



REPORTING OF THE GRADUATE SURVEY

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1 Introduction

The University of Copenhagen conducts graduate surveys for all professional Bachelor's, Academic Bachelor's, Master's Candidatus and Master's degrees, as well as Diploma and Academy Profession (AP) programmes according to a shared concept of data collection developed across the faculties.

The graduate surveys gather information about what the graduates are doing after their graduation, and how conditions during their studies have been influential in their later employment situation. Among other things, the graduates assess to what degree the skills achieved from their education have been relevant and sought after in the jobs they get after completing their education. Moreover, the graduates evaluate whether their education has been structured to ensure that the study programme can be completed without delay, and whether there is anything in the programme that could be improved to better prepare them for the job market.

Education Services at the University of Copenhagen is responsible for the graduate survey itself. Rambøll handles the acquisition of data and prepares a report based on the data from the questionnaires. The reporting of the graduate survey takes place on three levels: university, faculty and educational programme. This report is for .

Compared to previous reports in connection with the institution accreditation, the 2015 reports also include small, built-in analyses by cross-referencing information. The background for this is the fact that the results of the questionnaire had been adapted and reworked by the individual institutes. Therefore, Education Services has in collaboration with Rambøll worked on improving the report template so that the complete report can, as far as possible, cover the common needs that the institutions have.

The institution accreditation comprises an assessment of many educational programmes, all of which receive a report like this one. Therefore, it has been necessary to standardise the text so that it can be included generically in the reports for all types of educational programme. Throughout the report, there are guidance and notes on the individual sections and graphs. All faculties have received the complete data material for the faculty's educational programmes, which are included in this graduate survey. Thus, this report provides an overview of the survey's results, which can be further investigated by looking into the data.

2 Data

2.1 The graduate survey

After the completion of their education programme, all graduates from the University of Copenhagen were invited to take part in the graduate survey. The University of Copenhagen offers the following types of education programmes:

- Academic Bachelor's degree
- Professional Bachelor's degree
- Master's Candidatus degree
- Master's degree
- Diploma programmes
- Academy Profession (AP) programmes (from 2016)

From 2015 all the faculties at the University of Copenhagen will use the same questionnaire for the collection of data in connection with graduate surveys in order to provide the opportunity to compare the results across educational programmes and faculties.

2.2 Reporting

This report is based on the graduate survey questionnaire data collected from graduates during the period 27 October to 27 November 2015. The purpose of the report is to provide a summary of the data. The table shows a summary of the data from the graduate study with response rates, etc. from graduates.

2.2.1 Table: Summary of collected data

	Bachelor	Master	Master	Total
Invited	711	638	11	1,360
Completed	46%	47%	73%	47%
Partially completed	6%	5%	0%	5%
Total	52%	52%	73%	52%
Did not wish to participate	4%	5%	0%	5%
Did not reply	44%	42%	27%	43%

Appendix 1 shows a summary of the questions from the questionnaire used in this report.

2.3 Background data from the study administrative system STADS

The individual graduates in the survey have been linked to the variables from the study administrative system STADS described in Appendix 2. The Table shows how representative the data is for when the entire graduates who were asked to reply to the questionnaire were compared to the graduates who chose to participate by responding to the questionnaire based on the background variables.

Among the background variables, the following variables from STADS are considered significant when it comes to studying how representative the graduate survey is:

- Gender
- Average age at study start/average age at graduation
- Completion time of Bachelor's and Master's Candidatus studies
- Grades for thesis/Bachelor's paper
- Graduates who are foreign citizens
- Quota 1/2

2.3.1 Table: Facts about the respondents, broken down into graduate status

	Bachelor total		Bachelor participate		Master Candidatu		Master Candidatu		Master total		Master participate	
Number	711		368		638		334		11		8	
Percentage women	62%		63%		63%		66%		91%		100%	
Foreign citizens	4%		3%		9%		6%		18%		13%	
Average age upon graduation	26.6		26.5		32.5		32.2		47.8		47.2	
- youngest	21.5	21.5	-	-	23.2	24.1	35	35	-	-	-	-
- eldest	77.9	70.2	-	-	82	76.7	58.1	58.1	-	-	-	-
Completion time (average years)	3.5		3.5		3.5		3.5		4.4		4.8	
- shortest completion time	0.8	0.8	-	-	1	1	2.8	2.8	-	-	-	-
- longest completion time	14.5	14.5	-	-	12.2	11.3	13.8	13.8	-	-	-	-
Quota 2 at BA-entrance	7%	5%			11%	13%	0%	0%				
Years from qualifying exam to commencement of study (average)	3	3.1	-	-	8.5	8.2	-	-	-	-	-	-
- shortest time from qualifying exam to commencement of study (average)	0	0	0	0	0	0	-	-	-	-	-	-
- longest time from qualifying exam to commencement of study (average)	40	40	50	50	50	50	-	-	-	-	-	-
Bachelor's programme as first priority	90%	90%	70%	70%	70%	70%	0%	0%	0%	0%	0%	0%
Grading of Bachelor's paper/Master's thesis (average)	8.9	9.1	9.1	9.1	9.1	9.3	10.5	10.5	10.5	10.5	11	11
- lowest grade	2	2	2	2	2	2	4	4	4	4	10	10
- highest grade	12	12	12	12	12	12	12	12	12	12	12	12

For future analyses of data from graduate surveys it can be relevant to examine, aside from being representative, whether the data can be biased. Respondents could, for example, be biased in the assessment of their education, if they are unsuccessful on the job market.

2.4 Reading guide

In order to make the report more readable and to live up to various ethical principles, this section explains in brief how the data is presented in this report. The report has been made for many educational programmes; in addition, there are joint reports on faculty level and for the University of Copenhagen as a whole. As described in the introduction, it has thus been necessary to work with a standardised report structure, partly on financial grounds, both in terms of the content of the tables, graphs and the text itself. The following text is thus intended to help the reader in reading the report.

For the , a report template has been used that comprises Professional Bachelor's degrees, Academic Bachelor's degrees and Master's Candidatus degrees. For the University of Copenhagen as a whole, it makes sense to look at Master's Candidatus and Professional Bachelor's degrees in the same section, as these are programmes where the graduates complete their education at the university. The reader might though have a report for a specific education at hand that does not comprise a Professional Bachelor's degree programme. At time of writing, the University of Copenhagen offers Professional Bachelor's degrees in dentistry under the Faculty of Health and Medical Sciences and the Bachelor's degree in Forest and Landscape Engineering at SCIENCE. The reader is therefore asked to consider that it has been necessary to standardise the text so that it also reads Professional Bachelor's degree, even though this may not be relevant to the education written in the actual report.

The format of the report is also untraditional in the way that the tables and graphs are not numbered consecutively throughout the report. On the contrary, it was decided to let the numbering of the questions in the tables and graphs refer directly to the numbering of the questions in the questionnaire. The entire questionnaire is designed around the introductory question about the current job situation, which provides a good overview of the respondents included in this report. Depending on which answer the graduates give for their job status in Q.1.1 or Q.1.7, there will be a round of questions that the graduates have answered. A complete summary of the answers to the questions is shown in the following table:

2.4.1 Q.1.1./Q.1.7. What is your current job situation?

	Bachelor	Master	Master
I am employed (including leave of absence, maternity leave, job with wage subsidies, part-time hirings, etc.)	25% (90)	73% (241)	88% (7)
I am self-employed (including freelance)	2% (8)	5% (15)	0% (0)
I am unemployed (including on maternity leave without being under contract of employment)	6% (21)	13% (44)	0% (0)
I am in full-time education (e.g. Candidatus programme)	60% (218)	1% (2)	0% (0)
I am on a Ph.D programme	1% (3)	4% (12)	0% (0)
Other	7% (24)	5% (16)	13% (1)
Number of replies	364	330	8

Figures in this table can be included in the text in the individual sections. If there is a figure for candidates in this table, they could also be included in the following section on candidates, for example. The table here provides a complete summary of the types of figures included in this report.

For Q.1.1 in the table, the respondents have just one possible answer. If a respondent has a part-time job with supplementary benefit, the respondent should select the category, "I am in work". In some cases, the individual questions in the questionnaire have just one possible answer; in other cases, multiple answers are permitted. With a single answer option, a percentage breakdown of the respondents according to answer will add up to 100 per cent as in a relative breakdown, and otherwise the sum of the percentages will be higher than 100 per cent. The graphs in the report thus provide a clear indication of whether there is a single answer option or multiple answers.

In general, the total "n" for the graphs and tables, as well as what it covers, is made clear in the text. In some situations, "n" is the total number of respondents in the graduate study while in other situations, "n" can be conditional on the respondents who are in work, for example. Based on the graph it is then possible to estimate how many respondents there are in the individual categories.

The graduate survey invites all graduates in a given population to answer the questionnaire, where the response rate can be small. The collected data does not therefore represent a complete survey, but rather a random sample. To ensure anonymity, when the number of respondents is small, the results on the following questions:

What is your monthly salary?

Do you supplement the income earned from your primary occupation?

Do you receive unemployment benefit or social assistance benefits in connection with your unemployed status?

Why do you think you do not have a job at the moment?

are only shown if at least three respondents have answered that question. Be aware that too few respondents can increase the statistical uncertainty significantly, and the percentage indications can fluctuate a lot if one respondent is added or removed.

3 Current job situation of Master’s Candidatus/Professional Bachelor’s graduates

This chapter describes the job situation of Master’s Candidatus/Professional Bachelor’s graduates in their current position. The chapter includes sections on whether the graduates are in work, self-employed, unemployed or in full-time education.

3.1 Employed Master’s Candidatus/Professional Bachelor’s graduates

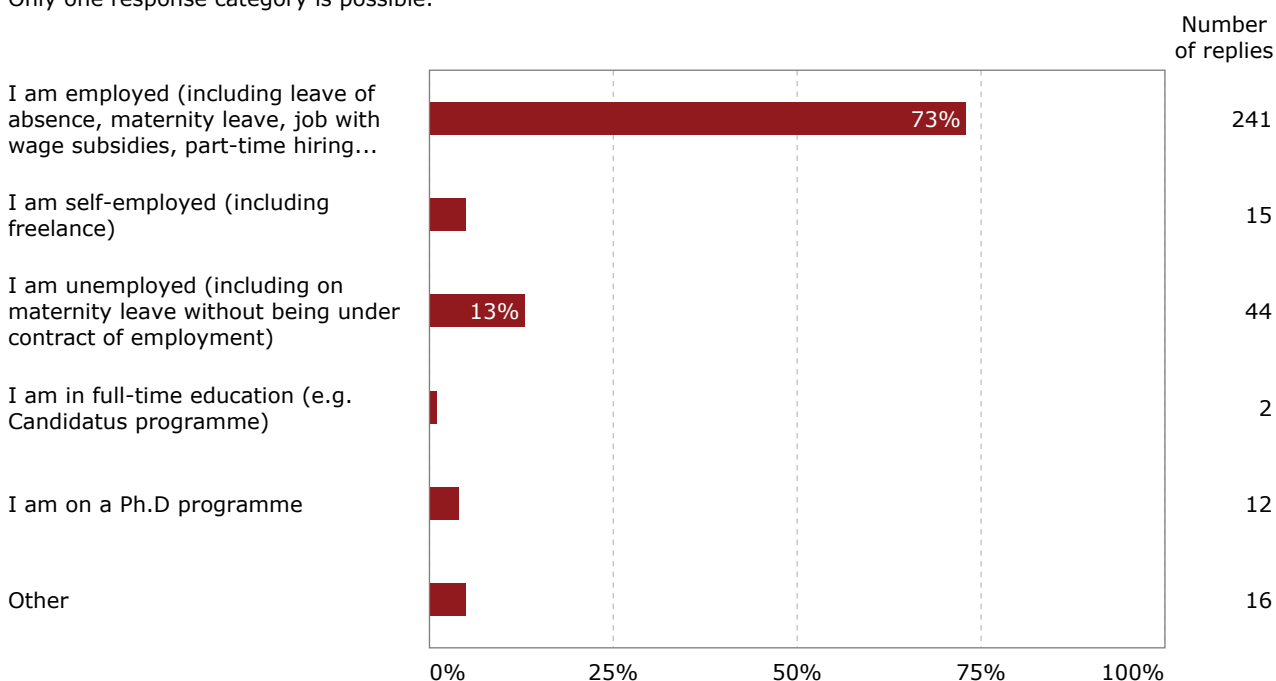
Employed Masters Candidatus/Professional Bachelors covers graduates in work, self-employed, unemployed or in full-time education.

3.1.1 Q.1.1. What is your current job situation?

The figure for question Q.1.1. shows the Master's Candidatus/Professional Bachelor's graduates' current job situation, where the response categories show if they are in work, self-employed, unemployed, in full-time education, or on a Ph.d programme.

The actual number of respondents for each response category is shown to the right of the figure.

Only one response category is possible.



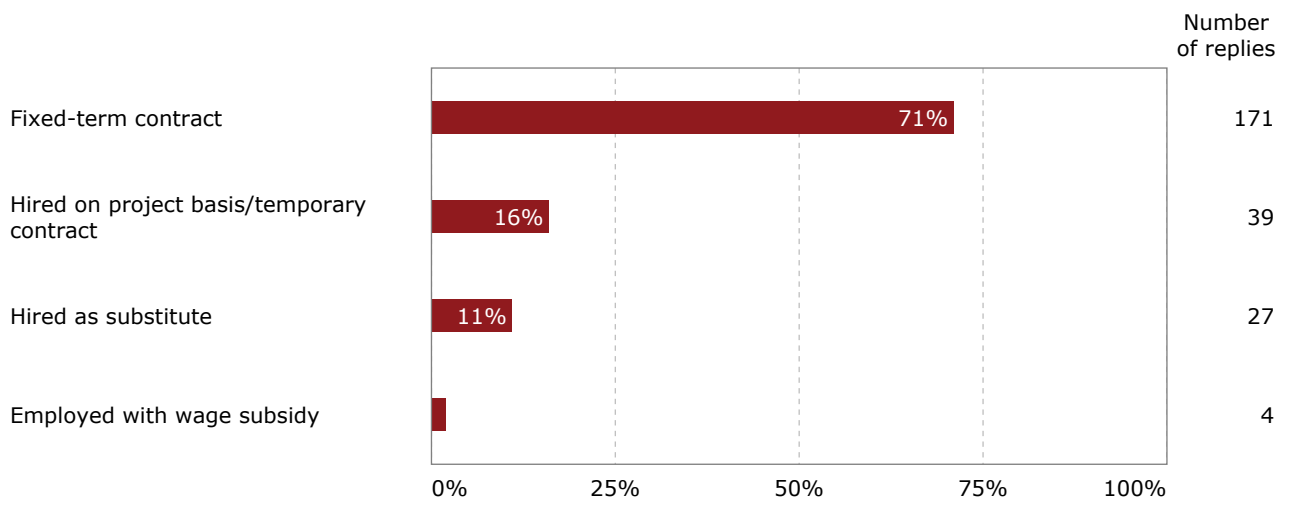
3.1.2 Q.1.3. What are the conditions of employment in your current job?

The figure for question Q.1.3. shows the conditions of employment for the Masters Candidatus/Professional Bachelors in work, where the response categories show if they are hired on a fixed-term contract, hired on a project/temporary contract, hired as a substitute, or employed with wage subsidy.

The actual number of respondents is shown to the right of the figure.

The distribution is shown as a percentage, and the number of responses is shown to the right of the figure.

Only one response category is possible.

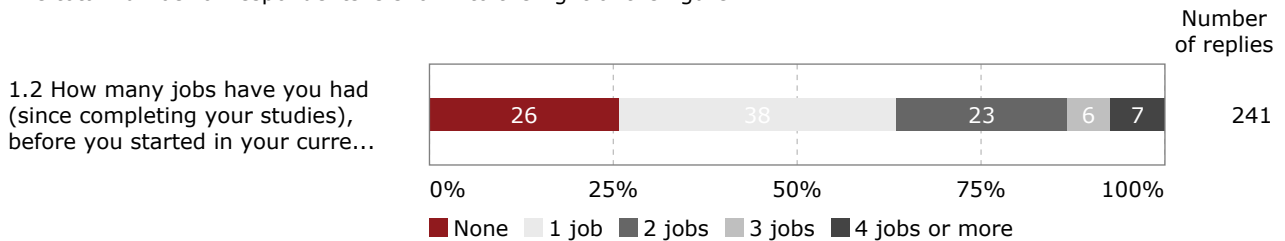


3.1.3 Q.1.2. How many jobs have you had (since completing your studies), before you started in your current employment?

Figure Q.1.2. shows the number of jobs Master's Candidatus/Professional Bachelor's graduates in employment have had before starting their current job.

There is only one response category, given the fact that they have had zero, one, two, three, four or more jobs.

The total number of respondents is shown to the right of the figure.

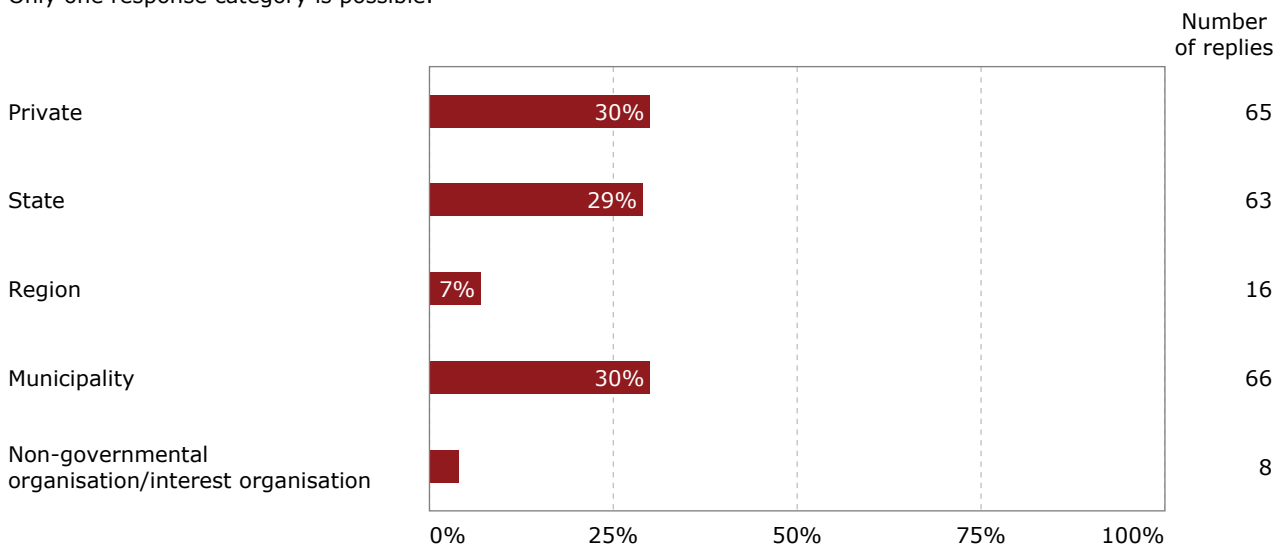


3.1.4 Q.1.8. Within which sector is your place of work?

The figure for question Q.1.8. shows which sectors the Masters Candidatus/Professional Bachelors are employed in. The response categories show if they are employed in the private sector, the state, a region or a non-governmental organisation/interest organisation.

The actual number of respondents for each response category is shown to the right of the figure.

Only one response category is possible.



3.1.5 Q.1.9./Q.1.8. Which industry does your place of work belong to? by sector

The table for question Q.1.9. shows which industry the Masters Candidatus/Professional Bachelors are employed in. For each industry, the table shows the distribution of the Masters Candidatus/Professional Bachelors among the various sectors in question Q.1.8.

The column to the right of the table shows the total number of respondents within each industry and the next-to-last column shows the percentage of respondents within each industry.

	Private	State	Region	Municipality	Non-governmental organisation/international organisation	Total %	Total n
Agriculture, hunting, forestry and fishing (e.g. plant nursery)	0%	0%	0%	0%	0%	0%	0
Raw material extraction (e.g. extraction of oil and gas)	0%	0%	0%	0%	0%	0%	0
Manufacturing firm (e.g. industry, food processing)	4%	0%	0%	0%	0%	1%	2
The supply of electricity, gas or heating	0%	0%	0%	0%	0%	0%	0
Water supply, sewerage, waste management, etc.	0%	0%	0%	0%	0%	0%	0
Construction company	2%	0%	0%	0%	0%	0%	1
Wholesale and retail trade	5%	0%	0%	0%	0%	1%	3
Freight transport and cargo handling (e.g. mail)	2%	0%	0%	0%	0%	0%	1
Lodging and restaurant business	2%	0%	0%	0%	0%	0%	1
Information and communication (e.g. publishing, film production, radio + TV)	27%	2%	0%	0%	13%	8%	17
Financial institute or financial company, etc. (e.g. insurance company, pension fund)	5%	0%	0%	0%	0%	1%	3
Real estate (leasing administrator, property agent)	4%	0%	0%	0%	0%	1%	2
Liberal profession, scientific and technical services (e.g. research assistant at a university, legal advice, complaints agency, town planning)	7%	6%	0%	0%	0%	5%	10
Public administration and defence; social security (e.g. public administration and social sector)	0%	19%	6%	23%	25%	13%	29
Teaching (e.g. upper secondary schools and adult education)	16%	60%	25%	44%	25%	42%	92
Health and social services (e.g. hospitals and drug or alcohol counselling)	4%	2%	69%	16%	0%	11%	24
Culture, entertainments and sport (e.g. theatre, libraries and museums)	13%	10%	0%	16%	0%	11%	25
Other services (e.g. business organisations and consumer organisations)	9%	0%	0%	0%	25%	3%	7
Extraterritorial organisations and bodies (e.g. FN and EU)	0%	2%	0%	0%	13%	2%	4
Number of replies	55	62	16	61	8	221	221

3.1.6 Q.1.10./Q.1.8. Where is your place of work located geographically? by sector

The table shows the geographical location for the Masters' Candidatus/Professional Bachelors' place of work from question Q.1.10. distributed among the various sectors from question Q.1.8.

To the right of the table is a total-column with the total percentage of each geographical location.

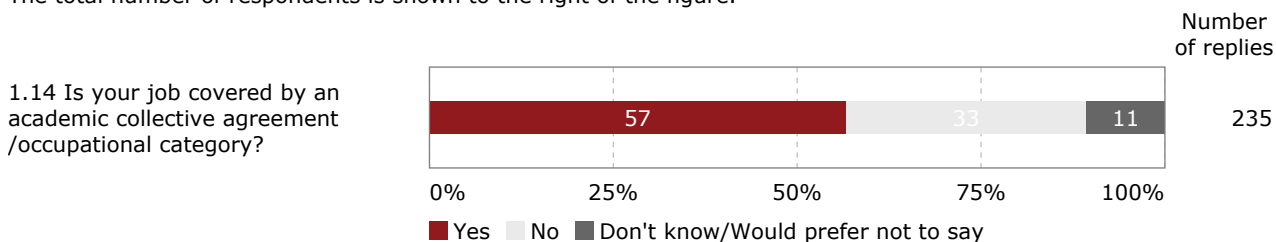
	Private	State	Region	Municipality	Non-governmental organisation/interest organisation	Total %	Total n
Capital Region of Denmark	78%	78%	81%	64%	75%	73%	172
Region Zealand	10%	13%	6%	30%	0%	16%	37
Region of Southern Denmark	2%	5%	6%	2%	0%	3%	7
Central Denmark Region	5%	0%	6%	2%	0%	3%	6
North Denmark Region	0%	0%	0%	2%	0%	0%	1
All of Denmark	0%	2%	0%	0%	0%	1%	2
Nordic region (incl. Faroe Islands and Greenland)	3%	2%	0%	2%	0%	2%	4
Europe (not Nordic region)	3%	2%	0%	0%	13%	2%	5
North America	0%	0%	0%	0%	0%	0%	0
South America	0%	0%	0%	0%	0%	0%	0
Asia	0%	0%	0%	0%	13%	0%	1
Africa	0%	0%	0%	0%	0%	0%	0
Australia/Oceania	0%	0%	0%	0%	0%	0%	0
Number of replies	63	63	16	66	8	235	235

3.1.7 Q.1.14. Is your job covered by an academic collective agreement /occupational category?

Figure Q.1.14. shows the Master's Candidatus distribution across academic collective agreement/non-academic collective agreement.

There is only one response category as they are either on an academic collective agreement or not.

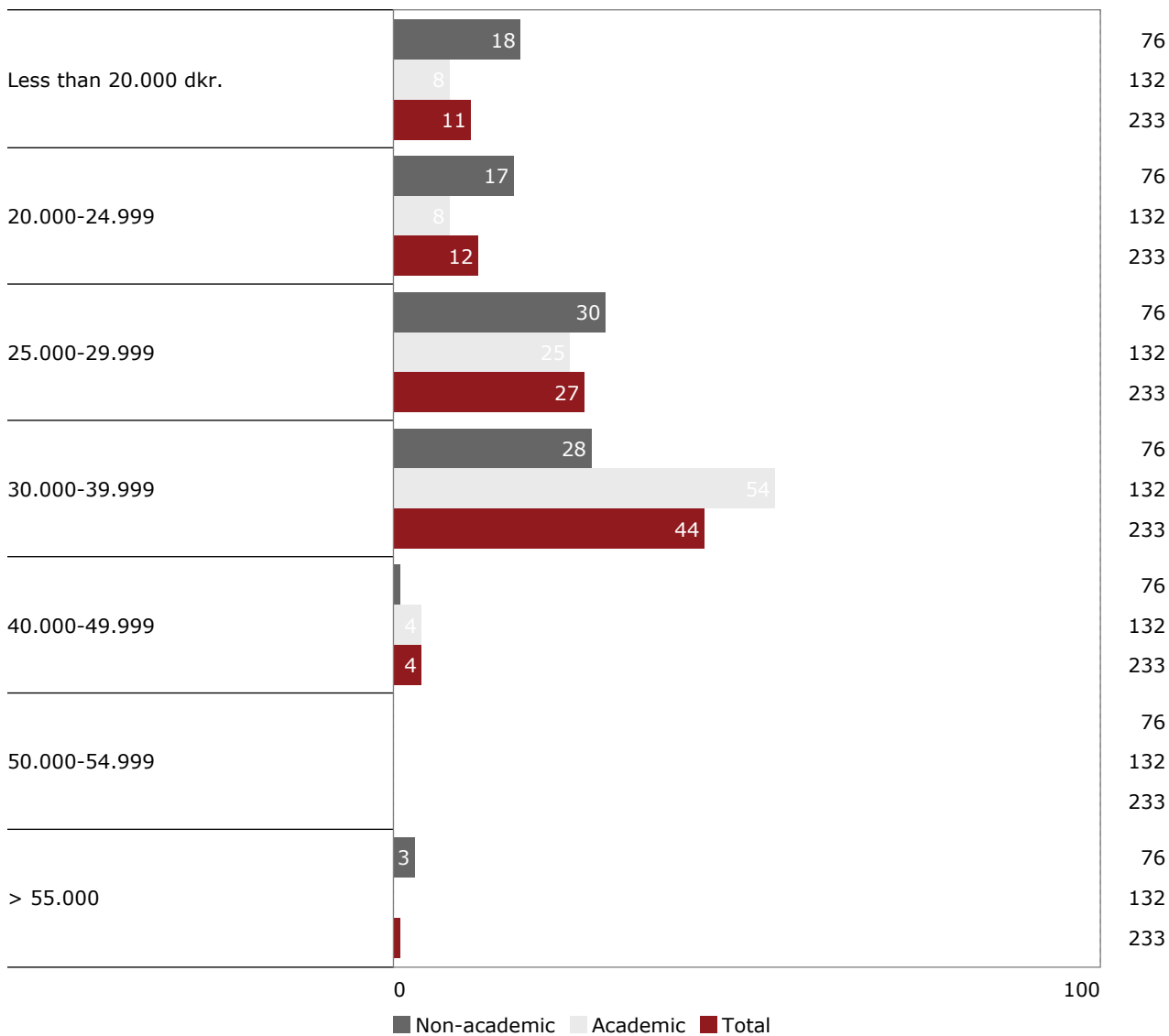
The total number of respondents is shown to the right of the figure.



3.1.8 Q.1.11. What is your monthly salary?

The figure for question Q.1.11. shows the Master's Candidatus/Professional Bachelor's monthly salary. The levels of salary are shown for graduates on a non-academic collective agreement, graduates on an academic collective agreement, Professional Bachelors as well as a total.

The numbers state the percentages and sum up to 100 within the specific categories. To the right of the figure, the total numbers of responses that provide the basis for the percentage rates are shown.

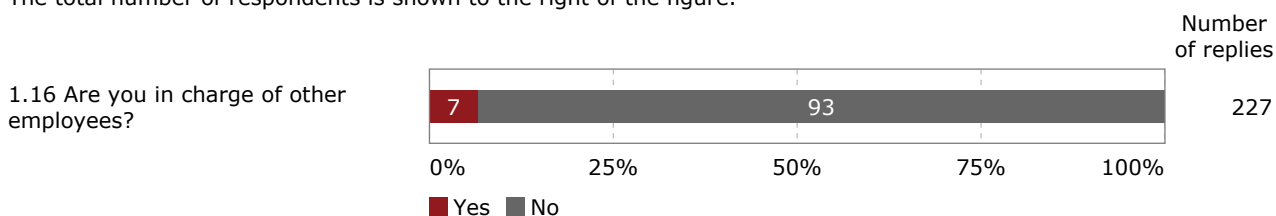


3.1.9 Q.1.16. Are you in charge of other employees?

Figure Q.1.16. shows the distribution of Masters Candidatus/Professional Bachelors that are/aren't in charge of other employees.

The distribution is shown in percentages.

The total number of respondents is shown to the right of the figure.



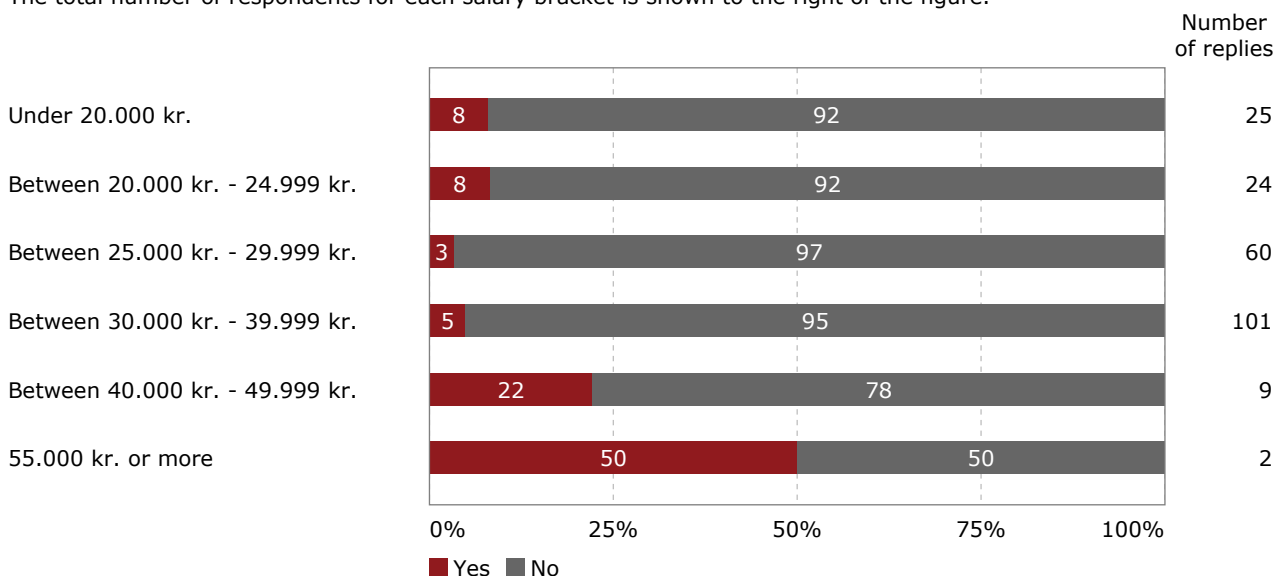
3.1.10 Q.1.16./Q.1.11. Are you in charge of other employees? by monthly salary

The figure for question Q.1.16. crossed with question Q.1.11. shows the distribution of Masters Candidatus/Professional Bachelors that are/aren't in charge of employees within each of the salary brackets.

Results are only displayed for the relevant salary brackets.

The distribution is shown in percentages and sums up to 100 within each salary bracket.

The total number of respondents for each salary bracket is shown to the right of the figure.

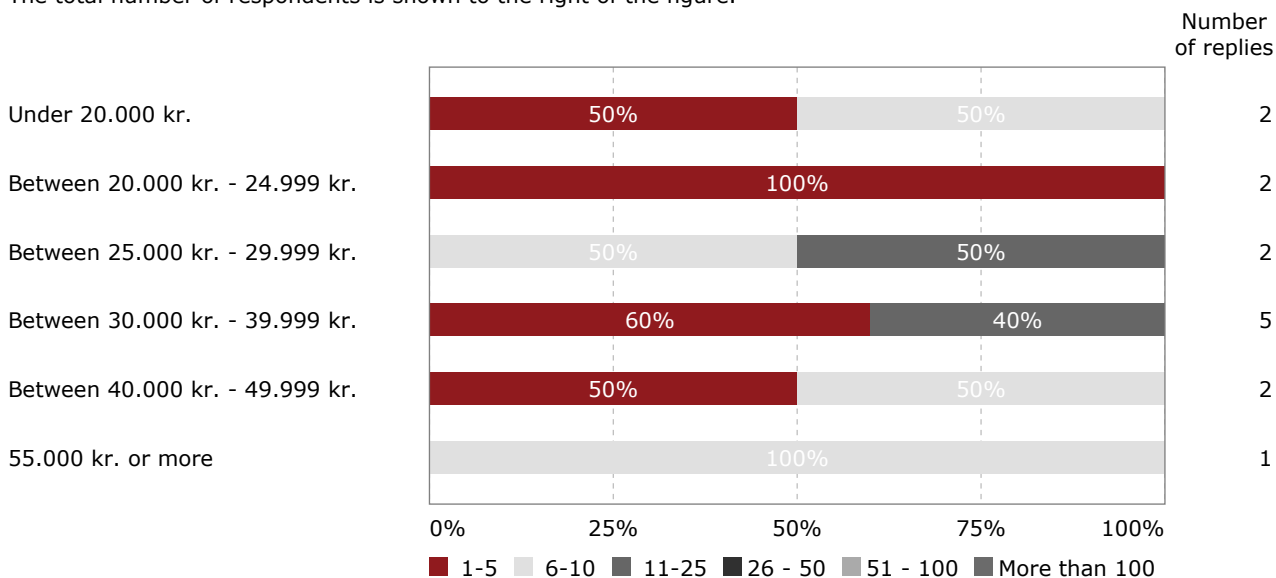


3.1.11 Q.1.17./Q.1.11. How many employees are you in charge of? by monthly salary

The figure for question Q.1.17. shows how many employees the Masters Candidatus/Professional Bachelors are in charge of within each of the salary brackets. The response categories show if the number of employees they are in charge of is either 1-5, 6-10, 11-25, 26-50, 51-100 or more than 100 employees. The results are shown for each of the salary brackets within which the graduates are in charge of employees.

The distribution is shown in percentages and sums up to 100 within each salary bracket.

The total number of respondents is shown to the right of the figure.

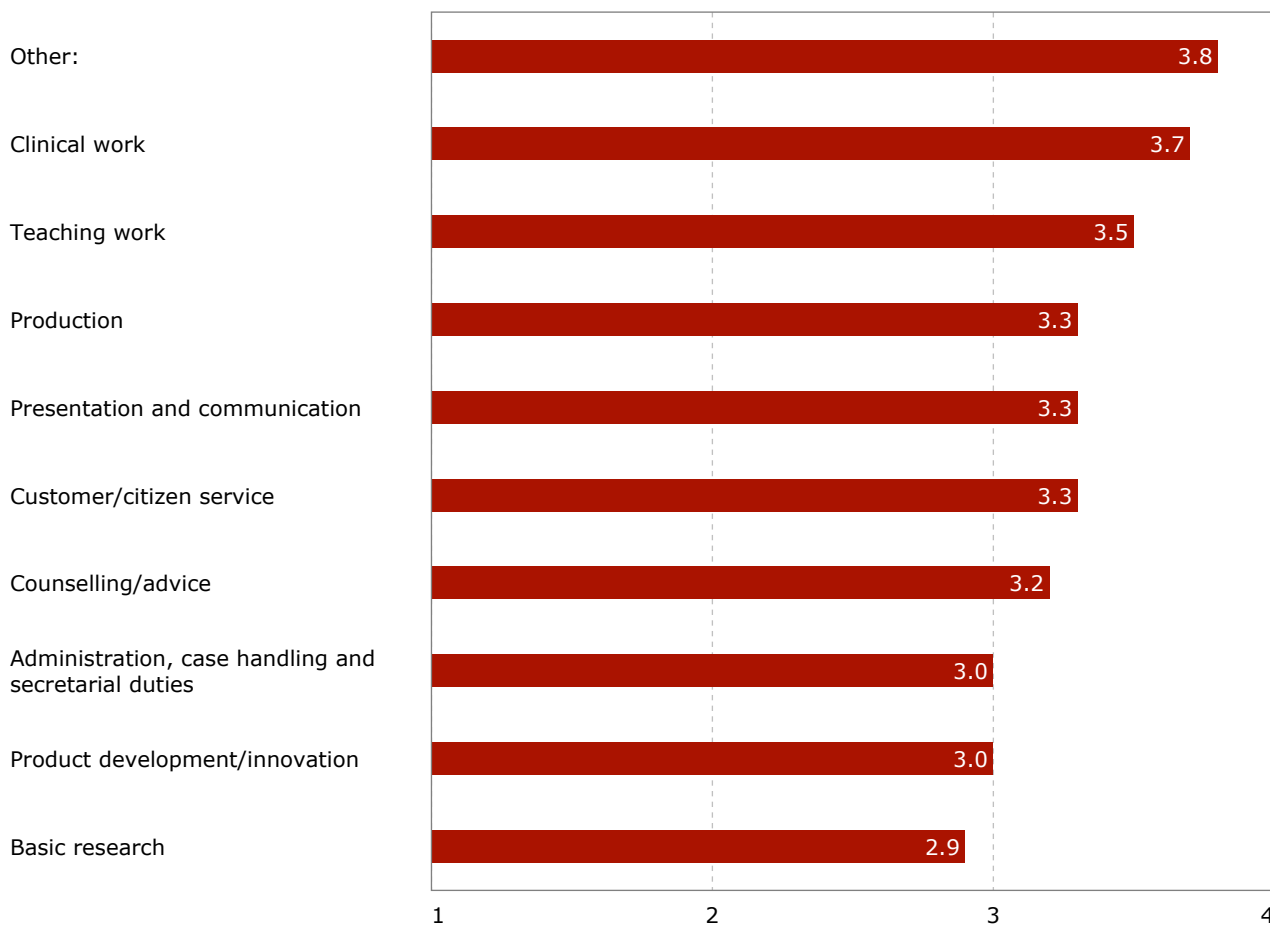


3.1.12 Q.1.18. Breakdown of your job functions. Top 10 over how much time the respondent spends on these job functions

The figure for question Q.1.18. shows which job functions the respondents spend time on as well as how much time they spend on the specific categories.

Below is shown the ten job functions the Masters Candidatus/Professional Bachelors spend the most time on.

The figure shows an average on a scale from 1 to 4, where 1 corresponds to 'Not at all', 2 corresponds to 'Occasionally', 3 corresponds to 'Sometimes' and 4 corresponds to 'A lot of the time'. From this scale the average time consumption is shown for each specific bar.

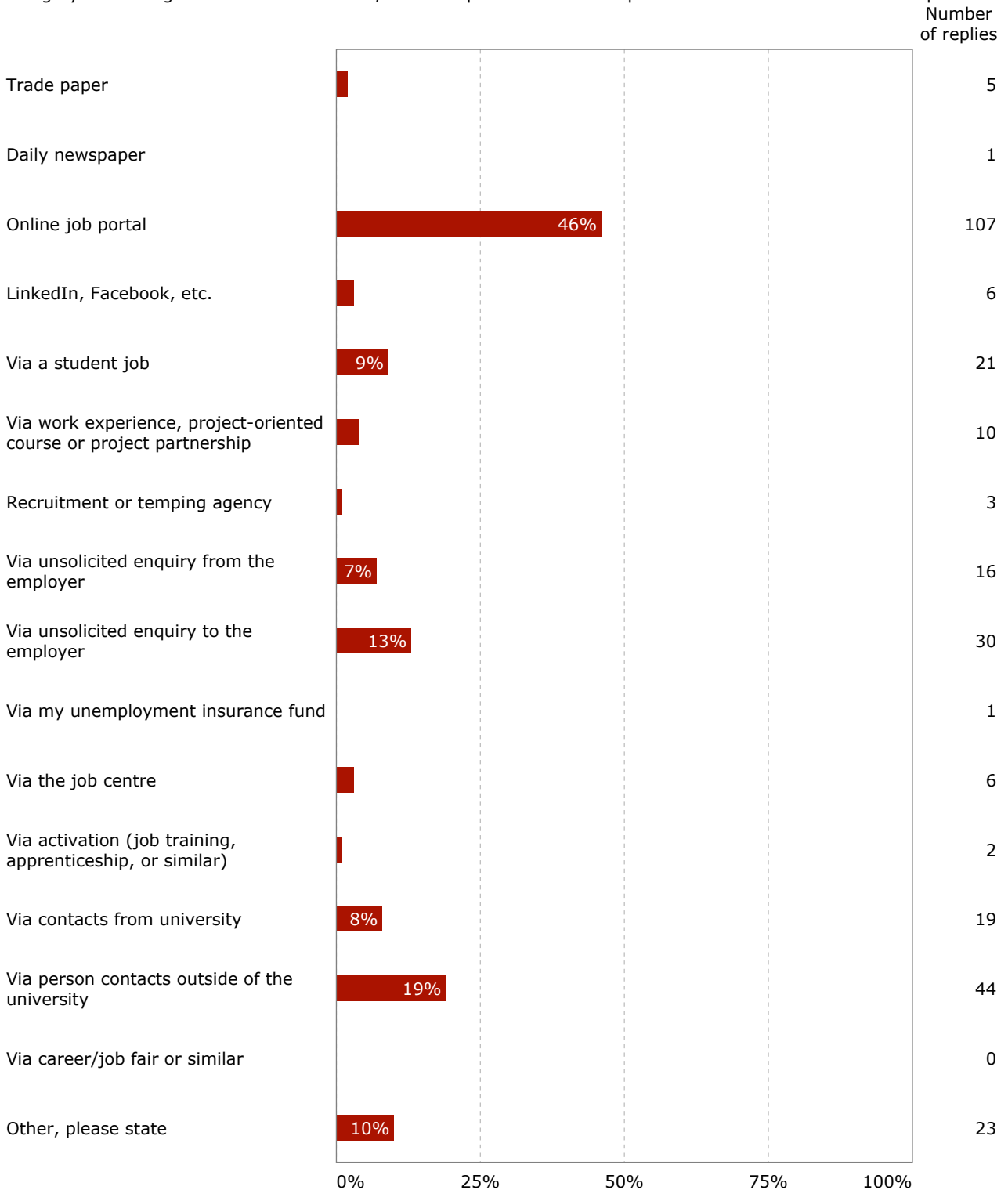


Note: The response distribution on the specific questions is shown in appendix 6.

3.1.13 Q.1.19. How did you find your current job?

The figure for question Q.1.19. shows how the Masters Candidatus/Professional Bachelors found their current job.

The figure shows the percentage of Masters Candidatus/Professional Bachelors that have chosen the specific category. The categories do not sum to 100, as it was possible for the respondents to check more than one option.



3.2 Self-employed (including freelance)

This section describes the job situation for the Master's Candidatus/Professional Bachelor's graduates who answered that they have chosen to become self-employed or work freelance in the introductory question Q.1.1.1.

53 % started business alone, while 47 % started business in collaboration with one or more partners.

1 graduate has received financial support or advice to start up their business corresponding to 7 % of the self-employed graduates.

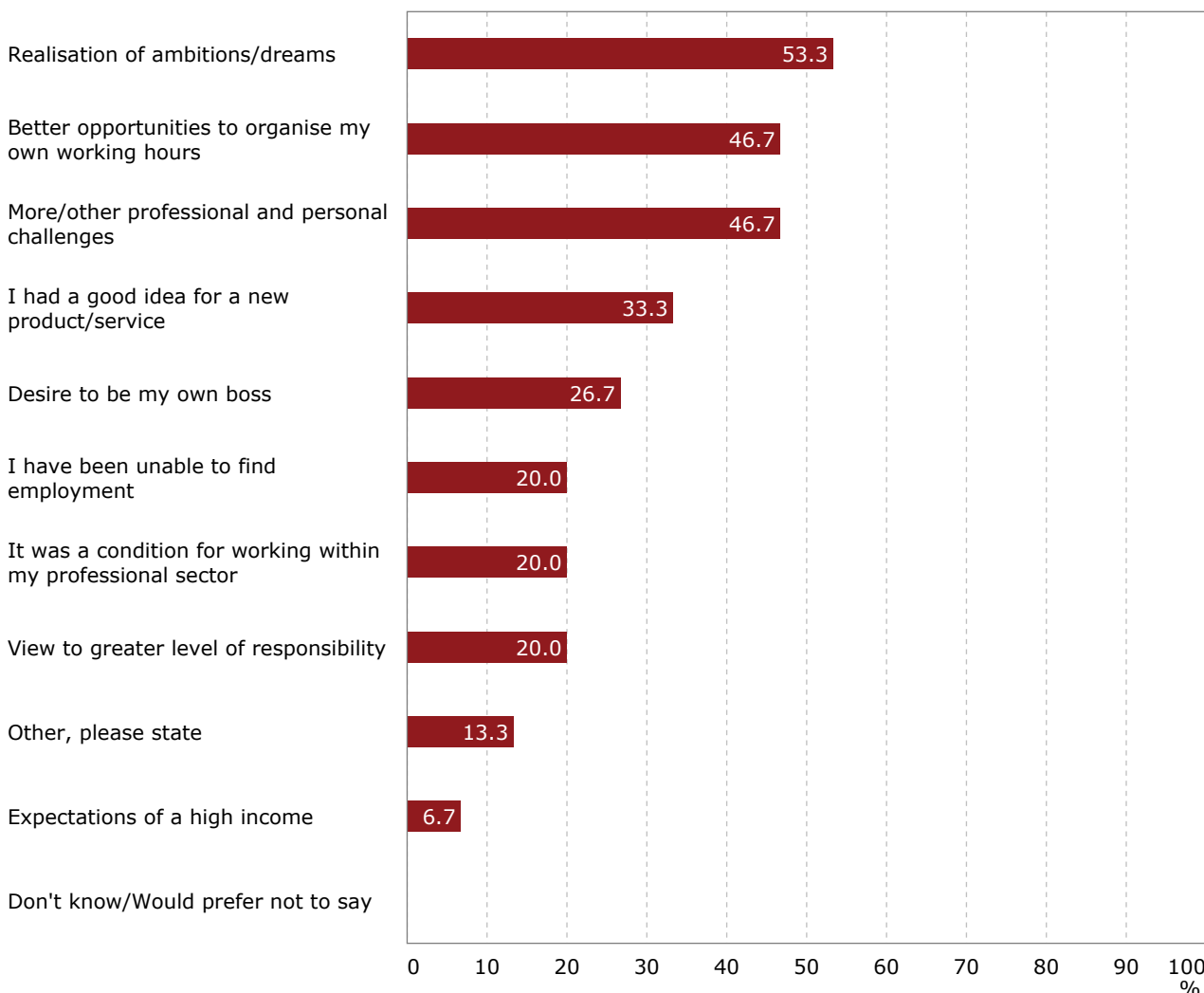
6 graduates supplement their income earned from their primary occupation, 0 % receives unemployment benefit or social assistance benefits, while 40 % have other paid work.

3.2.1 Q.1.23. What made you decide to become self-employed/freelance?

The figure for question Q.1.23. shows in order of priority why the Masters Candidatus/Professional Bachelors chose to start up independently/freelance.

The figure shows what percentage of the Masters Candidatus/Professional Bachelors that have chosen the specific category.

The categories don't sum up to 100 as more categories were available for selection.



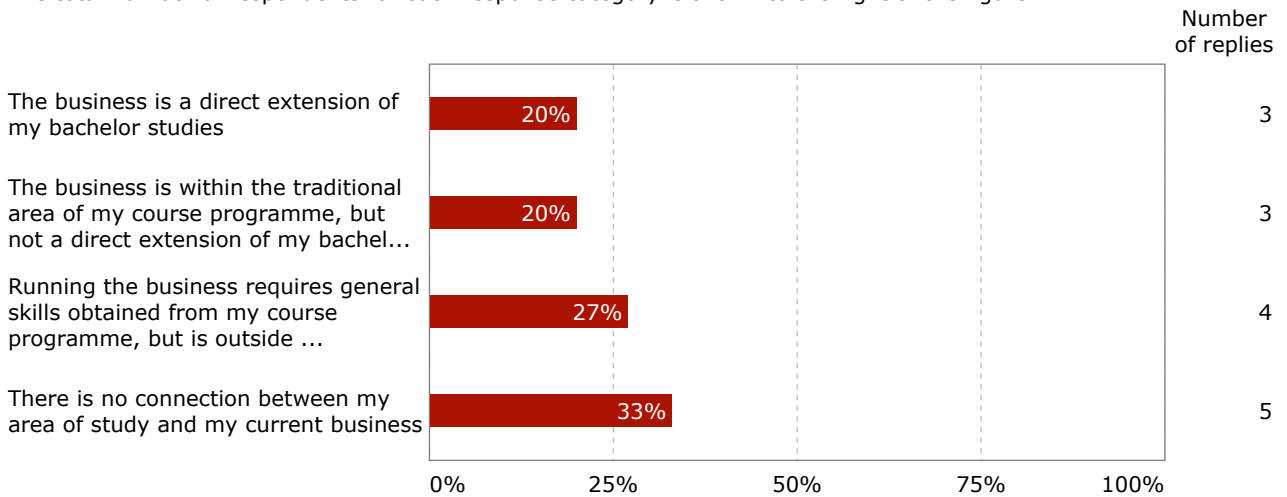
3.2.2 Q.1.26./Q.1.27. How would you describe the correlation between your studies and your own business?

The figure for question Q.1.26./Q.1.27. shows how the Masters Candidatus/Professional Bachelors assess the correlation between their studies and their business.

It is only possible for them to choose one of the categories.

The distribution is shown in percentages and sums up to 100.

The total number of respondents for each response category is shown to the right of the figure.



3.2.3 Q.1.28. How did you get the idea for your business?

The figure for question Q.1.28. shows how the Masters Candidatus/Professional Bachelors got the idea for their business. More options were available.

The figure shows the percentage of the Masters Candidatus/Professional Bachelors that have chosen the specific category. The categories do not sum up to 100, as more categories were available for selection.

The total number of respondents for each response category is shown to the right of the figure.

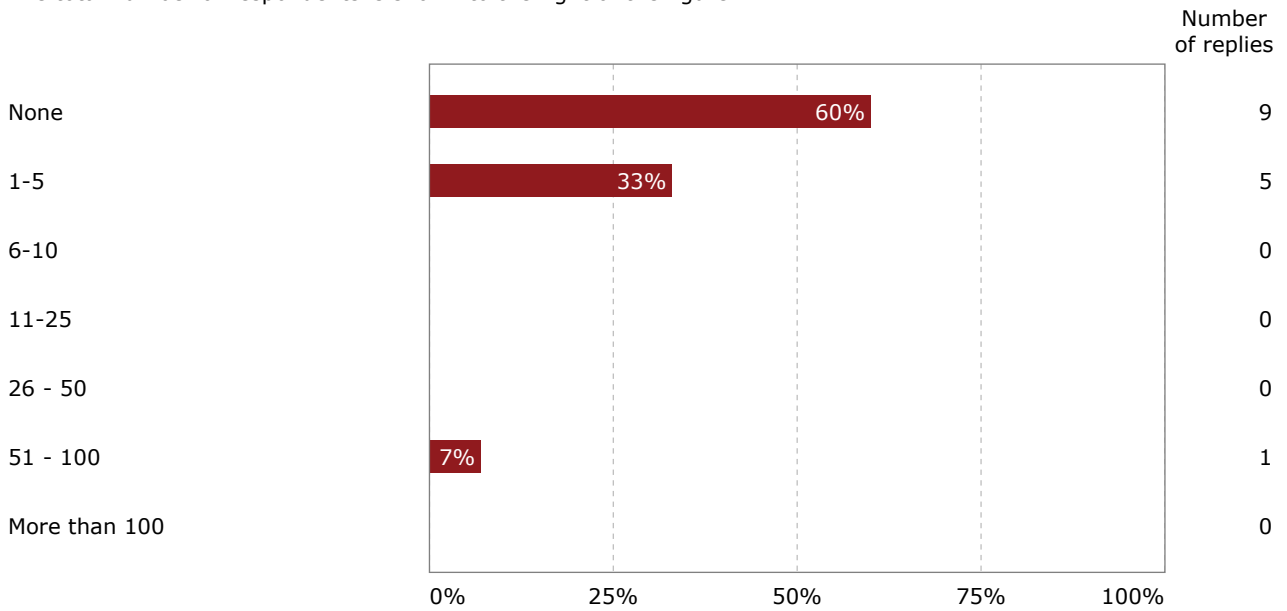


3.2.4 Q.1.29. How many people are employed in your company, besides yourself?

The figure for question Q.1.29. shows how many employees the Masters Candidatus/Professional Bachelors have in their businesses.

The distribution is shown in percentages and sums up to 100, as there is only one response category available for selection.

The total number of respondents is shown to the right of the figure.



3.3 Unemployed, including maternity leave without being under employment contract

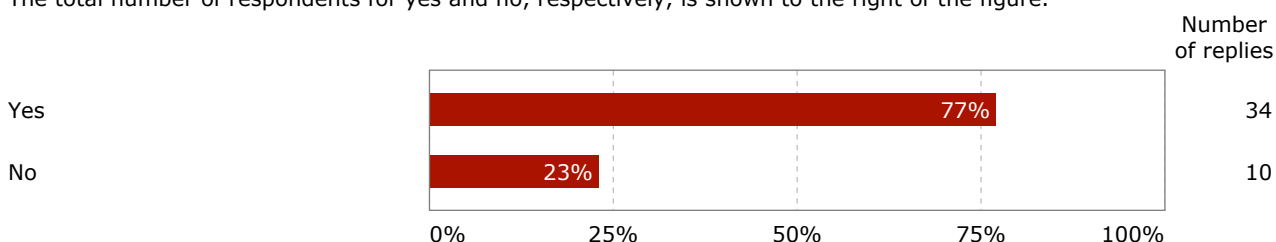
This section describes the job situation for the Master’s Candidatus graduates who answered the introductory Q.1.1 with “unemployed”.

3.3.1 Q.1.32. After completing your studies, have you had one or more jobs (including leave of absence, maternity leave, job with wage subsidies, part-time employment, or similar)?

The figure for question Q.1.32. shows how many of the unemployed Masters Candidatus/Professional Bachelors have had one or several jobs since finishing their studies. They can choose between yes or no.

The distribution is shown as a percentage of each response category and sums up to 100 as it is only possible for the respondents to choose one response category.

The total number of respondents for yes and no, respectively, is shown to the right of the figure.

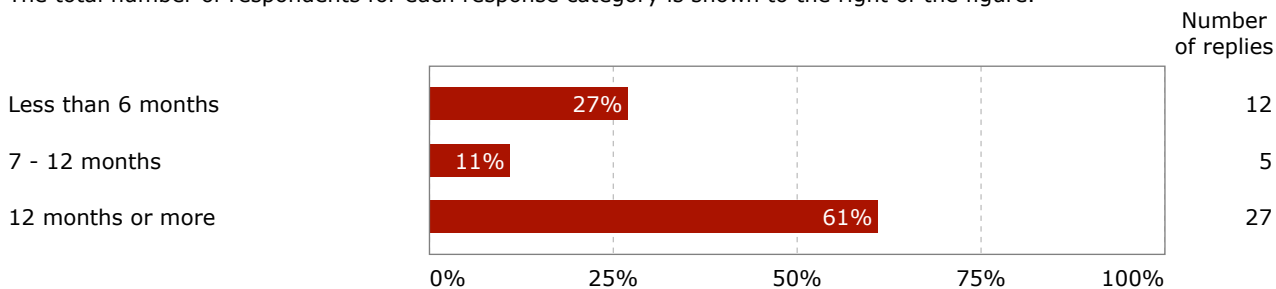


3.3.2 Q.1.34. How long have you been unemployed (current period of unemployment)?

The figure for question Q.1.34. shows for how long the Masters Candidatus/Professional Bachelors have been unemployed in their current unemployment period, the response categories showing either less than 6 months, 7-12 months, and 12 months or more.

The distribution is shown in percentages.

The total number of respondents for each response category is shown to the right of the figure.

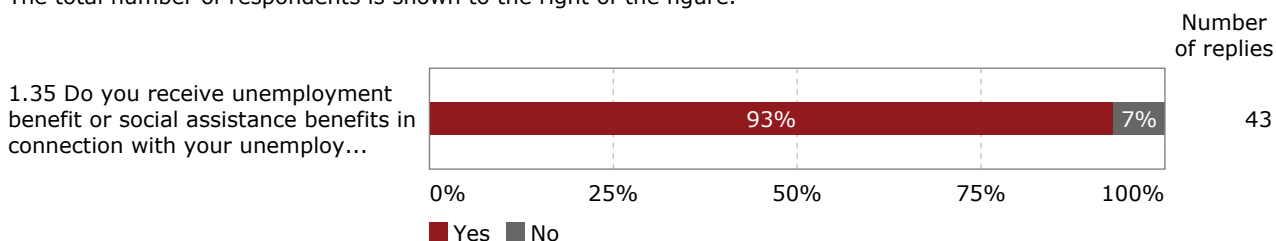


3.3.3 Q.1.35. Do you receive unemployment benefits or social assistance benefits in connection with your unemployed status?

The figure for question Q.1.35. shows the distribution among unemployed Masters Candidatus/Professional Bachelors that receive and do not receive unemployment benefit or social assistance benefits in connection with their unemployed status.

The distribution is shown as a percentage.

The total number of respondents is shown to the right of the figure.

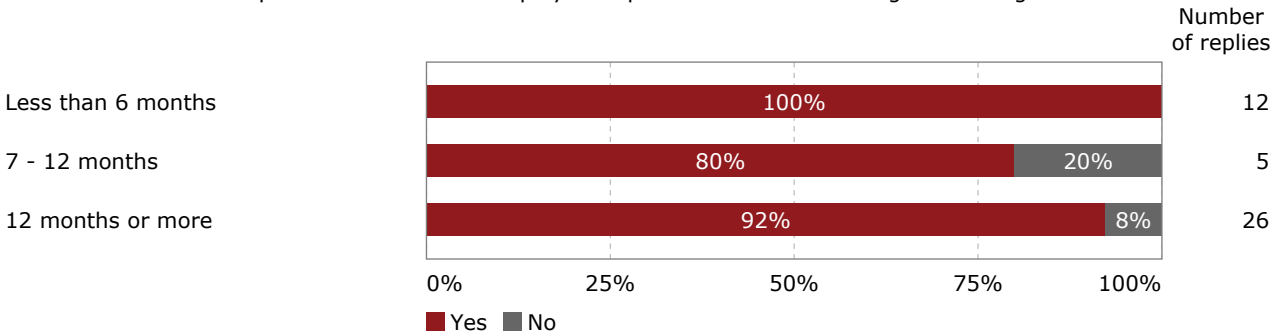


3.3.4 Q.1.34./Q.1.35 Do you receive unemployment benefits or social assistance benefits in connection with your unemployed status? by unemployment period

The figure for question Q.1.34./Q.1.35. shows the distribution of unemployed Masters Candidatus/Professional Bachelors who either receive or do not receive unemployment benefit/social assistance benefits, by unemployment periods.

The distribution is shown in percentages and sums up to 100 within the specific periods of unemployment.

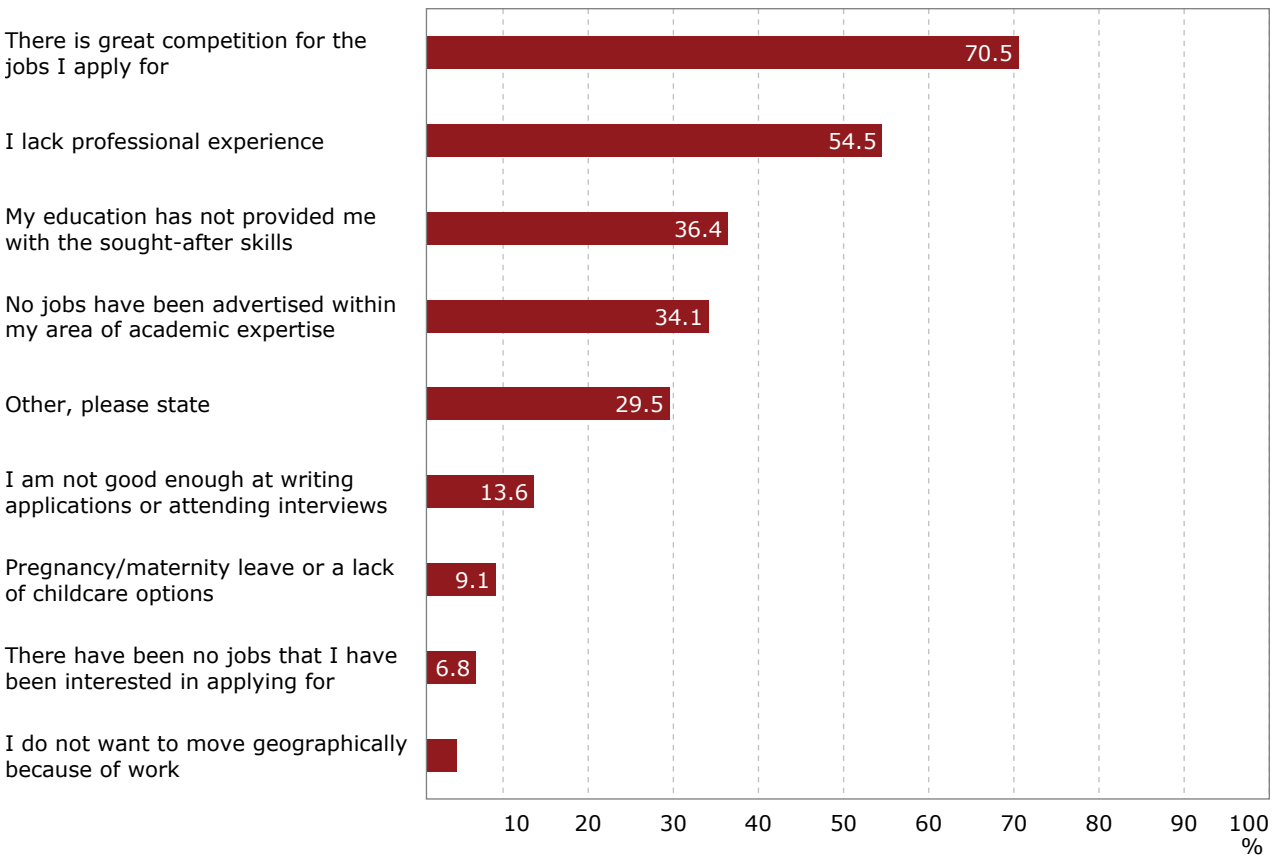
The total number of respondents for each unemployment period is shown to the right of the figure.



3.3.5 Q.1.36. Why do you think you do not have a job at the moment?

The figure for question Q.1.36. shows in order of priority, why the Masters Candidatus/Professional Bachelors think they are unemployed at the moment.

The figure shows what percentages of Masters Candidatus/Professional Bachelors have chosen the specific category. The categories do not sum up to 100, as more response categories are available for selection.



3.4 Full-time education

This section describes the job situation for the Master's Candidatus/Professional Bachelor's graduates who answered introductory Q.1.1 by saying they had begun a full-time programme of education after graduation.

This can include several types of full-time education, depending on which actual course programme the report concerns. If they have graduated from a Bachelor's degree programme, there will be many who continue their studies at Master's Candidatus degree level. For Master's Candidatus graduates, there will be some who will continue on a PhD programme or teacher training.

3.4.1 Q.1.39./Q.1.40. What education institution are you registered with?

The table for question Q.1.39./Q.1.40. shows which education institutions the Masters Candidatus/Professional Bachelors in a full-time education are registered with.

The table shows the percentage within each specific education.

The total number of respondents for each education is shown in the bottom row.

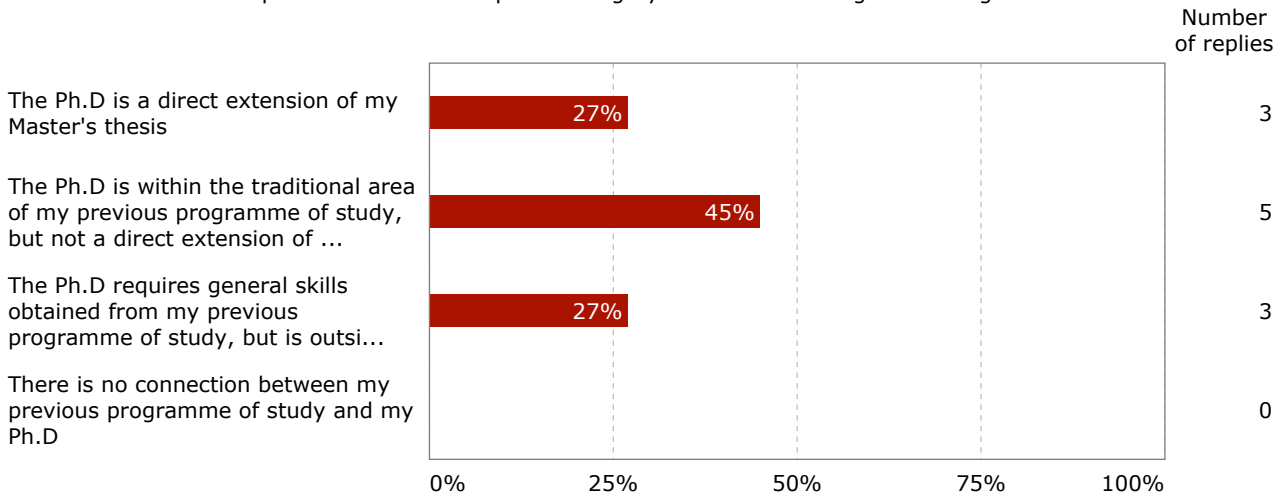
	ph.d.	Master's (Candidatus) programme	(Academic) Bachelor's degree	Professional bachelor degree	Other programme of study, please state	Other programme of study, please state
Antal svar	11	1	0	0	0	0
Musicology - A university in another country than Denmark	9%					
Musicology - Other		100%				
Sociology of Religion - University of Copenhagen	9%					
Philosophy - University of Copenhagen	36%					
Philosophy - Roskilde University (RUC)	9%					
Philosophy - A university in another country than Denmark	9%					
Phycology of Language - University of Copenhagen	9%					
Visual Culture - Aalborg University	9%					
Visual Culture - Roskilde University (RUC)	9%					

3.4.2 Q.1.42. How would you describe the correlation between your previous programme of study and your Ph.D?

The figure for question Q.1.42. shows how the Masters Candidatus/Professional Bachelors registered on a PhD programme assess the correlation between their previous programme of study and their PhD.

The distribution is shown as a percentage.

The total number of respondents for each response category is shown to the right of the figure.



4 Correlation between Master's Candidatus/Professional Bachelor's education programmes and the job market

A main element in the educational programmes offered by the faculty is that they prepare the graduates as well as possible for the job market by giving them the skills that are sought after by employers. The graduate surveys of the University of Copenhagen can thus gather information on the graduates' assessment of how much the educational programmes have prepared them for the job market. The question is whether the Master's Candidatus/Professional Bachelor's graduates experience that there is agreement between the skills they are expected to possess on the job market and the skills they have acquired during their education at the University of Copenhagen.

4.1 Academic correlation between studies and job

4.1.1 Q.1.12./Q.1.13. How would you describe the correlation between your area of study and your job?

The figure for question Q.1.12./Q.1.13. shows how the Masters Candidatus/Professional Bachelors assess the correlation between their education and their job.

The distribution is shown as a percentage.

The total number of respondents is shown to the right of the figure.

	Direct extension of my studies	Within the traditional area of my course programme	Requires general skills obtained from my course programme	No connection between my area of study and my current job	Antal svar
History of Religions	0%	40%	33%	27%	15
Musicology	17%	50%	19%	14%	36
Classical Greek	0%	100%	0%	0%	6
Latin	0%	33%	0%	67%	3
Sociology of Religion	6%	39%	22%	33%	18
Thai / Southeast Asia studies					
Communication and IT					
Philosophy	10%	24%	34%	31%	29
German	0%	78%	11%	11%	9
Finnish studies	0%	0%	50%	50%	2
Russian	0%	0%	75%	25%	4
Polish	100%	0%	0%	0%	1
Phycology of Language	3%	36%	56%	6%	36
Speech and hearing sciences	45%	47%	6%	2%	49
Visual Culture	23%	15%	42%	19%	26
Eastern European Studies	0%	0%	100%	0%	1

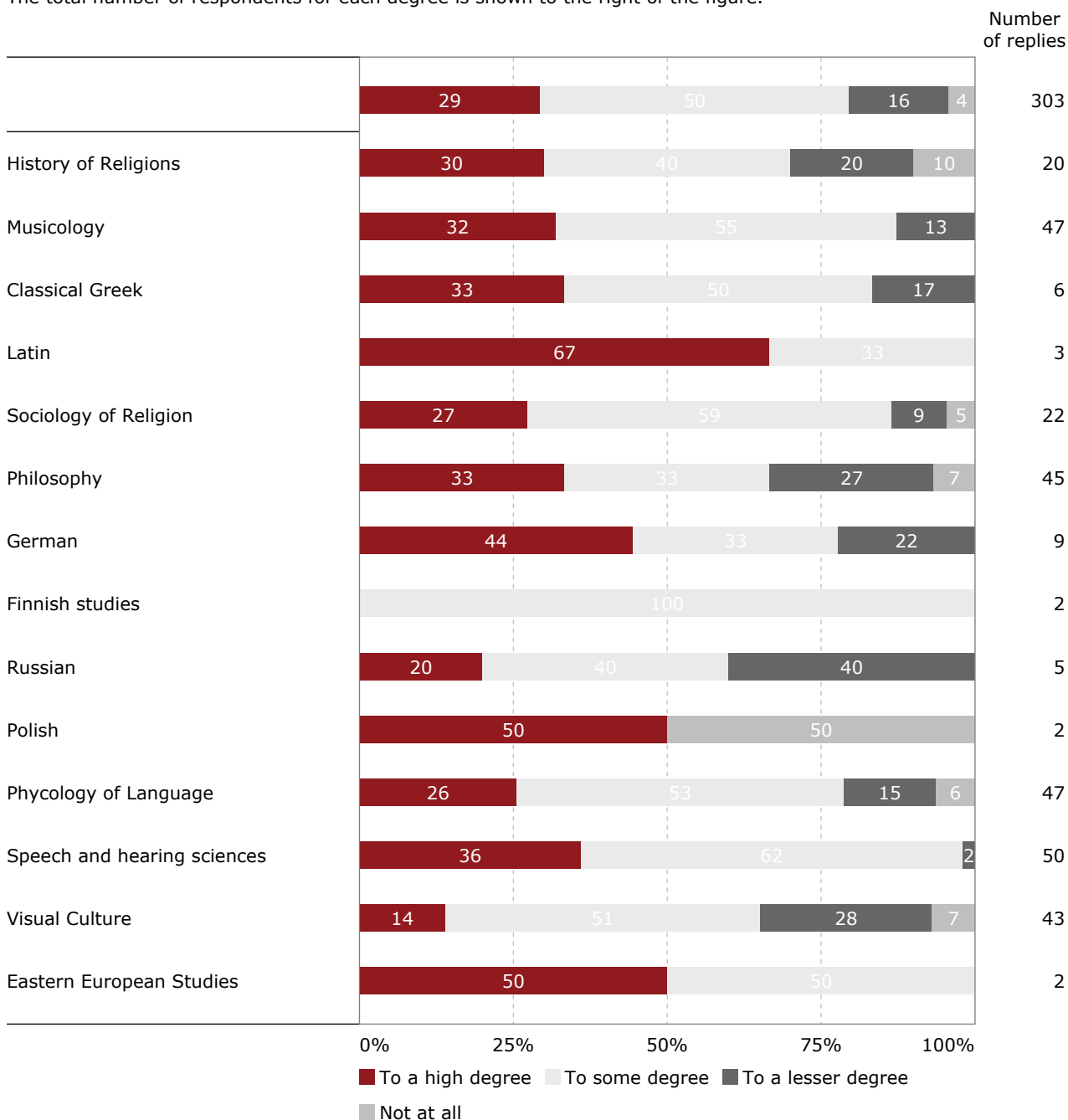
4.2 The ability of the study programme to prepare the graduates for working life

4.2.1 Q.2.1. To what degree do you feel that your programme of study has adequately prepared you for your working life?

The figure for question Q.2.1. shows to what degree the Masters Candidatus/Professional Bachelors feel that their programme of study adequately has prepared them for their working life. The response categories show either to a high degree, to some degree, to a lesser degree or not at all.

The distribution is shown as a percentage.

The total number of respondents for each degree is shown to the right of the figure.

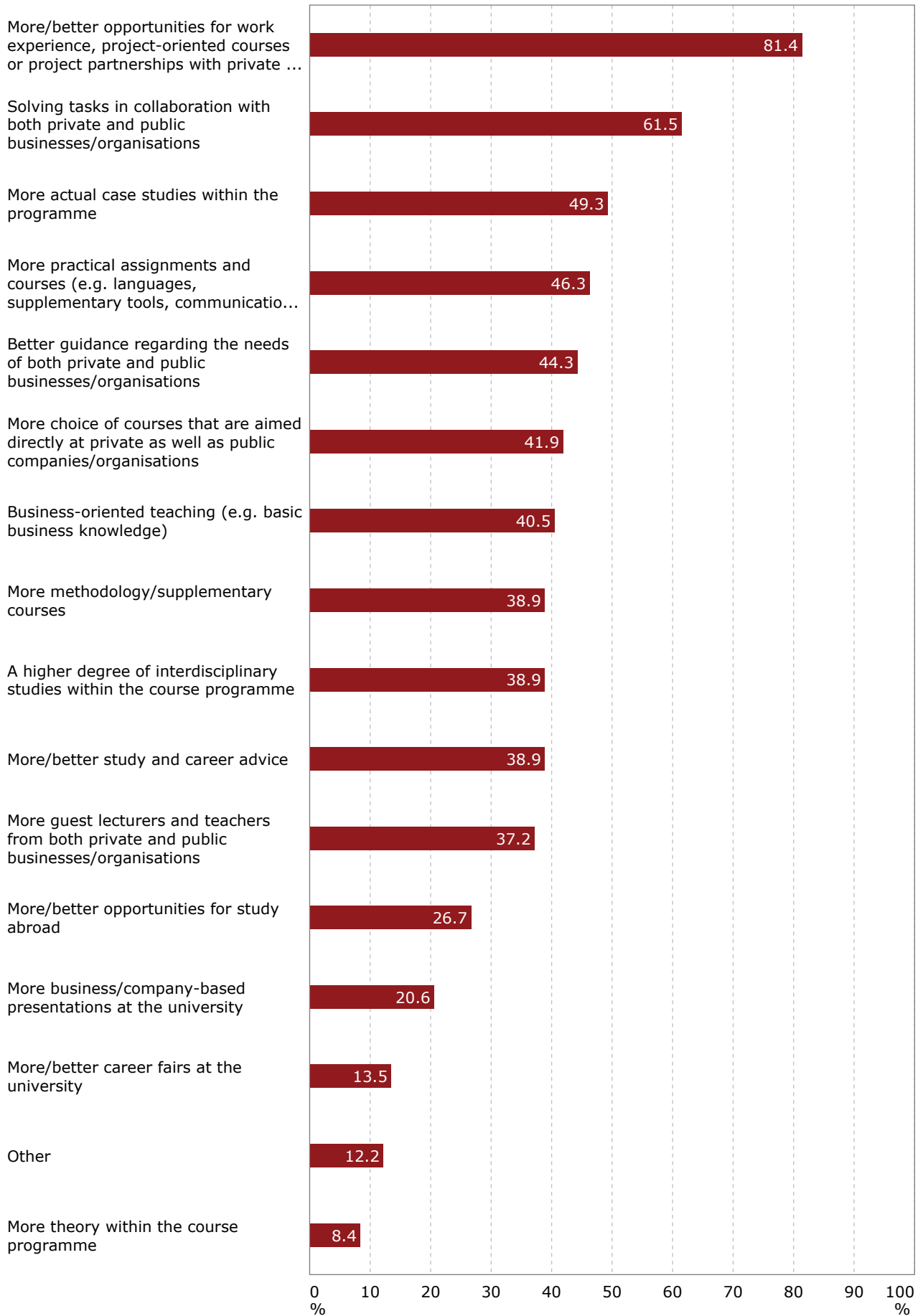


4.2.2 Q.2.4. How do you think the University of Copenhagen could improve upon how it prepares graduates for the demands of the labour market?

The figure for question Q.2.4. shows in order of priority, what areas the Masters Candidatus/Professional Bachelors think the university could improve upon to prepare the graduates for the demands of the labour market.

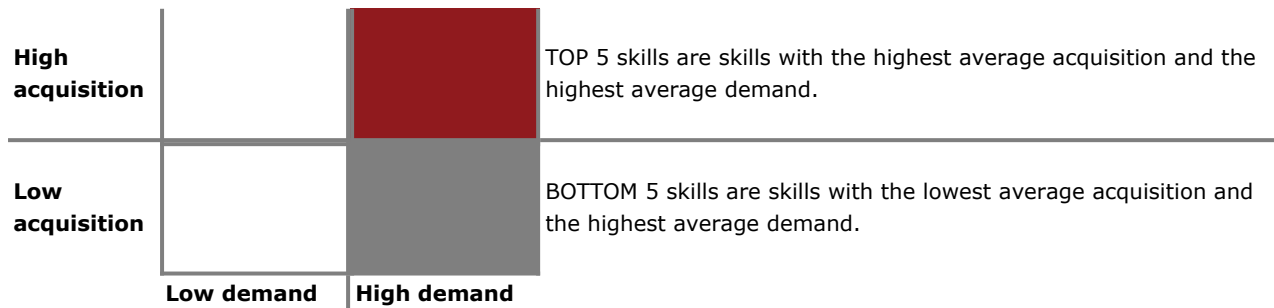
The figure shows what percentage of the Masters Candidatus/Professional Bachelors that have chosen the specific category.

The categories do not sum up to 100 as several categories are available for selection.



4.2.3 Q.2.2./Q.2.3. Correlation between acquired skills and skills sought after on the labour market

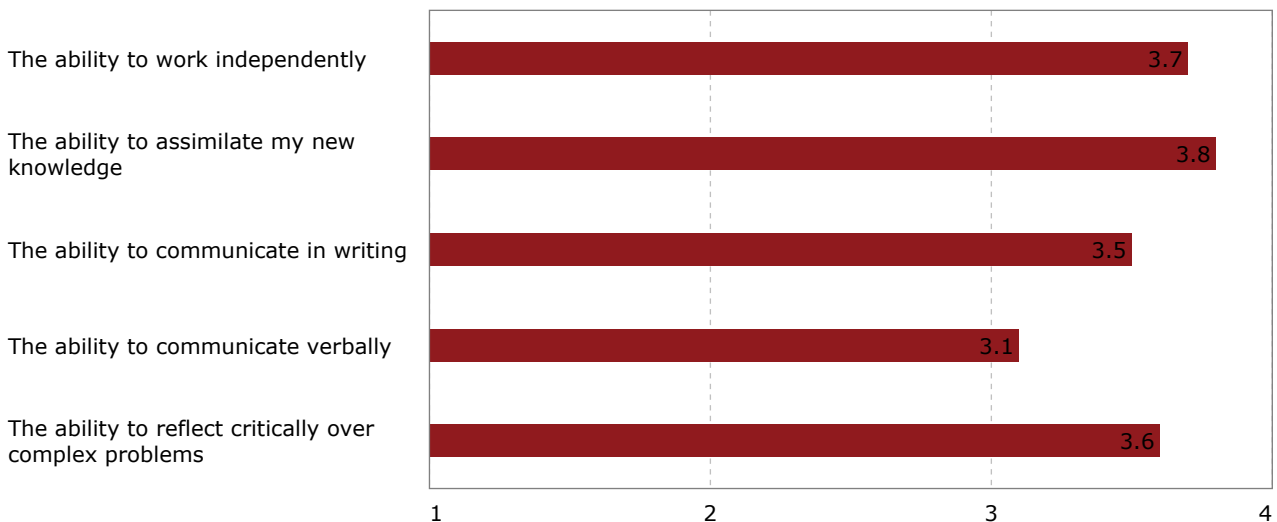
The figure shows the labour market demanded skills from question Q.2.3. out the x-axis and acquired skills from question Q.2.2. up the y-axis.



The numbers on the bars for the specific skills in the figure shows the average in the degree the respondents have answered to have acquired the following skills through their education measured on a scale from 1 to 4, where 1 is 'Not at all', 2 is 'to a lesser degree', 3 is 'to some degree' and 4 is 'to a high degree'.

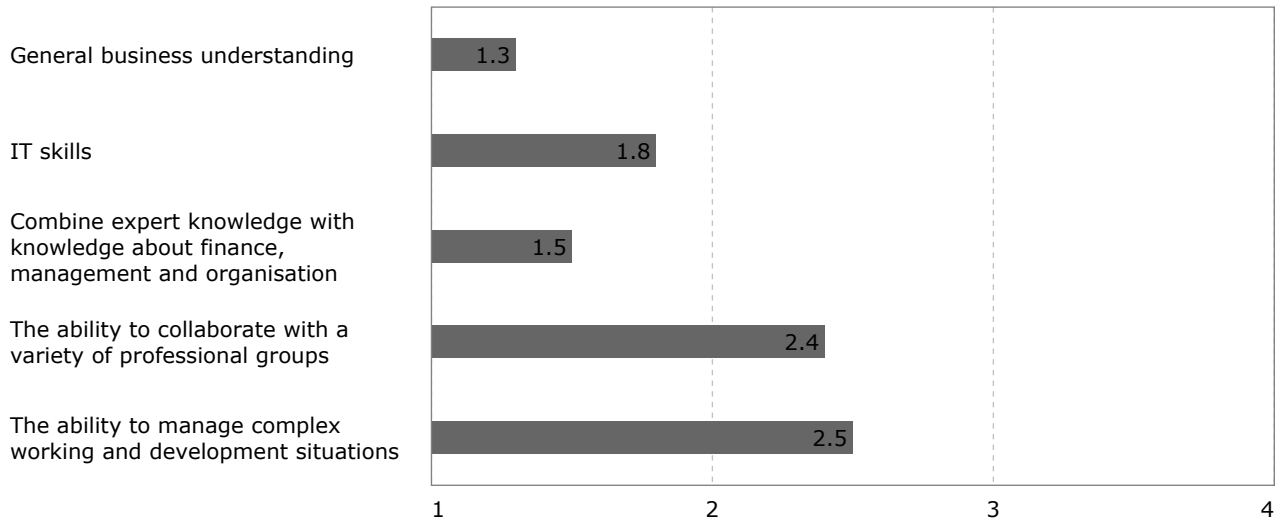
4.2.3.1 Top 5 skills

Figure 1 for question Q.2.2. shows the 5 skills the Masters Candidatus/Professional Bachelors feel they have acquired to the highest degree through their programme of study and that they think the labour market to the highest degree demands. The responses for each skill are displayed with a bar.



4.2.3.2 Bottom 5 skills

Figure 2 for question Q.2.2. shows the 5 skills the Masters Candidatus/Professional Bachelors feel they have acquired to the least degree through their programme of study and that they think the labour market to the highest degree demands. The responses for each skill are shown with a bar.



5 Master's Candidatus/Professional Bachelor's graduates routes to their first job

This section deals with the Master's Candidatus/Professional Bachelor's graduates' first job. There are several interesting questions in this regard, such as: How long did it take them to get a job? When did they start actively looking for jobs? What factors are relevant to getting a job as a recent graduate?

5.1 Master's Candidatus/Professional Bachelor's graduates first job

5.1.1 Q.3.1. How long time did you have to wait between graduating and obtaining your first job (incl. job with wage subsidies)?

The table for question Q.3.1. shows how long time the Masters Candidatus/Professional Bachelors had to wait to obtain their first job.

The table shows the percentages of each time interval.

Masters Candidatus	
I got the job before completing my studies	29%
0 - 3 months	31%
4 - 6 months	16%
7 - 12 months	13%
More than 12 months	10%
Number of replies	275

5.1.2 Q.3.19. When did you start actively looking for a job?

The table for question Q.3.19. shows when the Masters Candidatus/Professional Bachelors actively started looking for a job.

The table shows the percentage share of each group.

Masters Candidatus	
Before starting your Master's (Candidatus) thesis/final project or exam	14%
Before delivering your Master's (Candidatus) thesis/final project or exam	31%
After delivering your Master's (Candidatus) thesis/final project	36%
After passing your Master's (Candidatus) thesis/final project or exam	19%
Number of replies	275

5.1.3 Q.3.1. How long time did you have to wait between graduating and obtaining your first job (incl. job with wage subsidies)? by Q.3.19 When did you start actively looking for a job?

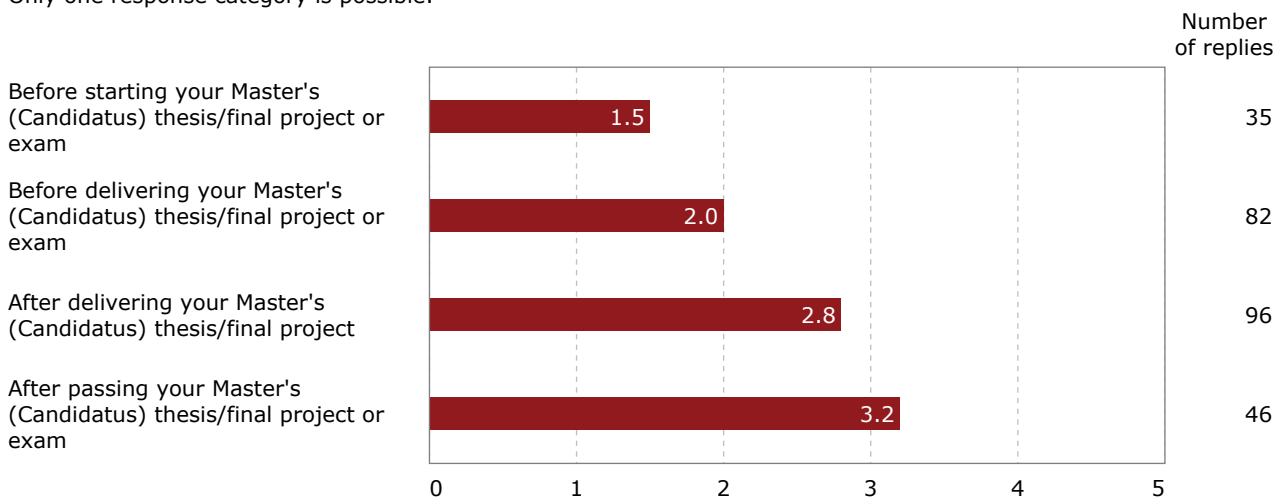
The figure for question Q.3.1. distributed on Q.3.19. shows the average scores on Q.3.1. for the Masters Candidatus/Professional Bachelors, distributed on response categories of when they actively started looking for a job.

The average is calculated on a scale from 1 to 5 where

- 1 corresponds to 'I got the job before completing my studies',
- 2 corresponds to '0 - 3 months',
- 3 corresponds to '4 - 6 months',
- 4 corresponds to '7 - 12 months' and
- 5 corresponds to 'More than 12 months'.

The actual number of respondents for each response category is shown to the right of the figure.

Only one response category is possible.

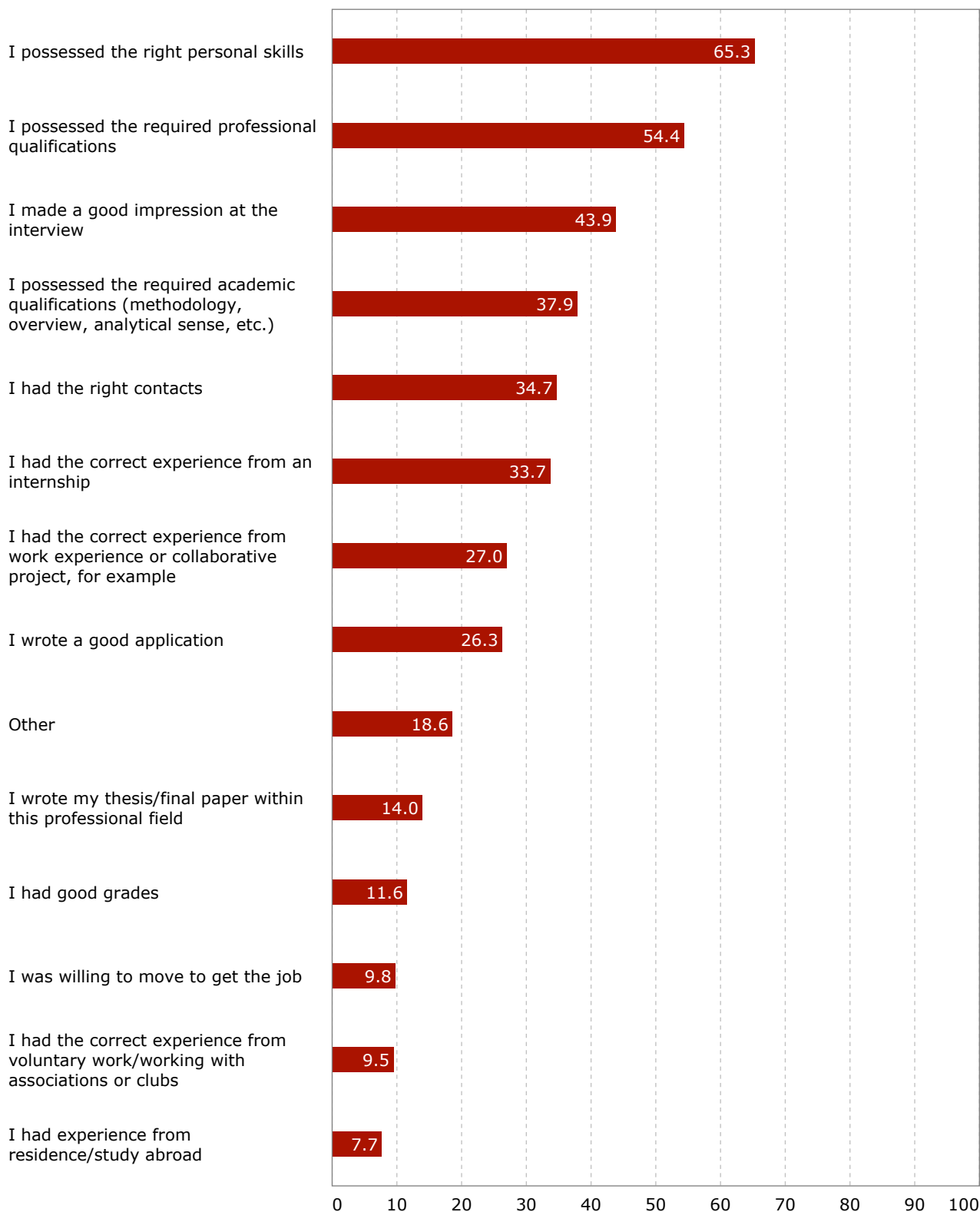


5.1.4 Q.3.2. What do you believe was the primary reason that you got your first job (including job with wage subsidies)?

The figure for question Q.3.2. shows in order of priority, what the Masters Candidatus/Professional Bachelors believe were the primary reason that they got their first job.

The figure shows the percentage of the Masters Candidatus/Professional Bachelors choosing each specific category.

The categories do not sum to 100 as more categories were available for selection.



5.2 The significance of student jobs, internships, study abroad, etc. for the first job

5.2.1 Q.3.3. Did you have a student job alongside your programme of studies?

The table for question Q.3.3. shows the percentage of Masters Candidatus/Professional Bachelors having a student job alongside their programme of study.

The number divided between the two response categories of yes and no is shown in percentage.

Masters Candidatus	
Yes	88%
No	12%
Number of replies	293

5.2.2 Q.3.5. Have you subsequently been employed at a company/organisation where you did an internship?

The table for question Q.3.5. shows the percentage of Masters Candidatus/Professional Bachelors who have had a student job alongside their programme of study, and who have subsequently been employed in the company/organisation where they worked as a student.

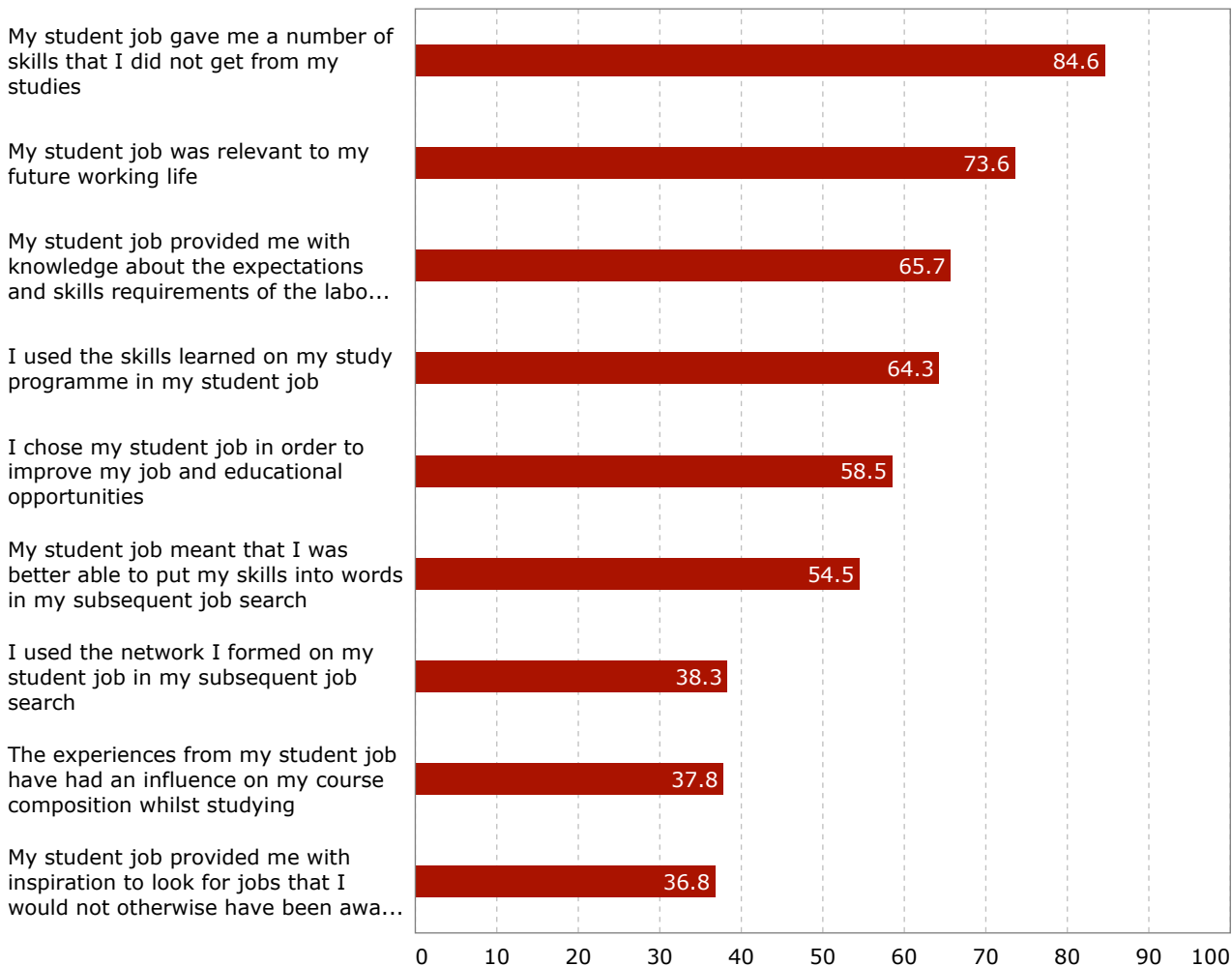
The number divided between the two response categories of yes and no is shown in percentage.

Masters Candidatus	
Yes	30%
No	70%
Number of replies	253

5.2.3 Q.3.4. How significant was your student job(s)?

The figure for question Q.3.4. shows in order of priority how significant the Masters Candidatus/Professional Bachelors feel their student job was.

The figure shows the percentage of Masters Candidatus/Professional Bachelors who responded 'To some degree' or 'To a high degree' to the specific questions.



5.3 Voluntary internship or project in private or public organisations

5.3.1 Q.3.6. Did you undertake any non-obligatory work experience, project-oriented coursework or collaborative projects with private or public companies/organisations over the course of your studies?

The table for question Q.3.6. shows how great a percentage of the Masters Candidatus/Professional Bachelors that have obtained non-obligatory work experience, project-oriented coursework or collaborative projects with private or public companies/organisations over the course of their studies.

The number divided between the two response categories of yes and no is shown in percentage.

Masters Candidatus	
Yes	38%
No	62%
Number of replies	290

5.3.2 Q.3.8. Have you subsequently been employed in the private or public company/organisation where you undertook work experience, project-oriented coursework or a collaborative project?

The table for question Q.3.8. shows how big a part of the Masters Candidatus/Professional Bachelors that have obtained non-obligatory work experience, project-oriented coursework or collaborative projects with private or public companies/organisations over the course of their studies, and subsequently have been employed at a company/organisation where they had an internship.

The number divided between the two response categories of yes and no is shown in percentage.

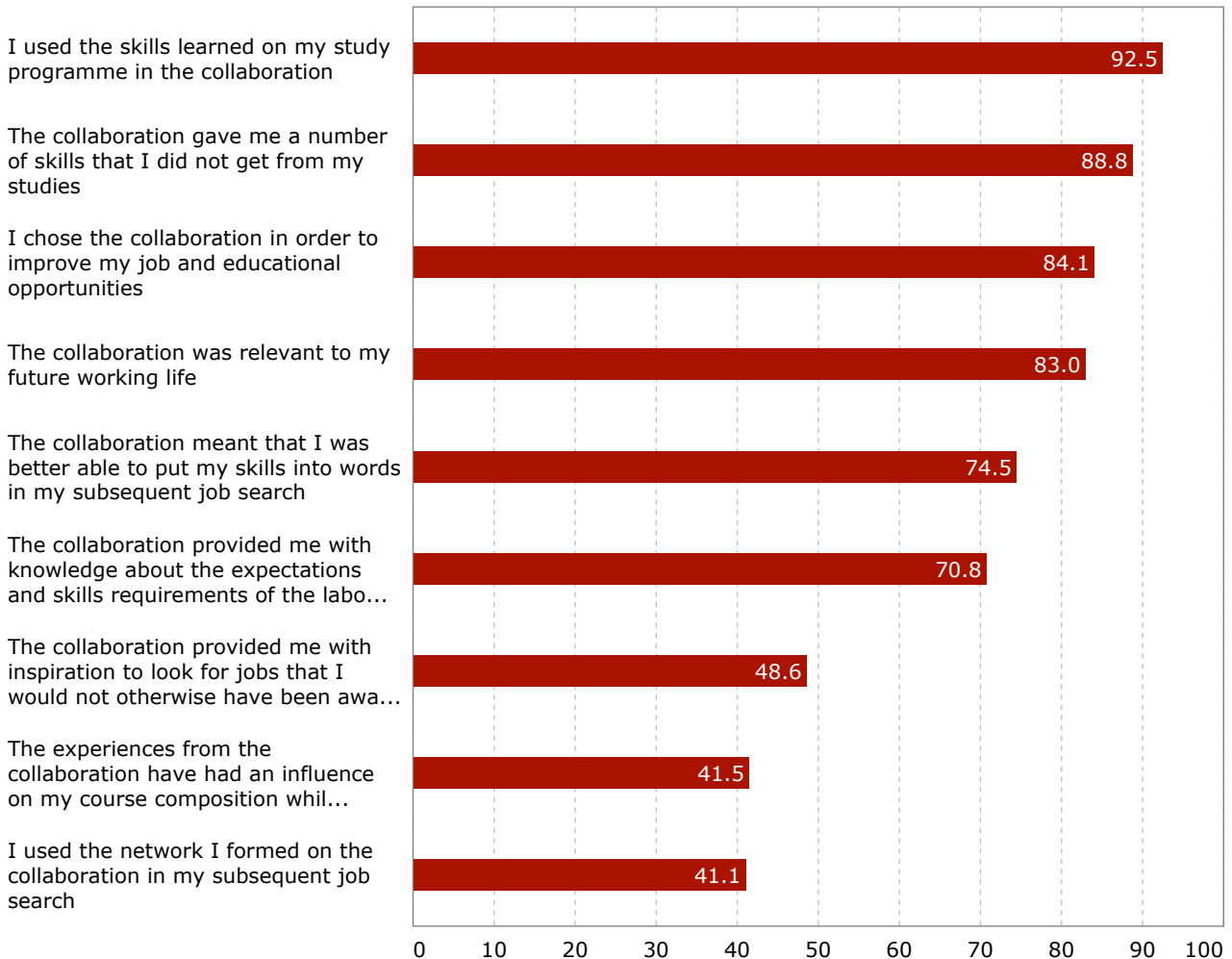
Masters Candidatus	
Yes	21%
No	79%
Number of replies	109

5.3.3 Q.3.7. How significant was your collaboration with a private or public company/organisation?

The figure for question Q.3.7. shows in order of priority how significant the Masters' Candidatus/Professional Bachelors' collaboration with a private or public company/organisation was.

The figure shows the percentage of the Masters Candidatus/Professional Bachelors that have answered 'To some degree' or 'To a high degree' to the specific questions.

The figure does not sum to 100.



5.4 Study abroad

5.4.1 Q.3.9. Did you spend any time studying abroad during your programme?

The table for question Q.3.9. shows the percentage of Masters Candidatus/Professional Bachelors having spent time studying abroad during their programme of study.

The number divided between the two response categories of yes and no is shown in percentage.

Masters Candidatus	
Yes	33%
No	67%
Number of replies	292

5.4.2 Q.3.11. In your assessment, has your study period(s) abroad subsequently played a significant role in your job situation?

The table for question Q.3.11. shows the percentage of Masters Candidatus/Professional Bachelors having spent time studying abroad during their programme of study, and that subsequently assess that their studying abroad has played a significant role in their job situation.

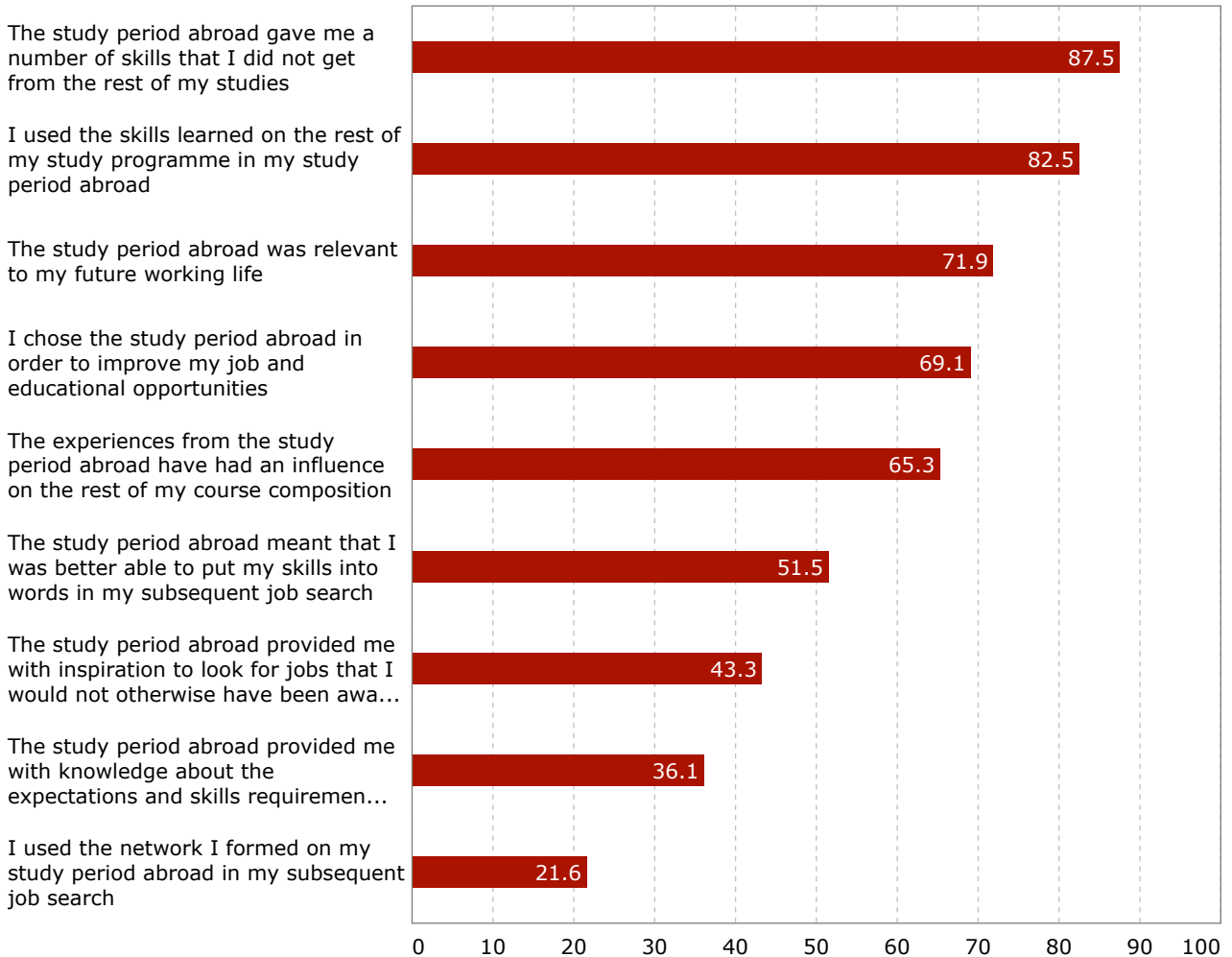
The number divided between the two response categories of yes and no is shown in percentage.

Masters Candidatus	
Yes	50%
No	50%
Number of replies	90

5.4.3 Q.3.10. How significant was your study period(s) abroad?

The figure for question Q.3.10. shows in order of priority the significance of the time studying abroad according to the Masters Candidatus/Professional Bachelors.

The figure shows the percentage of Masters Candidatus/Professional Bachelors answering 'To some degree' or 'To a high degree' to the specific questions.



5.5 Activities during the programme of study such as student politics

5.5.1 Q.3.12. Have you taken part in voluntary activities such as student politics, alumni associations or for example acted as arranger of social activities during your programme of study?

The table for question Q.3.12. shows the percentage of Masters Candidatus/Professional Bachelors having participated in voluntary activities such as student politics, alumni associations or for example acted as arranger of social activities during their programme of study.

The number divided between the two response categories of yes and no is shown in percentage.

Masters Candidatus	
Yes	32%
No	68%
Number of replies	292

5.5.2 Q.3.14. In your assessment, have the activities you took part in whilst studying subsequently played a significant role in your job situation?

The table for question Q.3.14. shows how great a percentage of the Masters Candidatus/Professional Bachelors having participated in voluntary activities such as student politics, alumni associations or for example acted as arranger of social activities during their programme of study, and that simultaneously assess that this has played a significant role in their job situation.

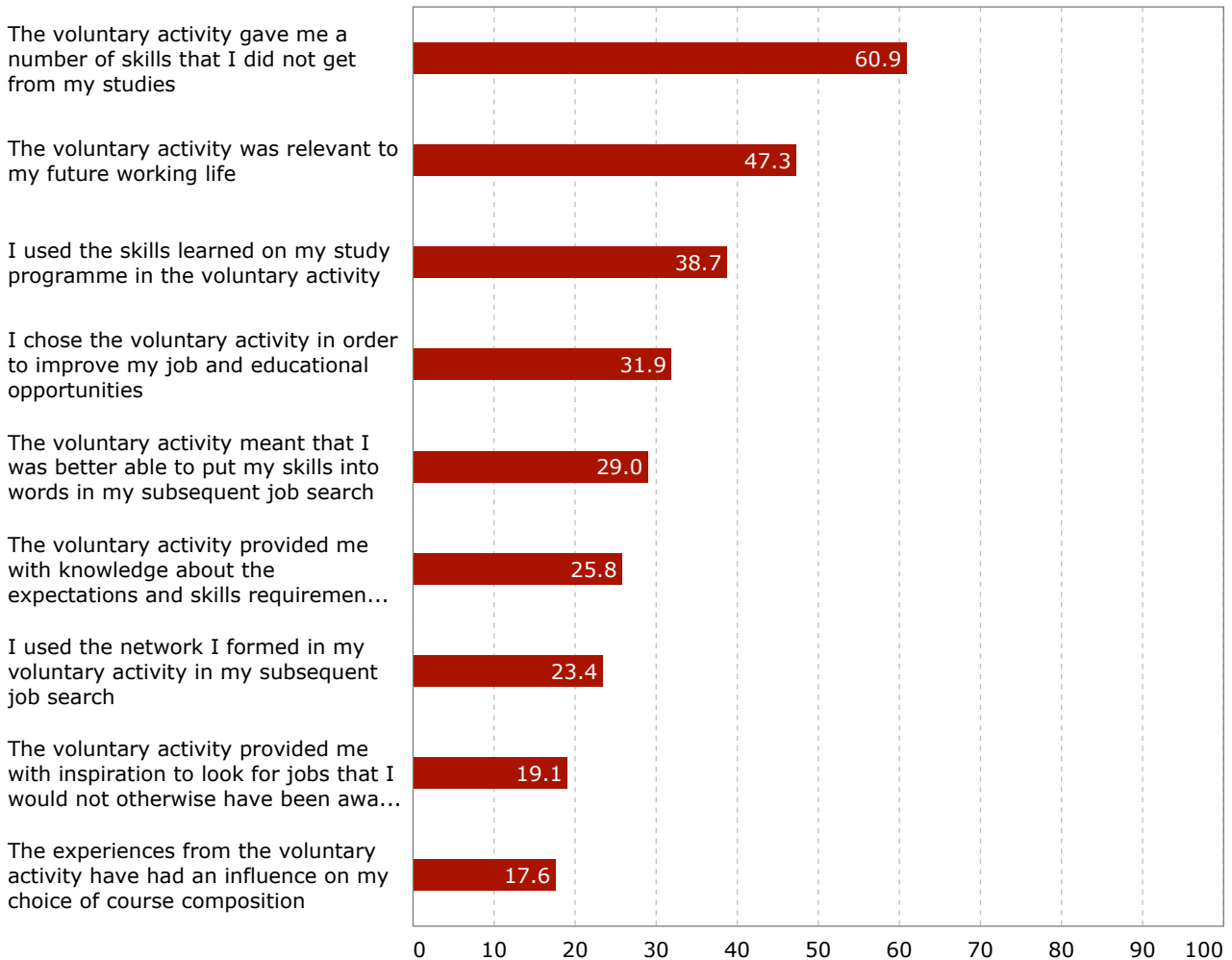
The number divided between the two response categories of yes and no is shown in percentage.

Masters Candidatus	
Yes	40%
No	60%
Number of replies	89

5.5.3 Q.3.13. What impact has your voluntary work had on your programme of study?

The figure for question Q.3.13. shows in order of priority for the Masters Candidatus/Professional Bachelors what significance the voluntary activities such as student politics, alumni associations or for example arranger of social activities during their programme of study have had.

The figure shows the percentage of Masters Candidatus/Professional Bachelors that have answered 'To some degree' or 'To a high degree' to the specific questions.



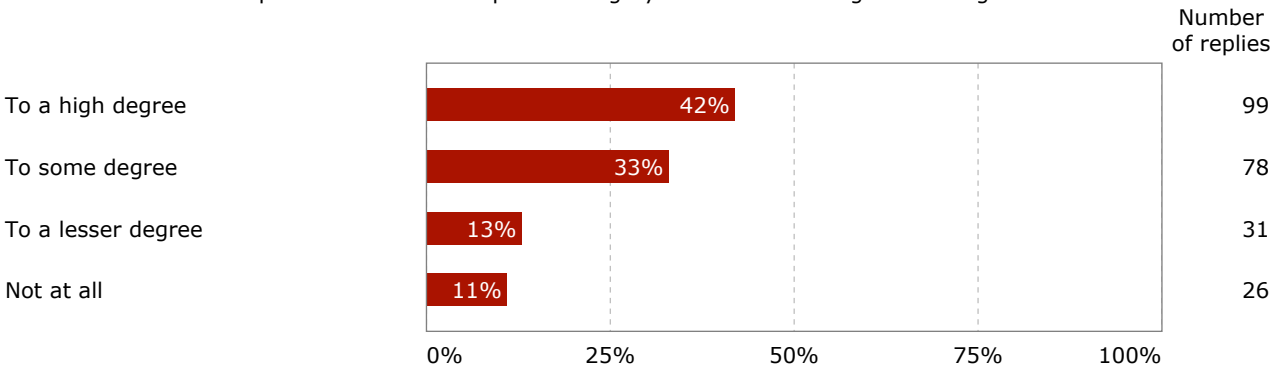
6 Master's Candidatus/Professional bachelor's assessment of the program compared with their own expectations

6.1 Q.3.15. To what degree does your current occupation live up to the career expectations that you had whilst studying?

The figure for question Q.3.15. shows to what degree Masters' Candidatus/Professional Bachelors' current occupation live up to the career expectations that they had whilst studying.

The distribution is shown as a percentage.

The total number of respondents for each response category is shown to the right of the figure.

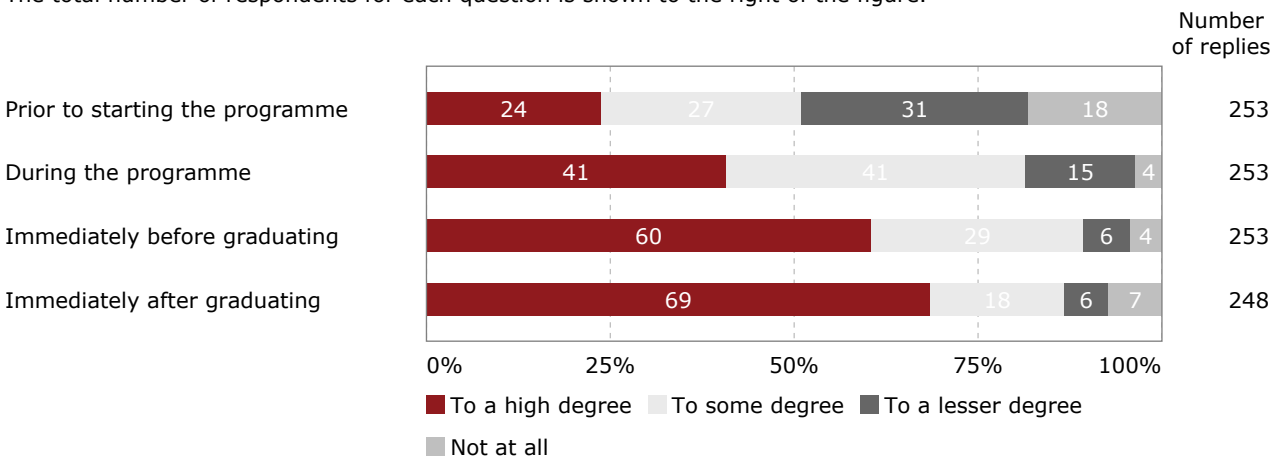


6.2 Q.3.16./3.16.X. When and to what degree did you consider to what kind of job your Master Candidatus/Professional Bachelor programme would lead?

The figure for question Q.3.16./Q.3.16.X. shows when and to what degree the Masters Candidatus/Professional Bachelors considered what job their programme of study would lead to.

The distribution is shown as a percentage.

The total number of respondents for each question is shown to the right of the figure.



6.3 Q.3.17. Did your job goals change during your programme of study?

The table for question Q.3.7. shows if the Masters Candidatus/Professional Bachelors changed job goals once or more during their programme of study.

The distribution is shown as a percentage, and the total number of respondents is shown at the bottom of the table.

Only one response category has been available for selection.

Masters Candidatus	
Yes, once	26%
Yes, several times	47%
No	27%
Number of replies	188

7 The Master Candidatus graduates assessment of the study programme

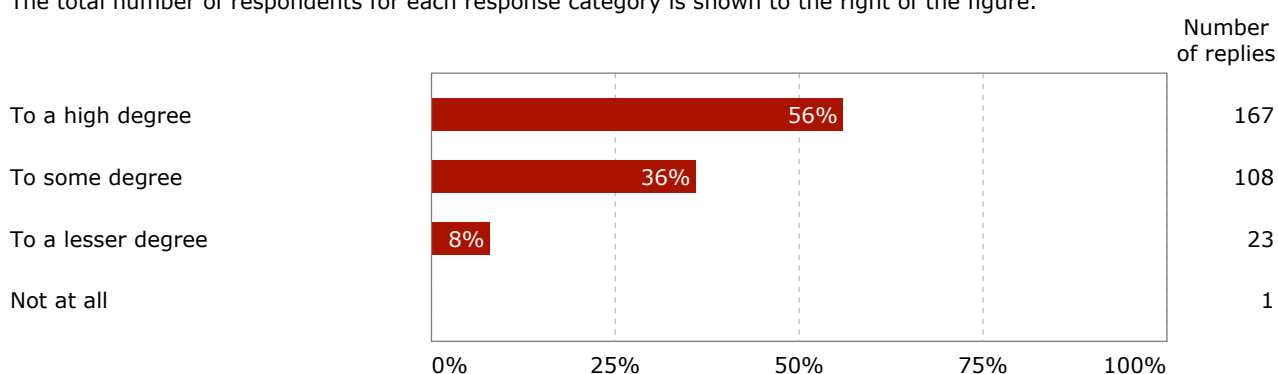
7.1 The level of teaching in relation to the entry requirements

7.1.1 Q.4.1.Z. To what degree is it your assessment that the teaching on your Master's Candidatus programme was organised at a suitable level in relation to the entry requirements?

The figure for question Q.4.1.Z. shows to what degree the Masters Candidatus/Professional Bachelors assess that the teaching on their programme was organised at a suitable level in relation to the entry requirements.

The distribution is shown as a percentage.

The total number of respondents for each response category is shown to the right of the figure.



7.1.2 Q.4.1.X. Which programme of study did you use as your entry requirement for your Master's?

The table for question Q.4.1.X. shows what programme of study the Masters Candidatus graduates used as entry requirement for their Master's Candidatus programme of study.

The distribution is shown as a percentage.

	Masters Candidatus
Bachelor degree from University of Copenhagen	78%
Bachelor degree from Aalborg University	0%
Bachelor degree from Aarhus University	4%
Bachelor degree from Copenhagen Business School	5%
Bachelor degree from Technical University of Denmark (DTU)	0%
Bachelor degree from IT University of Copenhagen	0%
Bachelor degree from Roskilde University (RUC)	3%
Bachelor degree from University of Southern Denmark	3%
I have a bachelor degree from a university in another country	3%
A professional bachelor degree from the Danish School of Media and Journalism	0%
A professional bachelor degree from University College UCC	0%
A professional bachelor degree from Metropolitan University College	0%
A professional Bachelor's degree from University College Lillebælt	0%
A professional Bachelor's degree from University College of Northern Jutland	0%
A professional Bachelor's degree from University College Zealand	0%
A professional Bachelor's degree from University College South Denmark	0%
A professional Bachelor's degree from VIA University College	0%
Other	3%
Number of replies	311

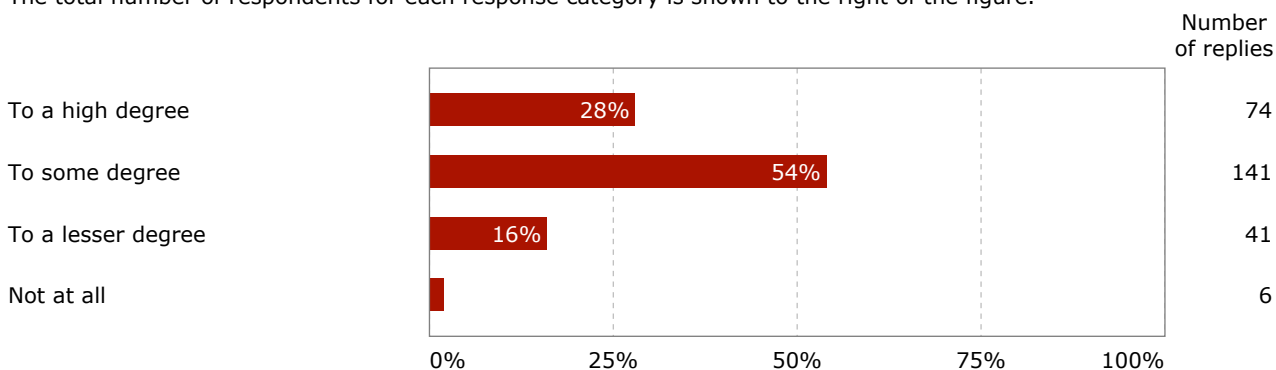
Note: A list of the Master Candidatus students' qualifying bachelor exams from University of Copenhagen is shown in appendix 7.

7.1.3 Q.4.7.X. To what degree do you feel that all the elements of the Master's programme have contributed to the collective goals of the teaching offer?

The figure for question Q.4.7.X. shows to what degree the Masters Candidatus graduates assess that the elements of the Bachelor/ professional Bachelor programme have contributed to the collective goals of the teaching.

The distribution is shown as a percentage.

The total number of respondents for each response category is shown to the right of the figure.



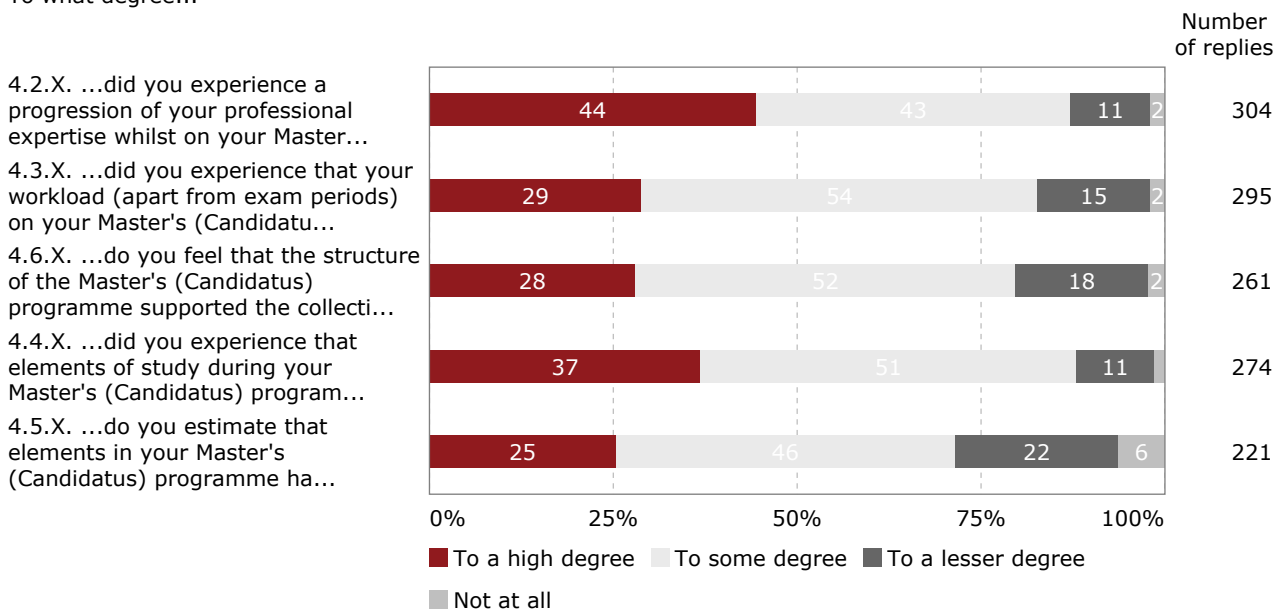
7.2 Specifics about the Master's Candidatus program

The figure for questions Q.4.2.X., Q.4.3.X., Q.4.6.X., Q.4.4.X., Q.4.5.X. shows how the Masters Candidatus graduates assess different conditions in their programme of study.

The distribution is shown as a percentage.

The total number of respondents for each question is shown to the right of the figure.

To what degree...



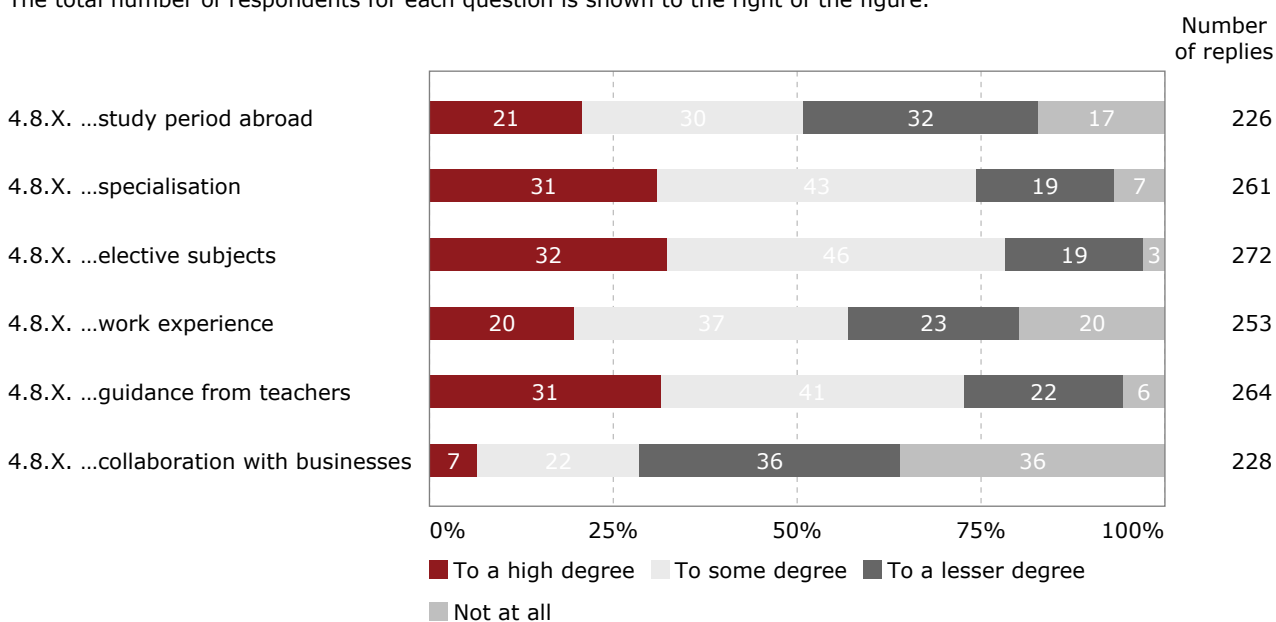
7.3 The graduates assessment of the opportunities for study abroad, internship etc. without extensions

7.3.1 Q.4.8.X. To what degree was your Master's Candidatus programme organised so that you had the opportunities for (see following) without having to extend the length of your studies?

The figure for question Q.4.8.X shows how the Masters Candidatus graduates assess that their programme of study was organized so that they had the possibility of studying abroad, specialisation, choosing elective subjects, getting work experience, receiving guidance from teachers, and having collaboration with businesses without having to extend the length of their studies.

The distribution is shown as a percentage.

The total number of respondents for each question is shown to the right of the figure.



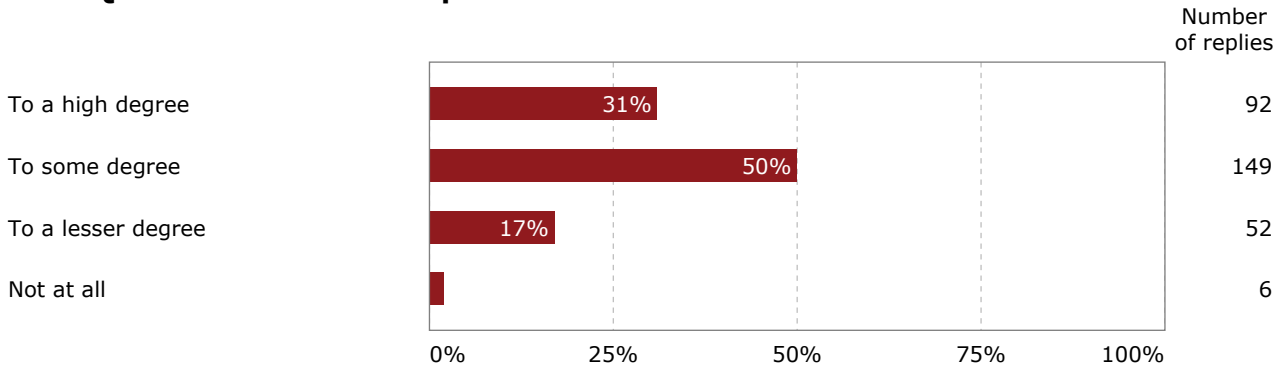
7.4 The teacher's professional and educational expertise

The figure for question Q.4.9.X. shows how the Masters Candidatus graduates assess the teachers' professional and educational expertise.

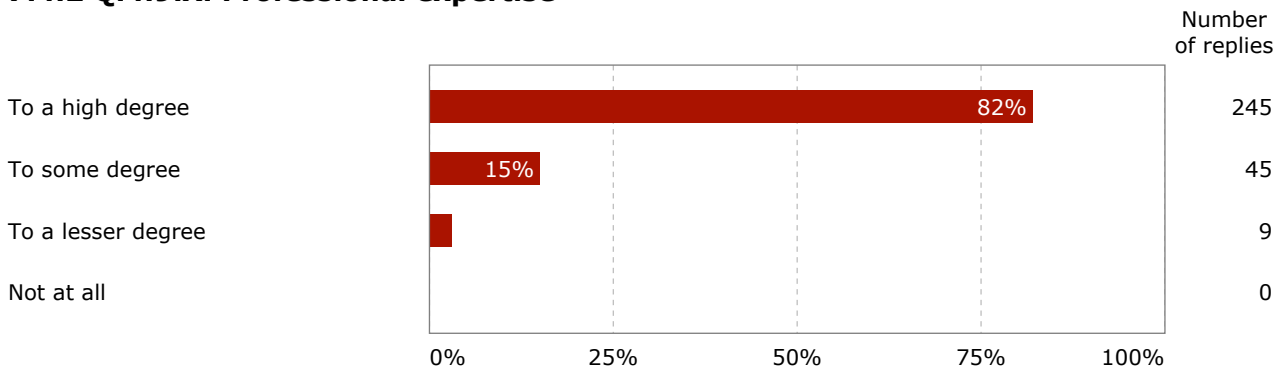
The distribution is shown as a percentage.

The total number of respondents for each response category is shown to the right of the figure.

7.4.1 Q.4.9.X. Educational expertise



7.4.2 Q.4.9.X. Professional expertise



8 Bachelor's/Professional Bachelor's assessment of the study programme

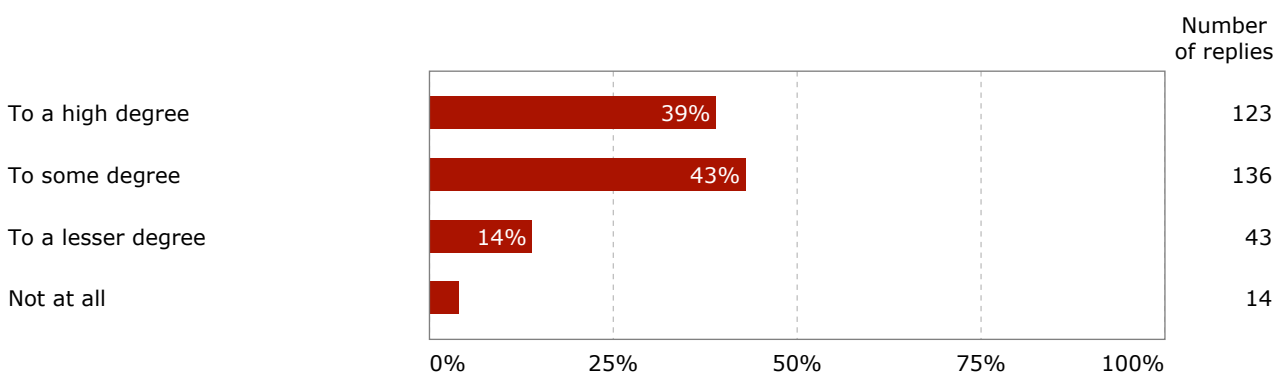
8.1 The level of teaching in relation to the entry requirements

8.1.1 Q.4.1. To what degree is it your assessment that the teaching on your Bachelor/professional Bachelor programme was organised at a suitable level in relation to the entry requirements?

The figure for question Q.4.1. shows to what degree the Bachelors/Professional Bachelors assess that the teaching on their programme of study was organised at a suitable level in relation to the entry requirements.

The distribution is shown as a percentage.

The total number of respondents for each response category is shown to the right of the figure.

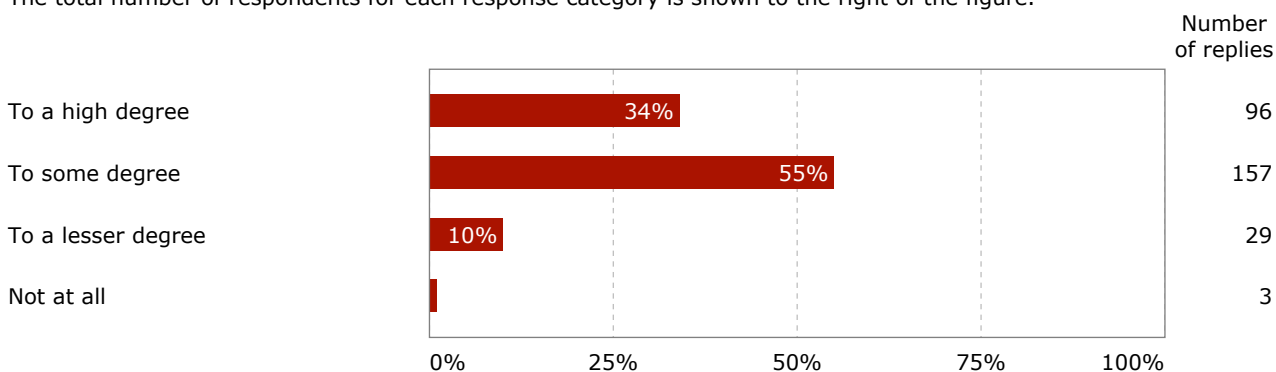


8.1.2 Q.4.7. To what degree do you feel that all the elements of the Bachelor/professional Bachelor programme have contributed to the collective goals of the teaching offer?

The figure for question Q.4.7. shows to what degree the Bachelors/Professional Bachelors assess that the elements of the Bachelor/ professional Bachelor programme have contributed to the collective goals of the teaching.

The distribution is shown as a percentage.

The total number of respondents for each response category is shown to the right of the figure.



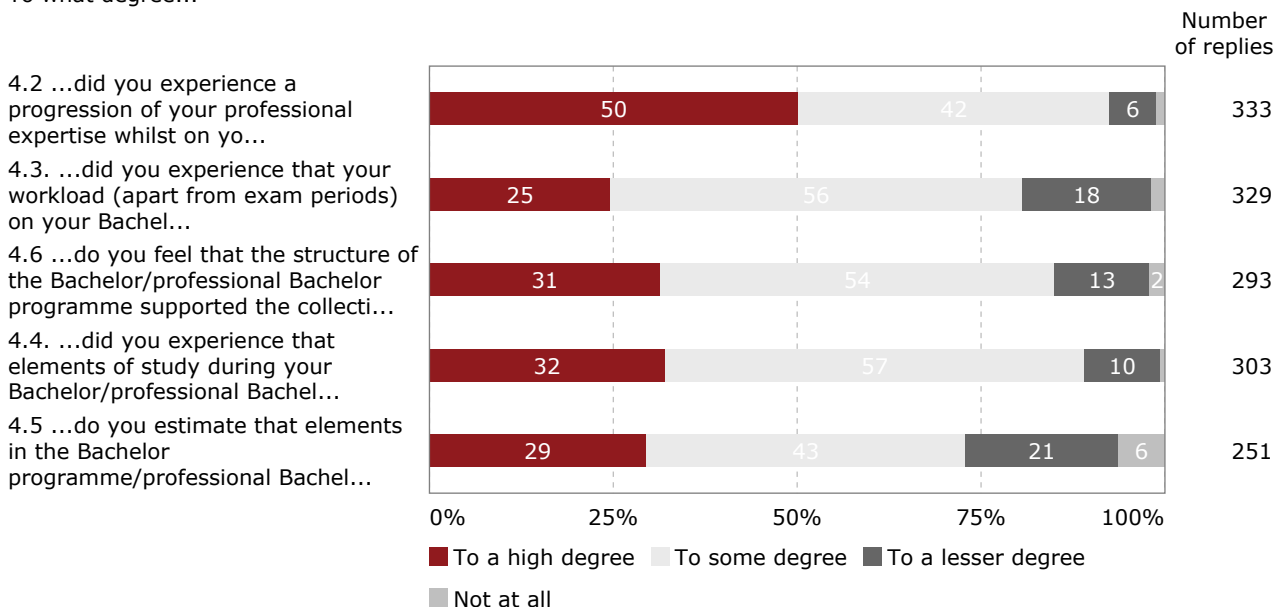
8.2 Specifics about the bachelor programme

The figure for questions Q.4.2., Q.4.3., Q.4.6., Q.4.4., Q.4.5. shows how the Bachelors/Professional Bachelors assess different conditions in their programme of study.

The distribution is shown as a percentage.

The total number of respondents for each question is shown to the right of the figure.

To what degree...



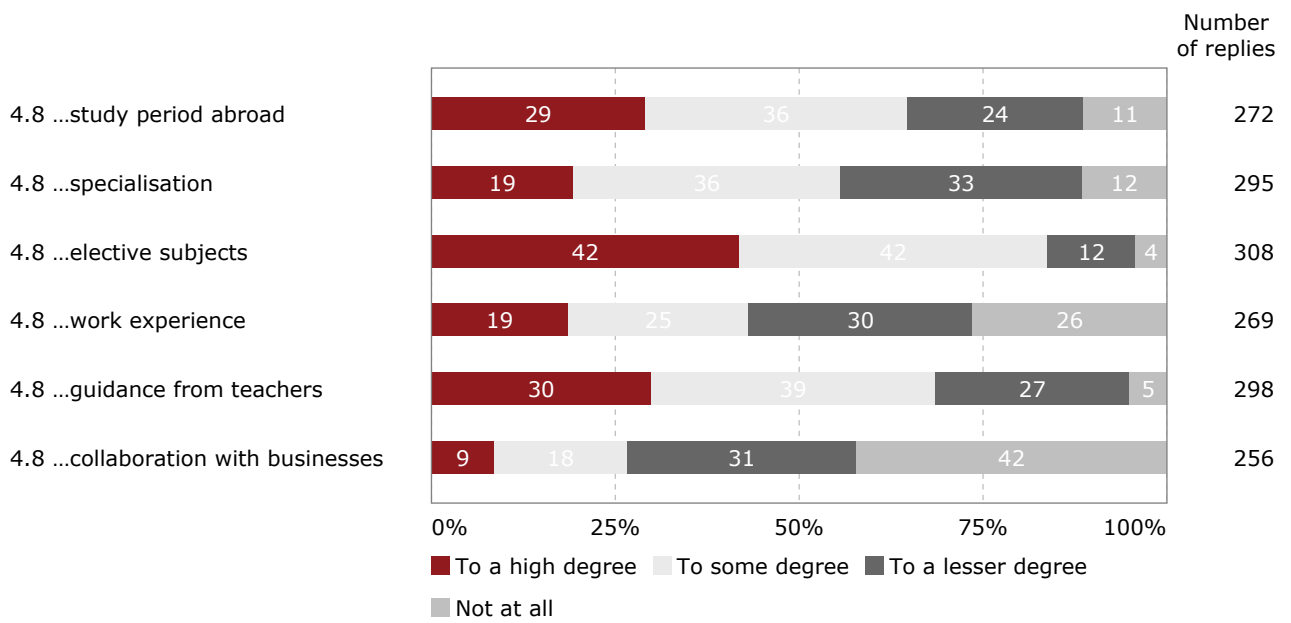
8.3 The graduates assessment of the opportunities for study abroad, internship etc. without extensions

8.3.1 Q.4.8. To what degree was your Bachelor/professional Bachelor programme organised so that you had the opportunities for (see following) without having to extend the length of your studies?

The figure for question Q.4.8. shows how the Bachelors/Professional Bachelors assess that their programme of study was organized so that they had the possibility of studying abroad, specialisation, choosing elective subjects, getting work experience, receiving guidance from teachers, and having collaboration with businesses without having to extend the length of their studies.

The distribution is shown as a percentage.

The total number of respondents for each question is shown to the right of the figure.



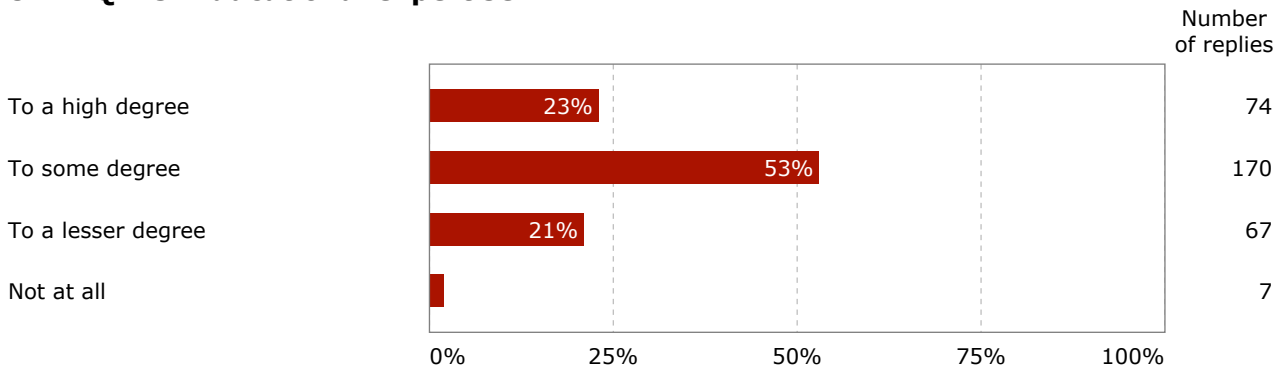
8.4 The teachers' professional and educational expertise

The figure for question Q.4.9. shows how the Bachelors/Professional Bachelors assess the teacher's professional and educational expertise.

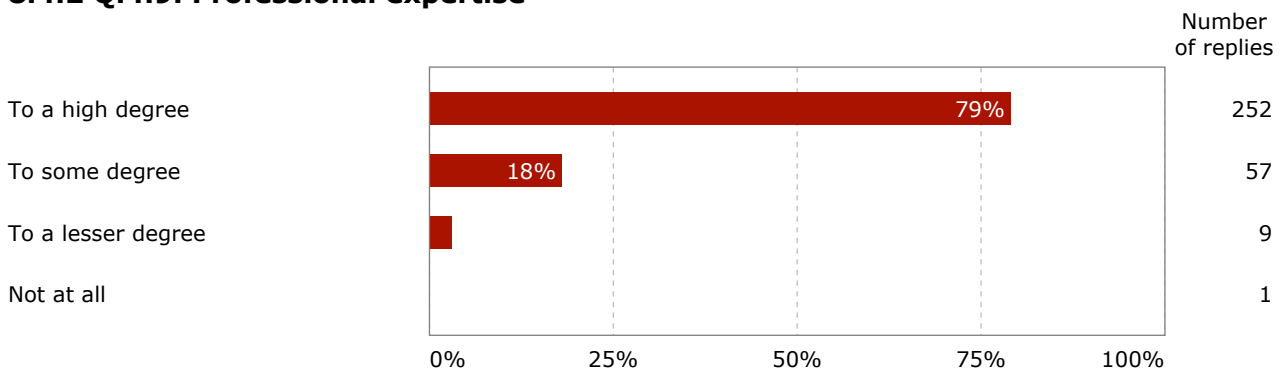
The distribution is shown as a percentage.

The total number of respondents for each response category is shown to the right of the figure.

8.4.1 Q.4.9. Educational expertise



8.4.2 Q.4.9. Professional expertise



9 Bachelors' current job situation

This chapter describes the job situation of Bachelor's graduates in their current position.

9.1 Employed bachelors

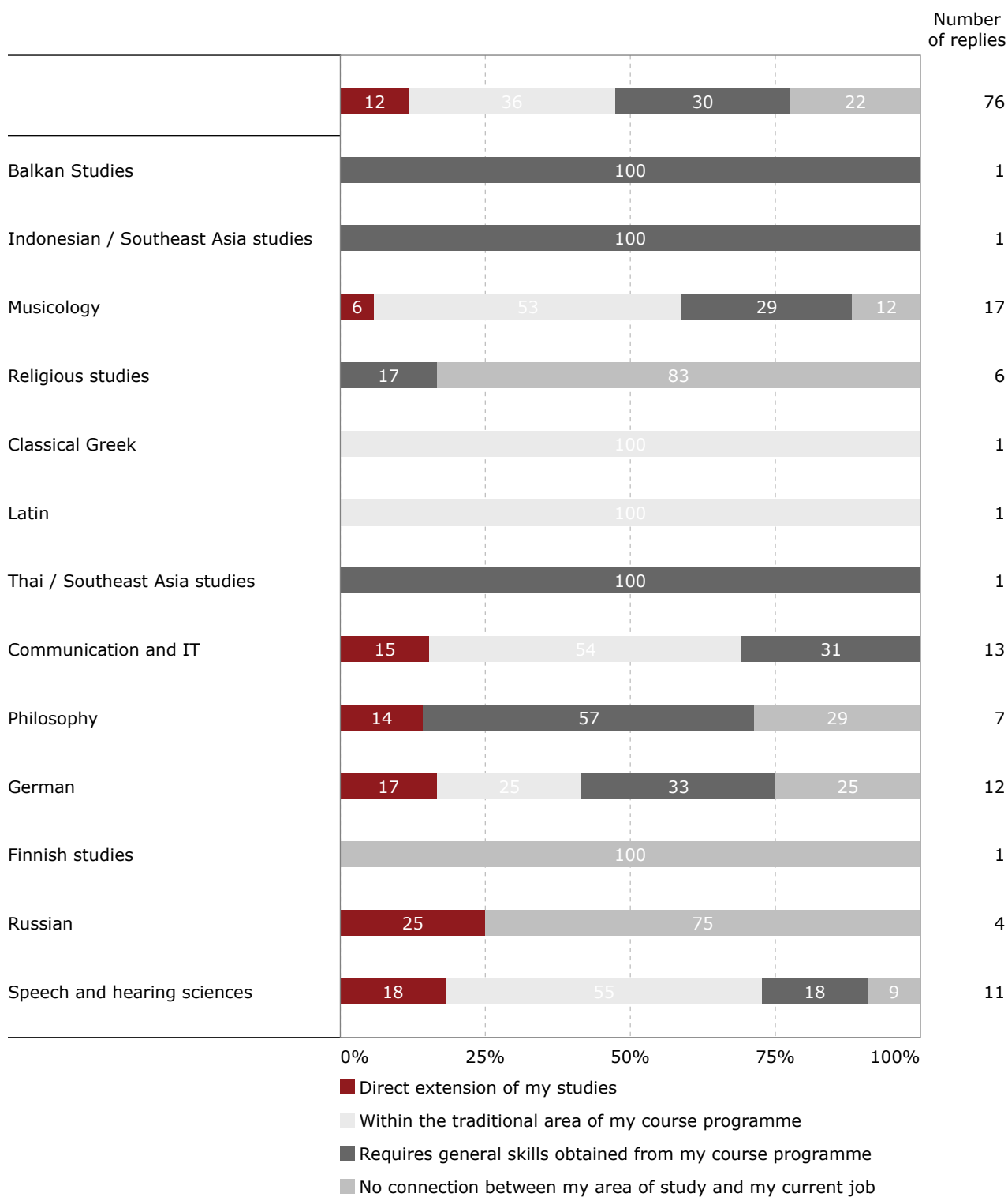
Employed bachelors, covers graduates in work, self-employed, unemployed or in full-time education.

9.1.1 Q.1.12. How would you describe the correlation between your area of study and your job?

The figure for question Q.1.12. shows how the Bachelors assess the correlation between their area of study and their job.

The distribution is shown as a percentage.

The total number of respondents is shown to the right of the figure.

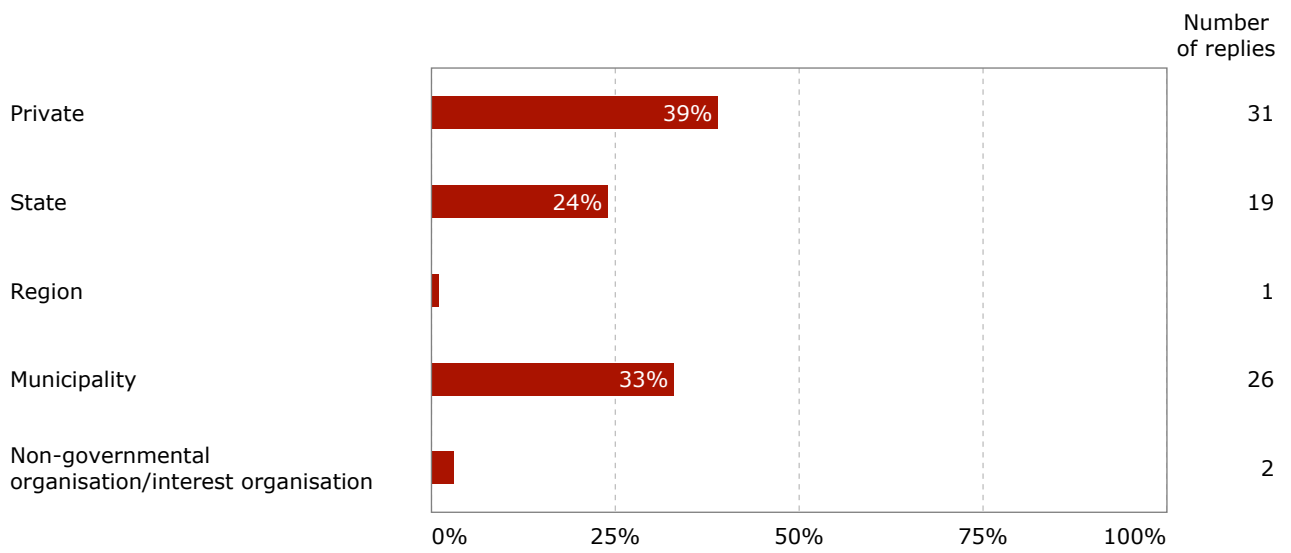


9.1.2 Q.1.8. Within which sector is your place of work?

The figure for question Q.1.8. shows within what sectors the Bachelors are employed where the response categories show if they are employed in the private sector, in the state, in a region, in a municipality, or in a non-governmental organisation/interest organisation.

The actual number of respondents for each response category is shown to the right of the figure.

Only one response category is possible.



9.1.3 Q.1.8./Q.1.9. Which industry does your place of work belong to? by sector

The table for question Q.1.9. shows what industry the Bachelors are employed in. For each industry, the table additionally shows how the Bachelors are distributed on the specific sectors from question Q.1.8.

To the right of the table is a total-column with the total percentage of respondents within the specific industries.

	Private	State	Region	Municipality	Non-governmental organisation/interest organisation	Total %	Total n
Agriculture, hunting, forestry and fishing (e.g. plant nursery)	0%	5%	0%	0%	0%	1%	1
Raw material extraction (e.g. extraction of oil and gas)	4%	0%	0%	0%	0%	1%	1
Manufacturing firm (e.g. industry, food processing)	8%	0%	0%	0%	0%	3%	2
The supply of electricity, gas or heating	0%	0%	0%	0%	0%	0%	0
Water supply, sewerage, waste management, etc.	0%	0%	0%	0%	0%	0%	0
Construction company	0%	0%	0%	0%	0%	0%	0
Wholesale and retail trade	12%	0%	0%	0%	0%	4%	3
Freight transport and cargo handling (e.g. mail)	0%	0%	0%	0%	0%	0%	0
Lodging and restaurant business	8%	0%	0%	0%	0%	3%	2
Information and communication (e.g. publishing, film production, radio + TV)	16%	11%	0%	0%	0%	8%	6
Financial institute or financial company, etc. (e.g. insurance company, pension fund)	12%	0%	0%	0%	0%	4%	3
Real estate (leasing administrator, property agent)	0%	0%	0%	0%	0%	0%	0
Liberal profession, scientific and technical services (e.g. research assistant at a university, legal advice, complaints agency, town planning)	0%	5%	0%	4%	0%	3%	2
Public administration and defence; social security (e.g. public administration and social sector)	8%	5%	0%	4%	0%	6%	4
Teaching (e.g. upper secondary schools and adult education)	8%	58%	0%	61%	0%	40%	29
Health and social services (e.g. hospitals and drug or alcohol counselling)	8%	0%	100%	17%	0%	10%	7
Culture, entertainments and sport (e.g. theatre, libraries and museums)	4%	16%	0%	13%	100%	13%	9
Other services (e.g. business organisations and consumer organisations)	12%	0%	0%	0%	0%	4%	3
Extraterritorial organisations and bodies (e.g. FN and EU)	0%	0%	0%	0%	0%	0%	0
Number of replies	25	19	1	23	1	72	72

9.1.4 Q.1.8./Q.1.10. Where is your place of work located geographically? by sector

The table for question Q.1.10. shows the geographical location for the Bachelors' place of work. For each geographical location, the table additionally shows how the Bachelors are distributed on the specific sectors from question Q.1.8.

On the right in the table is a total column with the total percentage of respondents for each geographical location.

	Private	State	Region	Municipality	Non-governmental organisation/interest organisation	Total %	Total n
Capital Region of Denmark	94%	94%	100%	77%	100%	89%	73
Region Zealand	3%	6%	0%	23%	0%	10%	8
Region of Southern Denmark	3%	0%	0%	0%	0%	1%	1
Central Denmark Region	0%	0%	0%	0%	0%	0%	0
North Denmark Region	0%	0%	0%	0%	0%	0%	0
All of Denmark	0%	0%	0%	0%	0%	0%	0
Nordic region (incl. Faroe Islands and Greenland)	0%	0%	0%	0%	0%	0%	0
Europe (not Nordic region)	0%	0%	0%	0%	0%	0%	0
North America	0%	0%	0%	0%	0%	0%	0
South America	0%	0%	0%	0%	0%	0%	0
Asia	0%	0%	0%	0%	0%	0%	0
Africa	0%	0%	0%	0%	0%	0%	0
Australia/Oceania	0%	0%	0%	0%	0%	0%	0
Number of replies	31	18	1	26	2	82	82

9.2 Self-employed (including freelance)

This section describes the job situation for the Bachelor's graduates who answered that they have chosen to become self-employed or work freelance in the introductory question Q.1.1.1.

50% started business alone, while 38% started business in collaboration with one or more partners.

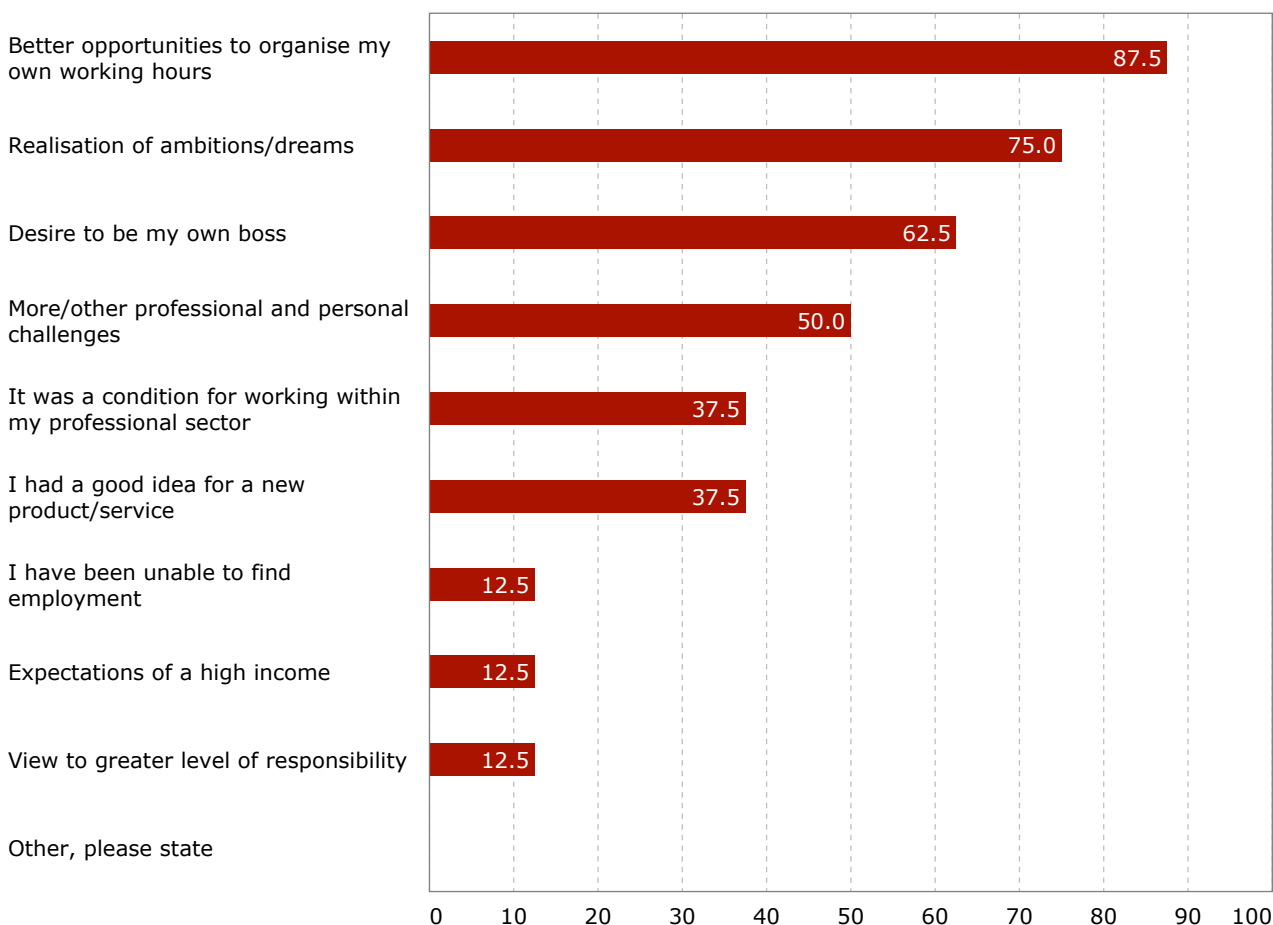
0 graduates have received financial support or advice to start up their business, corresponding to 0% of the self-employed graduates.

9.2.1 Q.1.23. What made you decide to become self-employed/freelance?

The figure for question Q.1.23. shows in order of priority why the Bachelors chose to start up as self-employed/freelance.

The figure shows the percentage of the Bachelors that have chosen the specific category.

The categories do not sum up to 100 as more categories were available for selection.



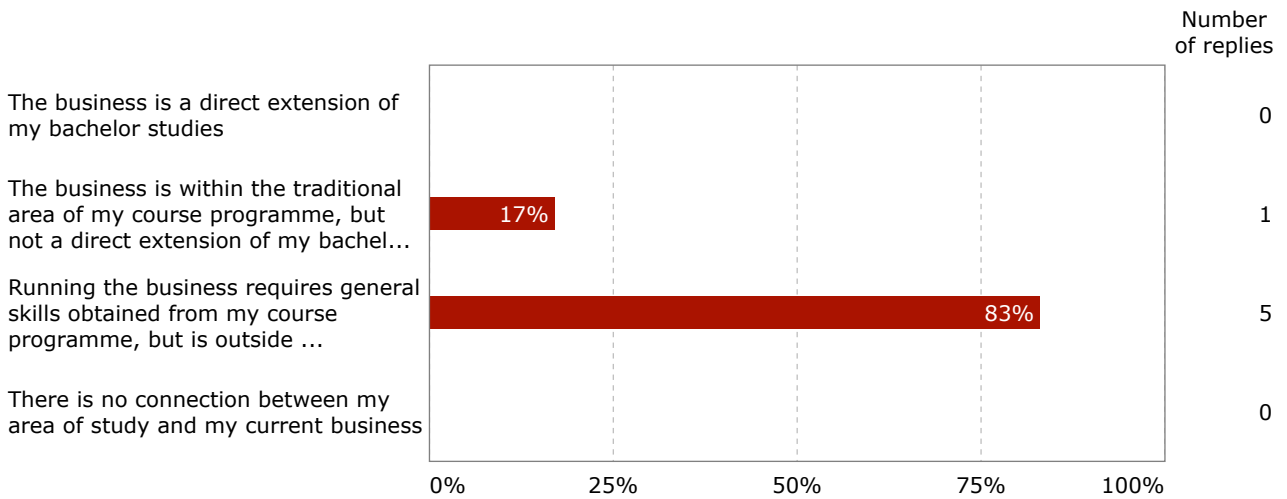
9.2.2 Q.1.26. How would you describe the correlation between your studies and your own business?

The figure for question Q.1.26. shows how the Bachelors assess the correlation between their studies and their business.

It is only possible for them to choose one of the categories.

The distribution is shown in percentages and sums up to 100.

The total number of respondents for each response category is shown to the right of the figure.

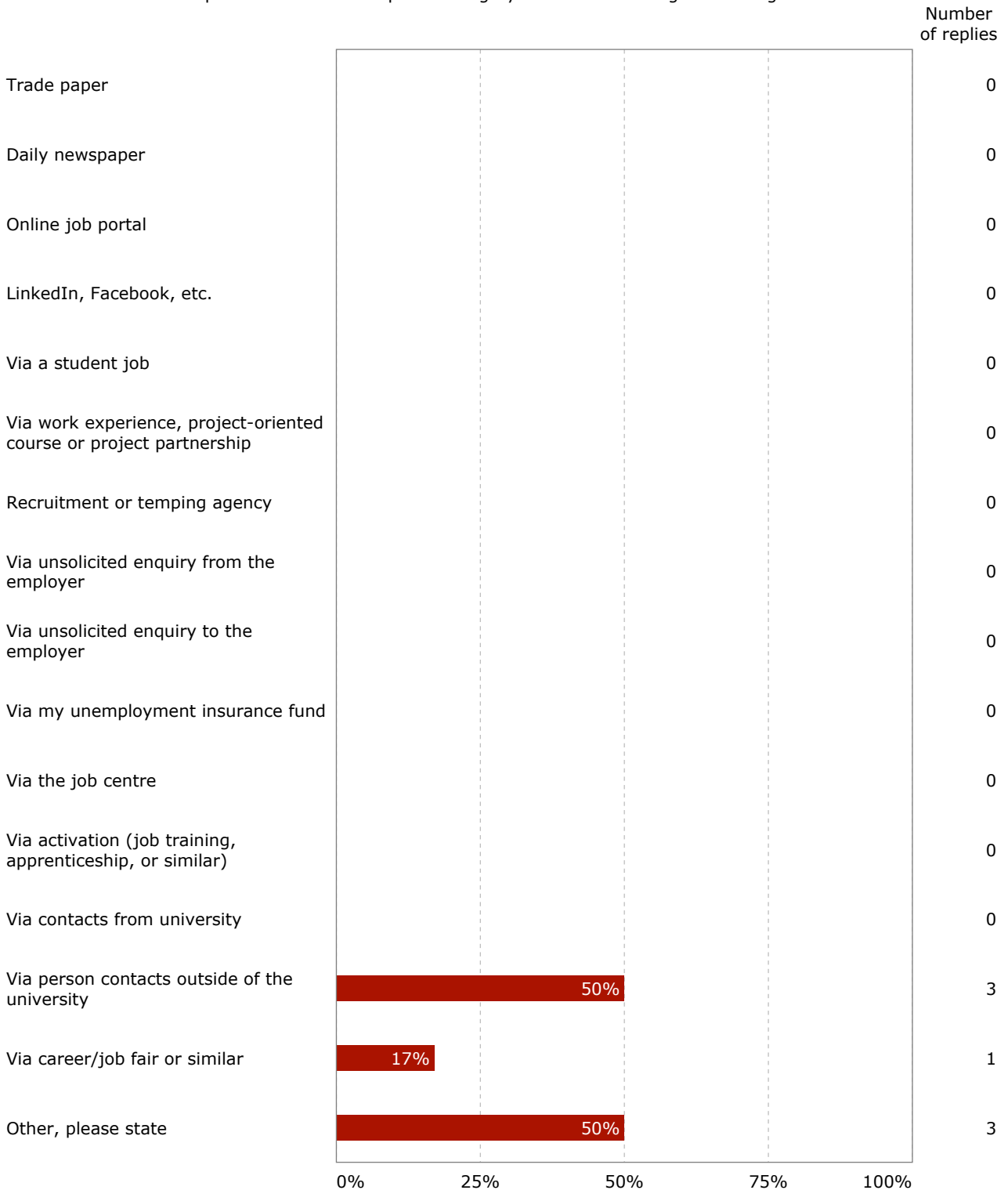


9.2.3 Q.1.28. How did you get the idea for your business?

The figure for question Q.1.28. shows how the Bachelors got the idea for their business. More options were available.

The figure shows the percentage of the Bachelors that have chosen the specific category. The categories do not sum up to 100, as more categories were available for selection.

The total number of respondents for each response category is shown to the right of the figure.



9.3 Unemployed, including maternity leave without being under employment contract

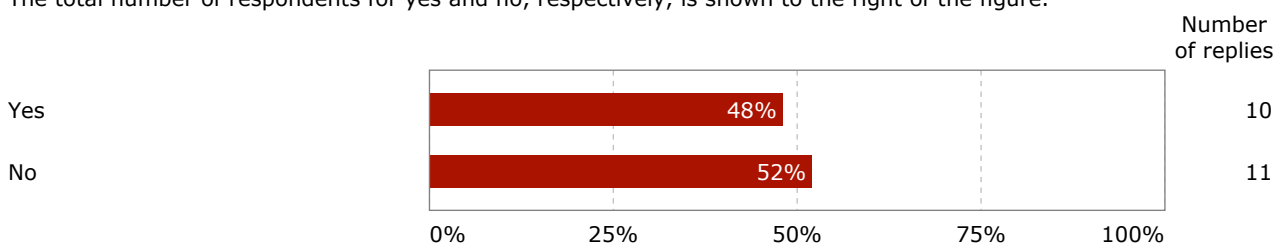
This section describes the job situation for the Bachelor's graduates who answered the introductory Q.1.1 with "unemployed".

9.3.1 Q.1.32. After completing your studies, have you had one or more job (including leave of absence, maternity leave, job with wage subsidies, part-time employment, or similar)?

The figure for question Q.1.32. shows how many of the unemployed Bachelors have had one or several jobs since finishing their studies. They can choose between yes or no.

The distribution is shown as a percentage of each response category and sums up to 100 as it is only possible for the respondents to choose one response category.

The total number of respondents for yes and no, respectively, is shown to the right of the figure.

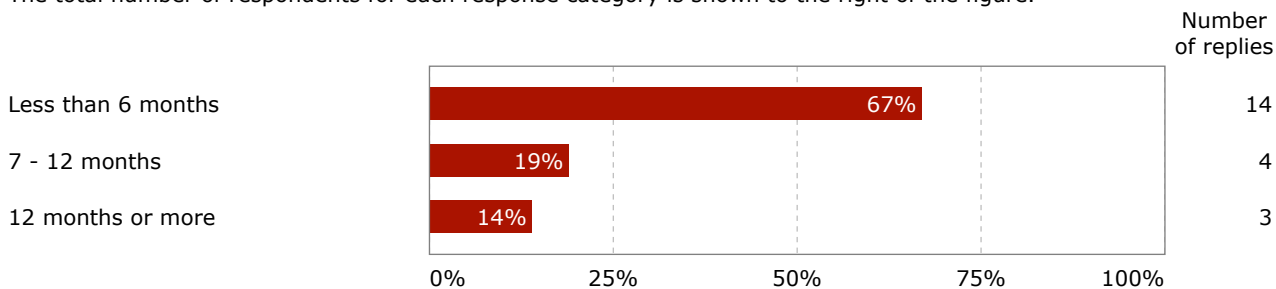


9.3.2 Q.1.34. How long have you been unemployed (current period of unemployment)?

The figure for question Q.1.34. shows for how long the Bachelors have been unemployed in their current unemployment period, the response categories showing either less than 6 months, 7-12 months, and 12 months or more.

The distribution is shown as a percentage.

The total number of respondents for each response category is shown to the right of the figure.

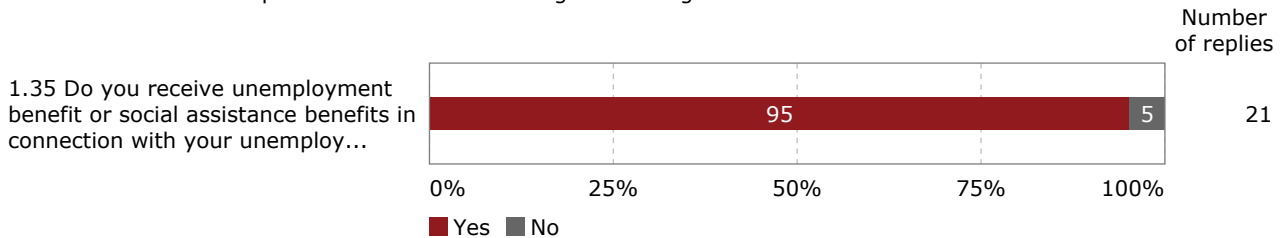


9.3.3 Q.1.35 Do you receive unemployment benefit or social assistance benefits in connection with your unemployed status?

The figure for question Q.1.35. shows the distribution among unemployed Bachelors that receive and do not receive unemployment benefit or social assistance benefits in connection with their unemployed status.

The distribution is shown as a percentage.

The total number of respondents is shown to the right of the figure.

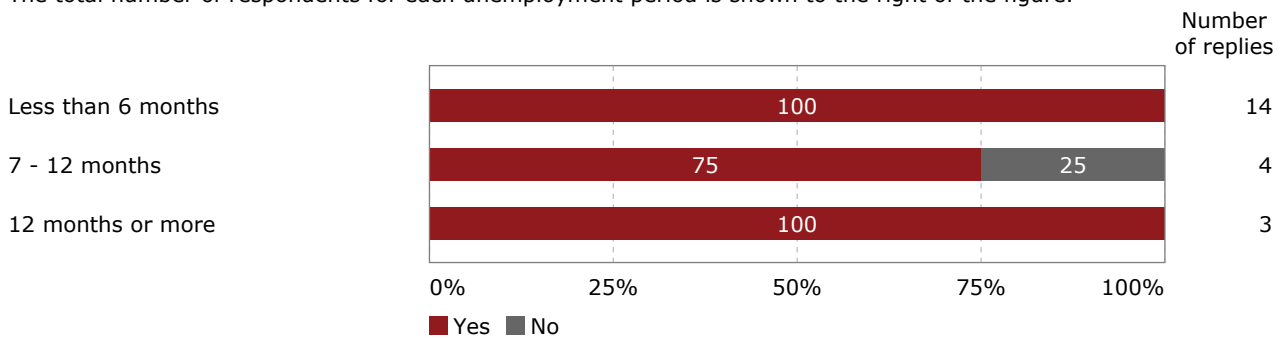


9.3.4 Q.1.34./Q.1.35. Do you receive unemployment benefit or social assistance benefits in connection with your unemployed status? by unemployment period

The figure for question Q.1.34./Q.1.35. shows the distribution of unemployed Bachelors who either receive or do not receive unemployment benefit/social assistance benefits, by unemployment periods.

The distribution is shown in percentages and sums up to 100 within the specific periods of unemployment.

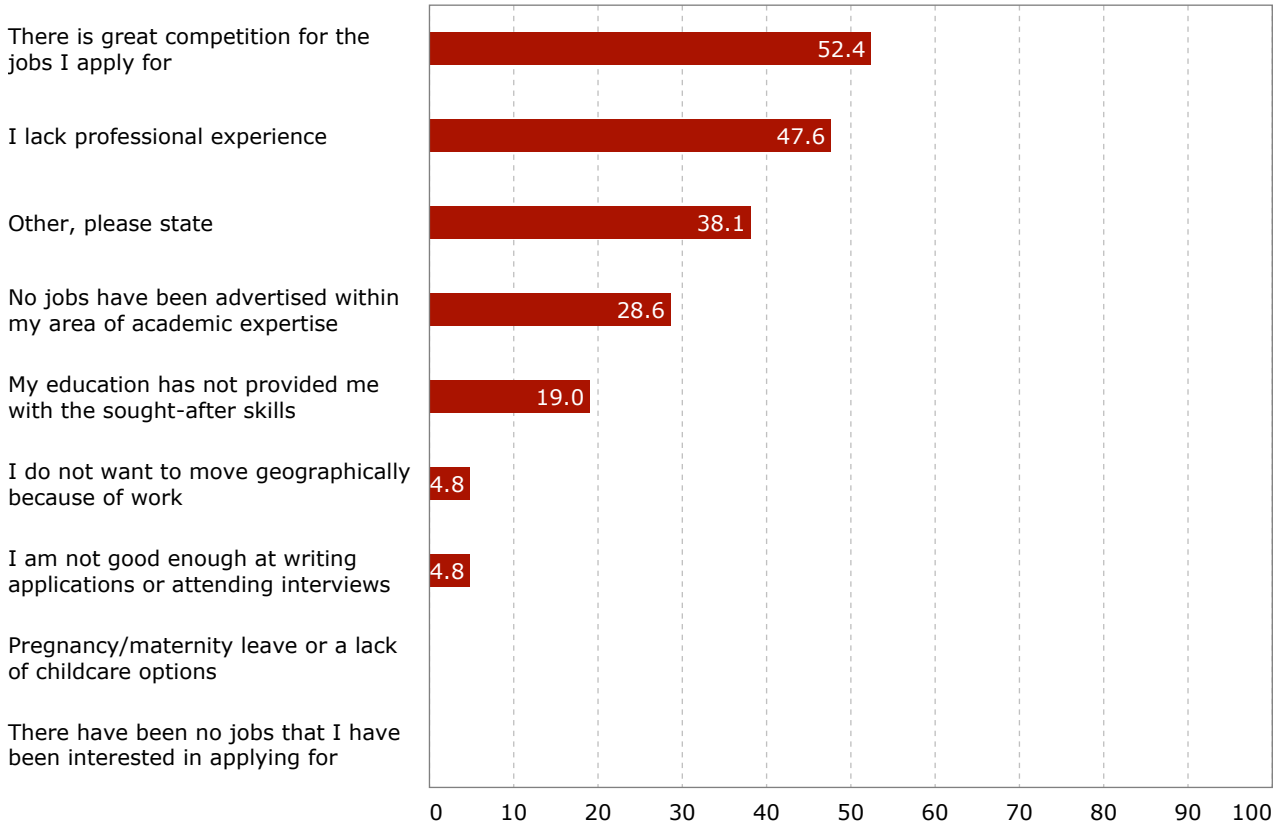
The total number of respondents for each unemployment period is shown to the right of the figure.



9.3.5 Q.1.36. Why do you think you do not have a job at the moment?

The figure for question Q.1.36. shows in order of priority, why the Bachelors think they are unemployed at the moment.

The figure shows the percentage of Bachelors that has chosen the specific category. The categories do not sum up to 100, as more response categories are available for selection.



9.4 Full-time education

This section describes the job situation for the Bachelor's graduates who answered introductory Q.1.1 by saying they had begun a full-time programme of education after graduation.

This can include several types of full-time education, depending on which actual course programme the report concerns. If they have graduated from a Bachelor's degree programme, there will be many who continue their studies at Master's Candidatus degree level. For Master's Candidatus graduates, there will be some who will continue on a PhD programme or teacher training.

9.4.1 Q.1.39./Q.1.40. What education institution are you registered with?

The table for question Q.1.39./Q.1.40. shows what education institutions the Bachelors in a full-time education are registered with.

The table shows the percentage within each specific education.

The total number of respondents for each education is shown in the bottom row.

	ph.d.	Master's (Candidate) programme	(Academic) Bachelor's degree	Professional bachelor degree	Other programme of study, please state	Other programme of study, please state
Antal svar	3	10	4	2	2	2
Balkan Studies - Other		10%				
Indonesian / Southeast Asia studies - University of Copenhagen						
Musicology - Aalborg University						
Musicology - Aarhus University						
Musicology - Copenhagen Business School						
Musicology - IT University of Copenhagen						
Musicology - University of Copenhagen		10%				
Musicology - Roskilde University (RUC)						
Musicology - University of Southern Denmark						
Musicology - University College			25%			
Musicology - A university in another country than Denmark						
Musicology - Other		30%				
Religious studies - Aalborg University						
Religious studies - Aarhus University						
Religious studies - IT University of Copenhagen						
Religious studies - University of Copenhagen						
Religious studies - Roskilde University (RUC)						
Religious studies - University of Southern Denmark						
Religious studies - University College			25%			
Classical Greek - University of Copenhagen	33%					
Latin - University of Copenhagen						
Thai / Southeast Asia studies - University of Copenhagen						
Communication and IT - Aalborg University						
Communication and IT - IT University of Copenhagen						
Communication and IT - University of Copenhagen						
Communication and IT - Roskilde University (RUC)						
Philosophy - Copenhagen Business School						
Philosophy - IT University of Copenhagen						
Philosophy - University of Copenhagen	33%	40%		50%	50%	50%
Philosophy - A university in another country than Denmark	33%					
Philosophy - Other				50%	50%	50%
German - Aalborg University						
German - Copenhagen Business School						
German - University of Copenhagen						
German - University of Southern Denmark						
German - A university in another country than Denmark		10%				

Finnish studies - University of Copenhagen					
Finnish studies - A university in another country than Denmark					
Russian - University of Copenhagen					
Russian - Other			25%		
Polish - University of Copenhagen					
Speech and hearing sciences - Aalborg University					
Speech and hearing sciences - University of Copenhagen					
Speech and hearing sciences - University College			25%		

10 Current job situation after Masters and Diploma programme

This chapter describes the job situation of Master's/Diploma graduates in their current position. The chapter includes sections on whether the graduates are in work, self-employed, unemployed or in full-time education.

10.1 Employed Masters/Diploma graduates

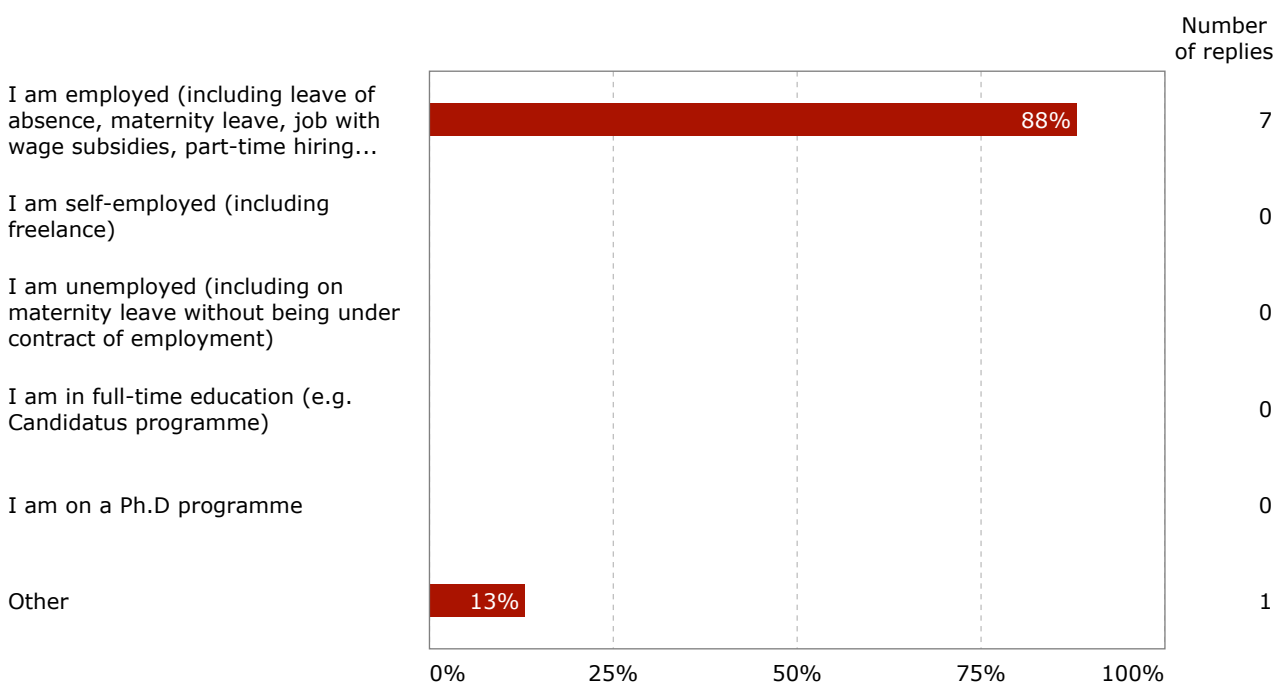
Employed masters/diploma graduates covers graduates in work, self-employed, unemployed or in full-time education.

10.1.1 Q.1.7 What is your current job situation?

The figure for question Q.1.7. shows the Masters/Diploma graduates' current job situation, where the response categories show if they are in work, self-employed, unemployed, in full-time education, or on a Ph.d programme.

The actual number of respondents for each response category is shown to the right of the figure.

Only one response category is possible.



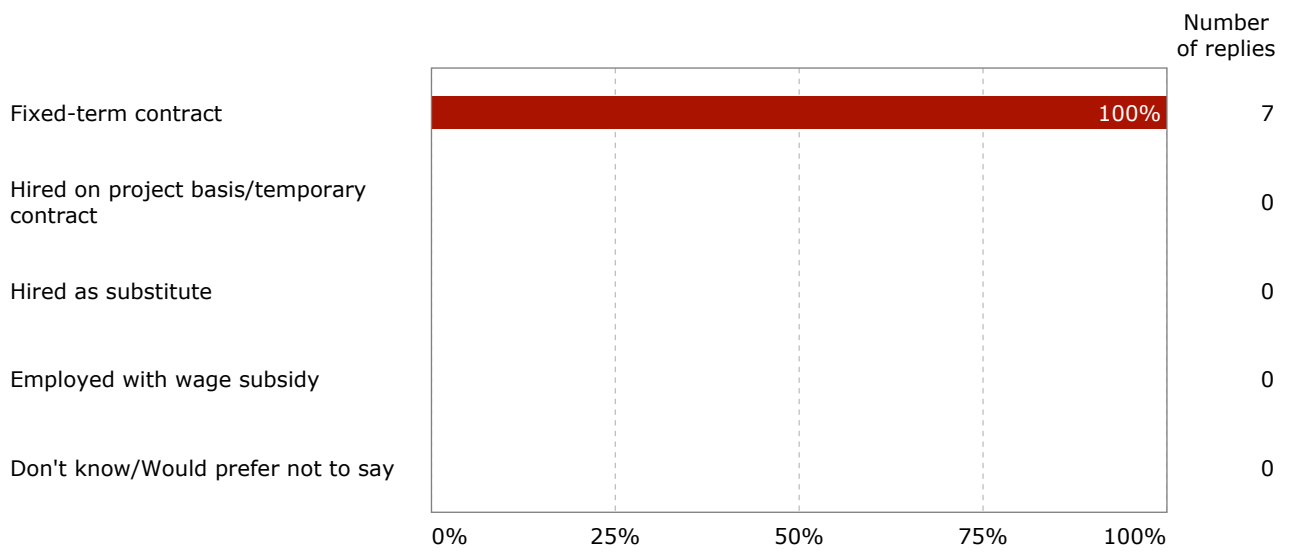
10.1.2 Q.1.9. What are the conditions of employment in your current job?

The figure for question Q.1.9. shows the conditions of employment for the Masters/Diploma graduates in work, where the response categories show if they have a fixed-term contract, a hired on a project basis/temporary contract, hired as a substitute, or employed with wage subsidy.

The actual number of respondents is shown to the right of the figure.

The distribution is shown as a percentage, and the number of responses is show to the right of the figure.

Only one response category is possible.

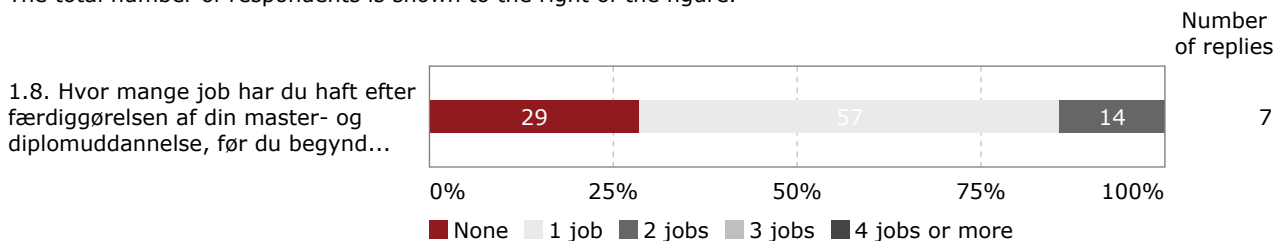


10.1.3 Q.1.8. How many jobs have you had (since completing your studies), before you started in your current employment?

Figure Q.1.8. shows the number of jobs Master/Diploma graduates in employment have had before starting their current job.

There is only one response category, given the fact that they have had zero, one, two, three, four or more jobs.

The total number of respondents is shown to the right of the figure.

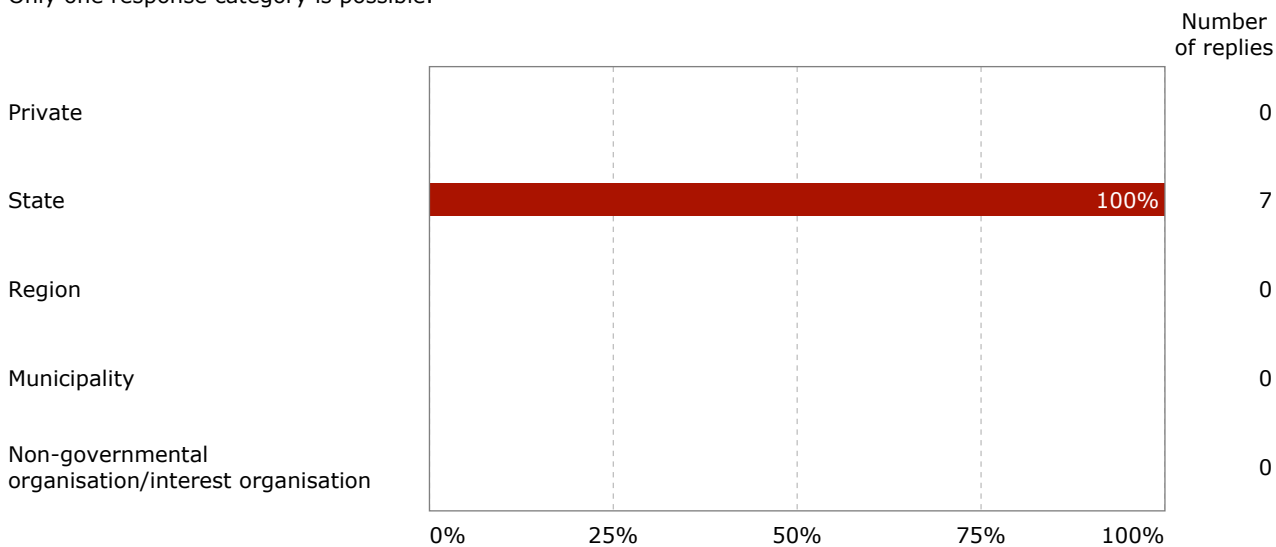


10.1.4 Q.1.14. Within which sector is your place of work?

The figure for question Q.1.14. shows which sectors the Master/Diploma graduates are employed in. The response categories show if they are employed in the private sector, the state, a region or a non-governmental organisation/interest organisation.

The actual number of respondents for each response category is shown to the right of the figure.

Only one response category is possible.



10.1.5 Q.1.14./Q.1.15. Which industry does your place of work belong to? by sector

The table for question Q.1.15. shows what industry the Master/Diploma graduates are employed in.

For each industry the table shows the distribution of the Master/Diploma graduates among the various sectors in question Q.1.14.

To the right of the table is a total-column with the total percentages within the various industries.

	Municipality	Non-governmental organisation/interest organisation	Private	Region	State	Total %	Total n
Agriculture, hunting, forestry and fishing (e.g. plant nursery)	0%	0%	0%	0%	0%	0%	0
Raw material extraction (e.g. extraction of oil and gas)	0%	0%	0%	0%	0%	0%	0
Manufacturing firm (e.g. industry, food processing)	0%	0%	0%	0%	0%	0%	0
The supply of electricity, gas or heating	0%	0%	0%	0%	0%	0%	0
Water supply, sewerage, waste management, etc.	0%	0%	0%	0%	0%	0%	0
Construction company	0%	0%	0%	0%	0%	0%	0
Wholesale and retail trade	0%	0%	0%	0%	0%	0%	0
Freight transport and cargo handling (e.g. mail)	0%	0%	0%	0%	0%	0%	0
Lodging and restaurant business	0%	0%	0%	0%	0%	0%	0
Information and communication (e.g. publishing, film production, radio + TV)	0%	0%	0%	0%	0%	0%	0
Financial institute or financial company, etc. (e.g. insurance company, pension fund)	0%	0%	0%	0%	0%	0%	0
Real estate (leasing administrator, property agent)	0%	0%	0%	0%	0%	0%	0
Liberal profession, scientific and technical services (e.g. research assistant at a university, legal advice, complaints agency, town planning)	0%	0%	0%	0%	0%	0%	0
Public administration and defence; social security (e.g. public administration and social sector)	0%	0%	0%	0%	0%	0%	0
Teaching (e.g. upper secondary schools and adult education)	0%	0%	0%	0%	100%	100%	7
Health and social services (e.g. hospitals and drug or alcohol counselling)	0%	0%	0%	0%	0%	0%	0
Culture, entertainments and sport (e.g. theatre, libraries and museums)	0%	0%	0%	0%	0%	0%	0
Other services (e.g. business organisations and consumer organisations)	0%	0%	0%	0%	0%	0%	0
Extraterritorial organisations and bodies (e.g. FN and EU)	0%	0%	0%	0%	0%	0%	0
Number of replies	0	0	0	0	7	7	7

10.1.6 Q.1.14./Q.1.17 Where is your place of work located geographically? by sector

The table for question Q.1.17. shows the geographical location for the Master/Diploma graduates places of work among the various sectors in question Q.1.14.

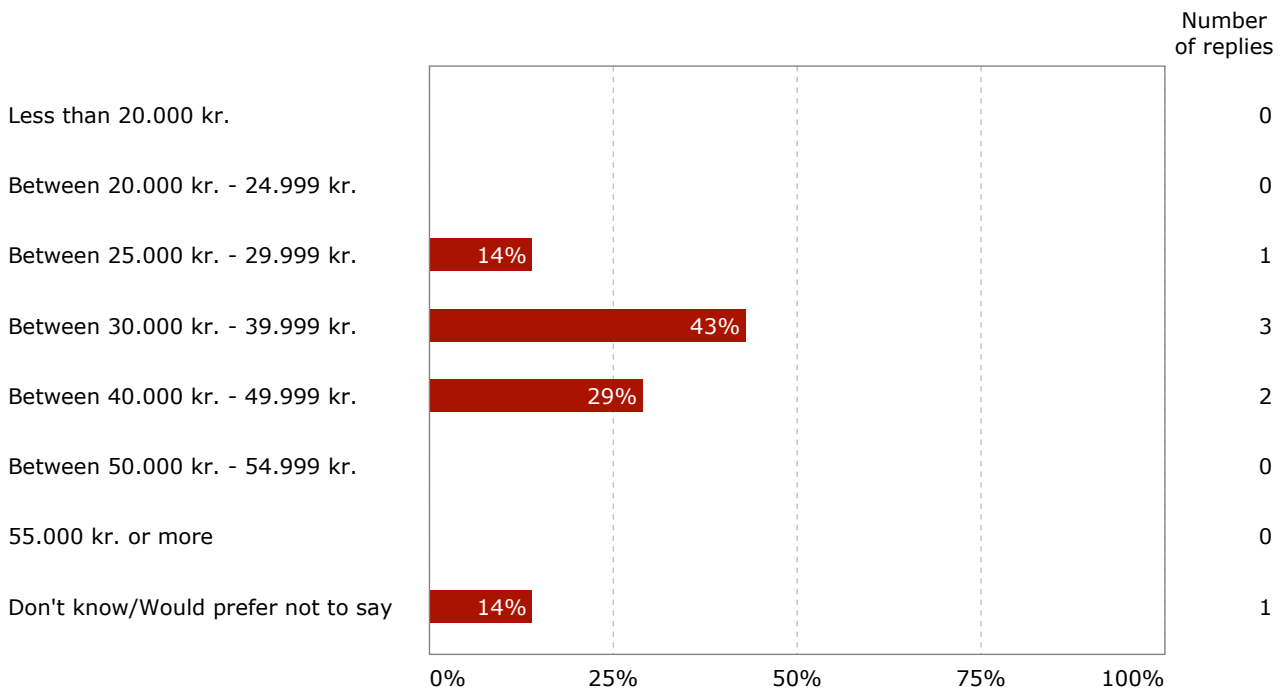
To the right of the table is a total-column with the total percentages of each geographical location.

	Municipality	Non-governmental organization / interest organization	Private	Region	State	Total %	Total n
Capital Region of Denmark	0%	0%	0%	0%	43%	43%	3
Region Zealand	0%	0%	0%	0%	43%	43%	3
Region of Southern Denmark	0%	0%	0%	0%	0%	0%	0
Central Denmark Region	0%	0%	0%	0%	0%	0%	0
North Denmark Region	0%	0%	0%	0%	14%	14%	1
All of Denmark	0%	0%	0%	0%	0%	0%	0
Nordic region (incl. Faroe Islands and Greenland)	0%	0%	0%	0%	0%	0%	0
Europe (not Nordic region)	0%	0%	0%	0%	0%	0%	0
North America	0%	0%	0%	0%	0%	0%	0
South America	0%	0%	0%	0%	0%	0%	0
Asia	0%	0%	0%	0%	0%	0%	0
Africa	0%	0%	0%	0%	0%	0%	0
Australia/Oceania	0%	0%	0%	0%	0%	0%	0
Number of replies	0	0	0	0	7	7	7

10.1.7 Q.1.18. What is your monthly salary?

The figure for question Q.1.18. shows the Master/Diploma graduates' monthly salary.

The numbers state the percentages and sum up to 100. To the right of the figure, the total numbers of responses for each category is shown.

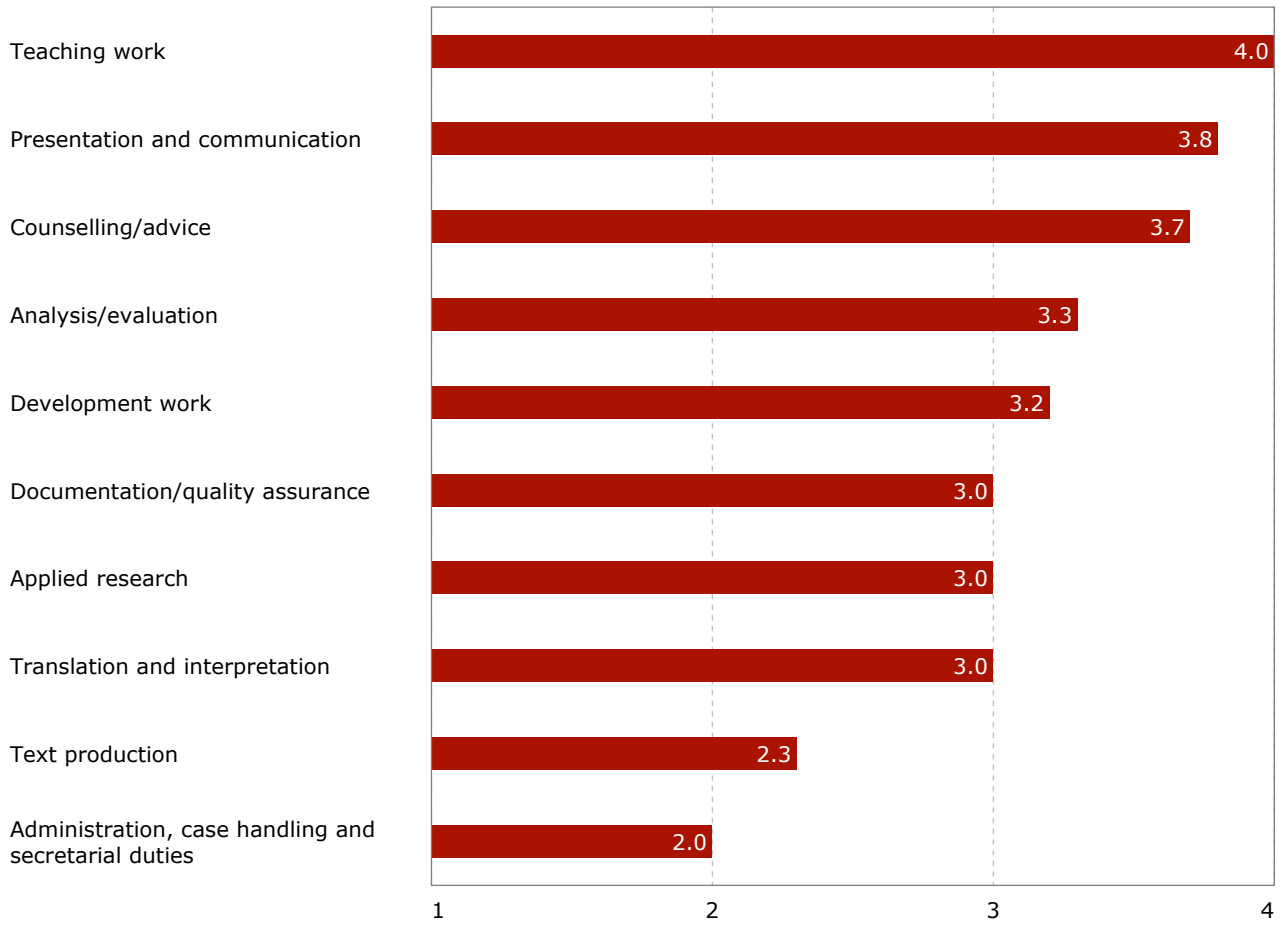


10.1.8 Q.1.22.1. Breakdown of your job functions. Top 10 over how much time the respondent spends on these job functions

The figure for question Q.1.22.1. shows which job functions the respondents spend time on as well as how much time they spend on the specific categories.

Below is shown the ten job functions the Master/Diploma graduates spend the most time on.

The figure shows an average on a scale from 1 to 4, where 1 corresponds to 'Not at all', 2 corresponds to 'Occasionally', 3 corresponds to 'Sometimes' and 4 corresponds to 'A lot of the time'. From this scale the average time consumption is shown for the specific bar.



11 Correlation between Master's/Diploma education programmes and the job market

One central element in the educational programmes offered by the faculty is that they prepare the graduates as well as possible for the job market by giving them the skills that are sought after by employers. The graduate surveys of the University of Copenhagen can thus gather information on the graduates' assessment of how much the educational programmes have prepared them for the job market. The question is whether the graduates experience that there is agreement between the skills they are expected to possess on the job market and the skills they have been provided with during their education at the University of Copenhagen.

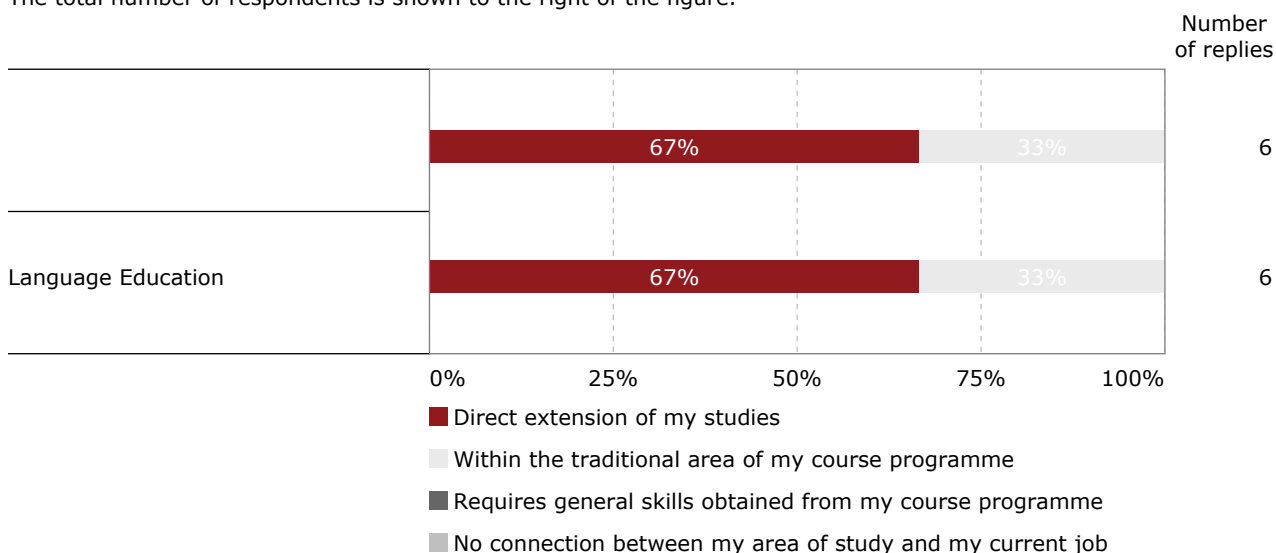
11.1 Academic correlation between studies and job

11.1.1 Q.1.19. How would you describe the correlation between your area of study and your job?

The figure for question Q.1.19. shows how the Master's/Diploma graduates assess the correlation between their education and their job.

The distribution is shown as a percentage.

The total number of respondents is shown to the right of the figure.



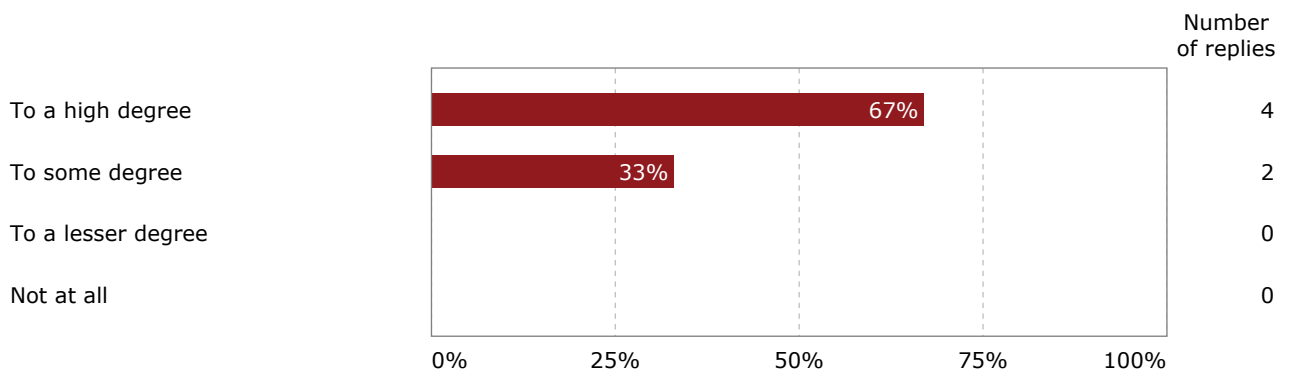
11.2 The ability of the study programme to prepare the graduates for working life

11.2.1 Q.2.4. To what degree do you feel that your programme of study has adequately prepared you for your working life?

The figure for question Q.2.4. shows to what degree the Master's/Diploma graduates feel that their programme of study adequately has prepared them for their working life. The response categories show either to a high degree, to some degree, to a lesser degree or not at all.

The distribution is shown as a percentage.

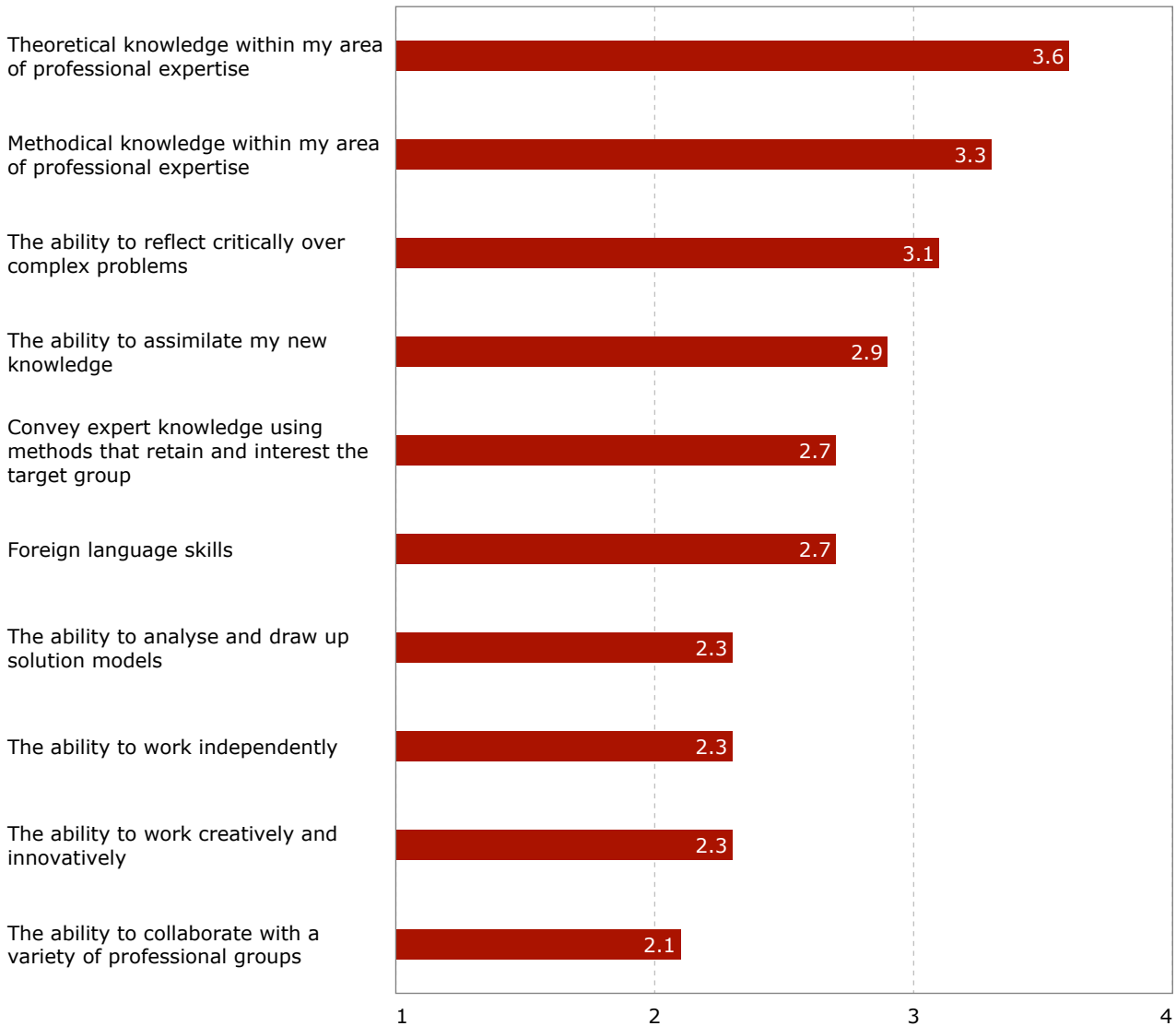
The total number of respondents for each degree is shown to the right of the figure.



11.2.2 Q.2.6. To what degree do the Master's/Diploma graduates use the skills learned in their education in their current job

The figure for question Q.2.6 shows the 10 skills Master's/Diploma graduates think that they use in the highest degree in their current job.

The figure shows an average on a scale from 1 to 4, where 1 corresponds to 'Not at all', 2 corresponds to 'Occasionally', 3 corresponds to 'Sometimes' and 4 corresponds to 'A lot of the time'. From this scale the average time consumption is shown for the specific bar.

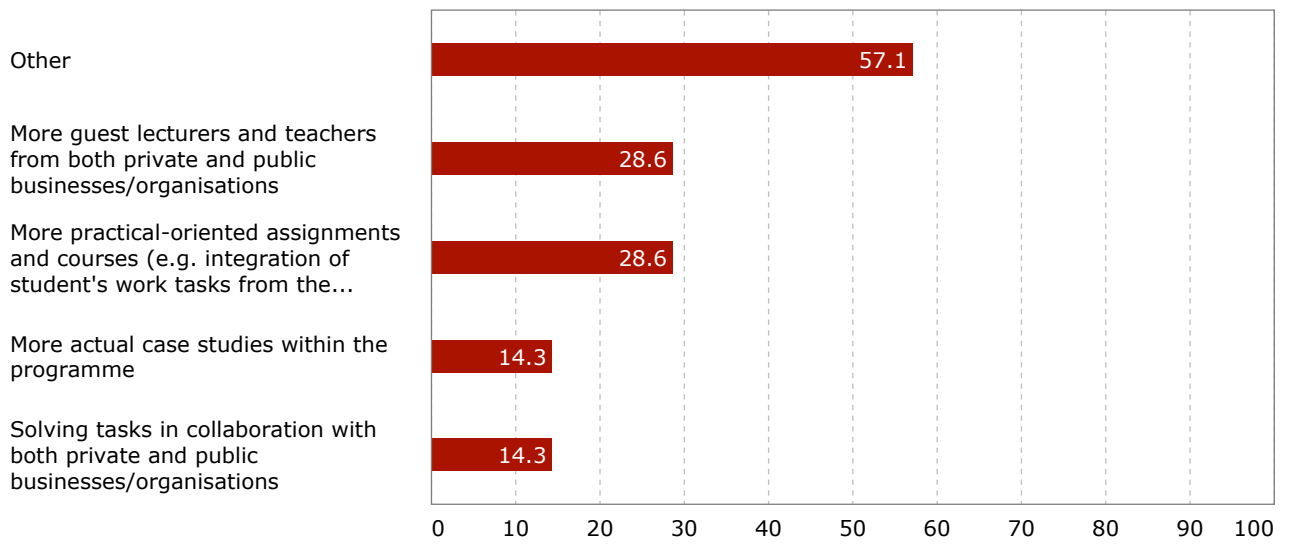


11.2.3 Q.2.7. How do you feel that the University of Copenhagen could improve the educational programme in question in terms of the needs of the labour market?

The figure for question Q.2.7. shows in order of priority, what areas the Master's/Diploma graduates think the university could improve upon to prepare the graduates for the demands of the labour market.

The figure shows what percentage of the graduates that have chosen the specific category.

The categories don't sum up to 100 as several categories are available for selection.



12 Master's/Diploma graduates' assessment of the program

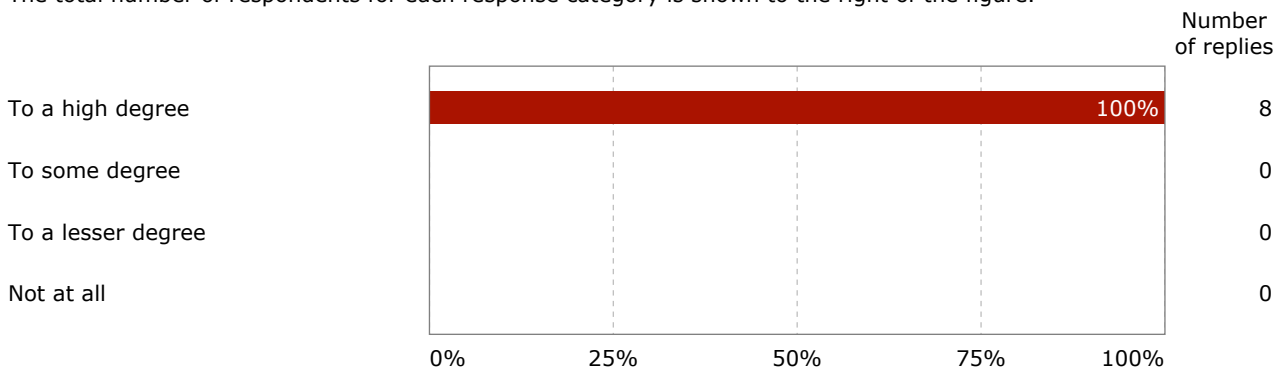
12.1 The level of teaching in relation to the entry requirements

12.1.1 Q.3.1. To what degree is it your assessment that the teaching on your study programme was organised at a suitable level in relation to the entry requirements?

The figure for question Q.3.1. shows to what degree the Master's/Diploma graduates assess that the teaching on their programme was organised at a suitable level in relation to the entry requirements.

The distribution is shown as a percentage.

The total number of respondents for each response category is shown to the right of the figure.

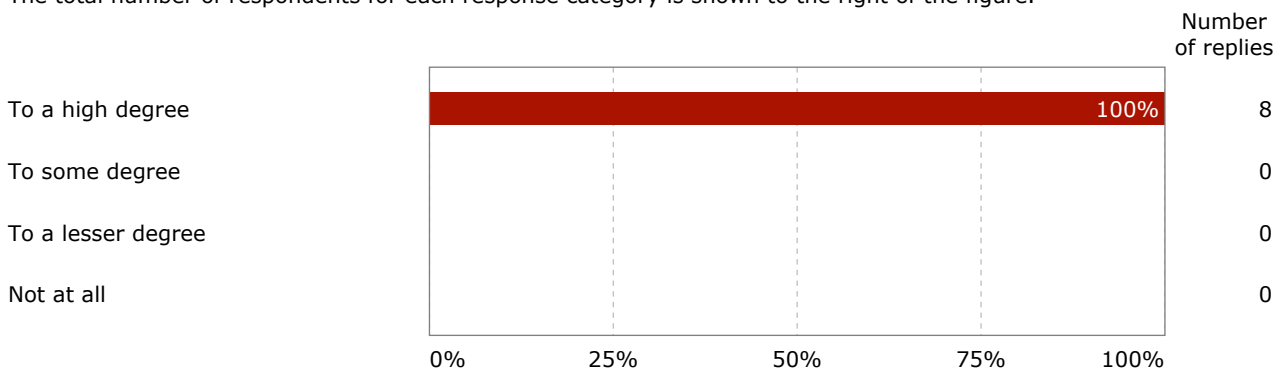


12.1.2 Q.3.2. To what degree have you experienced a good academic correlation between the modules/courses in your study programme?

The figure for question Q.3.2. shows to what degree the Master's/Diploma graduates assess that there was a good academic correlation between the modules/courses in their master/diploma programme

The distribution is shown as a percentage.

The total number of respondents for each response category is shown to the right of the figure.



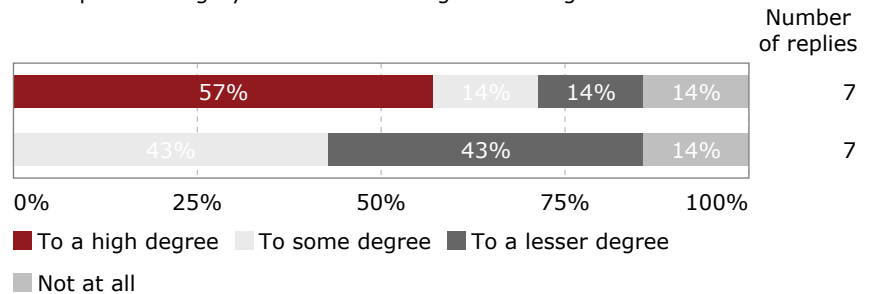
12.1.3 Q.3.3. To what degree have you experienced that there has been balance between your study programme and work and private life?

The figure for question Q.3.3. shows how the Master's/Diploma graduates assess the balance between work life and private life respectively opposite their education.

The distribution is shown as a percentage.

The total number of respondents for each response category is shown to the right of the figure.

3.3 To what degree have you experienced that there has been balance between your work and private life?
 3.3 To what degree have you experienced that there has been balance between your stu...



13 Appendix 1: Questions used in the report

13.1 Questionnaire for bachelors, professional bachelors and master (candidatus)

Employment	Relevance and correlation between area of study and the labour market	Transition from study programme to labour market	Quality of programme of study
Q.1.0.	Q.2.1.	Q.3.1.	Q.4.1.
Q.1.1.	Q.2.2.	Q.3.2.	Q.4.1.X.
Q.1.2.	Q.2.3.	Q.3.3.	Q.4.1.Z.
Q.1.3.	Q.2.4.	Q.3.4.	Q.4.2.
Q.1.8.		Q.3.5.	Q.4.2.X.
Q.1.9.		Q.3.6.	Q.4.3.
Q.1.10.		Q.3.7.	Q.4.3.X.
Q.1.11.		Q.3.8.	Q.4.4.
Q.1.12.		Q.3.9.	Q.4.4.X.
Q.1.13.		Q.3.10.	Q.4.5.
Q.1.14.		Q.3.11.	Q.4.5.X.
Q.1.16.		Q.3.12.	Q.4.6.
Q.1.17.		Q.3.13.	Q.4.7.
Q.1.18.1		Q.3.14	Q.4.6.X.
Q.1.19.		Q.3.15.	Q.4.7.X.
Q.1.21.		Q.3.16.	Q.4.8.
Q.1.23.		Q.3.16.X.	Q.4.8.X.
Q.1.26.		Q.3.17.	Q.4.9.
Q.1.27.		Q.3.19.	Q.4.9.X.
Q.1.28.			
Q.1.29.			
Q.1.30.			
Q.1.31.			
Q.1.32.			
Q.1.34.			
Q.1.35.			
Q.1.36.			
Q.1.38.			
Q.1.39.			
Q.1.40.			
Q.1.42.			

13.2 Questionnaire for master- and diploma graduates

Current status: who are you?	Outcome of education and attainment of expectations	Quality of programme of study
Q.1.7.	Q.2.4.	Q.3.1.
Q.1.8.	Q.2.4.X.	Q.3.2.
Q.1.8.X.	Q.2.6.	Q.3.1.X.
Q.1.9.	Q.2.7.	Q.3.2.X.
Q.1.14.		Q.3.3.
Q.1.15.		Q.3.3.X.
Q.1.17.		
Q.1.18.		
Q.1.19.		
Q.1.19.X.		
Q.1.20.		
Q.1.21.		
Q.1.22.1.		
Q.1.23.		
Q.1.25.		
Q.1.28.		
Q.1.28.X.		
Q.1.30.		
Q.1.31.		
Q.1.32.		
Q.1.33.		
Q.1.33.X.		
Q.1.35.		
Q.1.36.		
Q.1.37.		
Q.1.39.		
Q.1.40.		
Q.1.41.		
Q.1.42.		
Q.1.43.		

14 Appendix 2: Background data in STADS

CPR-number	CPR
Name	FORNAVN
Family name	EFTERNAVN
Address	ADRESSE
Postal code	POSTNR
City	BY
Country	LAND
KU-username	STUDIENR
Phone number	TELEFON
E-mail	EMAIL
Alumni e-mail address	ALUMNIEMAIL
Sex	KOEN
Citizenship	NATIONALITET
Foreign student (Y/N)	UDL_STUD
Study programme	UDDANNELSE
Faculty	UDD_FAKULTET
Year of graduation from qualifying exam/education	ADGANG_DIM_ÅR
Qualifying exam/education	ADGANG_EKSAMEN
Priority of BA-programme at application	PRIO_NR
BA-admission in quota 1 or 2 (possibly also Master Candidatus with same BA-education)	BA_OPT_KVOTE
Years between qualifying exam/education and commencement of study	SABBAT_ÅR
Date of commencement of study on the study programme in question	STUDIESTART
Year of commencement of study on the study programme in question	STUDIESTART_ÅR
Graduate's age at the time of the graduate survey	DIMITTENDALDER
Graduation year	SLUTÅR
Years from commencement of study to graduation	STUDIETID_ÅR
Date of birth	FØDSELSDAG
Calculated age at the time of commencement of study	ALDER_STUDIESTART
Age at graduation	ALDER_DIMISSION
Master's thesis/Bachelor's paper	AFHANDLING_TYPE
Grade for Master's thesis/Bachelor's paper	KARAKTER1
Possibly second grade for Master's thesis/Bachelor's paper (when there is both a verbal and a written exam)	KARAKTER2

15 Appendix 3: List of work places and job titles

Job title

- 2. line Advisor
- AC fuldmægtig
- AC-Fuldmægtig
- AC-fuldmægtig
- AC-fuldmægtig
- AC-fuldmægtig
- AC-fuldmægtig
- AC-fuldmægtig
- AC-medarbejder
- AC-medarbejder (Digital Marketing)
- AC-vejleder og international koordinator
- Adjunkt
- Adjunkt
- Adjunkt
- Adjunkt
- Adjunkt
- Adjunkt
- Adjunkt
- Adjunkt
- Adjunkt
- Adjunkt i tysk
- Adjunkt, musik og engelsk
- Adjunkt, underviser
- Adjunkt, underviser
- Adjunkt/lektor
- Administrationschef
- Administrativ medarbejder
- Afdelingsleder
- Airport supervisor
- Akademisk Medarbejder
- Akademisk medarbejder
- Akademisk medarbejder
- Annoncekonsulent
- Associate Editor
- Audiolog
- Audiologopæd
- Audiologopæd
- Audiologopæd
- Audiologopæd/tale-hørelærer
- Bager
- Bestyrer
- Bibliotekar
- Business Analyst
- Business IT graduate
- Børnebibliotekar
- Chefkonsulent
- Cleaning Assistant
- Community Manager
- Consultant
- Digital Business Developer
- Digitaliseringskonsulent

- Dokumentarfilmsinstruktør + kunstformidler + afløser på plejehjem
- Efterskolelærer
- Eventmager & Administrativ Medarbejder
- Folkeskolelærer
- Forhus og billetansvarlig
- Forskningsassistent
- Forskningsbibliotekar
- Fuldmægtig
- Fuldmægtig
- Fuldmægtig
- Fuldmægtig
- Fuldmægtig
- Fuldmægtig
- Fuldmægtig
- Fuldmægtig
- Fuldmægtig
- Fuldmægtig
- Fundraiser
- Galleriassistent/galleribestyrer
- Graduate
- Graduate
- Gym lærer, Idræt og musik
- Gymnasielærer
- Gymnasielærer
- Gymnasielærer
- Gymnasielærer
- Gymnasielærer
- Gymnasielærer
- Gymnasielærer
- Gymnasielærer
- Gymnasielærer i religion og samfundsfag
- Gymnasiumlærer
- Head of Compensation and Benefits
- Hjerneskadekonsulent
- Holdinstruktør og receptionist
- Hørekonsulent
- Hørekonsulent
- IT konsulent
- Innovations- og projektleder
- International koordinator
- Jobkonsulent
- Jobkonsulent/Sprogmentor
- Klaver- og bandunderviser
- Klinisk audiolog
- Kommerciel projektkoordinator
- Kommunikations manager
- Kommunikations- og frivillighedskonsulent (fleksjob)
- Kommunikationskonsulent
- Kommunikationskonsulent
- Kommunikationskonsulent
- Konsulent
- Konsulent
- Konsulent/sprogmentor

- Koordinator
- Koordinator for Læse-skrivecentret
- Korrekturlæser
- Korrespondent
- Kulturformidler
- Kulturmedarbejder
- Kundekonsulent
- Leder
- Lektor
- Logistik koordinator
- Logopæd
- Logopæd
- Logopæd
- Logopæd
- Logopæd
- Logopæd på hjerneskadeområdet
- Lærer
- Lærer
- Lærer
- Lærer
- Lærer
- Lærer
- Lærer
- Lærer
- Lærer
- Lærer
- Lærer
- Lærer
- Lærer
- Lærer
- Lærer
- Lærervikar ansat i jobrotationsordning
- Læse- og teknologikonsulent
- Læse- og teknologikonsulent
- Læsekonsulent
- Mentor
- Museumsmedarbejder
- Musikformidler og bibliotekar
- Musiklærer
- Musiklærer
- Musiklærer
- Musikskribent
- Målgruppeudviklingskoordinator/ (Herunder Data Analytiker)
- OBU underviser
- Office Manager
- Online Marketing Konsulent
- Ordblindelærer
- Ordblindelærer
- Ordblindelærer
- Ordblindelærer
- PR & Marketingschef
- Ph.d.-studerende
- PhD ansat
- Politisk Koordinator

- Producer assistent
- Product Owner
- Projektleder for ungdomsuddannelserne
- Projektleder og akademisk medarbejder
- Projektleder, Kulturformidler
- Projektleder/Analysekonsulent
- Projektmedarbejder
- Projektmedarbejder
- Projektmedarbejder
- Projektmedarbejder
- Public Affairs
- Pædagogisk udviklingskonsulent
- Pædagogmedhjælper
- Pædagogmedhjælper
- QA Analyst
- Redaktionschef
- Research Clinician
- Salgs- og kommunikationsassistent
- Service agent
- Sitemanager
- Skadebehandler
- Social media manager
- Social/special pædagog
- Specialist / Part-time underviser
- Specialist i Københavns Kommune
- Studie- og Karrierevejleder
- Supervisor
- Tale-hørekonsulent
- Tale-hørelærer
- Tale/hørelærer
- Talehørekonsulent
- Talehørekonsulent
- Talehørekonsulent
- Talehørekonsulent/fagkoordinator
- Talehørelærer
- Talehørelærer
- Talehørelærer
- Talehørelærer
- Talehørelærer
- Talekonsulent
- Talekonsulent
- Talelærer
- Technical Writer
- Trafiktæller
- Underviser
- Underviser
- Underviser
- Underviser
- Underviser
- Underviser
- Underviser i dansk som andetsprog
- Underviser i filosofi, dansk og oldtidskundskab
- Undervisningsassistent

- Undervisningsassistent (ekstern lektor)
- Undervisningsassistent/Ekstern lektor
- Vejleder/underviser
- Videnskabelig assistent
- Vikar
- Vikar
- Vinkonsulent
- Yoga- og meditationslærer
- adjunkt
- adjunkt
- adjunkt
- adjunkt /gymnasielærer
- adjunkt i tysk og dansk
- adjunkt/lektor
- beskæftigelseskonsulent
- digital content coordinator
- dokumentarist
- gymnasielærer
- gymnasielærer
- klinisk vejleder
- kommunikationsmedarbejder
- kustode + underviser
- lektor
- lektor
- logopæd
- lærer
- musiklærer
- operasanger
- ordblindeunderviser
- produktionsleder
- serviceleder
- talehøre-lærer
- talehørekonsulent
- talehørelærer
- tysklærer
- underviser og vejleder
- Årsvikar
- Årsvikar
- Årsvikar+Undervisningsassistent
- årsvikar

Place of work

- AOF Hvidovre
- Advice A/S
- Afterall, Central Saint Martins, London
- Airport
- Aller Medi
- Aller Media
- Analysevirksomhed
- BUF Københavns kommune
- Berlingske Media
- Beskæftigelses- og integrationsforvaltningen
- Birkerød Gymnasium
- Bispebjerg og Frederiksberg Hospital
- Brøndby Kommune
- Børne- og ungdomsforvaltningen
- CKV, Region syddanmark
- CSU Holbæk
- CSU Holbæk, LæseTek
- CSU Slagelse
- CSU-Slagelse
- CSV
- CSV Kbh
- CURAit
- Center for Socialt Ansvar
- Center for Specialundervisning for Voksne
- Center for specialundervisning for voksne
- Cheil Nordic AB
- Christianshavns Gymnasium
- Clio Online
- Co3 webbureau
- Conecto AS
- Copenhagen Business School
- DR
- DR P3
- DTU
- Danmarks Faste Repræsentation ved Den Europæiske Union i Bruxelles
- Danmarks Rockmuseum
- Dansk Hørecenter
- Danske Gymnasier
- Davids Samling/KU/FOF/Aalborg Universitet
- Den Jyske Opera
- Det Frie Gymnasium
- Det Kongelige Bibliotek
- Det Kongelige Danske Musikkonservatorium
- Det Kongelige Teater
- Diakonissen UCD
- Egedal Gymnasium og HF
- Egedal Kommune
- Egedal gymnasium
- Ekkenberg/Larsen Netværk
- Erhvervsakademi
- Erhvervsstyrelsen

- Erik Sørensen Vin A/S
- Eriksholm Research Centre
- FFW Agency
- Falck Danmark A/S
- Fenris Film & Multimedia Aps + Nikolaj Kunsthal + Frederik d. 8's hjem
- Fitness World
- Folkeskole
- Folkeskole
- Fonden for Entreprenørskab
- Forsikringsselskab
- Forstadsmuseet
- Frederiksborg Gymnasium
- Frederiksborg gymnasium og HF
- Frederiksborg gymnasium og hf
- Føtex
- Gaffa
- Gallery Poulsen
- Gefion Gymnasium
- Gentofte kommune
- Gladsaxe Kommune
- Glostrup PPR
- Gramex
- Greve Gymnasium
- Greve PPR
- Greve gymnasium
- Gribskov Gymnasium
- HF og VUC Nordsjælland
- Hanssted skole
- Hellerup Skole
- Helsingør Gymnasium
- Helsingør ungdomsskole (De Internationale Ungdomsklasser)
- Hilfling Design
- Hillerød 10. klasseskole
- Hillerød Kommune
- Hillerød Kommune
- Himmelev Gymnasium
- Holbæk Kommune
- Hvidovre Kommune
- Hvidovre Kommune, Ældre og Handicapafdelingen
- Hvidovre og Gammel Hellerup Gymnasium
- Høje Taastrup Private Gymnasium
- Høje-Taastrup Kommune, arbejdsmarkedscenter
- Høng Gymnasium og HF
- IBM
- IKEA
- ISS
- IT Universitetet
- IT-Universitetet
- Interactive Denmark
- Ishøj gymnasium
- JP Politikens hus
- Jobcenter København

- Jobindex
- KEA
- KVUC
- KVUC
- KVUC Københavns VUC
- Kastanievej Efterskole
- Kea
- Klassefilm
- Klynge Ø9 under Børne- og ungdomsforvaltningen
- Kofoed skole
- Kommunikationscentret Region Hovedstaden
- Kommunikationscentret i Hillerød
- Kommunikationscentret region h
- Kompetenceenheden Ringsted kommune
- Københavns Kommune
- Københavns Kommune
- Københavns Kommune
- Københavns Kommune
- Københavns Kommunes Socialforvaltning
- Københavns Private Gymnasium
- Københavns Universitet
- Københavns Universitet
- Københavns Universitet
- Københavns Universitet
- Københavns Universitet
- Københavns Universitet
- Københavns Universitet
- Københavns Universitet
- Københavns Universitet
- Københavns Universitet Amager
- Københavns VUC
- Københavns kommune
- Københavns kommune
- Københavns åbne Gymnasium
- Køge Bibliotek
- Lilleskole
- Lolland Kommune
- Lyngby-Taarbæk Kommune
- Lægemiddelstyrelsen
- Lænke-ambulatorierne i Danmark
- Løjtegårdsskolen
- Midtsjællands Gymnasium
- Maersk Drilling
- Marselisborg - center for udvikling, kompetence & viden
- Mesteren og Lærlingen
- Midtsjællands Gymnasium
- Mobilis Danmark A/S
- Museum
- Musikundervisning.dk og "mig selv"
- N.Zahles Gymnasieskole
- NNIT
- NaturErhvervstyrelsen

- Niels Brock
- Niels Steensens Gymnasium
- Nordea
- Nordisk Ministerråd
- Novo Nordisk
- Næstved Kommune
- Næstved Sprog- og Integrationscenter
- Odsherred Bibliotek og Kulturhuse
- Oticon
- PPR Gladsaxe kommune
- PPR, Herning Kommune
- PPR/BUF
- PUC Rødovre
- Plan & Handling
- Plan & Handling
- Plan og Handling (privat aktør beskæftigelsesområdet)
- Ppr Hillerød
- Region H, Center Sct. Hans
- Regionshospitalet Hammel Neurocenter
- Reykjavik Art Museum / Iceland Academy of the Arts
- Rigshospitalet
- Rigshospitalets kirke
- Roskilde Katedralskole
- Roskilde Musiske skole og Hedegaardens skole
- Rudersdal Kommune
- Rungsted
- Rytmask Center
- Røde Kors
- SCR Kommunikation
- Servicefirmaet Globel
- Skovgårdsskolen
- Slagelse kommune
- Socialstyrelsen
- Solrød Gymnasium
- Sort/Hvid
- Sprogcenter
- Sprogcenter Furesø
- Stenhus Gymnasium & HF
- Studieudvikling DTU
- Styrelsen for International Rekruttering og Integration
- Sundhedsplatformen
- SuperEvent Aps
- Syddansk Universitet
- TAMU
- TDC
- TDC A/S
- TMF, Københavns Kommune
- Tale/høreafdelingen på Baltorpskolen, afd. Rugvænget i Ballerup
- Taleinstituttet Nordjylland
- Teknik- og Miljøforvaltningen
- Telia
- Tjørnegårdsskolen, Roskilde

- Tornbjerg Gymnasium
- Tornvedskolen afd. Kildebjerg
- Tårnby Gymnasium
- Tårnby Gymnasium, Saxo instituttet
- Tårnby Kommunebiblioteker
- UCC
- UNIVAR
- Udenlandsk ambassade
- Udlændingestyrelsen
- Udlændingestyrelsen
- University College Sjælland, pædagoguddannelsen
- VUC
- VUC Hvidovre-Amager
- VUC Lyngby
- VUC Storstrøm
- VUC Syd
- VUCFYN
- Vangeboskolen
- Venstres Folketingsgruppe
- Virksomhedsservice & Akademiker Center
- Vuc roskilde
- Vuggestue
- Vuggestue
- cBrain
- danske spil
- den Flyvende Hollænder
- div.
- issuu
- københavns kommune
- rigshospitalet
- rigshospitalet, neurologisk klinik
- sankt annæ gymnasium
- Øksnehallen/DGI-Byen
- Ølstykke 10. klasse center
- Ørestad Gymnasium

16 Appendix 4: List of Bachelors' examples of elements of the study programme that did not contribute to the collective goals of the teaching offer

- - Jeg kunne tænke mig, at der blev fokuseret mere på litteratur fra det 20. og 21. århundrede.
- - Jeg kunne tænke mig, at der blev talt mere tysk i undervisningen, og at skriftlig fremstilling på tysk blev trænet gennem opgaverne.
- ..
- ?
- Alt for lidt sprogundervisning. Og det kan ikke siges nok. Det er næsten pinligt så lidt sprogundervisning der er, specielt efter et par semestre.
- At fagene vi havde ikke var logisk sammensatt i den forstand at vi senere/tidligere havde fag som ville lettet forståelsen generelt. Å ha metode på 5. semester er dumt, når man kan ha det på 1. semester.
- De første semestre fyldte klassisk musik meget både i satslære, analyse og de praktiske fag. Det gjorde starten meget tung og hård for dem, som ikke har evner eller særlig interesse i den klassiske del af musik. Jeg blev i tvivl om, om det var det rigtige studie jeg havde valgt og blev først bekræftet i dette i slutningen af bacheloren og på kandidaten.
- De praktiske fag fylder for meget tidligt i uddannelsen
- Der er flere fag, der ikke har det samme faglige mål i og med, at de i deres natur er forskellige, da uddannelsen er rettet mod flere fagområder.
- Der er for lidt frihed i uddannelsen. De studerende skal have lov til at finde deres egen interesseområde. Desuden er der undervisningsindholdet og kvaliteten af undervisningen ikke særlig god, da indholdet er indsnævret til underviserens interesseområder.
- Der er meget fokus på at det første ord opbygger viden til at kunne komme til spændende fag elementer. Det giver god mening at have nogle grundliggende fag, men et helt år gør at man næsten mister modet, og dropper studiet.
Måske kunne man forkorte nogle af delene ned, så man hurtigere kom i gang med fag elementer der er specifikke områder indenfor vores uddannelse.
- Der er selvfølgelig bare kurser jeg ikke har syntes fungerede så godt. Jeg var f.eks. ikke så tilfreds med meget af vores oversættelsesundervisning, og forsøget på at have et fag, hvor vi skulle øve mundtlig tysk, endte bestemt heller ikke optimalt.
- Der kunne godt have været en bedre sammenhæng mellem de enkelte kurser samt flere introducerende kurser i uddannelsens begyndelse. Derudover ville flere mindre skriveøvelser/afleveringer have bidraget til bedre træning af det skriftlige.
- Der kunne godt have været gruppearbejde undervejs.
- Der var ikke nok opgaver og dem der var gik som regel på at man skulle redegøre for en filosofis standpunkt - i den grad filosofi skal lære folk at tænke og udtænke argumenter er der været brug for flere "kritiser/forsvar X" til at supplere de redegørende opgaver.
- Der var nogle elementer af uddannelsen som kunne være svære at koble sammen. Nogle gange blev IT og kommunikationsdelen opdelt for meget, og det blev dermed svært for mig som studerede altid at være klar på deres sammenkobling. Så synes jeg også at vi har haft fag, som lå for langt op af medievidenskab. Det har jeg nogengange haft svært ved at koble sammen med det øvrige.
- Det er da ved gud individuelt hvad man definerer som læringsudbytte? Jeg forstår faktisk ikke hvad jeg skal svare på?
- Det er lidt svært at vide, hvad der er "det samlede mål for læringsudbyttet." Det forudsætter, at man sætter sig ind i, hvad der står i studieordningen om læringsudbyttet - og det gør jeg ikke, inden jeg vælger fag (ligesom, tror jeg, langt hovedparten af studerende).
- Enkelt fag, eks. Sprogpsykologi, hvor dele var mindre relevant for vores specifikke uddannelse.
- Fagenes indhold var bare meget forskelligt. Musikhistoriske problemstillinger havde ikke meget med de praktiske fag at gøre andet end.

- For få undervisningstimer fx
- For stor forskel på kvaliteten af de enkelte fag, særligt i begyndelsen af studiet – førsteårs fag især.
- Her kan jeg igen nævne øvelse og træning af sprogkundskaber på en fremmedsprogsuddannelse.
- Indsæt her en gentagelse af det tidligere skrevne.
- It og sprog. Det var ret ringe!! Manglende overblik og mening med, hvad det egentlig var man skulle lære og hvorfor.
- Ja, først og fremmest skal vi jo være enige i, hvad målet er...
- Jeg er altså ikke helt sikker på forskellen på struktur og elementer. Men igen er en del af formålet med vores uddannelse, at vi skal kunne tilrettelægge og udføre audiologopædisk udredning/diagnosticering og undervisningsforløb. Og når vi har så lidt praktisk viden, når vi er færdige, må jeg sige, at vi kunne have været meget bedre udrustet. Der er meget stor variation i, hvor godt forskellige mennesker er i stand til at fungere socialt og i praksis, og det er meget, meget vigtigt i den arbejdsituation, vi skal ud i, i forholdet mellem behandler og klient.
- Jeg fandt flere af fagene meget lig hinanden og ville gerne have haft mere propædeutik og talt sprog i stedet for, så jeg kunne have opnået et større udbytte rent sprogligt. Studieordningen er dog siden blevet lavet om.
- Jeg forstår ikke spørgsmålet
- Jeg føler der var en del fag der var gentagelser af samme emne. Samtidigt med at der var for lidt fokus på IT-delen af uddannelsen.
- Jeg følger en linje der hedder 'gymnasierettet' men jeg modtager først undervisning i pædagogik og læring på kandidaten. Det burde være indopereret på BA niveau også.
- Jeg har et par kommentarer til de spørgsmål, hvor jeg svarede "Ved ikke". Spørgsmålene er ikke særligt klare. Jeg er slet ikke sikker på hvad I spørger om.
- Jeg havde meget få undervisningstimer. Det synes jeg ikke fremmer læring. Jeg skal være underviser i gymnasieskolen, og jeg mener bestemt, at mere undervisning ville have bidraget betydeligt til at ruste mig bedre dertil. Generelt er undervisning i min optik vigtig for læring som supplement til den store læsebyrde.
- Jeg havde ved endt uddannelse ikke nogen klar idé om hvad fagets kerne eller metode var. Min uddannelse bar af og til præg af mere at være præget af et emne end en metode, og det har gjort det svært at sætte fingeren på hvad jeg rent faktisk har lært. Et større fokus på metode ville have været godt.
- Jeg henviser til det tidligere sagte.
- Jeg kan ikke komme på eksempler der direkte modarbejdede målet om læringsudbyttet, men der var i BA-strukturens opbygning ikke afsat meget tid til passende holdundervisning som supplement til de ellers glimrende forelæsninger. Har lektor/professorer ikke tid til at undervise et hold, kunne man overveje at anvende instruktører
- Jeg mener, at langt de fleste kurser, eksminer, etc. virkede som de skulle. Jeg havde dog en oplevelse med en underviser, som havde en meget selektiv tilgang til et af vores kurser. Hun varetog sine egne interesser, så vi ikke kom omkring de emner, vi skulle, men kun fik kendskab til hendes favoritemne. Det var ikke så heldigt.
- Jeg synes at underviserne generelt kunne have krævet meget mere af de studerende, hvilket ville have resulteret i et større læringsudbytte.
- Jeg synes det er nedern at blive bedt om at svare på en undersøgelse og så er spørgsmålene ledende i forhold til fremdriftsreformens horrible ideologi.
- Jeg synes, at der manglede et fagudbud, der tilladte en slags "specialisering" inden for et interessefelt. Af samme årsag tog jeg mine valgfag uden for filosofi. Og af samme årsag valgte jeg kandidaten i filosofi på KU fra.
- Jeg synes, at vi havde flere fag/kurser der mindede påfaldende meget om hinanden eksempelvis: Kommunikation i kontekst/Audiovisuel kommunikation/ Grundlæggende kommunikationsteori
- Jeg ved ikke helt, hvad læringsmålet var, og der er en dårlig kommunikation mellem forskellige grene af filosofien. Det bærer meget præg af, at hver underviser har sin egen tilgang, så man bliver i tvivl om hvor fokuset skal lægges.

- Jo mere der på faget fokuseres på hvad man kan bruge det til på arbejdsmarkedet, desto lavere er kvaliteten af undervisningen og ditto læringsudbyttet. I sidste ende betyder det, at den færdiguddannede får en meget svag profil og reelt ikke har en egentlig faglighed at tilbyde på arbejdsmarkedet.
- Kurset Østeuropas historie var alt for bredt og handlede om udenadslære, som jeg ikke fik noget ud af.
Videnskabsteori var ikke specifik nok for mit fag, og jeg savnede øvelser (eks. hvordan bruger jeg teori og metode).
- Læringsudbyttet er ikke klart formuleret overhovedet. Det er op til enkelte elev at vurderer, hvilket læringsudbytte han/hun har brug for i de forskellige fag, da det jo som bekendt er en "du definerer selvsvin profil"-bachelor.
- Mangel på akademisk skrivning, mangel på hjælp og feedback. Overordnet er studiet ikke særlig gennemtænkt. Det kunne være rart med en revitalisering af studiet. Måske en mere sproglig BA/KA så man kan fordybe sig i sproget og ikke blot det samfundsmæssige
- Mangel på timer.
- Manglende øvelse i sprogfærdighed.
- Mener ikke sociologidelen var stærk nok meodisk
- Mere praktik havde været godt
- Nogle af de teoretiske opgaver, vi skulle skrive på musikvidenskab gik jeg meget let hen over, fordi der var så meget praktisk, jeg også skulle lære, som tog meget af min tid og energi. Så i de teoretiske fag har jeg ikke lært særlig meget brugbart.
- Nogle fag lå tiligt i uddannelsens forløb og blev ikke efterfulgt af lignende fag, hvor man skulle trække på den viden fra tidligere, hvorfor læringsudbyttet efter endt uddannelse synes meget begrænset.
- Nogle valgfag var fuldstændig ligegyldige. De planlagte fag var ok.
- Når man har en gymnasierettet profil giver det ikke mening, at der ikke er planlagt praktik eller kan vælges pædagogiske fag.
- Praktisk filosofi: for snæversynet, dårlig underviser, uden ambition for faget. Bacheloropgaven: for kort, for lidt vejledning, uden noget mål andet end et tal (karakteren) i slutningen af forløbet.
- Psykologifaget på 1. Semester var meget all round og ufokuseret/ikke målrettet
- På musikvidenskab er undervisningen rettet mod undervisning i gymnasiet. Hvis man vælger den linje, der ikke er rettet mod gymnasiet har man 5 undervisningstimer om ugen. Det syntes jeg var for lidt, og jeg valgte derfor den gymnasierettede linje, selvom jeg ikke ville undervise i gymnasiet.
- Religionsfagene på SDU er løbende forsimplet til blot at omhandle et minimalt aspekt af den store grad af faglighed, der udgør dem. Heldigvis kan man skifte til SDU, hvor en stor grad af professionel stolthed står mål til den usaglige selvfedme, der hersker på ToRS.
- Religionsinformatik
- Se tidligere svar.
- Teori og metode var placeret så sent i uddannelsens forløb at faget på mange måder virkede redundant. Således fremstod faget blot som et element der skulle overstås, snarere end et fag hvor der var central læring at opnå.
- Tors-fællesfag, sprog 1 og 2
- Vi havde enkelte fag som i teorien var relevante, men som i praksis ikke fungerede i den form de blev præsenteret.
- Vi havde først teori og metode på 4. semester. Efter min mening skulle det have været allerede på 1. semester, fordi der gik alt for lang tid før vi fattede hvad teori og metode betød. Det er slet ikke holdbart. Men så vidt jeg ved er det lavet om på den nye bachelor-studieordning på Musikvidenskab.
- Vi havde hjælpehold, som lagde sig op ad Sprog II og Sprog III. Disse fag var i realiteten de eneste fag, hvor der var undervisning.
- Vi mangler alt for meget viden om alle audiologopædi områder. Og "audio" i uddannelsen kan næsten slettes, da vi næsten ikke har audiologi. Alt det brugbare viden jeg har, som jeg synes bidrager til min fremtid kommer fra kurser på DTU og SDU (jeg er meget interesseret i audiologi, så uddannelsens navn er misledende)

- Videnskabsteori var dårligt tilrettelagt og skulle rykkes frem til 1. eller 2. semester. Nyere og global kristendom fungerede ikke i sin daværende form. Mangler redskabsfag, fx formidlingsfag. Vi kommer ingen vegne på eksperter i religion, hvis ikke vi kan formidle vores viden. Stor fejl og derfor jeg rykkede til RUC.
- Visse elementer blev underprioriteret og visse andre virkede overflødige eller i hvert fald svære at relatere til læringsmålene/-udbyttet for uddannelsen
- der var flere fag der mindet for meget om hinanden, sådan at man i virkeligheden ikke lærte så meget nyt, bare repeterede hvad vi havde lært på tidligere semestre. Disse fag kunne evt udbyttes mod mere praktiske kurser - fx oplæring i Illustrator, Photoshop, HTML osv.
- det var ikke helt let for mig at finde og fungere i studiegruppe - det mangler i kulturen, det burde være en del af kulturen
- eksempelvis Teori og Metode, der kun var et enkelt semester. Jeg har i min senere uddannelse erfaret, at jeg ikke er særlig stærk indenfor f.eks. metodisk tænkning og analyse af metodiske greb. Det tror jeg i høj grad skyldes den korte og 'jappede' introduktion på et semester til Teori og Metode-faget.
- fag der ikke var målrettet vores faggruppe og derfor ikke gav os relevant viden
- fagteori-kurset havde ikke Balkanstudier eller regionale studier i det hele taget som målgruppe og manglede centrale elementer for at forstå konflikterne på Balkan, diplomatiske forbindelser, økonomiske problemer mm.

Balkanhistorie og Balkankundskab udelod i al væsentlighed den kontemporere historie.

Der manglede centrale kurser indenfor international lov, national sikkerhed og teorier om krig og fred, internationale organisationer, både økonomiske (feks IMF) og politiske (feks ICTY), indenfor forsoning, retfærdighed, sandhedskommisioner, diplomati, post-konflikt samfund, økonomisk genopretning og menneskerettigheder.

- jeg syntes det skal koncentrerers - så der ikke går så langt imellem. Der skal være mere undervisning, mere fagligt studieliv. Flere studenter som virkelig gerne vil deltage i det faglige.
- obligatoriske fag der var mindre relevante
- svingende kvalitet af undervisere. Vi var uheldige at have en ukvalificeret/uengageret ph.d.-underviser på 1. semester
- uddannelseselementer uden undervisning. F.eks. når et modul blot består i at skrive en valgfri opgave.
- ustruktureret forløb ved fx. faget videnskabsteori

17 Appendix 5: List of examples of elements of the study programme that did not contribute to the collective goals of the teaching offer divided on Masters Candidatus and Professional Bachelors

- Kandidat: Jeg husker det efterhånden kun svagt, men jeg husker et kursus i metode. Hvor forlæsere startede med at sige at der ikke var nogen metode i filosofi, men det var påkrævet vi havde et metodefag. 15 ects jeg gerne ville have brugt anderledes.
- Kandidat: Se tidligere svarboks.
- Kandidat: Hele tilrettelæggelsen. Kandidatstudiet på Filosofi var ustruktureret grænsende til det latterlige. Jo, meget ansvar for struktur på kandidatdelen bør måske falde på den studerendes skuldre, men lidt hjælp til at tilrettelægge en vej, der ikke nødvendigvis peger i Ph.d retning, når så få af os alligevel får lov eller formentlig egner os til det, er vel på sin plads. Der manglede særligt hjælp og støtte til at sammensætte tværfaglige profiler. Filosofi er helt oplagt i en tværfaglig kobling: Filosofi og økonomi, filosofi og journalistik osv. osv. osv.
- Kandidat: Vi havde for lidt undervisning, og vi spildte tiden som 'klasse', fordi for mange af mine medstuderende ikke havde foreberedt sig.
- Kandidat: Introduktionskurset på kandidatdelen bidrog ikke med noget positivt. Det virker misforstået at tvinge folk igennem et introkursus på kandidatdelen af en uddannelse som de i forvejen har en BA i.
- Kandidat: For få timer
- Kandidat: Igen er problemet de lave timeantal og den ringe tilgang til vejledning. Selve undervisningen var fin, og studiemiljøet rigtig godt.
- Kandidat: Handler mest om underviseres manglende forbindelse til livet uden for det akademiske miljø og dermed i mulighed for at inddrage relevante problematikker.
- Kandidat: Faget: Filosofiens forskningstilgange. Kunne have været det bedste fag på hele uddannelsen, hvis ikke det havde været varetaget som det var
- Kandidat: Det sidste kursus jeg tog inden udlandsophold og speciale var tilbage i 2008, så jeg husker ikke noget specifikt eksempel.
- Kandidat: Fraværet af undervisning, det overdrevne fokus på opgaveskrivning, den manglende feedback på afleverede opgaver, den manglende kontakt med øvrige studerende og undervisere.
- Kandidat: Den indbyggede arbejdsbyrde i fagene var ikke altid specielt stor. Der kunne gerne gives mere vejledning i skrivning, specielt i form af feedback på udkast af opgaver før endelig aflevering.
- Kandidat: Allerede under bacheloruddannelsen var det pointen med de senere fag man valgte, at de skulle repræsentere ens jobmål. Jeg valgte således gymnasierettet filosofi med sidefag i historie, fordi jeg ville være gymnasielærer i filosofi og historie. Ingen studievejleder fortalte mig, at det ville være så svært at finde job når jeg var færdiguddannet. Tværtimod fik man at vide at der var mangel på gymnasielærere! Som jeg husker studieordningen var pointen med fagudbuddet derfor, at jeg skulle vælge et vist antal kurser i videnskabsfilosofi og et vist antal kurser i kontinentalfilosofi etc, således at jeg fik et bredt udbud af fag, hvilket jeg skulle have som studerende i gymnasierettet filosofi. Jeg kunne således ikke vælge at fordybe mig i f.eks. videnskabsfilosofi på alle mine fag på kandidaten, men alligevel fik jeg den opfattelse at mit speciale blev bedømt på lige fod med andre der havde fordybet sig i videnskabsfilosofi og skrevet speciale i det samme.
- Kandidat: Strukturen for grenspecialiseringer var komplet umuligt at forstå og udbyttet har jeg svært ved at se.
- Kandidat: Der skulle meget mere socialisering til
Undervisningen foregik på et fremmedsprog
Manglende elevoplæg
Manglende gruppearbejde
Manglende pædagogisk vejledning
- Kandidat: Der var stort set INGENTING at vælge imellem. Der var så få kurser, at det ikke var muligt at tage et helt semester på sit eget institut med fagelementer fra sit eget fag. Man var nødt

til at kombinere med "tværfag". 90 % af det jeg lærte under min kandidatuddannelse foregik på tilvalg, i udlandet, i praktik eller under speciale (som jeg jo selv tilrettelagde).

- Kandidat: Jeg aner ikke, hvad målet var. Da jeg engang spurgte min tyskprofessor, om vi ikke kunne få løvet og ært et mere anvendeligt sprog end middelalder-tysk som vi skulle eksamineres i og lære forfra og bagfra, lød svaret efter hans skuldertrækning og kiggen sig nervøst omkring: "Jeg har jo kun de undervisere, jeg har!"
- Kandidat: For få timer.
- Kandidat: Skal man blive underviser, skal der undervises meget mere om relationsdannelse og -vedligehold til børn/unge mennesker. Der SKAL ikke kræves tunge teoretiske fag, når man bliver underviser for unge mennesker.
- Kandidat: Har ikke noget eksempel lige nu.
- Kandidat: Introduktion til eksamensform var mangelfuld samt information fra skolen vedr. Praktiske ting som hvor finder elever information. På Biblioteksskolen var det skolen der informerede, på Kua skulle man selv finde ud af hvordan tingene fungerede og det var svært at navigere rundt i datoer, lokaler og generel information
- Kandidat: At det ikke var muligt at starte med faget "Om sprogpsykologi" - men i stedet startede midt i studiet, da faget ikke blev udbudt, da jeg startede.
- Kandidat: Alt for få konfrontationstimer og alt for mange elverne i klasserne. Stort set ingen kontakt med lærerne undervejs i modulerne. INGEN formative vurdering og feedback, kun summative karakterer,
- Kandidat: Vi var flere der savnede muligheden for at tage flere, men kortere fag i stedet for kun at have 15 ECTS. Fagområdet er meget stort, så en overfladisk introduktion til flere elementer kunne have givet et større læringsudbytte og hjælp til at søge teoretikere ifm. specialet.
- Kandidat: Jeg havde bl.a. et kursus, hvor vi brugte et helt semester på at lære om menneskers mentaliseringsevne. Det vil sige evne til at sætte sig ind i andre menneskers behov, baggrund og tanker, når man kommunikerer. Jeg skrev en eksamensopgave, hvor jeg konkluderede, at det ikke kunne bruges til ret meget andet, end at man skal huske at være opmærksom på modparten, når man kommunikerer. Den fik jeg 10 for. Det var underligt. En eller to undervisningsgange om det evne havde måske været tilstrækkeligt.
- Kandidat: Får lidt undervisning og dermed mangel på gennemgang, diskussion og refleksion af de teoretiske grundlag i uddannelsen.
- Kandidat: Der var to kurser der var næsten helt ens.
- Kandidat: For få undervisningstimer
For få 1 til 1 timer med undervisere
For lidt feedback på skriftlige opgaver
- Kandidat: Uddannelsen i Sporgpsykologi har ikke betydet noget som helt i forhold til mine kompetencer, etc. Der er ALT for lidt undervisningstid, til at det reelt kan kaldes en uddannelse, undervisningsindholdet er haltende og alt for filosofisk og perspektiveres ikke til det virkelige liv. Det vil sige, at man selv skal forsøge at omsætte 13 timers halvhjertet ugentlig undervisning til noget brugbart i forhold til arbejdsmarkedet. Hvorfor har I sådanne uddannelser??? Det er mig simpelthen en gåde. Hvis I vil oprette uddannelser, så skal der da også investeres i perspektiv og ikke minds undervisningstid i det!!!
- Kandidat: Der mangler struktur i uddannelsen. Der burde være flere obligatoriske fag og gerne i en rækkefølge, så Sprogpsykologer overordnet er enige om, hvad de har studeret. Metodefag burde være obligatorisk, så man får nogle konkrete værktøjer til at bruge end erfaring i praksis efter endt studie.
- Kandidat: Allerede i starten af et semester var fokus kun på eksamen og at finde emne. Det gjorde, at man lagde sig fast på eksamensmateriale tidligt - og dermed ikke fik det fulde udbytte ud af de mange andre emner. Slet ikke de emner, der kom sent på semestret.
- Kandidat: For meget laden som om alle holdninger er lige gode
- Kandidat: Problemet er ikke eksisterende elementer, men derimod dem, der mangler. Praktik kunne godt være obligatorisk - mange uddannelser kunne, tror jeg, drage fordel af at blive rettet mod arbejdsmarkedet igennem praktik eller tættere virksomhedskontakt fx igennem cases

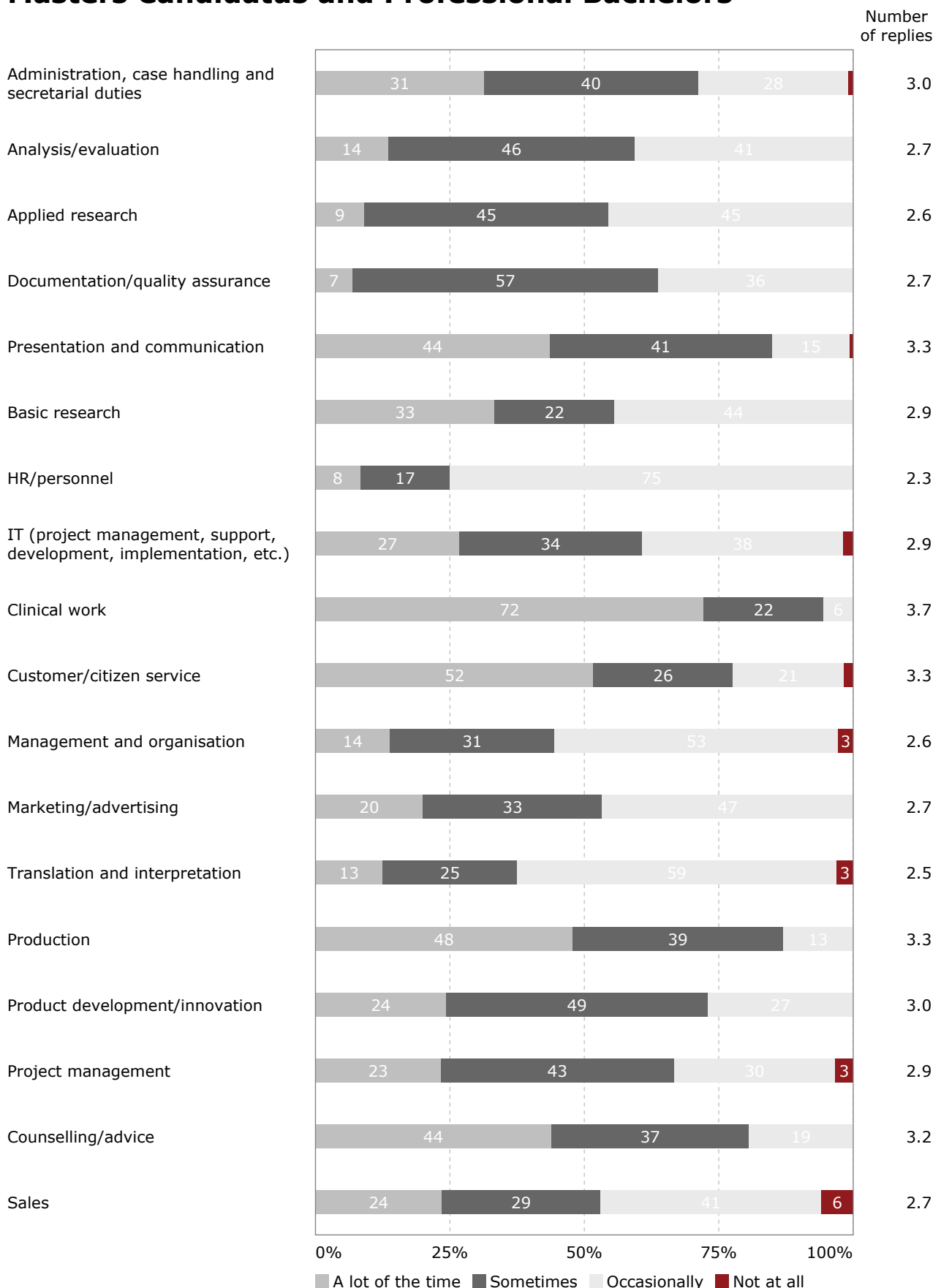
eller mentorordninger.

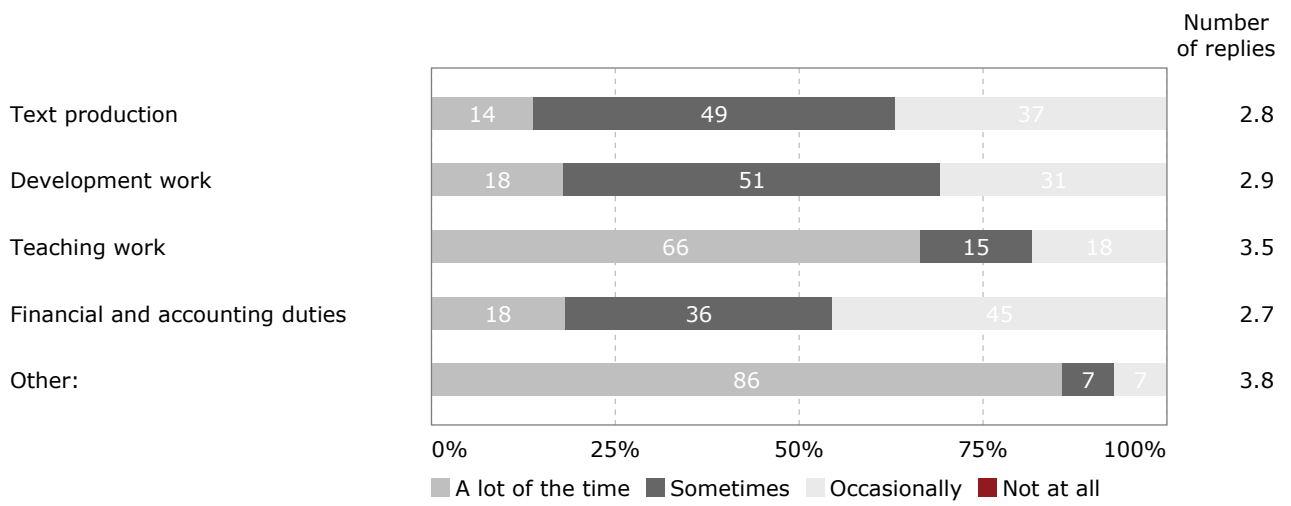
- Kandidat: Et fjollet innovationskursus manglede ambitionsniveau og blev spild af tid.
- Kandidat: valgfag / i valgfagsperioden tog jeg et fag på engerom. Det har vist sin relevans for min karriere senere hen da jeg af job mangel har set mig nødsaget til at blive gymnasielærer, men det var på ingen måde relevant for mit VK studie. Jeg tog det af egen fri vilje men gik derved glip af nogle vigtige kurser på VK og ville egentlig gerne have haft bedre rådgivning i den forbindelse. På trods af ansvar for egen læring.
Herudover havde vi et fag på VK der hovedsageligt skulle lære os at lave små film og powerpoints forklædt i noget teori om visuelle felter. Det ville have klædt dette modul at være rent praktisk da der ikke er tvivl om at man skal bruge disse metoder i felten.
- Kandidat: Jeg gentager ikke mine allerede lange kommentarer ;)
- Kandidat: For lidt undervisning. For få opgaver i undervisningsforløbet. Formidlingen af tekster mm. kunne være overfladige og korte.
- Kandidat: Mere praksis, mindre teori
- Kandidat: Flere undervisere var umiddelbart langt fra erhverslivet og virkede derfor ukvalificerede mht. at løfte opgaven som vejleder mv.
- Kandidat: jeg kan ikke give et konkret eksempel. Min indsigelse går mere i retning af, at jeg mener elementerne samlet set er for abstrakte - måske det blot er uddannelsesretningen Visuel Kultur. For mig har den vist sig ikke efterspurgt af virksomhederne/samfundet. Jeg skal bruge al min taletid på at redegøre for, hvad uddannelsen betyder og hvilke kompetencer den har givet mig.
- Kandidat: det praktiske fag hvor vi skulle lære html, photoshop mm på 2 undervisningstimer. det var lidt spild af tid når vi alligevel ikke kunne blive dygtige nok på så kort tid.
- Kandidat: Den studerende er meget afhængig af at kunne tage bestemte udbudte Fordybelseskurser og indholdet/udbyttet af dem er ikke nødvendigvis tænkt ind i en større helhed (eller samlet mål for læringsudbyttet)
- Kandidat: For lidt praksis og alt for lidt audiologi!
- Kandidat: Ikke noget praktisk viden
- Kandidat: Der var flere ligegyldige fordybelseskurser af undervisere med meget svingende kvalitet og tvivlsom uddannelse.
- Kandidat: Dårlig tilrettelagt fordybelseskursus
- Kandidat: Teoriforståelse, opgaveskrivning på akademisk højt niveau, skriftlige og mundtlige (polske) sprogfærdigheder
- Kandidat: Der var nærmest ingen undervisning.
- Kandidat: Alt det obligatoriske så som analyse, musikhistorie, statslære mm. Som ikke indgår i musiklederens rolle, bør ikke indgå i kandidatuddannelsen. Alt dette bør høre til i bacheloruddannelsen.
- Kandidat: Generelt var der faglige niveau for lavt på en del af elementerne på kandidatuddannelsen.
- Kandidat: Jeg mener, der i de teoretiske fag var for stort et fokus på at tænke ud af en boks, der ikke var etableret. Sagt på en anden måde var der en masse emnekurser, men ingen, der gav os en fornemmelse af et musikhistorisk forløb, som vi kunne hænge emnerne op på.
- Kandidat: Jeg er ikke sikker på at jeg forstår spørgsmålet. Alle aktiviteter, kurser osv. bidrog på en eller anden måde, men jeg havde nok svært ved at få en samlet linje i det, og det betød at det tog længere tid at komme i gang med specialet.
- Kandidat: Som beskrevet under punkt 4.
- Kandidat: Indenfor faget 'musikvidenskabelige problemstillinger' manglede jeg i høj grad et fokus fagets mål, teori og metode. Det stod klart for undviserne, men selve formidlingen af fagets kerne stod ikke klart for mig, førend langt hen i forløbet, hvor jeg fik en anden forståelse for det på sidefagsuddannelsen.
- Kandidat: Mit samlede læringsudbytte var primært betinget af mine egne egenskaber og ønsker om at tilegne mig viden, og i mindre grad betinget af uddannelsesforløbets grundlæggende tilrettelæggelse, som jeg oplevede det. Jeg fulgte altid de kurser og forløb jeg fandt mest interessante, hvilke afveg fra normen, var min opfattelse. Jeg fulgte kurser i æstetik og filosofi sideløbende med min kandidat i musik, fordi jeg savnede tilbud inden for disse emner. Men jeg kan

godt forstå hvis disse ikke er mulige at implimentere, for mig tilstrækkeligt, i det normale forløb på musikvidenskab.

- Kandidat: Musikvidenskabs meget lidt visionære og uambitiøse profil, da jeg gik der ses bl.a. i, at jeg synes, langt de fleste praksisfag (kor, sammenspil m.m.) stillede mod, at de studerende opnået en middelmådig praksiskunnen fx godt nok til at undervise en gymnasieklasse - brugsniveau. Men hvorfor ikke bruge tiden på at lære hvad kunst virkelig er/essensen/mesterlære, så alle i det mindste fik en ide om dette? Det andet er spild af tid.
- Kandidat: kurset i Informatik var dårligt tilrettelagt og formålet virkede uklart. Ærgerligt fordi den skriftlige formidling af fagspecifikke emner ellers er ret væsentlig
- Kandidat: ved ikke
- Kandidat: Der var kun fastlagt undervisning det første semester. Siden skulle man vælge fag andre steder. Der var nogle krav til hvad uddannelsen skulle indebære, men ikke undervisning der matchede den. Det havde været godt med et semester til med fastlagt undervisning. evt. pare nogle fastlagte opgaveemner man kunne vælge imellem.
- Kandidat: Løs studiestruktur, frie hjemmeopgaver og praktik uden tilstrækkelig vejledning.
- Kandidat: Sprogkravet og de divergerende studieordninger forlængede og besværliggjorde min kandidatuddannelse (som tidligere beskrevet). Derudover havde jeg en sygeperiode på 1 1/2 år mens jeg tog kandidatuddannelsen, som også var medvirkende til at jeg mistede studieenergien undervejs. Studietiden blev yderligere forlænget af, at jeg havde studiejobs undervejs. Alt sammen medvirkende til, at jeg synes kontinuiteten i studiet manglede, og at jeg undervejs havde svært ved at huske og anvende tidligere indlært stof. Erfaringerne fra mine studiejobs var dog altafgørende for at jeg kom så hurtigt i job efter uddannelsen.
- Kandidat: Undervisningen var på et for lavt niveau - både indholdsmæssigt og pædagogisk - og det samme var de medstuderendes engagement. Efter et år i udlandet virkede niveauet på KU forbavsende lavt og som tom udenadslære af ting, jeg allerede havde læst i faglitteraturen. Pølsefabrik.
- Kandidat: Samme afleveringsfrister for alle opgaver på et semester
- Kandidat: For få undervisningstimer giver et mere ringe vidensudbytte.
- Kandidat: Problemet er mangel på undervisnings- og evt. øvelsetimer.
- Kandidat: Propædeutik

18 Appendix 6: Response distribution on question 1.18 for Masters Candidatus and Professional Bachelors





19 Appendix 7: Masters' Candidatus qualifying exams from University of Copenhagen

	%	n
Speech and hearing sciences	19%	45
Danish	2%	6
English	2%	5
Philosophy	14%	33
Film and media studies	2%	4
Finnish studies	1%	2
Information Science and Cultural Communication (IVA)	1%	2
Classical Greek	2%	6
Art history	5%	13
Latin	2%	5
Literature studies	1%	2
Musicology	19%	46
Polish (Eastern and South-Eastern European studies)	1%	2
Religious studies	16%	40
Russian (Eastern and South-Eastern European studies)	3%	8
Spanish	1%	3
Theatre studies	1%	2
German	4%	10
Number of replies		243