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# 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	Total
Invited	834	600	1,434
Completed	51%	44%	48%
Partially completed	4%	5%	4%
Total	56%	49%	53%
Did not wish to participate	6%	6%	6%
Did not reply	39%	45%	41%

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 participated		Master Candidatus total		Master Candidatus	
Number	834		464		600		292	
Percentage women	32%		35%		31%		33%	
Foreign citizens	4%		3%		22%		12%	
Average age upon graduation	24.9		24.5		27.5		27.7	
- youngest	20.2	20.2	-	-	23.5	23.6	-	-
- eldest	50.4	50.4	-	-	67.7	67.7	-	-
Completion time (average years)	3.4		3.3		2.6		2.7	
- shortest completion time	0.2	0.2	-	-	0.6	0.6	-	-
- longest completion time	22.5	20	-	-	10.8	10.8	-	-
Quota 2 at BA-entrance	1%	1%			2%	2%		
Years from qualifying exam to commencement of study (average)	1.6	1.6	-	-	5.2	5.4	-	-
- shortest time from qualifying exam to commencement of study (average)	0		0		0		0	
- longest time from qualifying exam to commencement of study (average)	29		29		45		45	
Bachelor's programme as first priority	90%		100%		70%		80%	
Grading of Bachelor's paper/Master's thesis (average)	9.4		9.5		10.1		10.3	
- lowest grade	2		2		2		2	
- highest grade	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 Candidatus
I am employed (including leave of absence, maternity leave, job with wage subsidies, part-time hirings, etc.)	26% (122)	59% (170)
I am self-employed (including freelance)	1% (4)	2% (5)
I am unemployed (including on maternity leave without being under contract of employment)	4% (18)	2% (7)
I am in full-time education (e.g. Candidatus programme)	52% (243)	0% (0)
I am on a Ph.D programme	12% (56)	35% (102)
Other	4% (20)	2% (6)
Number of replies	463	290

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

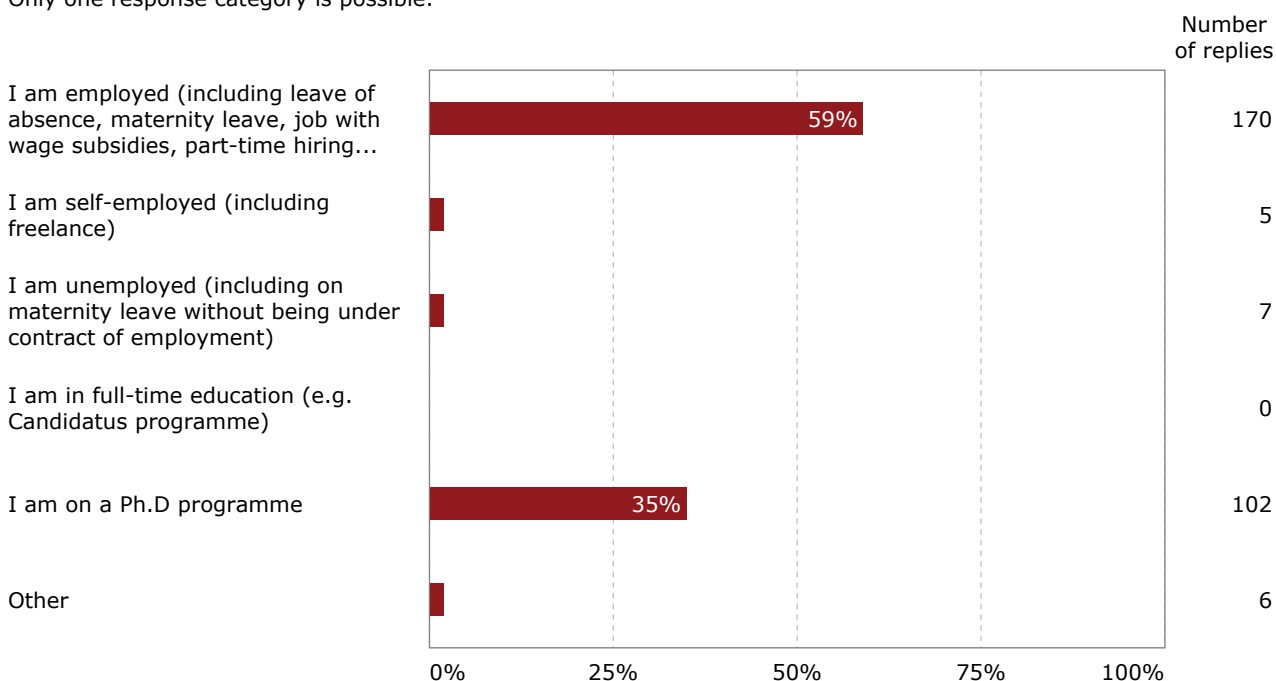
Employed Masters Candidatus/Professional Bachelors covers graduates in work, self-employed, unemployed or in full-time education.

##### 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.



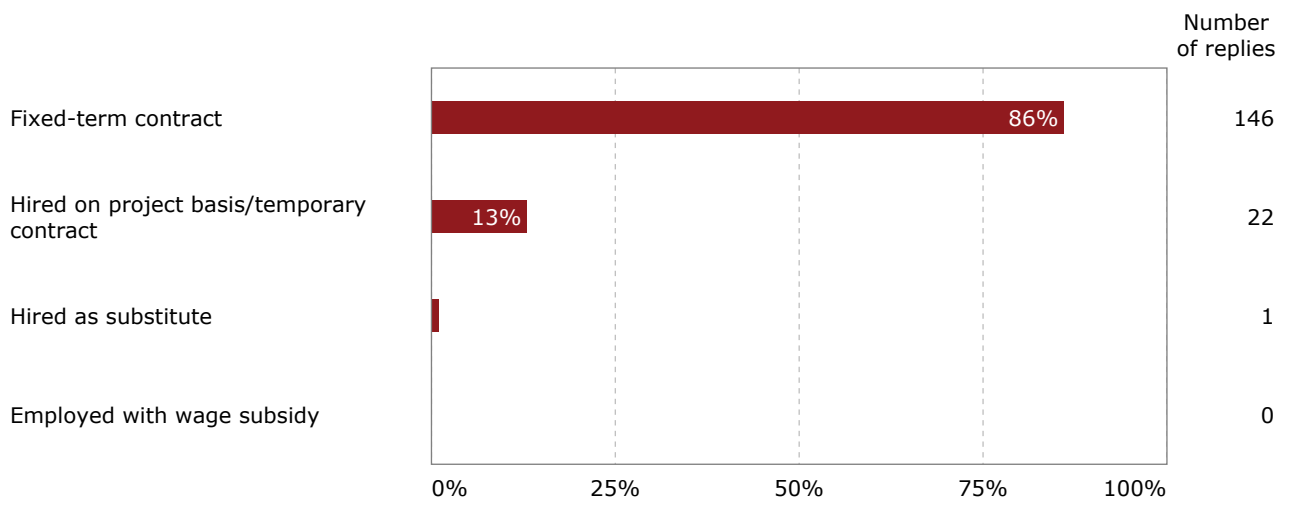
##### 3.1.2 Q.1.3. What are the conditions of employment in your current job?

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.

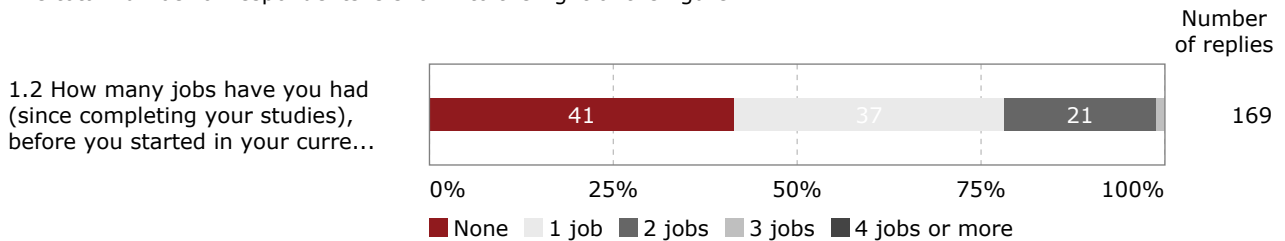


### 3.1.3 Q.1.2. How many jobs have you had (since completing your studies), before you started in your current employment?

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.

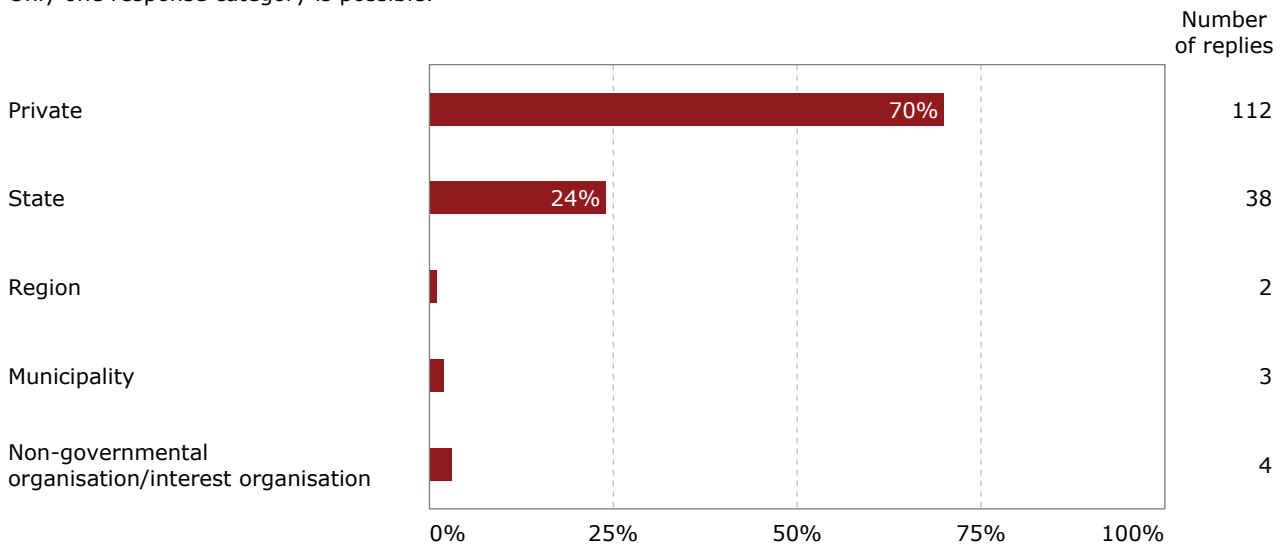


### 3.1.4 Q.1.8. Within which sector is your place of work?

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)	2%	0%	0%	0%	0%	1%	2
Manufacturing firm (e.g. industry, food processing)	8%	0%	0%	0%	0%	5%	7
The supply of electricity, gas or heating	1%	3%	0%	0%	25%	2%	3
Water supply, sewerage, waste management, etc.	0%	0%	0%	33%	0%	1%	1
Construction company	1%	0%	0%	0%	0%	1%	1
Wholesale and retail trade	2%	0%	0%	0%	0%	1%	2
Freight transport and cargo handling (e.g. mail)	2%	3%	0%	0%	0%	2%	3
Lodging and restaurant business	0%	0%	0%	0%	0%	0%	0
Information and communication (e.g. publishing, film production, radio + TV)	17%	0%	0%	0%	0%	12%	17
Financial institute or financial company, etc. (e.g. insurance company, pension fund)	43%	0%	0%	0%	25%	29%	42
Real estate (leasing administrator, property agent)	2%	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)	12%	39%	0%	0%	0%	18%	26
Public administration and defence; social security (e.g. public administration and social sector)	1%	18%	0%	33%	0%	6%	8
Teaching (e.g. upper secondary schools and adult education)	5%	33%	50%	33%	25%	17%	24
Health and social services (e.g. hospitals and drug or alcohol counselling)	1%	3%	50%	0%	0%	2%	3
Culture, entertainments and sport (e.g. theatre, libraries and museums)	1%	0%	0%	0%	0%	1%	1
Other services (e.g. business organisations and consumer organisations)	1%	0%	0%	0%	0%	1%	1
Extraterritorial organisations and bodies (e.g. FN and EU)	0%	0%	0%	0%	25%	1%	1
Number of replies	93	33	2	3	4	144	144

### 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.

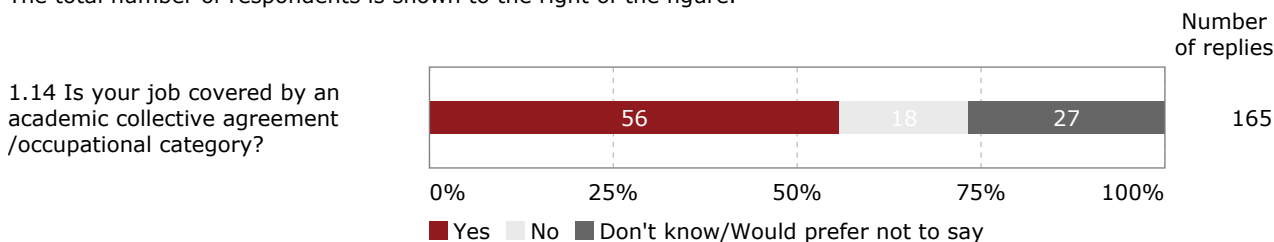
	Private	State	Region	Municipality	Non-governmental organisation/interest organisation	Total %	Total n
Capital Region of Denmark	75%	79%	50%	100%	25%	75%	123
Region Zealand	5%	8%	50%	0%	25%	7%	12
Region of Southern Denmark	1%	3%	0%	0%	25%	2%	3
Central Denmark Region	4%	0%	0%	0%	0%	2%	4
North Denmark Region	0%	0%	0%	0%	0%	0%	0
All of Denmark	4%	5%	0%	0%	0%	4%	6
Nordic region (incl. Faroe Islands and Greenland)	6%	3%	0%	0%	0%	5%	8
Europe (not Nordic region)	5%	0%	0%	0%	25%	4%	6
North America	1%	3%	0%	0%	0%	1%	2
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%	1%	1
Number of replies	108	38	2	3	4	165	165

### 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.

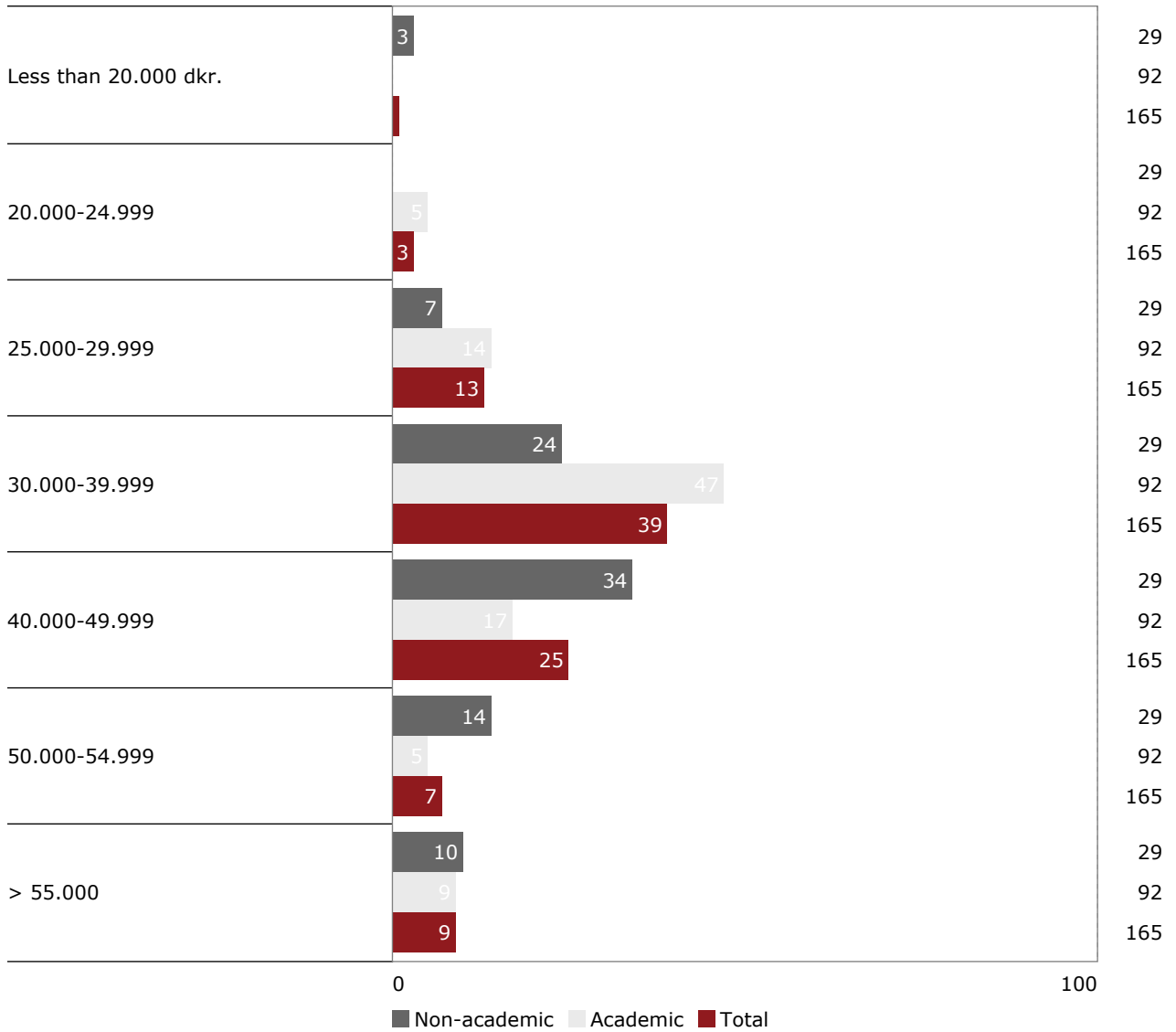
The total number of respondents is shown to the right of the figure.



### 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.

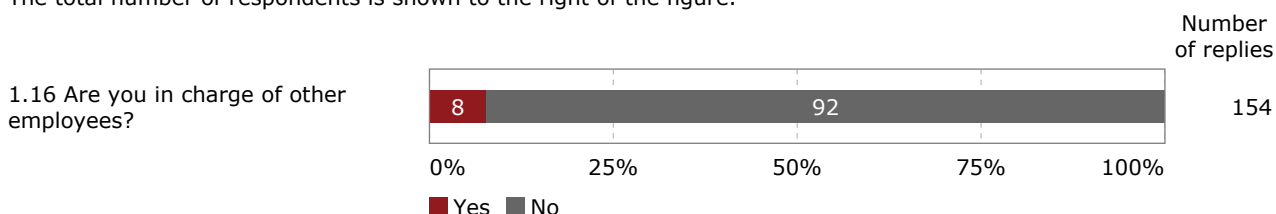


### 3.1.9 Q.1.16. Are you in charge of other employees?

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.



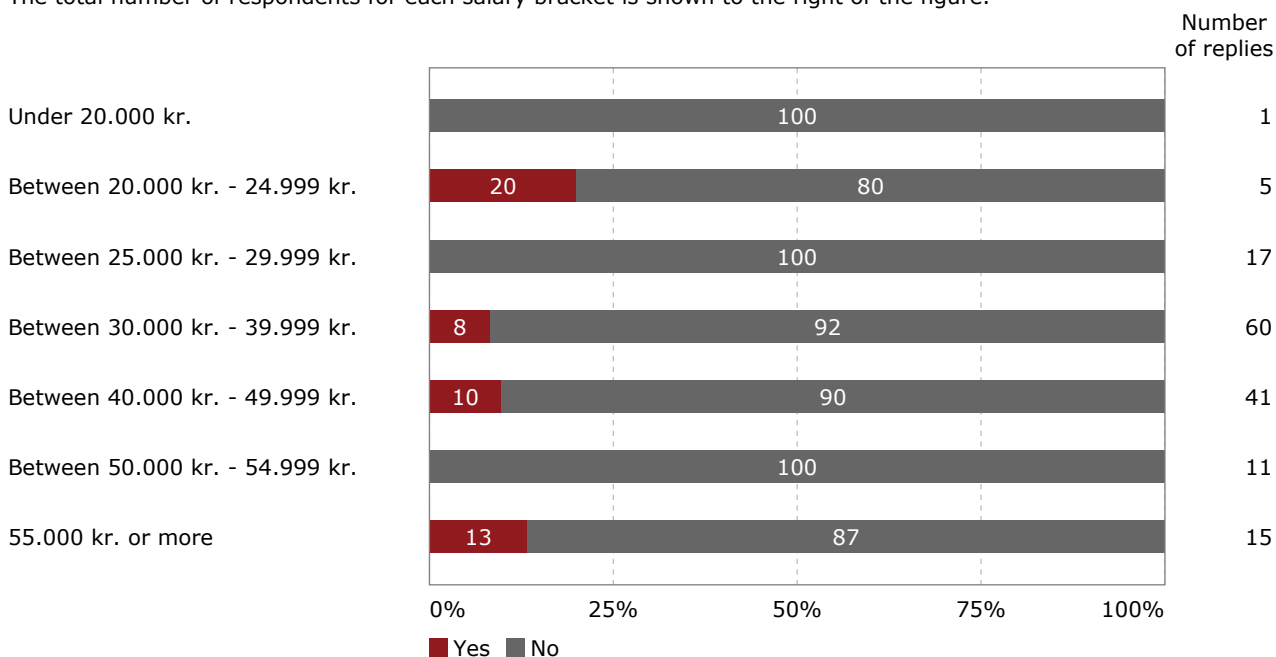
### 3.1.10 Q.1.16./Q.1.11. Are you in charge of other employees? by monthly salary

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.

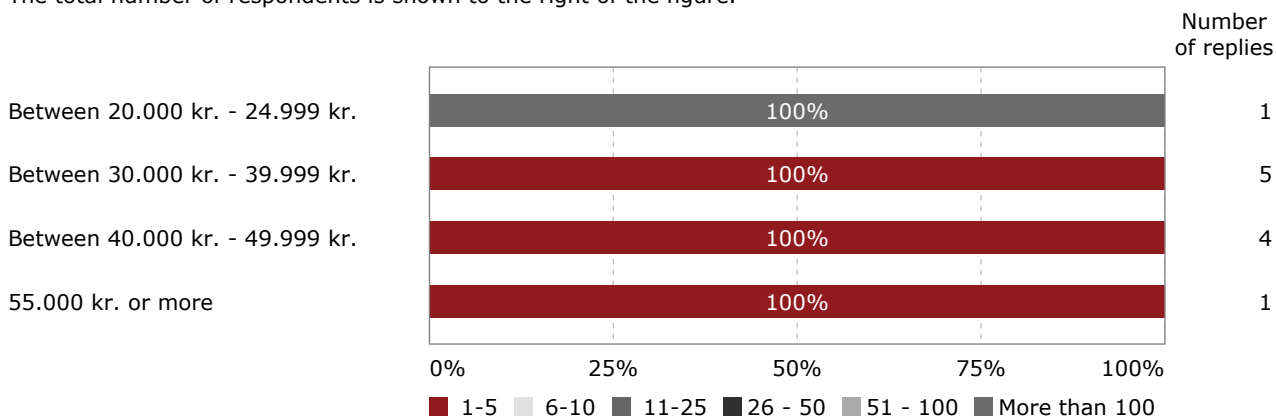


### 3.1.11 Q.1.17./Q.1.11. How many employees are you in charge of? by monthly salary

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.



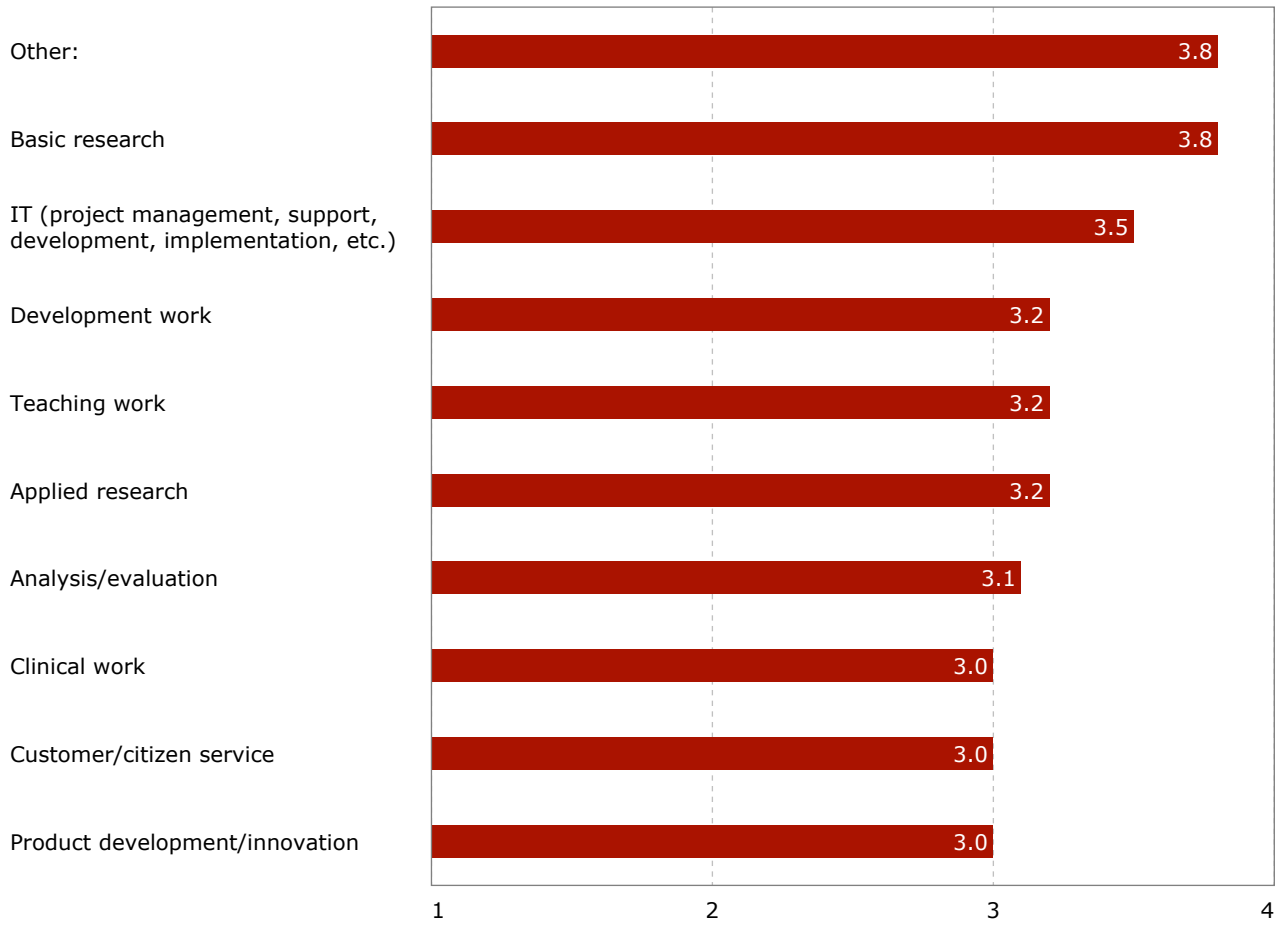
### 3.1.12 Q.1.18. Breakdown of your job functions. Top 10 over how much time the respondent spends on these job functions

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.



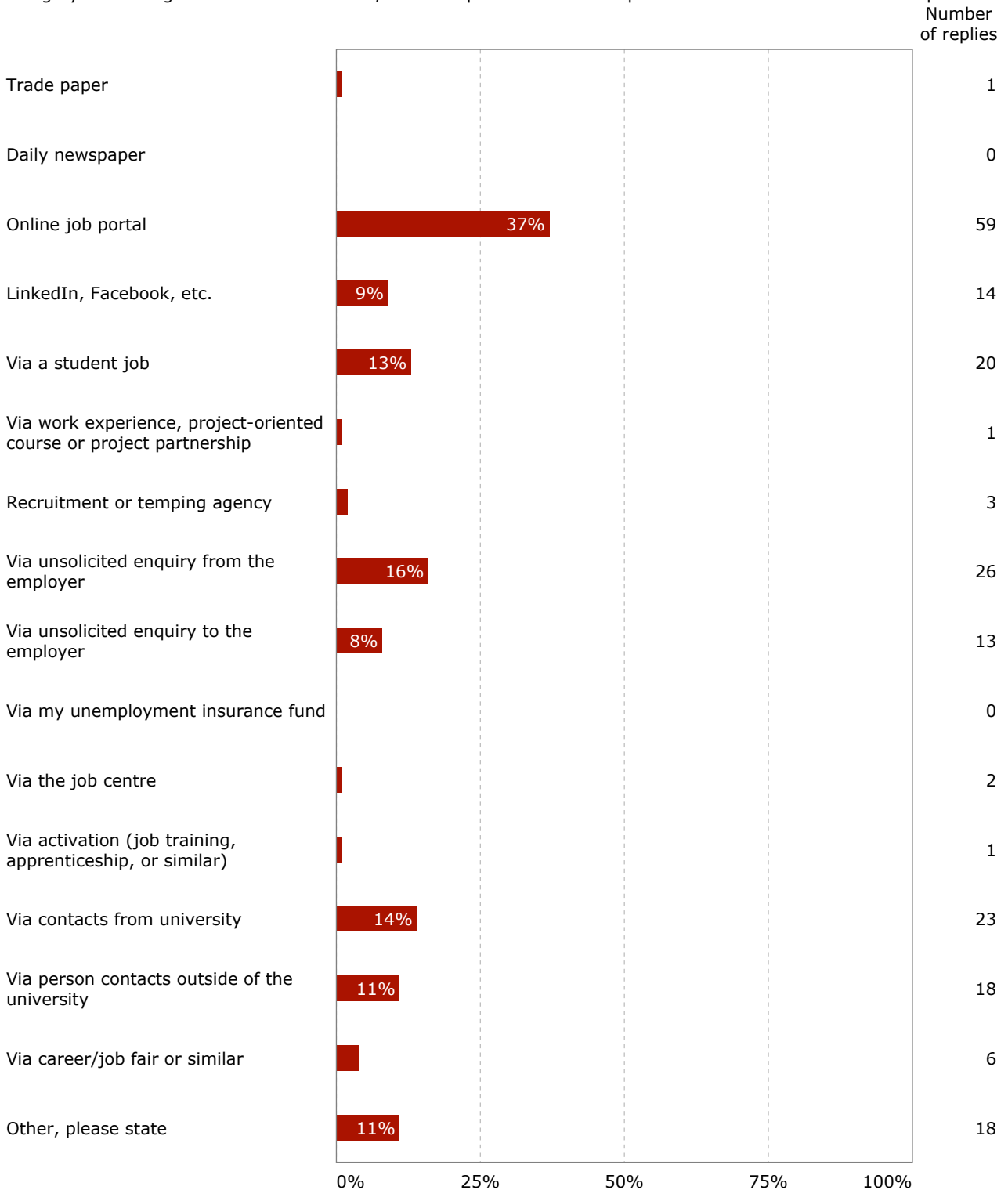


*Note: The response distribution on the specific questions is shown in appendix 6.*

### 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.

40 % started business alone, while 60 % started business in collaboration with one or more partners.

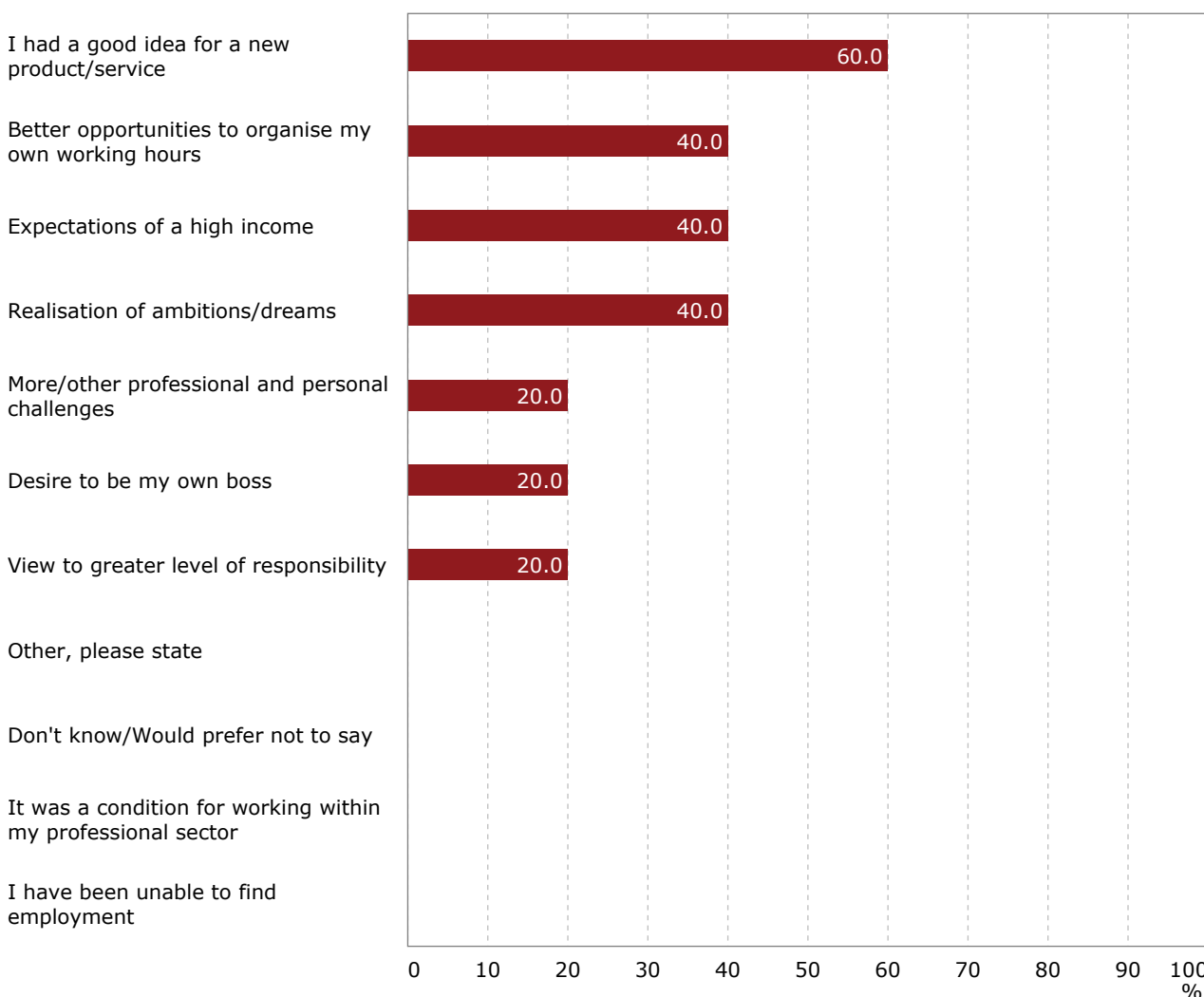
1 graduate has received financial support or advice to start up their business corresponding to 20 % of the self-employed graduates.

#### 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.



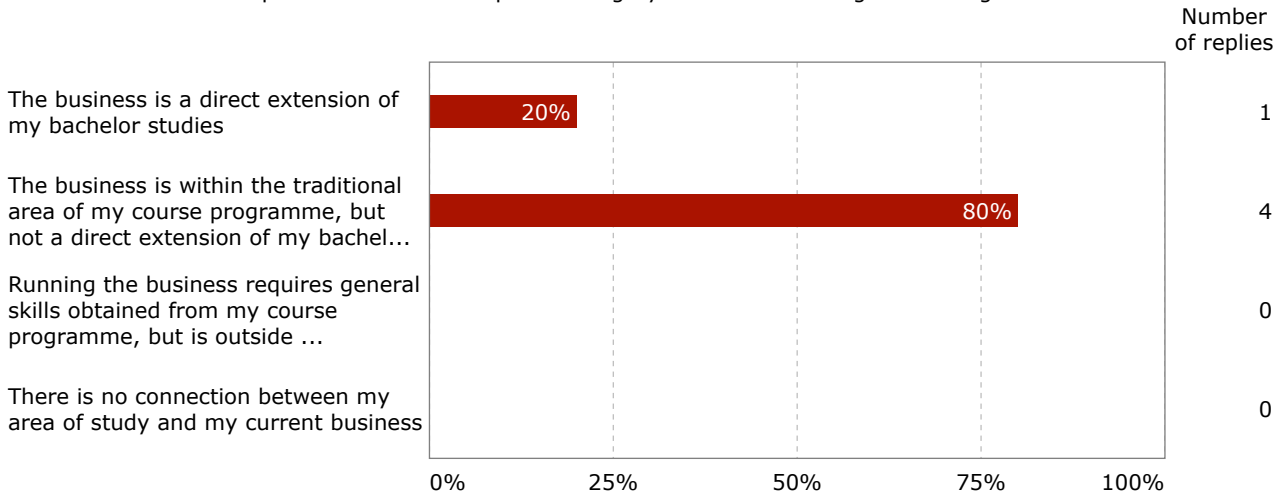
### 3.2.2 Q.1.26./Q.1.27. How would you describe the correlation between your studies and your own business?

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.

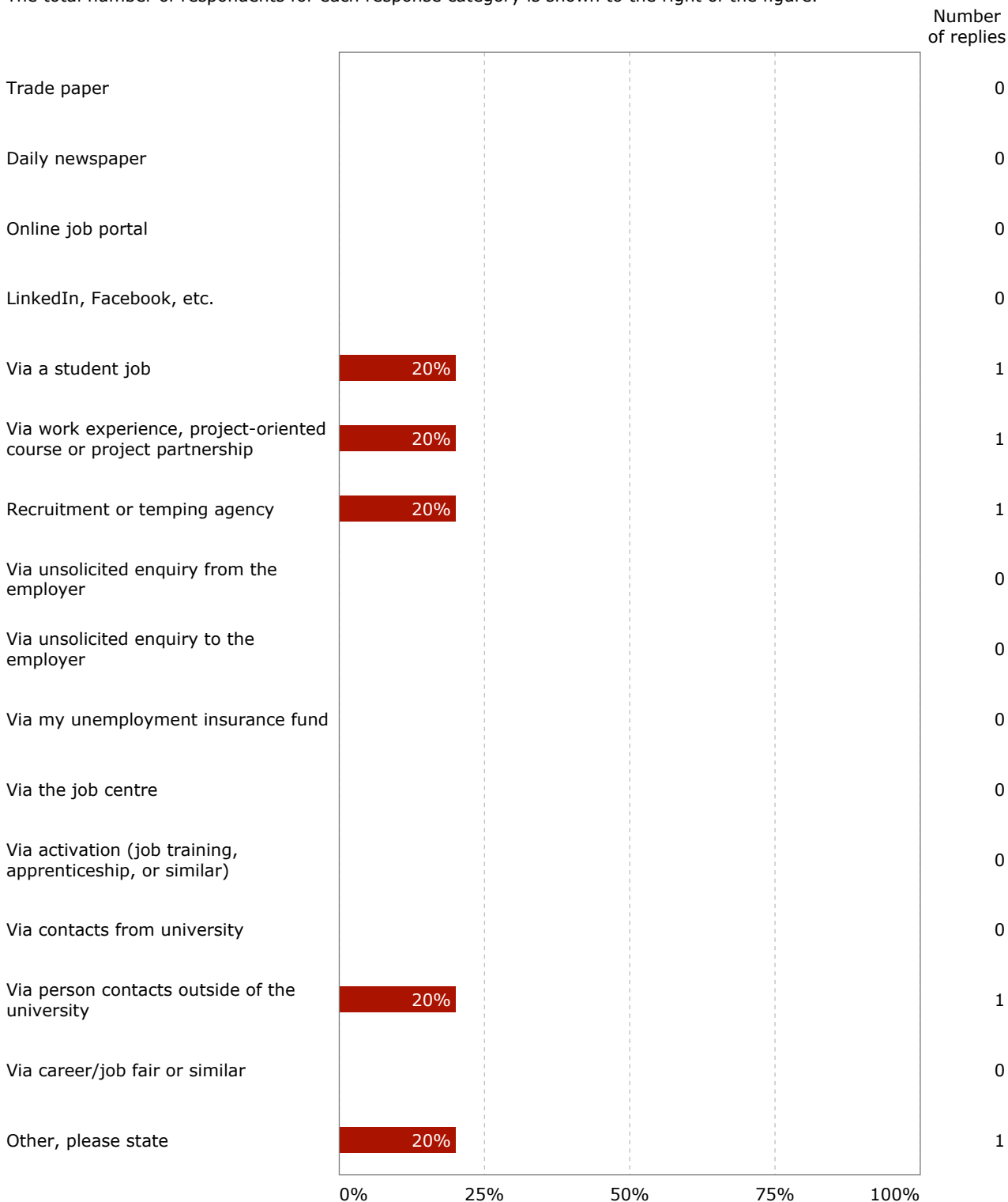


### 3.2.3 Q.1.28. How did you get the idea for your business?

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.

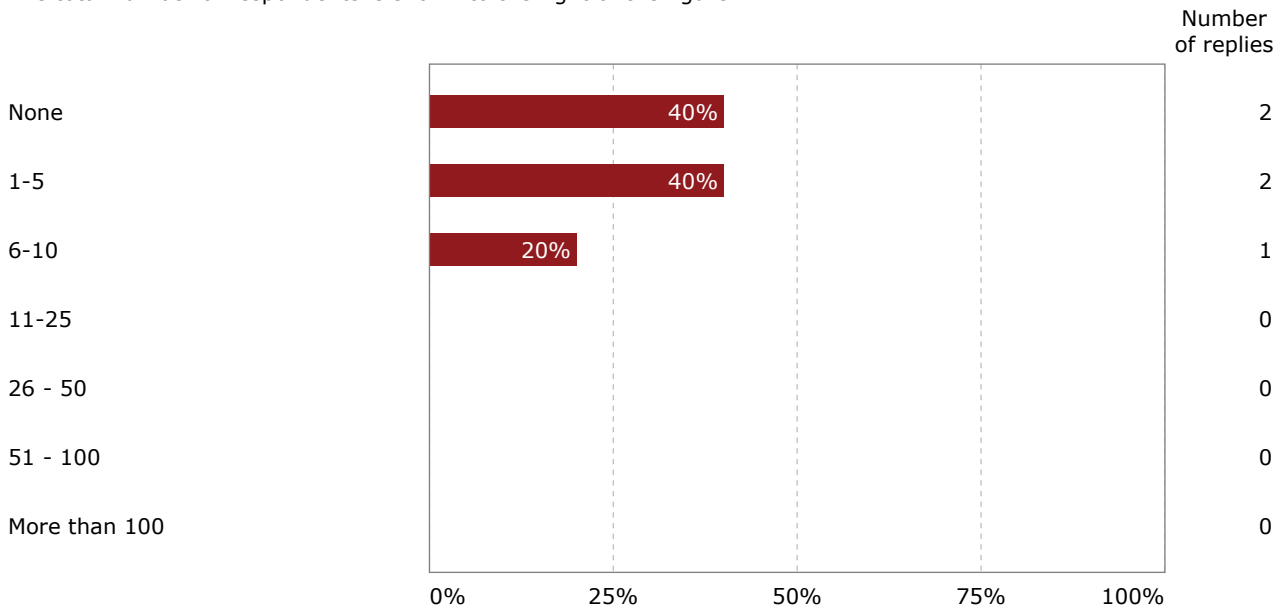


### 3.2.4 Q.1.29. How many people are employed in your company, besides yourself?

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

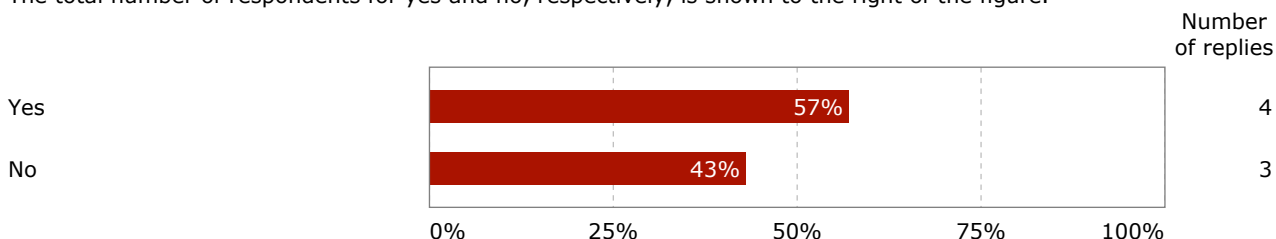
This section describes the job situation for the Master’s Candidatus graduates who answered the introductory Q.1.1 with “unemployed”.

#### 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.

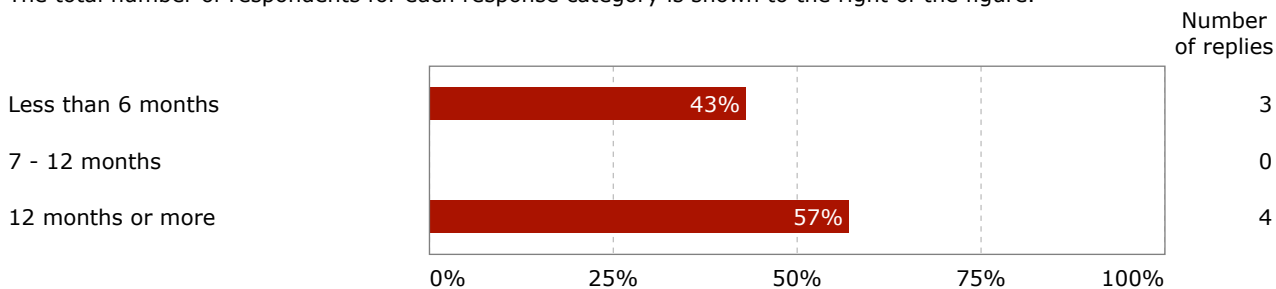


#### 3.3.2 Q.1.34. How long have you been unemployed (current period of unemployment)?

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.

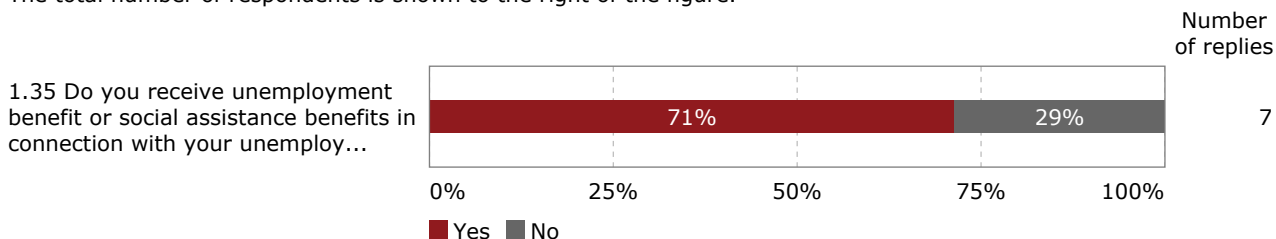


#### 3.3.3 Q.1.35. Do you receive unemployment benefits or social assistance benefits in connection with your unemployed status?

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.





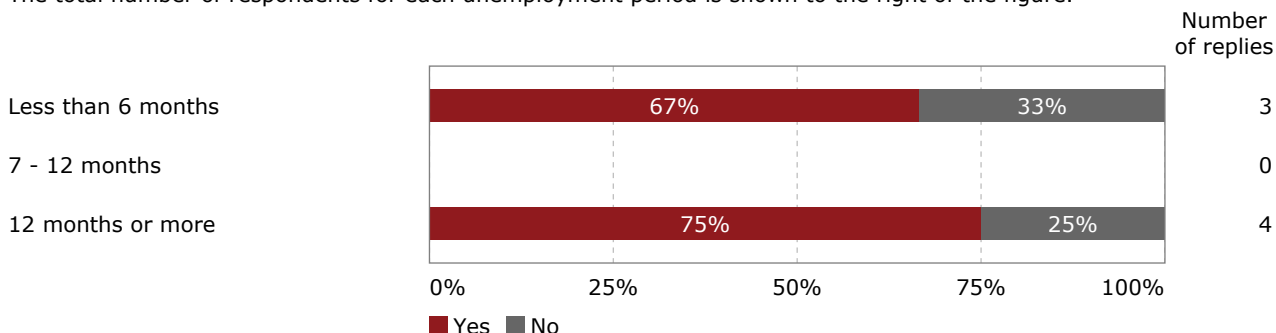


### 3.3.4 Q.1.34./Q.1.35 Do you receive unemployment benefits or social assistance benefits in connection with your unemployed status? by unemployment period

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.

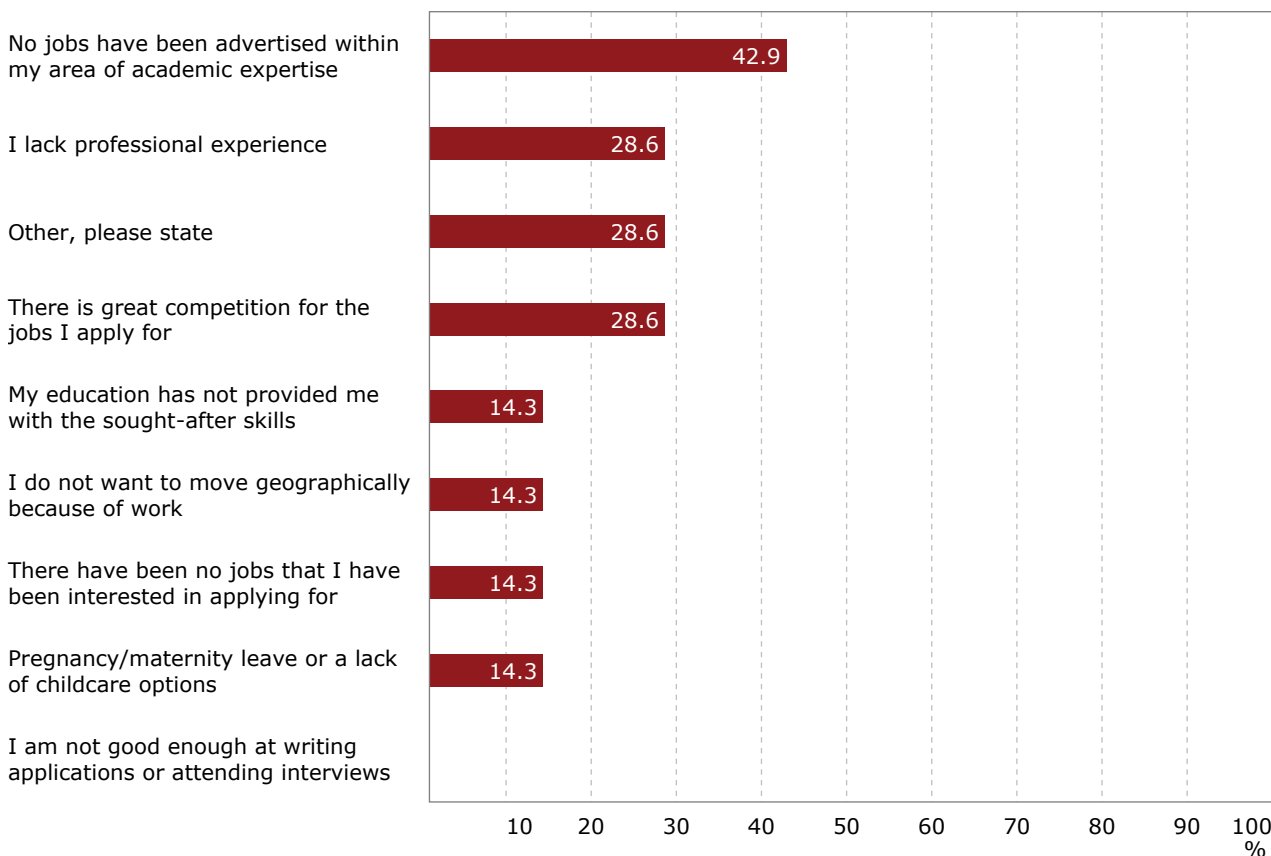
The total number of respondents for each unemployment period is shown to the right of the figure.



### 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.

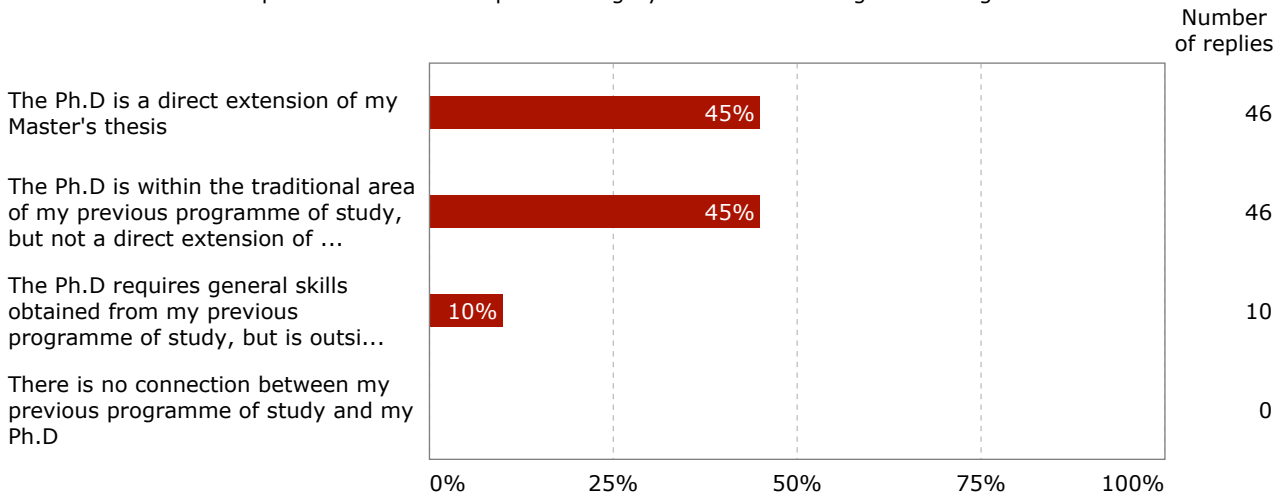
	ph.d.	Master's (Candidatus) programme	(Academic) Bachelor's degree	Professional bachelor degree	Other programme of study, please state	Other programme of study, please state
Antal svar	102	0	0	0	0	0
Mathematics - Technical University of Denmark (DTU)	1%					
Mathematics - University of Copenhagen	8%					
Mathematics - A university in another country than Denmark	4%					
Actuarial mathematics - University of Copenhagen	1%					
Physics - Aarhus University	2%					
Physics - Technical University of Denmark (DTU)	5%					
Physics - University of Copenhagen	23%					
Physics - Roskilde University (RUC)	1%					
Physics - A university in another country than Denmark	15%					
Nanoscience - Technical University of Denmark (DTU)	3%					
Nanoscience - University of Copenhagen	9%					
Statistics - Technical University of Denmark (DTU)	1%					
Statistics - University of Copenhagen	1%					
Mathematics-economics - Copenhagen Business School	3%					
Computer Science - Technical University of Denmark (DTU)	3%					
Computer Science - University of Copenhagen	12%					
Chemistry - Aarhus University	1%					
Chemistry - Technical University of Denmark (DTU)	1%					
Chemistry - University of Copenhagen	8%					

### 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
Mathematics	4%	26%	65%	4%	23
Actuarial mathematics	21%	64%	14%	0%	14
Physics	28%	44%	28%	0%	36
Nanoscience	11%	22%	67%	0%	9
Statistics	0%	67%	33%	0%	6
Mathematics-economics	4%	64%	28%	4%	25
Computer Science	7%	79%	14%	0%	42
Chemistry	22%	56%	22%	0%	9

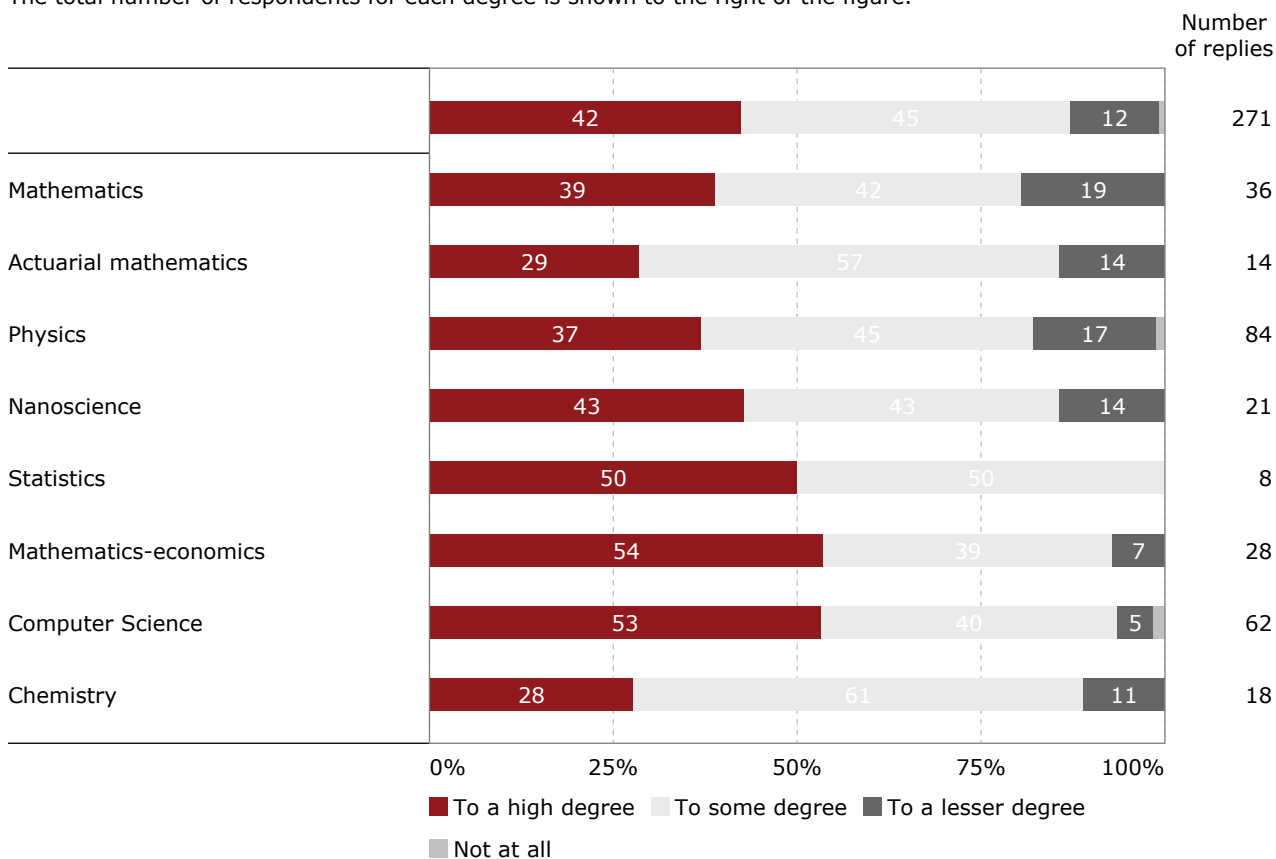
## 4.2 The ability of the study programme to prepare the graduates for working life

### 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.

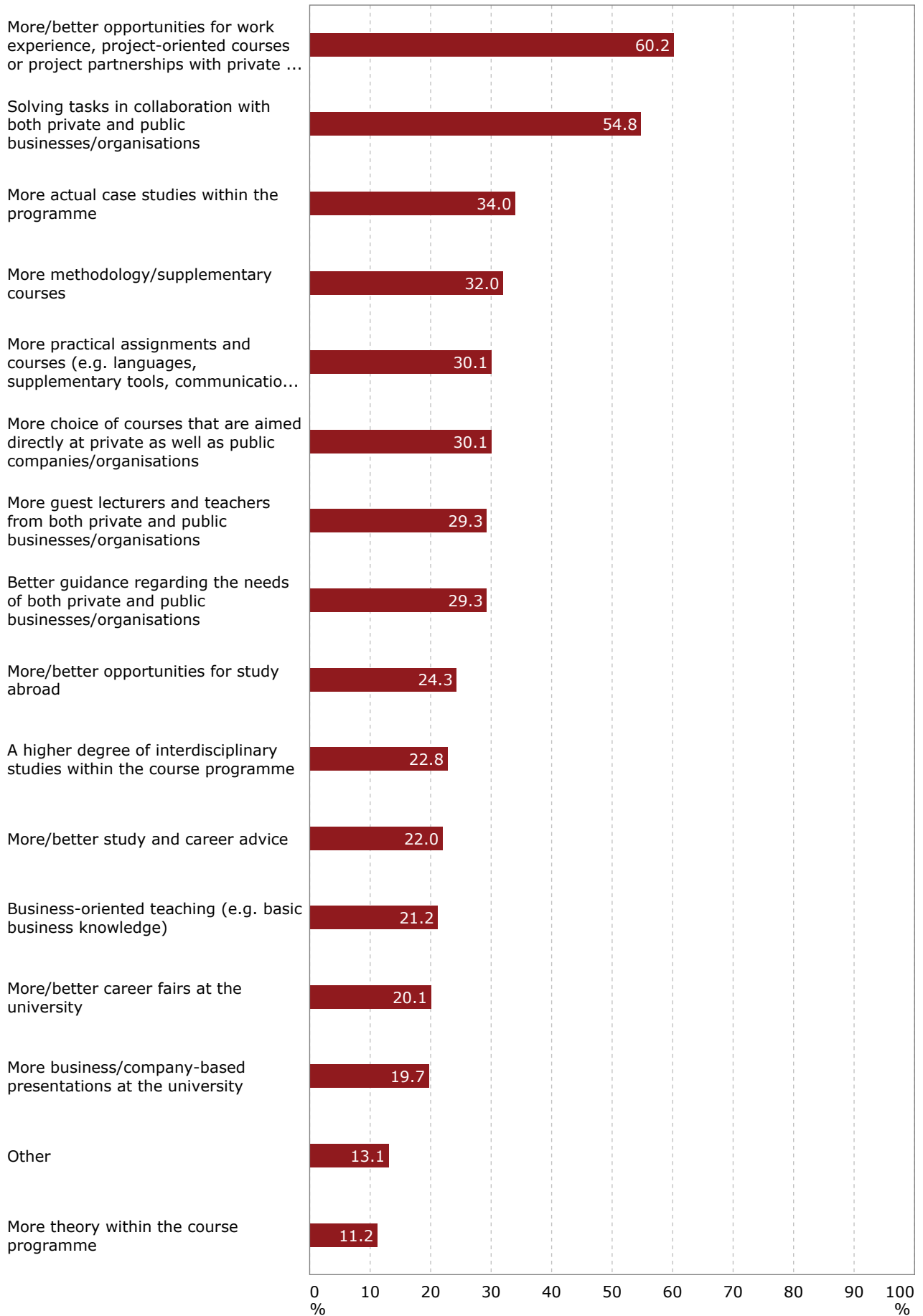


#### **4.2.2 Q.2.4. How do you think the University of Copenhagen could improve upon how it prepares graduates for the demands of the labour market?**

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.

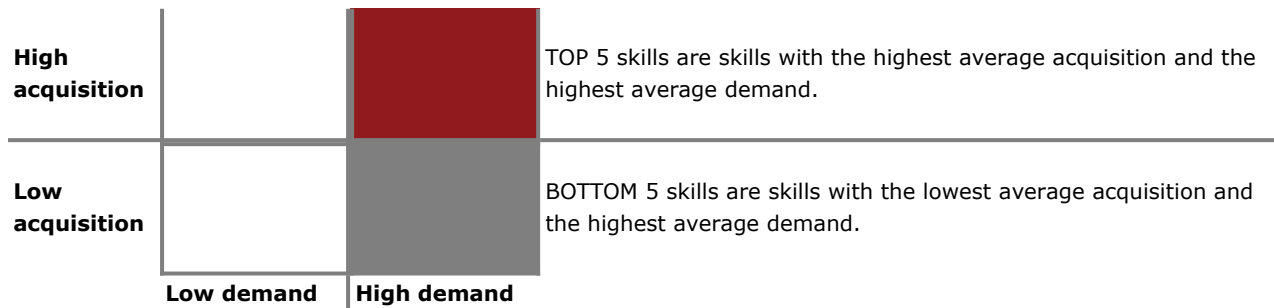
The figure shows what percentage of the Masters Candidatus/Professional Bachelors that have chosen the specific category.

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

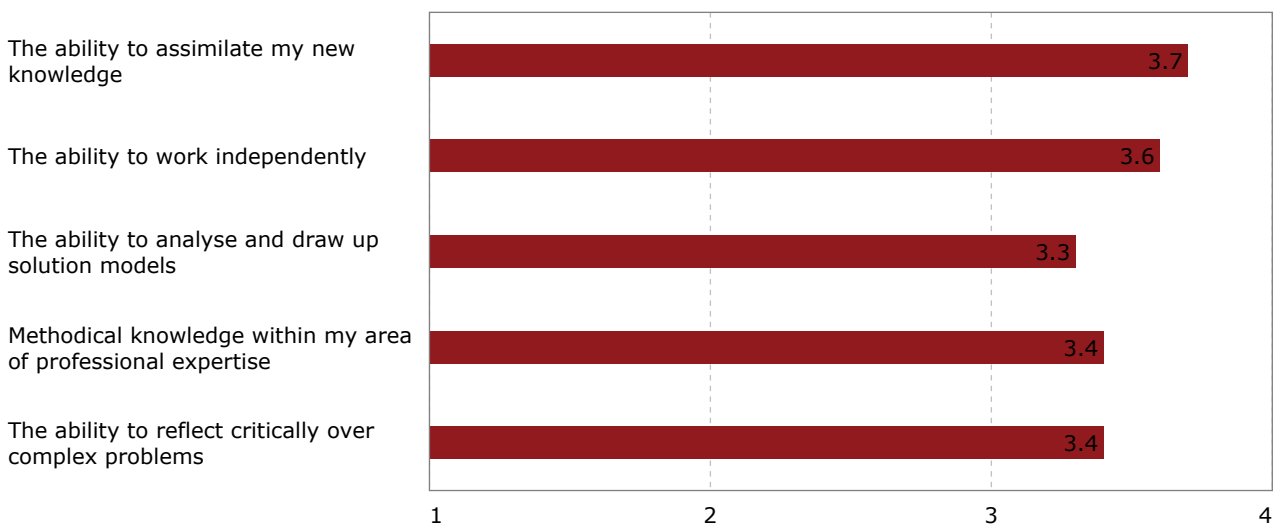
The figure shows the labour market demanded skills from question Q.2.3. out the x-axis and acquired skills from question Q.2.2. up the y-axis.



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

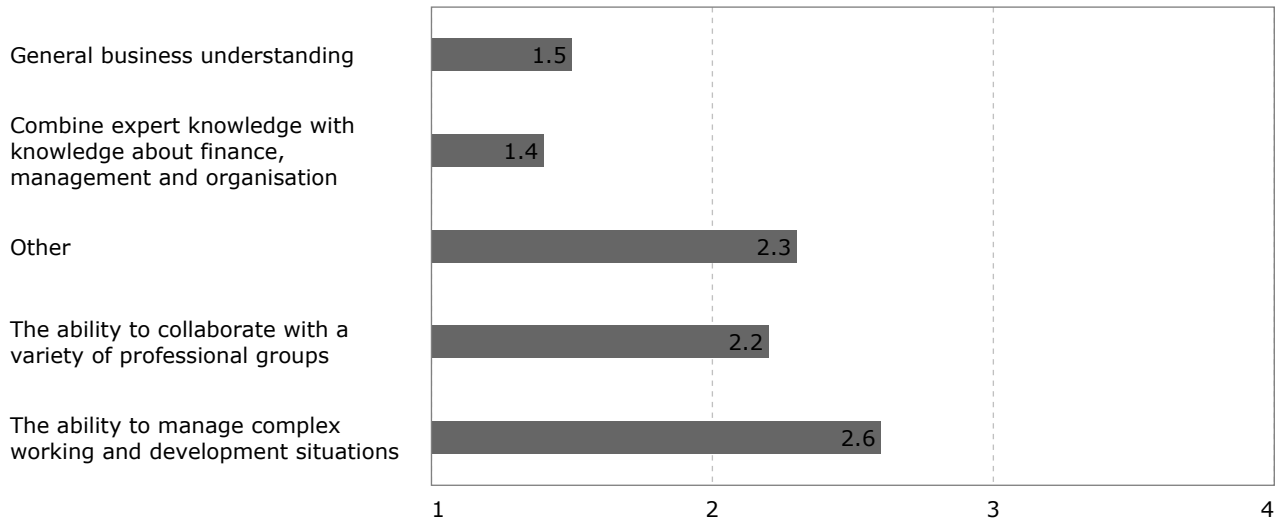
Figure 1 for question Q.2.2. shows the 5 skills the Masters Candidatus/Professional Bachelors feel they have acquired to the highest degree through their programme of study and that they think the labour market to the highest degree demands. The responses for each skill are displayed with a bar.



#### 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	49%
0 - 3 months	33%
4 - 6 months	11%
7 - 12 months	4%
More than 12 months	2%
Number of replies	253

#### 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	20%
Before delivering your Master's (Candidatus) thesis/final project or exam	43%
After delivering your Master's (Candidatus) thesis/final project	13%
After passing your Master's (Candidatus) thesis/final project or exam	24%
Number of replies	243

**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?**

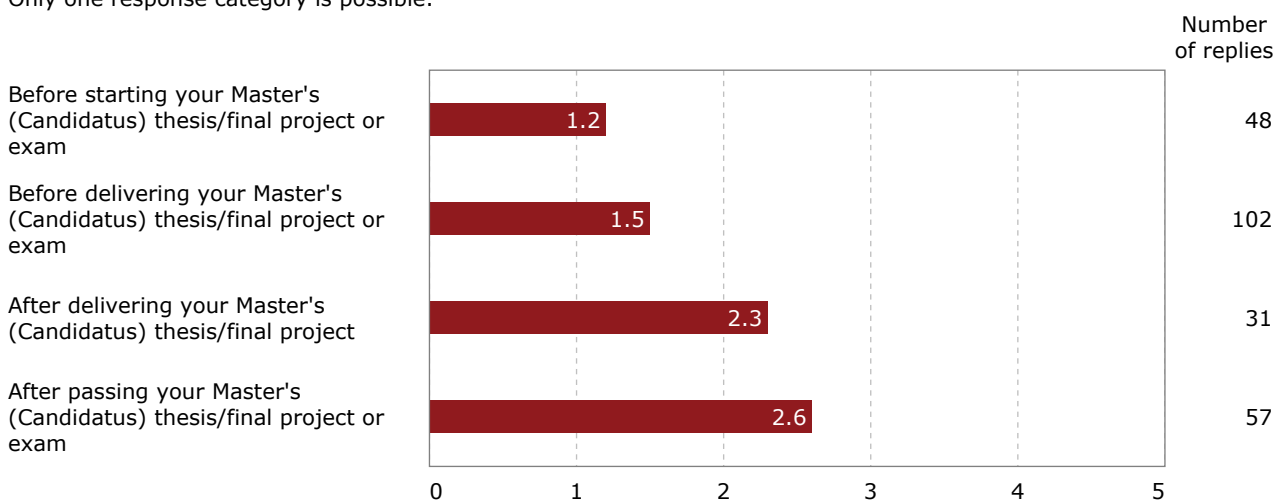
The figure for question Q.3.1. distributed on Q.3.19. shows the average scores on Q.3.1. for the Masters Candidatus/Professional Bachelors, distributed on response categories of when they actively started looking for a job.

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.

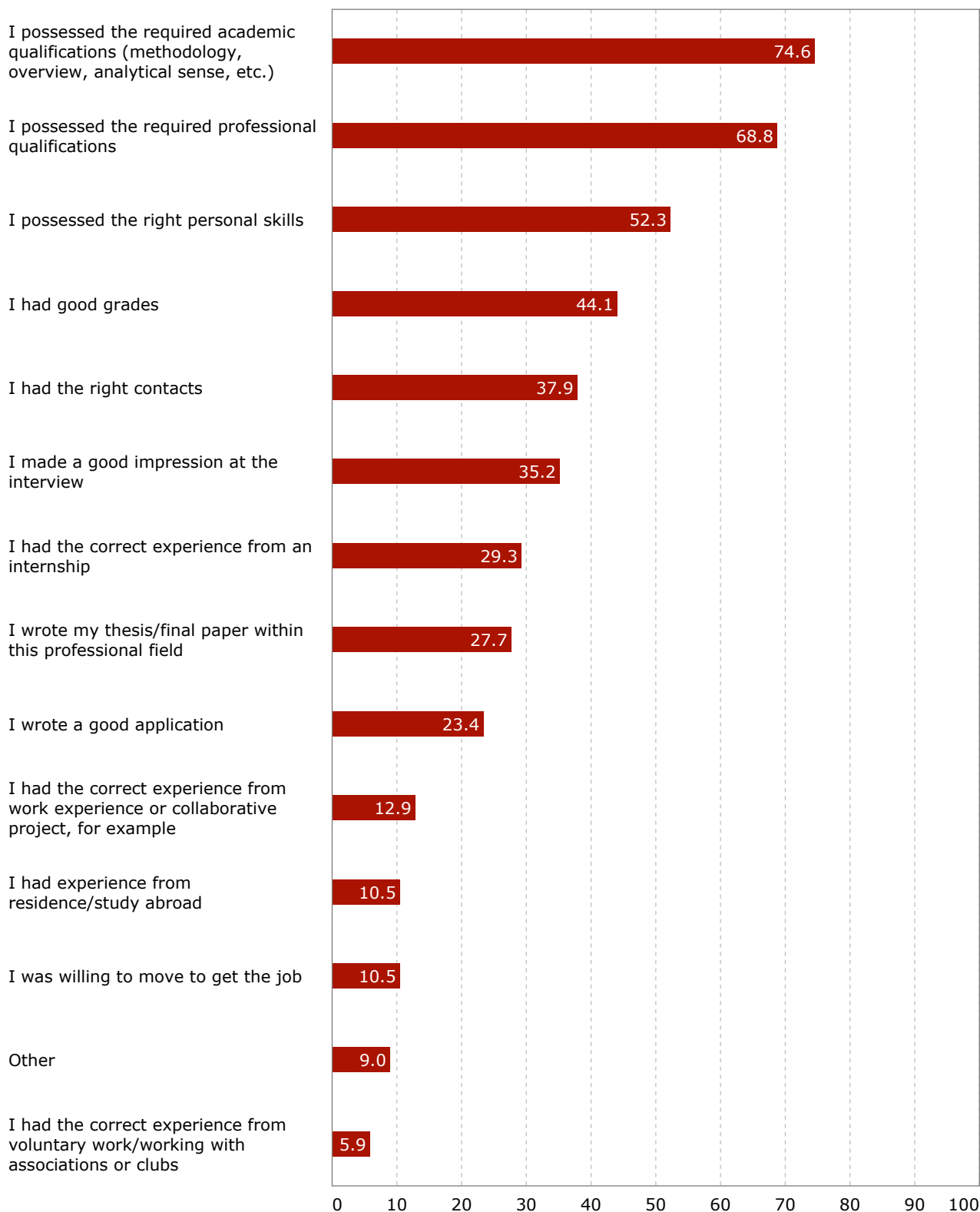


### 5.1.4 Q.3.2. What do you believe was the primary reason that you got your first job (including job with wage subsidies)?

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	82%
No	18%
Number of replies	254

### 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.

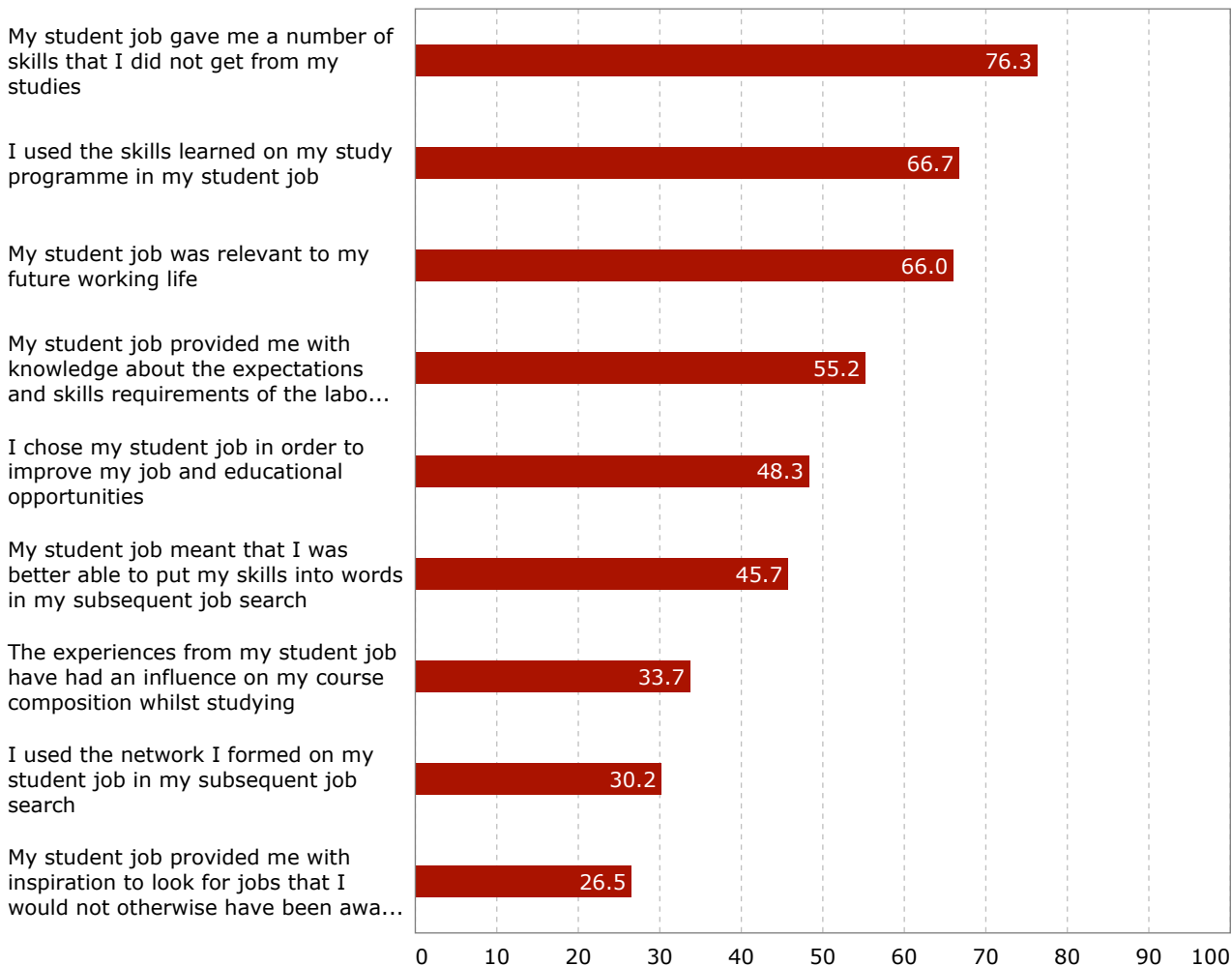
The number divided between the two response categories of yes and no is shown in percentage.

Masters Candidatus	
Yes	31%
No	69%
Number of replies	202

### 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	15%
No	85%
Number of replies	252

### 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.

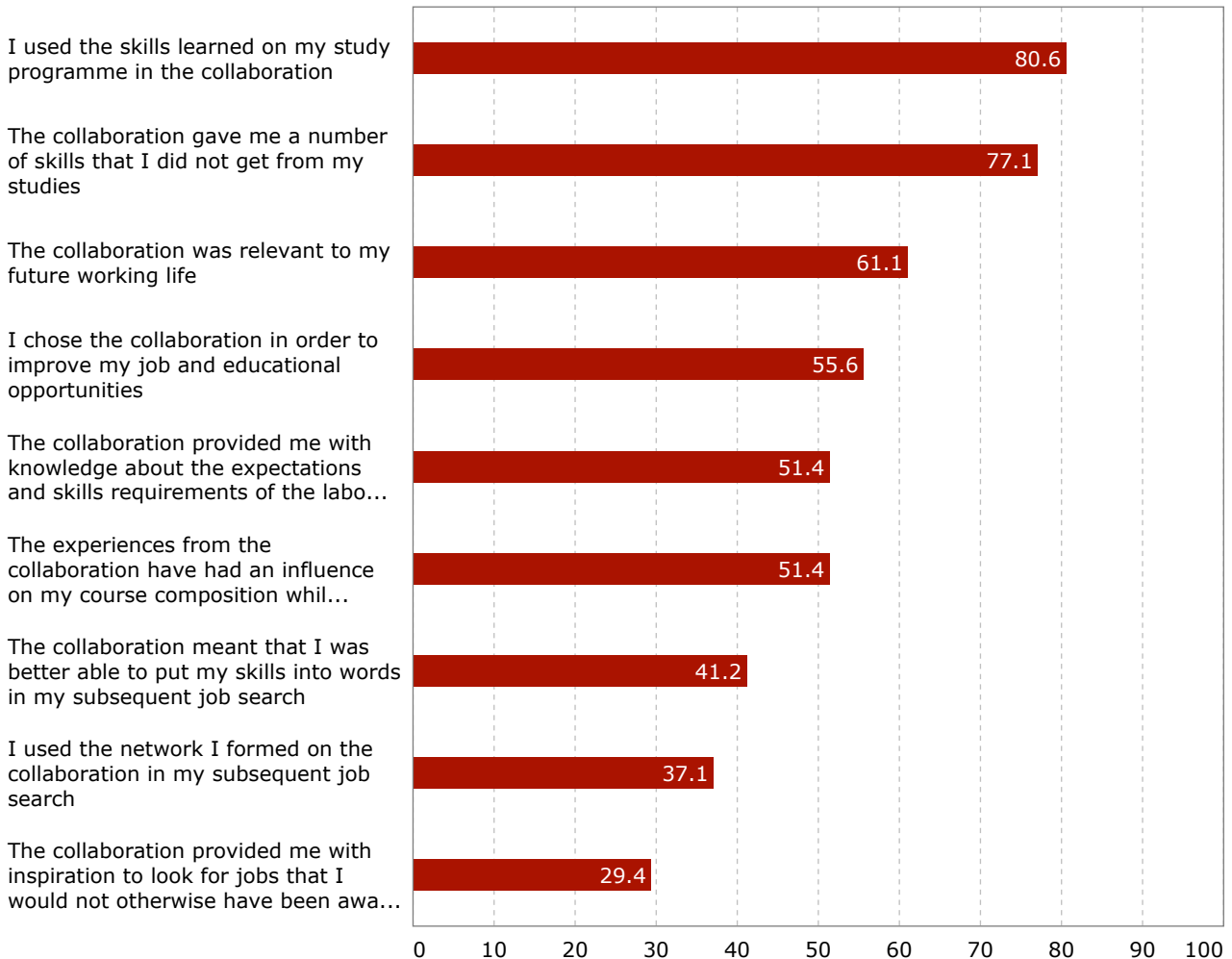
Masters Candidatus	
Yes	14%
No	86%
Number of replies	36

### 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	28%
No	72%
Number of replies	255

### 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.

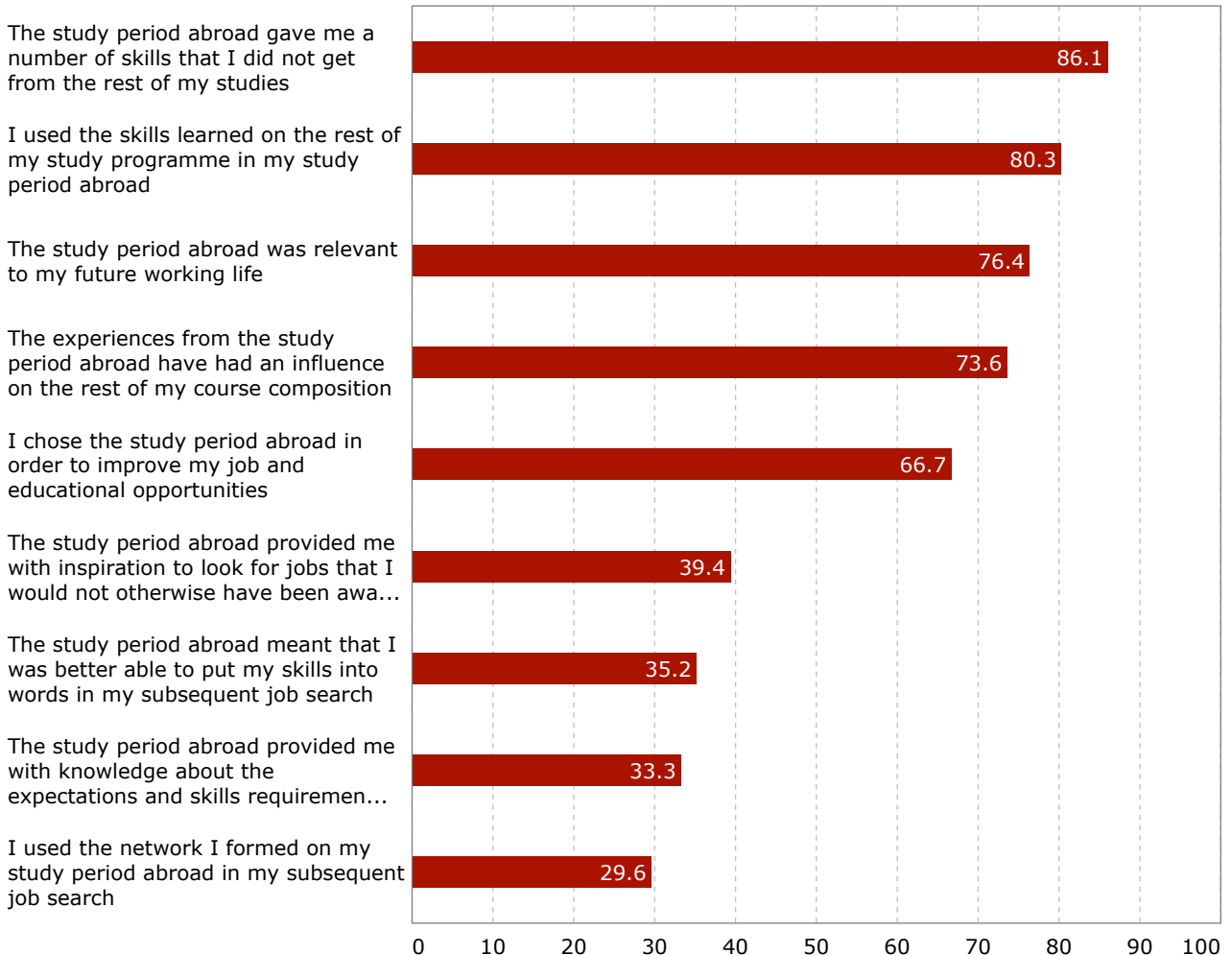
The number divided between the two response categories of yes and no is shown in percentage.

Masters Candidatus	
Yes	62%
No	38%
Number of replies	69

### 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	41%
No	59%
Number of replies	255

### 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.

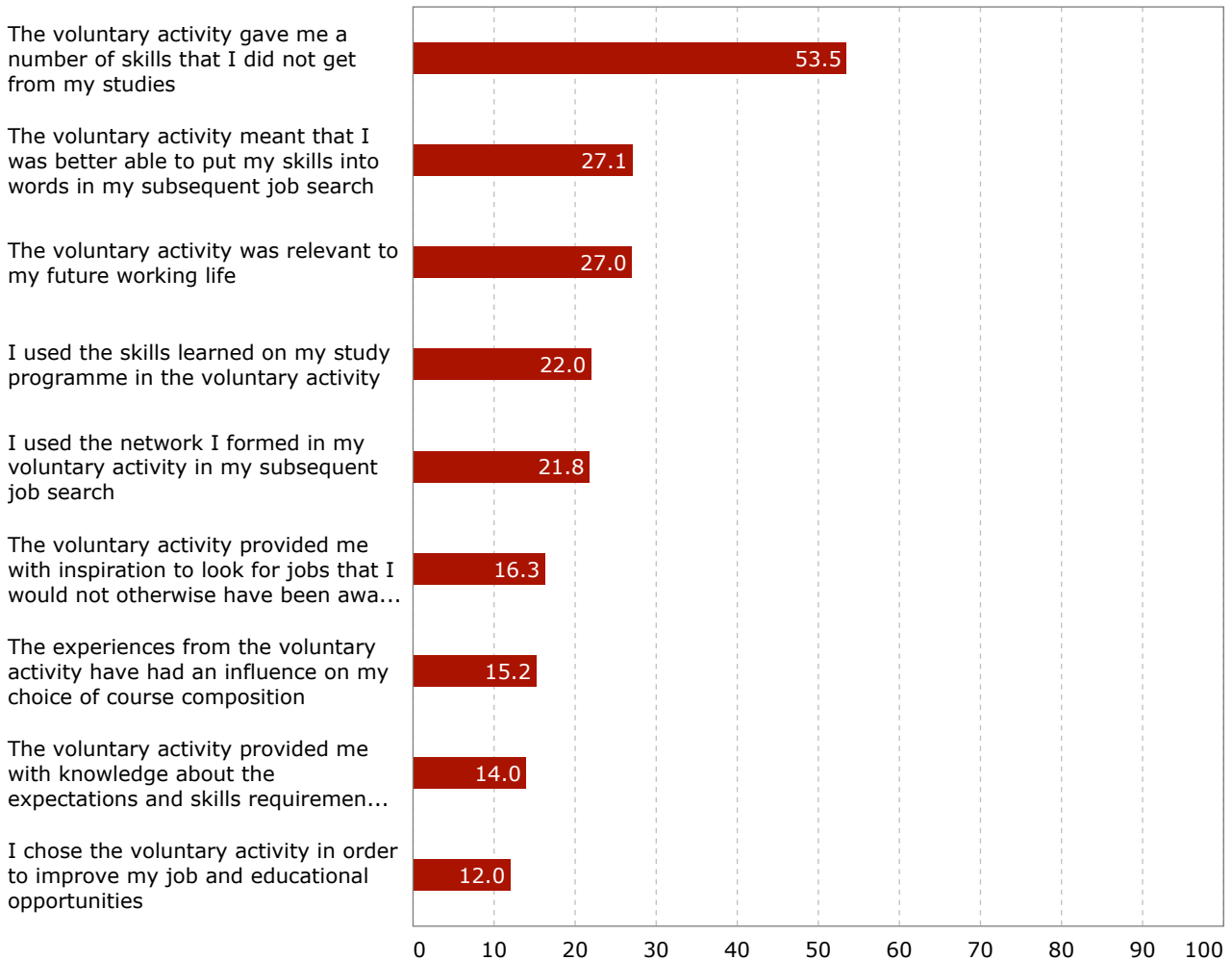
The number divided between the two response categories of yes and no is shown in percentage.

Masters Candidatus	
Yes	40%
No	60%
Number of replies	90

### 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.



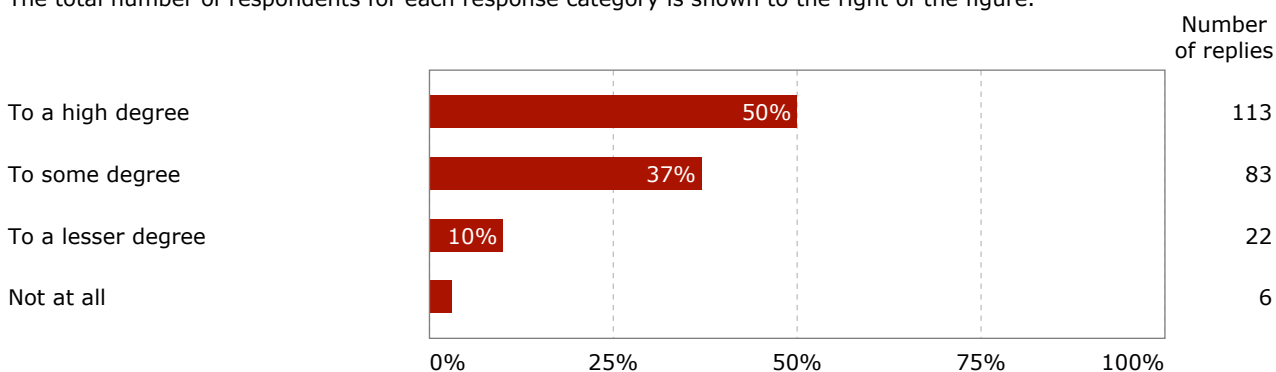
## 6 Master's Candidatus/Professional bachelor's assessment of the program compared with their own expectations

### 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.

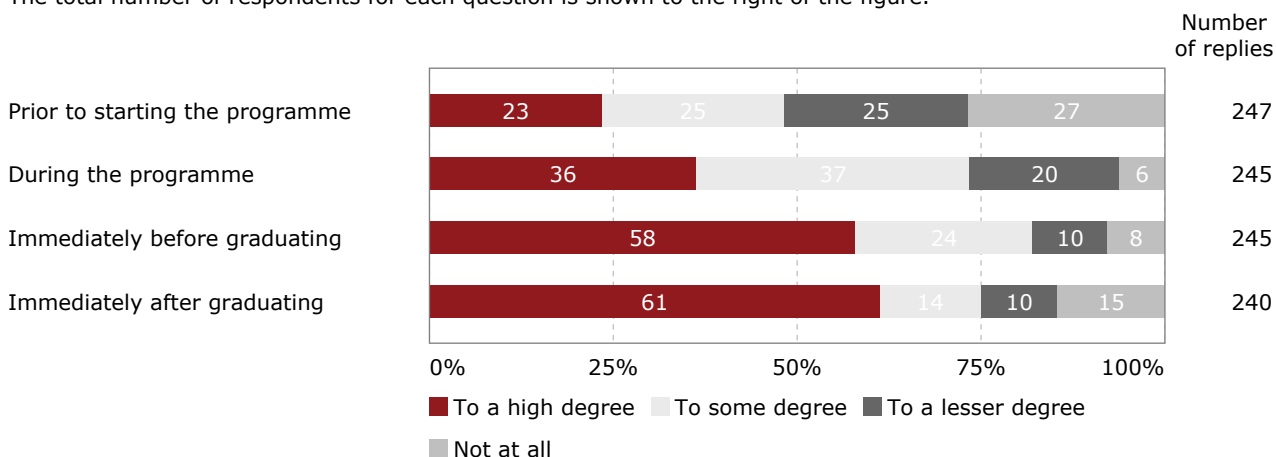


### 6.2 Q.3.16./3.16.X. When and to what degree did you consider to what kind of job your Master Candidatus/Professional Bachelor programme would lead?

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.

<b>Masters Candidatus</b>	
Yes, once	24%
Yes, several times	34%
No	42%
Number of replies	158

## 7 The Master Candidatus graduates assessment of the study programme

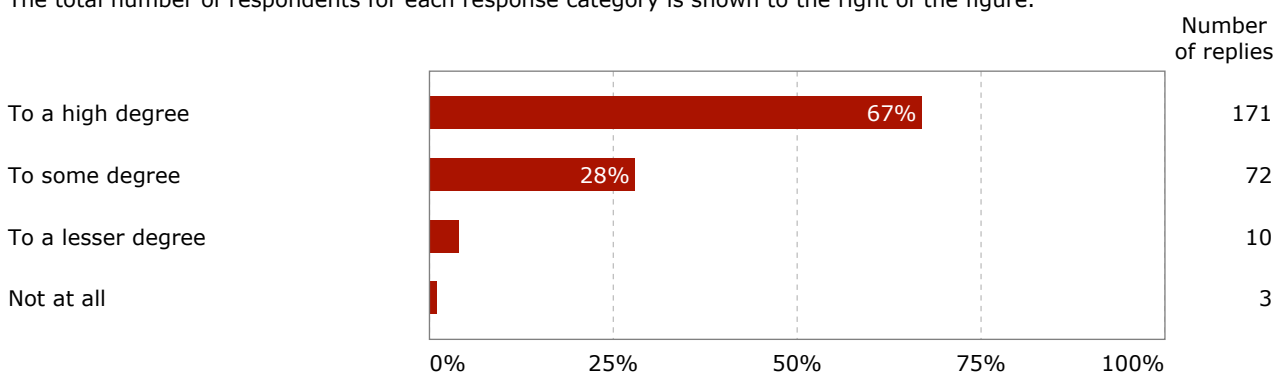
### 7.1 The level of teaching in relation to the entry requirements

#### 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	86%
Bachelor degree from Aalborg University	0%
Bachelor degree from Aarhus University	3%
Bachelor degree from Copenhagen Business School	0%
Bachelor degree from Technical University of Denmark (DTU)	1%
Bachelor degree from IT University of Copenhagen	0%
Bachelor degree from Roskilde University (RUC)	1%
Bachelor degree from University of Southern Denmark	0%
I have a bachelor degree from a university in another country	6%
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	2%
Number of replies	263

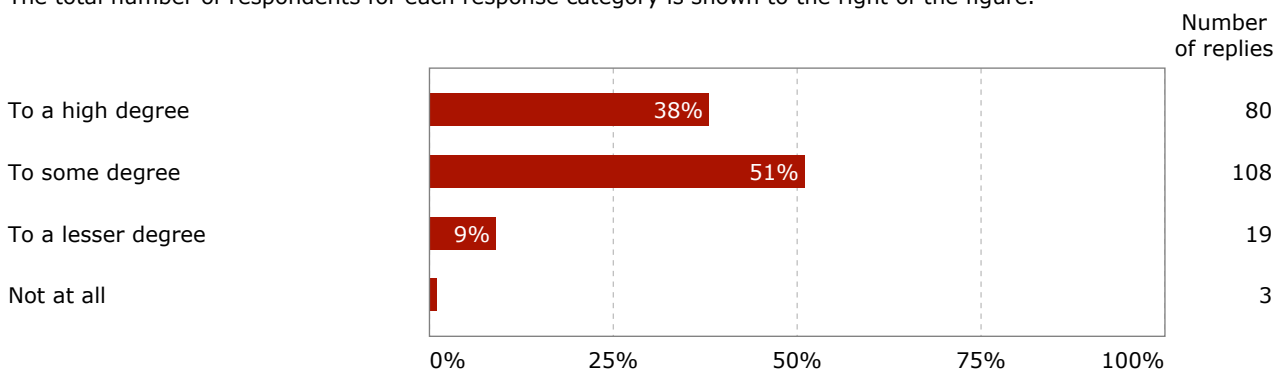
Note: A list of the Master Candidatus students' qualifying bachelor exams from University of Copenhagen is shown in appendix 7.

### 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.



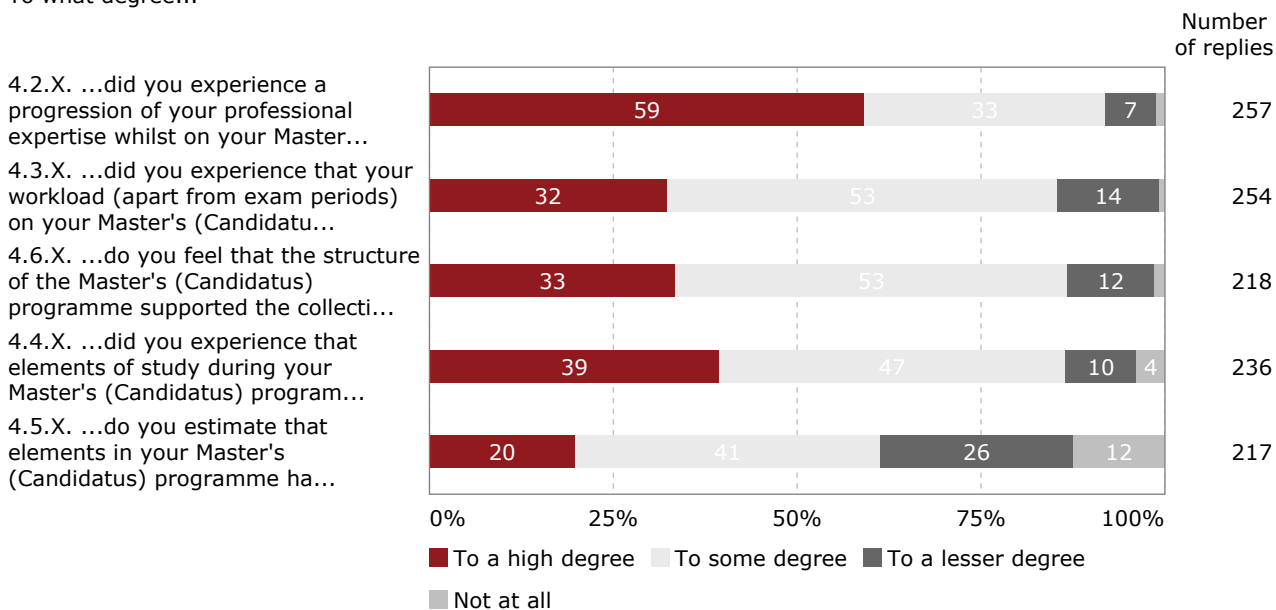
## 7.2 Specifics about the Master's Candidatus program

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...





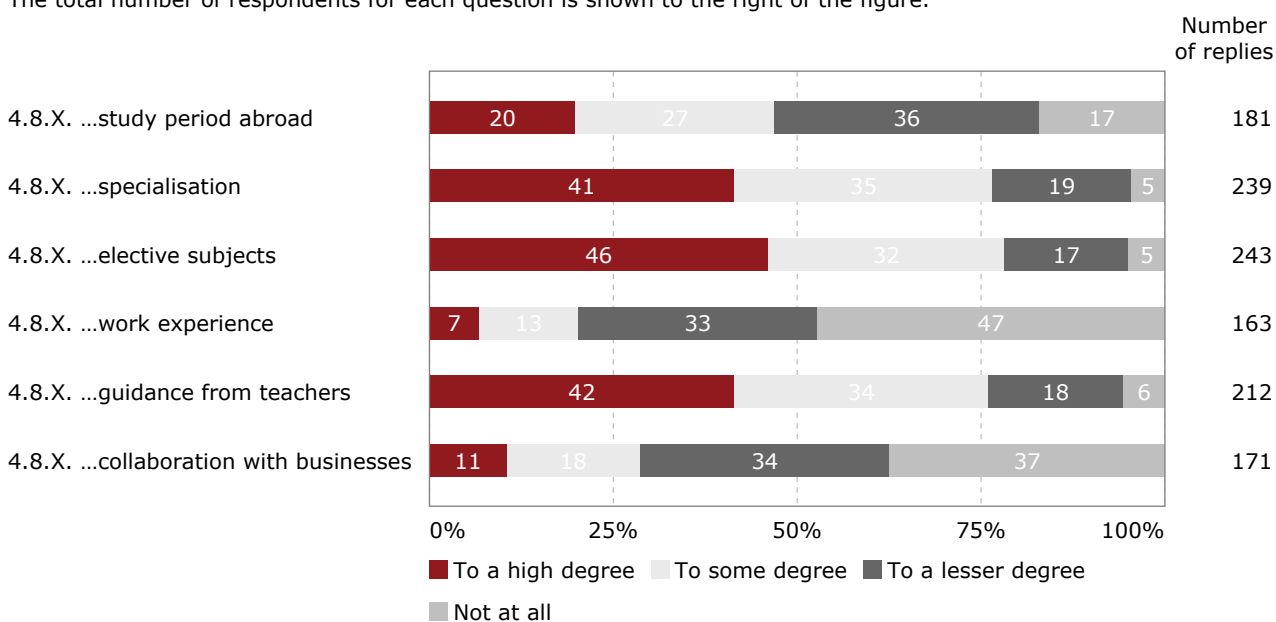
## 7.3 The graduates assessment of the opportunities for study abroad, internship etc. without extensions

### 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.



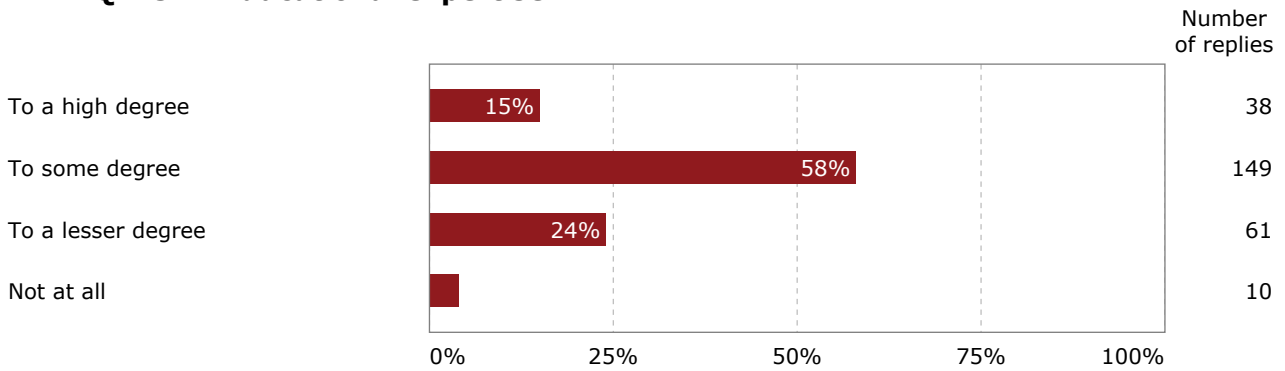
## 7.4 The teacher's professional and educational expertise

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

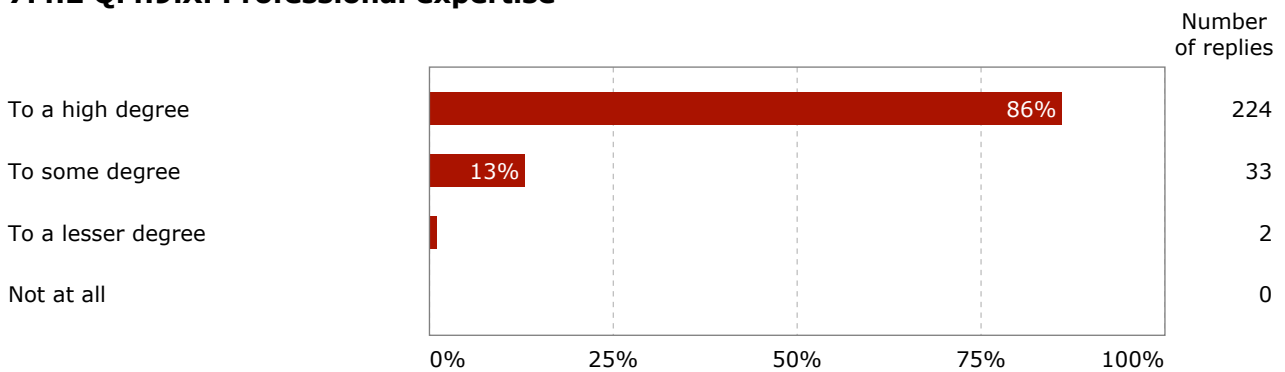
The distribution is shown as a percentage.

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

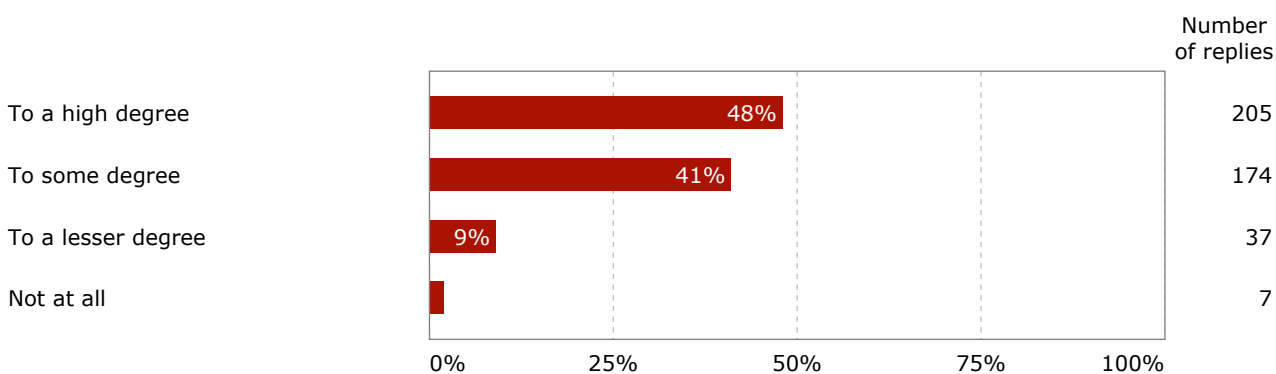
### 8.1 The level of teaching in relation to the entry requirements

#### 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.

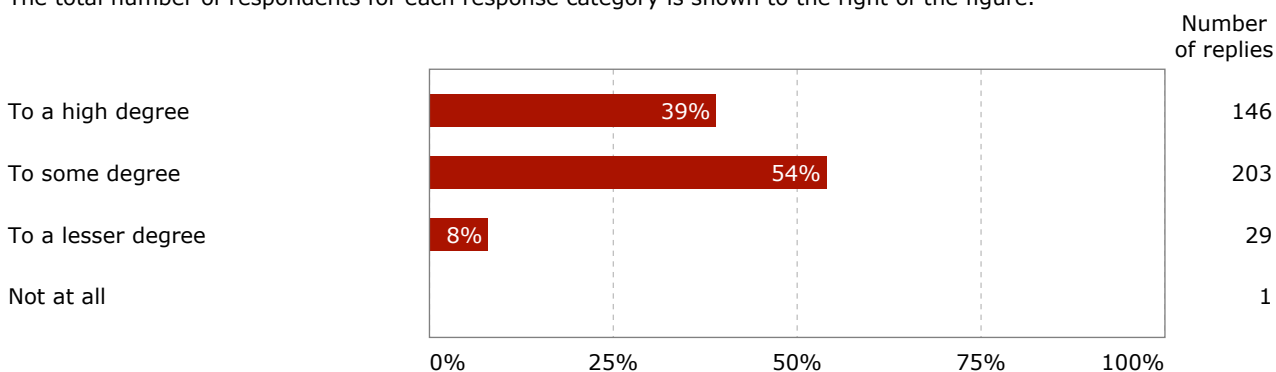


#### 8.1.2 Q.4.7. To what degree do you feel that all the elements of the Bachelor/professional Bachelor programme have contributed to the collective goals of the teaching offer?

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.



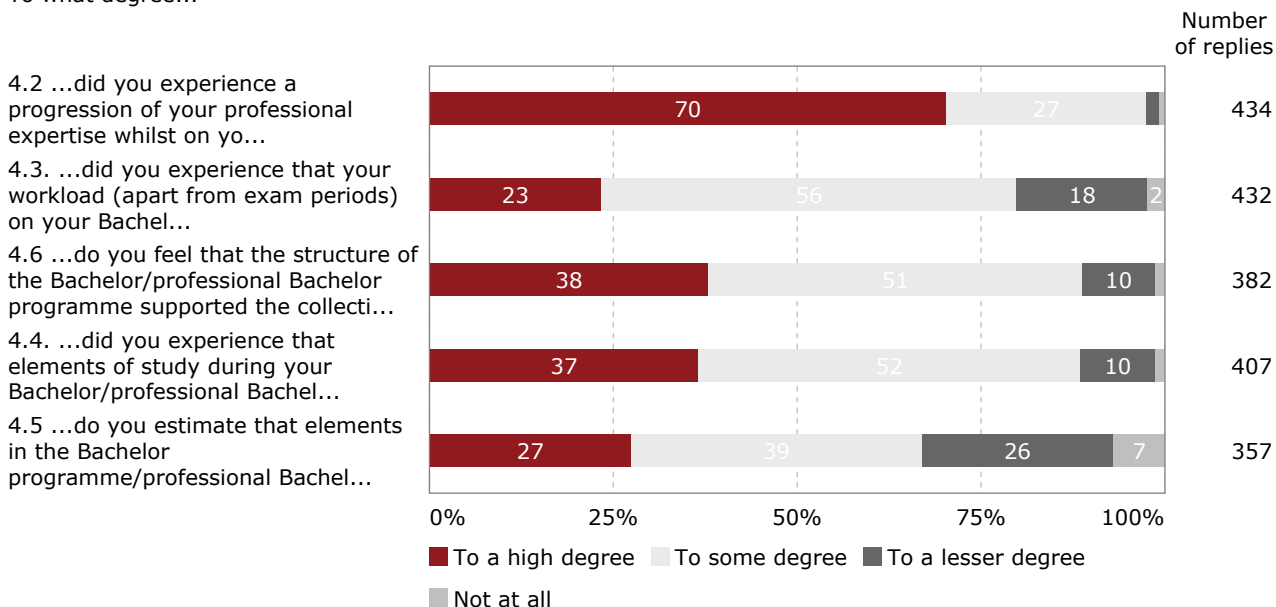
## 8.2 Specifics about the bachelor programme

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...



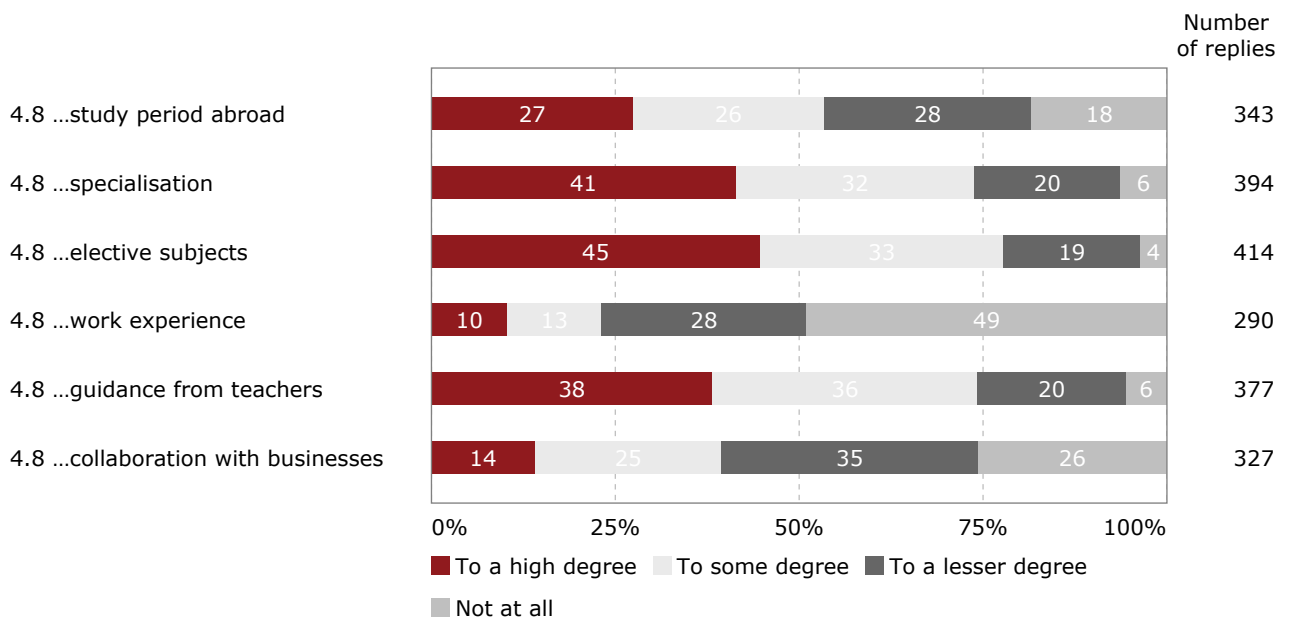
## 8.3 The graduates assessment of the opportunities for study abroad, internship etc. without extensions

### 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.



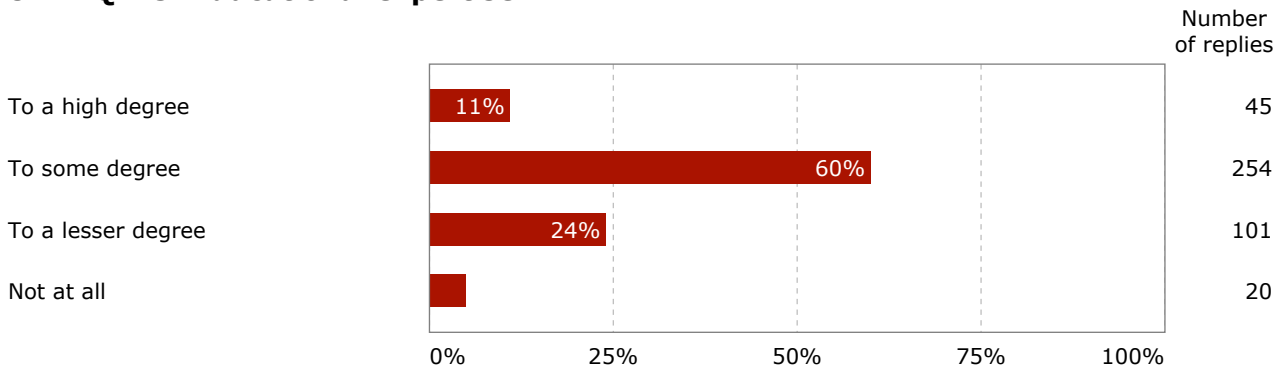
## 8.4 The teachers' professional and educational expertise

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

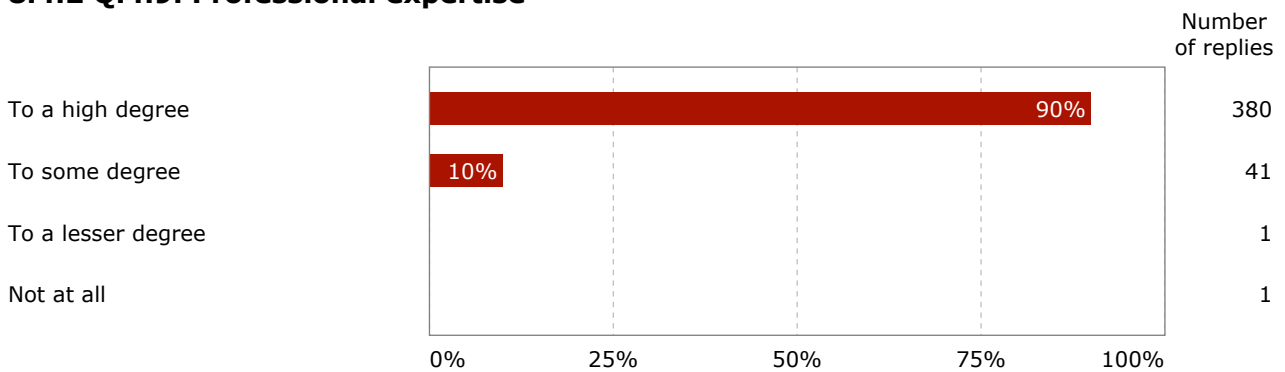
The distribution is shown as a percentage.

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

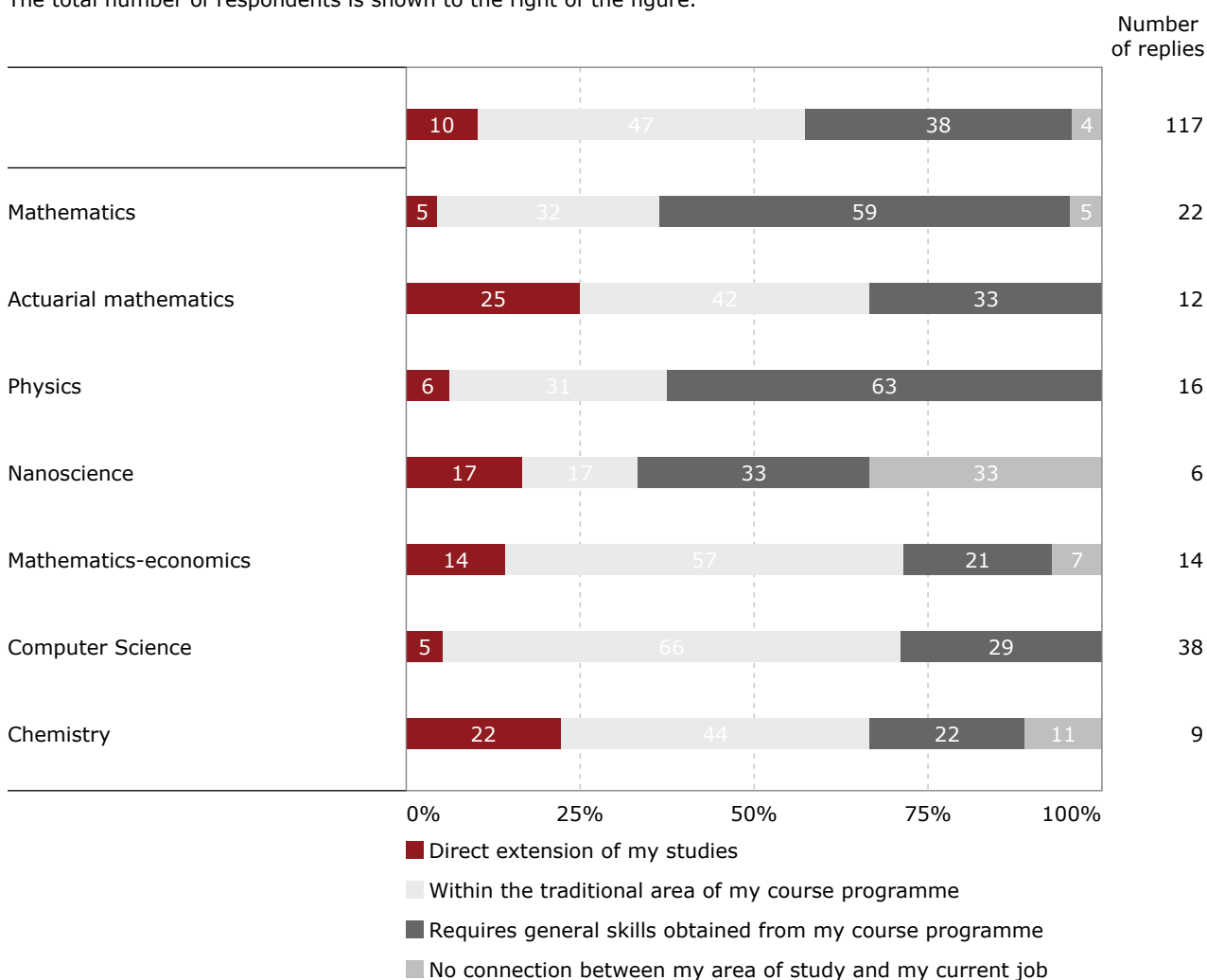
Employed bachelors, covers graduates in work, self-employed, unemployed or in full-time education.

#### 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.

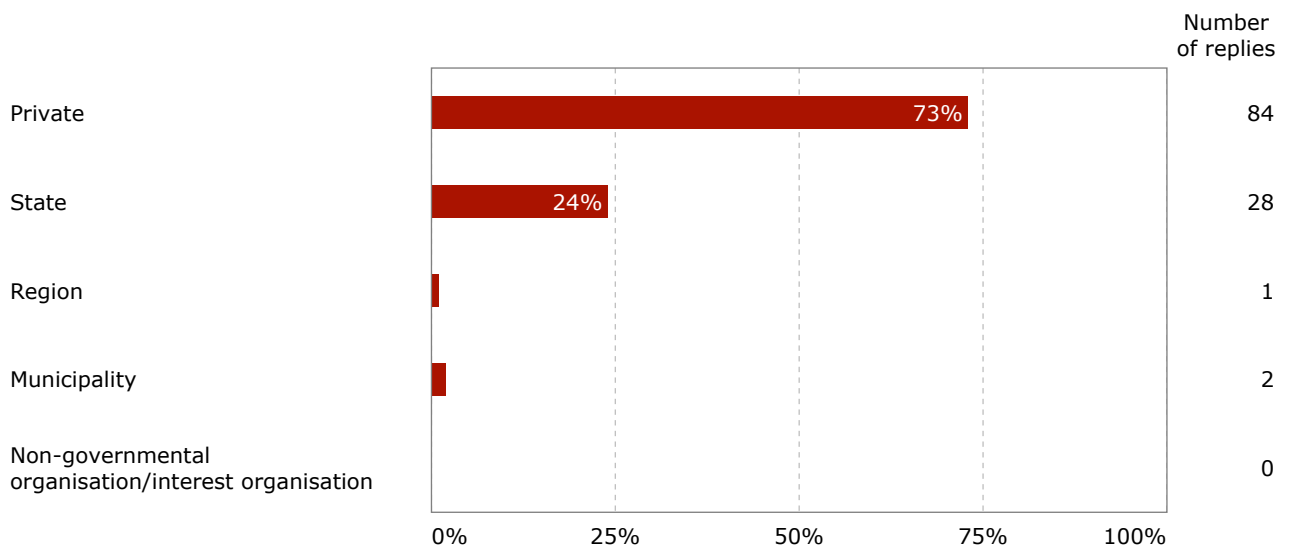


#### 9.1.2 Q.1.8. Within which sector is your place of work?

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%	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)	8%	4%	0%	0%	0%	6%	6
The supply of electricity, gas or heating	0%	4%	0%	0%	0%	1%	1
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	2%	0%	0%	0%	0%	1%	1
Freight transport and cargo handling (e.g. mail)	0%	0%	0%	0%	0%	1%	1
Lodging and restaurant business	0%	0%	0%	0%	0%	0%	0
Information and communication (e.g. publishing, film production, radio + TV)	29%	0%	0%	0%	0%	19%	19
Financial institute or financial company, etc. (e.g. insurance company, pension fund)	38%	4%	0%	0%	0%	28%	27
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)	12%	42%	0%	0%	0%	19%	19
Public administration and defence; social security (e.g. public administration and social sector)	0%	8%	0%	100%	0%	3%	3
Teaching (e.g. upper secondary schools and adult education)	8%	38%	0%	0%	0%	17%	17
Health and social services (e.g. hospitals and drug or alcohol counselling)	0%	0%	100%	0%	0%	1%	1
Culture, entertainments and sport (e.g. theatre, libraries and museums)	2%	0%	0%	0%	0%	1%	1
Other services (e.g. business organisations and consumer organisations)	3%	0%	0%	0%	0%	2%	2
Extraterritorial organisations and bodies (e.g. FN and EU)	0%	0%	0%	0%	0%	0%	0
Number of replies	66	26	1	1	0	98	98

### 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	86%	85%	100%	100%	0%	86%	101
Region Zealand	4%	7%	0%	0%	0%	4%	5
Region of Southern Denmark	0%	4%	0%	0%	0%	1%	1
Central Denmark Region	4%	0%	0%	0%	0%	3%	3
North Denmark Region	0%	0%	0%	0%	0%	0%	0
All of Denmark	0%	4%	0%	0%	0%	1%	1
Nordic region (incl. Faroe Islands and Greenland)	1%	0%	0%	0%	0%	2%	2
Europe (not Nordic region)	5%	0%	0%	0%	0%	3%	4
North America	1%	0%	0%	0%	0%	1%	1
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	83	27	1	2	0	118	118

## 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.

75% started business alone, while 25% started business in collaboration with one or more partners.

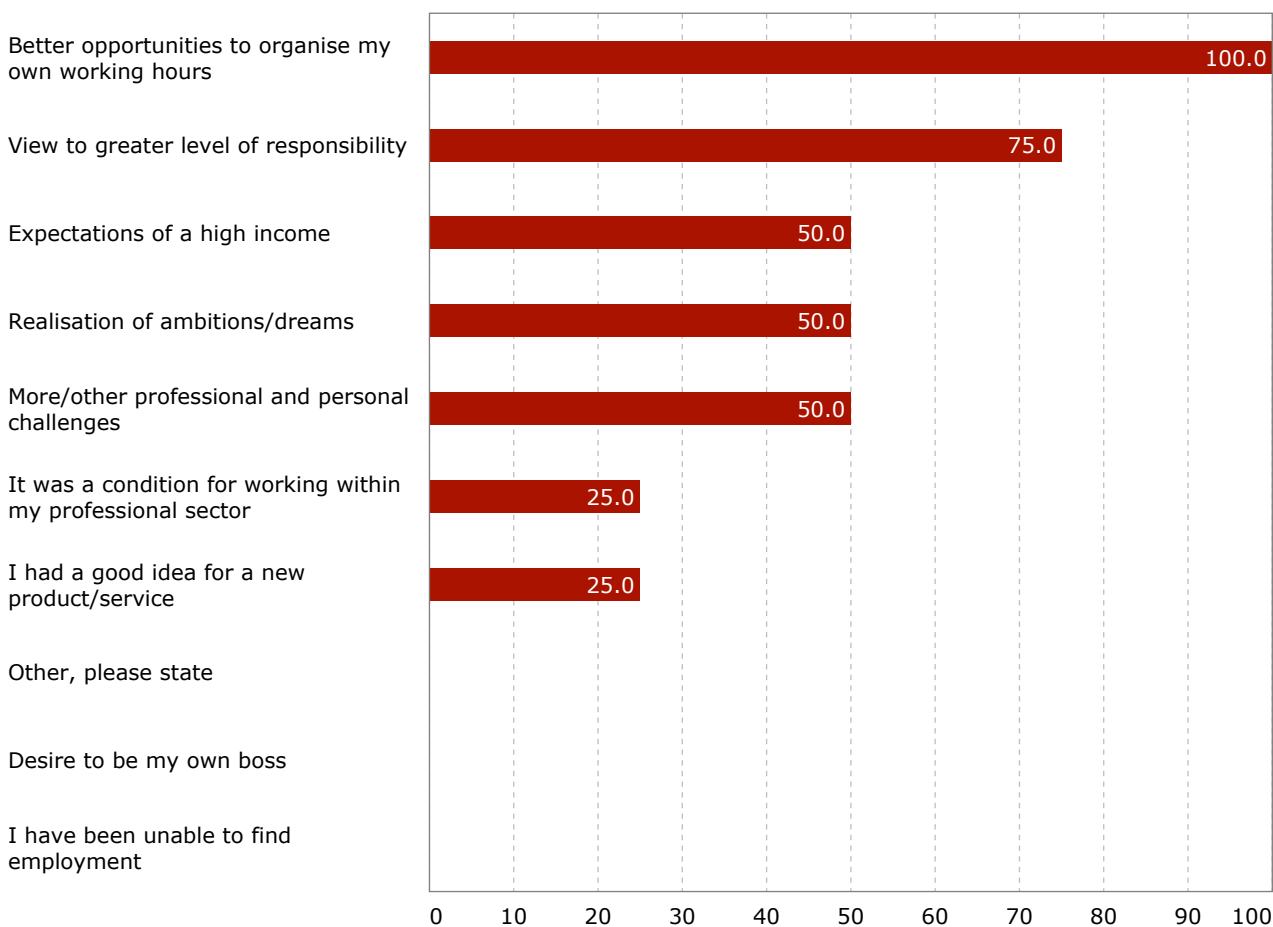
0 graduates have received financial support or advice to start up their business, corresponding to 0% of the self-employed graduates.

### 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.



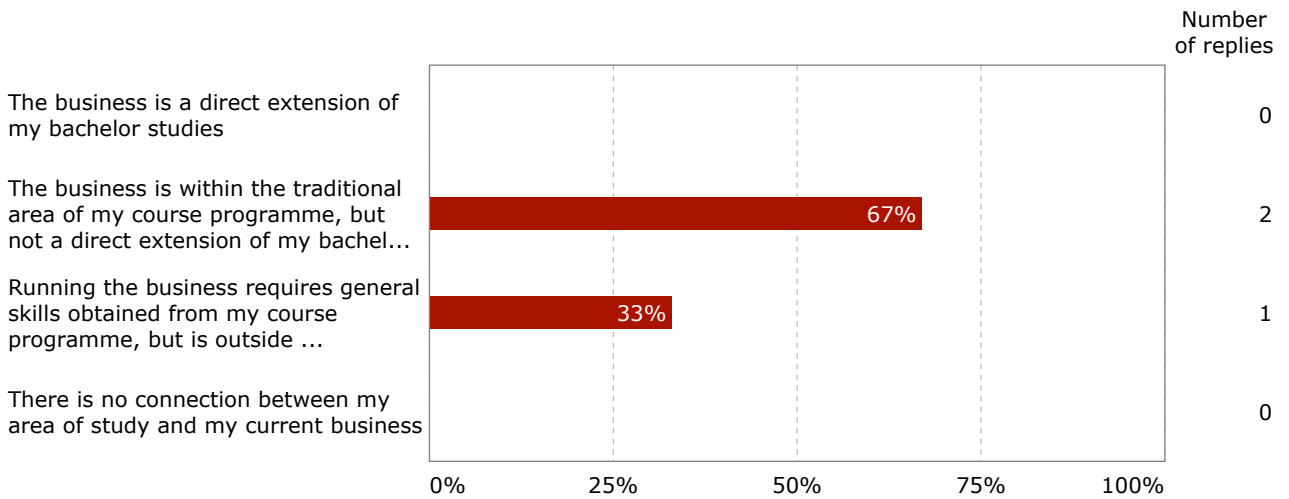
### 9.2.2 Q.1.26. How would you describe the correlation between your studies and your own business?

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

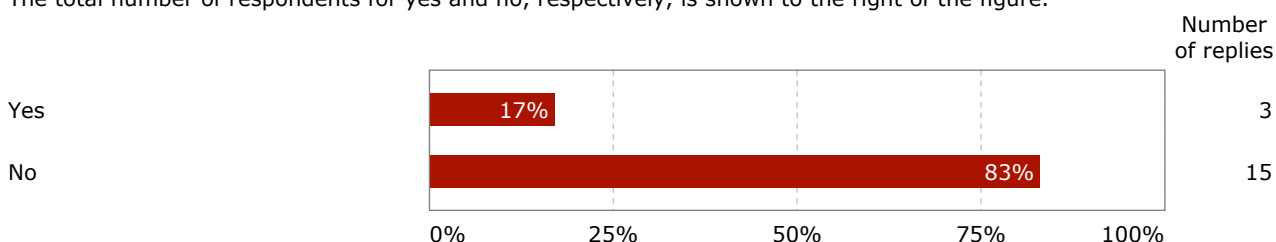
This section describes the job situation for the Bachelor's graduates who answered the introductory Q.1.1 with "unemployed".

#### 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.

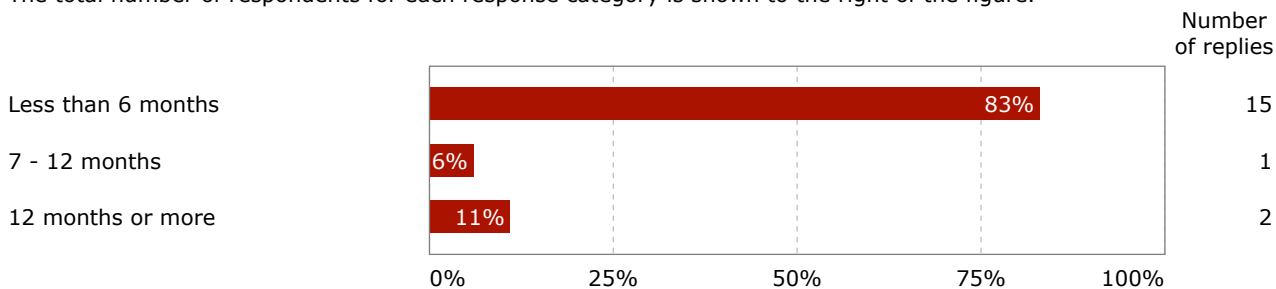


#### 9.3.2 Q.1.34. How long have you been unemployed (current period of unemployment)?

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.

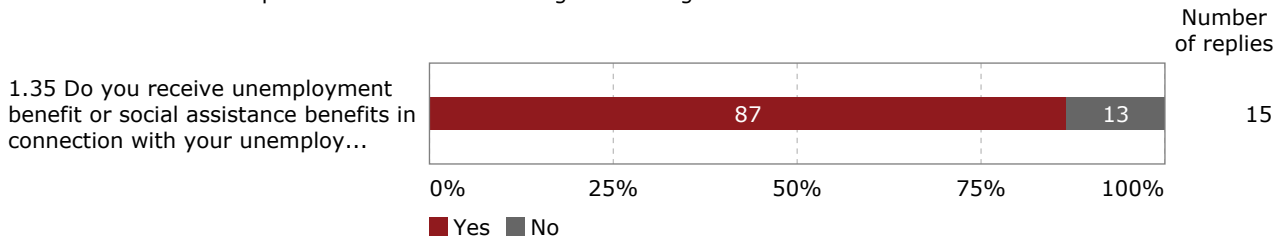


### 9.3.3 Q.1.35 Do you receive unemployment benefit or social assistance benefits in connection with your unemployed status?

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.

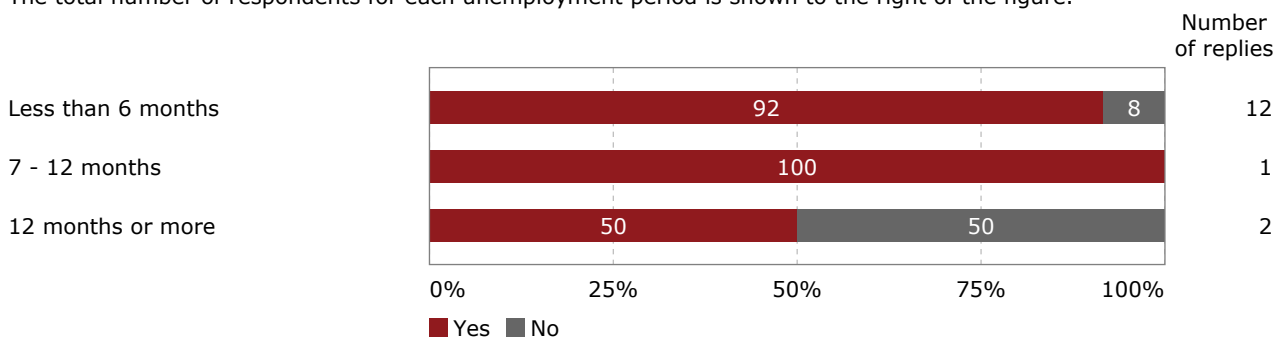


### 9.3.4 Q.1.34./Q.1.35. Do you receive unemployment benefit or social assistance benefits in connection with your unemployed status? by unemployment period

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.

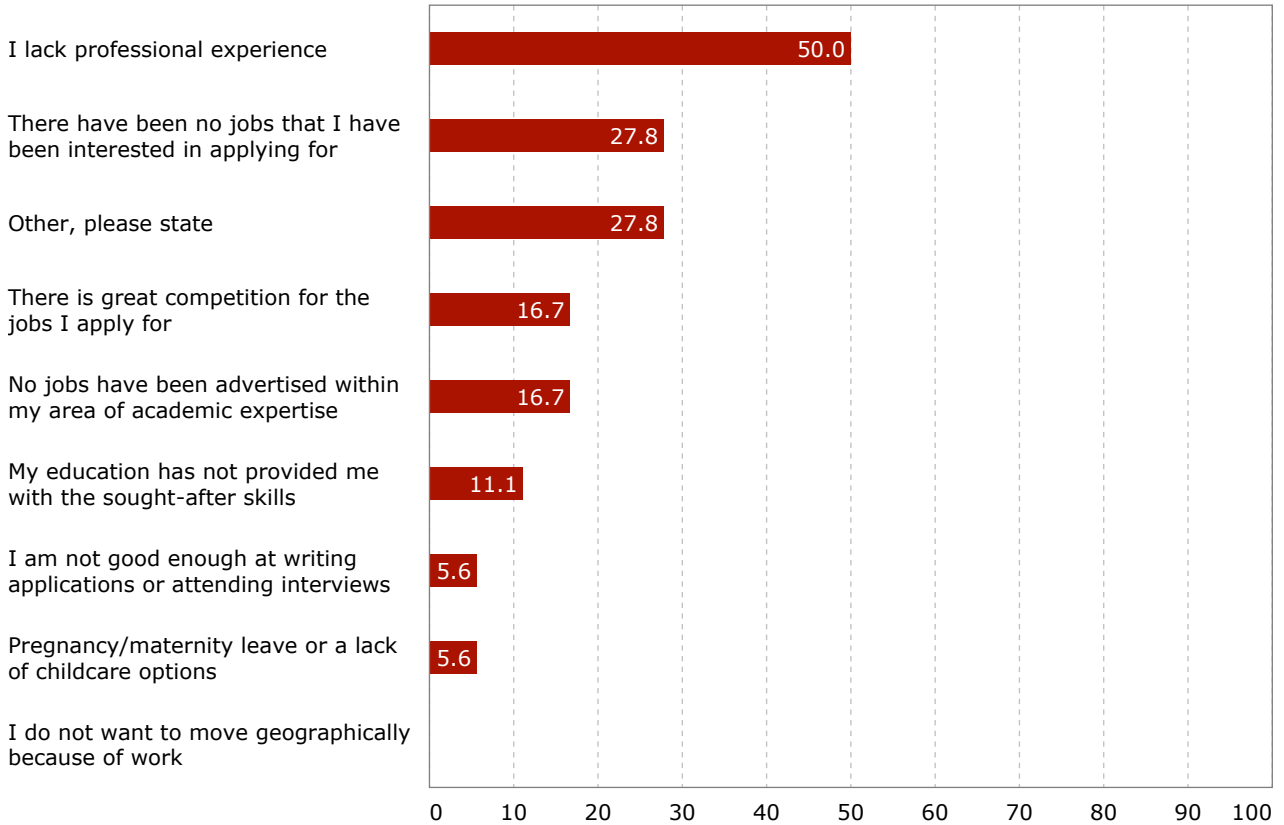
The total number of respondents for each unemployment period is shown to the right of the figure.



### 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 (Candidatus) programme	(Academic) Bachelor's degree	Professional bachelor degree	Other programme of study, please state	Other programme of study, please state
Antal svar	57	6	2	1	1	1
Mathematics - Aarhus University						
Mathematics - University of Copenhagen	11%					
Mathematics - A university in another country than Denmark	5%	17%				
Actuarial mathematics - University of Copenhagen	2%					
Physics - Aarhus University						
Physics - Technical University of Denmark (DTU)	7%		50%			
Physics - University of Copenhagen	23%	50%				
Physics - A university in another country than Denmark	16%					
Nanoscience - Technical University of Denmark (DTU)	2%					
Nanoscience - University of Copenhagen	12%					
Mathematics-economics - Technical University of Denmark (DTU)						
Mathematics-economics - University of Copenhagen	2%					
Computer Science - Copenhagen Business School						
Computer Science - IT University of Copenhagen						
Computer Science - University of Copenhagen	7%					
Computer Science - Danish School of Media and Journalism			50%			
Chemistry - Aarhus University	2%					
Chemistry - Technical University of Denmark (DTU)						
Chemistry - University of Copenhagen	12%	33%				
Chemistry - A university in another country than Denmark						
Chemistry - Other				100%	100%	100%



## 10 Appendix 1: Questions used in the report

### 10.1 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.			

## 11 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

## 12 Appendix 3: List of work places and job titles

### Job title

- Adjunkt
- Adjunkt
- Adjunkt
- Adjunkt
- Adjunkt
- Adjunkt gymnasie lærer
- Adjunkt i matematik
- Akademisk Medarbejder
- Aktuar
- Aktuar
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- Aktuar
- Aktuar
- Aktuar
- Aktuar
- Aktuar
- Aktuar
- Aktuar, Konsulent
- Analyst
- Analytiker
- Analytiker
- Analytiker
- Analytiker
- Analytiker
- Analytiker
- Analytiker
- Analytiker
- Android Developer
- Associate consultant
- Backend Developer
- Beregningstester
- Biostatistician
- Business IT Graduate
- Chefkonsulent
- Consultant
- Consultant
- Consultant
- Consultant
- Consultant
- Consultant
- Credit Risk analyst

- Data Manager
- Dataanalytiker
- Developer
- Developer
- Developer
- Developer
- Developer
- Drupal developer
- Efterskolelærer
- Field Service Engineer
- Financial Markets Advisory Analyst
- Financial analyst
- Finansansvarlig
- First Year Analyst
- Fraud Analyst
- Fuldmægtig
- Fuldmægtig
- Fuldmægtig
- Fuldmægtig
- Fuldmægtig
- Fuldmægtig
- GMP-ingeniør
- Game Programmer
- Gate Coordinator
- Graduate
- Graduate
- Gymnasielærer
- Gymnasielærer
- Gymnasielærer
- Gymnasielærer
- Gymnasielærer
- Gymnasielærer
- Gymnasielærer
- Gymnasielærer
- Gymnasielærer
- Gymnasielærer
- Gymnasielærer i matematik og idræt
- Gymnasielærer, Adjunkt
- Gymnasielærere
- Gymnasielærervikar
- IMP koordinator
- IT-Konsulent
- IT-Udvikler
- IT-konsulent
- IT-konsulent
- IT-udvikler
- IT-udvikler
- It konsulent
- Junior Software Engineer
- Junior analytiker
- Kemiker
- Konsulent

- Konsulent
- Konsulent
- Konsulent
- Konsulent
- Konsulent
- Konsulent
- Konsulent
- Konsulent
- Konsulent
- Konsulent
- Konsulent
- Konsulent
- Konsulent
- Køreplansudvikler
- Lead Developer
- Ledelseskonsulent
- Matematik og psykologi gymnasie lærere
- Medisinsk fysiker
- Meteorolog
- Meteorolog
- Meteorolog /specialist
- Meteorolog og studievært
- Navision Consultant
- Obligations-specialist
- Petrofysiker
- Ph.D.
- Ph.d.-studerende
- PhD
- PhD
- PhD
- PhD studerende
- PhD studerende
- PhD-studerende
- Phd studerende
- Porteføljemanager
- Post doc
- Post-doctoral research fellow
- Post-doktoral stilling
- Postomdeler
- Proffessional
- Programmer
- Programmør
- Projektmedarbejder
- Projektøkonom
- QC Kemiker
- R&D Scientist
- Research Assistant
- Research Assistant
- Research fellow
- Risk Manager
- Scientific Software Specialist
- Scientist
- ScrumMaster

- Senior Actuarial Analyst
- Senior Analyst
- Senior architect
- Site Reliability Engineer
- Site Reliability Engineer (DevOps)
- Software Design Engineer
- Software Developer
- Software Developer
- Software Developer
- Software Developer
- Software Development Engineer
- Software Engineer
- Software Engineer
- Software Engineer
- Software Pilot
- Software developer
- Software developer
- Software udvikler
- Software udvikler
- Software udvikler
- Softwareingeniør
- Softwareudvikler
- Softwareudvikler
- Softwareudvikler
- Solutions Consultant
- Staff Engineer
- Statistical programmer
- Statistician
- Statistiker
- Statistiker
- Statistiker
- Statistisk Programmør
- Studentermedhjælper
- Studieadjunkt
- Studiemedarbejder
- Survey management Specialist
- Systemkonstruktør
- Systemudvikler
- Systemudvikler
- Technical Product Manager
- Technical Project Manager
- Udvikler
- Udvikler
- Udvikler
- Udvikler
- Udvikler
- Udvikler
- Udvikler og Systemadministrator
- Videnskabelig Assistent
- Videnskabelig Assistent
- Videnskabelig Assistent
- Videnskabelig Assistent
- Videnskabelig assistent



- Videnskabelig assistent
- Videnskabelig assistent
- Videnskabelig assistent
- Videnskabelig assistent
- Videnskabelig assistent
- adjunkt
- analytiker
- it chef
- konsulent
- lektor
- lærer
- phd
- postdoc
- postdoc
- videnskab assistent
- Årsvikar
- økonomikonsulent

#### Place of work

- 3Shape
- AP Pension
- ATP
- Albertslund Kommune
- Allerød Gymnasium
- AlpineBiomed ApS
- Arizona State University
- Asseco DK
- Asseco Danmark
- Assurator
- Audienceproject (former Userreport)
- BEC
- Baker Hughes - Norge
- Banedanmark
- Banedanmark
- Biomedicinsk institut, SUND
- Biostatistisk afdeling, Københavns Universitet
- BlackRock
- Boligforeningen 3B
- Borupgaard Gymnasium
- Boston Consulting Group
- CIAmedia
- COWI A/S
- Capgemini Sogeti
- Christianshavns Gymnasium
- Citrix
- Citrix Podio
- Codan
- Codan
- Codan
- Codan
- Codan
- Configit
- Continia Software A/S
- Copenhagen Trial Unit, Rigshospitalet
- DMI
- DMI
- DMI
- DMI
- DTU
- DTU
- DTU
- DTU Compute
- Dalux
- Dalux aps
- Danica Pension
- Danica Pension
- Danmarks Statistik
- Danmarks Tekniske Universitet
- Danske Bank
- Danske Bank

- Danske Bank
- Danske Bank
- Danske Bank
- Danske Bank
- Danske Bank
- Danske Bank Finland
- Danske Commodities
- Datalogisk Institut, Københavns Universitet
- Det Kristne Gymnasium
- Det frie Gymnasium
- Dibs A/S
- Dong Energy
- EY
- Ea energianalyse
- Edlund A/S
- Edlund A/S
- Edlund A/S
- Edlund A/S
- Edlund A/S
- European Southern Observatory
- Experian
- FRIC (center for financial frictions)
- Ferring pharmaceuticals
- Finanstilsynet
- Forca
- Frederiksberg HF-kursus
- Gamblify
- Goldman Sachs
- Google
- Gymnasiet
- H. Lundbeck A/S
- HFC Efterslægten
- Hansenberg gymnasium
- Heidelberg Institute for Theoretical Studies
- Hvidovre gymnasium og HF
- IBM
- IHPSystems
- Inmold A/S
- Institut for Matematiske fag
- It-Universitetet
- Jobindex
- Jobindex A/S
- KADK
- KMD
- KMD
- KU
- KU
- KU
- KU sund
- KVUC
- KVUC
- Kemisk Institut, Københavns Universitet

- Klarna
- Københavns Lufthavn
- Københavns Universitet
- Københavns Universitet
- Københavns Universitet
- Københavns Universitet
- Københavns Universitet
- Københavns Universitet
- Københavns universitet
- LEGO
- Lokalebasen.dk A/S
- Maj Invest
- Microsoft
- Milestone Systems A/S
- Mobile Event Guide GmbH
- Mærsk
- Mærsk Olie
- Netcompany
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- Netcompany
- Netcompany A/S
- Netcompany A/S
- Netcompany A/S
- Niels Bohr Instituttet, Københavns Universitet
- Niels Bohr International Academy - KU
- Nordea
- Nordisk Aktuarservice
- Nordvand a/s
- Novataris ApS
- Novo Nordisk
- Novo Nordisk
- Novo Nordisk
- Novo Nordisk
- Novo Nordisk
- Novo Nordisk
- Novo Nordisk
- Novo Nordisk
- Novo Nordisk A/S
- Novo Nordisk A/S
- Novozymes
- Nykredit

- Nykredit Asset Management
- Nykøbing katedralskole
- Nørre Gymnasium
- Ordrup Gymnasium
- PFA
- PFA Pension
- PFA Pension
- PFA Pension
- PantoInspect
- PenSam
- PenSam
- PenSam A/S
- PenSam A/S
- PensionDanmark
- PensionDanmark
- Peytz & Co
- Pixeleap
- Playdead
- PostNord
- QuantumWise
- RegionH
- Ribe katedralskole
- Roskilde Gymnasium
- Roskilde Gymnasium
- Rungsted Gymnasium
- SAS Institute
- SEB Pension
- Sampension
- Schantz A/S
- Skat
- Socialforvaltningen, Københavns kommune
- Solrød Gymnasium
- Sparinvest
- Statens Serums Institut
- Statgroup
- Sundhedsdatastyrelsen
- Swiss Re Canada
- Sædding Efterskole
- TDC Consumer Finance
- TV 2 Danmark
- Teknisk Gymnasium Hillerød
- Topdanmark Forsikring
- Trifork London
- Trustpilot
- Trustpilot
- Tryg
- Tårnby Gymnasium
- Tårnby Gymnasium og HF
- Universitetssygehuset i Tromsø
- University of Melbourne
- Waters
- Wunderman A/S

- Zylinc
- biologisk institut KU
- boston consulting group
- cBrain
- cBrain
- det nationale forskningscenter for arbejdsmiljø
- eCapacity
- issuu
- kontor
- trollbeads a/s
- university of copenhagen, kemisk institut
- vuc-hvidovre/amager
- Øregård Gymnasium
- Ørestad Gymnasium

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

- - Forlæsninger uden samtidsfeedback fra elever virker totalt overflødig.
- - Manglen af større projektopgaver understøtter ikke at eksamen i bachelor/kandidatgrader er en stor opgave, og hvis man skal lære det er det nød til også at være del af undervisningen.
- - Der undervises meget lidt i gruppearbejde og mundlig fremlæggelse af ens arbejde.
- - Selvstændigt arbejde
- - Studieteknik
- ...
- 30 ECTS uden for fagområdet hvor kurset Altings Oprindelse var en fiasko, men jeg kan forstå at man har fjernet det krav.
- Alle linjespecifikke fag var opstillet således at første gang man stødte på dem havde man ingen jordisk chance for at forstå hvad der foregik fordi at basisviden for faget lå senere på studiet af uransagelige årsager.
- At der var krav om kurser (svarende til et halvt aar) udenfor mit fag
- Bedre vejledning i forhold til valgfrie kurser.  
Man bliver ikke klædt på til at blive forsker eksperimentelt.
- Blok strukturen gør det svært at få en kontinueret følelse gennem uddannelsen. Men har set på den nye opbygning opbygning af første år på kemi og den virker til at have en god sammenhængskraft.
- Blokstrukturen på KU science lærer folk at gå til eksamen, men de korte kurser (7 uger) gør at man glemmer det man har lært hurtigt efter kursets afslutning. Det er min vurdering at længere kursuser, som foreksempel halvårslige, ville give mere tid til fordybelse i emnerne.
- Da nanoscience er så tværfaglig en uddannelse, er det svært at beskrive det forventede læringsudbytte præcist. Efterhånden som bacheloruddannelsen forløb, valgte man sig ind på en videnskabelig retning, og derefter følte de utroligt mange kvantefysik kurser som spild af tid, når man nu havde sat et andet mål.
- De for aktuaruddannelsen specifikke kurser og bachelorprojekt er rædselsfulde. Det bidrager ikke til det samlede mål for læringsudbyttet, at alle begreber introduceres på "cykelsmed-niveau".
- Den store valgfrihed på uddannelse (sidenhen reduceret) gav mulighed for at strukturere uddannelsen rimelig frit, men gjorde også at man måske fik gjort det samlede mål lidt uklart hvis man ikke selv var meget opmærksom.
- Der er for meget abstrakt teori og for lidt praksis øvelser.
- Der har været flere fag, med mindre relevans for studiet, eller delelementer af fag med samme problem. Problemet har ofte været, at mit studie er lille, og mange af fagene konstrueres sådan, at flere forskellige studier kan følge det. Dette vil derfor nok ikke ændres.  
Desuden har flere fag haft stof, som kunne have ligget på et andet tidspunkt i studieforløbet ift. hvornår, det anvendes.
- Der var alt for lavt niveau i de første fag man havde, i forhold til de sidste fag
- Der var for lidt praktisk anvendelse indenfor mit studieområde
- Der var til tider for meget fokus på skriftlige eksamen, hvilket gjorde at undervisningen var tilrettelagt typeopgaver
- Det er da ikke alle fag og teorier jeg går ud fra at skulle bruge igen i den præcise form vi kiggede på dem i.
- Det er godt at der er valgfrihed på Nano men der mangler dog fokus på de vigtige elementer i uddannelsen.

lidt mere fokus på hvad ønskes det at den studerende opnår med sin uddannelse ville måske være på sin plads

som studerende kan man godt glemme mens man er i det hvorfor vi har mulighed for at tage fag fra

samt alle faglige discipliner på science

- Det er svært at sige som nanoscience studerende, fordi vi som sådan ikke har en færdig kasse vi kan blive puttet ind i. Jeg har haft fysikkurser, som jeg aldrig kommer til at bruge igen.
- Det kan jeg ikke lide
- Det var nødvendigt at tage kurser uden for fysik for at få en fysikbachelor. Jeg brugte dem på matematik, men kunne også have brugt dem på at lære swahili
- En specifik eksamensform som den før omtalte med 14 x 10 minutters udenadslære. Faget mikroøkonomi<sup>1</sup> på første år var ikke noget, man forstod ret meget af.
- Er jo altid en balance mellem teori og praksis, fokus er naturligvis på teori og synes også bachelor projektet fik hentet noget af det praktiske
- Et for lavt niveau i starten af mange kurser, samt unødvendig repetition af nogle elementer.
- For mange obligatoriske kurser og ikke mulighed for at dreje sin uddannelse i den retning man ønsker
- For meget fokus på pillearbejde, som at bygge en kerne af simuleret elektronik og så bygge den igen med pipeline-arkitektur. Det er sikker sjovt, hvis man er ingeniør, men på datalogi? Nej vel.
- For meget pres fører til for at man får mange nederlag og kommer ud fra uddannelsen med en nederlagsmentalitet.
- Fremdriftsreformen. Folk vælger de svære, nyttige, fag fra, til fordel for fag de er sikre på at bestå, men måske ikke giver lige så stor et fagligt udbytte.
- Hvis der med "elementer" menes kurser, så var de ret gode, igen med blok strukturen in mente.
- I øjeblikket beskæftiger jeg mig med is og bevægelse, der er ikke meget behov for kvantemekanik og bra-ket notationen. Bacheloren forsøger at ramme alle de fysiske metoder, hvilket nok er en god ting over den brede kam, men det betyder at nogle af tingene falder fra senere i uddannelses forløbet.
- Igen - hele strukturen er lavet om - så det giver ikke mening
- Igen, blokstruktur skal genovervejes, det skal være muligt for nogle kurser at strække sig over et halvt år.
- Ikke alle labkurser var lige gode, men det er indtuttet allerede i gang med at arbejde på.
- Ikke særlige mange praktiske fag, eller teoretiske fag der fortæller hvordan teorien kan bruges praktisk.
- Jeg mener ikke at kursernes praktiske anvendelse generelt står mål deres målbeskrivelser.
- Jeg synes der er enkelte fag som jeg ikke har haft glæde af i og med at min interesse lå i en helt anden retning og faget derfor blot optog en plads jeg ellers kunne have brugt til specialiseringen indenfor "mit felt"
- Jeg ved ærligt talt ikke, hvad læringsudbyttet er for bach.udd. i mat., men jeg havde meget matematik mens jeg studerede, og det var også, hvad jeg havde regnet med, da startede.
- Jeg ville gerne læse finansiering videre frem, men som tidligere nævnt lægger bacheloren ikke rigtig op til dette.
- Kan ikke huske
- KemiBin, det var obligatorisk og udover bogens glimrende første tabel, har jeg ikke skulle bruge noget jeg lærte i det fag, som jeg ikke lærte i et andet, når man tager den samme retning som jeg har.
- Kurser hvor målet var tænke selv for at løse opgaver, hvor eksamen så var "typeopgaver". Og den omvendte situation.
- Laboratorieøvelserne sejler. Ingen forståelse for de studerendes grundniveau.
- Ligegyldige obligatoriske kurser. Mere valgfrihed øger variansen i uddannelserne, hvilket er godt.
- Læringsmetoden, det er et mål at lære noget inden for en kort tid, men ikke at fastholde den viden.
- Man havde mulighed for at tage forskellige fag. Og nogle af fagene kunne man ikke bruge til noget på kandidaten.
- Mange af de fag der handler om teoretisk og ren fysik. For eksempel kvantemekanik og elektrodynamik, som har intet med meteorologi at gøre, men som samlet fylder 30ects
- Manglende aktivitet i undervisning. Meget luk munden og åben ørene undervisning



- Mit mål var en blanding af økonomi og matematik, men der blev undervist meget lidt i økonomi i forhold til matematik
- Nanoscience er et bredt studieum hvor man ikke kan undgå at bruge tid på fagelementer der ikke fanger interessen, derfor vil nogle elementer virke ligegyldige for det samlede læringsudbytte.
- Nogle af de sidste obligatoriske kurser gav ingen mening i forhold til en ønsket specialisering i en anden retning end disse kurser.
- Nogle fag så som Videnskabsteori virkede overflødig og ubrugelig for fremtidigt studie.
- Nogle tvungne fag virkede malplaceret, som fx videnskabsteori og etik, det var meget moraliserende
- Når du går fra matematikbacheloren og ind på statistikkandidaten stiger niveauet meget. Især hvad angår R erfaring. Der er slet ikke nok på bacheloren i forhold til at der forventes på kandidaten.
- OT, obligatorisk tilvalg. Det er en respektabel ide, jeg havde tænkt mig at skulle tage fag udenfor mit fag alligevel. Men når man gør det bliver man mødt som vild fremmed der hvor man tager fag og de aner ikke hvordan de skal håndtere en. Det er desillusionerende og ærgerligt og gør at man slet ikke lærer så meget man kunne, fordi man i de første uger bare halser efter de andre. Og ja, jeg valgte naturligvis ikke fag hvor jeg ifølge beskrivelsen ikke kunne følge med, men tydeligvis bliver kursusbeskrivelsens ord ikke fulgt.
- Operationsanalyse og ØkIntro har jeg ikke brugt siden jeg havde fagene.
- På min uddannelse, aktuar, var der for eksempel på første år et fag, økintro, som vi kun havde for at vi kunne følges med mat-øk'erne. Helt igennem ubrugelig fag for aktuarer. Det samme gjorde sig gældende for Operations Analyse og i nogen grad også faget NumIntro, alle tre fag er obligatoriske. Men hvorfor??
- Spild af tid kurser!  
Eksempel: Unifying concepts in Nanoscience, 15ECTS, ugentlig arbejdstid udover undervisningen 1 time, der var næsten intet jeg ikke kom igennem gennem min bacheloruddannelse.
- Spørgeskemaer der påstår de er 10 minutter lange, men snildt kommer op på 20 minutter.. Sværhedsniveauet har i nogle tilfælde været meget stejlt i perioder, hvor en mere konstant ændring i niveau måske er at foretrække. Desuden ville det være nemmere for visse folk, ikke mig selv, hvis det var lettere at se årsagen til man lærer noget bestemt - f.eks kurser der bygger på hinanden. Men det kan være svært indenfor datalogi.
- Tidligere var biologifag en del af medicinsk kemi specialiseringen på KU. Disse fag har jeg dog ikke set som brugbare og de er heller ikke længere en del af specialiseringen. Kunne godt have brugt de ECTS point på andre fag, der havde været mere relevante for mig.
- Tvangstilmelding til fag som ikke passer den studerendes profil er en modsætning til dette mål.
- Ved ikke
- Vi har stort valgfrihed, og dermed brede mål, så det er svært at svare noget begavet til.
- Vi havde kurser (fx intro kursus), vi ikke skulle bruge til noget, der havde det været bedre med et relevant kursus.
- Vi havde om litteratursøgning tre gange...
- Videnskabsteori
- Videnskabsteori - pas det eventuelt ind til dem der vælger at skrive en phd. og derfor får brug for den viden man tilegner sig her.
- det samlede mål var ikke så veldefineret og nogle fag endte med at virke ligegyldige
- dårlig planlægning af labøvelser og lokaler, og tiltider upædagogiske professorer
- for høj prioritering af teoretisk læring, frem for projektarbejde. Det var for sjældent vi benyttede de teoretiske principper i praksis. Jeg følte ikke rigtig jeg kom ud med kompetencer der var direkte anvendelige i arbejdslivet, kun brugbare hvis man ville læse videre
- intet kursus specifikt, dog mest de meget teoretiske algebra og topologi kurser. De fleste kurser manglede at give et integreret billede af deres funktion i en matematikers værktøjskasse. De manglede at give en motivation for, hvorfor de var interessante ud over den intertekstuelle udfordring i at skabe definitioner og se hvad man kan konkludere ud fra dem. Jeg syntes derfor at det var svært at holde motivationen og udvælge de vigtigste elementer for min personlige udvikling.

- kurser jeg selv valgte men viste sig ikke at være fagligt relevante for mig
- som sagt, så er det meget få der kan få job med kun en bachelor og ikke en fuld kandidat
- undervisere der ikke vil undervise og derfor omgå regler, et af mine kurser blev taget alt for mange gange grundet undervisere som bliver nød til at undervise for at kunne forske (som er det de i virkeligheden gerne vil)
- Øk-Intro. Det var et udmærket introduktionsfag, men jeg brugte det som forsikringsmatematiker aldrig siden. På daværende tidspunkt havde det været mere anvendeligt med DISK, da matematikerne lærte nogle egenskaber til de fremtidige teoretiske fag som vi anvendte matematikere ikke havde, fordi vi fik Øk-Intro, hvilket var alt for "anvendeligt"-orienteret i forhold til hvad vi havde brug for - synes jeg.

## 14 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: Blok fag. Karaktererne steg, men jeg husker næsten intet fra fagene, da man hurtigt skulle videre til næste fag. Man havde ikke tid til at dvæle og repetere.
- Kandidat: Var ofte svært at finde den røde tråd mellem de forskellige fag selvom den var der...
- Kandidat: For mange obligatoriske økonomi fag
- Kandidat: Blogstruktur er godt til at sørger for, at de studerende ikke dropper ud. til gengæld ved jeg ikke om jeg synes det er optimalt ift. at opnå fuldt udbytte af undervisningen. Det går simpelthen for hurtigt.
- Kandidat: På hvad der kan være en meget specialiseret uddannelse synes jeg der var for mange obligatoriske fag på kandidaten. Specielt fordi de var lidt i alle retninger.
- Kandidat: Mængden af valgfag er så lille, at der som regel ikke er tale om valgfag. Så man tager hvad end der kommer.
- Kandidat: NumIntro
- Kandidat: Visse fag havde karakter af at introducere et fagområde mere end det forsøgte at give den studerene specifikke kompetencer indenfor området.
- Kandidat: Jeg synes, der manglede kurser i formidling og programmering. Til kurser med eksamen, synes jeg, at der altid bør være obligatoriske løbende afleveringer også, som man får feedback på (men ikke nødvendigvis point/karakter for). En blok på 7 eller 9 uger fungerer fint, men læringen når ikke nødvendigvis at trænge ind i langtidshukommelsen. Derfor synes jeg, rækkefølgen af kurserne bør struktureres sådan at lærdom fra et kursus genbruges/genopfriskes i et andet kursus, der ikke ligger for lang tid efter det første kursus.
- Kandidat: Manglen på kurser inden for det område jeg interesserede mig for har nok forårsaget, at jeg har manglet fokus under den sidste del af kandidatuddannelsen
- Kandidat: Ved ikke
- Kandidat: I think questions 4.5, 4.6, 4.7 might be written in bureaucratise (at least in their english translations) and I didn't manage to grasp what's the actual question asked. Sorry!
- Kandidat: Til sidst på kandidaten skulle man tage op til flere ekstremt teoretiske kurser men man ville egentlig helst specialisere sig i undervisning. Man burde have pædagogik og klasseledelse i stedet. Eller kommunikation. Eller andet specifikt rettet mod undervisning.
- Kandidat: kurser som molekylær statistik samt urealistiske læsepensum i flere kurser samtidigt.
- Kandidat: Det er blokstrukturen der er problemet
- Kandidat: der manglede, fra KU's side, et klart fokus på det private erhvervsliv, og hvordan kompetenser opnået i uddannelsen, skulle benyttes i det private erhvervsliv. Meget forskningsorienteret.
- Kandidat: De fysiske fag har en måske for stor faglig spredning. Hvis ikke målet er at bliver gymnasielærer, er der svært at sammensætte uddannelsen efter interesseområde.
- Kandidat: mere information om sammenhæng mellem kurser og de faglige kompetencer. evt. hvordan disse kommer i spil i speciale/PhD og job.
- Kandidat: Pensum bliver meget komprimeret grundet de 7 ugers undervisning i blokstrukturen. Dernæst startes næste fag, som er helt eller devist urelateret til forrige fag. Dette giver et meget segmenteret læringsforløb og bidrager ikke til fordybelse og effektiv indlæring.
- Kandidat: Jeg manglede nogle gange kurser på højeste niveau for at kunne konkurrerer med det internationale forskningsverden.
- Kandidat: Kurset "Adventt Statistik"
- Kandidat: Blok strukturen giver dårlig tid til fordybelse, og har i mange tilfælde karakter af eksamenstræning mere end forståelse.

- Kandidat: Alt for lidt praktisk kurser sammenlignet med de teoretiske. Man fik aldrig kædet de forskellige lærings elementer sammen.
- Kandidat: Hvis du kun lære hvad de underviser, saa er du haabloest bagefter. Det kraever selvstudium ved siden undervisningen at opnaa de krav som stilles i det akademiske miljøe.
- Kandidat: Eksamener. Kurser der ikke var veludført. Udfordringer med at få lov til at tage andre kurser end dem der var udbudt af universitetet.
- Kandidat: Karaktergennemsnittet tager ikke højde for sværheden af de valgte fag

et 2 tal i super kvantemekanik vejes ikke så højt som et 10 tal i videnskabsteori når man kun kigger på gennemsnittet

- Kandidat: 1) Igen må jeg nævne at et højere niveau kunne være krævet.
- Kandidat: Det er det evige problem med at fag ligger oveni hinanden, så hvis man f.eks. gerne ville have to fag der ligger samtidigt, må man vente et år med at tage det ene. I mit tilfælde blev det fag jeg var nødt til at vente med at tage nedlagt året efter.

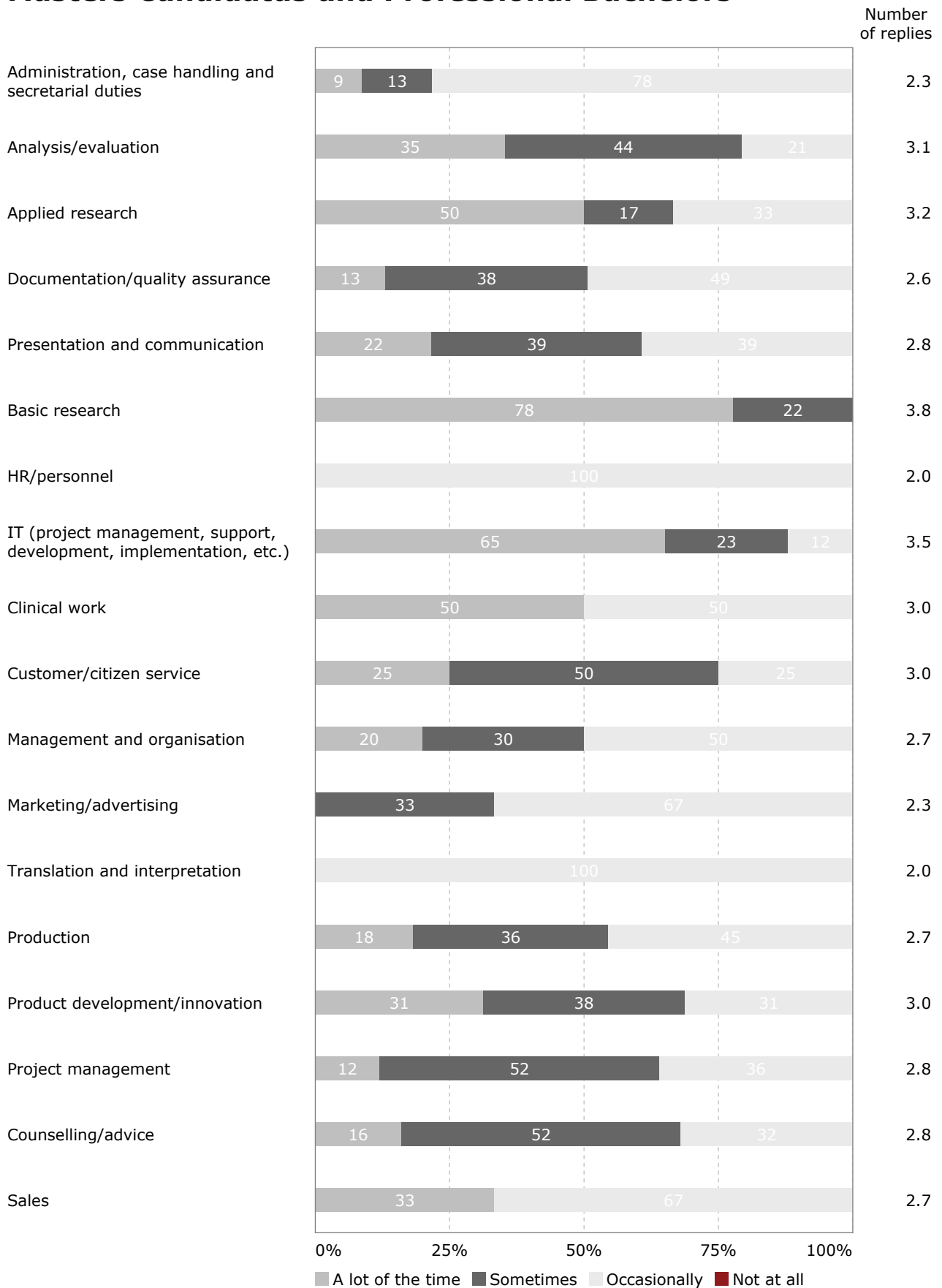
Fag der kun udbydes hvert andet år giver også skemamæssige problemer.

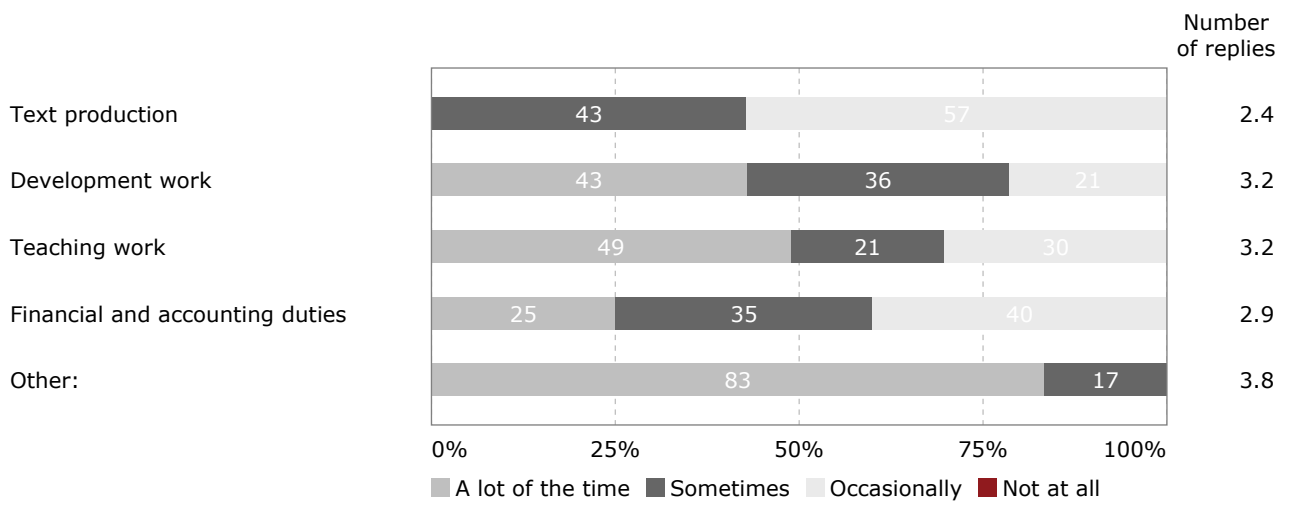
- Kandidat: Strukturen med begrænset valgfrihed er potentielt hæmmende for at opnå fuldt læringsudbytte
- Kandidat: Pga. specifikke krav til hvilke kasser ECTS pointsene skulle komme fra var det ikke muligt udelukkende at vælge relevante fag.
- Kandidat: diverse obligatoriske etik kurser
- Kandidat: To projekt-kurser var det eneste man kunne vælge i to blokke, hvis man ikke vil have studieforlængelse
- Kandidat: Gentagelse af basal viden fra adskillige bachelorkurser.
- Kandidat: For få kurser. Fokus på HELT forkerte områder.
- Kandidat: Der var fag, og de er blevet ændret siden, der kom for sent eller ikke var relevante på kandidatdelen af uddannelsen, hvis man havde taget en bachelor inden for datalogi også. Når disse er obligatoriske, så bidrager de ikke til læringsudbyttet.
- Kandidat: Læringsmålene giver ikke altid mening.
- Kandidat: For sent eveluerede opgaver. Fejl i administration, generel ekstremt lange svartider fra både administratin og VIP'er
- Kandidat: Uddannelsen var meget bred. Hvis man havde lyst til at specialisere sig inden for et bestemt emne, så var man stadig tvunget til at tage en hel del fag med begrænset relevans.
- Kandidat: Kordineringen mellem de forskellige fag var ikke serlige godt, nogle gange skulde lave vildt meget i en uge nogle gang sad man og hørst noget man lige havde hørt i det anden fag.

Meget meget stor forskel på arrangementet for de forskellige underviser

- Kandidat: Kurset videnskabsteori f.x.
- Kandidat: Blok strukturen

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





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

	%	n
Computer Science	22%	48
Actuarial mathematics	6%	13
Physics	31%	69
Chemistry	6%	14
Mathematics	17%	37
Mathematics-economics	11%	24
Nanoscience/nanotechnology	8%	17
Number of replies		223