**Employability of Graduates in Sport**

**Needs Analysis (Work Package 2)**

**Final Report**





**University of Gloucestershire June, 2014**

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**List of EGS partners:**

University of Gloucestershire (UOG) UK

University of Murcia (UMU) Spain

University of Strasbourg (UOS) France

Palacky University, Olomouc (UPL) Czech Republic

University of Göttingen (GOT) Germany

University of Thessaly (UOT) Greece

Cheltenham Borough Council (CBC) UK

El Pozo Murcia Futbol Sala (ELP) Spain



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# Executive Summary

This report presents data from the needs analysis conducted as part of Work Package 2 of the Employability of Graduates in Sport (EGS) project (www.egsproject.eu). Motivation for the EGS project has been driven by the growing concerns regarding youth unemployment in the EU and it is focussed on students undertaking sport related programs in the EU, where numbers have also grown during the last decade. The project partners include: University of Gloucestershire (UK); University of Murcia (Spain); University of Strasbourg (France), Palacky University (Czech Republic); University of Göttingen (Germany); University of Thessaly (Greece); Cheltenham Borough Council (UK), and El Pozo Murcia Futbol Sala (Spain), with support from the European Network for Studies in Sports Sciences (E3NS).

The aim of Work Package 2 was to establish evidence to inform the wider EGS project. In particular it was to 1. Support the discussions at the formal network meetings between employers and HEIs (WP2) and 2. The specifically help inform the content and direction of the employability Toolkits (both HEI and Employers) (WP4 and 5). Online surveys were administered in the EGS partner countries between February and April 2014 to two target groups: sports graduates (n = 2,087), and employers of sports graduates (n = 327). This report presents the findings from the two surveys and the HEI Employability Audit. Recommendations are made for the HEI and Employer employability toolkits.

***Summary of Key findings – Alumni survey (graduates of 5 years or less)***

|  |  |
| --- | --- |
| Alumni Survey | Findings |
| Degree & University experience | * Gender was fairly evenly split (males = 52.9%, n = 599)
* Mean respondent age was 28.1 years (*SD* = 5.7 years)
* 45.8% (n = 518) indicated that they held a BSc or BA degree
* 55.5% (n = 628) indicated that they held an MSc or MA degree
* 4.9% (n = 56) indicated a PhD
* Three most cited subject areas were Sport Education (40%, n = 453), Sport Management (including events) (29.4%, n = 333), and Sport Sciences (including strength, conditioning, kinesiology, health, exercise, technology) (23.8%, n = 269).
* Females preferred Sport Education and Sport Prevention and Rehabilitation courses while males preferred Sport Science, Sport Development and Sport Management courses.
* Half of respondents strongly agreed or agreed that their sport degree(s) gave them the confidence to perform job roles to a high standard.
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| Alumni Survey | Findings |
| Degree & University experience | * Respondents from Greece, UK and Spain were in most agreement (>70%) that their degree gave them the confidence to perform job roles to a high standard while respondents from France were least inclined to agree (≈15%).
* The three main employability activities graduates engaged in were work experience (83.2%), work placements (81%) and non-academic qualifications (73%).
* Respondents from France indicated the highest engagement with work placements and work experience opportunities (>90%) while Erasmus programmes were the least engaged with opportunities by all countries.
 |
| Employment | * 60% were full time employed of which 64.2% were in permanent positions.
* Respondents had been working in their current role for an average of 2.6 years.
* More males than females were in sport related jobs with >70% of employed respondents from Greece, Italy, Germany and France indicating sport related jobs.
* Excluding ‘other’, education represented the largest sector in which graduates were employed (35.6%) followed by health, medicine and social care (19.1%) and retail / commerce (13.6%).
* Education was the biggest employment sector for respondents from Italy (≈70%) while health, medicine and social care was the biggest employment sector for respondents from the UK (≈35).
* Retail / commerce was the biggest employment sector for respondents from France (≈20%)
* For respondents classified as Full Time Employed (FTE) or Full Time Self Employed (FTSE), Sport Education (39.7%, n = 298) and Sport Management (29.6%, n = 222) were the most studied courses.
* France and Germany had the highest number of graduates in FTE positions (≈70%) while Italy and Spain had the highest number of unemployed / unemployed looking for work (≈15%).
 |
| General perceptions & skills | * Self-reflection and self-awareness (i.e. the ability to recognize oneself as an individual) were recognised as particularly important.
* Respondents recognised that they were responsible for increasing their job prospects.
* Work experience and work placements were seen as important for improving employability.
* More than half of respondents stated that sport graduates need more support.
* Overall, more than half of respondents stated that the curriculum needs improving.
* 40% of those who studied Sport Education, 32.4% who studied Sport Management and 28.1% who studied Sport Science agreed that their curriculum needed improving.
* There were particular differences between countries for: Volunteering in a sport role is important to employers; Speaking another language is important for sport graduates' employability, and I feel I have the skills and confidence to do any job.
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| Alumni Survey | Findings |
| Specific skills & attributes | * The majority of respondents rated specific skills and attributes as important with 60% or more (with the exception of computer skills and leadership) indicating critical or very important.
* Respondents generally rated themselves highly in terms of the degree to which they personally felt they possessed specific skills and attributes with no less than ≈70% strongly agreeing or agreeing (with the exception of work experience and leadership).
 |
| Employability perceptions | * There was strong agreement that sport graduates should undertake work placements during their degrees.
* There was weak agreement that a bachelor or licence degree is sufficient to make graduates employable.
* Females were inclined to agree that a sport bachelor/licence degree is sufficient to make graduates employable.
* Males were inclined to agree that it is essential that sport graduates undertake volunteering (of any type) and that sport graduates must have specific sport qualifications to make them employable.
* Respondents from Germany were in most agreement that continuing sport education is important for developing a career while those from Spain agreed most that specific sport qualifications were important.
* Respondents from the UK, Greece and Italy were in most agreement that sport graduates must possess adequate work experience in sport related activities (>80%).
* Respondents from France were in most agreement that sport graduates should undertake work placements during their degrees
* Respondents from the UK were in most agreement that it is essential that sport graduates undertake volunteering (of any type).
 |

***Summary of Key findings – Employer survey***

|  |  |
| --- | --- |
| Employer Survey | Findings |
| Profile of businesses | * Just over half of respondents indicated that they represented a private business and 90% indicated that they were a sport-related organisation.
* Small companies i.e. 50 employees or less accounted for 75.5% of responses, those with 5 or less employees being the most numerous (32.1%).
* Retail / commerce and Health / Medicine / Social Care were the sectors most represented.
* Greece and Czech Republic had the highest number of businesses with 5 or less employees (≈ 50%).
* Germany (72.7%) and UK (50%) had the highest number of medium or large businesses i.e. 250 or more employees.
* Greece had the highest number of sport related businesses (96%).
* Germany had the highest number of education sector organisations (36.4%) while the Czech Republic and UK had the highest number of retail / commerce (44.4%) and public sector organisations (30.6%) respectively.
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| Employer Survey | Findings |
| Graduate recruitment | * The mean number of sport graduates recruited between 2009 and 2013 was between 6 and 7.
* Historically, education and public services represented the sectors with highest recruitment figures.
* The mean number for planned recruitment i.e. anticipated graduate recruitment in the next 12 months was 3.8 (SD = 8.6).
* Overall, the majority of graduate jobs were permanent (94.9%).
* Health / medicine / social care, Other, and Education had the highest proportion of permanent jobs (>=60%).
* Subject areas including Education / Sport Education, Sport Management, Sport Science and Sport Development had the highest employment.
* 60.4% agreed strongly or somewhat agreed that sport graduates met their expectations.
* Historically, Spain employers had recruited the highest number of sport graduates (mean ranging between 14.3 in 2009 and 19.4 in 2013).
* The UK had the lowest historical recruitment data (Mean ≈ 1.0).
* Recruitment in Education/ Sport Education was highest in Germany (63.6%).
* Recruitment in Sport Management was highest in Czech Republic (100%).
* Recruitment in Sport Science was highest in Spain (58.5%).
* Recruitment in Sport Development was highest in the UK (61.1%).
* Greece and Spain had the highest planned recruitment (Mean = 6.7 and 4.2, respectively).
 |
| Student offer | * More than half of employers offered work experience and student placement opportunities to enhance graduate employability.
* Creative / media / information technology sector organisations agreed most that that they offered student placement and work experience opportunities although the number of responses was small (n = 7).
* Less than half of education sector organisations offered work experience opportunities (46.5%).
* Spain had the highest level of student placement opportunities (92.1%) while Greece had the lowest (50%).
* France had the highest work experience offer (90.9%) while Germany had the lowest (18.2%).
 |
| Employer perceptions | * Overall 60.4% of respondents agreed that sports graduates met expectations, the highest being Germany (72.7%).
* There was wide variation between countries for employer perceptions concerning the importance of the specific skills and attributes, particularly impact and influence on others and organisational awareness.
* Overall, the level to which employers perceived that sports graduates possessed the specific skills and attributes did not match the level of importance attached to the same skills and attributes.
* Notable differences for the importance of specific skills and attributes were observed for Analytical and conceptual thinking, Up to date knowledge, Impact and influence on others and Organisational awareness.
* There was wide variation between countries for employer perceptions concerning the degree to which sports graduates actually possessed the specific skills and attributes, particularly energy and passion, problem solving and organisational awareness.
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| Employer Survey | Findings |
| Employer perceptions | * There was broad agreement regarding general perceptions of employability between countries with the exception of the importance of work experience (any type) and the importance of work experience (sport specific).
* Employers agreed that sport graduates should undertake work placements during their degrees (95.9%), work experience (any and sport-specific, ≈ 80%).
* 94% of employers who did not offer work placements strongly agreed or agreed that work placements were essential to graduate employability.
* 80% of employers who did not offer work experience opportunities strongly agreed or agreed that work experience was essential to graduate employability.
* Agreement was low for a Bachelor / licence degree is sufficient to make graduates employable (33.1%).
 |

***Key findings – Comparison of Graduates and Employers***

|  |
| --- |
| Comparison of Graduates and Employers |
| Importance of skills & attributes | * There was general agreement between graduates and employers on the importance of the specific skills and attributes used in the survey.
* The largest differences between graduate and employer perceptions were for computer skills (21.7%), analytical and conceptual thinking (14.3%), and supporting others (11.3%).
 |
| Possession of skills & attributes | * There was much less agreement between graduates and employers possession of specific skills and attributes used in the survey.
* Graduates rated the level of their specific skills and attributes more highly than employers.
* Large differences included self-confidence (16.6%) and organisational awareness (38.6%).
 |

**Recommendations**

As a result of the analysis of the survey data the following recommendations are made in respect to the development of the Employer Toolkit and the HEI Toolkit

**General recommendations**

There is generally a wide difference of opinion between employers and graduates in many skills and attributes. There is a need to:

* Ensure that work experience, work placement and volunteer opportunities are embedded in curricula to maximise their impact.
* Emphasise equal importance of transferable skills and subject knowledge to make sure employer expectations are met.
* Reinforce links between employers and HEIs to ensure a high degree of mutual understanding and connectivity so that graduate and employer perceptions are equalised.

**HEI employability toolkit**

Graduates have a high opinion of their skills and competencies that is not the same opinion as employers. Graduates need to be more self-aware of the limitations of their skills and attributes or these need to be improved. There is a need to consider:

* The inclusion of professional training qualifications that enhance skills and attributes and give graduates more ability to be effective in the workplace.
* The use of short term and long term formal work placement opportunities within degree courses.
* The integration of work experience opportunities into degree courses focusing on specific task-based projects.
* The need to promote and support the development of a wide range of ‘soft’ skills and attributes i.e. energy and passion, and ‘hard’ skills and attributes i.e. technical knowledge.
* The use of monitoring to help graduates, HEIs and employers feedback on the development of skills and attributes *during* the work placement and work experience opportunities.
* Reviewing the relevance of the degree curriculum to ensure that it includes a wide range of skills and attributes that are relevant to the place of work.
* Inviting employers into curriculum development and review processes to ensure that degree courses are relevant and up to date.
* Promoting the acquisition of foreign language skills.
* Promoting the ERASMUS programme as a way of engaging in study and workplace experience abroad at undergraduate and postgraduate levels.
* Exploring what graduates think gives them confidence so that they are able to develop realistic perceptions of themselves in relation to the world of work.
* Exploring what support graduates would like in order to help them improve their employment prospects. This might include changes to the degree course and access to employability support teams.
* Identifying specific HEI employees within businesses / organisation who are responsible for career advice and development throughout graduates’ degree courses.
* Developing a long term approach to employability i.e. the ‘employability journey’ that begins on the very first day of the degree course and extends through to completion, and beyond.
* Exploring what recommendations can be made in the areas of i. theory; ii. practice, and iii. theory and practice, to ensure that all aspects of degree courses are considered in relation to promoting graduate employability.

**Employers’ employability toolkit**

There is similarity between employers and graduates concerning the *importance* of a range of skills and attributes but many employers feel graduates do not *possess* the necessary skills and attributes. Opportunities for placements and valuable work placements are often lacking but could be facilitated by the employer. There is a need to consider:

* Providing structured work placement and work experience opportunities for sports graduates.
* Developing processes to manage work placement and work experience opportunities to help graduates, HEIs and employers feedback on the development of skills and attributes *during* the work placement and work experience opportunities.
* Establishing relations with HEIs, preferably with employees who are responsible specifically for supporting and developing graduate employability so that expectations of graduates are realistic.
* Supporting HEIs by teaching on degree courses so that programmes are more relevant and graduates are better able to relate to the world of work.
* Working with HEIs to establish a directory of up to date information concerning work placement and work experience opportunities.
* Working with HEIs to create case studies of work placement and work experience opportunities that can be shared to support other employers in developing new opportunities and to help develop good practice with HEIs.

# 1.0 Introduction

This report presents findings from the needs analysis conducted for Work Package 2. This is designed to meet aims 1, 2 and 3 of the Employability of Graduates in Sport (EGS) project, which are:

1. To determine the current employment status of sports graduates within the EU, and to investigate graduates’ opinions and experiences of employment.
2. To investigate employers’ opinions and experiences of graduates, and identify potential improvements from an employer's perspective of university employability programmes.
3. To investigate current employability practice in HEIs across the EU, in order to identify examples of good practice to share across partner countries.

Work Package 2 establishes evidence to inform Work Packages 3, 4 and 5 (Table 1).

Table 1: Overview of EGS work packages

|  |  |  |  |
| --- | --- | --- | --- |
| **Work Package** | **Description** | **Lead institution** | **Country** |
| 1 | Project Management and Coordination | UOG | UK |
| 2 | Needs Analysis | UOG | UK |
| 3 | Create University/Employer Networks | UPL | CZ |
| 4 | Refine and Develop Employability Toolkit for Employers | CBC | UK |
| 5 | Refine and Develop Employability Toolkit for HEIs | GOT | DE |
| 6 | Quality Assurance | UOT | EL |
| 6 | Dissemination | UMU | ES |
| 8 | Exploitation | UOS | FR |

# 2.0 Method

This section outlines the process for the alumni (Graduate) and employer surveys and the HEI Employability Audit.

## 2.1 Objectives of WP 2

Three objectives were established to address Aims 1, 2, and 3 (outlined on page 1):

1. To meet Aim 1 a survey will be undertaken (through partner HEIs) to determine the current employment status of sports graduates (alumni), and their attitudes, opinions and experiences of employment related opportunities that they had during their programme of study.
2. To meet Aim 2 a survey will be undertaken with sport related employers (through all partners) to identify their opinions and experiences of sports graduates and to recruit them to be a part of an HEI/Employer network.
3. To meet Aim 3 an audit of employability practice in all HEIs in partner countries will be undertaken, by each partner HEI.

## 2.2 Sample and recruitment

The following targets were set for responses:

1. Alumni Survey 1,500
2. Employer Survey 200
3. HEI Audit 6

### 2.2.1 Surveys

To maximise the number of responses the following inclusion criteria were established:

1. Alumni: A sports graduate of any type. It does not matter how long you have held your degree;
2. Employer: An employer of sports graduate of any type.

Adopting a convenience sampling approach the project partners identified domestic sports graduates and employers via a number of channels including:

1. Alumni / university databases
2. Graduate networks
3. Social networks and forums
4. Professional networks
5. Personal contacts

To promote both the EGS project and the surveys an [EGS website](http://www.egsproject.eu) and other promotional material produced that was shared via email and other outlets including conferences, websites, social media (i.e. twitter, face book) and the press.

### 2.2.2 HEI Employability Audit

A recent report in the UK highlights that: ‘*it is clear that access to the workplace significantly improves young people’s chances in the labour market. This can come through earning and learning, but significant and meaningful work experience also needs to form a part of all study programmes*’ (UK Commission for Employment and Skills: p18). This highlights the need to HEIs and employers to work together more closely.

A closer strategic relationship between HEIs and employers could help to develop two important things:

1. curricula to be employment-related and vocationally relevant;
2. opportunities for student employment-related experiences in the form of placements, vocational experience, internships, and applied ‘real-world’ problem-solving projects, both with, and for, the employer.

The audit will therefore help identify examples of good practice and innovation that will be embedded into the two toolkits for employers and HEIs.

## 2.3 Survey design and implementation

Two surveys were created. The first survey was for sport graduates (alumni) from the EGS project member countries (n = 6 including: Czech Republic CZ; France FR; Germany DE; Greece GR; Spain ES and the United Kingdom UK). The survey was distributed to sport graduates from Italy via the E3NS representative on the project group.

The second survey was for employers of sports graduates and was sent to the EGS project member countries (not including Italy). The Alumni Survey is described more fully in Section 2.3.1 and the Employer Survey is described more fully in Section 2.3.2.

### 2.3.1 Alumni Survey

A single survey was developed between October 2013 and January 2014 ([Appendix A](#_Appendix_A:_EGS)). Work between all partners ensured that the survey content, language, design and function were suitable to a wide range of potential respondents as possible.

Survey questions including demographic background and those relating to graduate perceptions were selected following a brief review of employability literature. Specific scales, items and concepts were derived in part from the Confederation of British Industry (2007); Hodges & Burchell (2003); Jackson (2009); University of Glasgow / SCRE (2011), and Wilton (2012). The final set of questions were developed and agreed upon through consultation between all EGS partners.

Following agreement of the survey it placed online (BOS Surveys, University of Bristol, 2012) in all respective partner languages. Individual URLs (unique internet addresses) were created for each survey (n = 7, including Italy) for partners to share with sport graduates. The surveys were launched on 1st February 2014 and closed 30th April 2014.

### 2.3.2 Employer Survey

A single survey was developed between October 2013 and January 2014 ([Appendix B](#_Appendix_B:_EGS)), the content, language, design and function was agreed by all EGS partners. In addition to demographic questions, scales identical to those included in the Alumni Survey were used to ensure that the survey received data about graduate skills and attributes but from an employer’s perspective. This was to allow for greater comparative analysis.

Following agreement of the survey it was placed online (BOS Surveys, University of Bristol, 2012) in all respective partner languages. Individual URLs (unique internet addresses) were created for each survey (n = 6) for partners to share with employers of sport graduates.

The surveys were launched on 1st February 2014 and closed 30th April 2014 except for the Greek Employer Survey which was extended to run until 30th May, 2014 due to practical issues.

## 2.4 HEI Employability Audit design and administration

An audit information sheet was created and translated into each partner country’s language ([Appendix C](#_Appendix_C:_HEI)). These were then posted online (via BOS) from February to present (June, 2014). The online link for each specific country was provided to each partner country to collect examples of good employability practice. Completed sheets from each partner were returned the University of Gloucestershire to compile all examples.

**General notes to reader:**

1. The information in this report is intended to inform the development of the toolkits, a principal outcome of the EGS project. Neither the sample nor the findings should be considered representative of employers or sports graduates in a general sense.
2. Data analysis techniques explored differences in the data to help inform the content of toolkits.
3. There were wide variations in response rates particularly in the Employer Survey. This limits the relevance of the findings to sports graduates and employers within each partner country and more widely across Europe.
4. The specific skills and attributes (n = 20) provide a key source of comparison within this report. Identical scales were used in the alumni and employer surveys.

Those who completed the survey were asked statements concerning the perceived importance of specific skills and attributes. These are presented as ‘**high importance**’ (combining strongly agree and agree responses) to each statement for alumni and employers.

The surveys also asked both alumni and employers about the possession of specific skills and attributes. For *alumni*, this related to the degree to which they personally possessed them. For *employers*, this related to the degree to which they perceived that graduates possessed them. These findings are presented as ‘**high perception**’ (combining strongly agree and agree responses to each statement) for alumni and employers.

# 3.0 Results

This section presents the results from the alumni (Graduate) and employer surveys and the HEI Employability Audit. The chapter is broken down into four parts:

[Section 3.1 - findings from the alumni survey](#_Section_3.1_Alumni)

[Section 3.2 - findings from the employer survey](#_Section_3.2_)

[Section 3.3 – comparison of Graduate and Employer perceptions](#_Section_3.3_Comparison)

[Section 3.4 - HEI Employability Audit](#_Section_3.4_HEI)

## Section 3.1 Alumni survey

This section is divided into four subsections:

[Section 3.1.1](#_3.1.1_Overview_of) A brief overview of the alumni survey for all responses received from all countries i.e. all sport graduate responses.

[Section 3.1.2](#_3.1.2_Graduates_within) Findings for alumni with a degree (at any level) acquired in or since 2009 (i.e. 5 years ago or less).

[Section 3.1.3](#_3.1.3_Inter-country_comparisons) Inter country comparisons

[Section 3.1.4](#_3.1.4_Review_of) Review of findings

The rationale for focusing on sports graduates with a degree from the past five years (ie 2009) is for two reasons:

1. There has been considerable social and economic upheaval during this period. The number of unemployed youths across the EU27 is more than double (22.7%) that of all age unemployment (10.5%) (Eurostat, 2012). These unemployment figures are despite the steady increase of young people attending universities in the last decade (Eurostat, 2011).
2. Degree programmes are constantly evolving. To make sure the findings of this report are relevant it is important to understand what recent graduates think.

###

### 3.1.1 Overview of the alumni survey

This section explores the following areas:

1. *Degree*
2. *Employment*
3. *General skills and perceptions*
4. *Employability perceptions*

In total, 2,130 responses were received from seven countries (Figure 1). Gender was fairly evenly split (males = 54%, n = 1,128) and the mean respondent age was 32 years (*SD* = 7.5 years).

Figure 1: Profile of responses by country (%)

1. *Degree*

Those with a BSc, BA, MSc or MA qualifications accounted for the majority of degree types (97.3%, n = 2,029) while 6% (n = 126) had a PhD. The mean year in which respondents had gained their latest degree was 2006 (*SD* = 44.8, mode = 2013).

Those that had completed their degree within the last 5 years (i.e. 2009 onwards) accounted for more than half (55.6%, n = 1,132) of all respondents.

The three most cited subject areas were Sport Education (41.2%, n = 859), Sport Management (including events) (29.5%, n = 616), and Sport Sciences (including strength, conditioning, kinesiology, health, exercise, technology) (20.9%, n = 437). The least cited being Sport Retail (6.8%, n = 142).

Nearly half of respondents (45%, n = 917) strongly agreed or agreed that their sport degree(s) gave them the confidence to perform job roles to a high standard while 22.7% (n = 462) disagreed and 10.4% (n = 212) disagreed strongly. Respondents indicated engagement in a range of university-based activities to enhance employability (Figure 2).

Figure 2: Engagement in university-based activities (%)

1. *Employment*

The majority of respondents indicated that they were full time employed (68.2%, n = 1,400) of which 75% (n = 1,045) indicated that they were in permanent positions. Part time employment accounted for 13.5% (n = 277), full time self-employed 7.3% (n = 150), and part time self-employed 2.2% (n = 46). Less than three percent (2.5%, n = 51) indicated that they were unemployed while 4.6% (n = 95) indicated that they were unemployed and looking for work.

Education represented the largest sector in which graduates were employed (36.9%, n = 785) followed by health, medicine and social care (15.7%, n = 335) and retail / commerce (12.6%, n = 269). ‘Other’ accounted for 13.4% (n = 285).

Respondents indicated a range of sources for information about employment, the most cited being relatives, friends and neighbours (56.8%, n = 1,186), Employer website (56.6%, n = 1,181) and Internet search engine (53.7%, n = 1,120) (Figure 3).

Figure 3: Sources of employment information (%)

Two-thirds of respondents were in a sport-related job (67%, n = 1,343), had been working in their current role for an average of 4 years (*M* = 48.2 months, *SD* = 89.9) and had spent an average of 4.5 years (*M* = 53.4 months, *SD* = 72.1) working in sport in total.

Responses were fairly evenly split across responses relating to the number of sport graduate friends that respondents knew had a current sport related job (Figure 4).

Figure 4: Friends in sport-related jobs (%)

Note: 1.6% (n = 32) of respondents to the French survey indicated that all of their friends were in a sport related job. ‘All’ was not an option on the other Alumni surveys.

1. *General skills and perceptions*

The majority either strongly agreed or agreed that: the general skills of self-reflection and self-awareness were important; that they were responsible for increasing the prospect of getting a job; work placements improve sport graduate employability; sport-related work experience provide the skills employers are looking for, and that they felt they had the skills and confidence to do the job they wanted (overall scores ranging from 82.8% to 94.6% strongly agree or agree combined).

There was less agreement for ‘**I feel I have the skills and confidence to do any job’** (42.6%, n = 871) and volunteering in a sport role appears more important to employers (51.4%, n = 1,044).

Respondent perceptions were assessed on a scale containing a number of specific skills and attributes (n = 20) in terms of **how important they felt these were** (Question 18, alumni survey) and **the extent to which they agreed that they personally possessed them** (Question 19, alumni survey).

Figure 5 depicts respondent ratings for skills and attributes according to their perceived importance (combining the responses critically important and important) and the degree to which they possessed these (combining the items agree strongly and agree), represented as ‘**high importance**’ and ‘**high perception**’.

The majority (71.9%, n = 758) felt that they were totally able or mostly able to change their lives (i.e. the power to make important decisions) and indicated on average that they belonged to 4 groups or organisations, networks, associations (*SD* = 4.9, mode = 3).

Figure 5: Specific graduate skills and attributes (%) all graduates

1. *Employability perceptions*

Respondents were assessed on the extent to which they agreed with a number of statements about things that could improve their employability (Figure 6). There was strong overall agreement (strongly agree and agree combined) that sport graduates should undertake work placements during their degrees (96.4, n = 1,953). Respondents agreed much less that sport graduates should undertake volunteering of any type (20.3%, n = 1,064).

Figure 6: Perceptions of employability (%)

###

### 3.1.2 Graduates within the past 5 years

For the purposes of the report this section is organised into the following areas (see Table 2 for an overview of the questions):

1. *Degree*
2. *Employment*
3. *General skills and perceptions*
4. *Employability perceptions*

Gender was fairly evenly split (males = 52.9%, n = 599) and the mean respondent age was 28.1 years (*SD* = 5.7 years).

**Table 2: Overview of alumni questions**

|  |  |  |
| --- | --- | --- |
| **Area** | **Description** | **Response example** |
| 1. Degree
 | Level of sport degreeYear of latest sport degreeSubject areaConfidence to perform jobEngagement in employability activities | MSc2009Sport ManagementStrongly agreeWork experience |
| 1. Employment
 | Current employment statusJob typeSport related jobJob sectorSources of information about job opportunitiesSport graduate friends with a sport job | Part time employedTemporaryAgreeEducationInternet searchOne in three |
| 1. General skills & perceptions
 | *General perceptions*a. Work placements improve sport graduate employabilityb. Sport-related work experience provides the skills employers are looking forc. Non-academic qualifications improve sport graduate employabilityd. Volunteering in a sport role is important to employerse. Sport graduates need more support so they have the skills and experience employers are looking forf. Self-awareness i.e. the ability to recognize oneself as an individual is importantg. The curriculum in my course should be improved in order to better meet employers' needsh. I feel I have the skills and confidence to do the job I wanti. I am responsible for increasing the prospect of getting a jobj. Self-reflection is an important skillk. I feel I have the skills and confidence to do any jobl. Speaking another language is important for sport graduates' employability |
|  | * The number groups or organizations, networks, associations that you or any member of your household belong to
* The perceived level of power to make important decisions
 |
| 1. Specific skills & attributes
 | a. Ability & willingness to learnb. Computer skillsc. Energy & passiond. Teamwork & cooperatione. Subject knowledgef. Self confidenceg. Flexibilityh. Analytical & conceptual thinkingi. Communicationj. Work experience | k. Problem solvingl. Ability to apply knowledgem. Building relationships n. Up to date knowledgeo. Initiative p. Planningq. Impact & influence on others r. Organisational awarenesss. Leadership t. Supporting others |
| 1. Employability perceptions
 | a. A sport bachelor/licence degree is sufficient to make graduates employableb. Sport graduates must possess adequate work experience in sport related activitiesc. A sport Master’s degree is required to make graduates employabled. Sport graduates should undertake work placements during their degreese. It is essential that sport graduates undertake volunteering (of any type)f. Sport graduates must have specific sport qualifications to make them employable (e.g. coaching, sports massage)g. Work experience in any role is essentialh. Meeting new people and networking is an important way of progressing my careeri. Continuing my sport education is important for developing my career (e.g. Master’s degree, acquiring specific sport qualifications) |

1. *Degree*

45.8% (n = 518) held a BSc or BA degree, whilst 55.5% (n = 628) held an MSc or MA degree and 4.9% (n = 56) a PhD. Approximately 10% (8.6%, n = 97) had ‘other’ including Diploma, Licence and MBA. The mean year in which respondents had gained their latest degree was 2010 (*SD* = 3.4, mode = 2013).

The three most cited subject areas were Sport Education (40%, n = 453), Sport Management (including events) (29.4%, n = 333), and Sport Sciences (including strength, conditioning, kinesiology, health, exercise, technology) (23.8%, n = 269). The least cited subject area was Sport Retail (7.8%, n = 88) and other (6.4%, n = 72).

A comparison of subject areas according to degree type is available in [Appendix D](#_Appendix_D:_Subject). Chi Square analyses indicated statistically significant differences that suggested females preferred Sport Education and Sport Prevention and Rehabilitation courses while males preferred Sport Science, Sport Development and Sport Management courses ([Appendix E](#_Appendix_E:_Comparison))

Half of respondents (49.6%, n = 551) strongly agreed or agreed that their sport degree(s) gave them the confidence to perform job roles to a high standard while 20% (n = 222) disagreed and 7.7% (n = 86) disagreed strongly.

Respondents had engaged in a range of employability-based activities (Figure 7).

 **Figure 7: Engagement in employability activities (%)**

\* Chi Square analysis highlighted a statistically significant difference between genders (p < .05) with more males than females acquiring additional sport qualifications.

1. *Employment*

The majority of respondents indicated that they were full time employed (59.9%, n = 673) of which 64.2% (n = 430) indicated that they were in permanent positions.

Chi Square analyses highlighted a statistically significant difference for gender for those in a sport job (p < .05). A profile of employment is presented in Table 3.

Table 3: Profile of employment

|  |  |  |
| --- | --- | --- |
| **Variable** | **N** | **%** |
| *Employment status* |  |  |
|  | Full time employed | 673 | 59.9 |
|  | Full time self employed | 77 | 6.9 |
|  | Part time employed | 205 | 18.2 |
|  | Part time self employed | 28 | 2.5 |
|  | Voluntary worker | 10 | 0.9 |
|  | Unpaid work  | 17 | 1.5 |
|  | Unemployed & looking for work | 71 | 6.3 |
| *Employment type* |  |  |
|  | Unemployed | 43 | 3.8 |
|  | Temporary | 383 | 34.3 |
|  | Permanent | 520 | 46.5 |
|  | Not applicable | 215 | 19.2 |
| *In a sport job?* |  |  |
|  | Agree | 687 | 63.2 |

Education represented the largest sector in which graduates were employed (35.6%, n = 399) followed by health, medicine and social care (19.1%, n = 214) and retail / commerce (13.6%, n = 153) (Figure 8). ‘Other’ accounted for 14.1% (n = 158). [Appendix F](#_Appendix_F:_Degree) presents data for degree type and employment sector.

For respondents classified as Full Time Employed (FTE) or Full Time Self Employed (FTSE), Sport Education (39.7%, n = 298) and Sport Management (29.6%, n = 222) were the most studied courses.

Respondents had been working in their current role for an average of 2.6 years (*M* = 32 months, *SD* = 79.3) and had spent an average of nearly 2.5 years (*M* = 31.1 months, *SD* = 49.6) working in sport in total.

Figure 8: Employment sector (%)

Responses were fairly evenly split across responses relating to the number of sport graduate friends that respondents knew had a current sport related job (Figure 9).

Figure 9: Friends in sport-related jobs

1. *General skills and perceptions*

Respondents indicated their agreement with a number of statements of which self-reflection and self-awareness (i.e. the ability to recognize oneself as an individual) were particularly important (i.e. agree strongly or agree) (Figure 10).

Figure 10: General skills & perceptions

There was less in agreement that volunteering in a sport role is important to employers (50.3%, n = 560) and I feel I have the skills and confidence to do any job (43.7%, n = 486).

Nearly 40% (37.6%, n = 261) of those who studied Sport Education, 32.4% (n = 225) of those who studied Sport Management and 28.1% (n =195) of those who studied Sport Science agreed (strongly agree and agree combined) that their curriculum needed improving.

The majority (72.9%, n = 498) felt that they were totally able or mostly able to change their lives (i.e. the power to make important decisions) while 15.5% (n = 106) felt that they were mostly unable or totally unable to change their lives (see [Appendix G](#_Appendix_G:_Power) for individual country data).

Respondents indicated on average that they belonged to 4 groups or organisations, networks, associations (*SD* = 3.8, mode = 2).

1. *Specific skills and attributes*

Graduate perceptions were assessed on a number of specific skills and attributes (n = 20) in terms of **how important they felt these were** (Question 18, Alumni Questionnaire) and **the extent to which they agreed that they personally possessed them** (Question 19, Alumni Questionnaire).

Figure 11 depicts the perceived importance (combining the responses critically important and important) of the specific skills and attributes and the degree to which respondents felt they possessed these (combining the responses agree strongly and agree). These are represented as ‘**high importance**’ and ‘**high perception**’ respectively. Differences between genders are presented in [Appendix H](#_Appendix_H:_Comparison).

Figure 11: Specific graduate skills and attributes (%) 5 years or less

1. *Employability perceptions*

Graduates were asked to what extent they agreed with statements about things that could improve their employability (Figure 12). There was strong overall agreement (strongly agree or agree, combined) that sport graduates should undertake work placements during their degrees (95.9, n = 907). Respondents agreed much less that a sport Master's degree is required to make graduates employable (13.3%, n = 457).

Chi Square analyses showed statistically significant finding that suggested females were inclined to agree that a sport bachelor/licence degree is sufficient to make graduates employable (p < .05).

Males agreed more that it is essential sport graduates undertake volunteering (of any type) (p < .05) and that sport graduates must have specific sport qualifications to make them employable (p < .05).

Figure 12: Perceptions of employability (%)

### 3.1.3 Inter-country comparisons

This section explores differences between countries for the alumni survey. A five year split is used to ensure that findings relating only to graduates (of any type) from and including 2009 are presented. Table 4 highlights the areas and questions included.

Table 4: Overview of areas included

|  |  |  |
| --- | --- | --- |
| **Area** | **Description / items** | **Response example** |
| 1. University experience
 | Engagement in employability activities | Work experience |
| 1. Employment status
 | Current employment statusJob typeSport related job | Part time employedTemporaryAgree |
| 1. Employment sector
 | Job sector | Education |
| 1. Confidence
 | Confidence to perform job | Strongly agree |
| 1. General skills & perceptions
 | a. Work placements improve sport graduate employabilityb. Sport-related work experience provides the skills employers are looking forc. Non-academic qualifications improve sport graduate employabilityd. Volunteering in a sport role is important to employerse. Sport graduates need more support so they have the skills and experience employers are looking forf. Self-awareness i.e. the ability to recognize oneself as an individual is importantg. The curriculum in my course should be improved in order to better meet employers' needsh. I feel I have the skills and confidence to do the job I wanti. I am responsible for increasing the prospect of getting a jobj. Self-reflection is an important skillk. I feel I have the skills and confidence to do any jobl. Speaking another language is important for sport graduates' employability |
| 1. Specific skills & attributes
 | a. Ability & willingness to learnb. Computer skillsc. Energy & passiond. Teamwork & cooperatione. Subject knowledgef. Self confidenceg. Flexibilityh. Analytical & conceptual thinkingi. Communicationj. Work experience | k. Problem solvingl. Ability to apply knowledgem. Building relationships n. Up to date knowledgeo. Initiative p. Planningq. Impact & influence on others r. Organisational awarenesss. Leadership t. Supporting others |
| 1. Employability perceptions
 | a. A sport bachelor/licence degree is sufficient to make graduates employableb. Sport graduates must possess adequate work experience in sport related activitiesc. A sport Master’s degree is required to make graduates employabled. Sport graduates should undertake work placements during their degreese. It is essential that sport graduates undertake volunteering (of any type)f. Sport graduates must have specific sport qualifications to make them employable (e.g. coaching, sports massage)g. Work experience in any role is essentialh. Meeting new people and networking is an important way of progressing my careeri. Continuing my sport education is important for developing my career (e.g. Master’s degree, acquiring specific sport qualifications) |

1. *University experience*

Figure 13 highlights findings regarding sport graduate engagement with employability activities as part of their degree programmes to improve employability.

Figure 13: Comparison of university experience (%)

Responses n = 22 to 435.

1. *Employment status*

Figure 14 highlights employment status and Figure 15 highlights the number of those in a sport-related job.

Figure 14: Comparison of job status (%)

Responses n = 22 to 435.

Figure 15: Graduates in a sport job (%)

All

Responses n = 22 to 435.

1. *Employment sector*

Figure 16 compares findings according to the industry sectors which respondents agreed best represented their employment.

Figure 16: Comparison of employment sector (%)

Responses n = 22 to 435.

1. *Confidence*

Respondents indicated the extent to which they agreed that their sport degree(s) gave them the confidence to perform job roles to a high standard (Figure 17).

Figure 17: Confidence to perform job well (%)

Strongly agree / agree combined. Responses n = 22 to 435.

All

1. *General skills and perceptions*

Figure 18 depicts responses concerning the level of agreement to the 12 general skills and perception items (based on overall agreement i.e. agree strongly and agree combined).

Graduate perceptions varied across all items particularly for Volunteering in a sport role is important to employers, Speaking another language is important for sport graduates' employability, and I feel I have the skills and confidence to do any job.

Figure 18: General skills & perceptions (%)

\* Data not available for Germany.

1. *Specific skills & attributes*

Figure 19 depicts respondent ratings for graduates’ perceptions of specific skills and attributes for all partner countries according to their perceived importance (combining the responses critically important and important i.e. ‘high importance’).

Figure 20 depicts the degree to which respondents for all partner countries felt they possessed the specific skills and attributes (combining the items strongly agree and agree i.e. ‘high perception’).

Individual country charts depicting high importance and high perceptions of the specific skills and attributes are available in [Appendix I](#_Appendix_I:_Specific).

Figure 19: Comparison of specific skills & attributes – high importance (%)

Figure 20: Comparison of specific skills & attributes – high perception (%)

1. Employability perceptions

Respondents were assessed on the extent to which they agreed with a number of statements about things that could improve their employability. Figure 21 depicts findings for those who strongly agreed or agreed with the statements.

Figure 21: Comparison of employability perceptions (%)

### 3.1.4 Review of findings – alumni survey

Table 5: Review of findings – alumni survey

|  |  |
| --- | --- |
| Alumni Survey | Findings |
| Degree & University experience | * Gender was fairly evenly split (males = 52.9%, n = 599)
* Mean respondent age was 28.1 years (*SD* = 5.7 years)
* 45.8% (n = 518) indicated that they held a BSc or BA degree
* 55.5% (n = 628) indicated that they held an MSc or MA degree
* 4.9% (n = 56) indicated a PhD
* Three most cited subject areas were Sport Education (40%, n = 453), Sport Management (including events) (29.4%, n = 333), and Sport Sciences (including strength, conditioning, kinesiology, health, exercise, technology) (23.8%, n = 269).
* Females preferred Sport Education and Sport Prevention and Rehabilitation courses while males preferred Sport Science, Sport Development and Sport Management courses.
* Half of respondents strongly agreed or agreed that their sport degree(s) gave them the confidence to perform job roles to a high standard.
* Respondents from Greece, UK and Spain were in most agreement (>70%) that their degree gave them the confidence to perform job roles to a high standard while respondents from France were least inclined to agree (≈15%).
* The three main employability activities graduates engaged in were work experience (83.2%), work placements (81%) and non-academic qualifications (73%).
* Respondents from France indicated the highest engagement with work placements and work experience opportunities (>90%) while Erasmus programmes were the least engaged with opportunities by all countries.
 |
| Employment | * 60% were full time employed of which 64.2% were in permanent positions.
* Respondents had been working in their current role for an average of 2.6 years.
* More males than females were in sport related jobs with >70% of employed respondents from Greece, Italy, Germany and France indicating sport related jobs.
* Excluding ‘other’, education represented the largest sector in which graduates were employed (35.6%) followed by health, medicine and social care (19.1%) and retail / commerce (13.6%).
* Education was the biggest employment sector for respondents from Italy (≈70%) while health, medicine and social care was the biggest employment sector for respondents from the UK (≈35).
* Retail / commerce was the biggest employment sector for respondents from France (≈20%)
* For respondents classified as Full Time Employed (FTE) or Full Time Self Employed (FTSE), Sport Education (39.7%, n = 298) and Sport Management (29.6%, n = 222) were the most studied courses.
* France and Germany had the highest number of graduates in FTE positions (≈70%) while Italy and Spain had the highest number of unemployed / unemployed looking for work (≈15%).
 |
| General perceptions & skills | * Self-reflection and self-awareness (i.e. the ability to recognize oneself as an individual) were recognised as particularly important.
* Respondents recognised that they were responsible for increasing their job prospects.
* Work experience and work placements were seen as important for improving employability.
* More than half of respondents stated that sport graduates need more support.
* Overall, more than half of respondents stated that the curriculum needs improving.
* 40% of those who studied Sport Education, 32.4% who studied Sport Management and 28.1% who studied Sport Science agreed that their curriculum needed improving.
* There were particular differences between countries for: Volunteering in a sport role is important to employers; Speaking another language is important for sport graduates' employability, and I feel I have the skills and confidence to do any job.
 |
| Specific skills & attributes | * The majority of respondents rated specific skills and attributes as important with 60% or more (with the exception of computer skills and leadership) indicating critical or very important.
* Respondents generally rated themselves highly in terms of the degree to which they personally felt they possessed specific skills and attributes with no less than ≈70% strongly agreeing or agreeing (with the exception of work experience and leadership).
 |
| Employability perceptions | * There was strong agreement that sport graduates should undertake work placements during their degrees.
* There was weak agreement that a sport Master's degree is required to make graduates employable.
* Females were inclined to agree that a sport bachelor/licence degree is sufficient to make graduates employable.
* Males were inclined to agree that it is essential that sport graduates undertake volunteering (of any type) and that sport graduates must have specific sport qualifications to make them employable.
* Respondents from Germany were in most agreement that continuing sport education is important for developing a career while those from Spain agreed most that specific sport qualifications were important.
* Respondents from the UK, Greece and Italy were in most agreement that sport graduates must possess adequate work experience in sport related activities (>80%).
* Respondents from France were in most agreement that sport graduates should undertake work placements during their degrees
* Respondents from the UK were in most agreement that it is essential that sport graduates undertake volunteering (of any type).
 |

## Section 3.2 Employer Survey

This section presents findings from the Employer Survey as is divided into subsections:

[3.2.1](#_Overview_of_Employer) Overview of the Employer Survey responses received from all countries i.e. all employers.

[3.2.2](#_3.2.2_Inter-country_comparisons) Inter-country comparisons

* + 1. Review of findings

### 3.2.1 Overview of Employer Survey

This section is structured as follows:

1. Profile of businesses
2. Graduate recruitment
3. Student offer
4. Employer perceptions

Table 6 highlights the relevant survey questions for each respective area.

In total, 327 responses were received from six countries (Figure 22). The majority were male (88%, n = 228) and the mean respondent age was 42.5 years (*SD* = 9.9 years). Senior staff (including senior manager / executive, senior academic) were the most represented (60.2%, n = 195) followed by Manager (any type, 26.5%, n = 86) and other (13.3%, n = 43) including sports instructor, sports coach, and Human Resources.

Figure 22: Profile of responses by country (%)

Table 6: Overview of employer questions

|  |  |  |
| --- | --- | --- |
| **Area** | **Description** | **Response example** |
| 1. Profile of businesses
 | Type of businesssport-related organisationNumber of people employedsport-related organisationindustry sector | PublicYes5 or lessYesCharity / voluntary |
| 1. Graduate recruitment
 | Sports graduates recruited (2009 and 2013)Planned recruitment (12 months)Area of employment  | 55Sport Science |
| 1. Student offer
 | Employability-focused opportunities | Work experience |
| 1. Employer perceptions
 | *Specific skills and attributes:*a. Ability & willingness to learnb. Computer skillsc. Energy & passiond. Teamwork & cooperatione. Subject knowledgef. Self confidenceg. Flexibilityh. Analytical & conceptual thinkingi. Communicationj. Work experience | k. Problem solvingl. Ability to apply knowledgem. Building relationships n. Up to date knowledgeo. Initiative p. Planningq. Impact & influence on others r. Organisational awarenesss. Leadership t. Supporting others |
|  | *General perceptions*a. A bachelor/licence degree is sufficient to make graduates employableb. Sport graduates should possess adequate work experience in sport related activitiesc. Sport graduates should undertake work placements during their degreesd. It is essential that sport graduates undertake volunteering (of any type)e. Sport graduates must have specific sport qualifications to make them employablef. Work experience in any role is essential |

1. *Profile of businesses*

Just over half of respondents indicated that they represented a private business (54.8%, n= 178) (Figure 23).Overall, 90% (n = 288) indicated that they were a sport-related organisation.

Figure 23: Business type (%)

Small companies i.e. 50 employees or less accounted for 75.5% (n = 247) of responses, those with 5 or less employees being the most numerous (Figure 24), of which 42.3% (n = 44) were in Retail / Commerce.

Figure 24: Number of employees (%)

Retail / commerce (27.7%, n = 90) and Health / Medicine / Social Care (22.5%, n = 73) were the sectors most represented (Figure 25). Other included fitness, tourism and leisure.

Figure 25: Business sector (%)

1. *Graduate recruitment*

Respondents indicated the average number of sport graduates they had recruited per year since 2009 (Table 7), mean numbers slowly increasing since 2009.

Table 7 Sport graduates recruited

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Year | n | Minimum | Maximum | M | SD |
| 2013 | 291 | 0 | 130 | 6.9 | 16.20 |
| 2012 | 266 | 0 | 110 | 6.7 | 15.14 |
| 2011 | 248 | 0 | 110 | 7.0 | 15.23 |
| 2010 | 242 | 0 | 100 | 6.4 | 13.14 |
| 2009 | 235 | 0 | 100 | 6.1 | 12.44 |

 Excludes three cases with recruitment figures ranging between 286 and 770 per annum.

Education and public services represented the sectors with highest recruitment (*M* = 7.3 to 35.1 sport graduates across all years) and more than half of jobs were permanent (56.9%, n = 186). Health / medicine / social care, Other, and Education had the highest number of permanent jobs (>=60%).

Education/ Sport Education (35.8%, n = 117), Sport Management (34.6%, n 113), Sport Science (31.2%, n = 102), and Sport Development (30.6%, n = 100) represented the main employment areas (Figure 26).

Overall, the mean number for planned recruitment i.e. anticipated graduate recruitment in the next 12 months was 3.8 (*SD* = 8.7, excluding one response ‘700’).

Figure 26: Area of employment (%)

1. *Student offer*

Respondents indicated that a range of employability-focused opportunities were offered, work experience being the most available (Figure 27). Interestingly, 94% (n = 102) of employers who did not offer work placements strongly agreed or agreed that these were essential to graduate employability. Further, 80% (n = 71) of employers that did not offer work experience opportunities also strongly agreed or agreed that these were essential to graduate employability.

Figure 27: Student offer (%)

Creative / media / information technology sector organisations agreed most that they offered student placement and work experience opportunities (77.8%) although the number of responses was small (n = 7). The majority of charity / voluntary sector organisations offered professional training (60.7%, n = 17) while less than half education sector organisations offered work experience opportunities (46.5%, n = 20).

1. *Employer perceptions*

Overall, 60.4% (n = 189) agreed strongly or somewhat agreed that sport graduates met their expectations (Figure 28).

Figure 28: Employer expectations

Employer perceptions were assessed on a number of specific skills and attributes (n = 20) in terms of **how important they felt these were** (Question 10, Employer Survey) and **the extent to which they agreed that sports graduates actually possessed them** (Question 11, Employer Survey). These were the exact same specific skills and attributes deployed in the Alumni Survey (Questions 18 and 19).

Figure 29 depicts the perceived importance (combining the responses critically important and important) of the specific skills and attributes and the degree to which employers agreed that sports graduates actually possessed these (combining the responses strongly agree and agree).

These are represented as ‘**high importance**’ and ‘**high perception**’ respectively. Notable differences (>30%) were observed for Ability & willingness to learn, Energy & passion, Teamwork & cooperation, Analytical & conceptual thinking, Communication, Problem solving, and Initiative.

Figure 29: Specific skills and attributes (%) – all employers

Respondents agreed most (strongly agree and agree combined) that sport graduates should undertake work placements during their degrees (95.9%, n = 306), followed by work experience (any) and sport-specific work experience (≈ 80%, n = 253) (Figure 30). Agreement that a Bachelor / licence degree is sufficient to make graduates employable was much the lowest for all items (33.1%, n = 105).

Figure 30: General employability perceptions (%)

Employers were asked to highlight up to three areas in which they thought students were lacking. Figure 31 depicts this information in the form of a word cloud. Words and phrases that are larger show those that were stated more frequently.

A range of areas were identified. [Appendix J](#_Appendix_J:_Examples) presents employer comments directly from the survey.

Figure 31: What sports graduates are lacking

ability - adaptability - ambition - analytical thinking - application - availability - awareness - business - capacity to use skills - charisma - collaboration - commitment - communication - computer skills- confidence - cooperation - cultivating - design - employment - energetic - energy – English (language) enthusiasm - experience – expertise - flexibility - growing - industry knowledge – influencing others - initiative – knowledge - languages - leadership - management - marketing - motivation - openness - organization - passion - people management - planning - practical application of knowledge – problem solving - professional experience - public relations - relationships - skills - spirit - subject knowledge – supporting others - teamwork - theory - training (specific & general) - understanding work structure- willingness to learn - work – working with others - working world

###

### 3.2.2 Inter-country comparisons

This section explores differences between countries for the Employer Survey. The following areas are included:

1. Profile of businesses
2. Graduate recruitment
3. Student offer
4. Employer perceptions
5. *Profile of businesses*

While just over half of respondents indicated they represented a private business there were clear differences between partner countries (Figure 32). Greece and Czech Republic had the highest number of businesses with 5 or less employees (≈ 50%). Germany (72.7%) and UK (50%) had the highest number of medium or large businesses i.e. 250 or more employees. Greece had the highest number of sport related businesses (96%).

Figure 32: Business type (%)

Germany had the highest number of education sector organisations (36.4%), Czech Republic had the highest number of retail / commerce (44.4%), and the UK had the highest number of public sector organisations (30.6%). Full information concerning sector type is available in [Appendix K](#_Appendix_J_:).

1. *Graduate recruitment*

Spain employers had recruited the highest number of sport graduates, mean numbers ranging between 14.3 in 2009 and 19.4 in 2013, followed by Germany (Mean = 10.2 in 2009 and 11.4 in 2013).

The UK had the lowest historical recruitment data (*M* = 1.0 in 2009 and 1.1 in 2013). Greece (M = 6.7) and Spain (M = 4.2) had the highest planned recruitment. Germany and the UK had the lowest (Mean ≈ 1.0). Full data are available in [Appendix L](#_Appendix_L:_Recruitment).

Respondents indicated areas in which they employed sports graduates (Figure 33). Responses varied between employment areas and country. Education/ Sport Education was cited most frequently by Germany (63.6%), Sport Management was cited most frequently by Czech Republic (100%), Sport Science was cited most frequently by Spain (58.5%), and Sport Development was cited most frequently by UK (61.1%).

Figure 33: Employment area and Country (%)

Respondents were able to select all that applied.

1. *Student offer*

Respondents reported a range of offers to enhance graduate employability although there were wide differences between countries and the type of offer (Figure 34).

Spain had the highest level of student placements (92.1%) while Greece had the lowest (50%). France had the highest level of work experience offers (90.9%) while Germany had the lowest (18.2%).

Figure 34: Comparison of offers to students to enhance employability (%)

1. *Employer perceptions*

Agreement that sports graduates met employer expectations were highest in Germany (72.7%, strongly agree and somewhat agree combined), scores not falling below 44.4% (Czech Republic) (Figure 35).

Figure 35: Comparison of employer expectations (%)

Employer perceptions were assessed on a number of specific skills and attributes (n = 20) in terms of **how important they felt these were** (Question 10, Employer Questionnaire). Inter-country comparisons are presented in Figure 36 (combining the responses critically important and important i.e. ‘high importance’).

Employer perceptions were also assessed the **extent to which they agreed that sports graduates actually possessed them** (Question 11, Employer Questionnaire). These were the exact same specific skills and attributes asked in the Alumni Survey (Questions 18 and 19).

Inter-country comparisons are presented in Figure 37 (combining the responses strongly agree and agree i.e. ‘high perception). Charts depicting ‘high importance’ and ‘high perceived’ on the specific skills and attributes for individual countries is available in [Appendix M](#_Appendix_M:_Employer).

Figure 36: Comparison of specific skills & attributes (high importance, %)

Figure 37: Comparison of specific skills & attributes (high perception, %)

Figure 36 shows large differences between countries for employer perceptions on the importance of the specific skills and attributes. These differences included:

1. Analytical and conceptual thinking with a difference of 66.7% between Germany and Czech Republic;
2. Up to date knowledge with a difference of 65.4% between Germany and Greece;
3. Impact and influence on others with a difference of 66.7% between Germany and Czech Republic;
4. Organisational awareness with a difference of 68.7% between UK and Czech Republic.

Figure 37 shows that that there were also large differences between countries for employers concerning the degree to which sports graduates possessed the specific skills and attributes. These differences included:

1. Teamwork and cooperation - difference of 61.3% between Germany and Greece
2. Analytical and conceptual thinking - difference of 64.1% between UK and Spain;
3. Work experience - difference of 59.6% between Germany and Czech Republic;
4. Ability to apply knowledge - difference of 74.6% between UK and Spain;
5. Up to date knowledge - difference of 79.4% between Germany and Spain;
6. Organisational awareness - difference of 77.8% between UK and Spain;
7. Supporting others - difference of 60.3% between UK and Spain.

Regarding more general perceptions of employability employers from all countries agreed (strongly agree / agree combined) that sport graduates should undertake work placements during their degrees (Figure 38).

The UK (88.9%) and Greece (86.2%) placed the most emphasis on work experience in sport while Germany placed the least emphasis (any work experience, 18.2% or sport work experience, 36.4%).

All countries tended to agree least with the statement that a Bachelor / licence degree is sufficient to make graduates employable, scores ranging between 23% and 55.6%.

Figure 38: General employability perceptions (%)

### Review of findings – employer survey

Table 8: Review of findings – employer survey

|  |  |
| --- | --- |
| Employer Survey | Findings |
| Profile of businesses | * Just over half of respondents indicated that they represented a private business and 90% indicated that they were a sport-related organisation.
* Small companies i.e. 50 employees or less accounted for 75.5% of responses, those with 5 or less employees being the most numerous (32.1%).
* Retail / commerce and Health / Medicine / Social Care were the sectors most represented.
* Greece and Czech Republic had the highest number of businesses with 5 or less employees (≈ 50%).
* Germany (72.7%) and UK (50%) had the highest number of medium or large businesses i.e. 250 or more employees.
* Greece had the highest number of sport related businesses (96%).
* Germany had the highest number of education sector organisations (36.4%) while the Czech Republic and UK had the highest number of retail / commerce (44.4%) and public sector organisations (30.6%) respectively.
 |
| Graduate recruitment | * The mean number of sport graduates recruited between 2009 and 2013 was between 6 and 7.
* Historically, education and public services represented the sectors with highest recruitment figures.
* The mean number for planned recruitment i.e. anticipated graduate recruitment in the next 12 months was 3.8 (SD = 8.6).
* Overall, the majority of graduate jobs were permanent (94.9%).
* Health / medicine / social care, Other, and Education had the highest proportion of permanent jobs (>=60%).
* Subject areas including Education / Sport Education, Sport Management, Sport Science and Sport Development had the highest employment.
* 60.4% agreed strongly or somewhat agreed that sport graduates met their expectations.
* Historically, Spain employers had recruited the highest number of sport graduates (mean ranging between 14.3 in 2009 and 19.4 in 2013).
* The UK had the lowest historical recruitment data (Mean ≈ 1.0).
* Recruitment in Education/ Sport Education was highest in Germany (63.6%).
* Recruitment in Sport Management was highest in Czech Republic (100%).
* Recruitment in Sport Science was highest in Spain (58.5%).
* Recruitment in Sport Development was highest in the UK (61.1%).
* Greece and Spain had the highest planned recruitment (Mean = 6.7 and 4.2, respectively).
 |
| Student offer | * More than half of employers offered work experience and student placement opportunities to enhance graduate employability.
* Creative / media / information technology sector organisations agreed most that that they offered student placement and work experience opportunities although the number of responses was small (n = 7).
* Less than half of education sector organisations offered work experience opportunities (46.5%).
* Spain had the highest level of student placement opportunities (92.1%) while Greece had the lowest (50%).
* France had the highest work experience offer (90.9%) while Germany had the lowest (18.2%).
 |
| Employer perceptions | * Overall 60.4% of respondents agreed that sports graduates met expectations, the highest being Germany (72.7%).
* There was wide variation between countries for employer perceptions concerning the importance of the specific skills and attributes, particularly impact and influence on others and organisational awareness.
* Overall, the level to which employers perceived that sports graduates possessed the specific skills and attributes did not match the level of importance attached to the same skills and attributes.
* Notable differences for the importance of specific skills and attributes were observed for Analytical and conceptual thinking, Up to date knowledge, Impact and influence on others and Organisational awareness.
* There was wide variation between countries for employer perceptions concerning the degree to which sports graduates actually possessed the specific skills and attributes, particularly energy and passion, problem solving and organisational awareness.
* There was broad agreement regarding general perceptions of employability between countries with the exception of the importance of work experience (any type) and the importance of work experience (sport specific).
* Employers agreed that sport graduates should undertake work placements during their degrees (95.9%), work experience (any and sport-specific, ≈ 80%).
* 94% of employers who did not offer work placements strongly agreed or agreed that work placements were essential to graduate employability.
* 80% of employers who did not offer work experience opportunities strongly agreed or agreed that work experience was essential to graduate employability.
* Agreement was low for a Bachelor / licence degree is sufficient to make graduates employable (33.1%).
 |

## Section 3.3 Comparison of Alumni and Employer perceptions

This section compares graduate and employer perceptions on the specific skills and attributes items used in both surveys (Appendices [A](#_Appendix_A:_EGS) and [B](#_Appendix_B:_EGS)). These were identical in both surveys in order to aid comparisons.

Figure 39 compares graduate and employer perceptions on the importance of the specific skills and attributes (combining the responses critically important and important i.e. ‘high importance’). Findings are presented for all responses from both surveys. This is done in order of rank according to employer perceptions matched with graduate perceptions. Individual country comparisons are available in [Appendix N](#_Appendix_M:_Comparison).

Figure 39 shows general agreement between graduates and employers on the importance of specific skills and attributes used in the survey. The largest reported differences were for computer skills (21.7% difference), analytical and conceptual thinking (14.3% difference), and supporting others (11.3% difference).

Figure 40 compares the level at which graduates agreed that they possessed the specific skills and attributes and the level at which employers agreed that sports graduates actually possessed them (combining the responses strongly agree and agree i.e. ‘high perception’). Findings are presented for all responses from both surveys.

This is done in order of rank according to employer perceptions. Individual country comparisons are available in [Appendix O](#_Appendix_O:_Comparison).

Figure 40 shows less agreement between graduates and employers on the extent to which graduates possess the specific skills and attributes compared to their importance. Differences range between 16.6% (self-confidence) and 38.6% (organisational awareness). At no point do the employer perceptions match those of the graduates. Graduates consistently rate all items more highly than employers.

Figure 39: Comparison of graduates & employers – high importance of skills & attributes (%)

Figure 40: Comparison of graduates & employers – high perception of skills & attributes possessed (%)

### 3.3.1 Review of findings - Alumni and Employer perceptions

Table 9: Review of findings - Alumni and Employer perceptions

|  |
| --- |
| Comparison of Graduates and Employers |
| Importance of skills & attributes | * There was general agreement between graduates and employers on the importance of the specific skills and attributes used in the survey.
* The largest differences between graduate and employer perceptions were for computer skills (21.7%), analytical and conceptual thinking (14.3%), and supporting others (11.3%).
 |
| Possession of skills & attributes | * There was much less agreement between graduates and employers possession of specific skills and attributes used in the survey.
* Graduates rated the level of their specific skills and attributes more highly than employers.
* Large differences included self-confidence (16.6%) and organisational awareness (38.6%).
 |

## Section 3.4 HEI Employability Audit

Key aspects from the HEI employability audits are summarised below (see [Appendix P](#_Appendix_P:_Individual) for an example of HEI audits from each partner country).

* Aims and Objectives:
1. To connect students and graduates with labour market.
2. To enable students to apply theory to practice and develop employability attributes through meaningful and important work experience.
3. Establish quality relationships between employers and students in the field.
4. To connect employers, students and the University
* How does it work in practice?
1. European Commission funding and National Resources used to establish career services, Internships and entrepreneurships.
2. Trained student guides in all classes.
3. All students studying sport related courses supported in finding a one year internship with a sport employer
4. Employers can offer the opportunity for students and students can apply for term of practice.
* Benefits
1. Specific Credits
2. Courses for being an entrepreneur
3. System works online via internet and it is opened to students, mentors and employers.
4. Improve quality of practice
* Recipients of the programme
1. Undergraduates sports students
2. Postgraduate sports students

# 4.0 Conclusion

This section makes conclusions based on the findings above. It is broken down into the following areas:

[4.1](#_4.1_Alumni_Survey) Alumni Survey

[4.2](#_4.2_Employer_survey) Employer Survey

[4.3](#_4.3_Comparison_of) Comparison of graduate and employer perceptions

Conclusions concerning the HEI Employability Audit are not provided because this aspect of Work Package 2 is still currently taking place.

## 4.1 Alumni Survey

1. *Degree*

A high number of sports graduates had engaged in activities to improve their employability. These included work experience, work placements and non-academic qualifications. It is clear that there are differences between the partner countries in the level these activities are used locally. Erasmus programmes were not well utilised and it was clear that only half of sports graduates felt that their degree gave them the confidence to perform a job to a high standard. A difference in confidence between countries and between genders needs further investigation to develop an understanding of what confidence in sports graduates means.

Graduate experiences can be very different according to the country in which they live. The differences between course types preferred by males (e.g. Sport Science) and females (e.g. Sport Education) suggests that university programmes and employability activities need to consider the effect of gender.

1. *Employment*

Sports graduate employment was generally at a good level. More than 75% of sports graduates had a sport related job and a full time employed or full time self-employed position. Sports graduates who had studied Sport Education courses had the highest rate of employment suggesting that the education sector is a key source of current employment opportunities.

Unemployment was more of a problem in some countries than others, particularly Spain and Italy. It was also clear there was a difference between the number of male and female sports graduates who had a sport-related job. This suggests that employment opportunities vary between countries and that access to these opportunities may not be equal.

While only 7.8% of sports graduates studied retail and commerce-related courses overall, this sector accounted for 13.6% of sports graduate employment. This shows that sports graduates might enter employment in areas other than those in which they have studied. This suggests that sports graduates need to have a range of skills and attributes that allow them to succeed in other sectors.

1. *General skills and perceptions*

Sports graduates appear to be highly aware of the importance of self-reflection, self-awareness and the need to take ownership for their own employment prospects. Work experience and work placements were perceived as important to employability but there was less agreement between countries for speaking another language and volunteering. This suggests that there are differences between the EGS partner countries in terms of how certain skills and attributes are perceived. The importance of these in the broader area of the employability of sports graduates should be considered. This is important given that many sports graduates wanted more support during their degree programmes and for changes to be made to the curriculum to improve its relevance.

1. *Specific skills and attributes*

Sports graduates tended to agree that a range of skills and attributes were important for employability which suggests a good understanding of the need to focus on more than one specific skill or attribute to enhance employability.

Overall, the high level of agreement shown by sport graduates in relation to the actual possession of the skills and attributes in the survey suggests that sports graduates are also very confident in terms of their own employability.

1. *Employability perceptions*

Strong agreement with the importance of undertaking work experience showed a clear understanding that sports graduates needed to link with the workplace in order to enhance their employability. It is clear that there are some differences between the partner countries in terms of what is considered important for employability. Differences between the partner countries concerning the importance of a Master’s degree, continuing education, volunteering and specific sports qualifications shows how employability varies across Europe. This should be taken into consideration when creating the employability toolkits.

## 4.2 Employer survey

1. *Profile of businesses*

A wide range of businesses recruit sports graduates including public and private organisations and those with education, health and retail interests. The large number of responses from smaller companies might be a sign that graduates might be employed by relatively small organisations. This is likely to affect the employer perception of what sports graduates require and the types of skills and attributes graduates need to succeed.

1. *Graduate recruitment*

Sports graduate recruitment varied between countries and had increased a little since 2009. More than half of positions were permanent. Planned recruitment seemed to be quite low but this might be due to over reporting of recruitment between 2009 and 2013. Hence, mean anticipated sports graduate recruitment in the next 12 months of approximately 4 might be taken as a fairly accurate figure overall.

Sports graduate recruitment was highest in the Education and Health sectors. These sectors also also showed the highest number of permanent jobs. This suggests that these areas are relatively stable and is consistent with the findings from the alumni survey that those who studied Sport Education courses had the highest rate of employment.

Retail / commerce appeared to be a bigger employer of sports graduates than might first be thought. This may be due to links between industry and HEIs, the wide range and scale of activities within retail / commerce, and sports graduates opting for employment in this sector rather than one in which they have studied specifically for.

While it is positive that Education/ Sport Education, Sport Management, Sport Science and Sport Development have the highest level of employment it should be noted that with the exception of Education/ Sport Education, these represent subjects favoured by male sports graduates. This suggests that there might be issues of gender inequality within the employment of sports graduates based on the difference between the number of male and female sports graduates who had a sport-related job.

1. *Student offer*

Differences between countries and business sectors suggest a range of differing approaches to sports graduate employability. Employers agreed that work experience and work placements were important to sports graduate employability but only half offered work experience and student placement opportunities. This shows a large gap between what employers believe to be important and the extent to which they themselves provide opportunities to sports graduates.

This might be due to company size, the type of business and sector they work in, or any number of related factors. However, it suggests that while employers understand the relevance of opportunities to enhance employability they may need guidance and support to develop these opportunities themselves.

1. *Employer perceptions*

That 60% of employers agreed that sports graduates met their expectations is positive. There is clearly room for improvement in some of the individual partner countries where this figure was lower. The large differences between countries about the relative importance of the specific skills and attributes (particularly impact and influence on others and organisational awareness) suggests that employability must be considered within the context of each partner country as well as Europe-wide to make sure that the toolkits are effective.

Differences between countries in the perceived importance of some specific skills and attributes especially for: Analytical and conceptual thinking; Up to date knowledge; Impact and influence on others, and Organisational awareness might indicate cultural and professional differences. These differences should be known and understood when developing employability toolkits to make sure that they are effective.

Differences between countries for perceptions about the degree to which sports graduates actually possessed the specific skills and attributes (particularly energy and passion, problem solving and organisational awareness) suggest that employability strategies must respond to a difference of opinion between sports graduates and employers. This might be achieved through talking with employers to improve their understanding of sports graduates or action to improve sports graduates’ skills and attributes.

## 4.3 Comparison of graduate and employer perceptions – specific skills and attributes

With the exception of Spain and a small number of specific skills and attributes within other partner countries, employers and graduates were broadly similar in terms of their perceived importance of the specific skills and attributes. Notable differences were computer skills, analytical and conceptual thinking and supporting others.

In contrast, there was a large difference between graduate and employer perceptions concerning the extent to which they actually possessed the specific skills and attributes. It is clear that graduates overestimate the degree to which they personally possess the specific skills and attributes compared to employers. This might indicate a lack understanding by graduates about the true nature of their specific skills and attributes. Reasons for this might include a lack of consistency between degree programmes, a lack of understanding from employers about the quality of sports graduates’ skills and attributes, and the demands of real world jobs.

To resolve these issues it might be important to:

1. agree that work experience, work placements and volunteer opportunities are available to all sports students;
2. emphasise the equal importance of a diverse range of skills and attributes;
3. build strong links between employers and HEIs to make sure school courses are relevant and useful.

# 5.0 Recommendations

As a result of the analysis of the survey data the following recommendations are made in respect to the development of the Employer Toolkit and the HEI Toolkit

## 5.1 General recommendations

There is generally a wide difference of opinion between employers and graduates in many skills and attributes. There is a need to:

* Ensure that work experience, work placement and volunteer opportunities are embedded in curricula to maximise their impact.
* Emphasise equal importance of transferable skills and subject knowledge to make sure employer expectations are met.
* Reinforce links between employers and HEIs to ensure a high degree of mutual understanding and connectivity so that graduate and employer perceptions are equalised.

## HEI toolkit

Graduates have a high opinion of their skills and competencies that is not the same opinion as employers. Graduates need to be more self-aware of the limitations of their skills and attributes or these need to be improved. There is a need to consider:

* The inclusion of professional training qualifications that enhance skills and attributes and give graduates more ability to be effective in the workplace.
* The use of short term and long term formal work placement opportunities within degree courses.
* The integration of work experience opportunities into degree courses focusing on specific task-based projects.
* The need to promote and support the development of a wide range of ‘soft’ skills and attributes i.e. energy and passion, and ‘hard’ skills and attributes i.e. technical knowledge.
* The use of monitoring to help graduates, HEIs and employers feedback on the development of skills and attributes *during* the work placement and work experience opportunities.
* Reviewing the relevance of the degree curriculum to ensure that it includes a wide range of skills and attributes that are relevant to the place of work.
* Inviting employers into curriculum development and review processes to ensure that degree courses are relevant and up to date.
* Promoting the acquisition of foreign language skills.
* Promoting the ERASMUS programme as a way of engaging in study and workplace experience abroad at undergraduate and postgraduate levels.
* Exploring what graduates think gives them confidence so that they are able to develop realistic perceptions of themselves in relation to the world of work.
* Exploring what support graduates would like in order to help them improve their employment prospects. This might include changes to the degree course and access to employability support teams.
* Identifying specific HEI employees within businesses / organisation who are responsible for career advice and development throughout graduates’ degree courses.
* Developing a long term approach to employability i.e. the ‘employability journey’ that begins on the very first day of the degree course and extends through to completion, and beyond.
* Exploring what recommendations can be made in the areas of i. theory; ii. practice, and iii. theory and practice, to ensure that all aspects of degree courses are considered in relation to promoting graduate employability.

## Employers’ toolkit

There is similarity between employers and graduates concerning the *importance* of a range of skills and attributes but many employers feel graduates do not *possess* the necessary skills and attributes. Opportunities for placements and valuable work placements are often lacking but could be facilitated by the employer. There is a need to consider:

* Providing structured work placement and work experience opportunities for sports graduates.
* Developing processes to manage work placement and work experience opportunities to help graduates, HEIs and employers feedback on the development of skills and attributes *during* the work placement and work experience opportunities.
* Establishing relations with HEIs, preferably with employees who are responsible specifically for supporting and developing graduate employability so that expectations of graduates are realistic.
* Supporting HEIs by teaching on degree courses so that programmes are more relevant and graduates are better able to relate to the world of work.
* Working with HEIs to establish a directory of up to date information concerning work placement and work experience opportunities.
* Working with HEIs to create case studies of work placement and work experience opportunities that can be shared to support other employers in developing new opportunities and to help develop good practice with HEIs.

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# Appendix A: EGS Graduate Survey

**Welcome**

Welcome to the Sport Graduate Employability survey. It forms part of a project between Universities and employer organisations in the UK, Czech Republic, France, Germany, Greece and Spain.

The survey aims to find out more about the factors affecting the employability of sports graduates in your country. We will use the information to improve the employability of sports graduates and to build networks between employers and Higher Education Institutions.

Please take a few moments to provide feedback concerning your experiences. Please complete this survey if you are a sports graduate of any type. It does not matter how long you have held your degree.

Responses are completely anonymous.

The questions are designed to help you provide as much information as possible. If the question is not relevant to you, please respond with not applicable (n/a) where provided.

Definitions

For the purposes of this survey:

* The sport sector, and sports related courses, include sport and exercise science, sport education, sport development, sports coaching, sports therapy and physiotherapy, strength and conditioning, physical education, exercise recreation and health, competitive sports, and sport management. It includes BSc, BA, MA, MSc and PhD graduates.
* Employability is defined as a set of achievements, skills, understandings and personal attributes, that make graduates more likely to gain employment and be successful in their chosen occupations which benefits themselves, the workforce, the community and the economy.

**About you and your degree course**

1. At which of the following levels do you have a sport degree? (select all that apply):
* BA/BSc
* MA/MSc
* PhD
* Other (please specify):
1. From which University / organisation did you obtain your latest sport degree (e.g. University of Strasbourg):
2. Please state the city in which you obtained your latest sport degree (e.g. Strasbourg):
3. Please state the country in which you obtained your latest sport degree:
4. In which year did you obtain your latest sport degree?
5. In what subject area is your sport degree(s)? (select all that apply):
* Sport Education
* Sport Science (including strength, conditioning, kinesiology, health, exercise, technology)
* Sport Prevention & Rehabilitation (including therapy, massage, injury prevention)
* Sport Development (including coaching, officials)
* Sport Management (including events)
* Sport Retail (including sporting goods, fashion)
* Sport Media (including marketing)
* Leisure (including gyms, swimming pools, outdoor/adventure sports)
* Other (please specify)

1. Please select the response that best describes your current employment status?
* Full time employed
* Full time self employed
* Part time employed
* Part time self employed
* Voluntary worker (i.e. helping an individual or organisations such as a charity)
* Unpaid work (i.e. to gain work experience without payment)
* Unemployed & looking for work
* Unemployed
1. Is this job:
* Temporary
* Permanent
* N/a
1. Are you employed in a job that is sport related?
* Yes
* No
1. What is the title of your job?
2. For how many months have you worked in your current role? (please state in months i.e. 18):
3. In total, for how many months have you worked in a sport-related industry since obtaining your first sport degree? (please state in months e.g. 18):
4. To what extent do you agree that your sport degree(s) gives you the confidence to perform job roles to a high standard?
* Agree strongly
* Agree
* Neither agree nor disagree
* Disagree
* Disagree strongly
1. Please select a response which best describes the industry you are working in:
* Charity / voluntary sector
* Construction / energy
* Creative / media / information technology
* Education
* Finance / accounting
* Health / medicine / social care
* Logistics
* Public sector (e.g. local government or council)
* Retail / commerce
* Other (please specify)
1. Please respond to the statements below in relation to your latest sports degree:

|  |  |  |  |
| --- | --- | --- | --- |
| **Statement** | **Yes** | **No** | **n/a** |
| a. I undertook a work placement as part of my degree course (e.g. a fixed term paid or unpaid employment with an employer related to my specific study area) |  |  |  |
| b. I participated in an Erasmus program |  |  |  |
| c. I undertook sport-related work experience (e.g. short term unpaid employment with an employer related to my specific study area) |  |  |  |
| d. I gained non-academic qualifications as part of my degree course (e.g. coaching) |  |  |  |
| e. I acquired experience as a volunteer in a sport role (e.g. a team captain, administrator) |  |  |  |
| f. I completed additional sport qualifications whilst at university during my sport degree (e.g. coaching) |  |  |  |
| g. I attended job fairs / graduate symposiums to explore sport graduate job opportunities  |  |  |  |

**Sport Graduate skills and attributes**

1. To what extent do you personally agree with following statements?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Statement** | **Agree****Strongly** | **Agree** | **Neither agree nor disagree** | **Disagree** | **Disagree strongly** |
| a. Work placements improve sport graduate employability |  |  |  |  |  |
| b. Sport-related work experience provides the skills employers are looking for |  |  |  |  |  |
| c. Non-academic qualifications improve sport graduate employability |  |  |  |  |  |
| d. Volunteering in a sport role is important to employers |  |  |  |  |  |
| e. Sport graduates need more support so they have the skills and experience employers are looking for |  |  |  |  |  |
| f. Self-awareness i.e. the ability to recognize oneself as an individual is important |  |  |  |  |  |
| g. The curriculum in my course should be improved in order to better meet employers' needs |  |  |  |  |  |
| h. I feel I have the skills and confidence to do the job I want |  |  |  |  |  |
| i. I am responsible for increasing the prospect of getting a job |  |  |  |  |  |
| j. Self-reflection is an important skill |  |  |  |  |  |
| k. I feel I have the skills and confidence to do any job |  |  |  |  |  |
| l. Speaking another language is important for sport graduates' employability |  |  |  |  |  |

1. In general, how many of your sport graduate friends currently have a sport related job?
* None
* One in two
* One in three
* One in four
* Three of four
1. In general, to what extent do you think the following are important attributes for sport graduates to possess?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Statement** | **Critical** | **Very important** | **Important** | **Slightly****important** | **Unimportant** |
| a. Ability & willingness to learn |  |  |  |  |  |
| b. Computer skills |  |  |  |  |  |
| c. Energy & passion |  |  |  |  |  |
| d. Teamwork & cooperation |  |  |  |  |  |
| e. Subject knowledge |  |  |  |  |  |
| f. Self confidence |  |  |  |  |  |
| g. Flexibility |  |  |  |  |  |
| h. Analytical & conceptual thinking |  |  |  |  |  |
| i. Communication |  |  |  |  |  |
| j. Work experience |  |  |  |  |  |
| k. Problem solving |  |  |  |  |  |
| l. Ability to apply knowledge |  |  |  |  |  |
| m. Building relationships  |  |  |  |  |  |
| n. Up to date knowledge |  |  |  |  |  |
| o. Initiative  |  |  |  |  |  |
| p. Planning |  |  |  |  |  |
| q. Impact & influence on others  |  |  |  |  |  |
| r. Organisational awareness |  |  |  |  |  |
| s. Leadership  |  |  |  |  |  |
| t. Supporting others |  |  |  |  |  |

1. As a sport graduate, to what extent do you personally think **you have** the following attributes?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Statement** | **Agree****Strongly** | **Agree** | **Neither agree nor disagree** | **Disagree** | **Disagree strongly** |
| a. Ability & willingness to learn |  |  |  |  |  |
| b. Computer skills |  |  |  |  |  |
| c. Energy & passion |  |  |  |  |  |
| d. Teamwork & cooperation |  |  |  |  |  |
| e. Subject knowledge |  |  |  |  |  |
| f. Self confidence |  |  |  |  |  |
| g. Flexibility |  |  |  |  |  |
| h. Analytical &conceptual thinking |  |  |  |  |  |
| i. Communication |  |  |  |  |  |
| j. Work experience |  |  |  |  |  |
| k. Problem solving |  |  |  |  |  |
| l. Ability to apply knowledge |  |  |  |  |  |
| m. Building relationships  |  |  |  |  |  |
| n. Up to date knowledge |  |  |  |  |  |
| o. Initiative  |  |  |  |  |  |
| p. Planning  |  |  |  |  |  |
| q. Impact & influence on others  |  |  |  |  |  |
| r. Organisational awareness |  |  |  |  |  |
| s. Leadership  |  |  |  |  |  |
| t. Supporting others |  |  |  |  |  |

1. To what extent do you agree with the following statements?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Statement** | **Agree****Strongly** | **Agree** | **Neither agree nor disagree** | **Disagree** | **Disagree strongly** |
| a. A sport bachelor/licence degree is sufficient to make graduates employable |  |  |  |  |  |
| b. Sport graduates must possess adequate work experience in sport related activities |  |  |  |  |  |
| c. A sport Master’s degree is required to make graduates employable |  |  |  |  |  |
| d. Sport graduates should undertake work placements during their degrees |  |  |  |  |  |
| e. It is essential that sport graduates undertake volunteering (of any type) |  |  |  |  |  |
| f. Sport graduates must have specific sport qualifications to make them employable (e.g. coaching, sports massage) |  |  |  |  |  |
| g. Work experience in any role is essential |  |  |  |  |  |
| h. Meeting new people and networking is an important way of progressing my career |  |  |  |  |  |
| 1. Continuing my sport education is important for developing my career (e.g. Master’s degree, acquiring specific sport qualifications)
 |  |  |  |  |  |

1. Please state how many groups or organizations, networks, associations that you or any member of your household belong to (e.g. 10. These could be formally organized groups or just groups of people who get together regularly to do an activity or talk about things):
2. Do you feel that you have the power to make important decisions that change the course of your life? (Rate yourself on a 1 to 5 scale, were 1 means being totally unable to change your life, and 5 means having full control over your life):
* Totally unable to change life
* Mostly unable to change life
* Neither able nor unable
* Mostly able to change life
* Totally able to change life
1. What are your three main sources of information about job opportunities? (Please select three):
* Relatives, friends and neighbors
* Community bulletin board
* Employer website
* Community or local newspaper
* National newspaper
* Radio
* Television
* Groups or associations
* Business or work associates
* Political associates
* Community leaders
* NGOs
* Internet search engine
* Other

**About you**

1. Are you male or female?
* Male
* Female
1. Please state your age in years (e.g. 25):
2. In which country do you live?
* Czech Republic
* France
* Germany
* Greece
* Spain
* United Kingdom

**Thank you**

Thank you for taking the time to complete the survey. Your feedback will help us to understand how to improve graduate employability.

# Appendix B: EGS Employer Survey

**Welcome**

Welcome to the Sport Graduate Employability survey. It forms part of a project between Universities and employer organisations in the UK, Czech Republic, France, Germany, Greece and Spain.

The survey aims to find out more about the factors affecting the employability of sports graduates in your country. We will use the information to improve the employability of sports graduates and to build networks between employers and Higher Education Institutions.

Please take a few moments to provide feedback concerning your experiences. Please complete this survey if you are an employer of sports graduate of any type.

Responses are completely anonymous.

The questions are designed to help you provide as much information as possible. If the question is not relevant to you, please respond with not applicable (n/a) where provided.

Definitions

For the purposes of this survey:

* The sport sector, and sports related courses, include sport and exercise science, sport education, sport development, sports coaching, sports therapy and physiotherapy, strength and conditioning, physical education, exercise recreation and health, competitive sports, and sport management. It includes BSc, BA, MA, MSc and PhD graduates.
* Employability is defined as a set of achievements, skills, understandings and personal attributes, that make graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy.

**About you and your organisation**

1. What type of business / organisation best describes you?
* Public
* Private
* Non-profit
* Other (please specify):
1. How many people does your business / organisation employ?
* 5 or less
* 6 to 10 people
* 11 to 25 people
* Up to 50 people
* Up to 250 people
* Up to 500 people
* Up to 1000 people
* 1000 people or more
1. Are you a sport-related organisation?

Yes

No

1. Please select a response which best describes the your industry sector:
* Charity / voluntary sector
* Construction / energy
* Creative / media / information technology
* Education
* Finance / accounting
* Health / medicine / social care
* Logistics
* Public sector (e.g. local government or council)
* Retail / commerce
* Other (please specify)
1. Please use the boxes below to tell us how many sport graduates you have employed recently (please state in numbers e.g. 10):

|  |  |
| --- | --- |
| **Year** | **Number** |
| 2013 |  |
| 2012 |  |
| 2011 |  |
| 2010 |  |
| 2009 |  |

1. In what area(s) do you employ sport graduates? (select all that apply):
* Education/ Sport Education
* Sport Science (including strength, conditioning, kinesiology, health, exercise, technology)
* Prevention & Rehabilitation (including therapy, massage, injury prevention)
* Sport Development (including coaching, officials)
* Sport Management (including events)
* Sport Media (including communications & marketing)
* Leisure (including gyms, swimming pools, outdoor/adventure sports)
* Other (please specify):
1. Generally speaking, are these jobs:
* Temporary
* Permanent
* N/a
1. Please state how many sports graduates you anticipate recruiting in the next 12 months (e.g. 3):
2. Do you offer any of the following to undergraduate sport students?

|  |  |  |  |
| --- | --- | --- | --- |
| **Offer** | **Yes** | **No** | **n/a** |
| a. Student placements (e.g. fixed term paid employment) |  |  |  |
| b. Work experience opportunities (e.g. short term unpaid employment) |  |  |  |
| c. Volunteer opportunities (e.g. unpaid work to support a sports team or event) |  |  |  |
| d. Professional training (e.g. short courses that help personal development and career advancement) |  |  |  |
| e. Graduate fairs or symposiums between graduates and employers |  |  |  |

**Sport Graduate skills and attributes**

1. To what extent do you think the following sport graduate attributes are important?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Statement** | **Critical** | **Very important** | **Important** | **Slightly****important** | **Unimportant** |
| a. Ability & willingness to learn |  |  |  |  |  |
| b. Computer skills |  |  |  |  |  |
| c. Energy & passion |  |  |  |  |  |
| d. Teamwork & cooperation |  |  |  |  |  |
| e. Subject knowledge |  |  |  |  |  |
| f. Self confidence |  |  |  |  |  |
| g. Flexibility |  |  |  |  |  |
| h. Analytical &conceptual thinking |  |  |  |  |  |
| i. Communication |  |  |  |  |  |
| j. Work experience |  |  |  |  |  |
| k. Problem solving |  |  |  |  |  |
| l. Ability to apply knowledge |  |  |  |  |  |
| m. Building relationships  |  |  |  |  |  |
| n. Up to date knowledge |  |  |  |  |  |
| o. Initiative  |  |  |  |  |  |
| p. Planning |  |  |  |  |  |
| q. Impact & influence on others  |  |  |  |  |  |
| r. Organisational awareness |  |  |  |  |  |
| s. Leadership  |  |  |  |  |  |
| t. Supporting others |  |  |  |  |  |

1. In your experience, to what extent do you agree that sport graduates possess the following attributes?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Statement** | **Agree****Strongly** | **Agree** | **Neither agree nor disagree** | **Disagree** | **Disagree strongly** |
| a. Ability & willingness to learn |  |  |  |  |  |
| b. Computer skills |  |  |  |  |  |
| c. Energy & passion |  |  |  |  |  |
| d. Teamwork & cooperation |  |  |  |  |  |
| e. Subject knowledge |  |  |  |  |  |
| f. Self confidence |  |  |  |  |  |
| g. Flexibility |  |  |  |  |  |
| h. Analytical &conceptual thinking |  |  |  |  |  |
| i. Communication |  |  |  |  |  |
| j. Work experience |  |  |  |  |  |
| k. Problem solving |  |  |  |  |  |
| l. Ability to apply knowledge |  |  |  |  |  |
| m. Building relationships  |  |  |  |  |  |
| n. Up to date knowledge |  |  |  |  |  |
| o. Initiative  |  |  |  |  |  |
| p. Planning  |  |  |  |  |  |
| q. Impact & influence on others  |  |  |  |  |  |
| r. Organisational awareness |  |  |  |  |  |
| s. Leadership  |  |  |  |  |  |
| t. Supporting others |  |  |  |  |  |

1. Overall, to what extent do you agree that sport graduates meet your expectations?
* Agree strongly
* Somewhat agree
* Neither agree nor disagree
* Somewhat disagree
* Disagree strongly
1. Please state the main 3 areas in which you feel graduates are lacking most, if any:
2. To what extent do you agree with the following statements?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Statement** | **Agree****Strongly** | **Agree** | **About the same** | **Disagree** | **Disagree strongly** |
| a. A bachelor/licence degree is sufficient to make graduates employable |  |  |  |  |  |
| b. Sport graduates should possess adequate work experience in sport related activities |  |  |  |  |  |
| c. Sport graduates should undertake work placements during their degrees |  |  |  |  |  |
| d. It is essential that sport graduates undertake volunteering (of any type) |  |  |  |  |  |
| e. Sport graduates must have specific sport qualifications to make them employable |  |  |  |  |  |
| f. Work experience in any role is essential |  |  |  |  |  |

**About you**

1. Are you male or female?
* Male
* Female
1. Please state your age in years (e.g. 25):
2. Please choose the response that best describes your role:
* Senior staff (including senior manager / executive, senior academic)
* Manager (any type)
* Other (please specify)
1. In which country are you?
* Czech Republic
* France
* Germany
* Greece
* Spain
* United Kingdom

**Thank you**

Thank you for taking the time to complete the survey. Your feedback will help us to understand how to improve graduate employability.

# Appendix C: HEI Employability Audit

This template helps you describe examples of good practice. An example of a completed form is provided on the last page.

**1. Name of programme/project**

**2. Where is it based?**

Country

Region

Town

Setting

For example a school, university, or business.

**3. What are the aims and objectives of the project?**

Aims: (what is the project trying to achieve)

Objectives:(how is it going to do this)

**4. How does it work in practice?**

**5. What are the benefits available?**

**6. Who are the recipients of this programme/project? (i.e. BS, MS, PhD students, employers, etc).**

**7. Who else is involved and what do they do?**

**8. Contact details/Programme leader or director**

**9. Postal address**

**10. Contact phone number**

**11. Contact email address**

**12. Is there a website for more information? If yes please provide the address:**

 **13. Is there other information about the programme which can be provided i.e. promotional leaflet, evaluation report, etc. If so please attach these or provide a link to these.**

# Appendix D: Subject area and degree types (%)

# Appendix E: Comparison of course type according to gender (%)

 \* p = < .05

# Appendix F: Degree type and employment sector (%)

# Appendix G: Power to make decision by country (%)

Notes:

Scores based on ‘Mostly able to change life’ and ‘Totally able to change life’ combined.

Data not available for France.

# Appendix H: Comparison of specific skills according to gender (%)

 \* p = < .05

# Appendix I: Graduates’ Specific Skills & Attributes (%) by country

**Germany**

**France**

**Greece**

**UK**

**Spain**

**Czech Republic**

# Appendix J: Examples of employer comments – what graduates lack

*Comments are presented verbatim*

1. Communication, problem solving, people management
2. scientific work, industry knowledge, organizational awareness
3. too sure of themselves
4. availability; too independent;
5. Involvement and motivation
6. lack of clarity in their professional choice
7. experience (internships prior) organization
8. practice (too much theory), little detailed knowledge / specialist
9. Knowledge of the market as a whole
10. Teacher experience, charisma, ambition.
11. Knowledge of the world of work
12. fatigue, the pace in business, celebration
13. Prof. experience, spirit of initiative, knowledge of the realities of the working world.
14. Lack of business skills, English, ability to manage
15. diplomacy
16. charisma, ambition, knowledge
17. Reality on the ground knowledge of the functioning of a federation, commercial
18. Knowledge / experience / organization
19. rigor - punctuality - initiative
20. CONFIDENCE FLEXIBILITY INITIATIVE
21. knowledge of the difference between marketing and sales
22. organization - management priorities - communication
23. Not in tune with the world of work
24. capacity analysis - initiative - technical knowledge
25. Lack of experience, lack of knowledge, lack of autonomy
26. knowledge of the terrain and different sectors of intervention
27. Experience, knowledge of English,
28. openness, innovation and communication
29. Lack of public relations, study too long, not in reality
30. recognition / multiplicity diploma / ambitious
31. IT, foreign languages
32. Recognition of professional name, computer
33. experience, industry knowledge and market the job, English
34. passion, ignorance of the middle, which is not practical
35. Initiative, commitment to continuing education
36. Project Management and Organizational capacity varies depending on the students.
37. Work/placement experience, organisational skills, communication skills
38. The drive to be proactive, confidence and flexibility
39. Communication skills rely too much on technology. Building relationship, planning
40. Work experience, confidence, initiative
41. Problem Solving, Business Awareness, Applying knowledge
42. Business knowledge within coaching sector, communication & commitment
43. Initiative leadership planning
44. Commitment; Flexibility; unrealistic pay & working conditions
45. experience, mind-set, professionalism
46. Problem solving, ability to apply knowledge, organisational awareness
47. Conflict resolution, communication and organizational skills
48. Personal initiative and language training
49. Social skills, initiative, ability to apply knowledge.
50. practical experience and management and organization of groups
51. Communication, business integration, location in different roles.
52. Complexity, realism, empathy
53. Work experience, understanding WORK structure, ability to solve problems.
54. Work experience, capacity planning, understanding the employment structure
55. Experience, willpower, leadership skills
56. Confidence, work experience, ability to design
57. Experience, Teamwork, Problem Solving Ability
58. Update Knowledge Object, Capacity Planning, Growing relations
59. Energy and Passion, Flexibility, Understanding the employment structure
60. Work Experience, Ability and willingness to learn, energetic and Passion
61. Confident, Work Experience, Understanding the employment structure
62. Analytical thinking, problem solving, Understanding the employment structure
63. Subject knowledge, confidence, ability and willingness to learn
64. Cooperation and Teamwork, Confident, Analytical thinking, problem solving
65. Work Experience, Growing Relations Initiative
66. Flexibility, energy and passion, Contact
67. Leadership Skills, Work Experience, Versatility
68. Analytical thinking, Leadership Skills, Work Experience
69. Work Experience, Initiative, Information
70. Energy and Passion, Initiative, Leadership Skills
71. Ability to apply knowledge, skills and willingness to learn
72. Computer Skills, Ability and willingness to learn, Analytical thinking
73. Skills, energy and passion, capacity planning
74. Ability and willingness to learn, capacity planning, Analytical thinking
75. Work Experience, Knowledge of the subject, energetic and Passion
76. Analytical thinking-Work Experience-Growing relations
77. Contact-Analytical thinking-Initiative
78. Computer Skills-Problem solving ability-Leadership Skills
79. Leadership Skills-Work-Experience
80. Confidence-Work Experience-Ability Problem Solving
81. Contact-Understanding the structure-Growing labour relations
82. Analytical thinking-Flexible-Work Experience
83. Knowledge of object-Ability to apply knowledge-date knowledge of the subject
84. Work Experience-Ability to apply knowledge-Understanding of the employment structure

# Appendix K : Sector types (%) by country

# Appendix L: Recruitment data for all countries

**Planned recruitment**

|  |  |  |
| --- | --- | --- |
| Country | M | SD |
| **All** | **3.8** | **8.69** |
| Germany | 1.10 | 0.99 |
| France | 1.90 | 6.61 |
| Greece | 6.16 | 10.96 |
| UK | 1.06 | 1.03 |
| Spain | 4.23 | 7.19 |
| Czech Republic | 2.67 | 3.87 |

# Appendix M: Employer Specific Skills & Attributes (%) by country

**Germany**

**France**

**Greece**

**UK**

**Spain**

**Czech Republic**

# Appendix N: Comparison of graduates & employers - importance of skills & attributes (%)

**Germany**

**France**

**Greece**

**UK**

**Spain**

**Czech Republic**

# Appendix O: Comparison of graduates & employers - actual skills & attributes (%)

**Germany**

**France**

**Greece**

**UK**

**Spain**

**Czech Republic**

# Appendix P: Individual examples of HEI Employability Audit

**France :**

**1. Nom du programme / projet**

Rencontres employeurs-étudiants (cours, forums, conférences…)

Meetings employers- students (lecture, forums, conferences)

**2. Où se situe-t-il?**

Pays

France

Région

STRASBOURG

Ville

Lieu

Université de Strasbourg

**3. Quels sont les objectifs et les moyens de ce projet?**

Objectifs : mises en relation privilégiées des étudiants et de professionnels en poste dans les secteurs d’activités visés par les formations STAPS

Aims : priviliged contacts between students and employers in the field of the formations given in the Sport faculty

Moyens : implication des enseignants – de la chargée d’orientation – salle de cours

Aims : teachers involvement- career adviser- lecture hall

**4. Comment cela fonctionne-t-il en pratique?**

Des professionnels interviennent, présentent leur parcours de formation, leur carrière professionnelle, leur métier actuel et les missions qu’ils réalisent.

Professionals display their curriculum , career, job and missions they do

**5. Quels sont les bénéfices attendus?**

* une meilleure connaissance des missions et des métiers pour les étudiants
* la création d’un réseau
* des recrutements de stagiaires
* Better knowledge of the missions and jobs for the students.
* Creation of networks
* Recruitment of trainees

**6. Quels sont les bénéficiaires de ce programme/projet? (par exemple étudiants de licence, de master, doctorants, employeurs….).**

Master and bachelor students

**7. Quels sont les autres partenaires et quel est leur rôle?**

Aucun autre partenaire – organisation propre à la faculté des sciences du sport

No other partners- specific organisations of the Faculty

**8. Nom du responsable du programme**

Les différents responsables de formation

Different head of formaion

**9. Adresse postale**

14 rue René Descartes – 67084 Strasbourg cedex

**10. Numéro de téléphone**

03 68 85 60 61

**11. Adresse email**

anne.benoit@unistra.fr

**12. Merci de noter l’adresse du site internet où trouver des informations complémentaires (s’il existe):**

www.f3s.unistra.fr

 **13. S’il existe d’autres informations disponibles relatives au programme (brochure, rapport d’évaluation…), merci de joindre ces documents ou d’indiquer le lien.**

**Spain**

**1. Nombre del programa / proyecto**

NADIE SIN DEPORTE

**2. Localización**

País

ESPAÑA

CASTILLA-LA MANCHA

Región

TOLEDO

Ciudad

Lugar

FACULTAD DE CIENCIAS DEL DEPORTE

**3. ¿Cuál es el propósito y los objetivos del proyecto?**

Propósito: (qué es lo que persigue el proyecto)

DAR POSIBILIDAD A LOS PARADOS DE LA CIUDAD DE PRÁCTICAR EJERCICIO DE MANERA GRATUITA CON PROFESIONALES DE LA ACTIVIDAD FÍSICA Y EL DEPORTE

Objetivos:(cómo se intenta lograr el propósito)

AUMENTAR LA PRÁCTICA DEPORTIVA ENTRE LA POBLACIÓN MÁS SENSIBLE Y MEJORAR SU BIENESTAR FÍSICO Y PSICOLÓGICO

**4. ¿Cómo funciona en la práctica?**

|  |
| --- |
| LA PRÁCTICA LA REALIZAN ALUMNOS DE PRÁCTICAS Y EGRESADOS EN LAS INSTALACIONES DE LA FACULTAD.  |

**5. ¿Cuáles son los beneficios tangibles?**

LA MEJORA DEL BIENESTAR DEL PRACTICANTE

**6. ¿Quiénes son los beneficiarios de este programa / proyecto? (es decir, licenciados, graduados, estudiantes de doctorado, empleadores, etc.)**

ESTUDIANTES Y EGRESADOS

**7. ¿Quiénes más están involucrados y qué hacen en el programa / proyecto?**

JUNTA DE COMUNIDADES DE CASTILLA-LA MANCHA; DIPUTACÓN DE DEPORTES DE TOLEDO y AYUNTAMIENTO DE TOLEDO

**8. Datos de contacto del coordinador o director del programa**

JOSÉ MANUEL GARCÍA GARCÍA

**9. Dirección postal**

|  |
| --- |
| AVENIDA CARLOS III S/N. CAMPUS TECNOLÓGICO. 45071 TOLEDO  |

**10. Teléfono de contacto**

680222262

**11. Correo electrónico**

JoseManuel.Garcia@uclm.es

**12. ¿Existe una web del proyecto? Si es que sí, proporcione la dirección, por favor:**

NO

 **13. ¿Hay más información sobre el programa que se puede proporcionar? Es decir, folleto promocional, informes de evaluación, etc. Si es así, adjuntar éstos o proporcione un enlace a ellos, por favor**

**United Kingdom**

**1. Name of programme/project**

Student Internship

**2. Where is it based?**

Country

UK

Lancashire

Region

Preston

Town

Setting

University

**3. What are the aims and objectives of the project?**

Aims: (what is the project trying to achieve)

To enable students to apply theory to practice and develop employability attributes through meaningful and substantial work experience.

Objectives:(how is it going to do this)

To provide a one year internship with a sport employer in an agreed role.

**4. How does it work in practice?**

The internship is available to all students studying sport related courses at UCLAN. During year two of their degree students are supported in finding a one year internship with a sport employer. A learning contract is agreed between UCLAN, the student and the employer. Students undertake the internship and have to complete a reflective log and reflective assignments.

**5. What are the benefits available?**

Students develop a wide range of attributes relevant to employment, gain meaningful work experiences and in some cases are offered a job once they graduate.

**6. Who are the recipients of this programme/project? (i.e. BS, MS, PhD students, employers, etc).**

BSc/BA sport students

**7. Who else is involved and what do they do?**

Various employers - provide the internship

**8. Contact details/Programme leader or director**

Sue Minten

**9. Postal address**

University of Central Lancashire, Preston PR1 2HE

**10. Contact phone number**

01772 894927

**11. Contact email address**

sminten@uclan.ac.uk

**12. Is there a website for more information? If yes please provide the address:**

There is a write up of two internships on our BSc Course Blog http://uclansportbusman.blogspot.co.uk/

 **13. Is there other information about the programme which can be provided i.e. promotional leaflet, evaluation report, etc. If so please attach these or provide a link to these.**

**Czech Republic**

**1. Name of programme/project**

Portal EDIS - professional practice for students

**2. Where is it based?**

Country

Czech Republic

North Moravia

Region

Olomouc

Town

Setting

Online system operated by the University.

**3. What are the aims and objectives of the project?**

Aims: (what is the project trying to achieve)

The system is designed to connect employers, students and the University.

Objectives:(how is it going to do this)

The system is accessible to students and providers of professional practice. The system is administered by the guarantors of student’s practice at the University.

**4. How does it work in practice?**

Offers practices are placed in the system and students can register to do it.

Employers can offer the opportunity for students. And also students can apply for term of practice.

**5. What are the benefits available?**

The system should simplify administration of practice for students. The system works online via internet and it is opened to students, mentors and employers.

**6. Who are the recipients of this programme/project? (i.e. BS, MS, PhD students, employers, etc).**

The recipients are students of the bachelor and master program.

**7. Who else is involved and what do they do?**

IT department of the University

**8. Contact details/Programme leader or director**

PhDr. Jiří Pospíšil, Ph.D.

**9. Postal address**

Projekt POMEZI, Univerzita Palackého v Olomouci, Biskupské nám. 1, Olomouc 771 47

**10. Contact phone number**

(+ 420) 585 631 124

**11. Contact email address**

pomezi@upol.cz

**12. Is there a website for more information? If yes please provide the address:**

http://pomezi.upol.cz

 **13. Is there other information about the programme which can be provided i.e. promotional leaflet, evaluation report, etc. If so please attach these or provide a link to these**

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**Germany**

**1. Name of programme/project**

School in motion in a secondary school

**2. Where is it based? Please detail country, region, town and setting (university/workplace, etc):**

Country: Germany

Region: Lower Saxony

Town: Göttingen

Setting: Otto Hahn Gymnasium Göttingen, Secondary school

**3. What are the aims and objectives of the project?**

Aims: Integrate more movement activities into the secondary school

Cooperation of students and secondary school staff members

Objectives: Structuring the schoolyard for youngsters form the 5th to the 7th grade (11 to 13 years) with different stations to promote movement activities during morning brakes and as public playground in the afternoon

Introduction of movement activities during a ca. 5 minutes break of the lesson

**4. How does it work in practice?**

The “new” schoolyard is very well accepted

A brochure with example to fill out the breaks has been developed

Student guides in all classes have been trained

**5. What are the benefits available?**

Students form the Sport institute and teachers of the secondary school have cooperated very well and chosen the equipment for the schoolyard (for football, basketball, climbing etc.) and the brochure

**6. Who are the recipients of this programme/project? (i.e. level 4 students, employers, etc).**

Students after 2nd year: BA and MA

**7. Who else is involved and what do they do?**

Staff members of the secondary school and the institute of sport sciences university of Göttingen

**8. Contact details/Programme leader or director**

Prof. Dr. Jürgen Schröder, Rainer Köster (staff of the secondary school)

**9. Mailing address**

http://www.ohg.goe.ni.schule.de/ohg/0201projekte/0411bew\_schule/bew.schule\_07.htm

**10. Phone number**

Otto-Hahn-Gymnasium Tel.0551/400-5380

 Fax: +49 551/400-5351

 Carl-Zeiss-Straße 6

 D-37081 Göttingen

 Germany

Tel.0551/400-5380

 Fax: +49 551/400-5351

 e-mail: ohg@goettingen.de

**11. Email address**

e-mail: ohg@goettingen.de

**12. Is there a website for more information? If yes please provide the address:**

http://www.ohg.goe.ni.schule.de/ohg/0201projekte/0411bew\_schule/bew.schule\_07.htm

 **13. Is there other information about the programme which can be provided i.e. promotional leaflet, evaluation report, etc. If so please attach these or provide a link to these.**

http://www.ohg.goe.ni.schule.de/ohg/0201projekte/0411bew\_schule/bew.schule.htm

**Greece**

**1. Name of programme/project**

Employment and Career Structure Offices

**2. Where is it based?**

Country

Greece

All Regions, implemented at the universities in every region

Region

Town

Setting

Universities

**3. What are the aims and objectives of the project?**

Aims: To connect students and graduates with labor market

Objectives:(how is it going to do this) Paid Internship Program, career services, entrepreneurship counselling and teaching

**4. How does it work in practice?**

Using EC funding and National Resources, the Ministry of Education has established the Operational Program "Education and Lifelong Learning", which funded all Universities in Greece to establish structures in three areas: Career services, Internships and entrepreneurship.

**5. What are the benefits available?**

Career Services provides for a connection with the labor market.

Internships: Students are provided with the opportunity for 1 to 3 months paid internships in private or public employers. Departments using this scheme are required to set Internships as a compulsory course with specific Credits.

 Entepreneurship. Courses offered about entepreneurship and other activities such as students’ competitions for setting a business (virtually)

**6. Who are the recipients of this programme/project? (i.e. BS, MS, PhD students, employers, etc).**

Bs, Ms, PhD students

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**7. Who else is involved and what do they do?**

**8. Contact details/Programme leader or director**

**9. Postal address**

**10. Contact phone number**

**11. Contact email address**

**12. Is there a website for more information? If yes please provide the address:**

<http://dasta.auth.gr/default.aspx>?

All Universities have a respective web-site, however only a few in English. The site of Aristotle University of Thessaloniki is an example

 **13. Is there other information about the programme which can be provided i.e. promotional leaflet, evaluation report, etc. If so please attach these or provide a link to these.**