Labor market insertion study for **Master's Degree** graduates in the Galician University System

2010-2011

(Survey carried out in June and July of 2014)

ACSUG
AXENCIA para a CALIDADE do
SISTEMA UNIVERSITARIO de
GALICIA

EILMásteres1011

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(Survey carried out in June and July of 2014)

With collaboration of:

XUNTA DE GALICIA

ACSUG
AXENCIA para a CALIDADE do SISTEMA UNIVERSITARIO de GALICIA

ACSUG is a full member of ENQA

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Index

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Index

Presentation

1. Presentation

In 2013, the ACSUG (Agency for Quality Assurance in the Galician University System; *Axencia para a Calidade do Sistema Universitario de Galicia*) initiated a new project to analyze the employment situation of graduates who had earned official Master's Degrees within the Galician University System (SUG). To continue forward with this project, the ACSUG is publishing its second report, "Labor Market Insertion Study for **Master's Degree** Graduates in the Galician University System, 2010-2011". As president of the ACSUG, I now have the honor of presenting this new publication.

The current structure of university studies, organized as undergraduate, master's, and doctoral degrees after adaptation to the European Higher Education Area (EHEA), is creating a need to understand the academic and employment situations faced by graduates who have earned an official university Master's Degree, and such studies can also complement the information currently existing in relation to undergraduate degrees. The regulations currently in effect[1] state that "the purpose of a Master's Degree is to allow the student to acquire advanced education that is specialized or multi-disciplinary, oriented towards an academic or professional specialization, or else to support the initiation of research work". This demonstrates the level of relevance that has been given to master's level studies, as a type of value added in relation to finding employment or pursuing professional specialization, or else as a way to get started with research prior to entering a doctoral program.

The purpose of these reports is to periodically compile information about these Master's Degree graduates in relation to their educational and employment situations. On one hand, evaluation by the graduates of aspects of their educational experience will allow strengths and weaknesses in the curricula to be identified. This will also provide useful data for universities that are taking actions to improve the planning and fine-tuning of their academic programs, promoting a more student-centered method of teaching and learning as established in the "Standards and Guidelines for Quality

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[1] *Royal Decree 1393/2007 of 29 October, modified by Royal Decree 861/2010 of 2 July.*

Assurance in the European Higher Education Area". On the other hand, by analyzing key factors related to integration of the graduates into the labor market, and to the demand for educational programs existing in the community, these studies also provide universities with relevant information they can analyze when designing strategies for increasing the employability of their graduates, or when adjusting the range of degree programs they will offer.

We would like to acknowledge the collaboration of all of the Master's Degree graduates who participated in the survey, offering us their opinions and evaluations in a completely impartial manner. These graduates represent the foundation of this publication, since without them it would not have been possible to produce it. We would also like to express our thanks to everyone else who in some way participated in the production of this publication.

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María Patrocinio Morrondo Pelayo
President of the ACSUG Board of Directors

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In this second publication, "Labor market insertion study for **Master's Degree** Graduates in the Galician University System, 2010-2011", we will analyze the results of the second survey, which was given in June and July 2014 to SUG graduates who had earned official Master's Degrees. On this occasion, we were able to achieve a sample of 1,526 Master's Degree graduates from a population of 2,099, which means that the sample represents 72.70% of the total population of these graduates from the 2010-2011 academic year.

The purpose of these studies is to detect the value added of a Master's Degree in terms of the employability of university graduates, so that improvement strategies can be created for planning degree programs that can contribute to increasing graduate employability. This is in consonance with two of the five objectives established for the European Union for the year 2020[2], "**employment**: 75% of the population between 20 and 64 years of age must have employment, and **education**: at least 40% of people 30 to 40 years of age must have completed some higher education".

The objectives of this study are analogous to those of the initial project: to provide information on SUG graduates who have earned official Master's Degrees, while focusing on two main themes: analysis of the evaluations given by the graduates to the organizational aspects and presentation of their Master's Degree programs, as well as their primary motivation for pursuing a Master's Degree; and analysis of their experience in the workplace, both before and after completing their Master's Degree.

This publication's structure consists of five chapters. The first two chapters contain the introduction and present the specific objectives for the study. The third chapter then provides contextual information on the population and a description of the methodology used in the study. The fourth chapter represents the central core of the study. It details the results obtained from this second survey, beginning with a brief executive summary of the most significant results obtained, then continuing with a descriptive analysis

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[2] *Europe 2020, Europe's growth strategy.*

Inicio   Índice   Cerrar

of the population; examination of the motivation for pursuing the Master's Degree; evaluation of certain organizational aspects and those related to presentation of the Master's Degree program; the graduates' employment situation prior to earning their Master's Degree; their access to employment after completing the Master's Degree; and their current employment situation. This chapter then concludes with a final evaluation by the graduates of their academic path. The fifth chapter then adds a comparative analysis of the results obtained for the graduates from the 2010-2011 and 2009-2010 academic years.

Finally, the Appendices to the report contain the technical information sheet for the study; the questionnaire used for the survey; the distribution of the Master's Degrees by branch of knowledge and university; the distribution of the Master's Degrees by branch of knowledge and as corresponding to the last two studies; and a section with references and a supplementary bibliography.

We hope that this new publication will contribute to improving the quality of the Galician University System, and that it will serve as a source of accountability that is available for all of the stakeholders (students, graduates, employers, universities, etc.) involved in continual improvement of the quality of our higher education, as well as for the community in general.

José Eduardo López Pereira
ACSUG's Director

Introduction

2. Introduction

In 2013, the Agency for Quality Assurance in the Galician University System (*Axencia para a Calidade do Sistema Universitario de Galicia* or ACSUG) produced a pioneering analysis of labor market integration for its Master's Degree graduates: "Labor market insertion study for **Master's Degree** graduates in the Galician University System: 2007-2008, 2008-2009, and 2009-2010". In addition to compiling responses from the graduates about their employment circumstances, this publication also provided some very useful information for universities about whether students were satisfied with the planning and presentation of their Master's Degree programs. This offered a broad view of the reality of these degree programs and their relevance in the employment market.

When potential students are deciding upon whether to pursue education beyond their previously earned degree, employability and promotion in the workplace are main conditioning factors, and much more so during times of economic crisis. It has therefore become fundamental to carry out studies that provide precise information on these subjects. Also, the dynamic context in which these master's programs now exist have given these studies a certain periodicity, which now makes it possible to perform the relevant analyses of the ways in which they are evolving over the various academic years. The present publication is thereby providing further continuity for this process of evaluating labor market insertion, in this case offering information on graduates who completed a Master's Degree during the 2010-2011 academic year.

The number of Master's Degree programs analyzed has reached 148, which is 21 more than for the previous year. There is an average of 13.80 students per Master's Degree program, a figure higher than the 12.85 seen for the 2009-2010 academic year. It is possible that full implementation of the undergraduate programs, along with regulations from the regional government that will eliminate degree programs with very low numbers of students, will allow the panel of Master's Degrees offered within the SUG to remain attractive in the future, while also being adjusted to the conditions and educational needs of the labor market, as included in the *Conclusions of the European Union Council* of May 11, 2012. In the cited conclusions, the member states are also

asked to study the most appropriate indicators for verifying which education and training policies could help achieve the goal of improving employability.

Studies like the present one can therefore be designed to suggest some of these indicators, and over time, to clarify the strengths and weaknesses of the various Master's Degree programs. This will be fundamental not only for allowing graduates and professionals to know where to find useful, high-quality education, but also to help universities focus their efforts in this area towards the direction of the existing demand.

2.1. Specific objectives of the labor market insertion study of 2010-2011 SUG Master's Degree graduates

The purpose of this labor market insertion study is to obtain information on the following items.

– Perspectives of the Master's Degree graduates on their education and on their university:

- Performance, organization, and usefulness of internships at companies during the Master's Degree programs

- Considerations regarding the planning and organization of the Master's Degree program

- Degrees completed and reasons to enroll in a Master's Degree program.

– Characteristics of the labor market situation for the Master's Degree graduates:

Access to Employment

- Search for employment

- Time spent to find work.

- Degree of use of the various employment search routes and their efficiency.

- Route favoring first employment

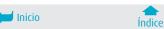- Number of contracts and companies

Employment conditions

- The capacity of the labor market to absorb the Master's Degree graduates.

- The importance of the various factors for obtaining employment (variables of most importance in the hiring processes)

- Analysis of the basic conditions of the career path after earning the Master's Degree (time employed, average salary, relationship between the employment and the Master's Degree, etc.)

- The working conditions (average salary, type of contract, work location, type of company, ...) in the current position

- The skills, knowledge and aptitudes necessary for work performance

- Degree of satisfaction with the Master's Degree program in terms of the career path, and its compliance with the expectations generated during its studies.

Technical data
of the study

3. Technical data of the study

This section now presents the main technical information for the study, and it also contextualizes the sample selected by indicating its main characteristics.

3.1. Characteristics of the study

3.1.1. Population and sample

The population considered for this study was the second cohort of Master's Degree graduates from the SUG. These degree programs were implemented as established in Royal Decree 1393/2007 of October 29 and created during the process of adaptation to the European Higher Education Area (EHEA), where the structure of the education has become oriented around undergraduate degrees, Master's Degrees, and doctoral programs.

The study population is made up of Master's Degree graduates from the Galician University System corresponding to the 2010-2011 academic year. Specifically, these are graduates who were enrolled during the 2010-2011 academic year and whose degree was registered at any time during 2011. Since the survey was carried out during June and July of 2014, when approximately 3 years had passed between the time when the graduates had completed their Master's Degrees and their participation in the survey, the participants can be described as recent graduates.

The population and the sample selected were grouped into the following branches of knowledge: Arts and Humanities, Sciences, Health Sciences, Social and Legal Sciences, and Engineering and Architecture. Classification of the Master's Degree programs into the various branches of knowledge was done by considering the branch of knowledge the degree was recorded in during its accreditation process. The distribution of the Master's Degrees into the various branches of knowledge can be seen in Appendix III.

Tables 3.1 and 3.2 show the population size and the sample selected to carry out the study, distributed by university and by branch of knowledge. Appendix I contains information on details of the population size and sample selected for each branch of knowledge, for each of the universities in the SUG.
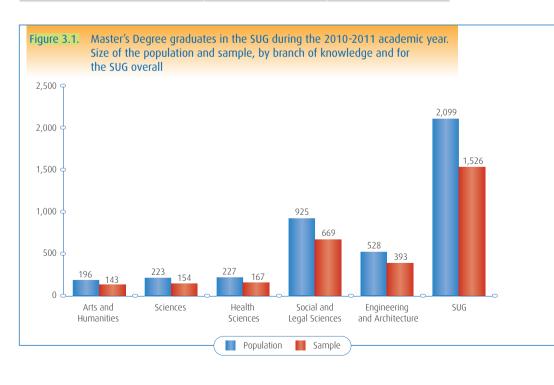
Table 3.1. Master's Degree graduates in the SUG during the 2010-2011 academic year. Size of the population and sample, by university and for the SUG overall.

University	Population	Sample
A Coruña	369	250
Santiago de Compostela	764	535
Vigo	966	741
SUG	**2,099**	**1,526**

Table 3.2. Master's Degree graduates in the SUG during the 2010-2011 academic year. Size of the population and sample, by branch of knowledge and for the SUG overall.

Branch of knowledge	Population	Sample
Arts and Humanities	196	143
Sciences	223	154
Health Sciences	227	167
Social and Legal Sciences	925	669
Engineering and Architecture	528	393
SUG	**2,099**	**1,526**

Figure 3.1. Master's Degree graduates in the SUG during the 2010-2011 academic year. Size of the population and sample, by branch of knowledge and for the SUG overall

In order to ensure maximum representativeness for each of the Master's Degree programs in the SUG, an exhaustive study was performed by contacting each and every one of the individuals included in the study population.

The overall sampling error for the SUG Master's Degree graduates is +/-1.23%, with a 95% confidence level, and which ranges between +/-1.99% and +/-4.39% for the various branches of knowledge.

Appendix I contains further technical information on the way the study was carried out.

3.1.2. Territorial and temporal scope
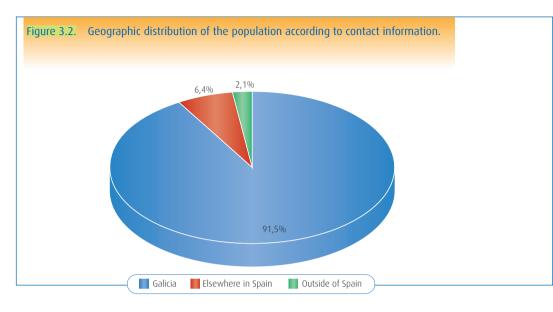
The geographic scope of the population cannot be confined within a particular geographic area, since the official Master's Degree graduates in the SUG are not necessarily all residents of Galicia.

However, in the contact information provided for the survey, 91.5% of the graduates provided a province in Galicia as their place of residence. It can therefore be concluded that most of the SUG Master's Degree graduates lived in Galicia at the time their degree was registered. It can also be noted that 2.1% of the SUG Master's Degree graduates indicated a foreign country in their contact information.

Table 3.3. Geographic distribution of the population according to contact information.

University	Galicia				Outside of Galicia	Total
	A Coruña	Lugo	Ourense	Pontevedra		
A Coruña	283	32	8	22	24	369
Santiago de Compostela	329	170	40	138	87	764
Vigo	118	44	168	570	66	966
SUG	730	246	216	730	177	2,099

Figure 3.2. Geographic distribution of the population according to contact information.

6,4%   2,1%

91,5%

Galicia   Elsewhere in Spain   Outside of Spain

3.1.3. Sampling unit/respondent unit

In this study the sampling unit and the respondent unit are the same, with both of these being represented by one of the SUG Master's Degree graduates from the 2010-2011 academic year.

The sampling units were contacted using the list provided by the following vice-rectory offices within the SUG: *Vicerreitoría de Títulos, Calidade e Novas Tecnoloxías* [Vice-Rectory of Degrees, Quality and New Technologies] at the University of A Coruña, *Vicerreitoría de Responsabilidade Social e Calidade* [Vice-Rectory of Social Responsibility and Quality] at the University of Santiago de Compostela, and *Vicerreitoría de Alumnado, Docencia e Calidade* [Vice-Rectory of Students, Teaching and Quality] at the University of Vigo.

3.1.4. Branchwork

The information was collected by telephone survey, following the CATI methodology (computer-assisted telephone interviewing). A maximum of eight calls were made with each sampling unit, with calls made on different days and at different times in order to facilitate contact with the sampling unit/respondent.

Appendix II contains a copy of the questionnaire used to carry out the study. On this occasion, and based upon our prior experience with the pilot project of the first labor market insertion study performed with Master's Degree graduates, the questionnaire was revised to simplify the number of items being evaluated, while still ensuring comparability with the first study.

30
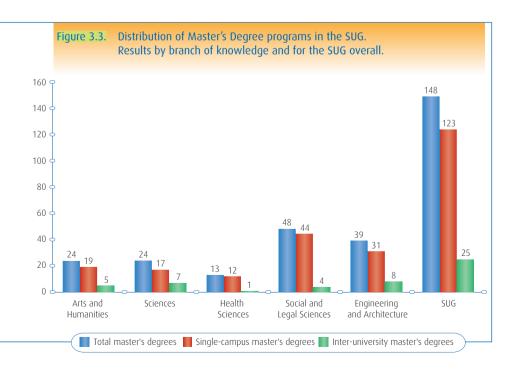
The branchwork was carried out from June 12 to July 14, 2014 by the company Instituto Sondaxe, S.L.

3.2. Characteristics of the population and sample

In order to contribute to a better interpretation of the results, this section provides an overall perspective on the study population and the sample selected. This study included a sample of 1,526 Master's Degree graduates from the 2010-2011 academic year. Since this is from a population of 2,099, the sample represents 72.7% of the total population.

3.2.1. Distribution of the Master's Degree programs

This study analyzes the university graduates from the 2010-2011 academic year, specifically from 148 Master's Degree programs offered within the SUG. These programs were distributed in the following branches of knowledge: 24 in Arts and Humanities, 24 in Sciences, 13 in Health Sciences, 48 in Social and Legal Sciences, and 39 in Engineering and Architecture. Figure 3.2 shows the distribution of the Master's Degree programs by branches of knowledge, as well as their distribution as either single-campus degrees or joint degrees (which may be inter-university with participants from the SUG as well as from outside of the SUG).

Figure 3.3. Distribution of Master's Degree programs in the SUG. Results by branch of knowledge and for the SUG overall.

As seen in Table 3.4, in this study there were 25 inter-university Master's Degree programs included, representing 16.9% of the total. Among the inter-university degree programs, more than half are Master's Degrees where only universities from the SUG are participating, and all three of the universities are participating in 29.4% of the cases. Appendix III contains a detailed list of the Master's Degree programs included in this report and their distribution by branch of knowledge and university.

Table 3.4. Distribution of Master's Degrees in the SUG, classified as single-campus degrees or inter-university degrees. Results by branch of knowledge and for the SUG overall.

Master's Degrees	Arts and Humanities	Sciences	Health Sciences	Social and Legal Sciences	Engineering and Architecture	SUG
Single-campus SUG	19	17	12	44	31	123
Inter-university with only SUG universities participating	3	5	1	2	6	17
Inter-university with non-SUG universities also participating	2	2	0	2	2	8
Total	24	24	13	48	39	148

3.2.2. Admission profile
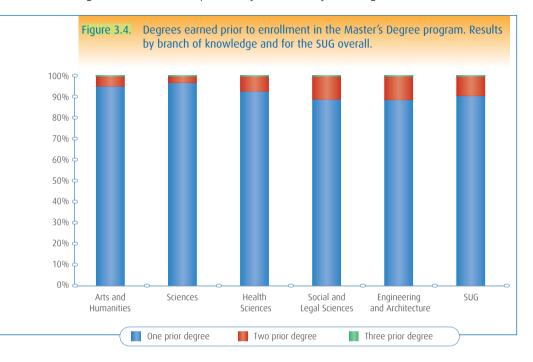
The recommended admission profile for a Master's Degree student can be defined as having the personal or academic characteristics that a Master's Degree candidate is required to have in order to enroll in a particular program. In order to ensure that the students will successfully acquire the competencies proposed for the degree program, the academic characteristics include the need to possess certain academic degrees, and the degrees earned prior to enrollment in the master's program must be understood in order to determine whether there is any need to add supplementary education to the curriculum.

When the Master's Degree graduates were asked about their education prior to enrolling in their master's program, 90.6% said that they had earned a single degree before their Master's Degree, and 9.2% and 0.3% said that they had two or even three prior degrees, respectively, as can be seen in Figure 3.4. Degrees earned prior to the Master's Degree are considered to include first-cycle and second-cycle degrees (diplomas, bachelor's degrees, technical engineering and engineering degrees, technical architecture and architecture degrees) and full undergraduate degrees.
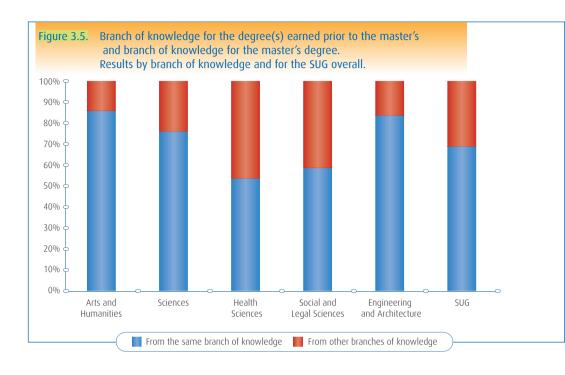
The branches of knowledge with the highest number of graduates who had earned more than one degree are Social and Legal Sciences and Engineering and Architecture with 11.2% and 11.5%, respectively. On the other

hand, Sciences is the branch of knowledge with the highest percentage of graduates who had previously earned only one degree.

Figure 3.4. Degrees earned prior to enrollment in the Master's Degree program. Results by branch of knowledge and for the SUG overall.

Like the Master's Degrees, these previous degrees were categorized into five branches of knowledge: Arts and Humanities, Sciences, Health Sciences, Social and Legal Sciences, and Engineering and Architecture. As can be seen in Figure 3.5, 69.1% of the Master's Degree graduates had one or more previous degrees in the same branch of knowledge as their master's program. By branches of knowledge, the highest percentages for this are found in Arts and Humanities and Engineering and Architecture, with 86.0% and 83.9%, respectively.

Figure 3.5. Branch of knowledge for the degree(s) earned prior to the master's and branch of knowledge for the master's degree.
Results by branch of knowledge and for the SUG overall.

From the same branch of knowledge   From other branches of knowledge
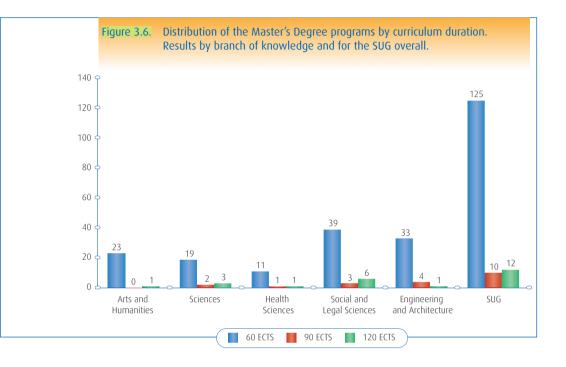
3.2.3. The curriculum

The duration of the curriculum for the Master's Degrees studied in this report varies between 60 and 120 ECTS credits. In this report, the educational programs for the Master's Degrees were classified as being 60 ECTS, 90 ECTS, 100 ECTS, or 120 ECTS.

Given the structure established in Spain in relation to the country's adaptation to the EHEA, where in the model established an undergraduate degree requires four years of study while a Master's Degree requires one, it is not surprising that most of the Master's Degree programs are structured as 60 ECTS. In fact, 84.5% of the SUG Master's Degree programs are configured with 60 ECTS, as can be seen in Figure 3.6. On the other hand, only 8.1% have their educational programs configured at 120 ECTS, and most of these represent older Master's Degree programs that existed alongside the older first-cycle and second-cycle degrees. Finally, 6.8% are structured as 90 ECTS.

The trends seen at the overall SUG level are also apparent when analyzing the various branches of knowledge. The percentage of Master's Degree programs configured with 60 ECTS ranges between 79.2% and 95.8%, with the maximum value corresponding to the branch of Arts and Humanities and the minimum value seen in the branch of Sciences. With respect to the curricula that are 120 ECTS or 90 ECTS, in the first case the branches of Sciences and

34

Social and Legal Sciences stand out with 12.5%, and in the second case the branch of Social and Legal Sciences is notable with a percentage of 10.3%.

Figure 3.6. Distribution of the Master's Degree programs by curriculum duration. Results by branch of knowledge and for the SUG overall.
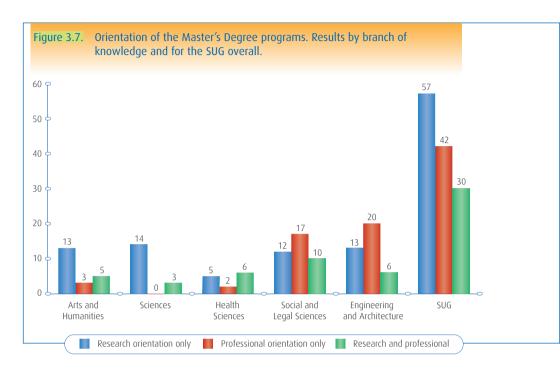
In many cases a master's degree represents a step taken prior to a doctorate, as a way for students to make their first contact with the world of research, while in other cases the degree is seen as a basic tool for specialization in the professional world. This means that the educational programs are always designed in consonance with the orientation of the degree. The orientation of the degree establishes whether it is research-based or professional in nature, and this distinction is established in the structure of the curriculum, either through addition of outside internships or materials that provide an introduction to research.
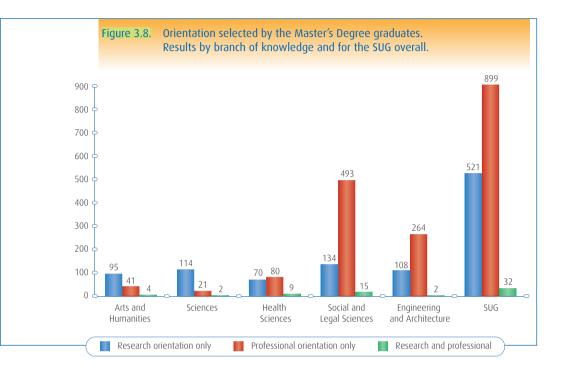
As can be seen in Figure 3.7, 38.5% of the SUG Master's Degree programs have a research orientation only, while 28.3% of the programs have a professional orientation. There are also 20.3% with a double orientation: research and professional. For purposes of the present analysis, orientations indicated as academic are treated as included within the research orientations.

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[3] *The figure does not show any curricula configured with 100 ECTS, since there is only one master's degree like this in the branch of Engineering and Architecture.*

Figure 3.7. Orientation of the Master's Degree programs. Results by branch of knowledge and for the SUG overall.

As can be seen in Figure 3.8, 34.1% of the Master's Degree graduates in the SUG earned a Master's Degree that has only a research orientation, while 58.9% received a degree with only a professional orientation. Social and Legal Sciences and Engineering and Architecture stand out as the branches of knowledge with the highest number of graduates selecting a professional orientation. Sciences and Arts and Humanities, on the other hand, were notable as the branches with the highest representation of research orientations.

Figure 3.8. Orientation selected by the Master's Degree graduates. Results by branch of knowledge and for the SUG overall.

Legend:
- Research orientation only
- Professional orientation only
- Research and professional

	Research orientation only	Professional orientation only	Research and professional
Arts and Humanities	95	41	4
Sciences	114	21	2
Health Sciences	70	80	9
Social and Legal Sciences	134	493	15
Engineering and Architecture	108	264	2
SUG	521	899	32

Results of the labor market insertion study of 2010-2011 SUG Master's Degree graduates (EILMasteres1011)

4. Results of the labor market insertion study of 2010-2011 SUG Master's Degree graduates (EILMasteres1011)

This section presents the results from the survey given to the Master's Degree graduates from the 2010-2011 academic year.

A brief summary is first presented of the main conclusions reached by the study, before further details are provided on the main results in relation to issues such as: description of the population, reasons why the respondents pursued their Master's Degree, their evaluation of different aspects of the program, their employment situation prior to earning their Master's Degree, their access to employment afterwards, their current employment situation, and their final assessment of their academic path.

4.1. Executive Summary

The proportion of graduates who were working prior to enrolling in their Master's Degree program is 68.3%, with 61.6% of these respondents also saying that they combined that work with their Master's Degree program.

The proportion of graduates who earned their Master's Degree at the same university where they had earned their previous degree is 69.1%.

The main reason that led the Master's Degree graduates to enroll in their program is to supplement academic education for better specialization in the employment market, with 57.6%. The second most important reason is supplement academic education in order to pursue a doctorate and perform research, with 30.1%.

Out of the 46.1% of the graduates who participated in outside internships, 72.8% considered these to have been good or very good.

The employment search channels most commonly used by the graduates are self-promotion with 71.7%, Internet job search sites with 68.9%, personal contacts with 58.0%, responding to employment ads with 57.7%, and public employment agencies with 54.1%.

The employment search channels that have provided the highest number of jobs are personal contacts, with 33.2% of the graduates having found their job in that way, Internet employment search sites, with 28.3%, and the channel of self-promotion, with 22.7%.

The graduates emphasized related work experience and their degree prior to the Master's Degree (undergraduate/diploma/bachelor's/, etc.) as the most relevant factors during the hiring process.

The competencies that the graduates thought were most important for obtaining employment are taking on responsibilities and problem-solving ability.

Since completing their Master's Degree, 91.9% of the graduates have been working, with 59.0% beginning a new job and 41.0% continuing with the job they had prior to earning their Master's Degree.

The average time needed to find employment is 8.29 months, although 46.2% of the graduates who started a new job after completing their Master's Degree only needed 6 months or less to find it.

The proportion of Master's Degree graduates who had been employed during the entire period between completion of their Master's Degree and the time when the survey was taken is 28.3%. If we take into account only employment related to the contents of the Master's Degree earned by the graduates, this percentage is 28.0%.

In the three years that have passed since the graduates completed their Master's Degrees, they have worked at an average of 2.06 different jobs, while the average number of employment contracts they have had during this period was 4.12.

The proportion of graduates currently working is 73.5%, while 19.7% are not working but are looking for work, and 6.8% are neither working nor looking for work.

For the Master's Degree graduates who are neither working nor looking for work, 4.2% say that this is because they are enrolled in other studies, primarily for a doctorate or undergraduate degree, and 0.2% because they are preparing for competitive exams.

The proportion of graduates who say that their current job is fairly or very closely related to the Master's Degree they earned is 44.1%. Furthermore, 79.8% of the graduates think that university education is necessary in order to perform their current job.

Of the graduates currently working, 29.0% have had their job for one year or less, while this proportion rises to 65.6% for those who have been at their current job for less than 3 years.

The vast majority of the graduates have remained in Galicia to work (88.1%), while only a small percentage are working in a foreign country. The main reasons given for not working in Galicia are inability to find a job there, with 45.1%, and receiving a better offer from elsewhere, with 27.8%.

Only 12.0% of the graduates who are working are self-employed, with the other 88.0% working for others. Almost all of these graduates are registered with Social Security or making contributions to it. Of those working for others, 34.6% have a permanent contract, while 43.7% have a temporary contract. There are 78.5% working full-time.

The proportion of graduates working for a government entity or public company is 42.7%, while 30.7% are working at private companies with more than 50 employees.

In relation to salaries, 60.4% of the graduates are earning more than €1,000 monthly, with the average salary being €1,222.16. This figure decreases to €1,084.64 in the case of women but rises to €1,407.95 in the case of men. In comparison with the salaries earned by the graduates before completing their Master's Degree, a €6.60 increase in average monthly salary is seen, but which can be broken down by gender into an €18.72 drop in average salary in the case of women and a €38.73 increase in average salary in the case of men.

There are 87.8% of the graduates who believe that more information on the employment search needs to exist at the university itself.

Taking their career path into account, 42.4% of the graduates evaluate their Master's Degree as fairly useful or very useful, while 73.3% said they would enroll in the same Master's Degree program again.

4.2. Population description

This section provides information on the characteristics of the population studied (Master's Degree graduates from the SUG during the 2010-2011 academic year), with a focus on socio-demographic factors such as gender, age, geographical origin, parents' education levels, and the university where degrees prior to the Master's Degree were earned.

4.2.1. Distribution of the sample by gender
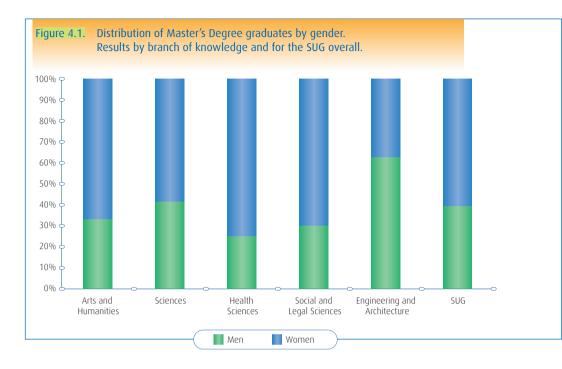
As was the case for studies overall at the SUG universities, and in agreement with statistics from the universities themselves, there was a higher percentage of women who earned a Master's Degree during the 2010-2011 academic year compared to men, specifically 60.1% versus 39.9%.

Figure 4.1.   Distribution of Master's Degree graduates by gender.
Results by branch of knowledge and for the SUG overall.

The results of the distribution of the graduates by gender can be seen in figure 4.1, by branch of knowledge and for the SUG overall. In the branch of Health Sciences, the percentage of women is close to 75.0%, while the branch with the lowest percentage of women is Engineering and Architecture, with 36.8%.

4.2.2. Distribution of the sample by age

Figure 4.2 shows the average age of the Master's Degree graduates by branch of knowledge, as well as for the SUG as a whole. The branch of knowledge with the highest average age is Engineering and Architecture at 31 years, while those with the lowest average age are Sciences and Health Sciences, at 27.51 and 27.59 years, respectively. For the SUG as a whole, the average age of a Master's Degree graduate is 29.06 years.

Figure 4.2. Average age of Master's Degree graduates. Results by branch of knowledge and for the SUG overall.
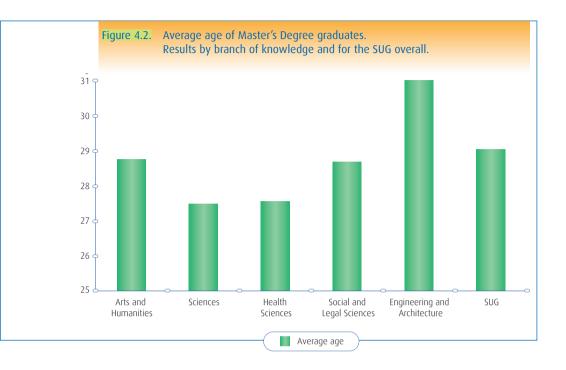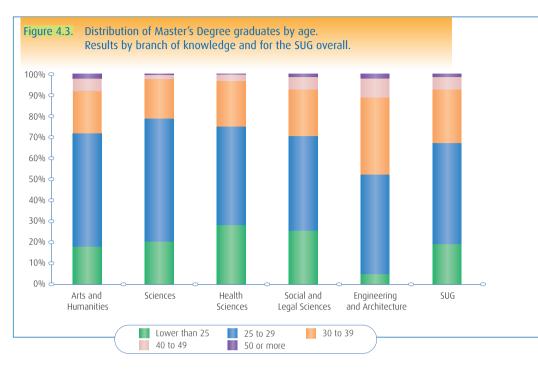
Figure 4.3 shows the distribution of the Master's Degree graduates by age, by branch of knowledge and for the SUG overall. The percentage of graduates under 25 years old was 19.9% for the SUG as a whole, with Health Sciences being the branch with the highest percentage in this age range (28.9%) and with the lowest percentage found in Engineering and Architecture with only 5.8%. In all of the branches of knowledge except for Engineering and Architecture, more than 70.0% of the Master's Degree graduates are under 30 years old. On the other hand, the percentage of graduates over 30 is 32.5% for the SUG as a whole, with the branch of Engineering and Architecture showing a high percentage in this age range (47.2%) and the branch of Sciences showing a low percentage (21.0%).

Figure 4.3. Distribution of Master's Degree graduates by age. Results by branch of knowledge and for the SUG overall.

Legend: Lower than 25 | 25 to 29 | 30 to 39 | 40 to 49 | 50 or more
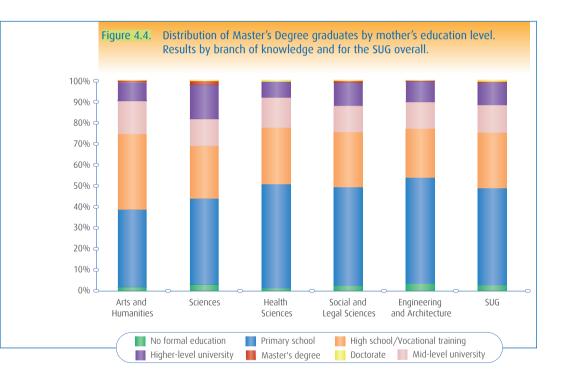
4.2.3. Distribution of the sample by parents' education level
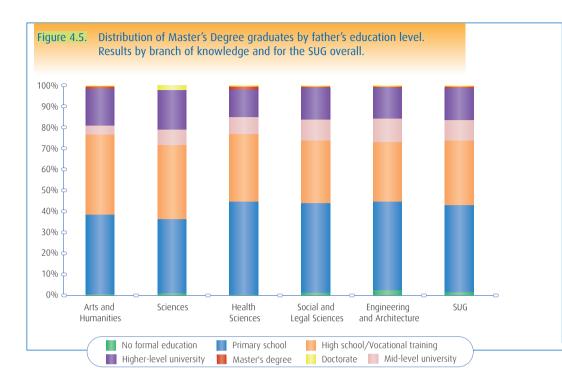
The parents' educational levels were also analyzed by area of knowledge and globally for the Master's Degree graduates, since family educational conditions can constitute an important factor in the students' choice of academic and professional path. Table 4.1 includes the distribution of the studies of the fathers, according to the highest level of studies completed, for SUG overall. The percentage of graduates whose parents have university-level education (undergraduate, master's, or doctorate) is 24.5% in the case of the mothers and 25.2% in the case of the fathers. By branch of knowledge, the results are shown in Figure 4.4 for graduates' mothers and Figure 4.5 for fathers. In a more detailed manner, it can be seen that the highest percentages of parents with university-level studies are found in the branch of Sciences, for both the mother at 30.7% and the father at 27.5%. The branch of knowledge with the lowest percentage of parents with university-level education is the Health Sciences, with 21.7% of mothers and 22.9% of fathers, respectively. Finally, the largest differences between the two parents is seen in Engineering and Architecture in favor of the father, and in Sciences in favor of the mother.

Table 4.1. Distribution of Master's Degree graduates by mother's and father's education level. Results for SUG overall.

Educational level	Mother	Father
No formal education	2,8%	1,7%
Primary school	45,7%	40,6%
High school/Vocational training	25,9%	30,5%
Mid-level university	12,8%	9,0%
Higher-level university	10,9%	15,3%
Master's Degree	0,5%	0,4%
Doctorate	0,3%	0,5%

Figure 4.4. Distribution of Master's Degree graduates by mother's education level. Results by branch of knowledge and for the SUG overall.

47

Figure 4.5. Distribution of Master's Degree graduates by father's education level. Results by branch of knowledge and for the SUG overall.

Legend:
- No formal education
- Primary school
- High school/Vocational training
- Higher-level university
- Master's degree
- Doctorate
- Mid-level university

4.2.4. Distribution of the sample by place of origin

Almost all of the SUG Master's Degree graduates during the 2010-2011 academic year came from Spain (98.0%). As can be seen in Figure 4.6, only 0.9% came from elsewhere in the European Union and 1.0% from elsewhere in the world.

Figure 4.6. Distribution of Master's Degree graduates by nationality. Results by branch of knowledge and for the SUG overall.

Legend: Spain | Elsewhere in the European Union | Elsewhere in the world
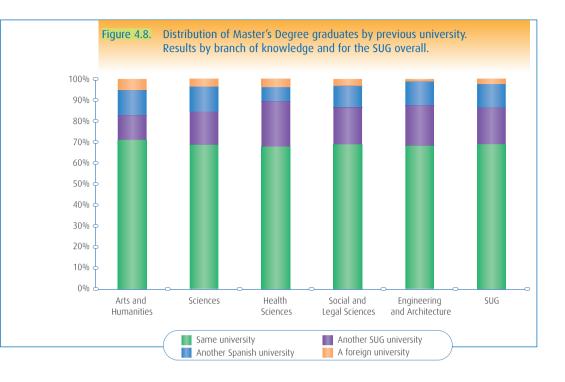
Most of the Master's Degree graduates from Spain were residents of one of the provinces of Galicia. Only 8.1% came from provinces in Spain outside of Galicia, with the branch of Arts and Humanities being the one with the highest percentage of graduates from outside of Galicia (16.8%). The provinces of Pontevedra and A Coruña carry the most weight in terms of percentages of graduates, with 37.2% and 36.3%, respectively, while the provinces of Lugo and Ourense show 9.2% each.

By branches of knowledge, A Coruña is the majority province of origin in Health Sciences, with 46.4% of the graduates coming from there, while Pontevedra stands out in Engineering and Architecture, with 47.2% of graduates, and also in Arts and Humanities with 35.7%. The highest percentage of graduates from the province of Lugo is found in the branch of Health Sciences with 22.3%, and the proportion of graduates from Ourense is highest in Sciences and Social and Legal Sciences, with values of around 11.0%

Figure 4.7.   Distribution of Spanish Master's Degree graduates by province of residence. Results by branch of knowledge and for the SUG overall.

4.2.5. Distribution of the sample by previous university

In terms of university of origin, 7 out of 10 Master's Degree graduates earned their previous degree at the same university as their Master's Degree, as can be seen in Figure 4.8. Furthermore, 17.8% of the graduates earned their previous degree at an SUG university other than the one where they earned their Master's Degree, 10.7% at another Spanish University, and 2.4% at a foreign university.

Figure 4.8. Distribution of Master's Degree graduates by previous university. Results by branch of knowledge and for the SUG overall.

By branch of knowledge, the highest percentage of Master's Degree graduates who earned their previous degree at the same university is found in the branch of Arts and Humanities (71.3%), an area that also shows the highest percentage of graduates coming from a foreign university (4.9%). The highest percentage of graduates who obtained their previous degree at another SUG university is found in the Health Sciences (21.7%), while the highest percentage of graduates from a non-SUG university in Spain is found in the Sciences (12.4%).

4.3. Motivation and evaluation of the Master's Degree program
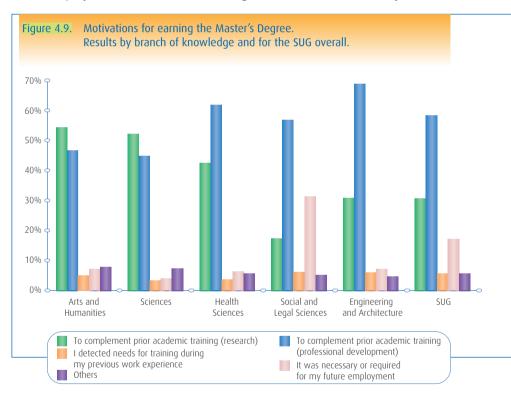
It is essential to understand the reasons that led the Master's Degree graduates to enroll in their programs, since this information will be very helpful when it comes time to satisfy the real needs of potential students. Also, the way that the graduates evaluate the various elements related to planning and presentation of the Master's Degree programs will help determine the strengths and weaknesses of these curricula. The present section will therefore present the results in relation to the motivations that the Master's Degree graduates had at their time of enrollment. It will also provide more details on how the graduates would evaluate some of the principal aspects of their Master's Degree programs.

4.3.1. Motivations for earning the Master's Degree

As seen in Figure 4.9, the most common reason given for enrolling in a Master's Degree program is to supplement academic education to obtain better specialization in the employment market, increase employment opportunities, and achieve a higher level of professional development, with a percentage of 57.6% for the SUG as a whole. The second most important reason given was to supplement academic education in order to pursue a doctorate and perform research, with 30.1%, followed by 17.0% of the graduates who said that their Master's Degree was necessary or mandatory for their future employment or career situation (high school teachers, attorneys, etc.).

Figure 4.9.   Motivations for earning the Master's Degree.
Results by branch of knowledge and for the SUG overall.
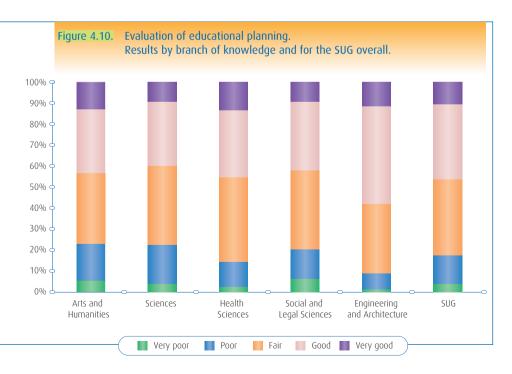
In terms of the distribution by branches of knowledge, the reason of supplementing education with a view towards the employment market shows a strong majority in the branches of Engineering and Architecture with 68.0%, Health Sciences with 61.4%, and Social and Legal Sciences with 56.0%. On the other hand, in the Arts and Humanities and Sciences there were more graduates who said that their reason for supplementing their education was related to research, with 53.8% and 51.6% in these two branches, respectively. Finally, graduates who said that they had earned a Master's Degree because it was necessary or required for their future employment showed a particularly notable weight in the branch of Social and Legal Sciences, with 30.9%. This high percentage can

be explained by the presence in this branch of the University Master's Degree in Compulsory Secondary Teachers, Upper Secondary Education, Profesional Training and Language Teaching, since 72.7% of the survey respondents who indicated that reason came from this Master's Degree program.

4.3.2. Evaluation of presentation of the Master's Degree program

In order to analyze the experience of the graduates during their time in the SUG Master's Degree programs, a series of questions was asked that are designed to determine their level of satisfaction with respect to various aspects of their Master's Degree program: Planning, coordination, teaching staff, outside internships, etc. The present section therefore discusses the perception that the Master's Degree graduates have about elements such as these.

In terms of the evaluation of the educational planning (structure of the Master's Degree program, scheduling, distribution of the workload, etc.), and as seen in Figure 4.10, 46.4% of the Master's Degree graduates rated this element as good or very good, versus 17.3% who considered it to be poor or very poor. In terms of distribution by branches of knowledge, the case of Engineering and Architecture stands out on the positive side, where 57.9% of the graduates consider the educational planning to be good or very good. On the other hand, in the branches of Arts and Humanities and Sciences, 23.1% and 22.9% of the graduates, respectively, rated the planning as poor or very poor.

Figure 4.10. Evaluation of educational planning.
Results by branch of knowledge and for the SUG overall.

With respect to evaluation of the competencies (knowledge, skills, and abilities), as can be seen in Figure 4.11 almost half of the Master's Degree graduates (48.1%) consider these to be good or very good, versus 14.7% who evaluated them as poor or very poor. The distribution by branches of knowledge shows higher assessments for competencies in the branch of Engineering and Architecture, where 55.8% of the respondents selected good or very good. In contrast, in Arts and Humanities and Social and Legal Sciences, these percentages drop to 42.7% and 44.9%, respectively, versus 21.0% and 18.1% of the graduates who rated the competencies as poor or very poor.

Figure 4.11. Evaluation of competencies gained.
Results by branch of knowledge and for the SUG overall.
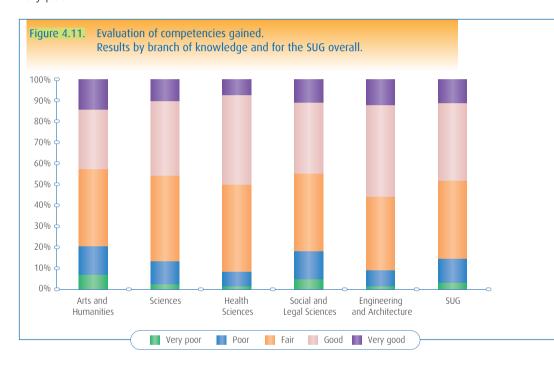
Figure 4.12 shows evaluation of the teaching-learning methodologies, which were rated as good or very good by 38.7% of the SUG graduates, and as poor or very poor by 25.4%. In terms of the distribution by branches of knowledge, the cases of Engineering and Architecture and Sciences stand out on the positive side, where 43.4% and 42.4% of the graduates, respectively, consider the methodologies to be good or very good. To the contrary, in the branches of Arts and Humanities, Social and Legal Sciences, and Health Sciences these percentages drop to 35.0%, 35.8%, and 38.5%, respectively, and with 26.6%, 29.0%, and 25.9% of the graduates rating the methodologies as poor or very poor.
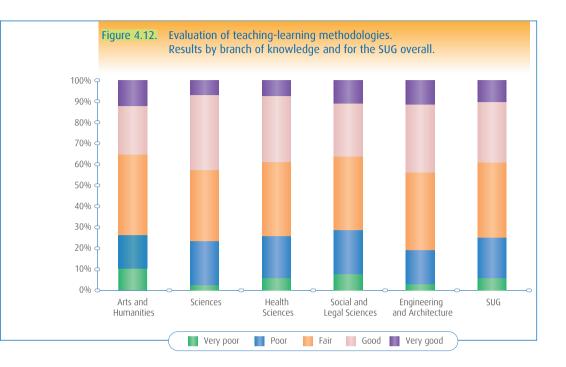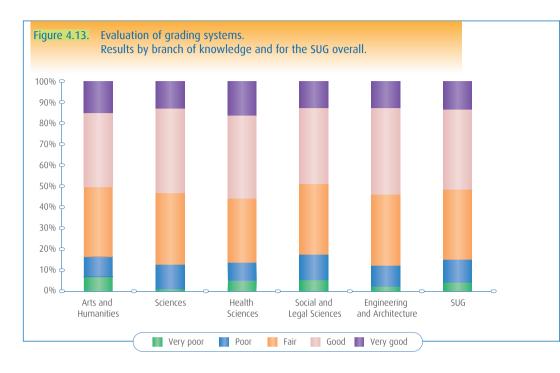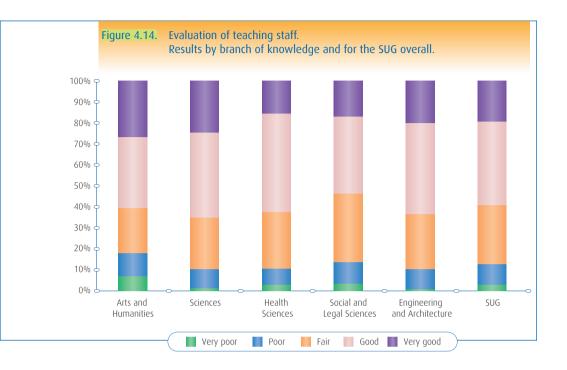
Figure 4.13 shows the evaluation of the grading systems, which were rated as good or very good by 51.4% of the SUG graduates, and as poor or very poor by 15.4%. In terms of the distribution by branches of knowledge, the highest evaluations are found in Health Sciences and Engineering and Architecture, where 55.5% and 53.8% of the graduates, respectively, consider the grading systems to be good or very good. To the contrary, in the branches of Social and Legal Sciences and Arts and Humanities, 17.9% and 16.8% of the graduates, respectively, rated the grading systems as poor or very poor.

Figure 4.13. Evaluation of grading systems.
Results by branch of knowledge and for the SUG overall.

Legend: Very poor, Poor, Fair, Good, Very good

In terms of evaluation of the teaching staff, 58.3% of the Master's Degree graduates rated the staff as good or very good, versus a small percentage of 13.3% who responded with poor or very poor, as seen in Figure 4.14. In terms of the distribution by branches of knowledge, the teaching staff from the branch of Sciences receive the highest evaluation, since 64.7% of the graduates provided a response of good or very good. On the other hand, the percentage of graduates who rated the teaching staff as poor or very poor is less than 20.0% in all of the branches of knowledge, although in Arts and Humanities this figure is at 18.9%.

Figure 4.14. Evaluation of teaching staff.
Results by branch of knowledge and for the SUG overall.

Legend: Very poor, Poor, Fair, Good, Very good

In terms of evaluating the material resources available for presenting the Master's Degree programs in the SUG, Figure 4.15 shows that 39.3% of the graduates evaluate these resources as good or very good, versus 27.0% who responded with poor or very poor. By branches of knowledge, Arts and Humanities and Engineering and Architecture show percentages of graduates of 45.5% and 43.9%, respectively, who rated the material resources as good or very good, while in Health Sciences this figure drops to 34.4%, and with up to 35.5% of the graduates rating this element as poor or very poor.

Figure 4.15. Evaluation of material resources.
Results by branch of knowledge and for the SUG overall.

Legend: Very poor, Poor, Fair, Good, Very good
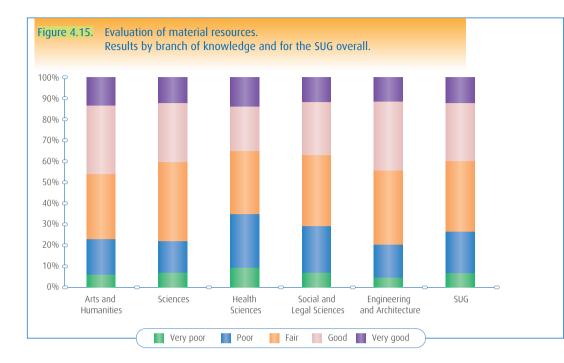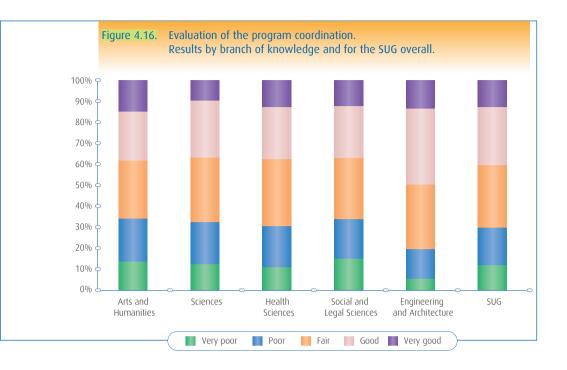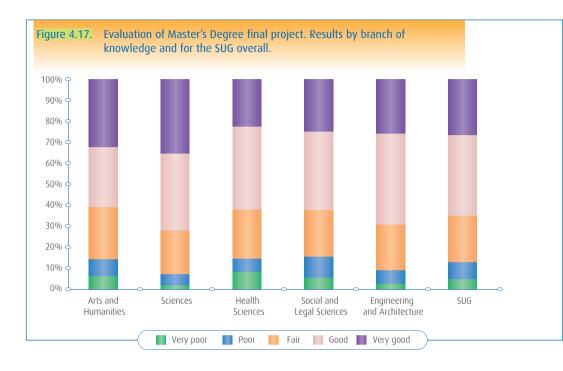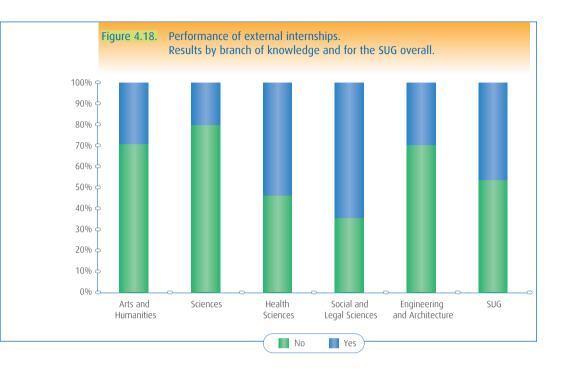
Figure 4.16 shows the evaluation of the program coordination, which over 40.0% of the SUG Master's Degree graduates considered to be good or very good, versus 29.9% who rated it as poor or very poor. By branches of knowledge, Engineering and Architecture stands out on the positive side, with 49.5% of the graduates believing that coordination is good or very good, while in the other branches this percentage is around 37.0%.

Figure 4.16. Evaluation of the program coordination.
Results by branch of knowledge and for the SUG overall.

With respect to evaluation of the Master's Degree final project (contents, development, etc.), as seen in Figure 4.17, 64.0% of the SUG Master's Degree graduates consider this element to be good or very good, while only 13.7% give it a rating of poor or very poor. There are no large differences here by branches of knowledge, with all of them showing percentages of positive evaluation above 60.0%. However, this aspect was evaluated most highly in the branch of Sciences, where 71.2% of the students considered it to be good or very good, and with only 7.8% rating it as poor or very poor.

Figure 4.17. Evaluation of Master's Degree final project. Results by branch of knowledge and for the SUG overall.

Performance and evaluation of outside internships has represented an essential element to be considered for the present study, since these internships can be important in relation to facilitating labor market insertion for Master's Degree graduates. As seen in Figure 4.18, 46.1% of the Master's Degree graduates performed outside internships, with the branch of Social and Legal Sciences showing the highest percentage at 64.0%, followed by Health Sciences at 53.0%. On the other hand, the branch of Sciences shows the lowest percentage of respondents who performed internships, at 19.6%.

Figure 4.18. Performance of external internships.
Results by branch of knowledge and for the SUG overall.

In relation to assessment of the external internships, as seen in Figure 4.19 almost 3/4 of the Master's Degree graduates rate the performance of these internships as good or very good, versus 13.3% who considered them to be poor or very poor. When broken down by branches of knowledge, it can be seen that internships in the branch of Social and Legal Sciences are those that are obtaining the best results, with 77.2% of the graduates evaluating them in a positive manner (good or very good), and with almost 50.0% considering them to be very good. The branch of Arts and Humanities, on the other hand, shows a lower percentage of positive evaluations, since only 46.4% of the students considered the internships they completed to be good or very good, while 31.7% responded that they were poor or very poor. In any event, the results from this branch of knowledge should be taken with some caution, since only 28.7% of the graduates reported that they had completed external internships.

Figure 4.19. Evaluation of performance of external internships.
Results by branch of knowledge and for the SUG overall.

Legend: Very poor · Poor · Fair · Good · Very good
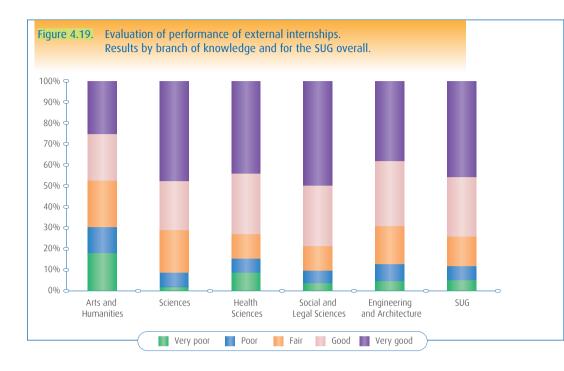
Figure 4.20 shows an evaluation of how external internships contribute to acquisition of the competencies specified for the degree program. It can be seen that 66.4% of the Master's Degree graduates evaluate this contribution as good or very good, while 17.8% consider it to be poor or very poor. In terms of the evaluation by branches, a pattern very similar to the one seen for performance of the internships is seen here as well. The branches of Social and Legal Sciences and Sciences are those with the highest percentages of positive evaluation, around 70.0%. To the contrary, the Master's Degree graduates in Arts and Humanities gave the contribution of internships the lowest rating in terms of acquiring competencies, since only 41.5% considered this element to be good or very good, while a considerable 36.6% rated it as poor or very poor.

Figure 4.20. Evaluation of the contribution made by external internships to acquiring the specific competencies for the Master's Degree.
Results by branch of knowledge and for the SUG overall.
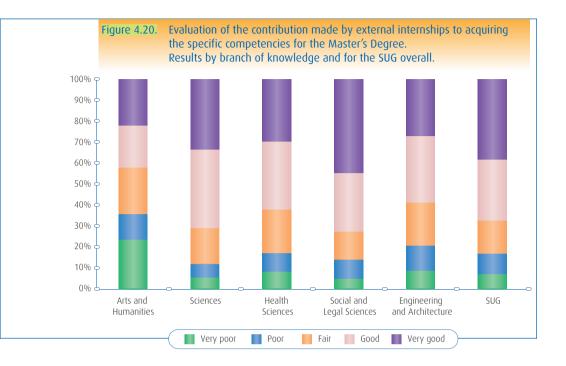
Figure 4.21 shows the evaluation by the graduates of whether, regardless of their later experience in the labor market, their Master's Degree program offered them additional education with respect to what they had acquired in their previous university studies. The data for the SUG as a whole show that 57.5% of the graduates believe that their Master's Degree program did offer a sufficient or high amount of additional education, versus 18.6% who believed that it offered them little or none. In all of the branches of knowledge, the percentage of students who positively evaluated the additional education they received is around 50.0% or above. Engineering and Architecture is the branch with the best results here, since 64.2% of its graduates believe that they acquired enough or a high amount of additional education, along with the Health Sciences branch where this percentage was 60.3%.

Figure 4.21. Evaluation of additional training acquired in the Master's Degree programs. Results by branch of knowledge and for the SUG overall.
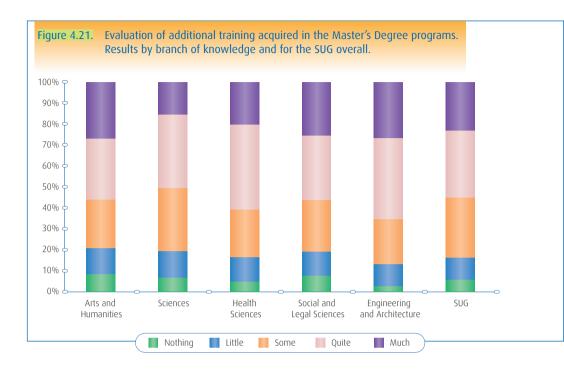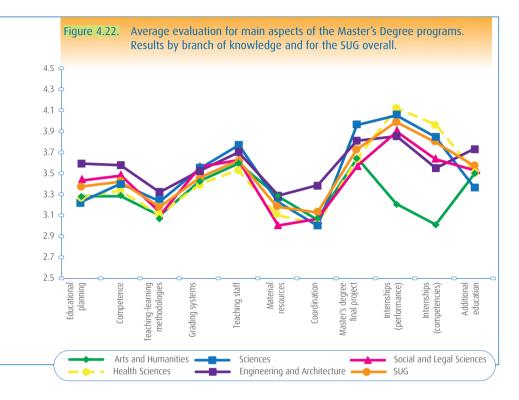
Figure 4.22 shows the average evaluations for all of the elements considered here in section 4.3.2, both for the SUG as a whole and for the various branches of knowledge. As can be seen, the evaluations from Master's Degree graduates in the branch of Engineering and Architecture stand out in terms of the majority of the aspects considered. This is the branch with the best evaluations on a Likert-type scale ranging from 1 (Very poor) to 5 (Very good), for the elements of educational planning (3.59), competencies (3.58), teaching-learning methodologies (3.32), coordination (3.38), material resources (3.28), and the additional training acquired (3.73). On the other hand, Sciences is the branch with the highest evaluations for the teaching staff (3.76) and for the Master's Degree final project (3.95), while the Social and Legal Sciences show the highest evaluation for performance of external internships (4.10) and the contribution these make to acquiring competencies (3.95). Finally, Health Sciences stands out in terms of the grading systems (3.53).

On the more negative side, the branch of Arts and Humanities stands out by obtaining the lowest evaluations for competencies (3.29), teaching-learning methodologies (3.10), performance of external internships (3.20) and the contribution of these for acquiring competencies (3.02). The branch of Social and Legal Sciences also stands out here, since it obtains the lowest evaluations in teaching-learning methodologies (3.10), grading systems (3.39), teaching staff (3.51), and coordination (3.00). The branch of Sciences shows the lowest evaluation in terms of the additional education offered (3.50). Nevertheless, in all cases these two branches still exceed the average rating of three points.

64

Figure 4.22. Average evaluation for main aspects of the Master's Degree programs. Results by branch of knowledge and for the SUG overall.

4.4. Employment situation prior to the Master's Degree

As can be seen when analyzing the age of the SUG Master's Degree graduates from the 2010-2011 academic year, their average age (about 29 years old) indicates that many of these graduates have probably had experience on the labor market prior to pursuing their Master's Degree. This has made it seem appropriate to perform a small study on the previous relationships the graduates have had with the labor market, so that an analysis can then be performed on how their employment situation has changed after completion of their Master's Degree. Throughout this section the employment situation of the graduates at the time when they began their Master's Degree program will therefore be analyzed.

4.4.1. Employment activity prior to the Master's Degree

Table 4.2 contains some data related to the graduates' activities on the labor market prior to their enrollment in their Master's Degree program. It can be seen that 68.3% of the graduates had already been working before starting their degree program. This figure is 78.0% and 74.1% in the branches of Engineering and Architecture and Health Sciences, respectively, and it drops to 46.7% in the case of Sciences. The remaining 31.7% of the SUG Master's Degree graduates who were not working can be divided into 8.5% who had looked for a job but not found one, and 23.2% who had not looked for employment.

Table 4.2. Working activity prior to the Master's Degree program and at the time of beginning the program. Results by branch of knowledge and for SUG overall.

Branch of knowledge	Hasn't worked or looked for work	Looked for work but didn't find it	Worked	Was not working at the start of the master's program	Stopped working to focus on Master's Degree	Worked simultaneously with Master's Degree
Arts and Humanities	28,7%	7,0%	64,3%	37,0%	2,2%	60,9%
Sciences	39,2%	14,4%	46,4%	33,8%	7,0%	59,2%
Health Sciences	19,9%	6,0%	74,1%	27,6%	2,4%	69,9%
Social and Legal Sciences	23,6%	9,1%	67,3%	38,8%	7,1%	54,1%
Engineering and Architecture	15,5%	6,8%	78,0%	27,5%	2,3%	70,3%
SUG	23,2%	8,5%	68,3%	33,7%	4,7%	61,6%

In terms of the labor market situation at the time of starting the Master's Degree, the majority (61.6%) of the respondents who had been previously working also worked simultaneously with their Master's Degree program. The branches of Engineering and Architecture and Health Sciences show the highest percentages for this response, with 70.3% and 69.9%, respectively. Furthermore, only 4.7% of the graduates who were working prior to their master's program stopped working in order to focus on their degree, although this percentage is higher in the Social and Legal Sciences and Sciences. Finally, 33.7% of the graduates who had worked prior to their master's program were not employed at the time when they began working on their degree.

4.4.2. Employment prior to the Master's Degree program

This section contains information related to the main aspects characterizing the employment that the Master's Degree graduates had prior to beginning their degree program. The respondents were therefore asked about elements such as the relationship between their previous employment and the Master's Degree they earned, the type of work schedule they maintained, their types of contractual relationships, and their salaries.

Figure 4.23 shows the relationship that exists between the work being performed prior to the Master's Degree and the master's program itself. The data for the SUG graduates as a whole show that 4.2% of the respondents said that their employment was very related with their Master's Degree, versus 34.9% who said that there was no relationship. By branches of knowledge, it can be seen that the branch of Social and Legal Sciences

is the one showing the weakest connections with the job prior to the Master's Degree, since only 30.9% of the graduates described these as being fairly related or very related, while 46.8% responded that there was no relationship. The branches of Engineering and Architecture and Sciences are at the other extreme, where 50.9% and 49.3%, respectively, of the graduates who were working prior to their master's program reported doing so in jobs that were fairly related or very related to the Master's Degree itself.

Figure 4.23. Relationship between the Master's Degree and previous employment. Results by branch of knowledge and for the SUG overall.

Legend: Nothing, Little, Some, Quite, Much
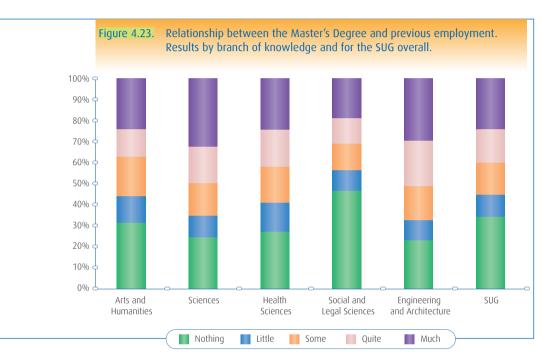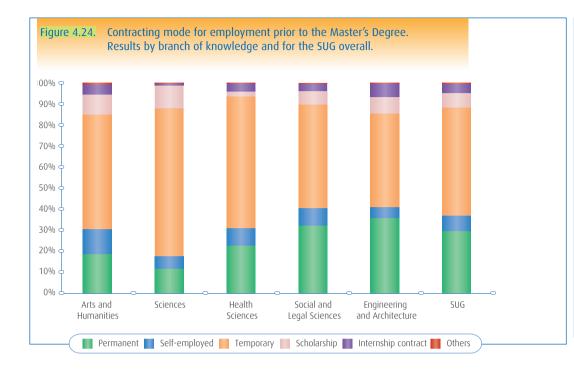
Figure 4.24 shows the distribution of contracting types for the employment the graduates held prior to their Master's Degree program. For the SUG as a whole, a higher presence of temporary contracts can be seen (51.0%, versus 30.0% for permanent contracts). There are also 7.5% of the respondents who report being self-employed. By branches of knowledge, Engineering and Architecture and Social and Legal Sciences show the highest percentages of permanent contracts, with 36.2% and 32.6%, respectively. In the other three branches of knowledge the presence of temporary contracts is 50.0% or higher, with the cases of Sciences and Health Sciences being notable with percentages of 69.7% and 62.1%, respectively. In Sciences the percentage of permanent contracts is considerably lower compared to the other branches at only 12.4%, while this branch also shows the highest percentage among the various branches for grant holders, at 10.9%. Finally, in the branch of Arts and Humanities it is notable that 12.0% of the graduates who were working prior to the master's program had been self-employed.

Figure 4.24. Contracting mode for employment prior to the Master's Degree. Results by branch of knowledge and for the SUG overall.

Legend: Permanent · Self-employed · Temporary · Scholarship · Internship contract · Others

A situación con respecto á Seguridade Social no traballo previo ao máster amósase na Figure 4.25, onde se observa que o 94,6% dos titulados que traballaban tamén cotizaban, fronte ao 5,4% que non o facían. En todas as ramas de coñecemento, a porcentaxe de traballadores que cotizaban á Seguridade Social é superior ao 90,0%, e destaca a rama de Health Sciences, onde esta porcentaxe ascende ao 98,3%.

Figure 4.25. Relationship with Social Security for employment prior to the Master's Degree. Results by branch of knowledge and for the SUG overall.

Not registered   Registered
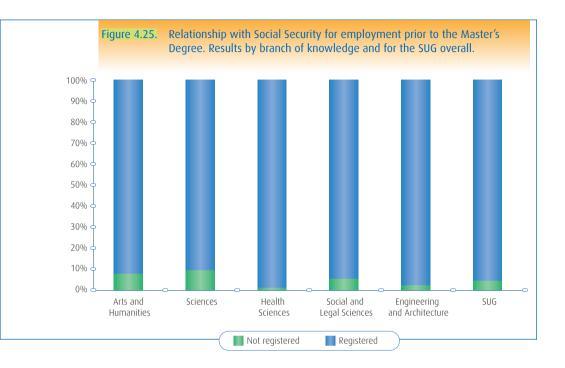
Figure 4.26 shows data on the work schedule maintained by the graduates prior to their master's program, where it can be seen that 7 out of 10 SUG graduates were working full-time. By branches of knowledge, Engineering and Architecture shows the highest percentage of full-time employment, at 83.0%. Arts and Humanities is found at the other end of the scale, and this is the only branch where part-time work was more common than full-time work prior to the Master's Degree program (53.3% versus 46.7%).

Figure 4.26. Type of work schedule for employment prior to the Master's Degree. Results by branch of knowledge and for the SUG overall.
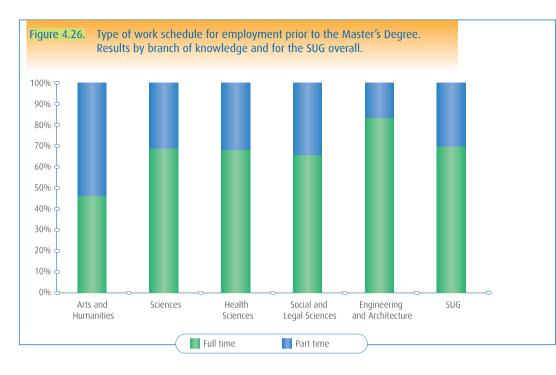
Table 4.3 shows the distribution of the SUG Master's Degree graduates based on their monthly salary for their work performed prior to their master's program. In general, it can be seen that more than half of the respondents (53.4%) were earning a salary between €600 and €1,400. There were also 20.5% of the graduates who earned €600 or less, although this percentage can be primarily explained by respondents who were working part-time.

Table 4.3. Net monthly salary for employment prior to the master's program. Results for the SUG overall.

Monthly salary	% of SUG Master's Degree graduates
€600 or lower	20.5%
€601 to €1,000	28.2%
€1,001 to €1,400	25.2%
€1,401 to €1,800	13.3%
€1,801 to €2,200	8.1%
€2,201 to €2,600	2.4%
€2,601 or higher	2.2%

The distribution of the graduates based on their monthly salary for the job they held prior to the master's program is seen in Figure 4.27 and in Table 4.4, both for the various branches of knowledge and for the SUG as a whole. Engineering and Architecture and Health Sciences are clearly the branches with the highest percentages of graduates in the higher salary ranges, with 20.0% and 15.2% of the graduates, respectively, earning a salary above €1,800 for their employment prior to the master's program. For the other three branches, these percentages range between 5.5% for the branches of Arts and Humanities and Sciences and 9.7% for the branch of Social and Legal Sciences.

Figure 4.27. Net monthly salary for employment prior to the master's program. Results by branch of knowledge and for the SUG overall.
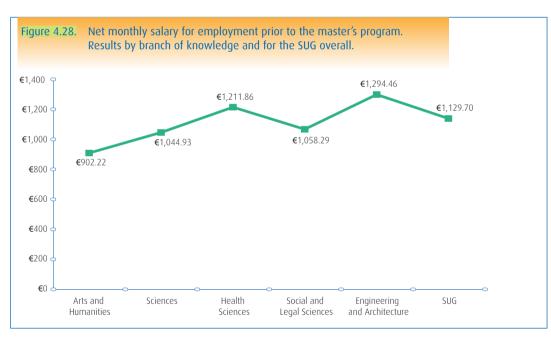
The branch of Arts and Humanities is found at the other extreme, where 67.8% of the graduates were earning less than €1,000 monthly at their job prior to their master's program. This high percentage can be explained by the fact that more than half of the graduates in this branch were working part-time. In the rest of the branches, where full-time employment was more common, the percentage of graduates with salaries under €1,000 falls between 35.6% for Engineering and Architecture and 54.8% for Social and Legal Sciences.

Table 4.4. Net monthly salary for employment prior to the master's program.
Results by branch of knowledge and for the SUG overall.
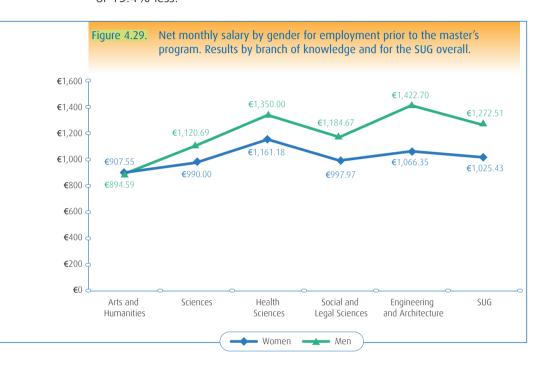
Branch of knowledge	€600 or lower	€601 - €1,000	€1,001 - €1,400	€1,401 - €1,800	€1,801 - €2,200	€2,201 - €2,600	€2,601 or higher
Arts and Humanities	31.1%	36.7%	21.2%	5.5%	5.5%	0.0%	0.0%
Sciences	18.8%	34.8%	26.1%	14.5%	2.9%	2.9%	0.0%
Health Sciences	17.0%	24.6%	23.8%	19.5%	11.9%	0.8%	2.5%
Social and Legal Sciences	26.9%	27.9%	21.9%	13.6%	5.7%	2.1%	1.9%
Engineering and Architecture	9.3%	26.3%	31.9%	12.5%	12.1%	4.1%	3.8%
SUG	20.5%	28.2%	25.2%	13.3%	8.1%	2.4%	2.2%

Figure 4.28 shows the average net monthly salary for the SUG Master's Degree graduates at their job prior to entering their Master's Degree program. It can be seen that the average salary for the SUG as a whole was €1,129.70, ranging between the €902.22 earned on average by the Arts and Humanities graduates and the €1,294.46 earned by Engineering and Architecture graduates.

Figure 4.28. Net monthly salary for employment prior to the master's program.
Results by branch of knowledge and for the SUG overall.

If we focus on differences by gender in the average monthly salary for employment prior to the Master's Degree program, as shown in Figure 4.29 and in Table 4.5, a clear difference can be seen between the salaries paid to women and to men. At the level of the SUG as a whole, the average salary earned for men was €1,272.51, while for women this figure is €1,025.43, or 19.4% less.

Figure 4.29. Net monthly salary by gender for employment prior to the master's program. Results by branch of knowledge and for the SUG overall.

This disparity in salaries is present in all branches of knowledge, with the exception of Arts and Humanities, where the average salaries of men and women during their previous employment is almost equal, but with women's salaries being slightly higher than those paid to men. The branch that shows the largest salary gap between the genders is Engineering and Architecture, where women earned €356.35 per month less than men, which represents a salary 25.0% lower. In the other three branches of knowledge these disparities decrease although they are still significant, with the compensation paid to female workers between 11.7% and 15.8% lower than the pay received by their male coworkers.

Branch of knowledge	Average salary, women	Average salary, men	Average salary, SUG
Arts and Humanities	€ 907.55	€ 894.59	€ 902.22
Sciences	€ 990.55	€ 1,120.69	€ 1,044.93
Health Sciences	€ 1,161.18	€ 1,350.00	€ 1,211.86
Social and Legal Sciences	€ 997.97	€ 1,184.67	€ 1,058.29
Engineering and Architecture	€ 1,066.35	€ 1,422.70	€ 1,294.46
SUG	€ 1,025.43	€ 1,272.51	€ 1,129.70

Table 4.5. Net monthly salary by gender for employment prior to the master's program. Results by branch of knowledge and for the SUG overall.

4.5. Access to employment after completing the Master's Degree

This section and the following ones will analyze the career path of the SUG Master's Degree graduates from the 2010-2011 academic year after they completed their Master's Degree, giving special attention to their current employment situation.
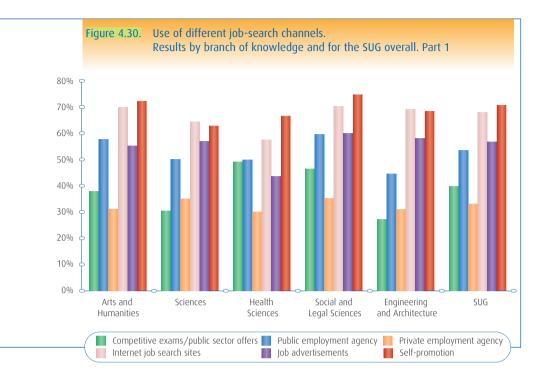
Also, any labor market insertion study must include an analysis of the job search process carried out by the graduates: whether they looked for work at all, how they looked for it, how they found it, and what factors were perceived as important for the hiring process. These variables, which are the focus of the present section, help us understand how the graduates have been able to gain access to the labor market.

4.5.1. Employment search

This section studies the usage level of a variety of job-search channels and the contribution of these channels to obtaining actual jobs. It concludes with an analysis that relates these two aspects, thereby obtaining an approximation of the effectiveness of these channels in terms of actually finding employment.

First, the SUG Master's Degree graduates were asked about whether or not they had used a series of possible job-search channels, and Figures 4.30 and 4.31 show the percentage of graduates who said that they had used the various job-search channels proposed. The data for the SUG overall show that the most commonly used channel is self-promotion, with 68.9%. On the other hand, the least commonly used channels included the company where the Master's Degree internship took place and self-employment, with usage percentages of 14.3% and 25.5%, respectively.

Figure 4.30. Use of different job-search channels.
Results by branch of knowledge and for the SUG overall. Part 1

By branch of knowledge, in all of the branches except for Sciences, self-promotion and internet job search sites were the two most widely used channels. Self-promotion is the most widely used in the branches of Arts and Humanities (73.2%), Health Sciences (67.5%), and Social and Legal Sciences (75.6%), while job search websites are the most commonly used channel in the branch of Engineering and Architecture (69.9%). In the case of Sciences, research grants represent the channel most commonly used by the graduates, with 67.1% of them saying they have used this option, followed by job-search websites, where the percentage of use of 65.1% is just slightly lower.

Other channels also show a significant percentage of use in certain branches of knowledge. This is the case, for example, with public employment agencies in Arts and Humanities (58.7%) and in Social and Legal Sciences (60.3%). However, in the latter branch, employment advertisements are very commonly used (60.9%), with this channel also showing a substantial level of usage in the branch of Engineering and Architecture (58.9%). In addition to being the most widely used channel to look for work in the branch of Sciences, research grants also show a high percentage of use in Arts and Humanities (55.1%). On the other hand, although personal contacts is not the primary channel for any of the branches of knowledge, it has a fairly high relevance in all of them, with percentages that are always above 50.0% and as high as 61.6% in Social and Legal Sciences.

In contrast, the least commonly used employment search channel is the company where the Master's Degree internship took place and the contacts established there, where the usage percentages for all branches is around 15.0%. Self-employment, although showing a level of usage slightly above that of the company where the internship took place, represents a search channel that is not very significant in general terms. It is being used in all five branches of knowledge by less than 30.0% of the graduates, showing especially low percentages in Sciences (15.1%) and Health Sciences (19.6%).

Figure 4.31. Use of different job-search channels.
Results by branch of knowledge and for the SUG overall. Part 2.

Legend:
Company where master's degree internship took place / Research grants / Other employment grants
Personal contacts / Self-employment / Other
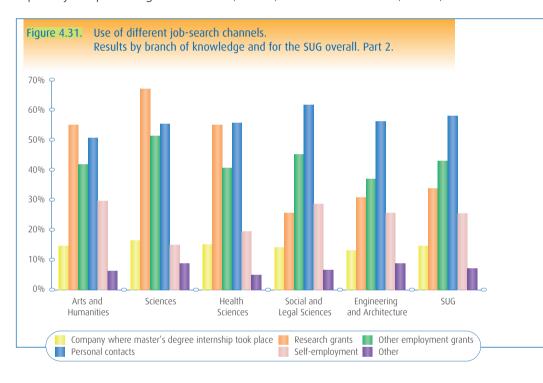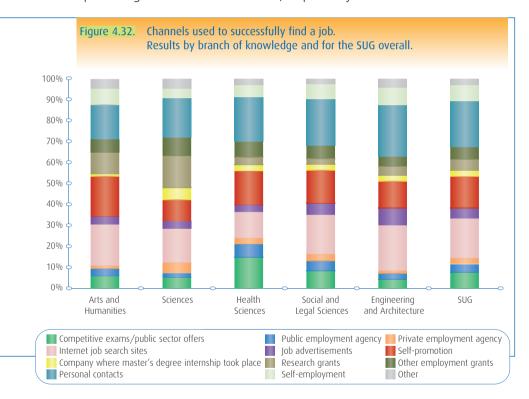
Figure 4.32 below shows the percentages of Master's Degree graduates who found work through one of the various job-search channels proposed. The job-search channels that have led to the most success for the SUG as a whole partly coincide with the channels used the most: personal contacts, with 33.2% of graduates having found employment this way; Internet job search sites, where this percentage is 28.3%; and the channel of self-promotion, which was successful for 22.7% of the graduates. On the other hand, the channels that have made the least contribution to obtaining an actual job are private employment agencies and the company where the internship took place, with these percentages both being around 4.0%.

If we focus our attention on the most successful job search channels by branches of knowledge, no major differences are observed with respect to the pattern followed by the SUG as a whole. Personal contacts is the channel that led to the most hiring in almost all branches, but with the exception of Arts and Humanities, where Internet job-search sites and self-promotion appeared to be the most effective channels. The importance of competitive exams or public competition for graduates in the Health Sciences is also worth noting, with 23.3% of these graduates believing that this channel was critical in relation to finding employment. Similarly, research grants provide the most jobs in the branches of Sciences and Arts and Humanities, with percentages of 21.9% and 16.6%, respectively.

Figure 4.32. Channels used to successfully find a job.
Results by branch of knowledge and for the SUG overall.

Competitive exams/public sector offers — Public employment agency — Private employment agency
Internet job search sites — Job advertisements — Self-promotion
Company where master's degree internship took place — Research grants — Other employment grants
Personal contacts — Self-employment — Other

Finally, Figures 4.33 to 4.38 can be used to analyze the effectiveness of the various employment search channels proposed. The vertical axis shows the percentage of jobs obtained through each of the search channels, while the horizontal axis shows the corresponding level of usage.
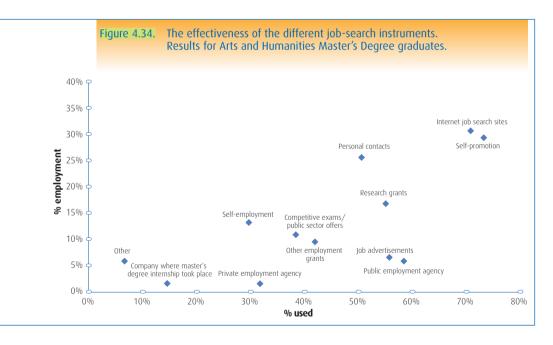
Figure 4.33, which refers to the SUG as a whole, shows that the search channel that has provided the most jobs is personal contacts, as mentioned above. The effectiveness of this channel is also very high, since its level of usage is lower than those for job-search websites or self-promotion, which are the other two channels that were most successful for finding employment. Furthermore, other search channels with a significant effectiveness at the level of the SUG as a whole are self-employment and job-search websites, since these have led to a high number of jobs in relation to their level of usage.

With respect to the analysis by branches of knowledge, it can be seen in Figures 4.34 to 4.38 that personal contacts are the most effective job-search channel in all of the branches. This is even the case in Arts and Humanities, although its level of usage is lower than job-search websites and self-promotion, the two channels that led to the most jobs in that branch. The effectiveness of personal contacts is particularly notable in the case of Engineering and Architecture. Job-search websites and self-employment also show significant effectiveness in all of the branches, even though the levels of usage of the latter channel are lower.
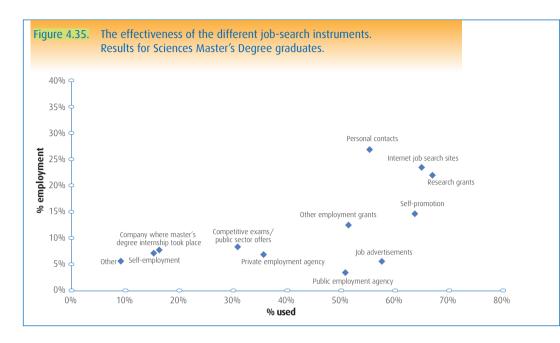
Finally, certain employment search channels may have a particular significance in certain branches of knowledge, even though their presence and effectiveness in the SUG overall may be low. As such, the company where the Master's Degree internship took place and the contacts established there is a channel with a high degree of effectiveness in the Sciences, since even though the level of usage of this channel is similar to that seen in the other branches, in the Sciences this channel has led to the highest number of jobs. In the branches of Sciences and Arts and Humanities, applying for research grants shows an above-average level of effectiveness, while in the branch of Health Sciences, competitive exams or public competition is also a channel with a notable degree of effectiveness.

Figure 4.33. The effectiveness of the different job-search instruments. Results for the SUG overall.

Figure 4.34. The effectiveness of the different job-search instruments. Results for Arts and Humanities Master's Degree graduates.

Figure 4.35. The effectiveness of the different job-search instruments. Results for Sciences Master's Degree graduates.

Figure 4.36. The effectiveness of the different job-search instruments. Results for Health Sciences Master's Degree graduates.

Figure 4.37. The effectiveness of the different job-search instruments. Results for Social and Legal Sciences Master's Degree graduates.

Figure 4.38. The effectiveness of the different job-search instruments. Results for Engineering and Architecture Master's Degree graduates

4.5.2. Factors valued in hiring

The Master's Degree graduates were asked to evaluate the influence that a series of factors may have on hiring, based upon their own experience. Figures 4.39 and 4.40 show these results on a scale from 1 (not important at all) to 5 (very important). The element to which the SUG graduates attributed the most relevance was related employment experience, with an average score of 4.24. However, to a lesser degree they also considered the undergraduate degree they earned to be important, with a score of 4.00, as well as performance on the job selection tests with 3.99 and geographical availability with 3.94. On the contrary, the least valued elements are the specialization of the Master's Degree, the academic transcript, and the reputation of the faculty/center where the Master's Degree was earned.

Figure 4.39. Factors valued in hiring.
Results by branch of knowledge and for the SUG overall. Part 1.

Figure 4.40. Factors valued in hiring.
Results by branch of knowledge and for the SUG overall. Part 2

Legend:
- Reputation of the faculty/centre
- Selection tests
- Related work experience
- Geographical availability

By branches of knowledge, related employment experience is considered the most important factor in all cases, with the exception of Health Sciences, where the undergraduate degree earned receives a slightly higher score. In any event, employment experience shows very similar values in all branches, ranging from 4.15 in Arts and Humanities to 4.27 in Social and Legal Sciences. In terms of the factor given the least weight in relation to finding employment, for graduates in the branches of Arts and Humanities, Sciences, and Health Sciences this is believed to be the specialization of the Master's Degree, while in the branches of Social and Legal Sciences and Engineering and Architecture, the least valued element is the academic transcript.
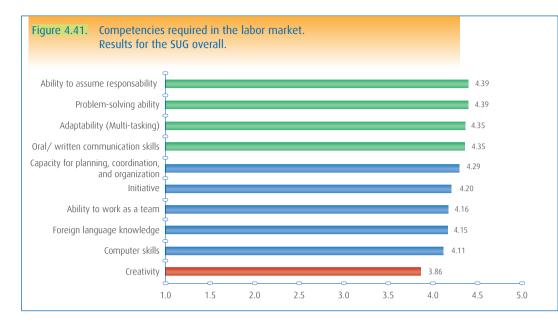
4.5.3. Competencies required in the labor market

In order to determine which competencies are required to the greatest degree in the labor market (based on the perception of the SUG Master's Degree graduates), the respondents were asked to evaluate the importance of a selection of abilities and type of knowledge in relation to obtaining employment, on a scale of 1 (not important at all) to 5 (very important). Figure 4.41 shows these values for the SUG as a whole. It can be seen that the ability to take on responsibilities and solve problems are considered as the most important competencies from among those proposed, with a score of 4.39, followed by adaptability/multi-tasking and oral and written communication, both with a score of 4.35. In contrast, creativity is found in the last position with a score of 3.86.

Figure 4.41. Competencies required in the labor market. Results for the SUG overall.

Competency	Score
Ability to assume responsability	4.39
Problem-solving ability	4.39
Adaptability (Multi-tasking)	4.35
Oral/ written communication skills	4.35
Capacity for planning, coordination, and organization	4.29
Initiative	4.20
Ability to work as a team	4.16
Foreign language knowledge	4.15
Computer skills	4.11
Creativity	3.86

With respect to an analysis by branches of knowledge, Table 4.6 summarizes the competencies that were the most and least valued by the Master's Degree graduates in each of the branches of knowledge, while Figures 4.42 and 4.43 detail the average scores received by the various competencies in each branch of knowledge. In general, in all of the various branches the ability to solve problems and take on responsibilities, along with verbal/ written communication, are the most valued. To the contrary, creativity is the least-valued competency in all of the branches except for Health Sciences, where this position is occupied by foreign language knowledge. On the other hand, graduates in the branch of Sciences gave the highest average score to the ability to solve problems and foreign language knowledge (4.45 and 4.34, respectively), while computer skills were more valued on average in the branch of Engineering and Architecture (4.28).
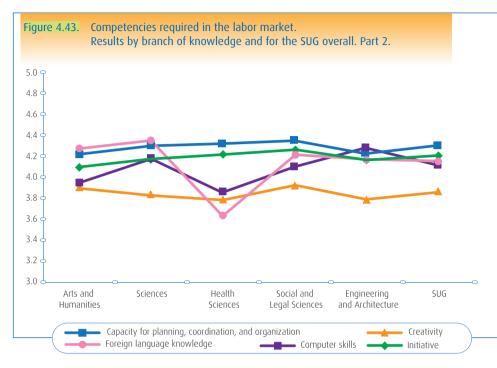
Table 4.6. Most and least valued competencies, by branch of knowledge.

Branch of knowledge	Most valued	Least valued
Arts and Humanities	Oral/written communication skills	Creativity
	Adaptability (multi-tasking)	Computer skills
Sciences	Problem-solving ability	Creativity
	Ability to assume responsibility	Ability to work as a team
Health Sciences	Ability to assume responsibility	Foreign language knowledge
	Oral/written communication skills	Creativity
Social and Legal Sciences	Oral/written communication skills	Creativity
	Problem-solving ability	Computer skills
Engineering and Architecture	Problem-solving ability	Creativity
	Ability to assume responsibility	Initiative

Figure 4.42. Competencies required in the labor market. Results for the SUG overall. Part 1

Legend:
- Ability to work as a team
- Oral/ written communication skills
- Problem-solving ability
- Adaptability (Multi-tasking)
- Ability to assume responsability

Figure 4.43. Competencies required in the labor market.
Results by branch of knowledge and for the SUG overall. Part 2.

Legend:
- Capacity for planning, coordination, and organization
- Foreign language knowledge
- Creativity
- Computer skills
- Initiative

4.6. Employment situation after earning the Master's Degree

The purpose of the present section is to study the relationship between the SUG Master's Degree graduates and the labor market, specifically from the time of their completion of their Master's Degree until the time when they responded to the survey. In other words, this analysis is focused on their career path during the entire time period after earning their Master's Degree, while the current employment situation of the graduates will be the focus of the next section. The information presented here is related to the employment activity of the graduates after completing their Master's Degree, the average amount of time they needed to find employment, the average number of jobs and number of employment contracts they have had, and information on the graduates' salaries.

4.6.1. Employment activity after the Master's Degree

Information about access to employment after completing the Master's Degree is seen in Figure 4.44, which shows that for the SUG as a whole, 91.9% of the Master's Degree graduates have worked at some time since completing their degree. This figure can be divided into 73.5% who are currently working and 18.4% who are not currently working but who did so at some time in the past after completing their Master's Degree. The remaining 8.1% of the graduates have not worked at any time since completing their Master's Degree.

Figure 4.44. Employment situation since completing the Master's Degree. Results by branch of knowledge and for the SUG overall.

Legend:
- Has not worked since completing the master's degree
- Not currently working, but did work at some point after completing master's degree
- Currently working
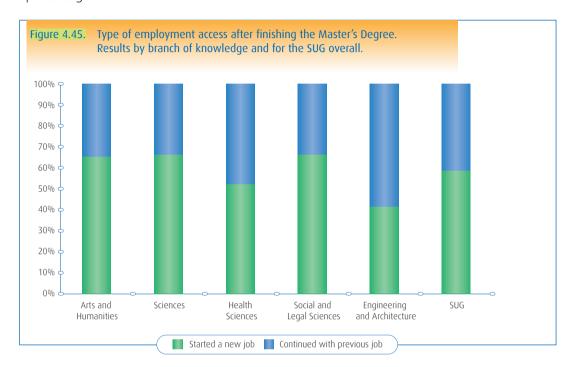
By branches of knowledge, the best results in terms of access to employment after completing the Master's Degree are seen in the branches of Health Sciences and Engineering and Architecture. In Health Sciences, 94.0% of the graduates had worked at some time since finishing their Master's Degree, and 77.2% are currently working. In the branch of Engineering and Architecture, these percentages are 93.6% for those who have worked after finishing their Master's Degree and 81.0% for those who are currently employed. On the other hand, the branches of Sciences and Arts and Humanities show the least favorable data, with 12.5% and 11.9% of graduates, respectively, having never worked after finishing their Master's Degree.

Figure 4.45 shows the percentage of graduates who began a new job after finishing their Master's Degree, versus those who continued with the job they had previously held. At the level of the SUG as a whole, 41.0% of the graduates who worked at some point after finishing their Master's Degree did so in the job they already held prior to completing their degree, while 59.0% started at a new job. From these results it can be concluded that a significant portion of the graduates view earning a Master's Degree as a useful resource for improving their competencies in the job they have already been performing. Broken down by branches of knowledge, Engineering and Architecture is the only branch where the majority of the graduates
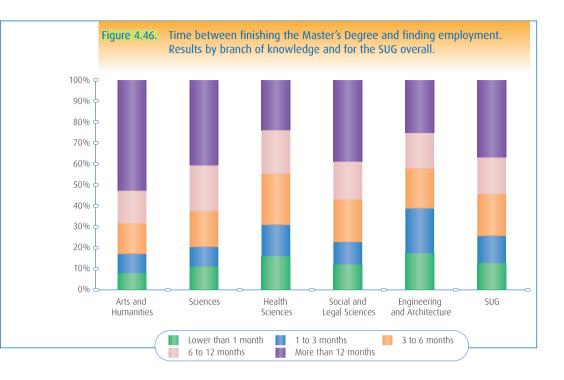
continued with their previous job, at 57.5%. The case of Health Sciences is also worth noting, where the graduates who continued working in the same job represented a substantial 47.0%, while in the rest of the branches these percentages have values of around 33.0%.

Figure 4.45. Type of employment access after finishing the Master's Degree. Results by branch of knowledge and for the SUG overall.

4.6.2. Average time in finding employment
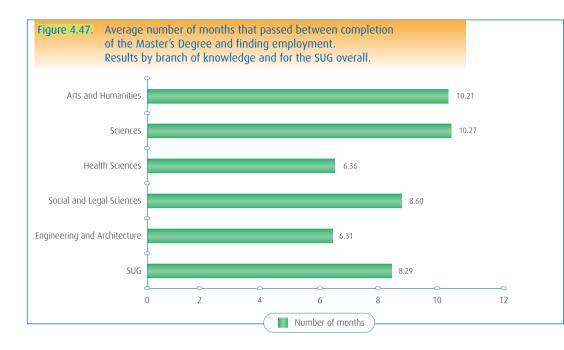
Figure 4.46 shows the time it took the Master's Degree graduates from the 2010-2011 academic year to find employment, both for the SUG as a whole and broken down by branches of knowledge. Of the graduates who found employment after completing their Master's Degree, 46.2% found a job less than six months after completing their degree, while 64.1% found employment in a period of less than one year. By branches of knowledge, Engineering and Architecture and Health Sciences are the branches where the Master's Degree graduates found work the fastest, with 18.2% and 16.7%, respectively, finding employment in less than one month, and 39.9% and 32.1% in less than three months. On the other hand, the Master's Degree graduates who took the longest to find a job after completing their degree were those from Arts and Humanities, where more than half of the graduates needed more than a year to begin working.

Figure 4.46. Time between finishing the Master's Degree and finding employment. Results by branch of knowledge and for the SUG overall.

Legend:
- Lower than 1 month
- 6 to 12 months
- 1 to 3 months
- More than 12 months
- 3 to 6 months

Translating these percentages into the average time required to find employment after completing the Master's Degree, it can be seen in Figure 4.47 that the average time it took for an SUG Master's Degree graduate to find his or her first job was 8.29 months. The graduates who gained access to the labor market most quickly after completing their Master's Degree are those from Engineering and Architecture (6.31 months) and Health Sciences (6.36 months). On the other hand, it took around 10 months on average for Master's Degree graduates in Sciences (10.27 months) and Arts and Humanities (10.21 months) to find employment, while in the branch of Social and Legal Sciences the average amount of time needed to find a job was 8.60 months.

Figure 4.47. Average number of months that passed between completion of the Master's Degree and finding employment. Results by branch of knowledge and for the SUG overall.
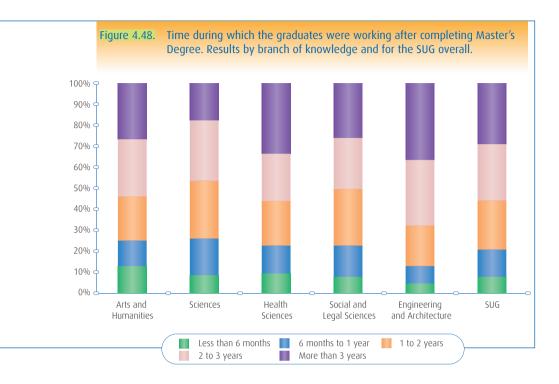
4.6.3. Average time at job since completing the Master's Degree
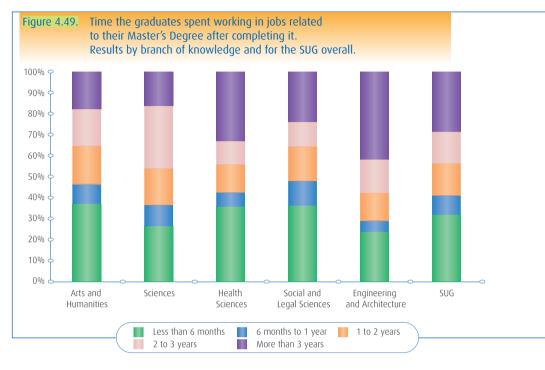
Figure 4.48 shows the amount of time during which the graduates were employed, from the time of completing their Master's Degree program until the time when they responded to the survey. Here it can be seen that 78.3% of the SUG graduates who had worked after completing their Master's Degree did so for more than one year, 54.7% worked for more than two years, and 28.3% worked for more than three years, which represents almost the entire period analyzed. On the other hand, graduates who worked for less than six months after completing their Master's Degree represent only 8.5%, but with this percentage rising to 21.7% if we take into consideration those who worked up to a maximum of one year during that period.

Figure 4.48. Time during which the graduates were working after completing Master's Degree. Results by branch of knowledge and for the SUG overall.

Legend:
- Less than 6 months
- 6 months to 1 year
- 1 to 2 years
- 2 to 3 years
- More than 3 years

If we focus our attention on the same data for the various branches of knowledge, the case of Engineering and Architecture stands out, where 67.0% of the graduates who had worked after finishing their Master's Degree did so during a period of time greater than two years, or 35.8% for a period greater than three years. These figures are higher than those seen for the rest of the branches. In contrast, Arts and Humanities shows the highest percentage of graduates (13.5%) who had worked for less than 6 months after completing their Master's Degree.

Like the previous figure, Figure 4.49 shows the distribution of graduates based on the time they had been working since completing their Master's Degree, but with the difference that in this case, only jobs related to the contents of the Master's Degree are taken into account. At the level of the SUG as a whole, the percentage of graduates who had worked in a related job for more than one year drops to 42.9%, or for more than two years to 39.4%, and for more than three years the figure is 28.0%. On the other hand, a notable 32.4% of the graduates who had been working after completing their Master's Degree only did so in jobs related to their degree for less than 6 months.

Figure 4.49. Time the graduates spent working in jobs related to their Master's Degree after completing it. Results by branch of knowledge and for the SUG overall.

By branches of knowledge, again Engineering and Architecture shows the best results, with 70.5% of the graduates who had been working after completing their Master's Degree doing so in jobs related to their degree for more than one year, 57.3% for more than two years, and 41.5% for more than three years. On the other hand, Arts and Humanities continues to be the branch with the highest percentage of graduates (37.4%) who had held jobs related to their Master's Degree for less than 6 months, although the branches of Health Sciences and Social and Legal Sciences show similar percentages at just above 36.0%.

4.6.4. Average number of jobs and contracts

Table 4.7 shows the average number of jobs that the Master's Degree graduates have held between the time of completing their Master's Degree and the time when they responded to the survey. This period represents a total of approximately three years, and based upon this it is possible to obtain an image of the graduates' stability in the labor market after completing their Master's Degree. At the level of the SUG as a whole, the graduates held an average of 2.06 jobs, but with this figure being higher in the branches of Social and Legal Sciences (2.26) and Arts and Humanities (2.23). The graduates from the rest of the branches of knowledge did not hold more than two jobs on average, with those from Engineering and Architecture seeming to have the most stability with an average of 1.79 jobs.
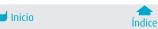
Table 4.7.	Average number of jobs since completing the Master's Degree. Results by branch of knowledge and for the SUG overall.
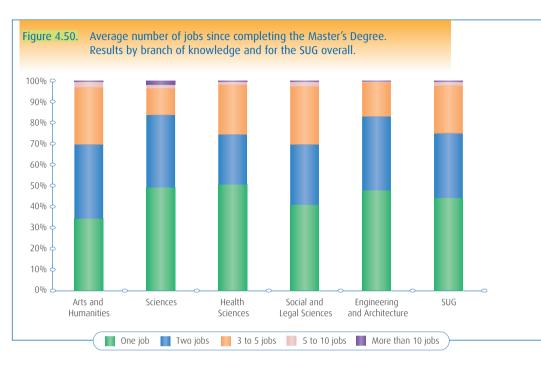
Branch of knowledge	Number of jobs
Arts and Humanities	2.23
Sciences	1.88
Health Sciences	1.96
Social and Legal Sciences	2.26
Engineering and Architecture	1.79
SUG	2.06

Figure 4.50 shows the distribution of the graduates based upon the number of jobs they had held during the time between completing their Master's Degree and responding to the survey. At the level of the SUG as a whole, the majority of the graduates responded that during this period they had held only one job (44.7%), or else two jobs (31.0%). On the contrary, the respondents who had worked at more than five different jobs represented only 1.9% of the graduates who had been working.

By branches of knowledge, it is notable that half of the graduates in Health Sciences (51.3%) and Sciences (50.0%) stated that they had held only one job since completing their Master's Degree. However, in the branch of Health Sciences this figure is compensated by the existence of 25.0% of the graduates who stated that they had held more than three different jobs. In contrast, the graduates from the branch of Engineering and Architecture, as was seen when analyzing the average number of jobs, seem to have a higher degree of employment stability. This is based on the fact that 48.5% of these graduates had held only a single job while 35.0% had held two jobs, and with the percentage who had held more than five different jobs being insignificant.

Figure 4.50. Average number of jobs since completing the Master's Degree. Results by branch of knowledge and for the SUG overall.

Nevertheless, the fact that a graduate has held only a single job during the period under consideration does not ensure that the worker will have stability in his or her position, since the employment relationship could be characterized by constant renewal of short-term contracts. For this reason, Table 4.8 shows (at the level of the SUG as a whole and for the various branches of knowledge) the average number of contracts signed during the period of time between completion of the Master's Degree and responding to the survey. The data for the SUG as a whole show that the average number of contracts is 4.12, and with the high figure of 8.28 seen in the branch of Health Sciences standing out as being very different. The branch of Arts and Humanities is found at the other extreme, where the graduates had signed an average of 2.63 contracts during the period analyzed.

Table 4.8. Average number of jobs since completing the Master's Degree. Results by branch of knowledge and for the SUG overall.

Branch of knowledge	Number of contracts
Arts and Humanities	2.63
Sciences	3.13
Health Sciences	8.28
Social and Legal Sciences	4.02
Engineering and Architecture	3.40
SUG	4.12

Figure 4.51 shows the distribution of the graduates based upon the number of employment contracts they had signed since completing their Master's Degree. It can be seen that 33.2% of the graduates had worked under a single contract after completing their Master's Degree, while almost 24.0% had signed two contracts. By branches of knowledge, the percentages of graduates who had signed only one contract do not show very significant differences, ranging between 29.9% in the branch of Arts and Humanities and 35.3% in Engineering and Architecture. However, the case of Health Sciences is notable at the other extreme, since as this branch's high number of contracts might indicate, there are a high percentage of graduates who had signed more than five contracts (20.6%, with a notable 9.3% having signed more than 20 contracts).

Figure 4.51. Average number of contracts since completing the Master's Degree. Results by branch of knowledge and for the SUG overall.
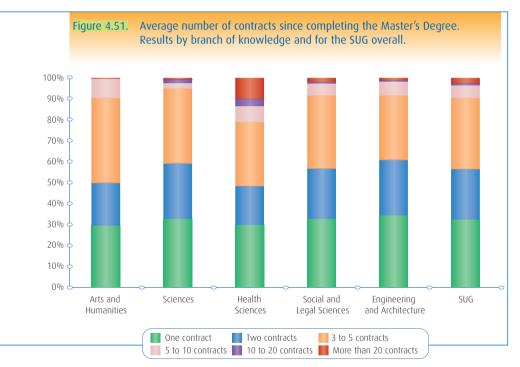
Table 4.9 below synthesizes the information above. It shows the average number of contracts per job, from the time of completing the Master's Degree. For the SUG as a whole, this figure is about two contracts per job. When broken down by branches of knowledge the case of Health Sciences is notable, where graduates seem to have the highest level of employment stability with 4.22 contracts per job. The graduates in Arts and Humanities are found at the other extreme, with an average of 1.18 contracts per job.

Table 4.9.	Average number of contracts per job since completing Master's Degree. Results by branch of knowledge and for the SUG overall.

Branch of knowledge	Number of contracts per job
Arts and Humanities	1.18
Sciences	1.66
Health Sciences	4.22
Social and Legal Sciences	1.78
Engineering and Architecture	1.90
SUG	2.00

4.6.5. Salary

This section compiles the data related to the average net monthly salary earned by the SUG Master's Degree graduates, from the time of completing their Master's Degree until the time when they responded to the survey. Since this is a period of about three years, it is possible that the respondents may have had more than one job, which means that their salary may not have been the same during the entire period of time under study. Because of this, during the survey the graduates were asked to indicate an approximate average of their net monthly salary, taking into account the various jobs they had held during the cited time period.

Table 4.10 shows the distribution of the SUG Master's Degree graduates by salary levels. It can be seen that 40.3% of the respondents earned a net salary between €1,001 and €1,800, with the percentage of graduates with salaries above €1,800 being around 10.0%. On the other hand, 36.3% of the respondents said that they earned between €601 and €1,000, while 13.5% said that they earned €600 or less.

Table 4.10.	Net monthly salary since completing the Master's Degree. Results for the SUG overall.

Monthly salary	% of SUG Master's Degree graduates
€600 or lower	13.5%
€601 - €1,000	36.3%
€1,001 - €1,400	27.3%
€1,401 - €1,800	13.0%
€1,801 - €2,200	5.7%
€2,201 - €2,600	2.1%
€ 2,601 or higher	2.0%

Figure 4.52 and Table 4.11 compile the information on net salaries, also broken down by branches of knowledge. The branches of Engineering and Architecture and Health Sciences are those with the highest percentage of graduates with net monthly salaries above €1,800 during the cited time period (16.7% and 12.6%, respectively). On the other hand, 23.2% of the graduates in Arts and Humanities and 18.4% in Social and Legal Sciences earned less than €600 a month. In all of the branches, the highest percentage of graduates are concentrated in the €601-€1,000 salary range, with the exception of Engineering and Architecture, where the highest proportion of graduates report that they earned €1,000 to €1,400 net during the period analyzed.

Figure 4.52. Net monthly salary since completing the Master's Degree. Results by branch of knowledge and for the SUG overall.

Table 4.11. Net monthly salary since completing the Master's Degree.
Results by branch of knowledge and for the SUG overall.

Branch of knowledge	€600 or lower	€601 - €1,000	€1,001 - €1,400	€1,401 - €1,800	€1,801 - €2,200	€2,201 - €2,600	€2,601 or higher
Arts and Humanities	23.2%	41.6%	20.8%	8.8%	4.0%	1.6%	0.0%
Sciences	8.4%	48.1%	27.5%	12.2%	2.3%	0.8%	0.8%
Health Sciences	10.7%	34.7%	30.7%	11.3%	5.3%	3.3%	4.0%
Social and Legal Sciences	18.4%	40.5%	21.3%	12.7%	4.5%	1.7%	1.0%
Engineering and Architecture	5.1%	24.0%	38.1%	16.1%	9.9%	2.8%	4.0%
SUG	13.5%	36.3%	27.3%	13.0%	5.7%	2.1%	2.0%

Figure 4.53 shows the average net monthly salaries during the specified time period, for the SUG as a whole and by branches of knowledge. It can be seen that the average net salary for the SUG Master's Degree graduates was €1,114.44. By branches of knowledge, graduates from Engineering and Architecture report an average salary that is significantly higher at €1,304.02. The Arts and Humanities graduates are found at the other extreme, since they earned €957.93 per month on average, which is the lowest net salary reported.

Figure 4.53. Average net monthly salary.
Results by branch of knowledge and for the SUG overall.

98

4.6.5.1. *Salary by gender*

In order to examine whether there are gender-based differences in the compensation received (throughout the entire period of time from completion of the Master's Degree until responding to the survey), Figure 4.54 shows the average salaries for women and men in the various branches of knowledge, as well as for the SUG as a whole (the corresponding data is found in Table 4.12). It can be seen that in all of the branches, the average salary for men is higher than the average salary for women. This difference is especially notable in the case of Engineering and Architecture, where net salaries for women are 23.0% lower on average than those being paid to men. On the other hand, the salary gap is smaller (around 8.0%) in the branches of Health Sciences and Sciences.

Figure 4.54. Net monthly salary by gender since completing the Master's Degree. Results by branch of knowledge and for the SUG overall.
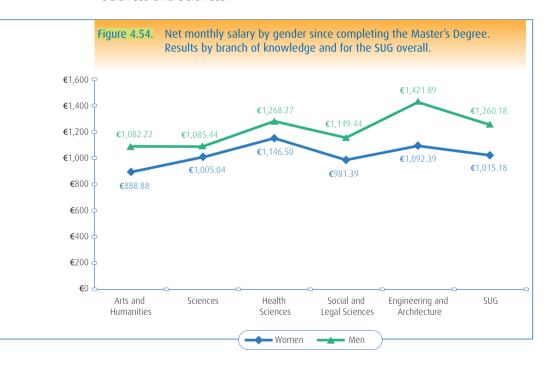
Table 4.12.	Net monthly salary by gender since completing the Master's Degree. Results by branch of knowledge and for the SUG overall.		
Branch of knowledge	Average salary, women	Average salary, men	Average salary, SUG
Arts and Humanities	€888.88	€1,082.22	€957.93
Sciences	€1,005.04	€1,085.44	€1,038.04
Health Sciences	€1,146.50	€1,268.27	€1,178.30
Social and Legal Sciences	€981.39	€1,149.44	€1,033.23
Engineering and Architecture	€1,092.39	€1,421.89	€1,304.02
SUG	€1,015.18	€1,260.18	€1,114.44

4.7. Current employment situation

This section analyzes the situation that the SUG Master's Degree graduates from the 2010-2011 academic year were in at the time the survey took place. Graduates who were working were asked about their employment positions, including the adequacy of their training for performing these jobs, among other aspects.

4.7.1. Current employment activity

Table 4.13 compiles information related to the employment situation of the Master's Degree graduates at the time when they responded to the survey. The results show that 73.5% of the graduates were working, while 19.7% were not working but were looking for work. Finally, there were 6.8% of the graduates who were neither working nor looking for work.

In terms of the analysis by branches of knowledge, the high percentage of Master's Degree graduates from Engineering and Architecture who were working stands out at 81.0%, with graduates in Health Sciences showing the next highest figure at 77.1%. In contrast, the lowest percentages are seen in Arts and Humanities and Sciences, where 66.4% and 67.4% of the graduates, respectively, had a job at the time the survey was given. In relation to the graduates who said that they were not working but looking for work, no large differences are observed among the various branches. Social and Legal Sciences shows the highest percentage of respondents in that situation (21.0%), and Engineering and Architecture the lowest (16.2%). Finally, the presence of graduates who are neither working nor looking for work is significantly higher in the branches of Arts and Humanities and Sciences, with 13.3% and 11.9%, respectively, while in Engineering and Architecture only 2.9% of the respondents reported being in that situation.

Branch of knowledge	Hasn't worked or looked for work	Not working, but looking for work	Currently working
Arts and Humanities	13.3%	20.3%	66.4%
Sciences	11.9%	21.0%	67.4%
Health Sciences	5.4%	17.5%	77.1%
Social and Legal Sciences	7.2%	21.8%	71.0%
Engineering and Architecture	2.9%	16.2%	81.0%
SUG	6.8%	19.7%	73.5%
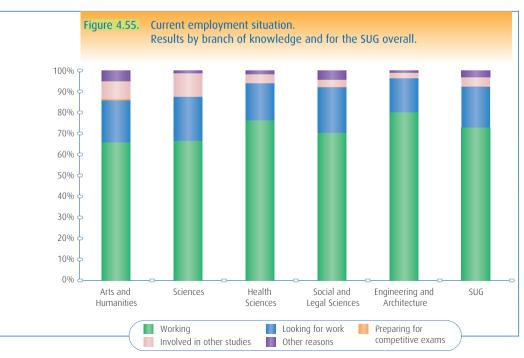
Table 4.13. Current employment situation. Results by branch of knowledge and for SUG overall.

Figure 4.55 displays the information from Table 4.13, but with a breakdown of the specific situation for the graduates who said that they were neither working nor looking for work. Here, the data for the SUG overall show that 4.2% of the Master's Degree graduates were involved in other studies, 0.2% were preparing for competitive exams, and 2.5% had another reason why they were not working or looking for work. By branches of knowledge, the highest percentage of graduates involved in other studies are found in the branch of Sciences at 11.2%, while in Arts and Humanities this figure is 8.4%. Finally, the only graduates who responded that their reason for neither working nor looking for work was because they were preparing for competitive exams were found in Arts and Humanities (0.7%) and Social and Legal Sciences (0.3%).

Figure 4.55. Current employment situation. Results by branch of knowledge and for the SUG overall.

4.7.2. Unemployment levels
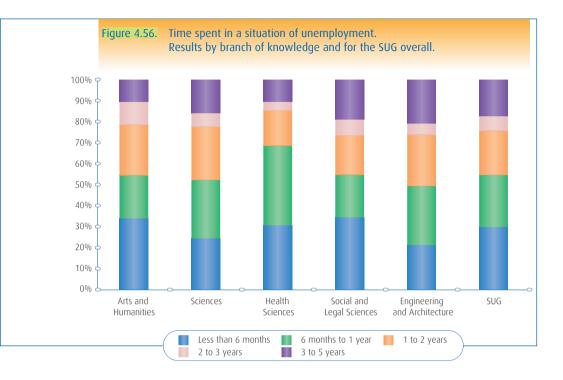
Table 4.14 shows the percentage of Master's Degree graduates who are unemployed, along with the average number of months they have been in that situation. For the SUG as a whole, 19.7% of the graduates are unemployed, with the average time of unemployment of 14.50 months. By branches of knowledge, the graduates from Social and Legal Sciences, Sciences, and Arts and Humanities show unemployment levels above 20.0%, while the figures for Health Sciences and Engineering and Architecture are slightly lower, and with the latter branch also having the highest average months of unemployment at 16.26 months. On the other hand, graduates from Arts and Humanities show the lowest average number of months in unemployment at 12.48 months.

Table 4.14. Percentage of graduates unemployed and average number of months in unemployment.
Results by branch of knowledge and for the SUG overall.

Branch of knowledge	% of SUG Master's Degree graduates	Average number of months
Arts and Humanities	20.3%	12.48
Sciences	21.0%	14.98
Health Sciences	17.5%	13.30
Social and Legal Sciences	21.8%	14.26
Engineering and Architecture	16.2%	16.26
SUG	**19.7%**	**14.50**

Figure 4.56 shows how the graduates are distributed based on the time they have spent in a situation of unemployment. At the level of the SUG as a whole, more than half of the unemployed graduates, specifically 55.4%, have been unemployed for less than a year, while 23.7% have experienced unemployment for more than two years and a significant 17.0% report more than three years without working. Health Sciences is the branch with the highest concentration of graduates with less than one year of unemployment (68.9%), as well as the lowest proportion of graduates who were unemployed for more than two years (13.7%). There are no large differences seen among the other branches of knowledge, though it is notable that although Engineering and Architecture is the branch with the lowest proportion of unemployed graduates (along with Social and Legal Sciences), it is also the branch with the highest proportion of graduates reporting a period of unemployment of more than three years.

Figure 4.56.   Time spent in a situation of unemployment.
Results by branch of knowledge and for the SUG overall.

Legend:
- Less than 6 months
- 6 months to 1 year
- 1 to 2 years
- 2 to 3 years
- 3 to 5 years

4.7.3. Relationship between the job and the Master's Degree

Figure 4.57 and Table 4.15 show the degree of relationship that exists between a graduate's current employment position and the Master's Degree earned. It can be seen, for example, that 44.1% of the SUG Master's Degree graduates reported that their work is fairly related or very related to the content of their Master's Degree, while 27.7% said that there is no relationship between the two. By branches of knowledge, the highest levels of connection between the job and the Master's Degree are found in the branches of Sciences and Engineering and Architecture, where almost half of the graduates describe the two as fairly related or very related. On the other hand, in Health Sciences this percentage drops to 33.6%, and this is also the branch with the highest percentage of respondents (45.3%) who believed that there is no relationship or little relationship between the job they perform and their Master's Degree. In Social and Legal Sciences, almost 32.0% of the graduates say that they do not see any type of relationship between their current employment and their Master's Degree.

Figure 4.57. Degree of correlation between work positions and the Master's Degree. Results by branch of knowledge and for the SUG overall.
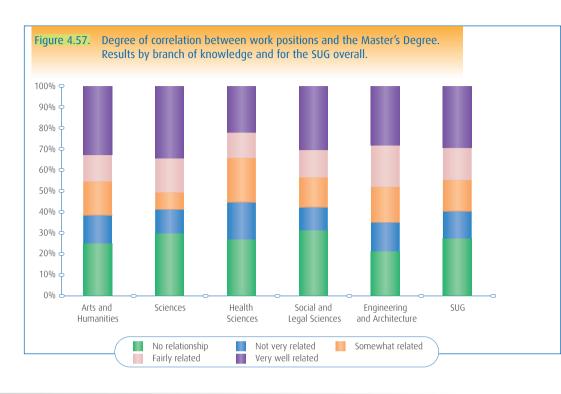
Table 4.15. Degree of correlation between work positions and the Master's Degree. Results by branch of knowledge and for the SUG overall.
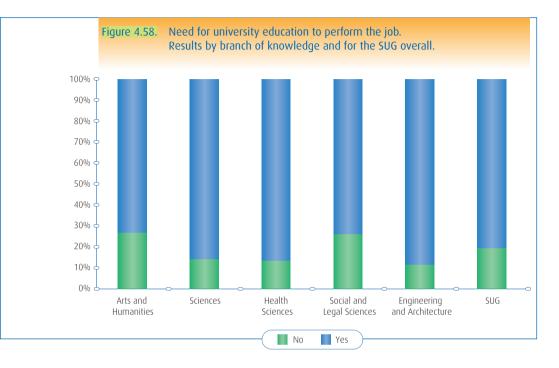
Branch of knowledge	No relationship	Not very related	Somewhat related	Fairly related	Very related
Arts and Humanities	25.3%	13.7%	15.8%	12.6%	32.6%
Sciences	30.1%	11.7%	7.8%	16.5%	34.0%
Health Sciences	27.3%	18.0%	21.1%	11.7%	21.9%
Social and Legal Sciences	31.7%	11.3%	14.1%	12.6%	30.3%
Engineering and Architecture	21.6%	13.8%	16.9%	19.7%	27.9%
SUG	27.7%	13.0%	15.3%	14.9%	29.2%

When evaluating labor market insertion, assessing whether the available employment fits with the educational levels of the individual workers is a fundamental issue. Figure 4.58 therefore shows the percentage of graduates who consider university education to be necessary for performing their current job, with this figure being 79.8% for the SUG as a whole. By branches of knowledge, in Social and Legal Sciences and Arts and Humanities there is a lower level of perception that a university education is necessary for the job being performed, with 26.9% and 27.4% of the graduates stating, respectively, that it is not necessary to have a university education to perform their job. In the rest of the branches these percentages remain below 15.0%,

demonstrating that it is much more common for the graduates to believe that the time they spent at their university is essential for their employment.

Figure 4.58. Need for university education to perform the job. Results by branch of knowledge and for the SUG overall.

4.7.4. Seniority at work positions

Figure 4.59 and Table 4.16 show the distribution of the Master's Degree graduates based on the length of time they have held their current employment position. It can be seen that 13.5% of the SUG graduates have held their position for less than six months, with this percentage increasing to 29.0% in the case of those who have been at their job for less than one year. At the other extreme, 34.4% have held their same job for more than three years, and 20.1% for more than five years.

When looked at by branches of knowledge, Social and Legal Sciences and Arts and Humanities show the highest percentages of graduates who have held their job for less than one year (32.3% and 31.5%, respectively). The opposite situation is seen in Engineering and Architecture, with nearly 44.0% of graduates having held their job for more than three years, followed by the branch of Health Sciences where this percentage is close to 40.0%. Health Sciences is also the branch with the highest concentration of graduates who have held their job for more than five years, with 28.1%.

Figure 4.59. Time at work position.
Results by branch of knowledge and for the SUG overall.
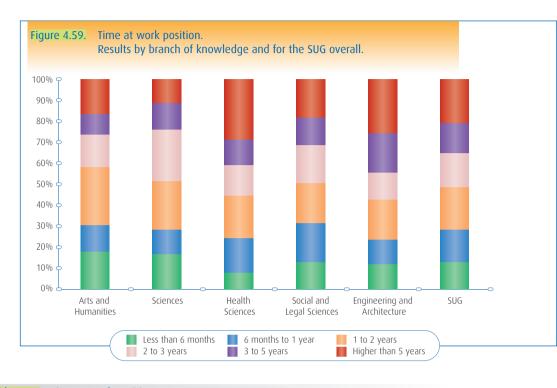
Table 4.16. Time at work position.
Results by branch of knowledge and for the SUG overall.

Branch of knowledge	Less than 6 months	6 months to 1 year	1 to 2 years	2 to 3 years	3 to 5 years	Higher than 5 years
Arts and Humanities	18.9%	12.6%	27.4%	15.8%	9.5%	15.8%
Sciences	17.5%	11.7%	23.3%	24.3%	12.6%	10.7%
Health Sciences	8.6%	16.4%	20.3%	14.8%	11.7%	28.1%
Social and Legal Sciences	13.4%	18.9%	19.3%	17.4%	13.2%	17.6%
Engineering and Architecture	12.5%	12.2%	19.1%	12.5%	18.8%	24.8%
SUG	13.5%	15.5%	20.4%	16.2%	14.3%	20.1%

4.7.5. Work place

Focusing on the location where the SUG Master's Degree graduates are currently employed, the vast majority (88.1%) are working in Galicia, as can be seen in Figure 4.60 and Table 4.17 A Coruña and Pontevedra are the provinces where the highest proportion of graduates are working, with 35.2% and 34.8%, respectively. There are also 9.7% of the graduates working in the province of Ourense, and 8.4% in the province of Lugo. There are 10.1% of the graduates working outside of Galicia but elsewhere in Spain, and 1.7% are working outside of Spain, with the majority of these coming

from other European Union countries. Of course, it must be emphasized that these percentages must be taken with caution, since making contact with the graduates who were living outside of Spain when the surveys were being conducted was much more difficult, and these graduates were also less likely to respond to the questionnaire.

By branches of knowledge, the high percentage of Master's Degree graduates in the branch of Health Sciences who work in the provinces of A Coruña and Lugo is worth noting, with 46.1% and 21.9%, respectively, as well as the 42.3% of Engineering and Architecture graduates who are working in Pontevedra. In Ourense, the presence of Sciences and Social and Legal Sciences graduates is most notable, with 11.7% and 11.3%, respectively. Finally, the branches with the most graduates employed outside of Galicia are Arts and Humanities with almost 16.0%, and Health Sciences with about 15.0%, with most of these graduates employed in other provinces in Spain.

Figure 4.60. Work place.
Results by branch of knowledge and for the SUG overall.
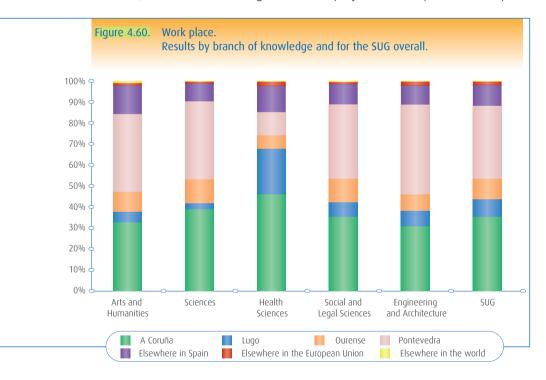
Table 4.17. Work place.
Results by branch of knowledge and for the SUG overall.

Branch of knowledge	A Coruña	Lugo	Ourense	Pontevedra	Elsewhere in Spain	Elsewhere in the European Union	Elsewhere in the world
Arts and Humanities	32.6%	5.3%	9.5%	36.8%	13.7%	1.1%	1.1%
Sciences	38.8%	2.9%	11.7%	36.9%	8.7%	1.0%	0.0%
Health Sciences	46.1%	21.9%	6.3%	10.9%	12.5%	2.3%	0.0%
Social and Legal Sciences	35.3%	6.9%	11.3%	35.3%	9.7%	0.8%	0.6%
Engineering and Architecture	30.4%	7.8%	8.2%	42.3%	9.1%	1.9%	0.3%
SUG	**35.2%**	**8.4%**	**9.7%**	**34.8%**	**10.1%**	**1.3%**	**0.4%**
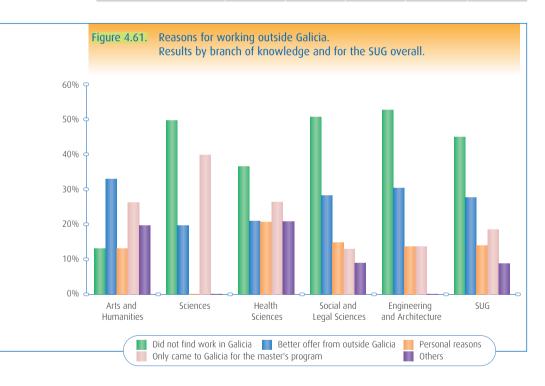
The Master's Degree graduates who are working outside of Galicia were asked about their reasons for this, and these results are compiled in Table 4.18 and Figure 4.61. The most notable reason for the SUG as a whole is being unable to find work in Galicia, which is the response given by 45.1% of these graduates, followed by the existence of a better offer from elsewhere, with about 28.0%.

By branches of knowledge, it is notable that more than half of the graduates in Sciences, Engineering and Architecture, and Social and Legal Sciences who left Galicia say that they did so because they were unable to find employment there. This is also the most common reason given by graduates in the branch of Health Sciences at almost 37.0%, while in Arts and Humanities this figure is only 13.3%. In this last branch, the reasons most commonly given by the respondents were the existence of a better job offer from elsewhere (33.3%), followed by having come to Galicia only for the Master's Degree program (26.7%). This latter response also has a fairly significant weight in the branch of Sciences, having been selected by 40.0% of that branch's graduates who are working outside of Galicia.

Table 4.18.	Reasons for working outside Galicia.				
	Results by branch of knowledge and for the SUG overall.				

Branch of knowledge	Did not find work in Galicia	Better offer from outside Galicia	Personal reasons	Only came to Galicia for the master's	Others
Arts and Humanities	13.3%	33.3%	13.3%	26.7%	20.0%
Sciences	50.0%	20.0%	0.0%	40.0%	0.0%
Health Sciences	36.8%	21.1%	21.1%	26.3%	21.1%
Social and Legal Sciences	50.9%	28.3%	15.1%	13.2%	9.4%
Engineering and Architecture	52.8%	30.6%	13.9%	13.9%	0.0%
SUG	**45.1%**	**27.8%**	**14.3%**	**18.8%**	**9.0%**

Figure 4.61. Reasons for working outside Galicia.
Results by branch of knowledge and for the SUG overall.

4.7.6. Contract modality

Table 4.19 presents information related to the type of contracts that the SUG Master's Degree graduates have. In the large majority of these cases (88.0%) the graduates are working for someone else, while only 12.0% are working as self-employed (and with 88.8% of these graduates registered with Social Security). Almost all of the graduates who are working for someone else (97.4%) are contributing to Social Security, and their employment can be broken down as 39.5% with a permanent contract, 49.9% with a temporary contract, 6.5% grant holders, 2.6% independent workers employed by someone else, and 3.9% with an internship contract.

Table 4.19. Contracting mode and relationship with Social Security. Results for the SUG overall.

Type of contract	% of SUG Master's Degree graduates		
Self-employed	12.0%	% of SUG Master's Degree graduates	
	Registered	88.8%	
	Not registered	11.2%	
Employee	88.0%	% of SUG Master's Degree graduates	
	Contributing to Social Security	99.5%	
	Not contributing to Social Security	0.5%	% of SUG Master's Degree graduates
	Permanent		39.5%
	Temporary		49.9%
	Scholarship		6.5%
	Internship contract		3.9%
	Other		0.2%

As seen in Figure 4.62, if these percentages are transferred to the total number of SUG graduates who are working, there are 34.6% with a permanent contract, while 43.7% have a temporary contract, 5.7% are grant holders, and 3.4% are hired as interns.

Figure 4.62. Contracting mode and relationship with Social Security. Results for the SUG overall.
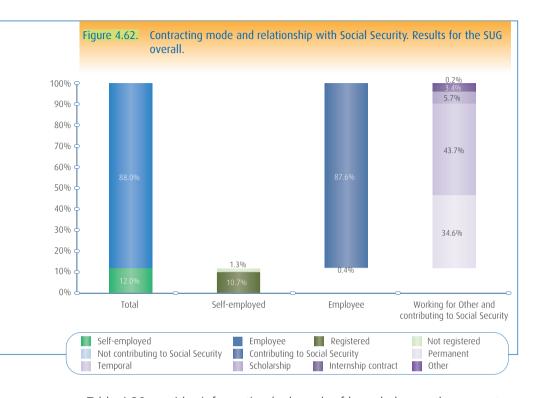
Table 4.20 provides information by branch of knowledge on the percentages of Master's Degree graduates who are either working as self-employed or working for others. It is worth pointing out the very low proportion of self-employed workers present in the branch of Sciences and Arts and Humanities, where only 3.9% and 8.4% of the graduates are in this category, respectively. In the other branches, these percentages increase somewhat although they remain low. The branch of Social and Legal Sciences has the highest proportion of graduates working as self-employed at 14.1%. It is also worth pointing out that all of the self-employed workers from the branch of Health Sciences are registered with Social Security, as seen in Table 4.21, while in the branch of Sciences a significant 25.0% are not. With regard to those working for others, Table 4.22 shows the proportions of these graduates who are working with and without a contract. However, in relation to this it must be noted that in all branches of knowledge the percentages of workers with a contract are very high, above 98.9%.

Table 4.20. Self-employed and employee.
Results by branch of knowledge and for the SUG overall.

Branch of knowledge	Self-employed	Employee
Arts and Humanities	8.4%	91.6%
Sciences	3.9%	96.1%
Health Sciences	13.3%	86.7%
Social and Legal Sciences	14.1%	85.9%
Engineering and Architecture	11.9%	88.1%
SUG	12.0%	88.0%

Table 4.21. Relationship with Social Security for self-employed workers.
Results by branch of knowledge and for the SUG overall.

Branch of knowledge	Self-employed	
	Not registered	Registered
Arts and Humanities	12.5%	87.5%
Sciences	25.0%	75.0%
Health Sciences	0.0%	100.0%
Social and Legal Sciences	10.4%	89.6%
Engineering and Architecture	15.8%	84.2%
SUG	11.2%	88.8%

Table 4.22. Relationship with Social Security of graduates
working for someone else.
Results by branch of knowledge and for the SUG overall.

Branch of knowledge	Employee	
	Without contract	With contract
Arts and Humanities	1,1%	98,9%
Sciences	1,0%	99,0%
Health Sciences	0,0%	100,0%
Social and Legal Sciences	0,7%	99,3%
Engineering and Architecture	0,0%	100,0%
SUG	0,5%	99,5%

Figure 4.63 and Table 4.23 show the distribution of the SUG Master's Degree graduates who are working for someone else, based upon their type of contract. The branch showing the highest percentage of graduates with a permanent contract is Engineering and Architecture, with 49.1%, followed by Social and Legal Sciences with 42.6%. These two branches also show a lower presence of temporary contracts, with 42.7% and 49.0%, respectively, while in the rest of the branches this type of contracts represents between

55.0% and 60.0%. On the other hand, the branch of Sciences shows a much lower percentage of permanent contracts at only 17.3%. This is also the branch with the highest proportion of temporary contracts reported, at over 60.0%, in addition to 16.3% as grant holders and 6.1% hired as interns.

Figure 4.63. Contracting mode for graduates working for someone else. Results by branch of knowledge and for the SUG overall.
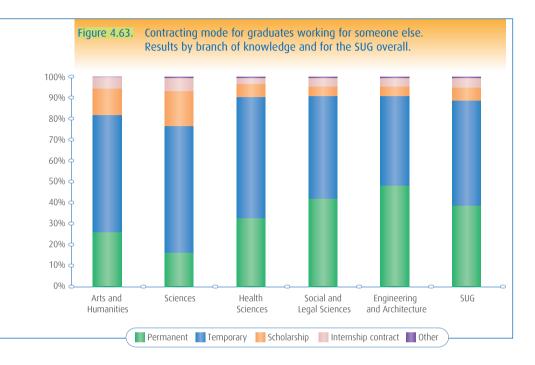
Table 4.23. Contracting mode for graduates working for someone else. Results by branch of knowledge and for the SUG overall.

Branch of knowledge	Permanent	Temporary	Scholarship	Internship contract	Others
Arts and Humanities	26.7%	55.8%	12.8%	4.7%	0.0%
Sciences	17.3%	60.2%	16.3%	6.1%	0.0%
Health Sciences	33.3%	57.7%	6.3%	2.7%	0.0%
Social and Legal Sciences	42.6%	49.0%	4.4%	3.7%	0.2%
Engineering and Architecture	49.1%	42.7%	4.3%	3.6%	0.4%
SUG	39.5%	49.9%	6.5%	3.9%	0.2%

4.7.7. Type of organization

Figure 4.64 and Table 4.24 show that 57.3% of the SUG Master's Degree graduates who were working for someone else were doing so at private companies, with 30.7% of these graduates being employed at large-sized companies with more than 50 employees. There were also a significant

percentage of the respondents who were working for government entities, at 42.7%.

By branches of knowledge, the results show that the majority of Master's Degree graduates in Sciences (63.6%), Arts and Humanities (56.3%), and Health Sciences (51.8%) are working for a government entity as the type of organization reported. However, in the specific case of Sciences it is notable that more than 20.0% of graduates who are working for someone else are employed by large corporations in the private sector.

Working at a private company is also the majority response in the two other branches, Engineering and Architecture and Social and Legal Sciences, with percentages of 65.1% and 62.5%, respectively. It is also worth pointing out that in both of these cases, large-sized companies take on a significant amount of weight, absorbing 45.2% of the graduates in the branch of Engineering and Architecture and 30.4% in Social and Legal Sciences.

Figure 4.64. Type of organization.
Results by branch of knowledge and for the SUG overall.

Legend: Goverment/Public Sector Companies — Private company (2-10 employees) — Private company (11-50 employees) — Private company (over 50 employees)
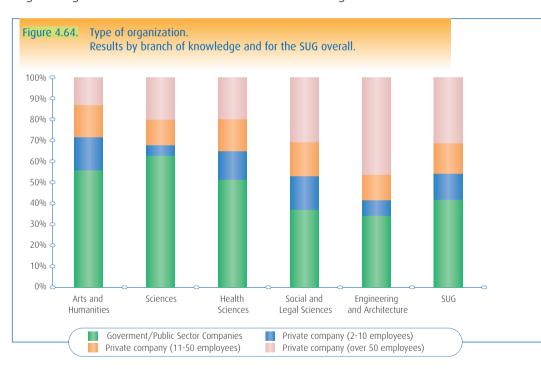
Table 4.24. Type of organization.
Results by branch of knowledge and for the SUG overall.

Branch of knowledge	Government entity/Public company	Private company (2-10 employees)	Private company (11-50 employees)	Private company (over 50 employees)
Arts and Humanities	56.3%	16.1%	14.9%	12.6%
Sciences	63.6%	5.1%	11.1%	20.2%
Health Sciences	51.8%	14.3%	15.2%	18.8%
Social and Legal Sciences	37.5%	16.2%	15.9%	30.4%
Engineering and Architecture	34.9%	7.8%	12.1%	45.2%
SUG	42.7%	12.5%	14.2%	30.7%
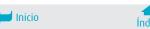
4.7.8. Type of work schedule

Table 4.25 and Figure 4.65 show the type of workday schedule being followed by the Master's Degree graduates. It can be seen, including in all branches of knowledge, that most of the graduates (78.5%) are working full time. The branch of Engineering and Architecture is notable with 90.6% of the graduates reporting full-time employment, while at the other extreme this percentage drops to 65.3% in Arts and Humanities.
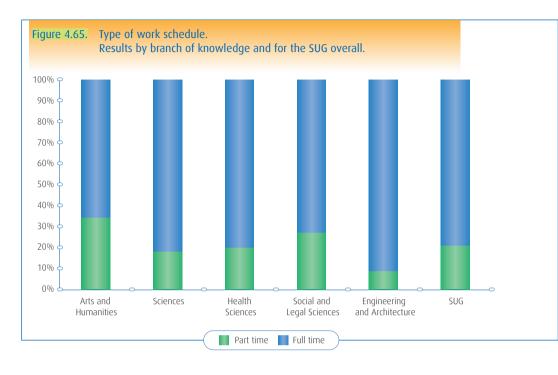
Table 4.25. Type of work schedule.
Results by branch of knowledge and for the SUG overall.

Branch of knowledge	Part time	Full time
Arts and Humanities	34.7%	65.3%
Sciences	18.4%	81.6%
Health Sciences	20.3%	79.7%
Social and Legal Sciences	27.9%	72.1%
Engineering and Architecture	9.4%	90.6%
SUG	21.5%	78.5%

Figure 4.65. Type of work schedule.
Results by branch of knowledge and for the SUG overall.

4.7.9. Salary

Table 4.26 shows the distribution of the SUG Master's Degree graduates by salary levels. It can be seen that almost 47.0% of the respondents were earning a salary between €1,001 and €1,800. In turn, 28.5% of the respondents said that they earned between €601 and €1,000, while 13.4% indicated that they earned more than €1,800.

Table 4.26. Net monthly salary.
Results for the SUG overall.

Monthly salary	% of SUG Master's Degree graduates
€600 or lower	11.1%
€601 to €1,000	28.5%
€1,001 to €1,400	30.2%
€1,401 to €1,800	16.8%
€1,801 to €2,200	8.1%
€2,201 to €2,600	2.4%
€2,601 or higher	2.9%

Figure 4.66 and Table 4.27 reflect this data by branch of knowledge. It can be seen that the net salary interval between €1,001 and €1,800 includes more than half of the Master's Degree graduates in Engineering and Architecture at 58.4%, or 52.5% in Sciences, while in the rest of the branches of knowledge these percentages are always above 40.0%, even though they do not reach 50.0%.

In terms of the percentage of graduates who are receiving higher salaries, there are some quite significant differences among the various branches of knowledge. For example, only 5.0% of the Sciences graduates are earning a net salary of more than €1,800 monthly, while in the case of Engineering and Architecture this percentage rises to a notable 21.3%. With respect to the lower salary ranges, the branch of Engineering and Architecture shows the lowest concentration of respondents with salaries between €601 and €1,000 at 16.6%, which contrasts with the percentages seen for the other branches, which are between 32.0% and 36.0%. It is also worth highlighting the fact that 16.3% of the Social and Legal Sciences graduates and 15.1% of those from Arts and Humanities are earning monthly salaries less than €600. However, this may be partly due to the higher concentration of part-time workers among the graduates in those two branches.
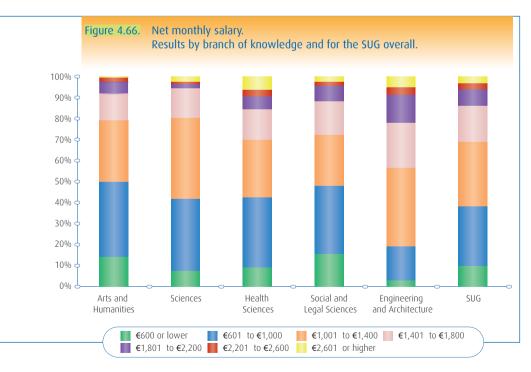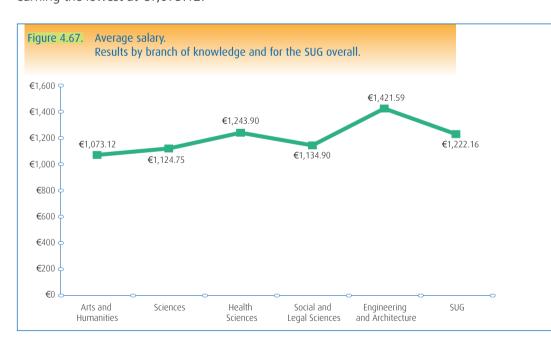
Figure 4.66. Net monthly salary.
Results by branch of knowledge and for the SUG overall.

Net monthly salary.
Results by branch of knowledge and for the SUG overall.

Branch of knowledge	€600 or lower	€601 to €1,000	€1,001 to €1,400	€1,401 to €1,800	€1,801 to €2,200	€2,201 to €2,600	€2,601 or higher
Arts and Humanities	15.1%	35.5%	29.0%	12.9%	5.4%	2.2%	0.0%
Sciences	7.9%	34.7%	38.6%	13.9%	2.0%	1.0%	2.0%
Health Sciences	9.8%	33.3%	27.6%	14.6%	5.7%	3.3%	5.7%
Social and Legal Sciences	16.3%	32.2%	24.4%	16.1%	7.2%	2.0%	1.8%
Engineering and Architecture	3.7%	16.6%	37.5%	20.9%	13.3%	3.3%	4.7%
SUG	11.1%	28.5%	30.2%	16.8%	8.1%	2.4%	2.9%

With respect to the average salary of the SUG Master's Degree graduates, Figure 4.67 shows that this figure is €1,222.16. By branches of knowledge, the graduates earning the highest average salary are those from Engineering and Architecture, at €1,421.59, while those from Arts and Humanities are earning the lowest at €1,073.12.

Figure 4.67. Average salary.
Results by branch of knowledge and for the SUG overall.

4.7.9.1. *Salary by gender*

In order to study the presence of differences in salary by gender, Figure 4.68 shows the average net salaries for women and men, with the corresponding data being found in Table 4.28. It can be seen that for the SUG as a whole, the average monthly net salary for men is €1,407.95, while this figure drops to €1,084.64 for women. In all branches of knowledge, the average salary for men is higher than the average salary for women, although this difference is especially notable in the case of Engineering and Architecture and Arts and Humanities, where the average salaries for women are 24.0% and 23.0% lower than those paid to men, respectively. On the other hand, in the branch of Sciences the salary gap between women and men drops to about 10.0%.

Figure 4.68.   Average net monthly salary by gender.
Results by branch of knowledge and for the SUG overall.

Average salary by gender.
Results by branch of knowledge and for the SUG overall.

Branch of knowledge	Average salary, women	Average salary, men	Average salary, SUG
Arts and Humanities	€970.00	€1,260.61	€1,073.12
Sciences	€1,069.64	€1,193.33	€1,124.75
Health Sciences	€1,181.32	€1,421.88	€1,243.90
Social and Legal Sciences	€1,054.69	€1,314.49	€1,134.90
Engineering and Architecture	€1,169.79	€1,539.51	€1,421.59
SUG	€1,084.64	€1,407.95	€1,222.16

4.7.9.2. *Comparison with the employment situation prior to the Master's Degree*

Figure 4.69 shows a comparison between the average net salary earned by women and by men in their job prior to enrolling in their Master's Degree program, and then in their current job. In order to make the appropriate comparisons with the current salary, the average net salary from employment held prior to beginning the Master's Degree program has been adjusted for inflation. It can be seen that at the level of the SUG as a whole, the average salary has increased by €6.60, but with the behavior of the salary's evolution being very different when comparing the two genders. While the average salary for men has increased by €38.73 after they completed their Master's Degree, for women there has been a drop of €18.72 on average.

By studying these data, it can also be determined that salaries for men significantly increase after receiving a Master's Degree in Arts and Humanities, Social and Legal Sciences, and Engineering and Architecture. The most significant increase took place in the branch of Arts and Humanities, where the average net salary increases by almost €300. To the contrary, salaries for men decreased after earning a Master's Degree in the branches of Health Sciences (€30.72) and Sciences (€12.53) With respect to changes to compensation for women, an increase is only seen in the branches of Engineering and Architecture (€22.40) and Sciences (€4.40), while decreases are seen in the other branches, especially in Health Sciences where the average salary decrease is approximately €70. However, these lower salaries may be explained by the economic context existing at the time when the Master's Degree was completed, followed by entry into the labor market.

Figure 4.69. Average salary by gender for work prior to the Master's Degree (adjusted for inflation) and at the current job.
Results by branch of knowledge and for the SUG overall.

Legend:
- - ◆ - - Average salary, women
———◆——— Average previous salary for women, adjusted for inflation
- - ▲ - - Average salary, men
———▲——— Average previous salary for men, adjusted for inflation
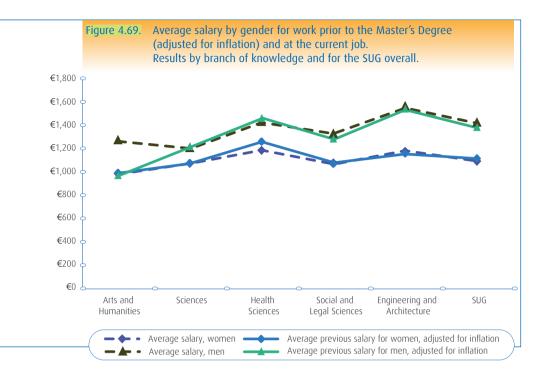
Table 4.29. Average salary by gender for work prior to the Master's Degree (adjusted for inflation) and at the current job.
Results by branch of knowledge and for the SUG overall.
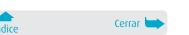
Branch of knowledge	Average salary, women	Average salary, men	Average salary, SUG
Arts and Humanities	€-6,52	€298,03	€102,33
Sciences	€4,40	€-12,53	€0,41
Health Sciences	€-68,11	€-30,72	€-60,06
Social and Legal Sciences	€-19,12	€39,79	€-3,82
Engineering and Architecture	€22,40	€8,68	€28,75
SUG	€-18,72	€38,73	€6,60

4.8. Evaluation of the Master's Degree

4.8.1. Evaluation of the Master's Degree in the workplace

The purpose of the present section is to describe the evaluation that the Master's Degree graduates gave to their Master's Degree programs, taking into account their experiences in the labor market. The graduates who had worked at any time after completing their Master's Degree were asked about the image their degree had in the workplace, as well as whether or not their degree

is making a positive contribution to their job performance or if it provides opportunities for workplace promotion or reincorporation into the job market.

Figure 4.70 in Table 4.30 collect the opinions of the Master's Degree graduates about the image their degree has at the company or organization where they work. There are 39.6% of the graduates who say that their Master's Degree is fairly well or very well valued at their workplace, while 33.1% see the value given to it as little or none. By branches of knowledge, the best general evaluation is found in the branch of Engineering and Architecture, with 43.6% of the graduates believing that their Master's Degree is fairly well or very well valued in their workplace, although the branch of Social and Legal Sciences shows the highest percentage of graduates who believe that their degree is very valued, with 18.3%. On the other hand, 37.3% of the graduates in Arts and Humanities believe that their company or organization gives little or no value to their Master's Degree.

Figure 4.70.   The Master's Degree is well regarded in the workplace.
                Results by branch of knowledge and for the SUG overall.
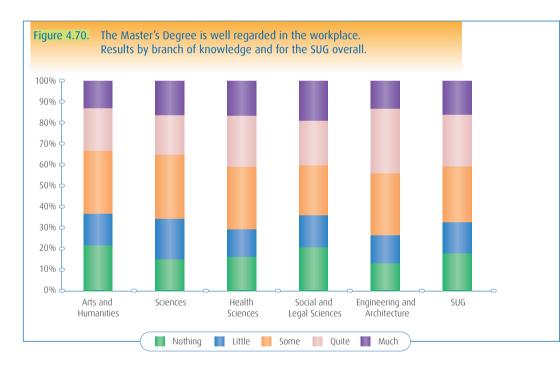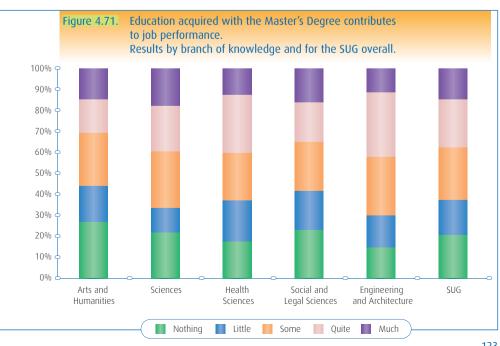
Table 4.30.	The Master's Degree is well regarded in the workplace. Results by branch of knowledge and for the SUG overall.				
Branch of knowledge	**Nothing**	**Little**	**Some**	**Quite**	**Much**
Arts and Humanities	22.2%	15.1%	30.2%	19.8%	12.7%
Sciences	15.7%	19.4%	30.6%	18.7%	15.7%
Health Sciences	16.7%	13.5%	29.5%	24.4%	16.0%
Social and Legal Sciences	21.1%	15.2%	24.1%	21.2%	18.3%
Engineering and Architecture	13.3%	13.8%	29.3%	30.9%	12.7%
SUG	**18.1%**	**15.0%**	**27.2%**	**23.8%**	**15.8%**

Figure 4.71 in Table 4.31 present information regarding the graduates' evaluation of the education provided by their Master's Degree, specifically in relation to performing their job. It can be seen that 36.9% of the SUG graduates believe that this education was fairly important or very important for carrying out their employment activity, while 38.1% stated that it was of little importance or not important at all, with 21.0% evaluating it as not important. By branches of knowledge, the graduates who evaluate the education they gained from their Master's Degree most highly are the graduates from Engineering and Architecture, with 41.4% who believe that their degree is fairly important or very important in order to carry out their job. On the other hand, graduates in Arts and Humanities and Social and Legal Sciences provided the lowest evaluation here, with 44.5% and 42.3%, respectively, believing that their degree is of little or no importance, and with a significant 27.0% in Arts and Humanities believing that their degree is not important at all.

Figure 4.71. Education acquired with the Master's Degree contributes to job performance.
Results by branch of knowledge and for the SUG overall.

Table 4.31.	Education acquired with the Master's Degree contributes to job performance. Results by branch of knowledge and for the SUG overall.				

Branch of knowledge	Nothing	Little	Some	Quite	Much
Arts and Humanities	27.0%	17.5%	25.4%	15.9%	14.3%
Sciences	22.4%	11.9%	26.9%	21.6%	17.2%
Health Sciences	17.9%	19.9%	22.4%	27.6%	12.2%
Social and Legal Sciences	23.8%	18.5%	23.3%	18.6%	15.7%
Engineering and Architecture	15.2%	15.4%	27.9%	30.6%	10.8%
SUG	**21.0%**	**17.1%**	**25.0%**	**22.8%**	**14.1%**

Figure 4.72 compiles the opinions of the Master's Degree graduates regarding whether their degree is increasing their possibilities for promotion at their company or organization (in cases where the graduates are working), or if it is contributing to their chances of reincorporation into the labor market (in cases where they are not currently working but were working at some time since completing their Master's Degree). The data for the SUG as a whole show that 37.0% of the graduates believe that their Master's Degree is making little or no contribution. By branches of knowledge, Engineering and Architecture show the highest assessments, with 40.4% of the graduates stating that their Master's Degree is contributing fairly well or very well to increasing their possibilities for promotion or reincorporation into the labor market. However, the graduates in Arts and Humanities and Health Sciences are found at the other extreme, with 45.2% and 42.9% of the graduates, respectively, saying that this contribution was little or none.

Figure 4.72. Master's Degree is contributing to possibilities for employment promotion or can contribute to re-incorporation into the labor market.
Results by branch of knowledge and for the SUG overall.
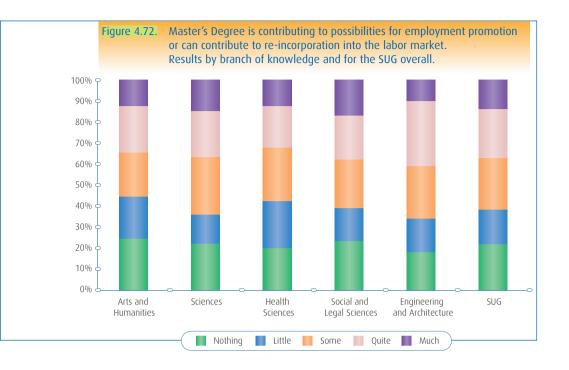
Table 4.32. Master's Degree is contributing to possibilities for employment promotion or can contribute to re-incorporation into the labor market.
Results by branch of knowledge and for the SUG overall.

Branch of knowledge	Nothing	Little	Some	Quite	Much
Arts and Humanities	24.6%	20.6%	20.6%	22.2%	11.9%
Sciences	23.1%	13.4%	27.6%	21.6%	14.2%
Health Sciences	20.5%	22.4%	25.6%	19.2%	12.2%
Social and Legal Sciences	23.8%	15.6%	23.3%	20.3%	17.0%
Engineering and Architecture	18.2%	16.8%	24.7%	30.6%	9.8%
SUG	22.0%	16.9%	24.1%	23.2%	13.8%
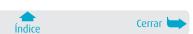
4.8.2. Overall assessment of the Master's Degree program

In order to obtain a general overview of how the graduates evaluate their Master's Degree program, in this section they are asked about a series of aspects related to their Master's Degree program and university. These respondents include both graduates who had worked after completing their degree as well as those who had not.

First, the graduates were asked whether they believe that their Master's Degree has been useful for them, taking into account their subsequent employment trajectory, and asking them to score this usefulness from 1 (not at all

useful) to 5 (very useful). The data in relation to these responses are shown in Figure 4.73, where it can be seen that, for the SUG as a whole, 42.4% of the graduates assess their Master's Degree as quite useful or very useful, while 37.1% consider it to have little or no usefulness. The branch that shows the highest perception of usefulness for the Master's Degree, with 48.2% of the graduates considering it to be fairly useful or very useful, is Engineering and Architecture. The opposite situation is seen in Social and Legal Sciences and Health Sciences, where 40.3% and 38.6% of the graduates, respectively, say that their Master's Degree has little or no usefulness.

Figure 4.73. Evaluation of the usefulness of the Master's Degree based on the employment trajectory afterwards. Results by branch of knowledge and for the SUG overall.
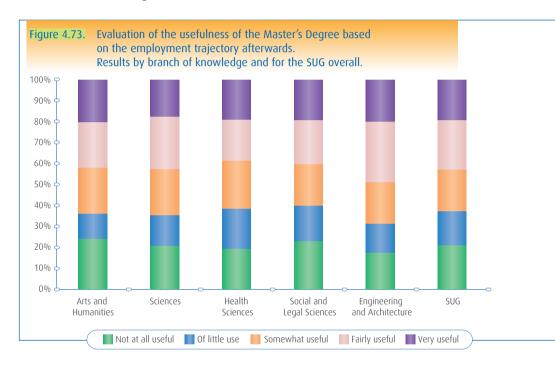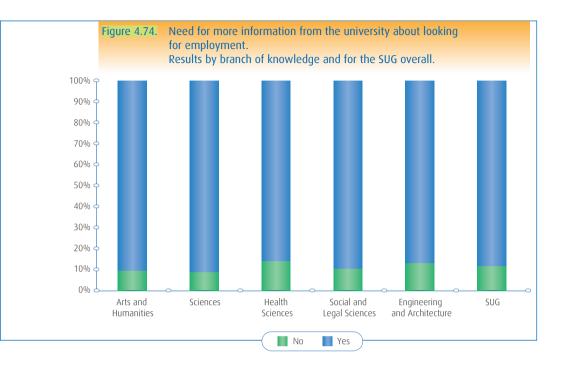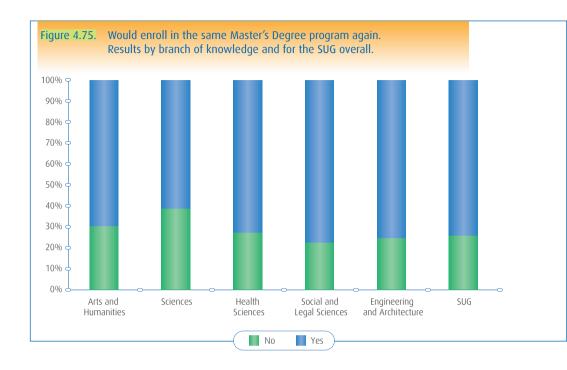
Figure 4.74 shows the opinions of the Master's Degree graduates regarding whether there needs to be more information about the employment search available at the university itself. At the level of the SUG as a whole, a substantial 87.8% of the graduates believe that there is such a need, with this figure varying between 84.9% for Health Sciences and 90.2% for Sciences.

Figure 4.74. Need for more information from the university about looking for employment.
Results by branch of knowledge and for the SUG overall.

Finally, the SUG Master's Degree graduates were asked about whether, looking back, they would enroll in the same Master's Degree program again. The responses to this question, as seen in Figure 4.75, show that a clear majority say that they would, with 73.3% of the SUG graduates responding that they would enroll in the same Master's Degree program again. By branches of knowledge, Social and Legal Sciences and Engineering and Architecture stand out, with 76.6% and 74.6% of the graduates, respectively, saying that they would enroll in the same Master's Degree program again. In Health Sciences and Arts and Humanities this figure is at 71.7% and 69.2%, respectively, and in the case of Sciences it drops to 60.8%.

Figure 4.75. Would enroll in the same Master's Degree program again.
Results by branch of knowledge and for the SUG overall.

No   Yes

Comparison with previous studies (EILMasteres1011 and EILMasteres0910)

5. Comparison with previous studies (EILMasteres1011 and EILMasteres0910)

The present report, EILMasteres1011[4] represents the second effort made by the ACSUG to take a closer look at labor market insertion for Master's Degree graduates from the Galician University System (SUG). The first effort was represented by the pilot Project report entitled "Labor market insertion study for Master's Degree graduates of the Galician University System 2007-2008, 2008-2009 and 2009-2010" which presented the results that had been obtained during the year 2013 for EILMasteres0708[5], EILMasteres0809[6] and EILMasteres0910[7] The existence of this prior work now allows an overall perspective to be obtained on some of the most important aspects of the labor market insertion process for Master's Degree graduates from the SUG. It is important to mention that in the prior work, in spite of the fact that data related to the three studies are presented jointly (EILMasteres0708, EILMasteres0809, and EILMasteres0910), these cohorts were not fully comparable since the three studies took place at the same point in time in spite of the fact that the graduates being analyzed in each study had completed their Master's Degree during different years. This situation meant that the assessment of changes in their employment situation throughout this period could not be made comparable.

What can now be evaluated, however, are the changes that took place between the last cohort analyzed in the previous study (EILMasteres0910) and the graduates surveyed in the present study (EILMasteres1011), since in this case a similar amount of time had passed between completion of their Master's Degree and their response to the survey. However, in any case full comparability is still made difficult by the fact that the universities are in the middle of the process of adaptation to the European Higher Education Area, so the changes and transformations caused by creation, elimination, and modification of the official Master's Degree programs is causing their numbers, structures, and curricula to be in a constant state of variation from

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[4] *EILMasteres1011: Results obtained for the SUG Master's Degree graduates during the 2010-2011 academic year.*
[5] *EILMasteres0708: Results obtained for the SUG Master's Degree graduates during the 2007-2008 academic year.*
[6] *EILMasteres0809: Results obtained for the SUG Master's Degree graduates during the 2008-2009 academic year.*
[7] *EILMasteres0910: Results obtained for the SUG Master's Degree graduates during the 2009-2010 academic year.*

one year to the next. The number of Master's Degree programs analyzed in EILMasteres0910 was 127, while 148 Master's Degrees were evaluated here in EILMasteres1011 (Appendix IV provides a list of the degrees included for each of the cohorts).

This chapter therefore presents not so much of a formal comparison, but rather an overview of the evolution of the most important aspects related to the labor market insertion process for the SUG Master's Degree graduates, as related to the period of 2009-2011.

5.1. Employment situation

One of the primary objectives of this study is to determine the proportion of Master's Degree graduates who have successfully entered into the employment market and those who have not yet been incorporated. Equally important, and taking into account the nature of studies of this type regarding the employment situation of Master's Degree graduates, it is of special interest to learn which percentage of the graduates have jobs at the time the survey was given that are more or less related to the degree they earned.

Figure 5.1 and Table 5.1 therefore compile the percentages of graduates who are either working or not working, and of those who are working, how many are performing a job that is not related to the Master's Degree they earned. Currently more than half of the Master's Degree graduates from the 2010-2011 academic year (53.2%) are working at a job related to the degree they earned, with this percentage being slightly higher than the figure of 51.3% found in EILMasteres0910. On the other hand, 26.4% of the graduates were not currently working, a percentage similar to the one seen in the previous study.

Figure 5.1. Current employment situation for Master's Degree graduates (at the time the survey was conducted) Comparison with the previous study.

Legend:
- Working at a job related to the master's degree
- Working at a job not at all related to the master's degree
- Not working
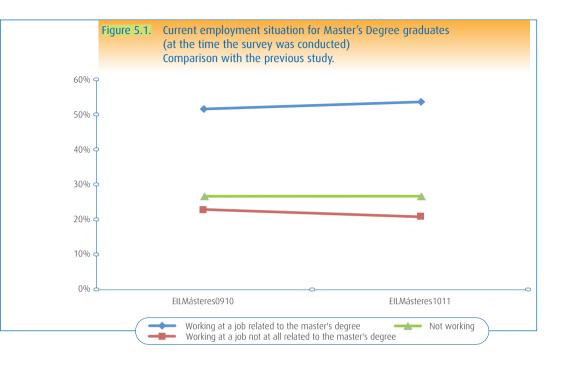
Table 5.1. Current employment situation for Master's Degree graduates (at the time the survey was conducted). Comparison with the previous study.

	EILMásteres0910	EILMásteres1011
Working at a job related to the Master's Degree	51.3%	53.2%
Working at a job not at all related to the Master's Degree	22.4%	20.4%
Not working	26.3%	26.4%

It can be seen in Figure 5.2 and Table 5.2 that some of the graduates were unemployed at the time of responding to the survey. Among those who finished their Master's Degree in 2011, the proportion who are looking for employment is slightly lower than in the previous study, while the percentage of those who are involved in other studies is similar. The major difference is observed in the percentage of graduates who are preparing for competitive exams, which is almost zero in the analysis from EILMasteres1011. This is primarily due to a decrease in the availability of public employment, which has taken place in recent years as caused by the current economic context.

Figure 5.2. Current employment situation for Master's Degree graduates who are not working (at the time the survey was conducted). Comparison with the previous study.
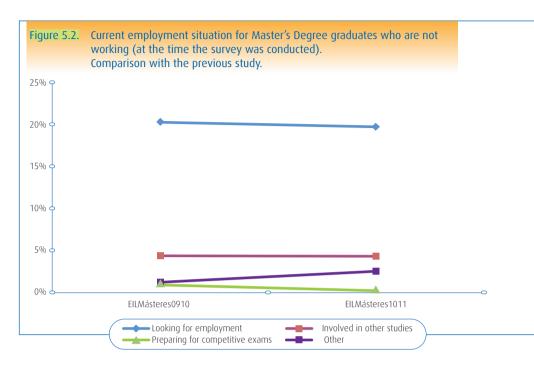
Table 5.2. Current employment situation for Master's Degree graduates who are not working (at the time the survey was conducted). Comparison with the previous study.

	EILMásteres0910	EILMásteres1011
Looking for employment	20.1%	19.6%
Involved in other studies	4.2%	4.2%
Preparing for competitive exams	1.0%	0.2%
Other	1.3%	2.5%

5.2. Work place
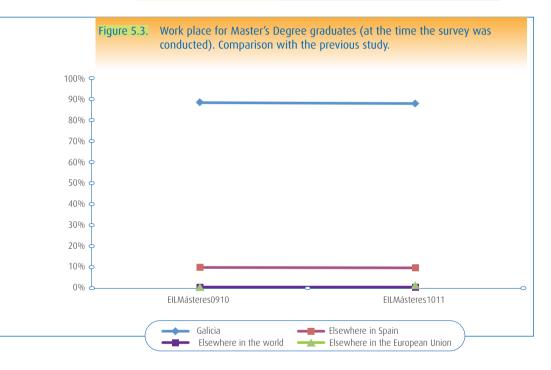
Table 5.3 and Figure 5.3 show the distribution of the Master's Degree graduates according to the location of their current employment. It can be seen that there are no significant differences between the two studies, and that close to 90% of the graduates who are working are still doing so somewhere in Galicia. On the other hand, around 10.0% are working elsewhere in Spain, and a small proportion are working elsewhere in Europe, and to a much lesser extent somewhere else in the world.

Table 5.3.	Work place for Master's Degree graduates (at the time the survey was conducted). Comparison with the previous study.	
	EILMásteres0910	**EILMásteres1011**
Galicia	88.6%	88.2%
Elsewhere in Spain	9.7%	10.1%
Elsewhere in European Union	1.3%	1.3%
Elsewhere in the world	0.4%	0.4%

Figure 5.3. Work place for Master's Degree graduates (at the time the survey was conducted). Comparison with the previous study.
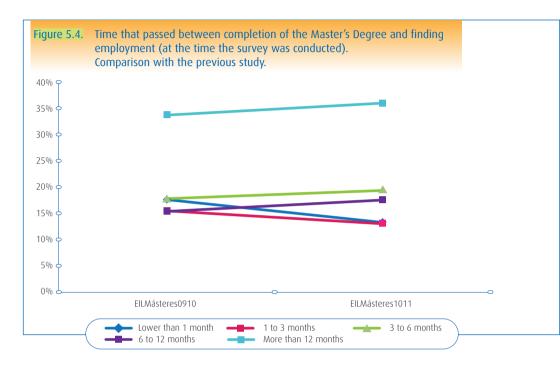
5.3. Time in finding employment

A fundamental variable in any labor market insertion study is the average amount of time it takes the graduates to find employment. Figure 7.7 and Table 7.4 show the distribution of the graduates based on the time that passed from their completion of the Master's Degree until they found their first job afterwards[8]. There was a slight increase in the time it took the graduates analyzed in EILMasters1011 to find employment. Specifically, the percentage of graduates who took more than a year to find work increased from 33.8% in the previous study to 35.9% in the present one. In parallel, the percentage of graduates who took less than 3 months to find employment decreased from 33.0% in EILMasters0910 to 26.7% currently. It can

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[8] *This analysis excludes all graduates who were employed during their Master's Degree program and who continued in the same job after completing it.*

therefore be inferred that the effects of the economic crisis are continuing to have an effect on the amount of time needed by the SUG University graduates to find employment.

Figure 5.4. Time that passed between completion of the Master's Degree and finding employment (at the time the survey was conducted). Comparison with the previous study.

Table 5.4.	Time that passed between completion of the Master's Degree and finding employment (at the time the survey was conducted). Comparison with the previous study.	
	EILMásteres0910	EILMásteres1011
Lower than 1 month	17.4%	13.6%
1 to 3 months	15.6%	13.1%
3 to 6 months	17.8%	19.5%
6 to 12 months	15.4%	17.9%
More than 12 months	33.8%	35.9%

5.4. Contracting modes and number of jobs

The different types of contracting that underlie the employment relationships that the graduates maintain with their companies is an important aspect to be emphasized in a labor market insertion study, since it helps provide a perspective on employment stability. Table 5.5 compiles information related to these contracting modes for the Master's Degree graduates, as well as their relationship with Social Security. Figures 5.5, 5.6, 5.7, and 5.8 provide a graphic representation of the same data.

Table 5.5.	Contracting modes and relationship with Social Security (at the time the survey was conducted). Comparison with the previous study.	
	EILMásteres0910	EILMásteres1011
Self-employed	6.4%	12.0%
Employee	93.6%	88.0%
Registered[9]	100.0%	88.8%
Not registered[9]	0.0%	11.2%
Cotributing to Social Security[10]	97.4%	99.5%
Not contributing to Social Security[10]	2.6%	0.5%
Permanent	41.1%	39.5%
Temporary	2.3%	49.9%
Scholarship	43.6%	6.5%
Internship contract	7.6%	3.9%
Other	5.3%	0.2%

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[9] Employee workers.
[10] Self-employed workers.
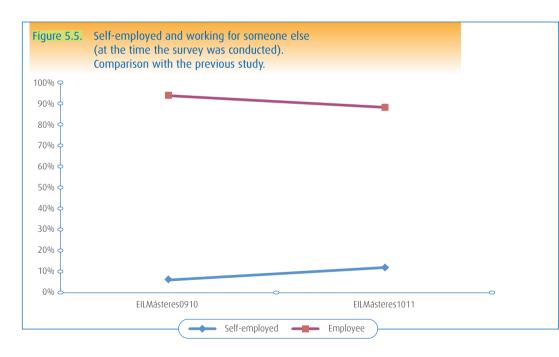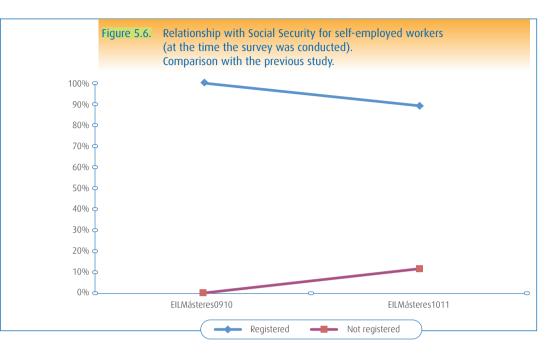
Comparing the two studies, one element that is noticeable right away is the increase in the number of workers who are self-employed. Although this percentage here in EILMasteres1011 is still not very high, it is almost double the figure seen in the previous study. There are also significant changes seen among the self-employed workers with respect to their relationship with Social Security. While in the EILMasteres0910 study all of the self-employed workers stated that they were registered with Social Security, in the EILMasteres1011 study there were 11.0% who said that they were working without being registered. On the other hand, among the graduates working for someone else the percentage not contributing to Social Security declines to almost zero in the most recent study.
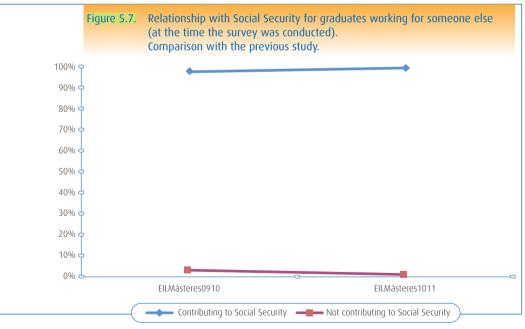
There have also been changes in the type of contracts being signed by the graduates who are working for someone else. An increase of more than 6.0% is seen in temporary contracts in the EILMasteres1011 study, and almost half of the graduates working for someone else currently have this type of contract. The other types of contracting modes (permanent, grant holders, internships, etc.) have decreased in importance.

Figure 5.5. Self-employed and working for someone else (at the time the survey was conducted). Comparison with the previous study.

Figure 5.6. Relationship with Social Security for self-employed workers (at the time the survey was conducted). Comparison with the previous study.

Figure 5.7. Relationship with Social Security for graduates working for someone else (at the time the survey was conducted). Comparison with the previous study.

Figure 5.8. Contracting mode for graduates working for someone else (at the time the survey was conducted). Comparison with the previous study.

Another variable that helps to analyze employment stability for the graduates is the number of jobs they have held over a period of time. Figure 5.9 and Table 5.6 are focused on this variable, which is the number of different jobs the graduates have held from the time of obtaining their Master's Degree until the time when they responded to the survey. This variable also seems to indicate a decrease in employment stability for the graduates, since in the EILMasters0910 study close to 60.0% of the respondents said that they had held only one job, while in EILMasteres1011 this percentage decreases to 44.7%. Also, the percentage of graduates who had more than three jobs during the period under consideration rose from 15.9% in the previous study to 24.4% in the current study.

Figure 5.9. Number of jobs since completing the Master's Degree. Comparison with the previous study.
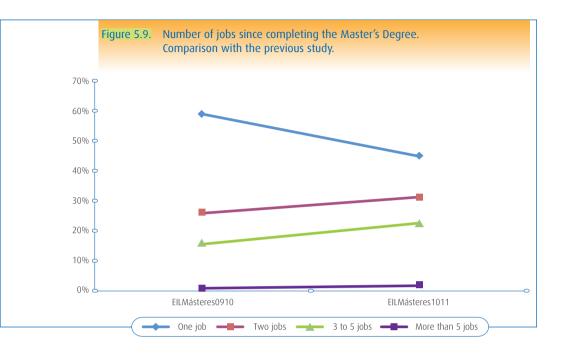
Table 5.6. Number of jobs since completing the Master's Degree (at the time the survey was conductedat the time the survey was conducted). Comparison with the previous study.

	EILMásteres0910	EILMásteres1011
One	58.4%	44.7%
Two	25.6%	31.0%
3 to 5 jobs	15.3%	22.5%
More than 5 jobs	0.6%	1.9%

As can be seen in Table 5.7, this situation translates into an increase in the average number of jobs that the graduates have held between the time of completing their Master's Degree and their response to the survey, from 1.77 jobs in EILMasters0910 to 2.06 jobs in EILMasters1011.

Table 5.7. Average number of jobs since completing the Master's Degree (at the time the survey was conductedat the time the survey was conducted). Comparison with the previous study.

	EILMásteres0910	EILMásteres1011
Number of Jobs	1.77	2.06

5.5. Salary

Table 5.8 and Figure 5.10 show the distribution of the graduates according to their net monthly salaries. As in the EILMasteres0910 study, in EILMasteres1011 the salary range that includes the highest percentage of graduates is from €1,001 to €1,400, with percentages above 30.0%. An increase can also be seen in the presence of respondents earning lower salaries (below €1,001), from 36.3% to 39.5%. However, in parallel there is also an increase seen in the segment of employees with the highest salaries. For example, the percentage of graduates with monthly salaries above €1,800 has risen from 12.0% in EILMasteres0910 to 13.4% in EILMasteres1011.

Table 5.8.	Net monthly salary (at the time the survey was conducted). Comparison with the previous study.	
	EILMásteres0910	EILMásteres1011
€600 o menos	11.3%	11.1%
€601 - €1.000	25.0%	28.4%
€1.001 - €1.400	34.6%	30.2%
€1.401 - €1.800	17.1%	16.8%
€1.801 - €2.200	8.0%	8.1%
€2.201 - €2.600	1.9%	2.4%
€2.601 o más	2.1%	2.9%

Figure 5.10. Net monthly salary (at the time the survey was conducted). Comparison with the previous study.
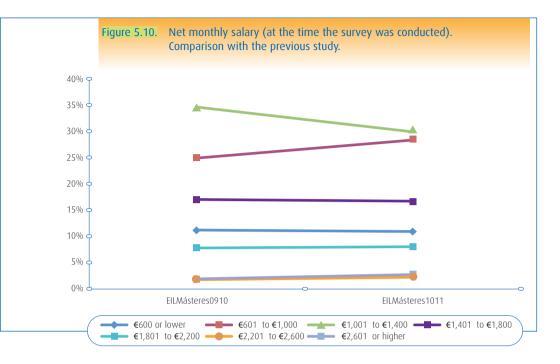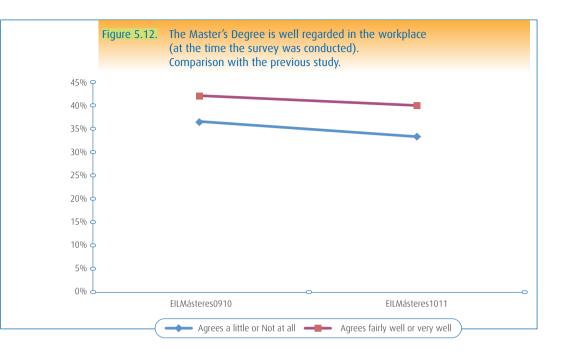
Figure 5.11 shows the average salary for the Master's Degree graduates, from the two studies analyzed. As can be seen, the average salary for the graduates in 2011 is slightly higher than the average for the 2010 graduates at the time of responding to the survey, although this increase is slightly less than 1.0%.

Figure 5.11.   Average salary (at the time the survey was conducted).
Comparison with the previous study.

€1,213.90

€1,222.16

Average salary

5.6. Final evaluation

Finally, we can evaluate the changes that have taken place in the perception the graduates have regarding the value and usefulness of their Master's Degree based on their experience in the workplace.

First, it is worthwhile to understand the perception that the graduates have about the way their Master's Degree is considered on the labor market. Figure 5.12 shows that 39.6% of the graduates agree fairly well or very well with a statement that their Master's Degree was well regarded in the workplace. This percentage shows a decrease from the 41.9% of the graduates who had this opinion in the previous study. Furthermore, the percentage of graduates who said they agreed a little or not at all with a statement that their Master's Degree was well regarded in the labor market decreases from 36.3% in EILMasteres0910 to 33.1% in EILMasteres1011.

Figure 5.12. The Master's Degree is well regarded in the workplace (at the time the survey was conducted). Comparison with the previous study.

Agrees a little or Not at all   Agrees fairly well or very well

In terms of the value of the education provided by the Master's Degree in relation to job performance, Figure 5.13 shows that 38.1% of the graduates agree a little or not at all with a statement that the education provided by their Master's Degree contributes to their job performance, versus 36.9% who were fairly well or very well in agreement with the statement. In any event, the percentage of graduates who had a negative assessment of this aspect decreased significantly with respect to the previous study, where this percentage had been 44.0%. The percentage of those who had a positive evaluation also increased slightly from the 36.1% reported in EILMasteres0910.

Figure 5.13. Education acquired with the Master's Degree contributes to job performance (at the time the survey was conducted). Comparison with the previous study.
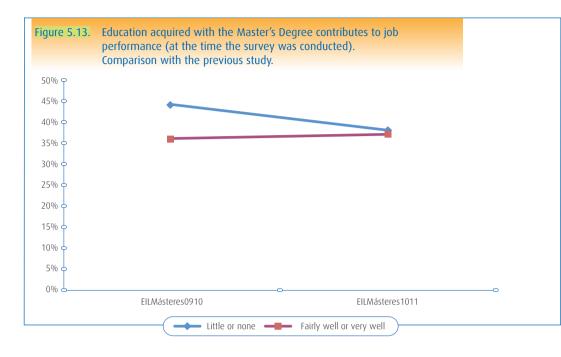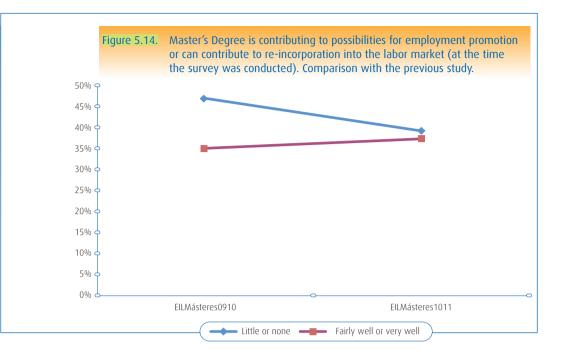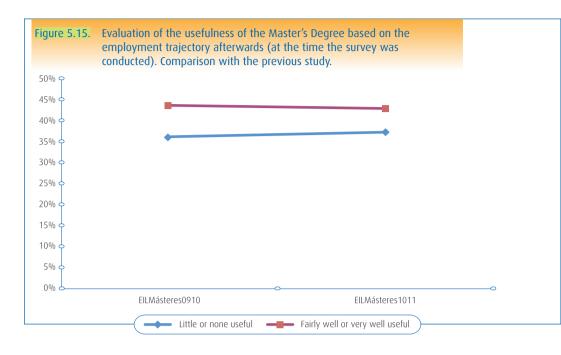
Figure 5.14 shows the perception of the respondents about whether their Master's Degree provides increased possibilities for employment promotion or for reincorporation into the labor market. Between the two studies, the percentage of graduates who agreed a little or not at all with a statement that the Master's Degree was increasing these possibilities, decreased considerably from 46.6% in EILMasteres0910 to 38.9% in EILMasteres1011. Furthermore, the proportion of graduates who were fairly well or very well in agreement with this statement represent 37.0% in the current study, versus 34.8% in the previous study.

Figure 5.14. Master's Degree is contributing to possibilities for employment promotion or can contribute to re-incorporation into the labor market (at the time the survey was conducted). Comparison with the previous study.

With respect to the usefulness of their Master's Degree as part of their employment trajectory afterwards, Figure 5.15 shows that the opinions of the graduates have remained relatively stable. There are 42.4% of the graduates who say that their Master's Degree is fairly or very useful when taking into account their employment trajectory afterwards, while 37.1% see its usefulness as little or none.

147

Figure 5.15. Evaluation of the usefulness of the Master's Degree based on the employment trajectory afterwards (at the time the survey was conducted). Comparison with the previous study.

Little or none useful   Fairly well or very well useful

Finally, it can be seen in Figure 5.16 and Table 5.13 that the percentage of respondents who would enroll in the same Master's Degree program again remains at similar values for the two years being analyzed. Among the 2010 graduates, 75.7% said that they would enroll in the same Master's Degree program again, and this figure decreases only slightly for the graduates from the 2011 academic year, to 73.3%.

Figure 5.16. Would enroll in the same Master's Degree program again (at the time the survey was conducted). Comparison with the previous study.
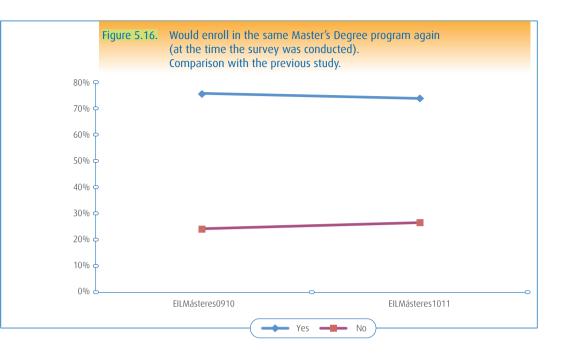
Table 5.9. Would enroll in the same Master's Degree program again (at the time the survey was conducted). Comparison with the previous study.

	EILMásteres0910	EILMásteres1011
Yes	75.7%	73.3%
No	24.3%	26.7%

149

Appendixes

Appendix I. Technical data

Table Appendix I.1   Technical data of the study

TECHNICAL DATA	
Area	Galician University System: UDC, USC and UVI
Sample unit / Information unit	SUG Master's Degree graduates during the 2010-2011 academic year.
Population	2,099
Sample	1,526
Sampling unit	An exhaustive study was performed
Sampling error	With a confidence level of 95%, an overall sampling error of +/-1.31% is obtained
FIELDWORK	
Coordination	ACSUG
Company	Instituto Sondaxe, S.L.
Educational workshop	ACSUG
Date of the educational workshop	09.06.2014
Performance of the Pretest	12.06.2014
Information gathering	Computer-assisted telephone interviews (CATI)
Dates for collection of information	June 12, 2014 until July 14, 2014
ANALYSIS OF RESULTS	
Cleaning of the databases	ACSUG
Statistical analysis	Group of outside collaborators and ACSUG
Overall report	Group of outside collaborators and ACSUG

Supplementing the information provided in chapter 3. Technical data for the study, Tables Appendix I.1, Appendix I.2, and Appendix I.3 indicate the population and sample sizes for each branch of knowledge and for each of the three SUG universities.

Table Appendix I.2   Master's Degree graduates in the SUG during the 2010-2011 academic year. Size of the population and sample by branch of knowledge for the University of A Coruña.

Branch of knowledge	Population	Sample
Arts and Humanities	23	14
Sciences	29	16
Health Sciences	58	42
Social and Legal Sciences	175	119
Engineering and Architecture	84	59
TOTAL	**369**	**250**

Table Appendix I.3   Master's Degree graduates in the SUG during the 2010-2011 academic year. Size of the population and sample by branch of knowledge for the University of Santiago de Compostela.

Branch of knowledge	Population	Sample
Arts and Humanities	85	55
Sciences	98	64
Health Sciences	156	116
Social and Legal Sciences	304	217
Engineering and Architecture	121	83
TOTAL	**764**	**535**

Table Appendix I.4	Master's Degree graduates in the SUG during the 2010-2011 academic year. Size of the population and sample by branch of knowledge for the University of Vigo.	

Branch of knowledge	Population	Sample
Arts and Humanities	88	74
Sciences	96	74
Health Sciences	13	9
Social and Legal Sciences	446	333
Engineering and Architecture	323	251
TOTAL	966	741

The overall sampling error for the SUG Master's Degree graduates is +/- 1.23%, with a 95% confidence level, and with values of +/-3.52, +/-2.32, and +/-1.74 for each of the universities, respectively.

Appendix II. Questionnaire

PERSONAL DATA:

Q1. Gender:
- ☐ Male
- ☐ Female

Q2. Year of birth: _____

Q3. Nationality: _____
(In the case of Spanish nationality) Province of residence: _____

Q4. Mother's educational level:
- ☐ No formal education
- ☐ Elementary school
- ☐ High school / Vocational training
- ☐ Mid-level university
- ☐ Higher-level university
- ☐ Master's Degree
- ☐ Doctorate
- ☐ Other answers (specify)_____

Q5. Father's educational level:
- ☐ No formal education
- ☐ Elementary school
- ☐ High school / Vocational training
- ☐ Mid-level university
- ☐ Higher-level university
- ☐ Master's Degree
- ☐ Doctorate
- ☐ Other answers (specify) _____

ACADEMIC DATA:

Q6. Degree: University Master's Degree in _____

Q7. Degree specialization: _____

Q8. Inter-university degree:
☐ Yes
☐ No **(Filter: go to Q10)**

Q9. Coordinating university: _____
Participating university/universities: _____

Q10. ECTS:
☐ 60 ECTS   ☐ 90 ECTS
☐ 100 ECTS   ☐ 120 ECTS

Q11. Orientation of the master's program:
☐ Academic
☐ Research
☐ Professional

Q12. Which of the possible Master's Degree orientations did you choose?
☐ Academic
☐ Research
☐ Professional

Q13. No. of years taken to complete the degree: _____
Q14. Were you enrolled part-time or full-time?
☐ Part time
☐ Full time

Q15. Year Master's Degree was recorded: _____

Q16. Indicate the degree(s) you have earned and their year(s) of completion:
Degree 1: _____Year of completion: _____
Degree 2: _____Year of completion: _____
Degree 3: _____Year of completion: _____
Degree 4: _____Year of completion: _____
(If you responded with only one degree in Q16, go to Q18)
(If you responded with more than one degree in Q16, go to Q17)

Q17. If you have completed more than one other degree, indicate the degree most closely related to the contents of the Master's Degree: ___
_____

Q18. Indicate the university where this degree was earned:
☐ At the same university as the Master's Degree
☐ Another SUG university
☐ At another non-SUG Spanish university
☐ At a university outside of Spain

GENERAL ASPECTS OF THE Master's Degree:

Q19. What were the reasons that led you to enroll in the Master's Degree program?

☐ To complement prior academic training in order to pursue a doctorate and become a researcher

☐ To complement prior academic training for better specialization in the labor market (expand professional options, professional development, have more opportunities, etc.)

☐ During my previous workplace experience I realized that I need more education

☐ It was necessary or mandatory for my future employment/career (high school teacher, attorney, etc.)

☐ Other answers (specify)_____

Evaluate the following aspects of the master's degree program:

		1	2	3	4	5
Q20	Educational planning (structure of the Master's Degree program, scheduling, distribution of the workload, etc.)					
Q21	Competencies (knowledge, skills, and abilities)					
Q22	Teaching-learning methodologies					
Q23	Grading systems					
Q24	Teaching staff					
Q25	Material resources					
Q26	Coordination					
Q27	Master's Degree final project (contents and development of the Master's Degree final project)					
Q28	Specific competencies acquired Competencies (knowledge, skills, and abilities)					
Q29	In the case of a negative evaluation (1-2), can you list any of the specific competencies that were insufficiently acquired? (up to 3) - - -					
Q30	Cross-cutting competencies acquired					
Q31	In the case of a negative evaluation (1-2), can you list any of the specific competencies that were insufficiently acquired? (up to 3) - - -					

Evaluation scale 1 (very poor) to 5 (very good)

Q32. Did you perform any external internships during your Master's Degree program?

☐ Yes

☐ No **(Filter: go to Q36)**

Q33. External internships were?
- ☐ Required
- ☐ Optional

	1	2	3	4	5
Q34. **Evaluate the performance of the external internships**					
Q35. **Evaluate how the external internships contributed to acquiring the specific competencies for the Master's Degree program.**					

Evaluation scale: 1 (very poor) to 5 (very good)

Q36. In your opinion, what were the main deficiencies of your Master's Degree program? _____

	1	2	3	4	5
Q37 **Independent of your later experience in the labor market, do you think that the Master's Degree program offered additional education with respect to the education you acquired during your previous university studies?**					

Evaluation scale: 1 (Not at all) to 5 (Very)

WORK EXPERIENCE PRIOR TO THE MASTER'S DEGREE

Q38. Did you work at any time after completing your previous degree(s) but prior to beginning your Master's Degree? (do not include internships included during the degree(s))
- ☐ Yes **(Filter: go to Q40)**
- ☐ No

Q39. Did you actively look for work?
- ☐ Yes **(Filter: go to Q48)**
- ☐ No **(Filter: go to Q48)**

Q40. Were you working at the time of starting the Master's Degree?
- ☐ Yes, and I quit working to focus on the Master's Degree
- ☐ Yes, and I combined working with studying for the Master's Degree
- ☐ I was not working

	1	2	3	4	5
Q41 **To what extent was that employment related to the contents of the Master's Degree?**					

Evaluation scale: 1 (Not at all) to 5 (Very)

Q42. Were you self-employed or did you work for someone else?
- ☐ Self-employed
- ☐ Work for someone else **(Filter: go to Q44)**

Q43. Were you registered with Social Security?
- ☐ Yes **(Filter: go to Q46)**
- ☐ No **(Filter: go to Q46)**

160

Q44. Did they give you a contract?
- ☐ Yes
- ☐ No **(Filter: go to Q46)**

Q45. What kind of contract did you have?
- ☐ Permanent[11]
- ☐ Self-employed
- ☐ Temporary[12]
- ☐ Scholarship[13]
- ☐ Internship contract
- ☐ Others[14] _____

Q46. Were you working full-time or part-time?
- ☐ Full time
- ☐ Part time

Q47. Indicate the range into which your net monthly salary would fall:
- ☐ €600 or less
- ☐ €601 to €1,000
- ☐ €1,001 to €1,400
- ☐ €1,401 to €1,800
- ☐ €1,801 to €2,200
- ☐ €2,201 to €2,600
- ☐ €2,600 or more
- ☐ I don't know/No answer

WORK EXPERIENCE AFTER THE Master's Degree

Q48. Have you worked at any time since completing your Master's Degree?
- ☐ Yes
- ☐ No, but looking for employment **(Filter: go to Q52-Q64 and Q106-Q108)**
- ☐ No, and not looking for employment, but did look for it since completing the Master's Degree. **(Filter: go to Q51-Q53-Q64 and Q106-Q108)**
- ☐ No, and did not look for employment since completing the Master's Degree. **(Filter: go to Q51 and Q106-Q108)**

Q49. How many months did it take after completing your Master's Degree to find your first job? _____months
- ☐ 0 months, I was already working prior to completing my Master's Degree

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[11] *Permanent: Indefinite end contract, permanent-discontinuous indefinite end contract, training contract for indefinite end contracting.*

[12] *Temporary: Training contract, temporary contract for unemployed workers in a situation of social exclusion, contract for a specific job or service, one-time contract for production purposes, interim contract, contract for replacement in anticipation of retirement, insertion contract.*

[13] *Scholarship: Spanish FPI/FPU training grants (for researchers and academics), or those from foundations such as Ramón y Cajal, Parga Pondal, Ángeles Alvariño, María Barbeito, Marie Curie, etc.*

[14] *Others: Replacement contract, work-at-home contract, etc.*

☐ months, I began a new job as soon as I completed my
   Master's Degree

Q50. Are you currently employed?
☐ Yes **(Filter: go to Q53)**
☐ No, but I am actively looking for employment **(Filter: go to Q52-Q83 and Q98-Q108)**
☐ No, and I am not actively looking for employment **(Filter: go to Q51, Q53-Q83 and Q98-Q108)**

Q51. What is the reason why you are not looking for work?
☐ I am preparing for competitive exams
☐ I am involved in other studies (specify type of studies): _____
☐ I am taking care of family members
☐ Other reasons (retirement, disability, etc.) (specify): _____

Q52. For how many months have you been unemployed? _____months

Which of the following employment search channels did you use to find a job?

		YES	NO
Q53	Public employment agency		
Q54	Private employment agency		
Q55	Internet job search websites		
Q56	Responding to help wanted ads		
Q57	Self-promotion		
Q58	Applying for research grants		
Q59	Applying for other employment grants		
Q60	Competitive exams or public competition		
Q61	Through the company where I had my internship or through contacts established there		
Q62	Through other personal contacts		
Q63	Self-employment		
Q64	Others (through internships for other degrees, through contacts at the university, etc.) (specify)		

Q65. Indicate which of the employment search channels listed above you consider to have been successful for finding your current job: *(indicate a maximum of 3)*

_____

HIRING

Based upon your experience, to what extent do you consider the following factors to be important for finding employment?

		1	2	3	4	5
P66	The undergraduate or licentiate's degree /diploma, etc.					
Q67	The Master's Degree					
Q68	The academic transcript					

Evaluation scale: 1 (Not important) to 5 (Very important)

		NA	1	2	3	4	5
Q69	The specialization of the Master's Degree						

Evaluation scale: 1 (Not important) to 5 (Very important)

		1	2	3	4	5
Q70	The reputation of the university where the Master's Degree is from					
Q71	Related work experience					
Q72	Selection tests (personal interview, selection test, group tests, etc.)					
Q73	Geographical availability					

Evaluation scale: 1 (Not important) to 5 (Very important)

Based upon your experience, to what extent do you consider the following factors to be important for finding employment?

		1	2	3	4	5
Q74	Ability to work as a team					
Q75	Problem-solving ability					
Q76	Ability to assume responsibility					
Q77	Oral/ written communication skills					
Q78	Adaptability (Multi-tasking)					
Q79	Capacity for planning, coordination, and organization					
Q80	Initiative					
Q81	Creativity					
Q82	Foreign language knowledge					
Q83	Computer skills					

Evaluation scale: 1 (Not important) to 5 (Very important)

CURRENT EMPLOYMENT SITUATION

Q84. How many months have you spent at your current job? _____ months

		1	2	3	4	5
Q85	**To what extent do you consider your current employment to be related to the education you received with your Master's Degree?**					

Evaluation scale: 1 (Not at all related) to 5 (Very related)

Q86. Do you think university education is necessary for performing your current job?

☐ Yes
☐ No

Q87. What is the location of your current employment?

☐ A Coruña **(Filter: go to Q89)**
☐ Pontevedra **(Filter: go to Q89)**
☐ Lugo **(Filter: go to Q89)**
☐ Ourense **(Filter: go to Q89)**
☐ Elsewhere in Spain
☐ Elsewhere in the European Union
☐ Elsewhere in the world

Q88. If you are not working in Galicia, indicate the reason why:

☐ Could not find work in Galicia
☐ Better offer from elsewhere
☐ Personal reasons
☐ Only came to Galicia for the Master's Degree program
☐ Other answers (specify): _____

Q89. Are you self-employed or work for someone else?

☐ Self-employed
☐ Employee **(Filter: go to Q91)**

Q90. Are you registered with Social Security?

☐ Yes **(Filter: go to Q94)**
☐ No **(Filter: go to Q94)**

Q91. Do you have an employment contract?

☐ Yes
☐ No **(Filter: go to Q93)**

Q92. What type of employment relationship do you currently have?

☐ Permanent[15]
☐ Temporary[16]
☐ Scholarship[17]
☐ Internship contract
☐ Other[18] _____

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[15] *Permanent: Indefinite end contract, permanent-discontinuous indefinite end contract, contract for the disabled, training contract for indefinite end contracting.*

[16] *Temporary: Training contract, temporary contract for unemployed workers in a situation of social exclusion, contract for a specific job or service, one-time contract for production purposes, interim contract, contract for replacement in anticipation of retirement, insertion contract.*

[17] *Grant holder: Spanish FPI/FPU training grants (for researchers and academics), or those from foundations such as Ramón y Cajal, Parga Pondal, Ángeles Alvariño, María Barbeito, Marie Curie, etc.*

[18] *Other: Replacement contract, work-at-home contract, etc.*

164

Q93. What type of organization are you currently working for?
- ☐ Government entity/Public company
- ☐ A private company. With 2-10 employees in the entire organization
- ☐ A private company. With 10-50 employees in the entire organization
- ☐ A private company. With more than 50 employees in the entire organization

Q94. Are you working full-time or part-time in your current job?
- ☐ Full time
- ☐ Part time

Q95. Indicate the range into which your current net monthly salary falls:
- ☐ €600 or less
- ☐ €601 to €1,000
- ☐ €1,001 to €1,400
- ☐ €1,401 to €1,800
- ☐ €1,801 to €2,200
- ☐ €2,201 to €2,600
- ☐ €2,600 or more
- ☐ I don't know/No answer

Q96. Indicate the number of jobs you have held since completing your Master's Degree: _____
(Filter: if your response is more than 1, go to Q99)

Q97. Indicate the number of contracts you have held since completing your Master's Degree: _____
(Filter: go to Q103)

EMPLOYMENT TRAJECTORY SINCE COMPLETING THE Master's Degree

Q98. Indicate the number of jobs you have held since completing your Master's Degree: _____

Q99. Indicate the number of contracts you have held since completing your Master's Degree: _____

Q100. How many months have you worked since completing your Master's Degree? _____months

Q101. What was your approximate average net monthly salary during that period?

☐ €600 or less
☐ €601 to €1,000
☐ €1,001 to €1,400
☐ €1,401 to €1,800
☐ €1,801 to €2,200
☐ €2,201 to €2,600
☐ €2,600 or more
☐ I don't know/No answer

Q102. How many months have you worked at a job related to your Master's Degree since you completed the degree? _____ months

OVERALL ASSESSMENT OF THE Master's Degree

Evaluate the following aspects in relation to the job(s) you have held since completing your Master's Degree.

		1	2	3	4	5
Q103	The Master's Degree is well regarded in the workplace.					
Q104	The education provided by the Master's Degree program is contributing or has contributed to performing your employment activities					
Q105	The Master's Degree is contributing to increasing real possibilities for employment promotion or can contribute to your possible re-incorporation into the labor market.					

Evaluation scale: 1 (Strongly disagree) to 5 (Strongly agree)

		1	2	3	4	5
Q106	**Taking into account your employment trajectory afterwards, would you say that the Master's Degree you earned was useful for you?**					

Evaluation scale: 1 (Not at all useful) to 5 (Very useful)

Q107. Looking back, would you choose to earn your Master's Degree again?

☐ Yes
☐ No

Q108. Do you think that your university should provide more information about the employment search process?

☐ Yes
☐ No

Appendix III. Distribution of the Master's Degrees by branch of knowledge and University

The following tables contain a list of the Master's Degree programs offered during the 2010-2011 academic year at the universities in the Galician University System (SUG), distributed by branch of knowledge. The degrees appearing in bold are inter-university Master's Degree programs, and those that also have a (*) include participation by a university outside of the SUG.

ARTS AND HUMANITIES			
University Master's Degree in...	UDC	USC	UVIGO
Archaeology and Sciences of Antiquity		X	
Contemporary Art. Creation and Research			X
Performing Arts			X
Document Sciences in the Digital Context	X		
Editiing		X	X
Study and Editing of Spanish and Latin American Literary Texts[19]		X	
Advanced English Studies: Textual and Cultural Interpretation of Contemporary English-Speaking Societies			X
English Studies. Current Trends and Applications		X	
Linguistic Studies		X	
Medieval European Studies. Images, Texts and Contexts		X	
Theoretical and Comparative Studies of Literature and Culture		X	
Philosophy: Current Issues		X	
Contemporary History		X	
History, Territory, and Heritage Resources			X
Speech Therapy in Childhood and Adolescence	X		
Readings on the Historic City. Art and Cultural Heritage and its Management		X	
Illustrated Books and Audiovisual Animation			X
Language and the World of Work			X
Linguistics and its Applications			X
Galician Linguistics		X	X
Logic and Philosophy of Science (*)	X	X	
Cultural Services		X	
Translation and Paratranslation			X
Multimedia Translation			X

(*) Inter-university degree with participating universities from outside of the SUG.

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[19] *No sample was obtained for the university Master's Degree in Study and Editing of Spanish and Latin American Literary Texts.*

SCIENCES			
University Master's Degree in...	UDC	USC	UVIGO
Aquaculture	✓	✓	✓
Biodiversity and Preservation of the Natural Environment		✓	
Biodiversity and Ecosystems			✓
Molecular, Cellular, and Genetic Biology	✓		
Biotechnology		✓	
Agro-Food Science and Technology			✓
Environmental Science and Technology	✓		
Science and Technology of Colloids and Interfaces (*)		✓	✓
Science and Technology of Materials		✓	
Climate Sciences: Meteorology, Physical Oceanography, and Climate Change			✓
Terrestrial Ecosystems, Sustainable Use, and Environmental Implications			✓
Renewable Energy and Energy Sustainability		✓	
Applied Physics[20]	✓		✓
Nuclear and Particle Physics and their Technological and Medical Applications		✓	
Innovation in Food Safety and Technology		✓	
Mathematics		✓	
Environment and Natural Resources		✓	
Life Sciences Methodologies and Applications			✓
Neuroscience[21]	✓	✓	✓
Oceanography	✓		✓
Fundamental Environmental Chemistry	✓		
Advanced Chemistry[22]	✓	✓	✓
Theoretical Chemistry and Computer Modeling[23](*)	✓	✓	✓
Statistical Techniques[24]	✓	✓	✓

(*) Inter-university degree with participating universities from outside of the SUG.

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[20] *For the university Master's Degree in Applied Physics, there was no population from the University of A Coruña during the 2010-2011 academic year.*
[21] *For the university Master's Degree in Neuroscience, there was no population from the University of A Coruña or the University of Vigo during the 2010-2011 academic year.*
[22] *For the university Master's Degree in Advanced Chemistry, there was no population from the University of Santiago de Compostela during the 2010-2011 academic year.*
[23] *For the university Master's Degree in Theoretical Chemistry and Computer Modeling, there was no population from the University of Santiago de Compostela during the 2010-2011 academic year.*
[24] *For the university Master's Degree in Statistical Techniques, there was no population from the University of Vigo during the 2010-2011 academic year.*

HEALTH SCIENCES			
University Master's Degree in...	**UDC**	**USC**	**UVIGO**
Health Care and Research	X		
Health Care and Management (Management and Clinical Specialities)		X	
Dental Science		X	
Disability and Dependent Care Practices	X		
Basic and Applied Research in Veterinary Sciences		X	
Biomedical Research		X	
Drug Research and Development		X	
Research in Veterinary Medicine and Health		X	
Nutrition			X
Occupational Risk Prevention and Environmental Health		X	
Public Health		X	
Gerontology	X	X	
Disability and Dependency Management and Research	X		

SOCIAL AND LEGAL SCIENCES			
University Master's Degree in...	**UDC**	**USC**	**UVIGO**
Companies Integrated Administration: Corporate Social Responsibility, Quality, and Environment			X
Business Legal Advising	X		
Banking and Finance	X		
International Trade			X
Communication and Creative Industries		X	
Audio-visual Content Creation, Development and Marketing			X
Business Creation, Management and Innovation			X
Law of Public Administrations and Institutions		X	
Private Law		X	
Urban and Environmental Law		X	
Law: European Union Studies	X		
Economic Development and Innovation		X	
Regional Development and Economic Integration	X		
Learning Difficulties and Cognitive Processes			X
Art Direction in Publicity			X
Business Administration		X	
Tourism Planning and Management	X	X	X
Economics			X
Economics, Assessment and Management of the Marine Environment and Fishing Resources			X
Economics: Industrial Organization and Financial Markets		X	
Equality, Gender, and Education		X	
Gender Studies			X
International Studies		X	
Finances			X
International and European Community Taxation		X	
The Dairy Industry and its Economics (*)		X	
Medicine Technical Information			X
Industrial Innovation and Processes Optimization			X

(*) Inter-university degree with participating universities from outside of the SUG.

SOCIAL AND LEGAL SCIENCES			
University Master's Degree in...	UDC	USC	UVIGO
Educational Innovation, Orientation, and Evaluation	X		
Multidisciplinary Intervention in Educational Contexts			X
Physical Activity, Sport andh Health Research			X
Communication Research			X
Accounting and Finances Research			X
Research in Didactics of Experimental Sciences and Mathematics		X	
Research in Education, Cultural Diversity, and Community Development		X	
Clinical Psychology and Psychobiology Research		X	
Psycho-Social-Educational Research with Teenagers in School Contexts			X
Minors in Situation of Vulnerability and Social Conflict			X
Specific Needs for Educational Support			X
Market Planning and Management			X
Community Policies and Territorial Cooperation (*)			X
Training Processes		X	
Teaching of Compulsory Secondary Education and High School Teaching, Profesional Training and Language Teaching[25]	X	X	X
Applied Psychology	X		
Work and Organisational Psychology, Legal-Forensic Psychology and Social Intervention		X	
Sustainable Management and Development			X
Labor Management and Direction[26]	X	X	X
Management and Public Policies	X		

(*) Inter-university degree with participating universities from outside of the SUG.

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[25] *Although the university Master's Degree in Teaching of Compulsory Secondary Education and High School Teaching, Professional Training and Language Teaching is offered at all three SUG universities, it is not an inter-university degree program.*

[26] *For the university Master's Degree in Labor Management and Direction, there was no population from the University of Vigo during the 2010-2011 academic year.*

ENGINEERING AND ARCHITECTURE			
University Master's Degree in...	UDC	USC	UVIGO
Signal Processing Applications in Communications (SIGMA)			■
Landscape Architecture Juana de Vega	■	■	
Computer Science	■	■	
High-Performance Computing	■	■	
Open-Source Software Consulting			■
Industrial Pollution: Assessment, Prevention, and Control			■
Project Management		■	
Management of Supply Chain Logistics			■
Integrated Project Management	■		
Energy and Sustainability			■
Environmental Engineering		■	
Water Engineering	■		
Construction Engineering and Industrial Constructions			■
Engineering of Chemical and Environmental Processes		■	
Information Systems Engineering	■		
Welding Engineering			■
Maritime Engineering	■		
Mathematical Engineering	■	■	■
Rural Engineering		■	
Chemical Engineering			■
Telematics Engineering			■
Thermal Engineering (*)			■
Photonics and Laser Technology	■	■	■
Agricultural and Forestry Research		■	
Information Technology Research	■	■	
Advanced Industrial Processes and Technologies Research			■
Work Safety			■
Radiocommunications and Electromagnetic Engineering			■
Building Rehabilitation	■		
Urban Renewal and Rehabilitation		■	
Intelligent and Adaptable Software Systems			■
Environmental Technology			■
Advanced Technologies of Design and Mechanical Manufacturing Processes			■
Information Technology and Network Communication (*)	■		
Technologies and Processes in Car Manufacturing			■
Technologies for the Protection of the Immovable Cultural Heritage			■
Signal Theory and Communications	■		■
Urban Planning: Plans and Projects from the Territory to the City	■		
Sustainable Soil and Land Management	■	■	

(*) Inter-university degree with participating universities from outside of the SUG.

Appendix IV. Distribution of Master's Degrees. Comparison of the studies

This appendix presents the distribution of the Master's Degree programs by the branches of knowledge that they were included in during the analysis, as well as by academic year. Some Master's Degrees were assigned with multiple branches of knowledge, so when grouping them for purposes of the corresponding analysis, the criterion applied has been to consider them as belonging to the branch of knowledge they were included in during their accreditation process.

ARTS AND HUMANITIES		
University Master's Degree in...	2009-2010	2010-2011
Archaeology and Sciences of Antiquity		
Contemporary Art, Creation and Research		
Performing Arts		
Document Sciences in the Digital Context		
Editing		
Study and Editing of Spanish and Latin American Literary Texts[27]		
Advanced English Studies: Textual and Cultural Interpretation of Contemporary English-Speaking Societies		
English Studies. Current Trends and Applications		
Linguistic Studies[28]		
Medieval European Studies. Images, Texts and Contexts		
Theoretical and Comparative Studies of Literature and Culture		
Philosophy: Current Issues		
Contemporary History		
History, Territory, and Heritage Resources		
Speech Therapy in Childhood and Adolescence		
Readings on the Historic City. Art and Cultural Heritage and its Management		
Illustrated Books and Audiovisual Animation		
Language and the World of Work		
Linguistics and its Applications		
Galician Linguistics		
Logic and Philosophy of Science		
Cultural Services		
Translation and Paratranslation		
Multimedia Translation		

[27] No sample was obtained for the university master's degree in Study and Editing of Spanish and Latin American Literary Texts in academic year 2009-2010.
[28] No sample waas obtained for the university Master's Degree in Linguistic Studies in academica year 2010-2011.

173

SCIENCES		
University Master's Degree in...	2009-2010	2010-2011
Aquaculture		
Biodiversity and Preservation of the Natural Environment		
Biodiversity and Ecosystems		
Molecular, Cellular, and Genetic Biology		
Biotechnology		
Agro-Food Science and Technology		
Environmental Science and Technology		
Science and Technology of Colloids and Interfaces		
Science and Technology of Materials		
Climate Sciences: Meteorology, Physical Oceanography, and Climate Change		
Terrestrial Ecosystems, Sustainable Use, and Environmental Implications		
Renewable Energy and Energy Sustainability		
Applied Physics		
Nuclear and Particle Physics and their Technological and Medical Applications		
Innovation in Food Safety and Technology		
Vision Sciences Research		
Mathematics		
Environment and Natural Resources		
Life Science Methodologies and Applications		
Neuroscience		
Oceanography		
Fundamental Environmental Chemistry		
Advanced Chemistry		
Theoretical Chemistry and Computer Modelling		
Statistical Techniques		

HEALTH SCIENCES		
University Master's Degree in...	2009-2010	2010-2011
Health Care and Research		
Health Care and Management (Management and Clinical Specialities)		
Dental Science		
Disability and Dependent Care Practices		
Basic and Applied Research in Veterinary Sciences		
Biomedical Research		
Drug Research and Development		
Research in Veterinary Medicine and Health		
Nutrition		
Occupational Risk Prevention and Environmental Health		
Psychogerontology		
Public Health		
Gerontology		
Disability and Dependency Management and Research		

SOCIAL AND LEGAL SCIENCES		
University Master's Degree in...	2009-2010	2010-2011
Companies Integrated Administration: Corporate Social Responsibility, Quality, and Environment		
Business Legal Advising		
Banking and Finance		
International Trade		
Communication and Creative Industries		
Audio-visual Content Creation, Development and Marketing		
Business Creation, Management, and Innovation		
Law of Public Administrations and Institutions		
Private Law		
Urban and Environmental Law		
Law: European Union Studies		
Economic Development and Innovation		
Regional Development and Economic Integration		
Learning Difficulties and Cognitive Processes		
Art Direction in Publicity		
Business Administration		
Tourism Planning and Management		
Economics		
Economics, Assessment and Management of the Marine Environment and Fishing Resources		
Economics: Industrial Organization and Financial Markets		
Equality, Gender, and Education		
Gender Studies		
International Studies		
Finances		
International and European Community Taxation		
The Dairy Industry and its Economics		
Medicine Technical Information		
Multidisciplinary Intervention in Educational Contexts		
Educational Innovation, Orientation, and Evaluation		
Multidisciplinary Promotion of Diversity in Educational Contexts		
Physical Activity, Sport andh Health Research		
Communication Research		
Accounting and Finance Research		
Research in Didactics of Experimental Sciences and Mathematics		
Research in Education, Cultural Diversity, and Community Development		
Clinical Psychology and Psychobiology Research		
Psycho-Social-Educational Research with Teenagers in School Contexts		
Minors in Situation of Vulnerability and Social Conflict		
International Migration: Research, Immigration Policies, and Inter-Cultural Mediation		
Specific Needs for Educational Support		
Market Planning and Management		
Linguistic Policy and Planning for the Galician Language		
Community Policies and Territorial Cooperation		
Training Processes		
Teaching of Compulsory Secondary Education and High School Teaching, Profesional Training and Language Teaching		

SOCIAL AND LEGAL SCIENCES		
University Master's Degree in...	2009-2010	2010-2011
Applied Psychology		
Work and Organisational Psychology, Legal-Forensic Psychology and Social Intervention		
Sustainable Management and Development		
Labor Management and Direction[18]		
Management and Public Policies		

ENGINEERING AND ARCHITECTURE		
University Master's Degree in...	2009-2010	2010-2011
Signal Processing Applications in Communications (SIGMA)		
Landscape Architecture Juana de Vega		
Computer Science		
High-Performance Computing		
Open-Source Software Consulting		
Industrial Pollution: Assessment, Prevention, and Control		
Project Management		
Management of Supply Chain Logistics		
Integrated Project Management		
Energy and Sustainability		
Environmental Engineering		
Water Engineering		
Construction Engineering and Industrial Constructions		
Engineering of Chemical and Environmental Processes		
Information Systems Engineering		
Welding Engineering		
Maritime Engineering		
Mathematical Engineering		
Rural Engineering		
Chemical Engineering		
Telematics Engineering		
Thermal Engineering		
Photonics and Laser Technology		
Computer		
Agricultural and Forestry Research		
Information Technology Research		
Advanced Industrial Processes and Technologies Research		
Work Safety		
Radiocommunications and Electromagnetic Engineering		
Building Rehabilitation		
Urban Renewal and Rehabilitation		
Intelligent and Adaptable Software Systems		
Environmental Technology		
Advanced Technologies of Design and Mechanical Manufacturing Processes		
Information Technology and Network Communication		
Technologies and Processes in Car Manufacturing		
Technologies for the Protection of the Immovable Cultural Heritage		
Signal Theory and Communications		
Urban Planning: Plans and Projects from the Territory to the City		
Sustainable Soil and Land Management		

Appendix V. References and supplemental bibliography

We also include below a list of bibliographical references and Internet resources used to produce this report and/or related to its subject matter.

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[29] *All information about these studies http://www.acsug.es/gl/insercion.*

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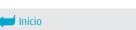
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Indexes of tables and figures

Indexes of tables

Chapter 5

Appendix

Indexes of figures

Chapter 3

Chapter 4

Chapter 5

ACSUG

AXENCIA para a CALIDADE do
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