of students who combine the Bachelor's Degree with a full-time working day. In these same studies is where we find a higher percentage of work in related fields, a situation that contrasts with Health and Social Services, with much lower percentages.



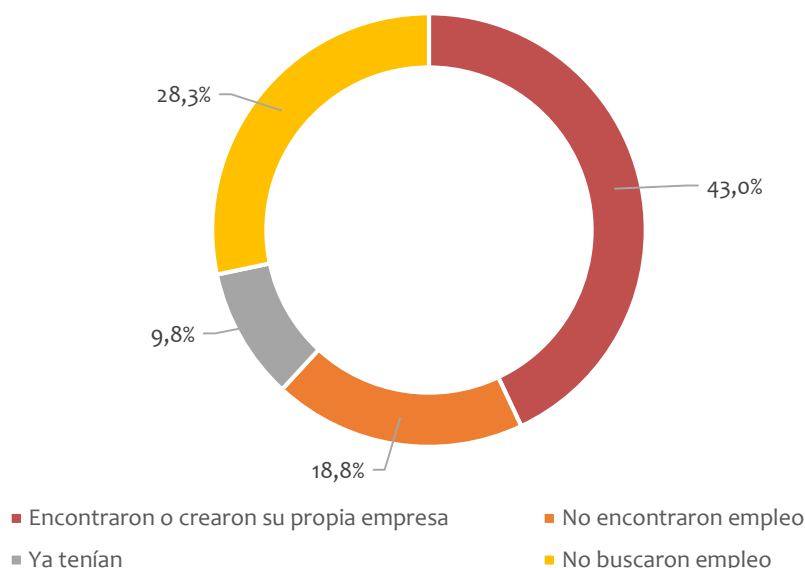
5.2. The students' trajectory after graduation: the first insertion

After completing their studies, students' strategies and decisions in the process of entering the labour market reveal some trends of change.

At the end of their Bachelor's studies, 6 out of 10 students looked for a job at university level or related to their degree, while 1 out of 10 were already employed and 3 out of 10 chose to delay their entry into the labour market and continue their studies. In fact, 80% of those who did not look for a job have gone on to do a Master's degree in subsequent years.

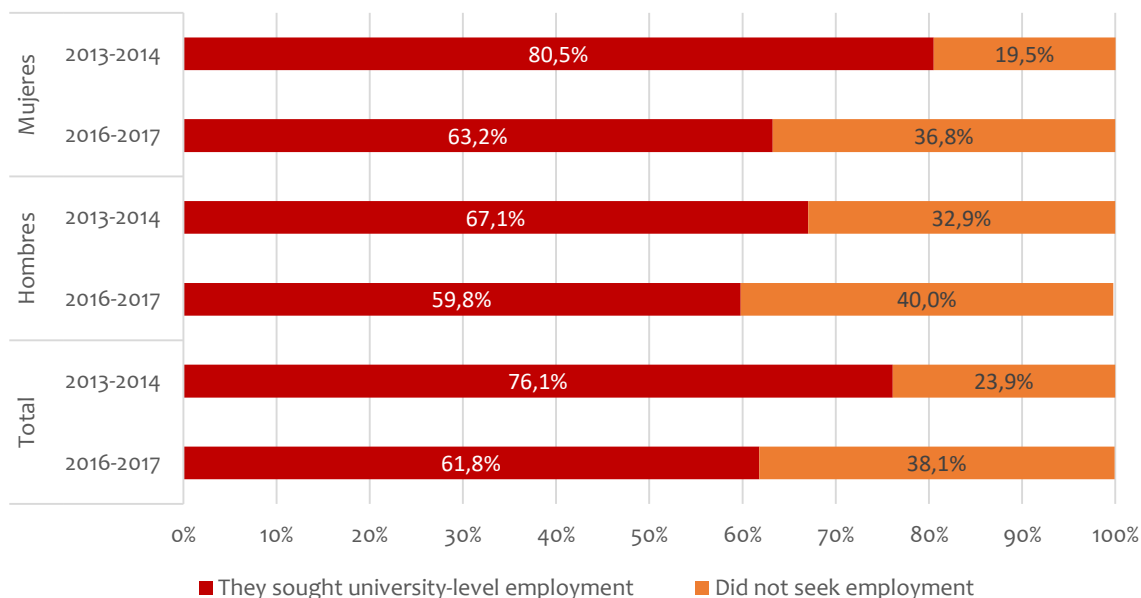
9.8% of the graduates remained in the same job (12.6% of men and 7.9% of women). As we have seen, a higher proportion of these graduates worked during their studies in related fields, a situation that may have favoured employment continuity. In fact, 87.7% of these graduates worked in the same field of study.

Graduates according to their job search after completing their studies



The following graph shows a decrease in the percentage of graduates who sought employment after graduation compared to the data from the 2018 study, while a higher percentage of graduates opted to continue training. Although the differences by gender are maintained, we can see that the reduction in the percentage of graduates who sought employment is more significant among women.

Graduates according to job search after graduation by gender and cohort

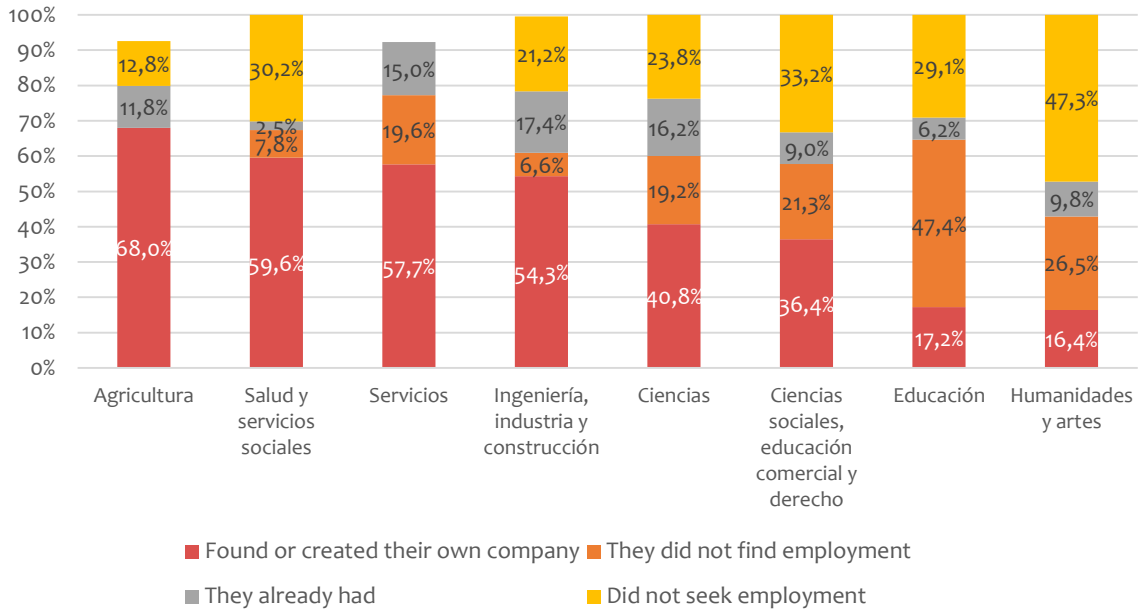


The analysis by area also shows different trends. Education is the area with the greatest difficulties in finding qualified employment after graduation, a situation that can be explained by the specific characteristics of access to teaching in the public sector, the main employer of these graduates. In Humanities and Arts, almost half of the graduates delayed access to the world of work; one of the important outlets for these degrees is teaching in secondary education, a position that requires a specific Master's degree.

In the areas of Agriculture, Engineering, Industry and Construction, and Services more than 70% of the graduates have obtained a job or kept the job they had. In Health and Social Services or Social Sciences, Business Education and Law we have one third of the students continuing their education.



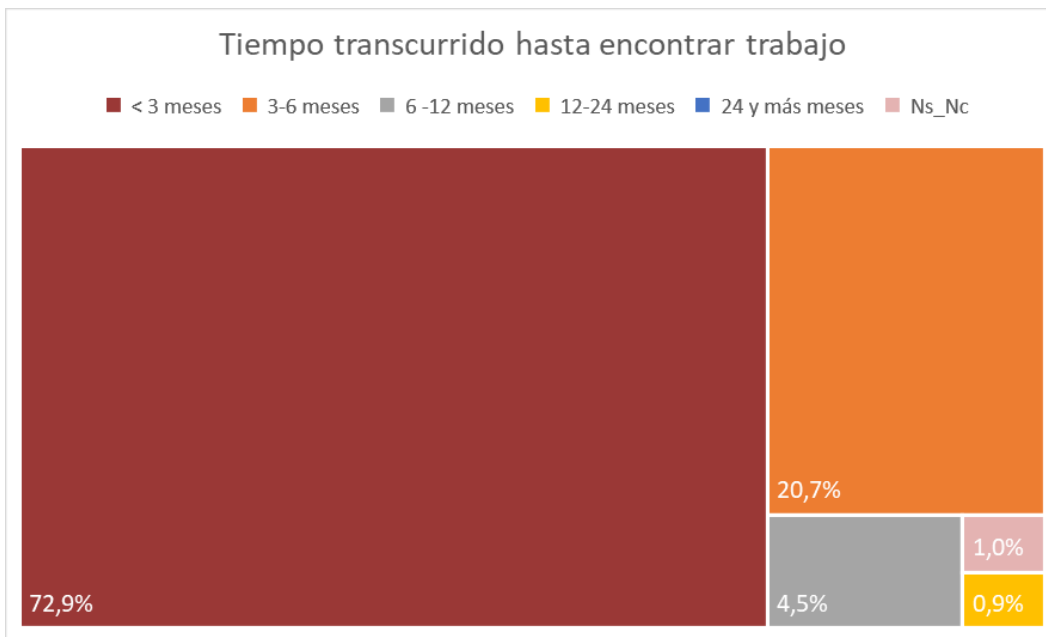
Graduates by job search and area of knowledge



Note: Insufficient sample size for Agriculture and Services.

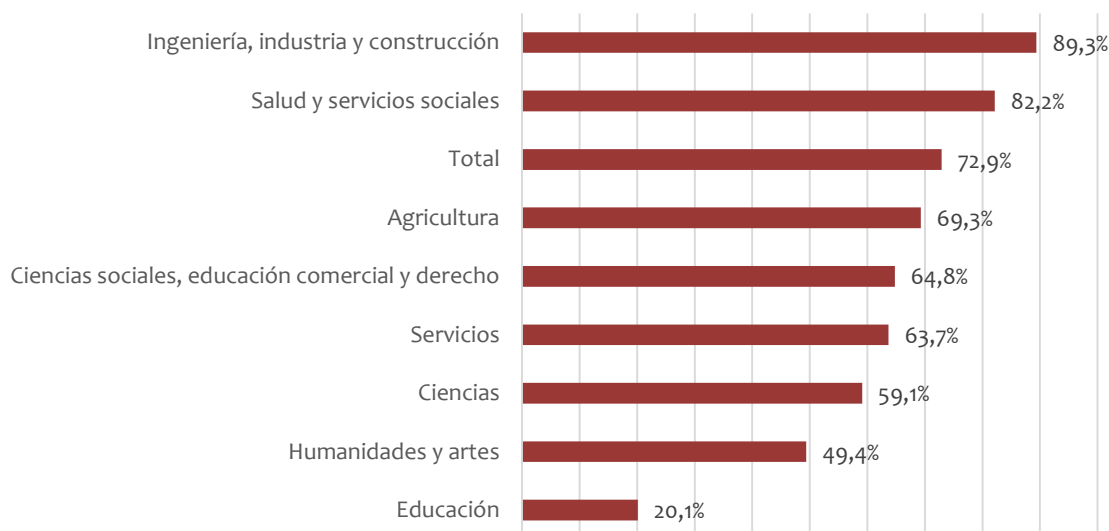
Transition time to the labour market

Of the total number of graduates in the 2016-17 cohort, 43% obtained a job or set up their own company. Their transition was rapid if we look at the data: 7 out of 10 obtained a job between one and three months after completing their studies, compared with 5 out of 10 in the 2013-2014 cohort. 18.8% looked for a job unsuccessfully in this first job placement.



Regarding the time of insertion, almost 90% of graduates in Engineering, Industry and Construction obtained employment before three months.

Graduates who looked for and found a job in less than 3 months by area of expertise



Pathways to employment

Analysing the routes of access to employment, the graph shows three routes, with very similar percentages, which have clearly been the most effective and which together account for 60.7%: competitive examination/public competition, contacts (personal, family...) and internet (through job search platforms and social networks).

Pathways to employment

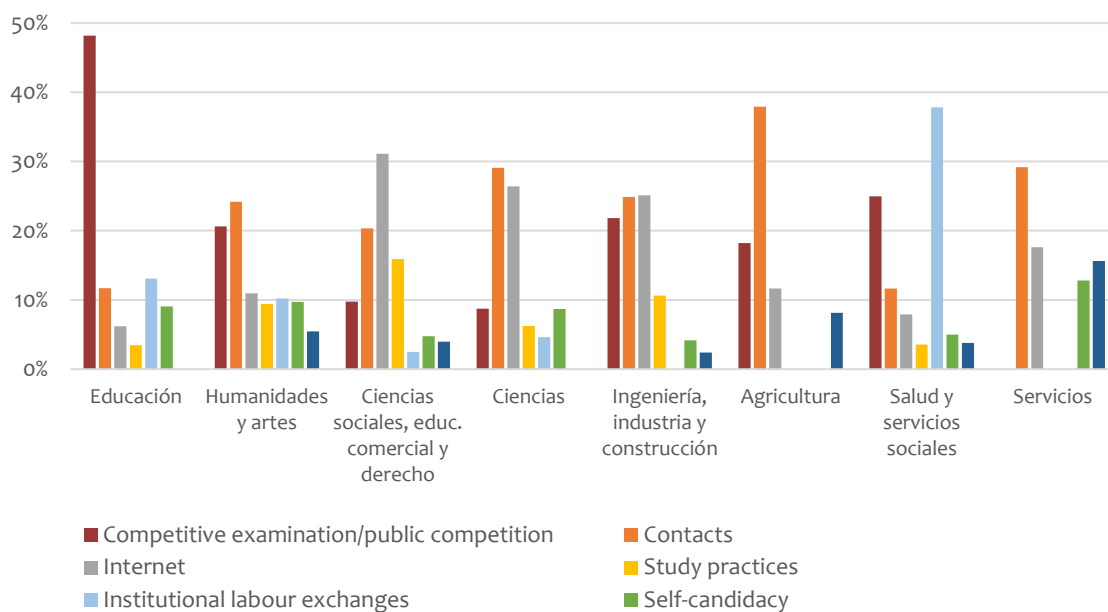




If we look at the routes of access to employment by areas, it can be seen that the value of personal contacts for entering the qualified market has been a constant in the studies of university graduates' entry into the labour market. Its impact is more important in Agriculture, Services and Sciences.

It is true that the development of ICTs, and their application in the field of labour intermediation, explains why access through job search platforms and social networks is more effective than other means, such as the Public Employment Services or the universities themselves. But we also find differences by area: the use of online platforms is higher in Engineering, Industry and Construction, Science and Social Sciences, Business Education and Law.

Main routes to employment by area



Note: Insufficient sample size for some areas and access roads.

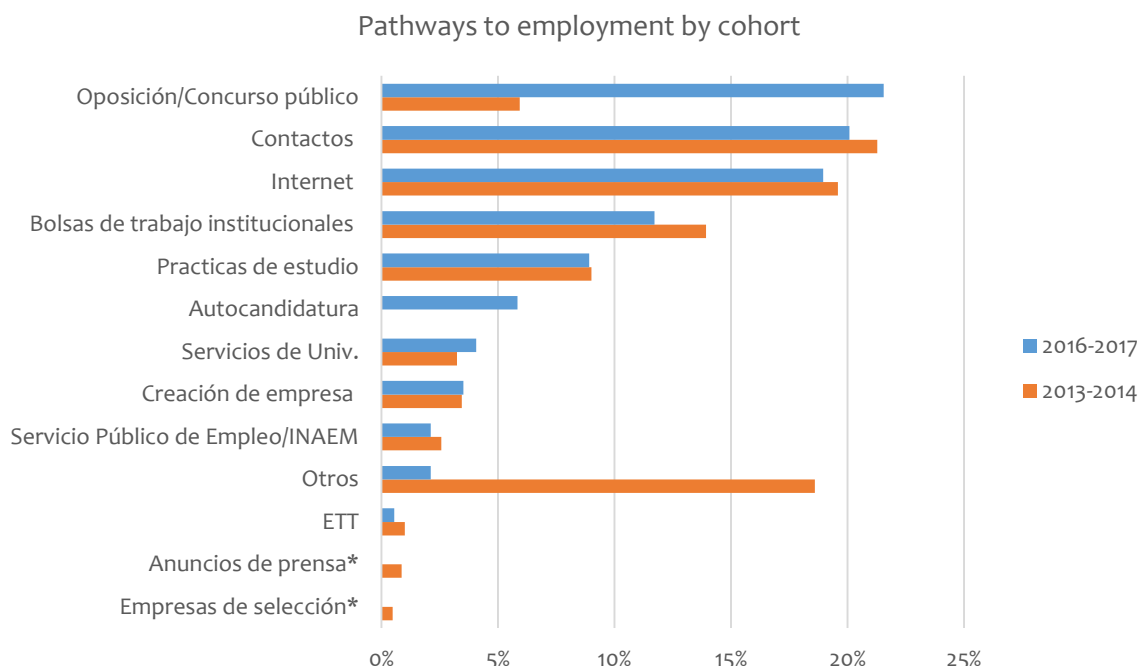
Institutional job exchanges ranked fourth in the cohort as a whole, but their importance for graduates in Health and Social Services stands out, with 37.8% of graduates indicating them as a means of access to their current job.

8.9% obtained work through internships during their studies, a percentage that increases to 15.9% among graduates in Social Sciences, Business Education and Law.

Self-employment has a low incidence (3.5%) in the cohort as a whole, but increases its position in the Services area (15.6%), a situation similar to that observed for self-candidacy (12.8%).

With few differences between areas, the low impact of the services of the universities themselves (4.1%), public employment services (2.1%) or temporary employment agencies in relation to access to employment stands out. These data coincide with previous studies at national level and confirm that the transition to work of university students has its own characteristics.

If we look at the evolution over time of this variable, we can see that, clearly, the public sector competitive examinations have changed their influence as a channel of access with respect to the previous study, and it is the channel where the greatest difference can be seen between the graduates of 2014 and those of 2017. The weight is mainly in the area of Education, with 48.2% indicating this.



Note: Self-candidacy in the previous study was not considered in isolation but included in "Other".

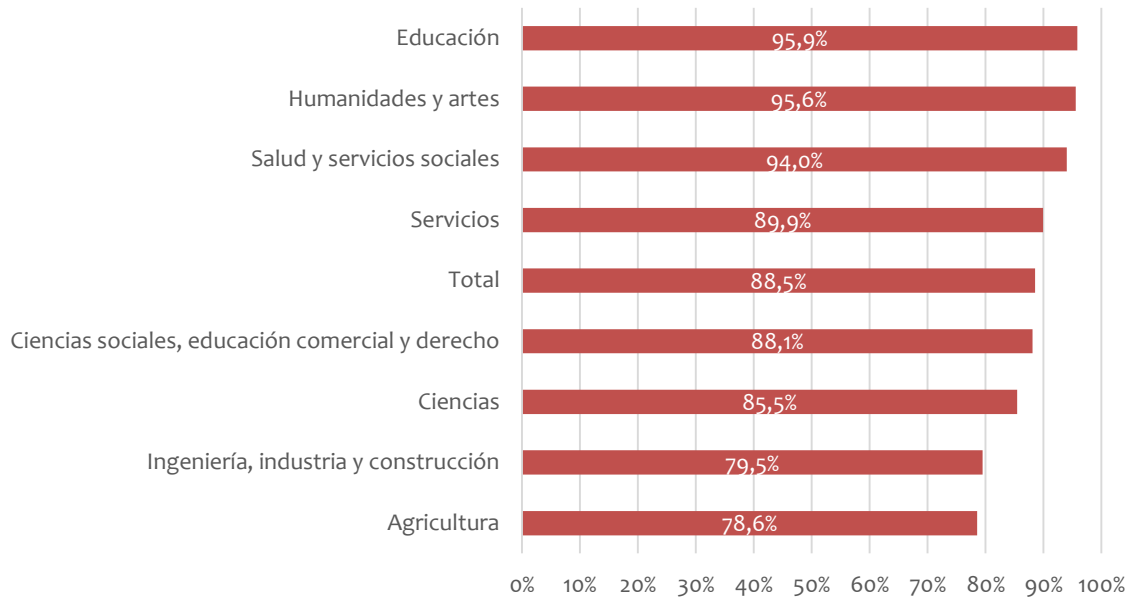
*Insufficient sample size in 2016-2017.

5.3. The importance of lifelong learning in post-graduation pathways

The results of the survey carried out in 2022 highlight the value of continuing education for university graduates, showing that 9 out of 10 students have received training within four years of obtaining their degree; 90.6% of women and 85.6% of men. This high participation is only somewhat reduced in the areas of Agriculture and Engineering, Industry and Construction, standing at around 79%.

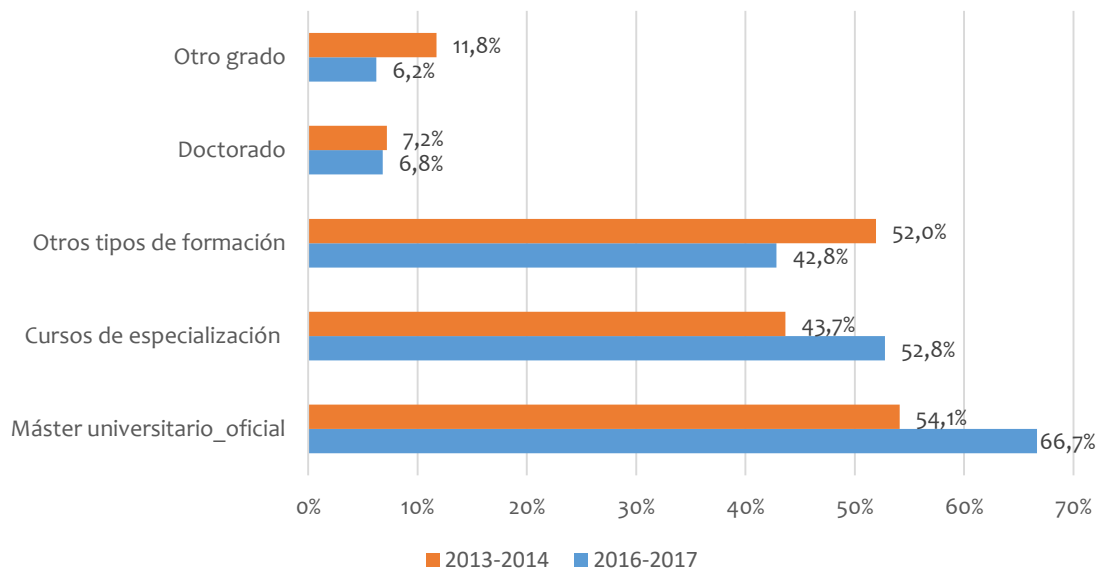


Graduates who have undertaken post-graduation training by subject area



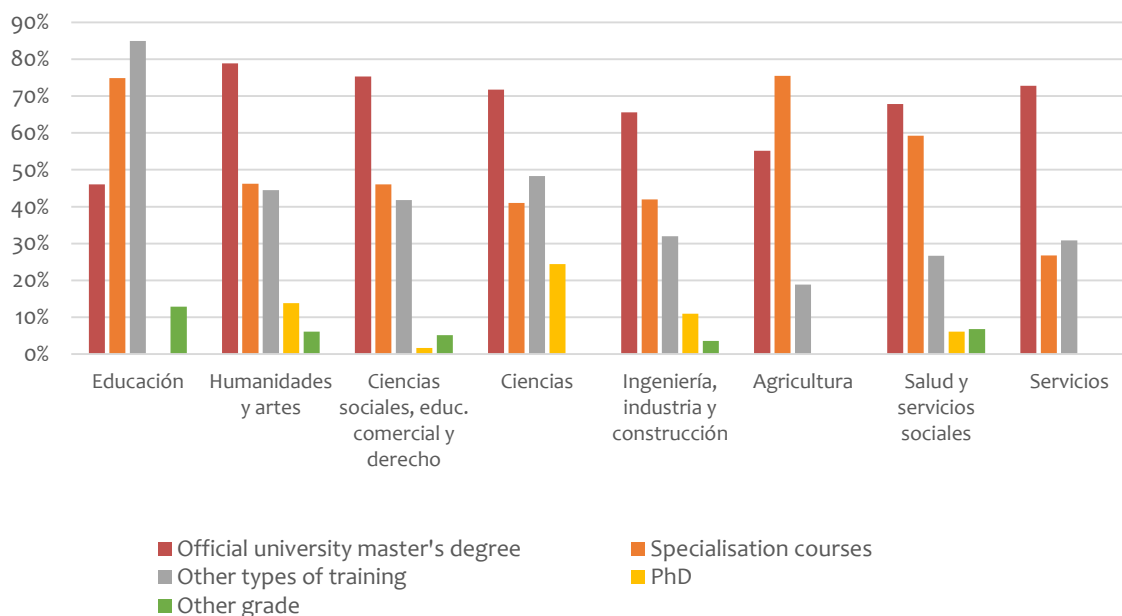
Comparatively, some changes can be observed in relation to the type of complementary training undertaken by the graduates of the 2013-14 and 2016-17 cohorts, as shown in the following graph. The percentage of students taking another university degree has halved, while the choice of a Master's degree has increased by more than ten percentage points for the cohort analysed.

Graduates by type of training undertaken after graduation by cohort



It is confirmed that the completion of Master's studies is consolidated in the SUA, with 66.7% of the graduates of the 2016-17 cohort having taken it, and with a range that oscillates from 46.1% in Education to 78.9% in Humanities and Arts.

Graduates by post-graduation training by field



Note: Insufficient sample size for some areas and training after graduation.

The specificity of job opportunities and market access requirements for each degree may explain the variations shown in the graph. For example, in some fields such as engineering, law or secondary school teaching, a Master's degree is a requirement for professional practice; in other cases, a Master's degree is linked to a specialisation of a professional or research nature.

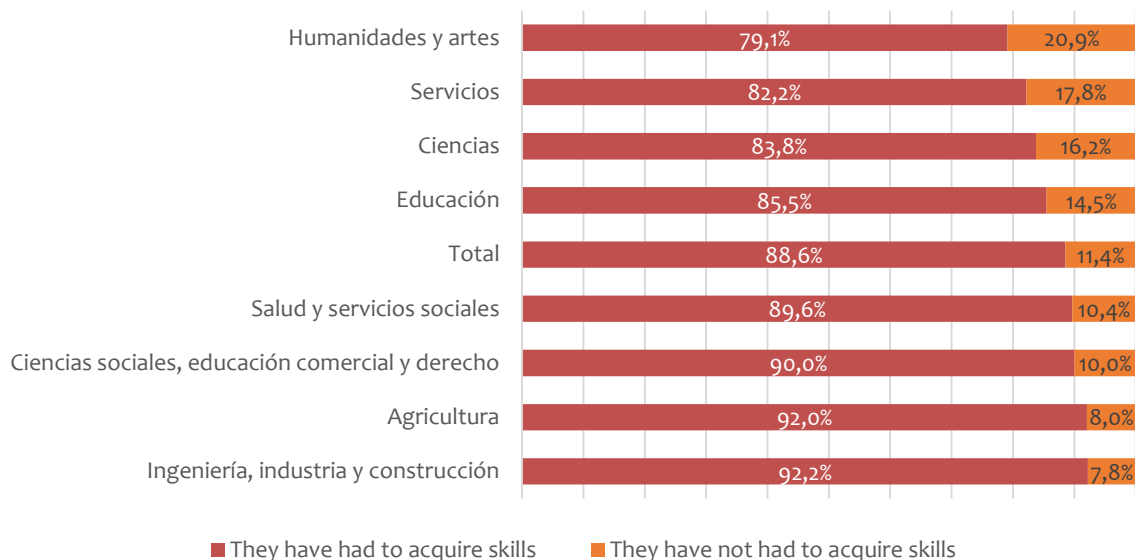
Almost a quarter of Science graduates have or are currently undertaking doctoral studies. This percentage would explain the situations of educational continuity after graduation, mentioned earlier in this area.

As for the acquisition of additional knowledge or skills over and above those provided by university education, 88.6% said that they had had to acquire them. The proportion is slightly higher than in the previous report (82.5%).

A difference of 13.1 percentage points is observed in this indicator between graduates in Engineering, Industry and Construction and those in Humanities and Arts.



Graduates according to acquisition of additional knowledge or skills by subject area



Regarding the type of additional knowledge or skills they have had to acquire, more than half of them claim to have broadened their knowledge in a certain speciality, as the following graph shows.

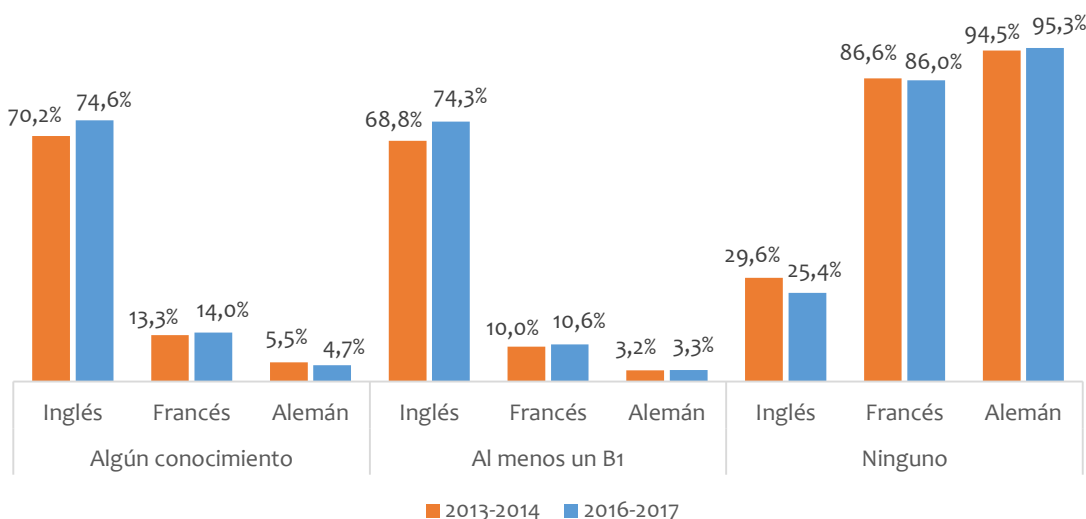
Graduates by main additional knowledge or skills they have had to acquire in order to work



In addition, three skills of an instrumental nature are highlighted below: software skills (22%), languages (15.5%) and oral and written communication skills (13.6%). Their importance has increased since the 2018 report, especially in ICT and language skills.

Language skills are essential in today's globalised context. It is also important for integration to have certificates attesting to this proficiency, an issue that was also explored in the survey.

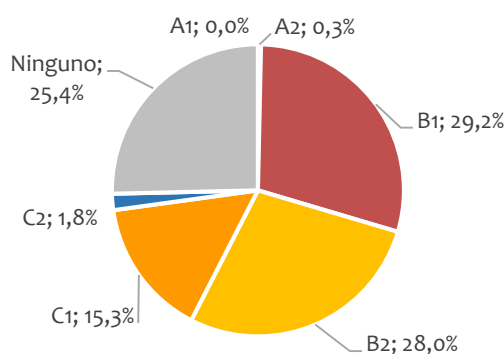
Graduates according to accredited knowledge of languages



Knowledge of English stands out compared to French and German. If we look at the language certifications obtained by the students, 74.3% have at least a B1 in English, a higher percentage than in the 2018 report, which showed 68.8%. The French language shows a slight improvement compared to German, which worsens compared to the previous cohort.

Specifically for English, these results are obtained.

Graduates according to their level of English language proficiency



Within the disciplinary areas, important differences are observed; 47.1% of graduates in Health and Social Services have no accreditation of English language proficiency, compared to Engineering, Industry and Construction where 57.5% have level B2 or higher.

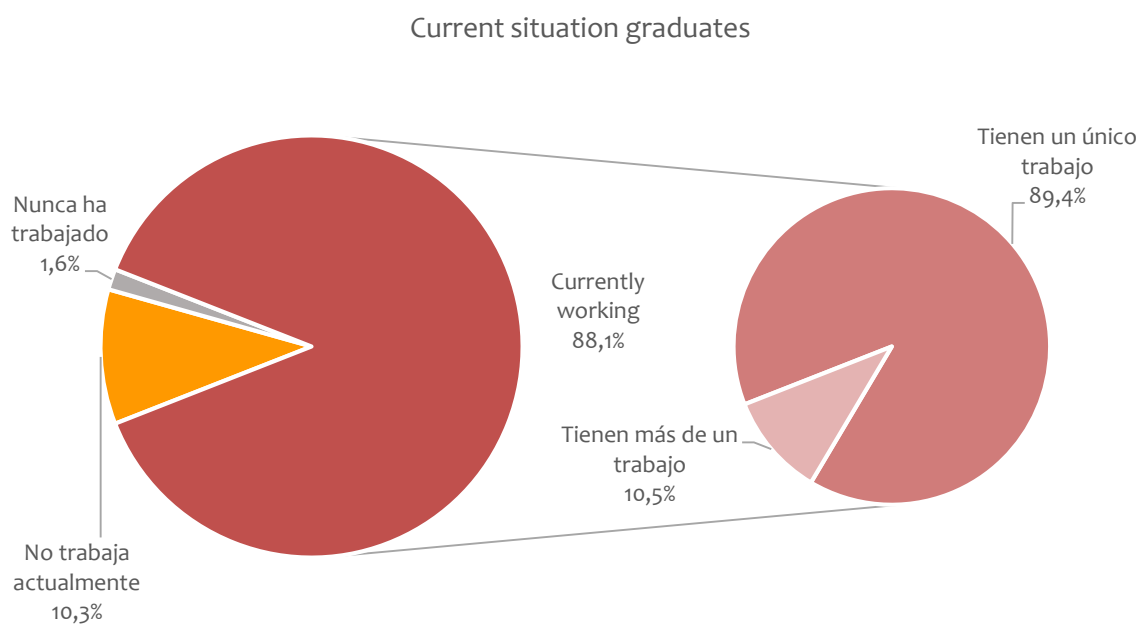


Overall, 14% have some kind of accreditation in French, but in two areas it is higher: Humanities and Arts (30%) and Services (25%). Accreditation in other languages is practically non-existent; for example, only 4.7% have accreditation in German, rising to 10% in Humanities and Arts.

5.4. The current employment situation

The analysis of the labour market insertion pathway after graduation closes with a snapshot of the current situation of the 2016-17 SUA graduate cohort at the time of the study.

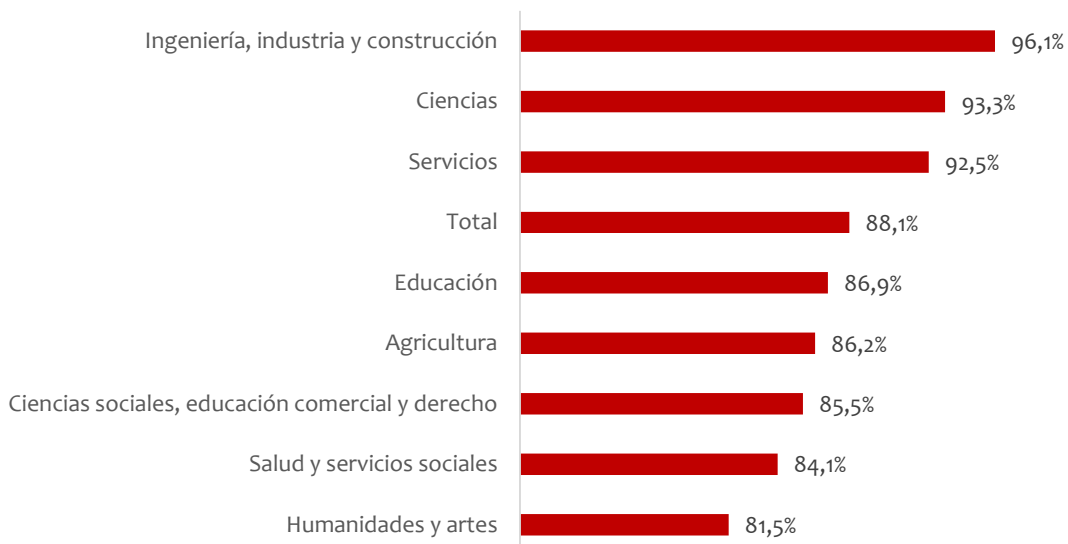
The employment rate is high: 88.1% of the graduates are currently working and most of them have one job (89.4%). 10.3% of the cohort is not currently working and only 1.6% say they have never worked.



Men have a higher employment rate (90.3%) than women (86.5%).

By areas, graduates in Engineering, Industry and Construction have the highest employment rate, eight percentage points above the average. In addition, Services had the highest rate of graduates with multiple jobs (30%).

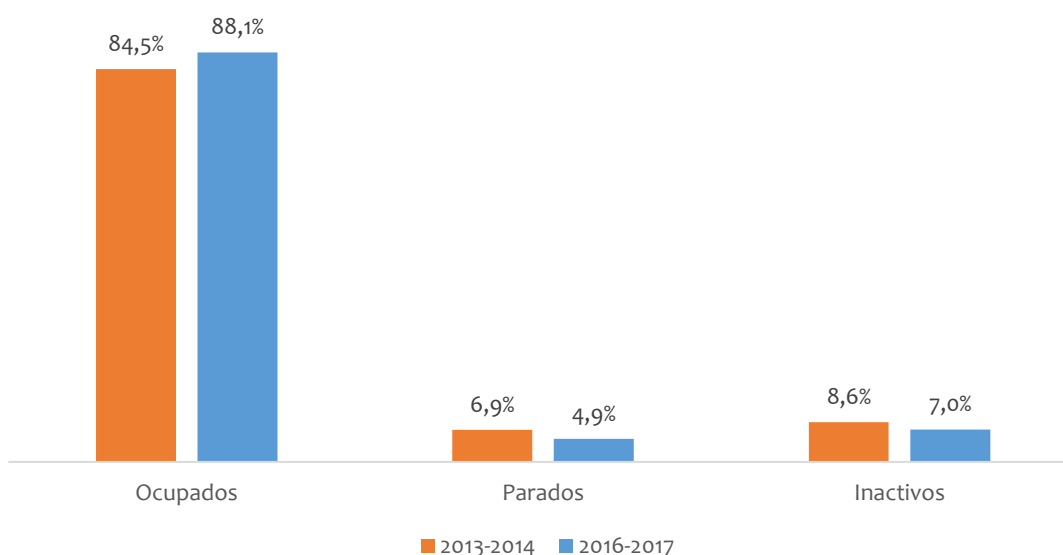
Graduates currently working by area of knowledge



Among those not in employment, 10.3% are not currently working and only 1.6% say they have never worked.

The employment indicators have improved compared to the data in the previous report. The employment rate has increased and the percentage of graduates seeking employment has decreased by 2 percentage points and the percentage of inactive graduates by 1.6 points.

Current employment status of all graduates surveyed by cohort





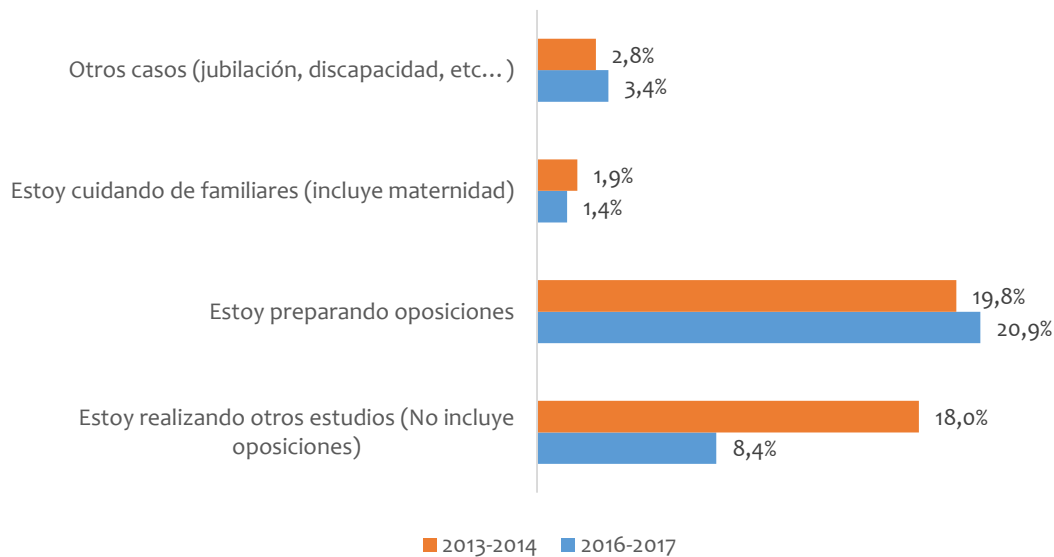
ACPUA learns" series Volume X

The unemployment rate of the cohort is 5.3% (representing graduates who are not working and are looking for work with respect to active graduates), while the unemployment rate in Aragon for the same period is 9% and the unemployment rate for under-25s is 27.5%, according to data from the second quarter of 2022 of the Labour Force Survey (INE).

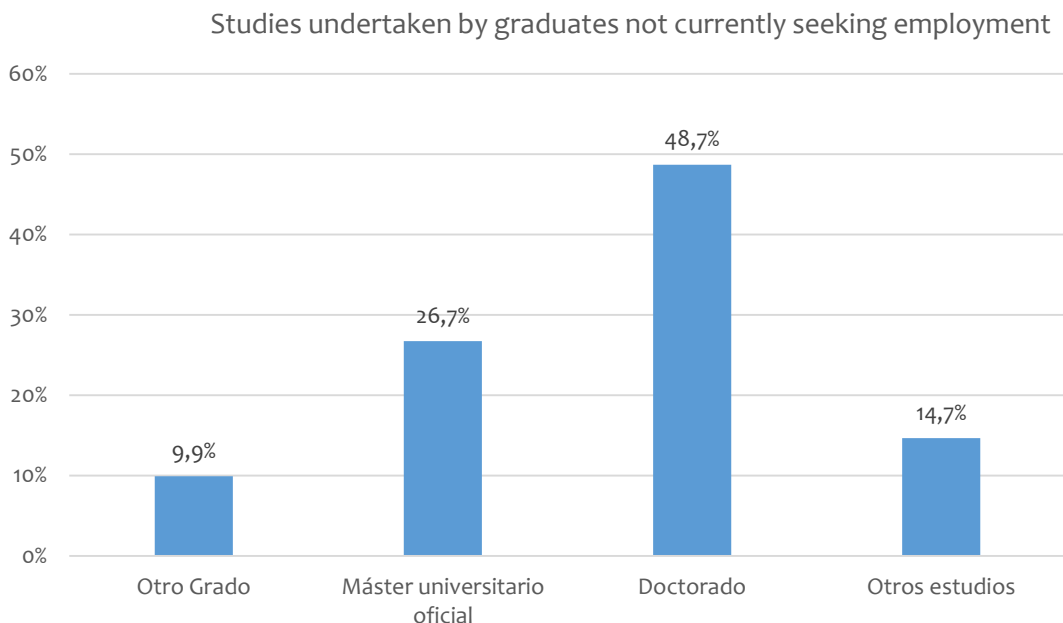
7% of graduates are currently inactive. The following graph shows the reasons given for not looking for a job. The main reason is the preparation of competitive examinations for access to the civil service; its percentage is higher in relation to the data for 2018. Women and graduates in the area of Education are those who indicate the preparation of competitive examinations as the main reason for not seeking employment at present.

Only 1.4% of all graduates (2.3% of women) who are not looking for work are looking after family members, a situation that includes maternity.

Reasons why graduates are not currently seeking employment



As for those who are not looking for a job because they are pursuing studies other than the preparation of competitive examinations, almost half of them say that they are currently studying for a doctorate, as the following graph shows.



Graduates currently looking for work

As the following table shows, 16.9% of the graduates in the cohort are currently actively seeking employment. This group includes graduates who are currently unemployed (4.9% of all graduates) as well as those who are working and looking for a job change.

The percentage is lower than in the 2018 survey (almost 10 percentage points difference). The gender trend has also reversed, with a higher proportion of men seeking employment in this cohort than women, especially among those who are currently working.

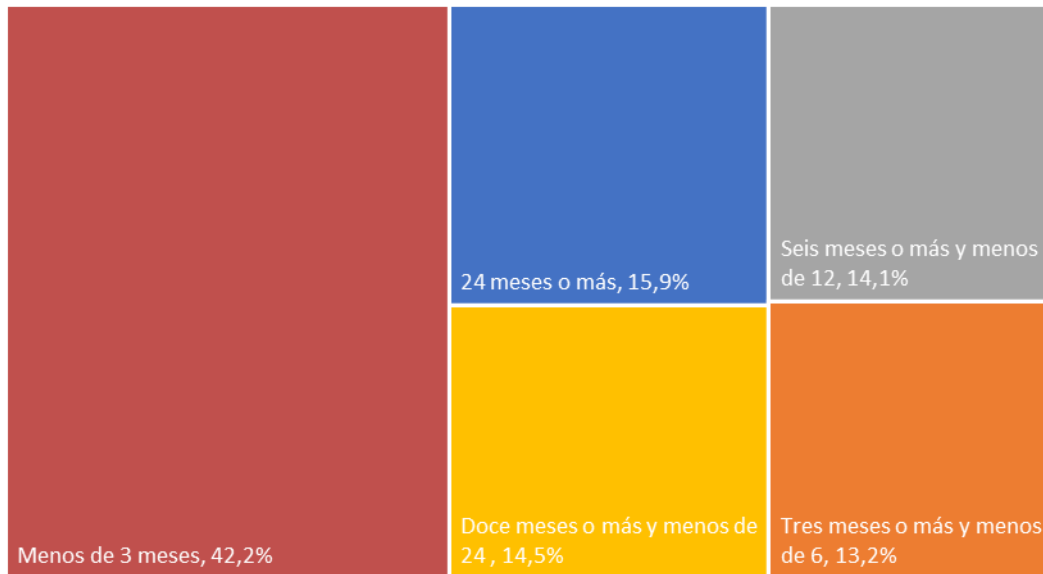
Graduates currently seeking employment

	Total	Men	Women
Cohort 2016-2017	16,9%	17,2%	12,2%
Cohort 2013-2014	26,7%	22,4%	28,7%

As for the job search of these graduates, 4 out of 10 graduates have been looking for a job for less than 3 months.



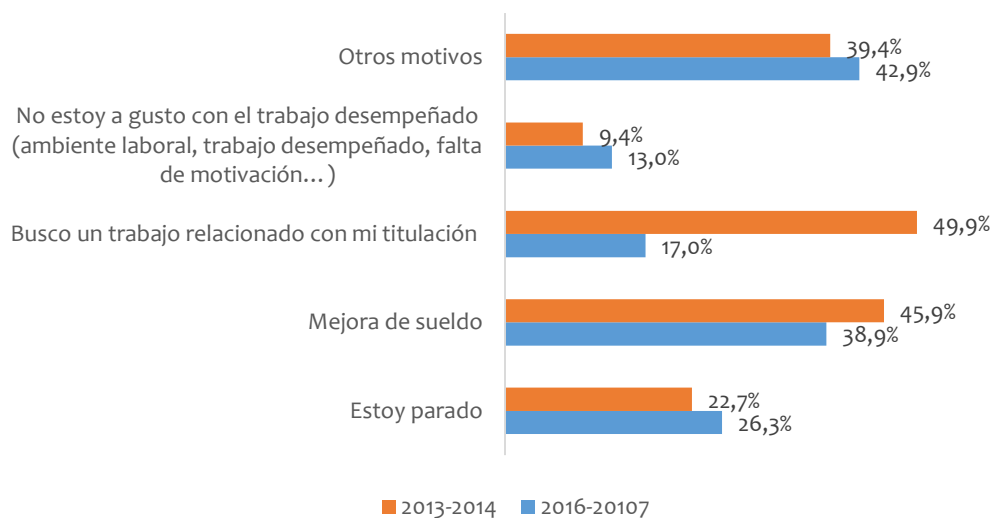
Egresados según meses buscando empleo actualmente



In the survey, the reasons for graduates seeking employment were presented as a multiple-choice option. The answers are related to the current employment situation; thus, graduates who are not employed are those who indicate that they are unemployed due to the end of their contract or the closure of the company.

Those who are employed point to working conditions, and specifically salary, as a reason for looking for a job (38.9%). 17.0%, more women than men, are looking for a job related to their studies. And 13% said they were not happy with their job and/or the working environment.

Graduates according to reasons for current job search



Under "Other reasons", they indicate, in order of importance: "personal growth, facing new challenges and projects", "achieving job stability" or "changing sector or professional field".

Difficulties in obtaining employment

Based on their personal experience, the graduates expressed the main reasons that made it difficult to find a job. Almost 30% said that they had no difficulties in finding a job, 36.5% of men compared to 22.7% of women.

The main difficulties in finding a job are attributed to a lack of experience in an employment context that calls for professionals with a more established career.

The lack of labour supply in general or in specific contexts, such as public employment, is another of the difficulties expressed. For other graduates, the problem is not so much in obtaining a job, but in accessing jobs with adequate conditions, in terms of stability, salary, etc.

Main reasons for difficulties in finding a job	
Lack of professional practice/ Company's demand for experience	15,3%
Difficulty in finding employment with adequate working conditions. Job insecurity	14,2%
Lack of supply	11,3%
Difficulty of access to the public sector (employment exchange, competitive examinations, etc.).	10,3%
Competition	8,8%
Shortcomings in the university education received	5,5%



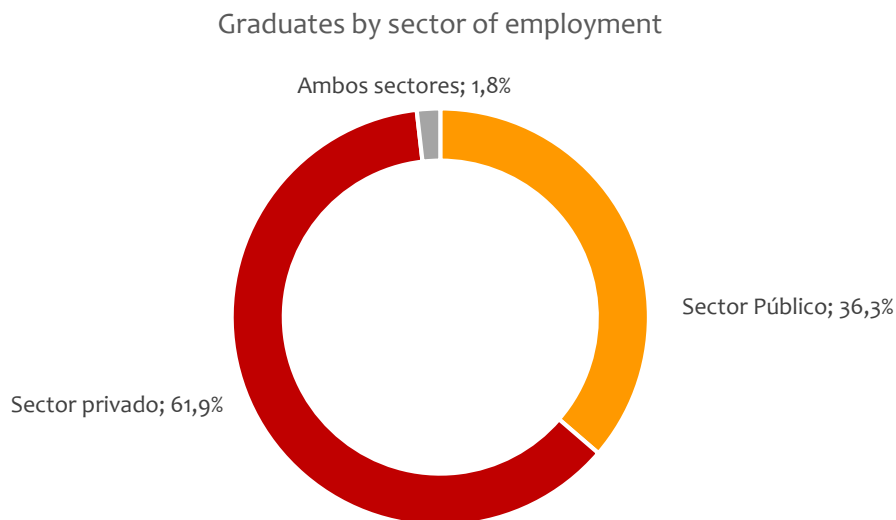
6. THE CHARACTERISTICS OF THE OCCUPATION

This section analyses the employment situation of SUA graduates taking as a reference the current job or the last job held. Questions such as the following bring us closer to understanding this reality: what are the working conditions in which our graduates work, to what extent do they access jobs appropriate to their training, what type of functions do they perform, can we talk about national and international labour mobility and to what extent are they satisfied with their current employment situation.

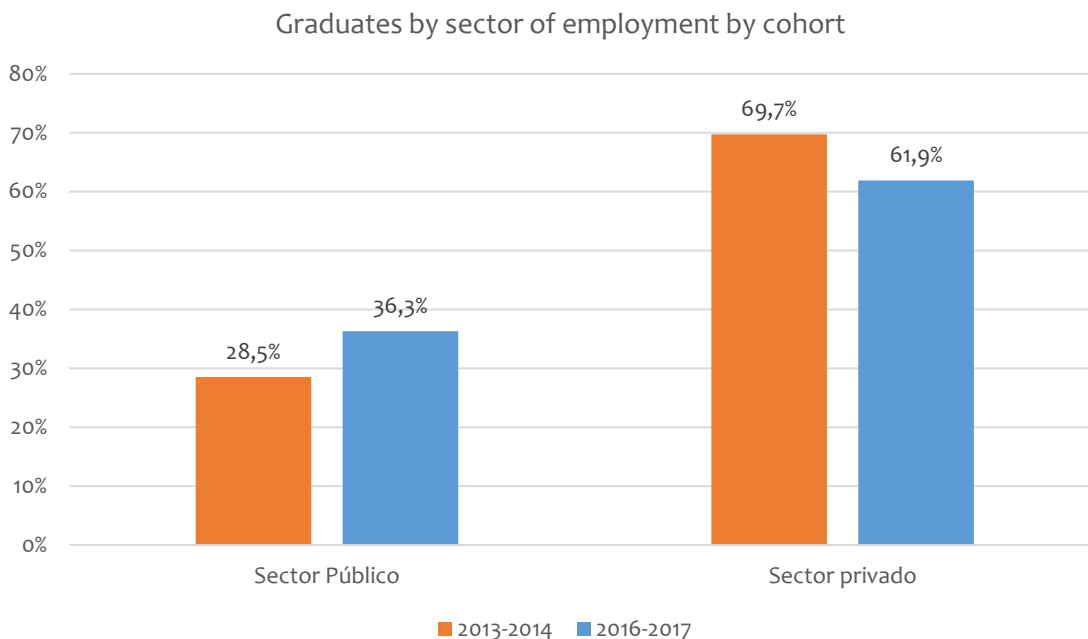
6.1. The working conditions of graduates

Employment sector

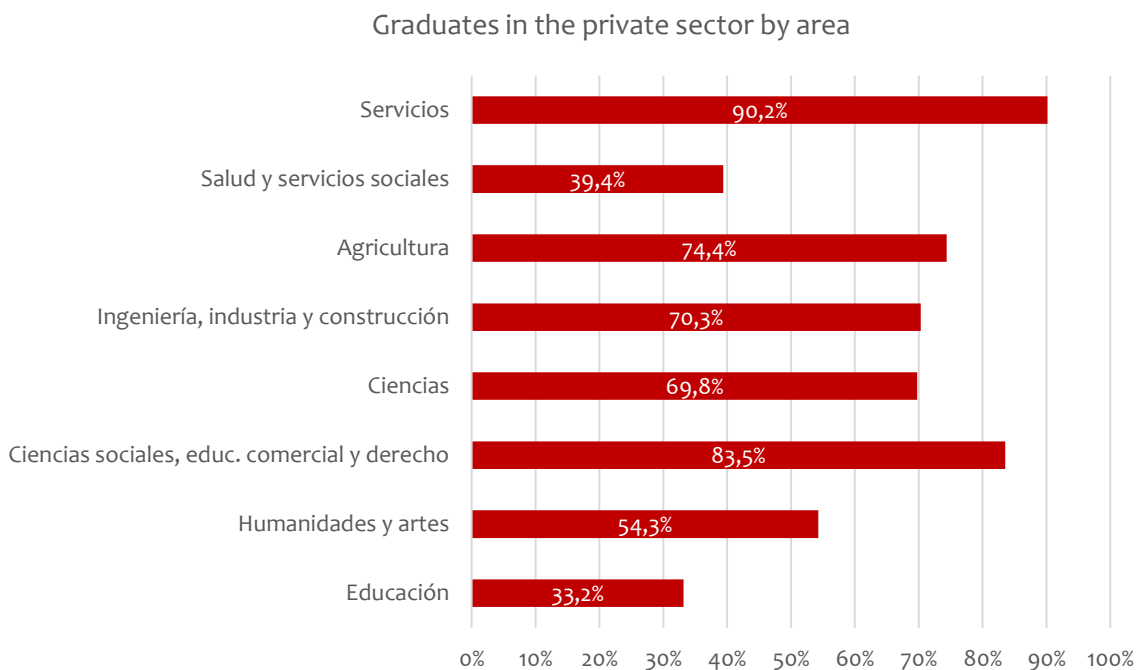
In terms of the sector of employment of employed graduates, overall, the majority of graduates are employed in the private sector (61.9%); the percentage is slightly higher for men (65.7%).



Comparing the cohorts, the employment rate in the public sector is 7,8 percentage points higher than in the 2013-2014 cohort.



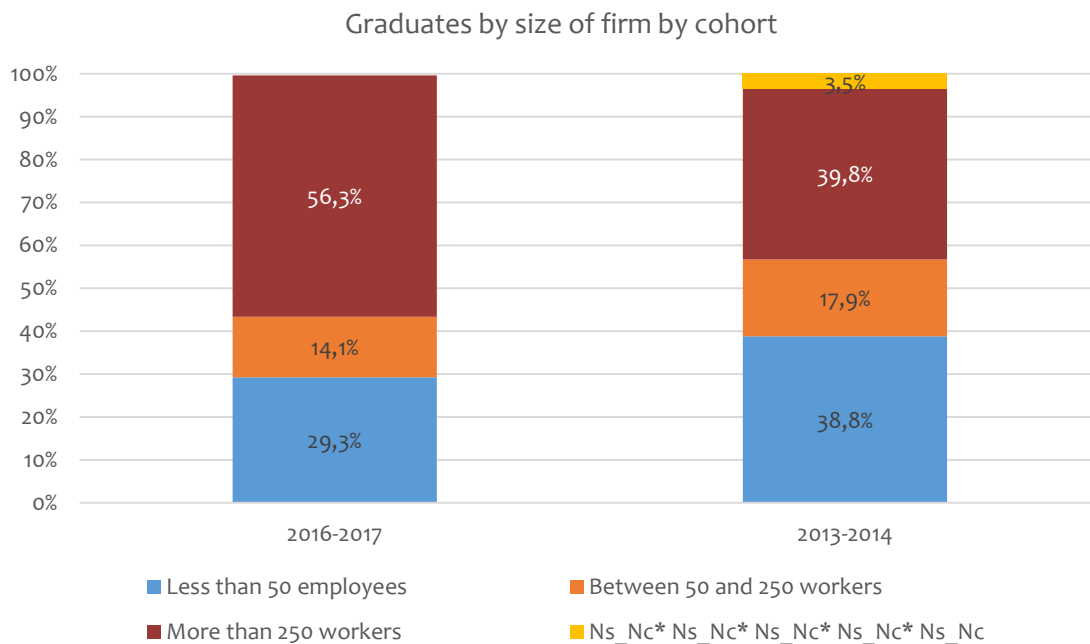
By areas, the private sector is the main employer, except in Education and Health and Social Services, where the trend is reversed and the majority of those employed are in the public sector. It is worth noting that 90.2% of the graduates in Services work in the private sector.





Company size

More than half of the graduates worked or are working in companies with more than 250 workers, a figure considerably higher than that of the previous cohort (39.8%). A total of 29.3% work in small and micro-SMEs (less than 50 workers) and 14.1% in medium-sized enterprises (between 50 and 250 workers).



Note: *Insufficient sample size in 2016-2017.

The analysis by gender does not show any notable differences.

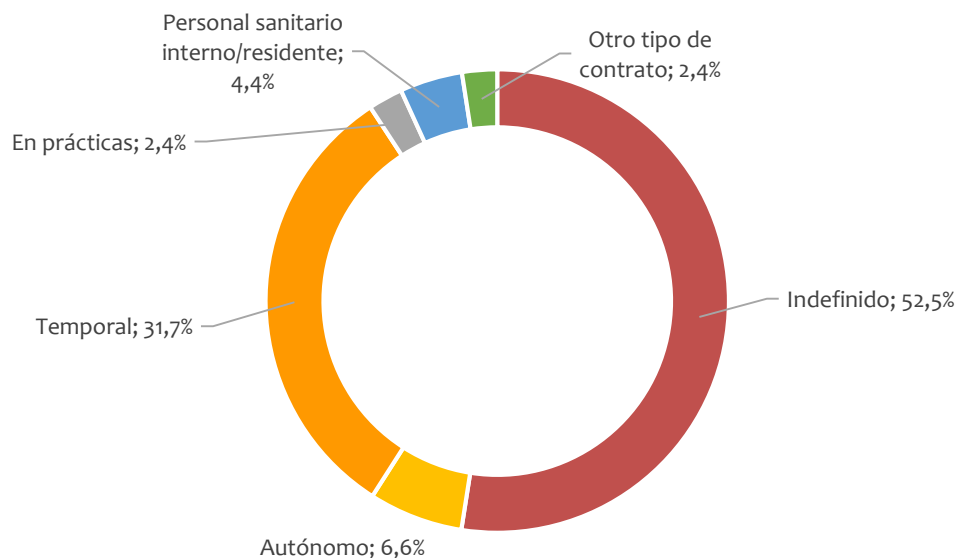
In terms of areas of knowledge, the presence of graduates in Health and Social Services and Education in the public sector explains the higher percentage in large companies. At the other extreme, 36.1% of graduates in Agriculture and 38.4% in Services work in a micro-SME (less than 10 workers).

The type of contract

This year, the contract for live-in/resident healthcare staff, which in the previous study was included under Other type of contract, was considered separately, accounting for 4.4% of the total.

From a contractual perspective, we have witnessed a relative improvement in the employment stability of our graduates, finding that 5 out of 10 students have a permanent contract; more than 15 percentage points higher than the data in the 2018 report.

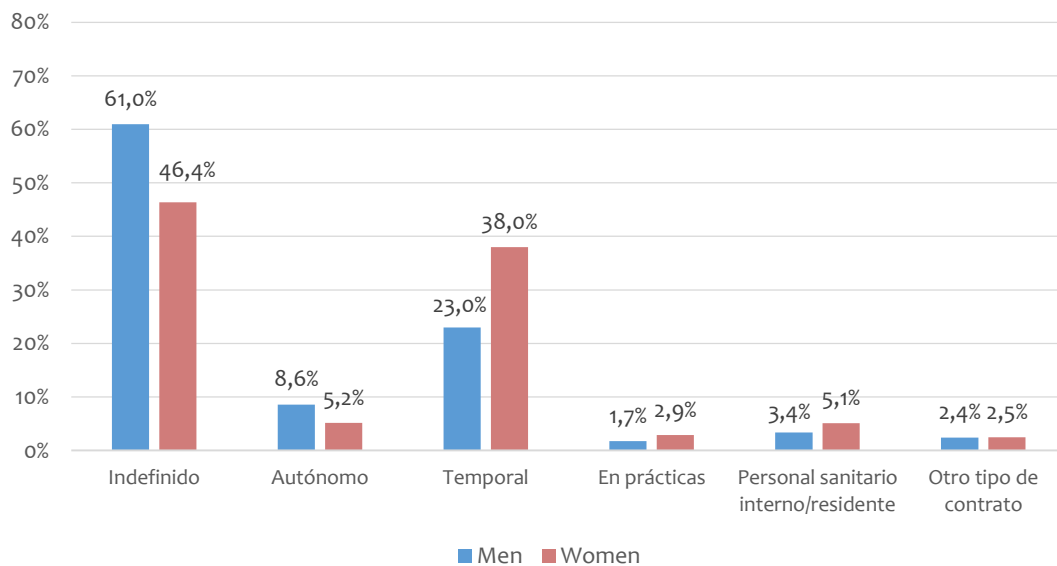
Graduates by type of contract



The low presence of self-employed graduates persists (6.6% on average). By groups, the self-employment rate is higher for men (8.6% compared to 5.2% for women), and among graduates in Services (17.9%), Agriculture (13.3%), Health and Social Services (9.3%) and Social Sciences, Business Education and Law (7.9%).

The situation of job stability is much higher among graduates, while female graduates have a higher rate of temporary employment (38% for women compared to 23% for men), as shown in the following graph.

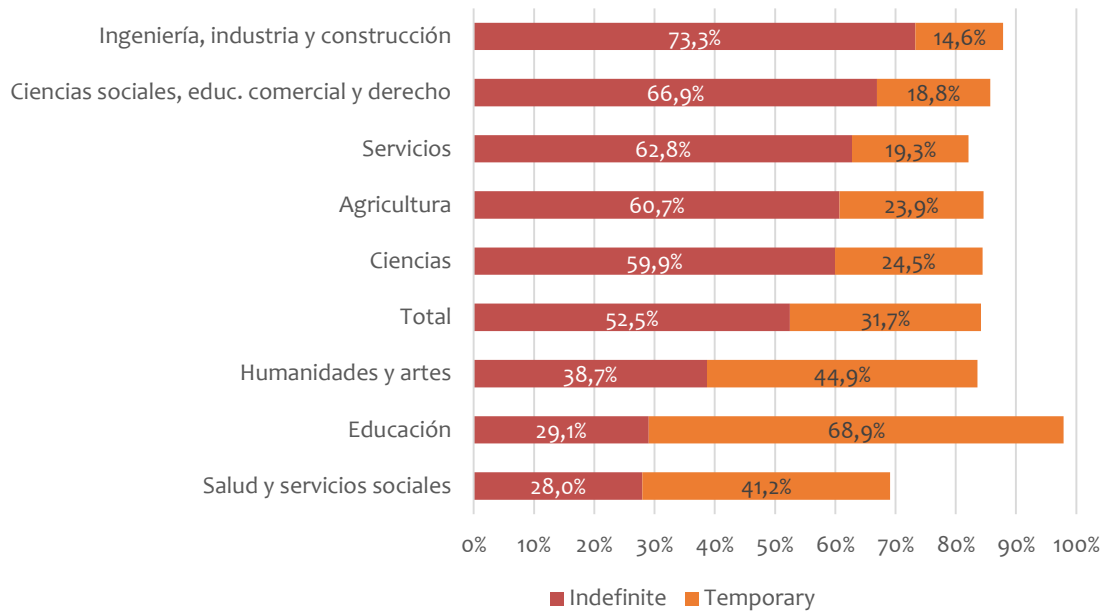
Graduates by type of contract by gender





These differences are also observed between areas, and the stability rate ranges from 73.3% in Engineering, Industry and Construction, to Education and Health and Social Services with percentages close to 30%.

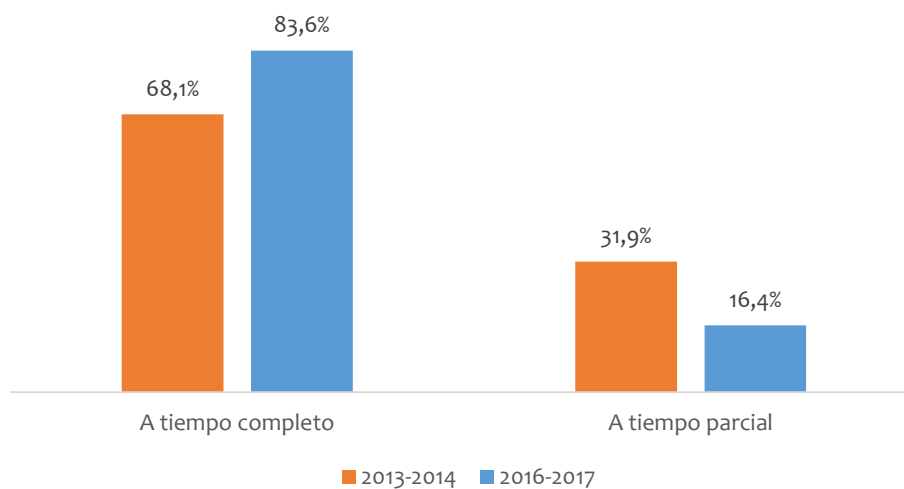
Permanent and temporary graduates by area



Work dedication

With regard to work dedication, it is noted that 8 out of 10 graduates who work do so full time; values much higher than those obtained in the 2018 report.

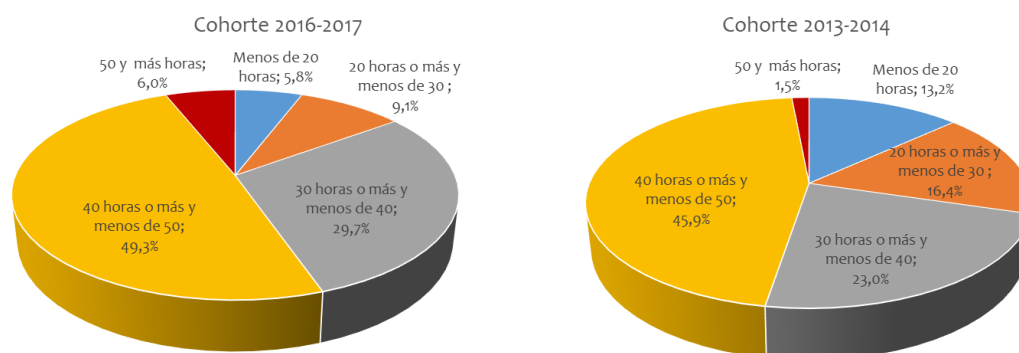
Graduates according to type of working day by cohort



The differences by gender and subject area are significant: 21.0% of women have a part-time job compared to 9.9% of men.

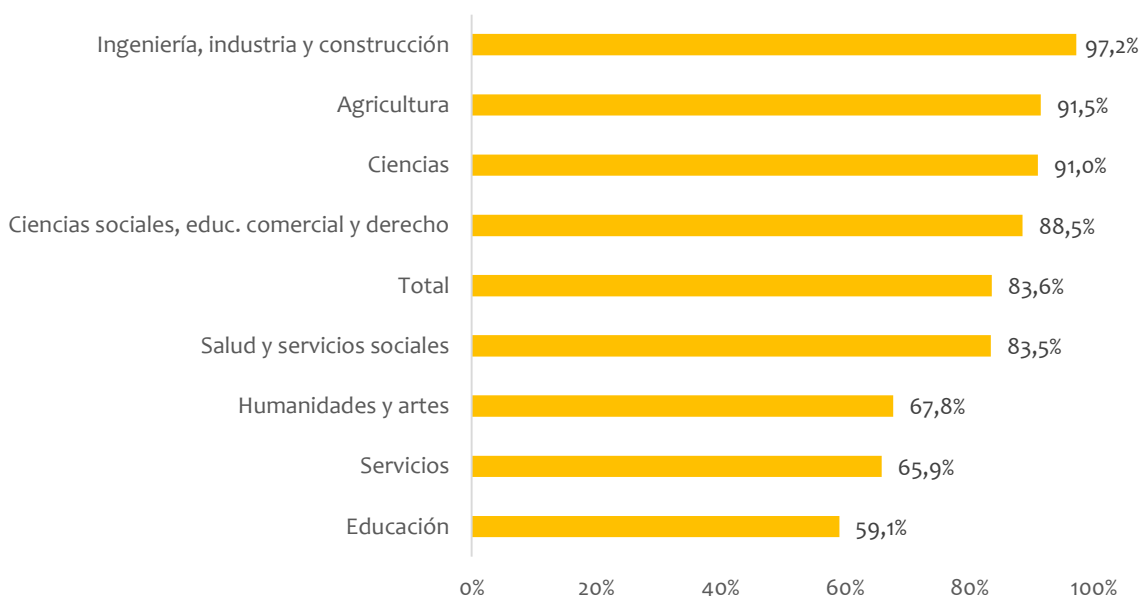
Work dedication, in terms of weekly working hours, corresponds to the data in the following graph. By cohorts studied, there is an increase in the percentage of people working more than 30 hours, compared with a considerable decrease in those working less than 30 hours. It should be noted that 55.3% of graduates in this cohort work 40 hours or more, reaching 68.5% in the case of men.

Weekly working hours per cohort



By areas, Engineering, Industry and Construction stand out, with almost all graduates working full time, compared to Education, where 40.9% have a part-time job.

Full-time graduates





The level of income

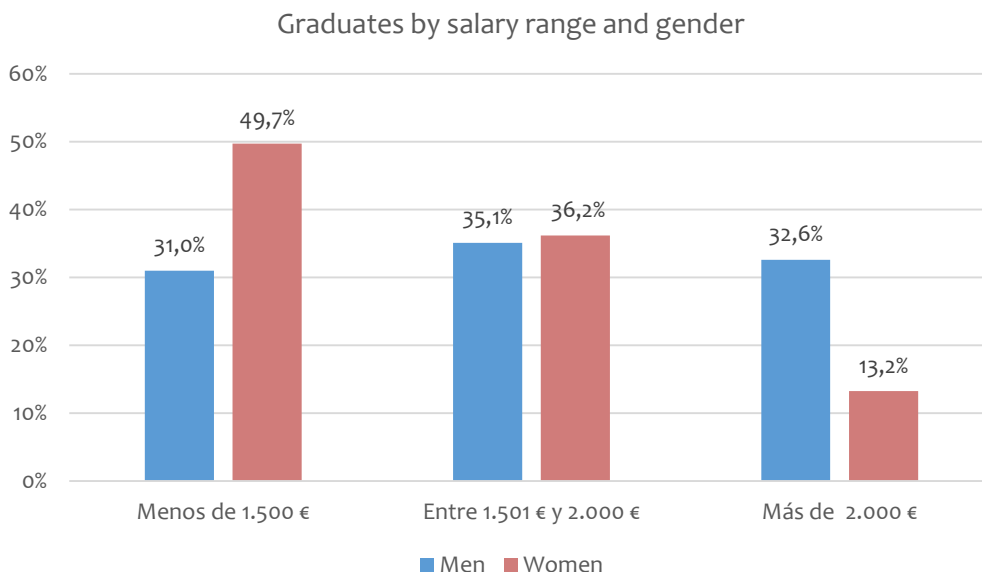
The net wage level of graduates is another indicator of integration. According to the latest data available from the INE-2021 Living Conditions Survey, with income data for the year 2020, in Aragon, the average net annual income per person is 13,345 euros, which means a monthly average of 1,112.08 euros, lower than the average for the population of the university graduates studied.

The percentages show an improvement compared to the 2018 report, as highlighted in the table below.

Graduates by salary range		
Net monthly salary	Cohort 2016-2017	Cohort 2013-2014
Less than €500	2,1%	8,8%
Between 501 € and 1.000 €.	10,3%	28,3%
Between 1.001 € and 1.500 €.	29,5%	35,8%
Between 1.501 € and 2.000 €.	35,7%	18,9%
Between 2.001 € and 2.500 €.	14,0%	4,1%
More than €2,500	7,3%	1,6%
Does not receive a salary	-	0,3%
Ns_ Nc	0,9%	2,2%

Note: "-"Insufficient sample size.

Women have, in proportion, lower salary levels than men. 32.6% of men have a salary of more than 2,000 euros per month compared to 13.2% of women. These differences are also reflected in the disciplinary areas and may be related to work dedication or to the working conditions in the different sectors.

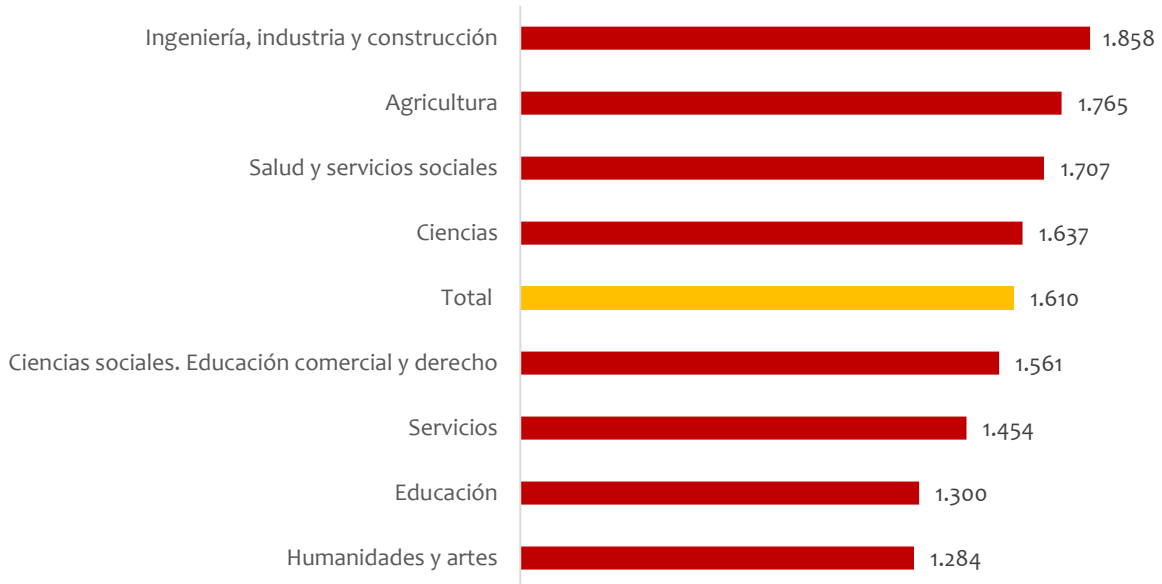


Engineering, Industry and Construction together with Agriculture have the highest salaries, more than 30% earn more than 2,000 euros, followed closely by Health and Social Services. In contrast, in Humanities and Arts and Services more than 60% of graduates earn less than 1,500 euros.

The study provides an approximation of what the net monthly salary would be calculated according to the midpoints of the salary intervals, and once the last interval, which is open, is limited to €3,000, and without counting those who do not receive a salary or those who do not know/do not answer. The highest salaries are found in Engineering, Industry and Construction, Agriculture, Health and Social Services, while the lowest salaries are found in Humanities, Education and Services, coinciding with the areas with the highest proportions of part-time contracts.



Estimated average monthly net salary by field of knowledge (€)

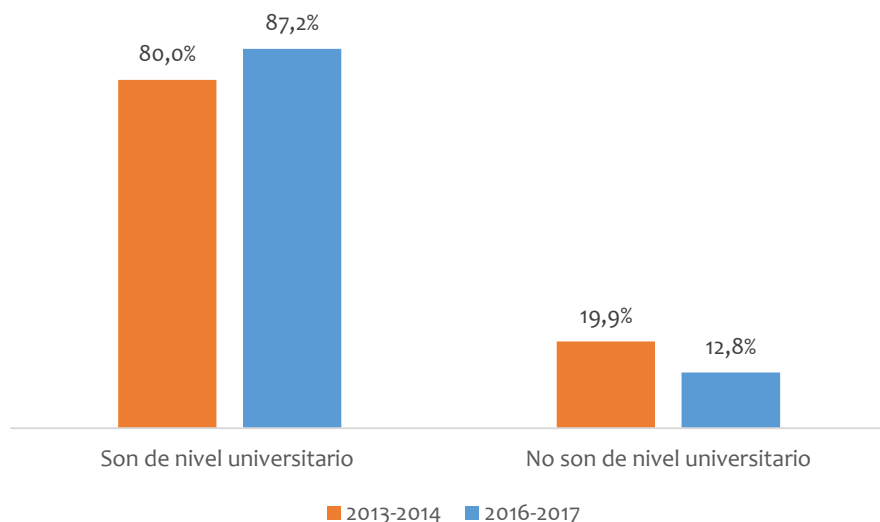


6.2. Matching work and training

To what extent do graduates carry out work that is appropriate in level and content to the degree? This section analyses whether the tasks performed in the work are of university level and, if so, whether these tasks are specific to the degree studied.

The data show high levels of job suitability. 87.2% of graduates state that the tasks performed at work are of university level, values that are 7 percentage points higher than in 2018.

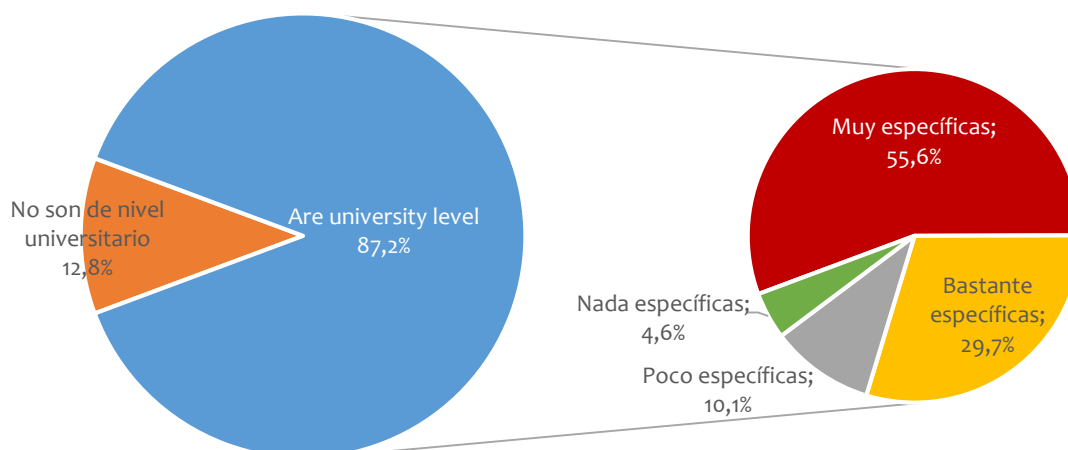
Graduates by level of the tasks they perform



Among those who considered that their job was not at university level, 41.2% of graduates thought that a higher vocational training qualification would be more appropriate, and 35.6% an intermediate level qualification.

Among the graduates with a university-level job, and focusing on the specificity of the tasks they carry out, the high degree of appropriateness of the tasks to the training undertaken - indicated in the 2018 report - is maintained, with 85.3% stating that they are fairly or very specific to their Bachelor's degree.

Graduates according to suitability of the tasks to the job





By disciplinary area, some differences can be observed. Health and Social Services, followed by Engineering, Industry and Construction and Agriculture have the lowest rates of under-occupation. In the case of Engineering, Industry and Construction, 93.1% consider their job to be at university level, but they are the ones with the lowest percentage when it comes to indicating whether their tasks are very or fairly specific to their degree.

Adequacy of the tasks performed to the job position

Areas of knowledge	University level tasks	Very or fairly specific tasks
Health and Social Services	95,8%	94,6%
Engineering, Industry and Construction	93,1%	73,8%
Agriculture	91,5%	95,8%
Social Sciences, Business Education and Law	86,2%	80,9%
Science	81,3%	84,8%
Education	77,3%	97,3%
Services	75,8%	90,0%
Humanities and Arts	73,2%	75,7%
Total	87,2%	85,3%

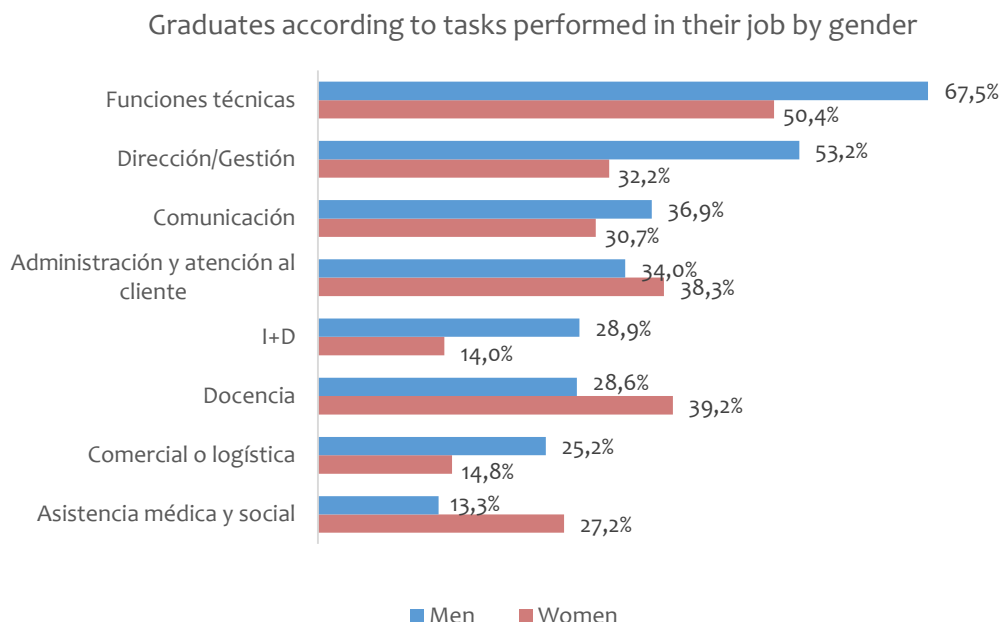
6.3. The functions performed

With regard to the functions performed by graduates in their respective jobs, the trend of the 2018 report is maintained in general terms, although some differences can be observed: thus, the percentage of graduates who claim to perform technical functions has increased compared to functions such as communication and administration and customer service or design and art, which are less present in this study.

Tasks performed at the workstation

	Cohort 2016-2017	Cohort 2013-2014
Technical functions	57,5%	46,8%
Direction/Management	41,0%	39,2%
Administration and customer service	36,5%	48,2%
Teaching	34,8%	39,0%
Communication	33,3%	47,3%
Medical and social assistance	21,4%	26,1%
R&D	20,2%	20,9%
Commercial or logistics	19,2%	23,7%
Other functions	8,6%	6,2%
Design, art	7,0%	12,1%

Men are more involved in technical and managerial functions, management and R&D, while women are more involved in teaching and medical and social care.



The analysis of functions by discipline shows important differences. In Social Sciences, Business Education and Law, Engineering, Agriculture and Services, more than half of the graduates say that they perform leadership or management functions, which they share with technical functions.

There are areas whose graduates are dedicated to very specific tasks. It is observed that in Education (75.2%) and Humanities and Arts (47.8%) teaching is the most relevant function. In turn, 88.7% of the graduates in Health and Social Services perform medical and social assistance functions. And the functions of administration and customer service and communication are more common among graduates in Services (with values above 60%) and Social Sciences, Business Education and Law.

Around one third of graduates in Services, Engineering, Industry and Construction and Agriculture are employed in commercial or logistical functions.

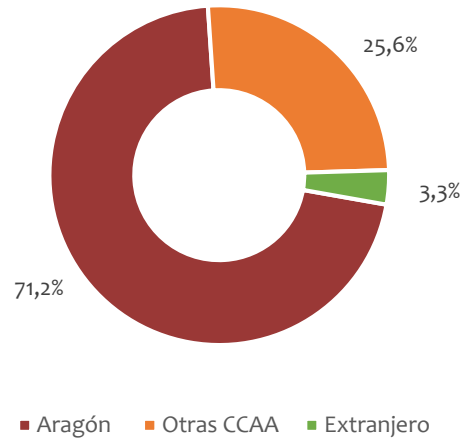
6.4. Labour mobility

The study data confirm that the international labour mobility of SUA graduates is low, with only 3.3% working abroad, compared to 4.4% in the previous cohort. Europe continues to be the main employment destination for these graduates.

On the other hand, the percentage of people working in other Autonomous Regions increased, 25.6% compared to 21.9% in the previous study.



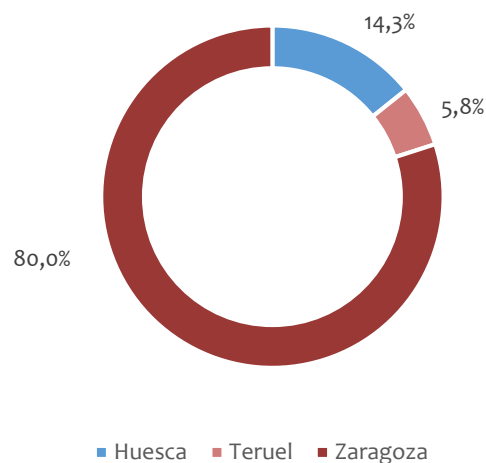
Graduates by place of work location



By subject area, the highest labour mobility is found in Social Sciences, Business Education and Law, as well as in Sciences, which have a slightly higher international mobility rate than the rest (6.5% and 5.7% respectively).

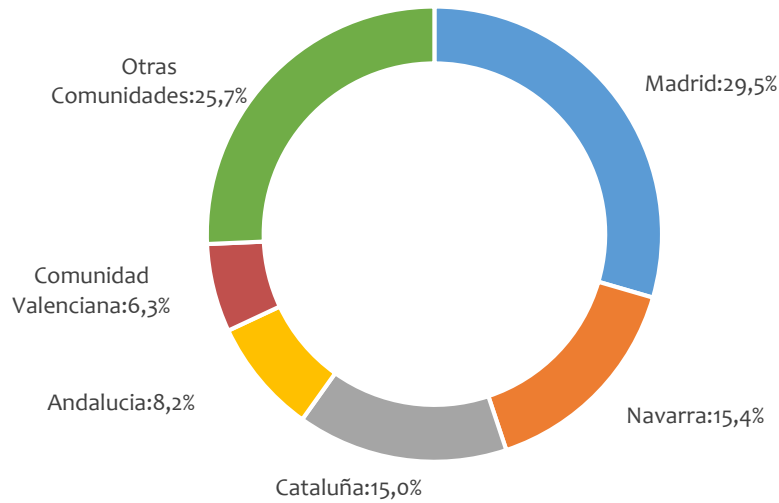
Practically three quarters of SUA graduates remain in Aragon, with Zaragoza being the province with the highest number of graduates. The permanence rate in the Autonomous Community is 5 points higher among women.

Graduates working in Aragon according to province

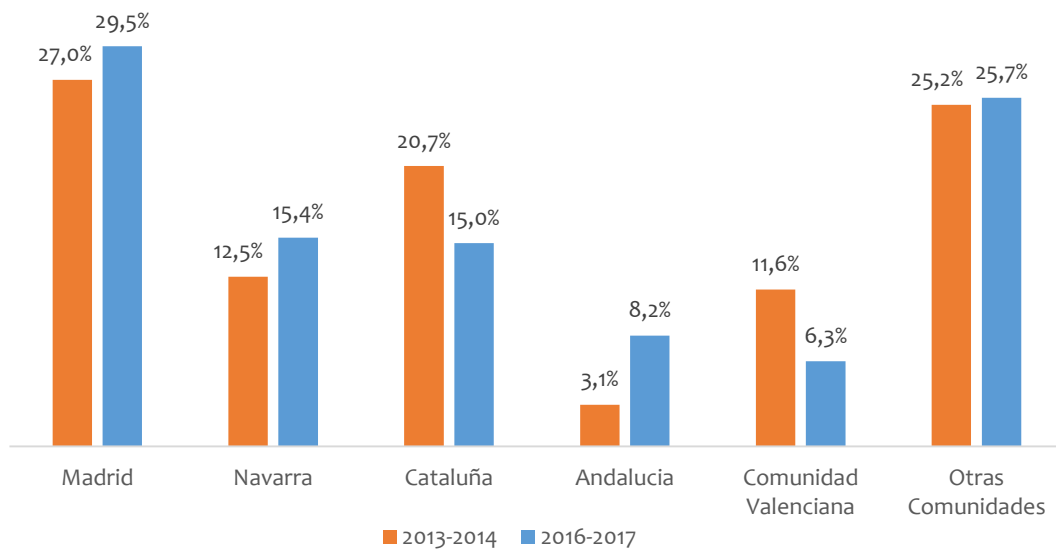


With regard to national mobility (25.6%), Madrid - with 29.5% - continues to be the autonomous community that attracts most SUA graduates, followed by Navarre and Catalonia, neighbouring autonomous communities.

Graduates working in other Autonomous Regions



Graduates working in other Autonomous Communities by cohort



6.5. Job satisfaction of graduates

Job satisfaction is an important indicator of employability. It is of great interest to know the degree of satisfaction of graduates who are currently working, as well as which aspects of the job are the most highly valued.



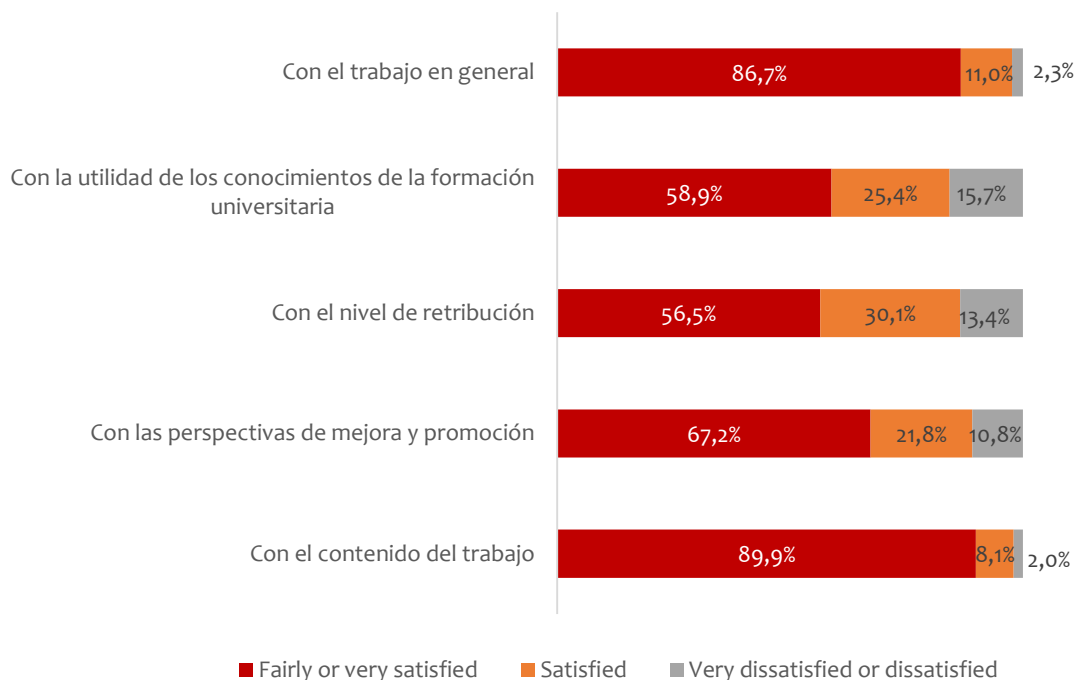
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On a scale ranging from very satisfied, fairly satisfied, satisfied, satisfied, not very satisfied and very dissatisfied, graduates who are currently working are asked about various aspects of their work, ranging from the content of the work, to the prospects for improvement, level of remuneration, usefulness of knowledge, and the work in general.

The survey data show a high degree of satisfaction with the content of the work, which is the most highly valued aspect, with 48.5% stating that they are very satisfied with it.

Although the overall assessment is positive, as can be seen in the graph below, the level of remuneration and the usefulness of knowledge are the aspects of the current job where the lowest satisfaction is observed.

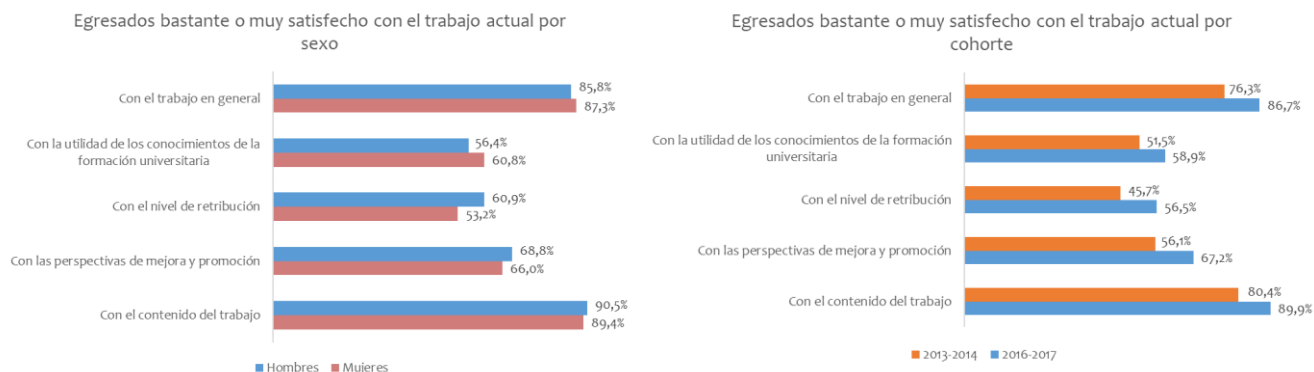
Graduates according to degree of satisfaction with their current job



By gender, women are less satisfied with the level of pay. Differences that do not affect the overall level of job satisfaction.

In line with the results presented in this report, there is an increase in satisfaction with the current job in the different indicators considered for this cohort, with the content of the job remaining the aspect that generates most satisfaction in the face of wages.

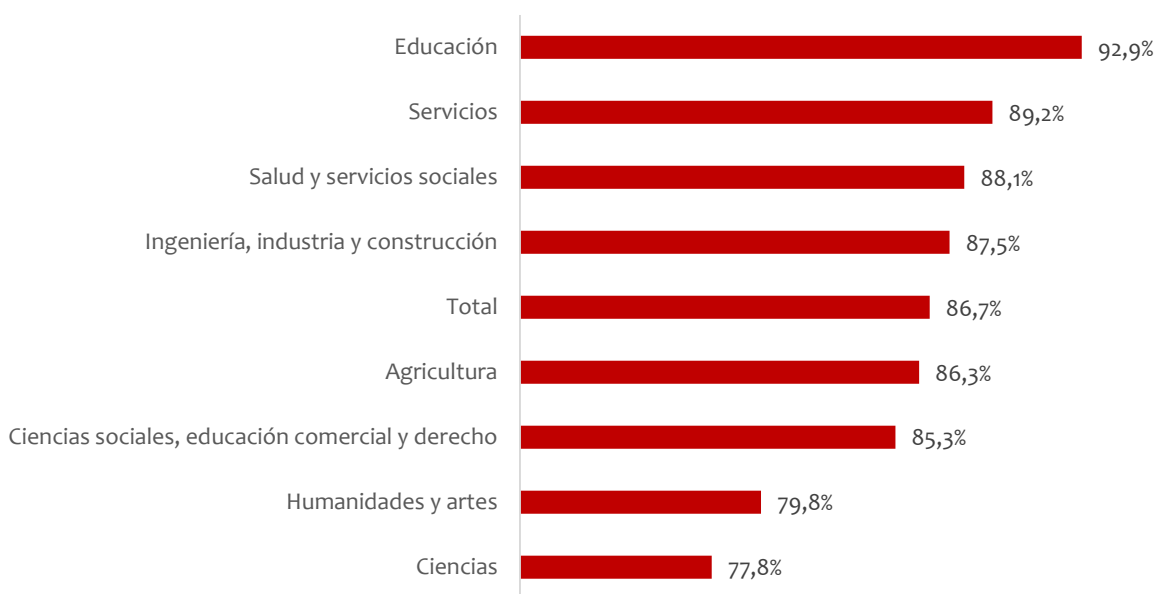
.



Within the cohort analysed, there are differences between settings.

With work in general, the most extreme values are between Education and Science graduates, with a difference of 15 percentage points.

Graduates fairly or very satisfied with work in general by area



Satisfaction with the different dimensions or aspects of work broadly follows the trend for work in general.

Regardless of the areas, graduates are fairly or very satisfied with the content of the current job.

Graduates of Social Sciences, Business Education and Law together with Services stand out in their assessment of promotion opportunities.

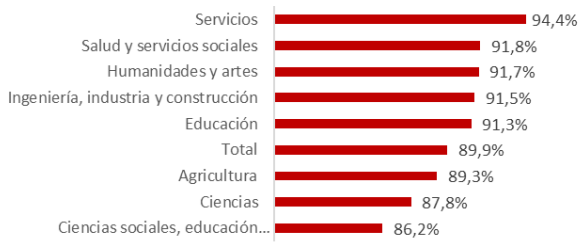
Agriculture, Health and Social Services and Science are the most satisfied with the usefulness of university education.



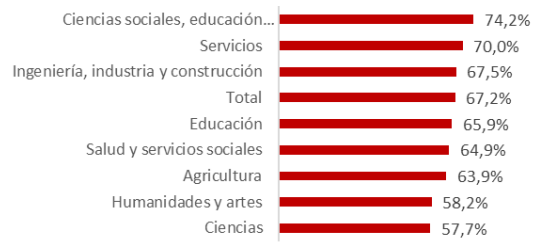
Satisfaction with the level of remuneration is, in general, the lowest rated dimension. In this respect, graduates in Agriculture and Education were the most satisfied.

Quite or very satisfied graduates for the different fields of knowledge by areas of knowledge

Contendio del trabajo



Perspectivas de mejora y promoción



Nivel de retribución



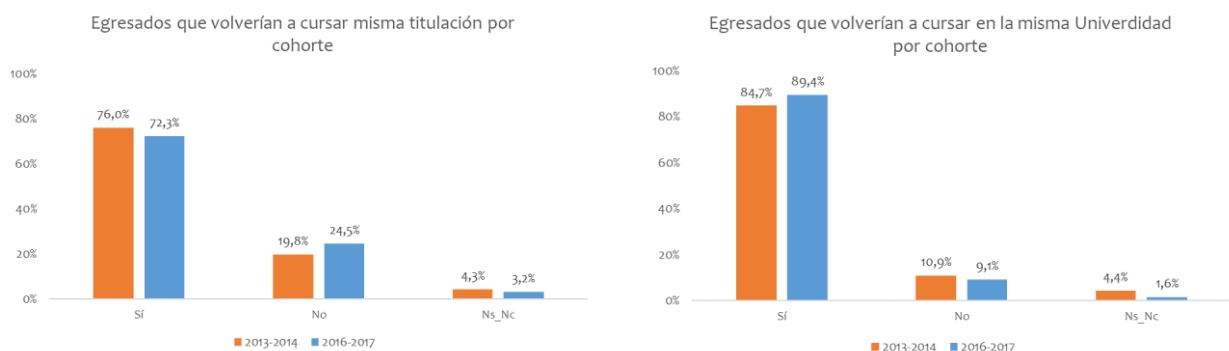
Utilidad de los conocimientos



7. ASSESSMENT OF THE TRAINING AND THE INSTITUTION

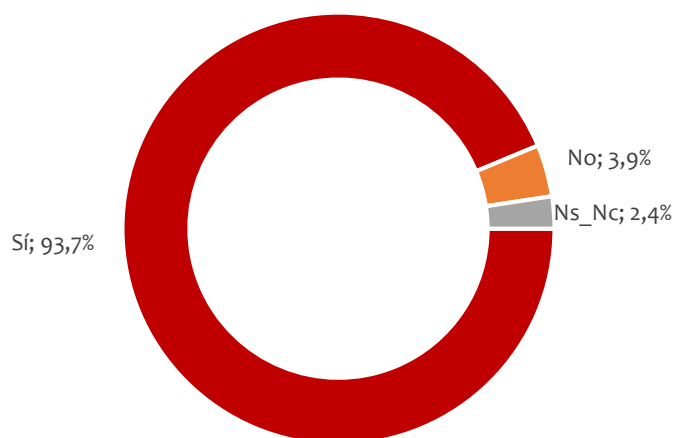
Satisfaction with the Bachelor's degree and the university is the last aspect analysed in the study. In this regard, 7 out of 10 students say that they would decide to choose the same Bachelor's degree if they were to start over again, with higher percentages among women in the cohort (74.3%) than among men (69.6%). The intention to choose is slightly lower than in the 2018 study.

The data show a higher satisfaction with the institution, and 9 out of 10 would choose the same university, surpassing the values of the 2018 report. The levels of satisfaction with the institution are similar between men and women.



These intentions are confirmed by the following indicator: 93.7% would recommend the university where they studied the Bachelor's Degree to their family and social environment.

Graduates according to university recommendation

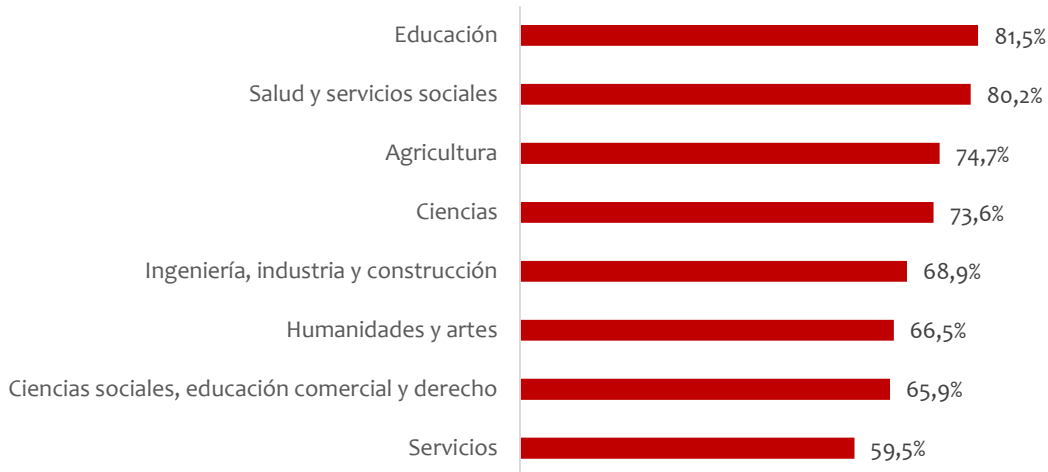




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However, significant percentage differences are observed by areas of knowledge. The graduates in Education and Health and Social Services are the most satisfied and 8 out of 10 would repeat the same degree, degrees that can be considered more vocational. At the other extreme, only 6 out of 10 graduates in the area of Services would repeat their degree.

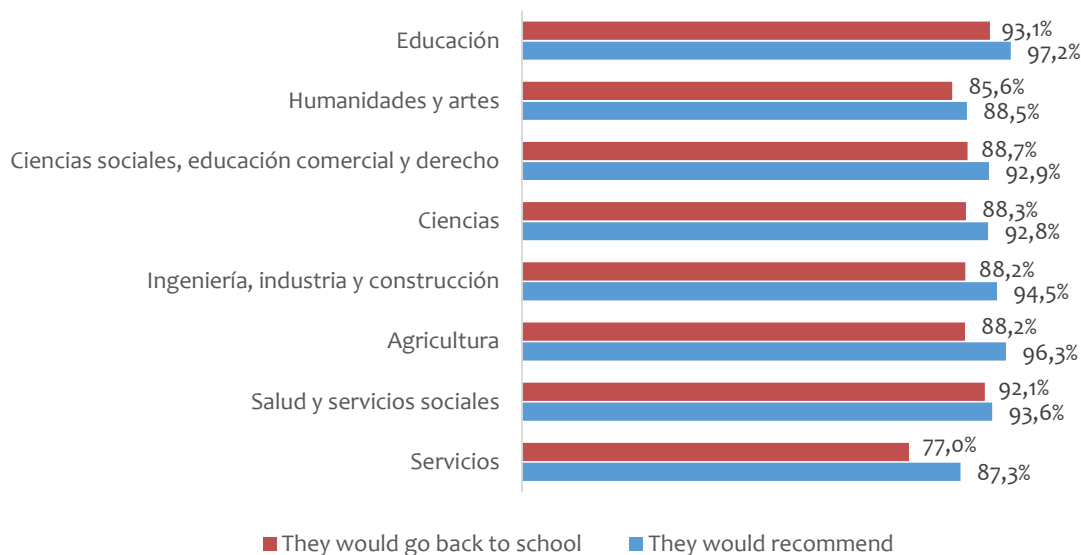
Graduates who would take the same degree again according to area of knowledge



Greater satisfaction with the institution is reflected in the disciplinary areas, with an increase in the percentage of people satisfied with the university where they have studied and most of them saying that they would recommend it.

Once again, Education and Health and Social Services graduates are the most satisfied and would return to study at the same university, as shown in the following graph.

Graduates who would return to study at the same university and who
 would recommend the university





8. MAIN INDICATORS BY AREA OF KNOWLEDGE

By way of summary and trying to draw a comparison by areas of knowledge, and with the study carried out in 2018 (on average), the following is a battery of indicators included in the report.

	I would choose the same degree	Currently working	Fairly or Very Satisfied with current job	University-level tasks at work	Full-time	Indefinite
Education	82%	87%	93%	77%	59%	29%
Humanities and Arts	67%	81%	80%	73%	68%	39%
Social Sciences, Business Education and Law	66%	86%	85%	86%	89%	67%
Science	74%	93%	78%	81%	91%	60%
Engineering, Industry and Construction	69%	96%	87%	93%	97%	73%
Agriculture	75%	86%	86%	91%	91%	61%
Health and Social Services	80%	84%	88%	96%	83%	28%
Services	60%	92%	89%	76%	66%	63%
Average University System of Aragon	72%	88%	87%	87%	84%	52%
Aragon University System Average 2013-2014	76%	85%	76%	80%	68%	37%

9. CONCLUSIONS

The evolution of graduates in the University System of Aragon confirms the consolidation of the system of three levels of studies (Bachelor, Master and Doctorate) implemented within the framework of the European Higher Education Area. From the 2016-17 academic year onwards, we can consider the transition between models to be complete and the number of people graduating from bachelor's degrees and first and second cycle university studies are testimonial.

In the last period, the number of people graduating from bachelor's degrees has stabilised, with the percentage of master's degree students increasing progressively, representing almost a quarter of the total number of university graduates in the 2020-2021 academic year.

In the Aragonese university system as a whole, the profile of graduates has remained constant over the last five years in terms of gender and age, with a predominance of women. The greater presence of graduates under 25 years of age is consistent with the national figures for on-site universities.

The monitoring of the transition to work and the analysis of the employment situation after four years has allowed us to obtain a picture of the process followed and the quality of the occupation.

Just over a third of graduates have worked during their degree and, in general, on a part-time basis. There has been an increase in the number of students who have had greater opportunities to access the labour market specific to their degree, compared to the 2013-14 cohort.

The job placement rate after completion of studies was 52.8%, a proportion that includes those who remained in employment (9.8% of the total). Regarding the time of insertion, 73% obtained a job in less than three months.

It was found that 6 out of 10 graduates had gained access to employment through one of the following routes: public competition/temporary competition, contacts (personal, family, etc.) and the Internet (job search platforms and social networks). Few graduates opted for self-employment as a means of access.

88.5% have been trained in the years following graduation and 66.7% have taken a Master's degree.

There is an increase in the number of students who delay the transition after completing their Bachelor's degree. The main reason is to take an official master's degree, with an increase in the rate of direct transition from bachelor's to master's degree, which has been observed in the national and international context.

The importance of continuous training related to the requirements of the jobs also stands out, with a significant investment in specialised and/or ICT-related training.

The employment rate after four years is 88.1% and 4.9% of the total cohort claims to be unemployed. The unemployment rate is lower than that of the working population as a whole in Aragon (according to data from the Economically Active Population Survey) and highlights the value of training in the labour market.



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Some 7% of the cohort are currently inactive. The largest group is made up of graduates who are preparing for civil service examinations. They are joined by those in full-time education, half of whom are pursuing a doctorate.

The analysis of the employment situation allows us to identify the main characteristics of the occupation in global terms.

Graduates of the 2016-17 cohort work as employees (93.4%), in the private sector (61.9%) and in a company with more than 250 workers (56.3%). The analysis of mobility patterns shows no changes in relation to previous studies and 7 out of 10 graduates work in Aragon. 25.6% work in another Autonomous Community and only 3.3% work abroad.

In terms of working conditions, they have a permanent contract (52.5%), full-time (83.6%) with an estimated net monthly salary of 1,610 euros.

Above all, the levels of suitability of the job to the university training stand out: 87.2% have a university-level job and, among these, they also underline the suitability of the tasks to the degree training (85.3% consider them to be fairly or very specific). With regard to the job position, technical (57.5%) and managerial (41.0%) functions are the most common among graduates.

The satisfaction of the graduates completes the picture taken of the cohort surveyed. 86.7% of the graduates who are currently working are fairly or very satisfied with the job in general. They are particularly satisfied with the content of the job (89.9%), which is rated much higher than the salary.

After the post-degree experience, seven out of 10 graduates confirm that they would study the same degree again, 9 out of 10 would choose the same university and would recommend it to their environment.

There are important variations in the transition process to the labour market and the current situation of graduates among the different SUA disciplinary areas. We highlight those issues where the greatest variability is observed.

Services stands out as the field with the highest proportion of students who become employed during their studies (59.1%) compared to Agriculture (27.0%).

Graduates in Engineering, Industry and Construction and Health and Social Services are those who prioritise access to work after graduation, compared to Education whose graduates had more difficulties in the initial transition to work. In Humanities and Arts almost half delayed it, continuing in the system at Master's level. In Science, the highest number of students continued with a doctorate.

We found differences in the effectiveness of the pathways to employment, a situation that can be related to the specificity of the labour markets in each field. Differences are found in the greater impact of: competitive examinations (Education); networking (Agriculture, Services and Science); online platforms (Engineering, Industry and Construction, Science and Social Sciences, Business Education and Law); institutional job boards (Health and Social Services); internships during studies (Social Sciences, Business Education and Law); self-employment and self-candidacy (Services).

Graduates in the fields of Engineering, Industry and Construction are those with the best objective indicators of labour market insertion (employment rate, stability, salary level, suitability). However, they have lower intentions to return to the degree. In terms of the employment of graduates in Health and Social Services, there is an adequacy of the occupation; but, together with Education, these are the areas in which it is most difficult for them to stabilise, as they depend on calls from the public sector (the main employer).

The differences are also notable between male and female graduates of the same graduating class, with men having better labour market insertion indicators than women. However, it should be taken into account that women are in the minority in fields such as Engineering, Industry and Construction and in the majority in Humanities and Arts and Education, areas that present important differences in access and conditions of insertion.

The comparison of the results with the 2018 report allows us to point out two main conclusions. The first is in relation to the trajectory of students after graduation, with an increase in the number of students who delay access and move directly from the bachelor's degree to the master's. The second is an improvement in the integration of recent graduates in employment rates and working conditions analysed. The second is an improvement in the insertion of recent graduates in the employment rates and working conditions analysed.



10. ANNEXES

10.1. ANNEX I: Fact sheet of the survey

Objective: The general objective of this survey is to study the labour market insertion of graduates of the Aragon University System (SUA) in the 2016-2017 academic year, four and a half years after graduation.

Main variables studied: Studies completed, jobs performed, characteristics of the job, tasks performed, skills acquired, job search and satisfaction with the degree and university.

Level of disaggregation: University (UZ and USJ), 8 types of studies undertaken (based on 1-digit ISCED codes) and sex.

Reference period: Graduates of the Aragonese University System in the 2016-2017 academic year.

Study population: 4,726⁸ SUA graduates in the 2016/2017 academic year.

Type of sampling: Stratified sampling, with grades being the stratification variable.

Within each stratum, the sample is selected according to the following criteria:

For grades of 20 graduates or less, a thorough selection of all graduates is made.

For grades with more than 20 graduates, starting from the theoretical simple random sampling resulting from the total population of graduates in the SUA, subject to the budget constraint, each stratum is adjusted according to the quota that each grade represented in the reference period.

Sample size: The final theoretical sample consisted of 1,851 graduates, of which the effective sample was 1,309 graduates (overall response rate of 71%).

Elevation factors have been calculated by adjusting the sample for the grade variables.

Minimum margin of error of the effective sample: 1.8% (according to confidence level: 95%, where $P=Q=0.5$, where P is the probability of having a job).

Survey period: 31 March 2022 to 27 May 2022

Realisation: Chi-Cuadrado, S.L. and statistical exploitation of the IAEST.

⁸ It should be noted that in the tables published by the IAEST there is an imbalance in the sum of graduates from the University of Zaragoza and the University of San Jorge (4,727 graduates) due to the rounding of the total number of graduates, once the sample results are raised to the population results; a fairly common issue in statistical matters.

10.2. ANNEX II: ISCED Groupings and Bachelor Degrees

ISCED1	Total graduates	Respondents
Total graduates Aragon University System 2016-2017	4.726	1.309
Education	666	145
Humanities and Arts	277	106
Social Sciences. Business Education and Law	1.243	333
Science	320	107
Engineering, Industry and Construction	957	270
Agriculture	199	55
Health and Social Services	941	253
Services	122	40

Education
TEACHER IN PRIMARY EDUCATION
TEACHER TRAINING IN EARLY CHILDHOOD EDUCATION
Humanities and Arts
FINE ARTS
HISTORY OF ART
AUDIOVISUAL COMMUNICATION
CLASSICAL STUDIES
ENGLISH STUDIES
HISPANIC PHILOLOGY
PHILOSOPHY
HISTORY
MODERN LANGUAGES
TRANSLATION AND INTERCULTURAL COMMUNICATION
Social Sciences, Business Education and Law
ECONOMY
PSYCHOLOGY
PSYCHOPEDAGOGY
INFORMATION AND DOCUMENTATION
JOURNALISM
BUSINESS ADMINISTRATION AND MANAGEMENT
FINANCE AND ACCOUNTING
MANAGEMENT AND PUBLIC ADMINISTRATION



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LABOUR RELATIONS AND HUMAN RESOURCES
ADVERTISING AND PUBLIC RELATIONS
LAW
LAW-BUSINESS ADMINISTRATION AND MANAGEMENT
Science
ENVIRONMENTAL SCIENCES
GEOGRAPHY AND SPATIAL PLANNING
PHYSICS
GEOLOGY
CHEMISTRY
MATHEMATICS
COMPUTER ENGINEERING
Engineering, Industry and Construction
BIOTECHNOLOGY
INDUSTRIAL ORGANISATION ENGINEERING
INDUSTRIAL TECHNOLOGY ENGINEERING
ELECTRICAL ENGINEERING
ELECTRONIC AND AUTOMATIC ENGINEERING
INDUSTRIAL DESIGN AND PRODUCT DEVELOPMENT ENGINEERING
MECHANICAL ENGINEERING
MECHATRONICS ENGINEERING
CHEMICAL ENGINEERING
TELECOMMUNICATION TECHNOLOGIES AND SERVICES ENGINEERING
FOOD SCIENCE AND TECHNOLOGY
ARCHITECTURE
TECHNICAL ARCHITECTURE
ARCHITECTURAL STUDIES
CIVIL ENGINEERING
Agriculture
AGRI-FOOD AND RURAL ENGINEERING
AGRICULTURAL ENGINEER - SECOND CYCLE
VETERINARY
Health and Social Services
NURSING
PHYSIOTHERAPY
HUMAN NUTRITION AND DIETETICS

OPTICS AND OPTOMETRY
OCCUPATIONAL THERAPY
PHARMACY
MEDICINE
DENTISTRY
SOCIAL WORK
Services
PHYSICAL ACTIVITY AND SPORT SCIENCES
TOURISM



10.3. ANNEX III: Survey

INSERCIÓN LABORAL EGRESADOS UNIVERSITARIOS 2016/2017 – UZ / USJ
CUESTIONARIO CODIFICADO

DESCRIPCIÓN DEL TRABAJO ACTUAL O ÚLTIMO TRABAJO SIGNIFICATIVO

1. ¿Trabajaste durante tus estudios universitarios?

(Se considera **trabajo significativo**: situaciones que se dan con cierta regularidad e intensidad, independientemente de tener o no contrato oficial, con retribución directa o indirecta, prácticas profesionales o creación de la propia empresa, etc. No se considera **trabajo significativo** a situaciones esporádicas como hacer de canguro, clases particulares ocasionales...)

1. Sí

1.1. El último trabajo que tuviste durante tus estudios era:

1. A tiempo parcial 2. A tiempo completo 9. Ns/Nc

1.2. ¿Estaba relacionado con los estudios que cursabas?

1. Sí 6. No 9. Ns/Nc

6. No (incluye trabajos esporádicos o intermitentes)
 9. Ns/Nc

2. ¿Trabajas actualmente?

1. Sí

2.1. ¿Tienes más de un trabajo?

1. Sí 6. No 9. Ns/Nc

2. Ahora no (Seguir el cuestionario haciendo referencia al último trabajo significativo. No contestar pregunta de satisfacción (p 13)) (→ Pasar a pregunta 3)

3. Nunca he trabajado (→ Pasar a pregunta 3 y a continuación a la p.15)

9. Ns/Nc (→ Pasar a pregunta 3)

3. Al finalizar tus estudios de grado ¿buscaste un empleo de nivel universitario o relacionado con tu titulación?

1. Sí, y lo encontré o cree mi propia empresa

3.1. ¿Cuántos meses transcurrieron desde que iniciaste la búsqueda de empleo hasta que encontraste el trabajo o creaste tu empresa? _____

2. Sí, pero no lo encontré 3. No, ya tenía empleo 4. No busque 9. Ns/Nc

→ Los que en la P2 han contestado "(3) Nunca he trabajado" deben pasar a la P15

VALORACIÓN DE LA FORMACIÓN Y SU ADECUACIÓN AL PUESTO DE TRABAJO

(Las preguntas siguientes (de la 4 a la 12) se refieren al trabajo actual o en su defecto al último trabajo significativo que has tenido. No se realiza si Nunca ha trabajado. RELLENAR ÚNICAMENTE SI TRABAJA O HA TRABAJADO (P.2.=Sí y Ahora no)

4. ¿Cómo encontraste trabajo?

(La respuesta es abierta y el entrevistador la codifica según las opciones siguientes)

- 1. Contactos (personales, familiares, en la universidad, ...)
- 2. Internet (redes sociales y plataformas para la búsqueda de empleo)
- 3. Servicios de la Universidad (bolsas de trabajo, observatorio,...)
- 4. Prácticas de estudio
- 5. Servicio Público de Empleo/Instituto Aragonés de Empleo (INAEM)
- 6. Bolsas de trabajo institucionales (Educación, Salud, colegios profesionales...)
- 7. Oposición/Concurso público y otras convocatorias públicas
- 8. Creación de empresa o despacho propio
- 9. Empresas de selección
- 10. Empresas de trabajo temporal (ETT)
- 11. Anuncios de prensa (u otros medios)
- 12. Autocandidatura
- 13. Otros
- 99. Ns/Nc

5. ¿Con qué tipo de contrato o relación laboral?
1. Indefinido
 2. Autónomo
 3. Temporal
 4. En prácticas
 5. Personal sanitario interno / residente
 6. Otro tipo de contrato (incluye la opción de becario)
 9. Ns/Nc
6. ¿El trabajo es o era a tiempo parcial o a tiempo completo?
1. A tiempo parcial 2. A tiempo completo 9. Ns/Nc
- 6.1. Nº de horas semanales trabajadas (a dos dígitos) _____
7. ¿Las tareas que realizas o realizabas en tu trabajo son o eran de nivel universitario?
1. Sí
- 7.1. ¿Son o eran específicas de tu titulación?
1. Muy específicas
 2. Bastante específicas
 3. Poco específicas
 4. Nada específicas
 9. Ns/Nc
6. No
- 7.2. ¿Cuál crees que es el nivel de formación más apropiado para realizar ese trabajo?
1. Formación profesional de grado superior
 2. Formación profesional de grado medio/Bachillerato
 3. ESO, EGB etc...
 4. Otro (indícalo) _____
 9. Ns/Nc
9. Ns/Nc
8. ¿El trabajo lo desarrollas o desarrollabas en? (respuesta múltiple)
1. Sector Público 1. Sector Privado 1. El tercer sector
9. ¿Qué tarea o tareas realizas o realizabas en el?
- | | | | |
|---|--------------------------------|--------------------------------|-----------------------------------|
| 9.1. Dirección/gestión | <input type="checkbox"/> 1. Sí | <input type="checkbox"/> 6. No | <input type="checkbox"/> 9. Ns/Nc |
| 9.2. Comercial o logística | <input type="checkbox"/> 1. Sí | <input type="checkbox"/> 6. No | <input type="checkbox"/> 9. Ns/Nc |
| 9.3. Docencia | <input type="checkbox"/> 1. Sí | <input type="checkbox"/> 6. No | <input type="checkbox"/> 9. Ns/Nc |
| 9.4. I+D | <input type="checkbox"/> 1. Sí | <input type="checkbox"/> 6. No | <input type="checkbox"/> 9. Ns/Nc |
| 9.5. Asistencia médica y social | <input type="checkbox"/> 1. Sí | <input type="checkbox"/> 6. No | <input type="checkbox"/> 9. Ns/Nc |
| 9.6. Diseño, arte | <input type="checkbox"/> 1. Sí | <input type="checkbox"/> 6. No | <input type="checkbox"/> 9. Ns/Nc |
| 9.7. Funciones técnicas | <input type="checkbox"/> 1. Sí | <input type="checkbox"/> 6. No | <input type="checkbox"/> 9. Ns/Nc |
| 9.8. Administración y Atención al cliente | <input type="checkbox"/> 1. Sí | <input type="checkbox"/> 6. No | <input type="checkbox"/> 9. Ns/Nc |
| 9.9. Comunicación | <input type="checkbox"/> 1. Sí | <input type="checkbox"/> 6. No | <input type="checkbox"/> 9. Ns/Nc |
| 9.10. Otras funciones ¿Cuáles? (especificar): | <input type="checkbox"/> 1. Sí | <input type="checkbox"/> 6. No | <input type="checkbox"/> 9. Ns/Nc |
-
10. ¿Cuántos trabajadores tiene o tenía la empresa?
1. Menos de 10 3. Entre 51 y 100 5. Entre 251 y 500 9. Ns/Nc
 2. Entre 10 y 50 4. Entre 101 y 250 6. Más de 500
11. ¿Nos puedes indicar en qué intervalo salarial se sitúa o situaba tu salario mensual neto por término medio?
1. No percibo salario 5. Entre 1.501 y 2.000 €
 2. Menos de 500 € 6. Entre 2.001 y 2.500 €
 3. Entre 501 y 1.000 € 7. Más de 2.500 €
 4. Entre 1.001 y 1.500 € 9. Ns/Nc
12. ¿Dónde trabajas o trabajabas (provincia o país)?
1. España (especificar Provincia a partir de listado): _____
 2. Otro país distinto a España (especificar País a partir de listado): _____
 9. Ns/Nc



SOLO PARA LOS QUE TRABAJAN ACTUALMENTE

RELLENAR ÚNICAMENTE SI TRABAJA (P.2.=Si)

13. ¿Podrías indicar cuál es tu grado de satisfacción con el trabajo actual? Desde 1, muy insatisfecho, hasta 5, muy satisfecho?

		Muy Insatisfecho	Poco Satisfecho	Satisfecho	Bastante Satisfecho	Muy Satisfecho	Ns/Nc
13.1	Con el contenido del trabajo	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	9 <input type="checkbox"/>
13.2	Con las perspectivas de mejora y promoción	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	9 <input type="checkbox"/>
13.3	Con el nivel de retribución	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	9 <input type="checkbox"/>
13.4	Con la utilidad de los conocimientos de la formación universitaria	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	9 <input type="checkbox"/>
13.5	Con el trabajo en general	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	9 <input type="checkbox"/>

PARA TODOS QUE HAN TRABAJADO ALGUNA VEZ

RELLENAR ÚNICAMENTE SI TRABAJA O HA TRABAJADO (P.2.=Sí y Ahora no)

14. ¿Consideras que has tenido que adquirir o desarrollar con mayor profundidad algún conocimiento o habilidad adicional respecto a las que te proporcionó la formación de la Universidad?

1. Sí

14.1. ¿Cuál o cuáles?

(La respuesta es abierta y el entrevistador las codifica según las opciones siguientes, máximo 3 respuestas)

- 1. Conocimiento sobre determinada especialidad, formación
- 2. Análisis y resolución de problemas
- 3. Capacidad para tomar decisiones
- 4. Capacidad para innovar y aportar soluciones
- 5. Capacidad de aprender y actuar en situaciones nuevas
- 6. Capacidad de trabajar de forma autónoma
- 7. Habilidades comunicativas, expresión oral y escrita, presentaciones públicas, etc...
- 8. Idiomas
- 9. Manejo de programas informáticos especializados
- 10. Trabajo en equipo
- 11. Liderazgo
- 12. Técnicas de negociación
- 13. Responsabilidad en el trabajo
- 98. Otros (especificar) _____

99. Ns/Nc

6. No

9. Ns/Nc

BUSQUEDA DE EMPLEO

15. ¿Actualmente está buscando trabajo?

1. Sí

15.1. ¿Nos puedes indicar el motivo o motivos por el cual estás buscando trabajo?

15.1.1. Estoy parado 1. Sí 6. No 9. Ns/Nc

15.1.2. Mejora de sueldo 1. Sí 6. No 9. Ns/Nc

15.1.3. Busco un trabajo relacionado con mi titulación 1. Sí 6. No 9. Ns/Nc

15.1.4. No estoy a gusto con el trabajo desempeñado (ambiente laboral, trabajo desempeñado, falta de motivación...) 1. Sí 6. No 9. Ns/Nc

15.1.5. Otros motivos (especificar): 1. Sí 6. No 9. Ns/Nc

15.2. ¿Nos puedes indicar cuantos meses llevas buscando trabajo? _____ meses

6. No

15.3. ¿Puedes indicar la razón o razones por las cuáles no buscas trabajo?

15.3.1. Estoy realizando otros estudios. (No incluye oposiciones) 1. Sí 6. No 9. Ns/Nc

15.3.1.bis. ¿Cuáles?

1. Otro Grado 3. Doctorado
 2. Master Universitario Oficial 4. Otros Estudios

15.3.2. Estoy preparando oposiciones 1. Sí 6. No 9. Ns/Nc

15.3.3. Estoy cuidando de familiares. (Incluye maternidad) 1. Sí 6. No 9. Ns/Nc

15.3.4. Ya tengo un trabajo relacionado con los estudios universitarios 1. Sí 6. No 9. Ns/Nc

15.3.5. Ya tengo un trabajo aunque no relacionado con los estudios universitarios 1. Sí 6. No 9. Ns/Nc

15.3.6. Otros casos: jubilación, discapacidad, enfermedad, etc. 1. Sí 6. No 9. Ns/Nc

9. Ns/Nc

16. Desde tu experiencia personal, indica cuales son las principales razones que te dificultan para encontrar empleo (máximo 3 respuestas)

1. Crisis, situación económica, laboral, social o política del país 20. Carencias en la formación universitaria recibida
 2. Competencia 21. Falta de práctica profesional/experiencia
 3. Falta de oferta 22. Falta de conocimientos sobre el mercado laboral
 4. Desconocimiento de la titulación 23. Falta de conocimientos de idiomas
 5. Dificultad de acceso al Sector público (bolsa de empleo, oposiciones, etc.) 24. Falta de conocimientos en informática
 6. Necesidad de Máster para ejercer (la abogacía, enseñanza, etc.) 25. Falta de habilidades o conocimientos complementarios
 7. Falta de contactos 26. Exigencia de tener un trabajo que me guste
 8. Intrusismo 27. Exigencia de tener un trabajo con un adecuado nivel retributivo
9. Pocas salidas
 10. Ninguna dificultad para encontrar
 98. Otros (especificar) _____

99. Ns/Nc

17. Desde que te graduaste, ¿cuántos trabajos has rechazado por considerarlos poco adecuados? _____

FORMACIÓN DESPUES DE GRADUARTE

18. Indica el nivel acreditado de idiomas extranjeros que tienes actualmente:

Inglés	<input type="checkbox"/> Ninguno	<input type="checkbox"/> A1	<input type="checkbox"/> A2	<input type="checkbox"/> B1	<input type="checkbox"/> B2	<input type="checkbox"/> C1	<input type="checkbox"/> C2	<input type="checkbox"/> Ns/Nc
Francés	<input type="checkbox"/> Ninguno	<input type="checkbox"/> A1	<input type="checkbox"/> A2	<input type="checkbox"/> B1	<input type="checkbox"/> B2	<input type="checkbox"/> C1	<input type="checkbox"/> C2	<input type="checkbox"/> Ns/Nc
Alemán	<input type="checkbox"/> Ninguno	<input type="checkbox"/> A1	<input type="checkbox"/> A2	<input type="checkbox"/> B1	<input type="checkbox"/> B2	<input type="checkbox"/> C1	<input type="checkbox"/> C2	<input type="checkbox"/> Ns/Nc
Árabe	<input type="checkbox"/> Ninguno	<input type="checkbox"/> A1	<input type="checkbox"/> A2	<input type="checkbox"/> B1	<input type="checkbox"/> B2	<input type="checkbox"/> C1	<input type="checkbox"/> C2	<input type="checkbox"/> Ns/Nc
Portugués	<input type="checkbox"/> Ninguno	<input type="checkbox"/> A1	<input type="checkbox"/> A2	<input type="checkbox"/> B1	<input type="checkbox"/> B2	<input type="checkbox"/> C1	<input type="checkbox"/> C2	<input type="checkbox"/> Ns/Nc
Italiano	<input type="checkbox"/> Ninguno	<input type="checkbox"/> A1	<input type="checkbox"/> A2	<input type="checkbox"/> B1	<input type="checkbox"/> B2	<input type="checkbox"/> C1	<input type="checkbox"/> C2	<input type="checkbox"/> Ns/Nc
Ruso	<input type="checkbox"/> Ninguno	<input type="checkbox"/> A1	<input type="checkbox"/> A2	<input type="checkbox"/> B1	<input type="checkbox"/> B2	<input type="checkbox"/> C1	<input type="checkbox"/> C2	<input type="checkbox"/> Ns/Nc
Chino	<input type="checkbox"/> Ninguno	<input type="checkbox"/> A1	<input type="checkbox"/> A2	<input type="checkbox"/> B1	<input type="checkbox"/> B2	<input type="checkbox"/> C1	<input type="checkbox"/> C2	<input type="checkbox"/> Ns/Nc
Otros: (especificar)	<input type="checkbox"/> Ninguno	<input type="checkbox"/> A1	<input type="checkbox"/> A2	<input type="checkbox"/> B1	<input type="checkbox"/> B2	<input type="checkbox"/> C1	<input type="checkbox"/> C2	<input type="checkbox"/> Ns/Nc



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19. ¿Después de graduarte en la Universidad ¿has realizado algún tipo de formación?

1. Sí 6. No (→ Pasar a pregunta 21) 9. Ns/Nc

20. ¿Qué tipo o tipos de formación has realizado?

20.1. Otro Grado 1. Sí 6. No 9. Ns/Nc

20.2. Master Universitario/oficial 1. Sí 6. No 9. Ns/Nc

20.b.bis. ¿En qué Universidad? (especificar a partir de listado) _____

20.3. Doctorado 1. Sí 6. No 9. Ns/Nc

20.4. Cursos de especialización. 1. Sí 6. No 9. Ns/Nc

20.5. Otros tipos de formación (especificar)..... 1. Sí 6. No 9. Ns/Nc

21. Si tuvieras que empezar de nuevo,

21.1. ¿Volverías a cursar la misma titulación?

1. Sí 6. No 9. Ns/Nc

21.2. ¿Escogerías la misma universidad?

1. Sí (→ Pasar a pregunta 21.3)
 6. No (→ Pasar a pregunta 21.2.1)

21.2.1. En el caso de NO. Expón las razones (máximo 3 respuestas)

1. La oferta formativa de las universidades aragonesas no ofrece lo que habría querido estudiar
 2. Querría estudiar en una universidad concreta
 3. Querría estudiar fuera de Aragón
 4. Por motivos de precio habría preferido estudiar en otra universidad
 5. La experiencia formativa en la universidad en la que estudié no fue satisfactoria
 98. Otros (especificar) _____

9. Ns/Nc

21.3. ¿Recomendarías la misma Universidad a un familiar o un amigo cercano?

1. Sí 6. No 9. Ns/Nc

MUCHAS GRACIAS POR TU COLABORACIÓN