



Research Article

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Competence Training and Employability

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Abstract

The member countries of the European Union decided, two decades ago, to initiate a reform of university education, promoting the mobility and employability of students and emphasizing professional skills over the purely technical skills of each degree. Although the movement of university students between countries has been successful, there is still a significant gap between the demand for skills from the labor market and the university supply. Therefore, there is a need to investigate this fact and review from the employer's point of view, whether the skills training currently received by graduates of a Spanish university in the last three academic years is adequate to the demands of the labor market. For this, 367 interviews have been carried out from a database of 3,332 companies that have incorporated graduates of the university under study, either as interns or as employees; A mixed methodology is applied with online interviews and telephone interviews given the census nature of the study for those degrees with less demand. The research has a clear vocation for continuity, which will allow the analysis of the data to facilitate the guidelines towards a positive evolution of employability and skills training in future courses of different degrees, managing to reduce the existing gap between the labor demand of training in competencies and skills studies offered by higher education institutions

Keywords: employment; skills; learning; university, labor market

1. Introduction

University institutions must train their students in the competences demanded by the labor market, harmonizing the university offer of their graduates and the characteristics of the demand of recruiters. The Organization for Economic Co-operation and Development (OECD) in its "Skills Outlook 2021" report analyses how policies can promote lifelong learning of skills, recalling the need for relationships between different stakeholders. The main recommendations of the report are: 1) putting learners at the center of learning to improve the quality of education and training; 2) a habit of learning is essential for individuals to acquire the skills and knowledge needed to cope in changing everyday circumstances; 3) strong coordination between learning providers is necessary to develop high quality and inclusive learning. Evidence from job vacancy data in OECD countries reveals that communication, teamwork and organizational skills are among the cross-cutting skills most in

demand by employers in a wide variety of occupations. Cognitive skills, such as analytical, problem-solving, digital, leadership and presentation skills, are also highly transversal across jobs and work contexts (OECD Skills Outlook 2021: Learning for Life).

Members of the United Nations Educational, Scientific and Cultural Organization's (UNESCO) Global Coalition for Education, launched in March 2020 to help countries develop inclusive learning solutions, have come together to provide young women with opportunities to acquire digital skills and other competencies through free access to online skills development programmes. The partners' offerings will be grouped under the Global Skills Academy (GKA), providing unique access to training opportunities.

By the early 2020s, even before the outbreak of COVID-19, the fourth industrial revolution was already transforming jobs and the resulting demand for skills at an ever-increasing pace, which is why the World Economic Forum (WEF) expected that one billion workers would need retraining by 2030 and that 42% of the basic skills required to perform existing jobs would change by 2022. Some of those skills are technical, digital or task-oriented, but as the pandemic has highlighted, the development of cognitive, creative, social and emotional skills is just as important. This is why UNESCO wants GKA partners to come together to help shape a more sustainable version of the Academy driven by current and future skills knowledge needs at the national level (UNESCO, 2021).

Inevitably, the types of skills that people need to master today differ from those they will need in the future. Therefore, for the International Labor Organization (ILO), the aim should be to promote education policies with skills anticipation systems and to validate this analysis with the help of actors broadly representing the demand side (employers) and the supply side (educational organizations) and institutions regulating the market (Ministries of Labor and Education, local administrations) (ILO, 2017).

Against this backdrop, the European Union (2018) states that labor and employability skills are the key factor in adapting to the rapid and profound changes that the labor force will have to face.

In any case, since the creation of the European Higher Education Area (EHEA), several aspects have emerged that need to be assessed in relation to the improvement of employability and competence training. On the one hand, it is important to identify the key skills for the better employability of graduates, but it is also important to know how and when to promote the acquisition of these key competences (García-Aracil, 2004). Transversal skills do not always play a prominent role in apprenticeship programmes. The way countries and education systems approach transversal skills varies, driven by different histories, structures, needs and ambitions (Shackleton & Messenger, 2021).

On this basis, the aim of this study is to obtain, from the employers' perspective, an indicator of the degree of satisfaction with the transversal competences (employability) of undergraduate and postgraduate graduates from a Spanish university. We believe that as the study is sufficiently broad, it can easily be extrapolated to the rest of the university institutions in our country, being able to take the appropriate decisions, if necessary, to bring the university closer to the company, as proposed by the Bologna plan of the EHEA. As more specific objectives we can highlight:

- To characterize the companies interviewed, in order to find out the type of companies in which graduates find it easiest to find employment.
- Specify the number of candidates who have joined the company as employees or trainees.
- To determine whether the graduates came from the university under study or from other universities.
- Specify the qualifications of the candidates.
- Collect companies' satisfaction with the candidate.
- To record the perception of candidates' competences.
- Collect the rating of the relationship between the companies interviewed and the university's employment services in order to be able to take the appropriate corrective measures.

2. Theoretical Framework

The aim is to ensure that university education equips students with a set of knowledge that will enable them to enter the labor market. That is to say, that there is a match between the teaching contained in the student's credential and what is required in the workplace. The debate then arises as to what exactly this knowledge is, which has been defined in many ways: qualifications, skills, aptitudes, abilities and, more recently, competences (Alonso et al., 2009).

Competences for graduates have been classified according to different criteria, and there is no general agreement either in the theoretical or empirical sphere on their categorization, so a brief review of the scientific literature will be carried out to bring us closer to the most current definition and the differential that has always existed between the labor market and the university in terms of knowledge of skills, which we believe, after carrying out the study presented here, is beginning to have a clear reductionist tendency.

Researchers from several European countries conducted the first representative and internationally comparative survey on the main skills of graduates in 1999. More than 36,000 university graduates from 12 European countries and Japan, who had completed their studies three to four years earlier, were surveyed. The study, called CHEERS (Careers after Higher Education - a European Research Survey), was based on a questionnaire that addressed a total of 35 competences and asked graduates to rate, on a scale of 1 to 5, the level they felt they had achieved and the level of demand required in their job at the time of the job interview and professional interview. The result was that only three competences exceeded the levels required in the workplace: learning ability, specific theoretical knowledge and general knowledge, all considered to be academic or scientific, specific to each degree, the least acquired being negotiation skills, which are currently considered to be transversal (Schomburg and Teichler, 2006).

In Spain, the Fundación Universidad Empresa (FUE) launched in 2005 the Study on social demands and their influence on the planning of degrees in Spain within the framework of the European convergence process in Higher Education, whose objective is to analyze the gap between the expectations of recent university graduates and the demands of employers in terms of knowledge and competences of graduates (Fundación Universidad-Empresa, 2005).

Similar to the CHEERS study, in 2006 the REFLEX (Research on the Flexible Professional in the Knowledge Society) survey revealed divergences between what should be enhanced and the real requirements of a job; this study collects through an extensive questionnaire the opinions and experiences of university graduates at the competence level. In this project, some 40,000 graduates were surveyed throughout Europe and Japan and around 5,500 in Spain. The results obtained show that, overall, there are few differences between Spanish graduates and the rest of European graduates in terms of both their own skills levels and those required for employment. The skills profile of Spanish graduates is not excessively different from the average European graduate, although Spanish graduates are only slightly better than European graduates in the skills of teamwork, effective use of time, asserting authority, writing reports and documents, and making oneself understood (ANECA, 2008).

Moreover, it is clear, according to the opinions of the graduates themselves, that jobs require a set of competences that are not traditionally the ones that traditionally concern and, therefore, are not taught in the more traditional systems of higher education, especially in the more professionalism models such as Spain's. The deficits in competences of university graduates affect those related to skills and attitudes, while the graduates state that there is an excess of competences in general knowledge and theoretical knowledge. The skills deficits of university graduates affect those related to skills and attitudes, while graduates say that there is an excess of skills in general knowledge and theoretical knowledge.

According to Van-Der Hofstadt Román and Gómez Gras, authors of the report *Competencias y Habilidades Profesionales para Universitarios* (2006), it seems demonstrable that the univocal relationship traditionally maintained by companies between a good academic record (or good

training) and optimal performance in a job has weakened to a large extent. This report also shows that companies are increasingly demanding from their candidates' certain skills that have not traditionally been part of the academic curriculum.

Subsequently, in 2007, ANECA carried out a study with the aim of investigating the experiences, experiences and attitudes of higher education graduates in relation to the difficulties encountered and the factors facilitating labor market insertion. A new element that emerges from this study is the lack of knowledge and low appreciation of the new professional competences required in a flexible labor market on the part of higher education graduates (ANECA, 2007).

Therefore, the ANECA Report 2021 on the Framework for the self-assessment of universities in the improvement of their actions in terms of employment and employability of their graduates highlights among the fundamental actions (more than 70%) the following: training in transversal competences and key personal skills for employment; designing teaching-learning processes based on the activity in the work environment; promoting talent development programmes, competitions of ideas and/or, entrepreneurial projects, challenge solving, etc.; implement procedures to achieve cooperation between university and employer entities in the teaching-learning processes; train in the teaching in knowledge and skills specific to the area of knowledge of teaching and study practical cases in each field (ANECA, 2021).

The European Union has also provided classifications of these skills over the years through various projects, for example, the Assessment of Transversal Skills 2020 (ATS2020) , co-funded by the Erasmus+ Programme and involving 17 partners from 11 EU countries, provides a comprehensive learning model for the enhancement of students' essential transversal competences within the curriculum and offers new approaches and innovative tools for teachers for the development and assessment of these skills (ATS, 2021). In this line was also developed the KeySTART2Work (Key Skills and Employability Diagnostic Service for Youth and Adults in Training) project co-funded by the EU in the framework of the Erasmus+ programme (2015-2016) implemented by 6 partners from 6 EU countries (Spain, Italy, Austria, Greece, Poland and Belgium), experts in vocational training and in the improvement of transversal competences. KeySTART2Work aims to reduce the gap between the needs of the labor market and the qualifications of professionals, young and old, who will have to meet these demands. To this end, it develops an innovative ICT tool through which professional jobseekers can carry out a self-assessment of their transversal competences and a handbook with recommendations for the creation of a support service for the further training of participants in these skills (KeySTART2Work, 2015).

In recent years, international skills assessment has been achieved in more than 40 countries as part of the Programme for the International Assessment of Adult Competencies (PIAAC). The Programme is an OECD initiative to help governments assess, monitor and analyse the level of skills distribution among the adult population, as well as the application of those skills in different contexts. Its assessment measures the necessary cognitive and work-related skills that enable individuals to participate successfully in society and the economy to thrive. The results help countries better understand how education and education systems can help develop these skills. The pilot phase of the PIAAC Cycle 2 study took place between May-July 2021 and the main study will take place between autumn 2022 and spring 2023, from which the desired results can be drawn (OECD, 2021).

The 2012 OECD report "Better Skills, Better Jobs, Better Lives: A Strategic Approach to Skills Policy" defines skills (or abilities) as the body of knowledge, skills and attributes that an individual can acquire and that enable him or her to perform a given activity or task adequately and consistently, and that can be further developed and expanded through learning.

In conclusion, as Llinares (2020) states, there is no agreement on what the basic employability competences are. A small number of competences can be extracted that appear in 50 % or more of the models studied in the scientific literature and which are: lifelong learning, communication, teamwork, flexibility/adapting to change, work organization and time management, problem solving, decision making, ability to relate to others, initiative, information and knowledge management.

In any case, regardless of whether they are conceived as competences, soft skills, understood as transversal employability competences, are considered essential for getting a job and progressing in the labor market (Cimatti, 2016).

Institutions must be able to respond to the demands of employers, the expectations of students and develop a labor market oriented educational offer, giving the opportunity to intervene to all stakeholders of this environment, so that employers can specify competences for employment, university institutions develop the appropriate programmes for learning those competences and students know which competences they need to improve their employability (Santiago et al, 2008).

3. Methodology

3.1 Characterization of the companies surveyed

Firstly, a census study has been carried out in all those degree programmes in which, in order to reach the proposed sample size (which ensures acceptable sampling errors), it is necessary to interview all the existing registers in each degree programme. For all these reasons, it is necessary to use different study techniques: online interviews plus telephone interviews.

The following premises have been considered for the configuration of the universes:

- Students graduated in the last three academic years.
- Some degrees have been added due to their very small number of students.
- In the case of master's graduates, as no data are available for 2021 due to the pandemic, a similar number of graduates as in 2019-2020 has been envisaged.

Based on the above, a total of 367 interviews were carried out from a database of 3,332 companies that have taken on graduates from the university under study, either as trainees or as employees, which means a sampling error of $\pm 5.34\%$ for a confidence level of 95.5%, 2 σ . The companies that form part of the sample are asked about the qualifications of the workers hired, to confirm that they have studied at the institution under study, as well as the specific promotion to which the worker belongs. The selection of the interviewees will follow random criteria based on the fulfilment of these characteristics.

Thirty-six percent of the companies interviewed are large companies, with companies with more than 500 employees (31%), 34% are SMEs and the remaining 30% are micro-SMEs with fewer than 10 employees. Around six out of every ten companies surveyed are defined as private companies, and on a second level, although with large differences, as: multinationals (11%); non-profit institutions (10%); or public companies (9%). Only 3% are family businesses and 4% are official organizations. The larger the size of the company, the less it is considered a private company, and the more it is considered a multinational or belonging to the public sector. They fall into a wide variety of different sectors, among which the following stand out:

- Hospitals, private health centres (15%)
- Marketing (8%).
- Education and research (7%).
- Hospitals, public health centres (7%).
- Pharmaceutical industry (6%).
- Pharmacies (6%).
- Banking and Finance (5%)
- Law (5%)
- Third sector (5%)

Slightly more than two thirds of the companies surveyed (68%) are national, but 32% identify themselves as international.

3.2 Procedure and instruments

A quantitative study was carried out by conducting online and telephone interviews with managers, general managers and human resources directors of various types of companies, during the months of February and March 2022, who were asked to answer a semi-structured questionnaire, lasting around 10-11 minutes, with a total of 20 questions, divided into 3 groups: the first four belong to the group of characterization of the company and the following 12 belong to the group that allows identifying the profile of the graduate requested, so they do not work with any scale, as they are only identifying essential features of the companies and graduates; in group 3 there are three questions that use a Likert scale from 1 to 10 to assess satisfaction with the candidate, with the last question being for any interesting comments in relation to the university's job placement services and the candidates provided.

Prior to administering the questionnaire, participants were informed of the purpose of the study and their voluntary collaboration was requested. The data were collected anonymously, as no specific identifying information was requested about the group of students from the last three graduating classes (2018-2019, 2019-2020 and 2020-2021).

The material and technical resources used in the research were as follows:

- CATI (Computer Assisted Telephone Interview) platform with 100 operator positions, and two working shifts: 9:00-15:30 and 16:00-22:00.
- Recording system, which allows the university to monitor the correct conduct of the interviews.
- Online platform, which facilitates CAWI (Computer Assisted Web Interviewing) surveys, based on digital questionnaires distributed through online media by means of emails and distribution of links on social networks, inbox or websites, which allow researchers to gather information more quickly and analyze it in an optimal way. This platform broadens the methods of access to certain groups and allows full complementarity with the CATI system.
- Online Monitoring System to know in real time the situation of the fieldwork (surveys carried out, pending, postponed, rejected...).

With the responses obtained, descriptive analyses were carried out using the Excel solver tool, which allowed us to obtain the following results.

4. Results

Below, we present the assessments reported by employers for the last three academic years on employability and skills of graduates from any Spanish university and the same data for the university under study, so that we can compare and analyse whether the curricular measures carried out by the university under study on skills learning are being effective.

4.1 Results on the candidates recruited from Spanish universities

The companies in the study have to a large extent (44%) taken on 10 or more university graduates in the last three years, either as employees or as trainees. This is followed by those that have taken on 3 to 5 (25%) and those that have hired 1 or 2 university graduates (20%).

Other interesting results that emerge from the characterization of the employer companies are the following:

44% of the companies that have taken on 10 or more trainees or employees are characterized by being large (56%) with more than 500 employees in 50% of the cases, while 38% are SMEs, mostly private (55%), followed by multinationals (17%) and the private health sector (19%), the pharmaceutical industry (10%) and education and research (9%). Of these companies, 61% are national in scope.

The companies have incorporated the largest number of university graduates from the Faculty of Medicine and the Higher Polytechnic School, followed by the Faculty of Humanities and Communication Sciences and the Faculty of Economics and Business Studies.

It also shows that 96% of the companies have taken on university graduates as trainees, and 89% of them say that they have taken on graduates as employees. This means that the average number of internship placements is 7.1, slightly higher than the average number of employee placements (5.9). Moreover, 56% of the companies that have taken on internships have only taken on between one and five students, a similar figure to that for employee placements, where the vast majority of companies (60%) only take on a maximum of five graduates. It will be necessary for the university to find out the reasons for these figures: do the students not have the necessary training for the companies, and are there differences between the supply and demand of graduates in the labor market?

In terms of degrees, the percentage of companies interviewed that have taken on graduates from the Faculty of Medicine is relatively lower, but they are the ones that have taken on the most graduates on average, both as interns and as employees (in this case together with graduates from the Faculty of Humanities and Communication Sciences). On the other hand, graduates from the Faculty of Pharmacy are among the graduates with the highest level of incorporation, but with a lower average number of incorporations.

It is also observed that as the size of the company increases, the average number of people joining the company increases, whether as trainees or as employees.

In conclusion, the students taken on as trainees or employees are:

96% (have incorporated traineeships) x 7.1 (average number of additions) = 6.8 (average number of in-practices)

89% (have incorporated graduates as employees) x 5.9 (average number of additions) = 5.3 (average number of employees)

In total, the average number of new recruits is calculated at: $6,8 + 5,3 = 12,1$ 56.1% as trainees and 43.8% as employees.

4.2 Results on the candidates recruited from the university studied

It is interesting to note that half of the companies that have taken on a university graduate in the last three years have only taken on a single graduate from the university under study, so once again we must analyze whether the cause is the difference in the skills provided by the students who finish some of their studies at this university, since the companies have taken on a greater number of graduates from the Faculty of Medicine and the Higher Polytechnic School, and fewer in the case of those from the Faculty of Law.

The number of university graduates recruited by companies in the last three years, either as employees or as trainees, increases as the size of the company increases.

89% of the companies interviewed have taken on graduates from the university studied and 60% of them claim to have taken on graduates as employees.

The average number of trainees is 3.5, slightly higher than the number of employees 2.4, although in both cases the number of trainees is a maximum of two in 58% and 44% of the cases, respectively, with only 10 or more or 8% as trainees and 4% as employees, which is also interesting for analysis, as the difference in the number of students hired is large.

The percentage of companies interviewed that have incorporated graduates from the Faculty of Medicine of this university is relatively lower, but they are the ones that have made the most incorporations, both in internships and as employees (in this case together with graduates from the Higher Polytechnic School).

It is also observed that as the size of the company increases, the average number of graduates from the university studied who join the companies increases, whether as interns or employees.

In conclusion, the profiles requested for internships or as employees according to origin are:

89% (have incorporated trainee graduates) x 3.5 (average number of additions) = 3.1 (average number of in-practices)

60% (have incorporated graduates as employees) x 2.4 (average number of additions) = 1.4 (average number of employees)

In total, the average number of new recruits is estimated at 3,1 + 1,4 = 4,5, 68% as trainees and 32% as employees.

4.3 Results of the comparison between candidates from other universities and the university studied

In order to make this comparison, the data obtained are summarized in table 1.

Table 1: Comparison of graduates entering the labor market

Concepts	Total additions	Incorporations from the university studied
Average number of traineeships	6,8	3,1
Average number of employee additions	5,3	1,4
Average total number of additions	12,1	4,5

Note: Own elaboration based on the data obtained in the survey.

These data allow us to know the ratio of graduates from the university studied in relation to the rest.

- Ratio of trainees: 45.7%.
- Ratio of new recruits as employees: 27.4%.
- Ratio of total incorporations: 37.7%.

Of the total number of new recruits in the companies interviewed, almost 38% came from the university analyzed, although this ratio is higher when they are recruited as trainees than when they are recruited as employees, a fact that needs to be analyzed.

4.4 Candidate competencies

Firstly, we begin by defining the skills we have asked employers about, which are grouped into the following, following studies such as the World Economic Forum's Future of Jobs Report.

(World Economic Forum, 2020), the Adecco Report on the future of work in Spain (Adecco, 2016), the Skills Forecast study: trends and challenges to 2030 (Cedefop, 2019), the one conducted by ADEI & Google on the Work of the Future (ADEI & Google Observatory, 2017) or the one by the consultancy Price Waterhouse Coopers on Working in 2033 (PWC, 2013), among others.

Teamwork: understood as helping in the pursuit of a common goal, subordinating personal interests to team objectives.

- Communication: understood as interpersonal communication skills and communication with different types of interlocutors, in different academic, professional and social contexts.
- Self-knowledge and personal growth understood as personal and professional autonomy, critical thinking with the development of personal resources for decision- making.
- Innovation and entrepreneurship understood as the capacity to propose new solutions to new needs, integrating social, cultural, economic, organizational and technological aspects.
- Leadership: conceived as the effective coordination and organization of a team of people, the search for a suitable working environment and knowing how to guide and direct in order to achieve the goals and objectives set.

The companies that have incorporated graduates from the university studied indicate teamwork and communication as the competences in which they stand out the most, with leadership being the competence with the lowest level of compliance.

In any case, the companies generally attribute a notable degree of compliance with the competences considered by the students from this university.

As the size of the company increases, there is a tendency to attribute a lower degree of fulfilment of the competences analyzed to graduates who have joined the companies, this being statistically significant in the case of leadership among the largest companies.

There are no major differences in relation to the competences perceived by the companies in the new recruits from this university depending on the faculty of origin, if only to point out a perception of greater competence in Leadership on the part of the graduates from the Faculty of Law.

Finally, the figure 1 shows the existing differential between the competences required by employers and the training in these competences by graduates, being non-existent for "Teamwork" and "Innovation and entrepreneurship".

In the rest of the competences analyzed, employer companies have a somewhat less favorable perception than they have with other universities, with the gap being greatest in "Leadership".

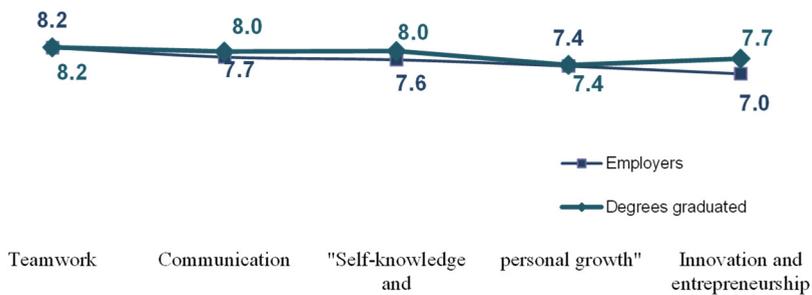


Figure 1: Competence differential between employers' requirements and graduate students.
Source: Own elaboration based on the data obtained in the survey.

The data on the differential is the main focus of our study, which attempts to find out whether the gap between the labor market and university institutions also exists at the university under analysis. As can be seen, in this case, we can affirm that there is practically no gap, which may be due to the fact that the relevant measures have been taken to implement the learning of these competences through a specific degree offered to all degrees, where during four academic years learning is carried out in each of these competences, to which is added a transversal module on digital and agile culture. Another important characteristic of this degree is its dynamism, as each year a new framework and updated content is proposed, depending on the demands of the labor market.

In any case, this requires a change in the curricular mentality and the learning process in university institutions, achieving the integral education of students understood as one of the pillars and main purpose of the university under analysis.

In this way, it considers it essential that all its students have the opportunity to develop values and attitudes that promote a personal and professional life committed to society and to the best version of themselves.

A hybrid teaching methodology is applied, with individual and group monitoring through mentors and teachers from the institution, and using various teaching resources that are adapted to this methodology, such as specific online pills, master classes, face-to-face conferences with leading professionals, continuous collaboration with Alumni and Initiatives and activities of the University and the Vice-Rectorate for Students and University Life, which make the learning of transversal skills experiential and attractive.

To ensure the flow of information given the large number of potential students who may take it each year, the student's own intranet is used for its accessibility, attractiveness and easy navigation, allowing simple administration and content management, with capacity as a *streaming* platform,

documentation manager and publication of news and content and with the possibility of creating a wall of comments and proposals from students that make this degree adaptable not only to the demands of employers but also to those of the students themselves, who being aware of their shortcomings in skills training, request specific content courses.

5. Conclusions

Universities must try to adapt their curricula to the skills training demanded by employers, for which it is necessary to know the business profile that incorporates graduates in internships or as employees and to know with what skills preparation students arrive at their first job. For this reason, it is necessary to carry out research to analyze the impact on employability and skills of the studies undertaken in the different faculties and schools by graduates of a specific Spanish university, and to make a comparative analysis of the situation of this university in relation to others, since employers are asked not only about their own graduates but also about graduates from other universities.

This study allows the university to know its present situation but also what learning strategy it should consider in order to reduce the skills gap.

Students must acquire the competences required by the new reality in which we live, and it is the university which, as an institution that seeks social progress, must include their learning in the curricula. To this end, universities must rely on external references that help to justify this type of degree, as well as to define the competences required at all times and the planning, methodology and chronology of their teaching. By collecting employers' perceptions of the skills training received by graduates once they have entered the world of work, we obtain one of these external references that can enable us to analyze possible shortcomings in university training.

We are thus faced with a proposal that will help us in this objective of adapting higher education to the demands of the labor market, training students and, therefore, favoring their employability. Society is changing and the needs of companies are also evolving, and consequently, the skills that companies are looking for in the workers of the future are also evolving, which also requires universities to constantly adapt their training.

The companies that have taken on university students are characterized by being large companies (36%) and SMEs (33%), private (62%) in a wide range of sectors of activity and with a predominance of the national sphere, so we can conclude that the majority of companies, regardless of their size, nature and scope of action, seek the same profile of graduates.

Stability is observed in the recruitment of more than two candidates among university graduates and students, with the university under investigation occupying a considerable position in terms of the origin of the candidates recruited by the companies.

In general, the companies are notably satisfied with the training of the candidates incorporated from this university, with the overall satisfaction with the degree standing at 7.8. In addition, companies have a notable image of the skills of these graduates, although "Leadership" appears as a "pending subject".

It is also important to highlight that there are no major differences between the perception that graduates have of their own competences and the attribution of these competences by employer companies, which means that this institution is successfully adapting to the competence training demanded by the labor environment, which has meant setting up its own training degree in transversal competences common to all degrees with innovative teaching methodologies, given the difficulty of incorporating competency learning into current study plans due to the large number of face-to-face hours that they have in many cases.

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