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# REPORTING OF THE GRADUATE SURVEY

# Table of contents

1	Introduction	4
2	Data	5
2.1	The graduate survey	5
2.2	Reporting	5
2.3	Background data from the study administrative system STADS	6
2.4	Reading guide	7
3	Current job situation of Master's Candidatus/Professional Bachelor's graduates	9
3.1	Employed Master's Candidatus/Professional Bachelor's graduates	9
3.2	Self-employed (including freelance)	19
3.3	Unemployed, including maternity leave without being under employment contract	23
3.4	Full-time education	26
4	Correlation between Master's Candidatus/Professional Bachelor's education programmes and the job market	28
4.1	Academic correlation between studies and job	28
4.2	The ability of the study programme to prepare the graduates for working life	29
5	Master's Candidatus/Professional Bachelor's graduates routes to their first job	34
5.1	Master's Candidatus/Professional Bachelor's graduates first job	34
5.2	The significance of student jobs, internships, study abroad, etc. for the first job	37
5.3	Voluntary internship or project in private or public organisations	39
5.4	Study abroad	41
5.5	Activities during the programme of study such as student politics	43
6	Master's Candidatus/Professional bachelor's assessment of the program compared with their own expectations	45
7	The Master Candidatus graduates assessment of the study programme	47
7.1	The level of teaching in relation to the entry requirements	47
7.2	Specifics about the Master's Candidatus program	48
7.3	The graduates assessment of the opportunities for study abroad, internship etc. without extensions	49
7.4	The teacher's professional and educational expertise	50
8	Bachelor's/Professional Bachelor's assessment of the study programme	51
8.1	The level of teaching in relation to the entry requirements	51
8.2	Specifics about the bachelor programme	52
8.3	The graduates assessment of the opportunities for study abroad, internship etc. without extensions	52
8.4	The teachers' professional and educational expertise	54
9	Bachelors' current job situation	55
9.1	Employed bachelors	55

9.2	Unemployed, including maternity leave without being under employment contract	58
9.3	Full-time education	61
10	Current job situation after Masters and Diploma programme	62
10.1	Employed Masters/Diploma graduates	62
10.2	Unemployed, including maternity leave without being under employment contract	69
10.3	Full-time education	72
11	Correlation between Master's/Diploma education programmes and the job market	73
11.1	Academic correlation between studies and job	73
11.2	The ability of the study programme to prepare the graduates for working life	73
12	Master's/Diploma graduates' assessment of the program	77
12.1	The level of teaching in relation to the entry requirements	77
13	Appendix 1: Questions used in the report	79
13.1	Questionnaire for bachelors, professional bachelors and master (candidatus)	79
13.2	Questionnaire for master- and diploma graduates	80
14	Appendix 2: Background data in STADS	81
15	Appendix 3: List of work places and job titles	82
16	Appendix 4: List of Bachelors' examples of elements of the study programme that did not contribute to the collective goals of the teaching offer	96
17	Appendix 5: List of examples of elements of the study programme that did not contribute to the collective goals of the teaching offer divided on Masters Candidatus and Professional Bachelors	99
18	Appendix 6: Response distribution on question 1.18 for Masters Candidatus and Professional Bachelors	101
19	Appendix 7: Masters' Candidatus qualifying exams from University of Copenhagen	103

# 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	Professio	Master	Master	Total
Invited	671	160	740	39	1,610
Completed	37%	47%	46%	54%	43%
Partially completed	6%	10%	5%	3%	6%
Total	43%	57%	51%	56%	49%
Did not wish to participate	4%	2%	4%	8%	4%
Did not reply	53%	41%	44%	36%	47%

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 r	Profess ional	Profess ional	Master Candida	Master Candida	Master total	Master particip		
Number	671	291	160	91	740	380	39	22		
Percentage women	69%	67%	89%	88%	74%	77%	90%	82%		
Foreign citizens	9%	6%	8%	8%	7%	4%	8%	5%		
Average age upon graduation	24.8	24.7	27.3	27.6	28	28.3	39.3	40.2		
- youngest	20.3	21.1	21	21	22.5	23.5	28	28	-	-
- eldest	53.2	50.7	55.2	55.2	56.9	56.9	56.1	56.1	-	-
Completion time (average years)	3.4	3.3	1.9	1.8	2.3	2.4	3	3		
- shortest completion time	0.8	0.8	0.4	0.4	0.3	0.6	1.3	1.8	-	-
- longest completion time	11	8.9	3.8	3.8	18.8	18.8	12.4	12.4	-	-
Quota 2 at BA-entrance	4%	3%	41%	45%	6%	5%	0%	0%		
Years from qualifying exam to commencement of study (average)	1.6	1.7	3.7	3.9	4.6	4.9	-	-	-	-
- shortest time from qualifying exam to commencement of study (average)	0	0	0	0	0	0	0	0	-	-
- longest time from qualifying exam to commencement of study (average)	23	16	19	19	29	29	-	-	-	-
Bachelor's programme as first priority	90%	90%	90%	90%	60%	60%	0%	0%		
Grading of Bachelor's paper/Master's thesis (average)	8.7	9	7.6	7.8	10.2	10.4	9.3	9.5		
- lowest grade	2	2	2	2	2	2	4	4		
- highest grade	12	12	12	12	12	12	12	12		

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

## 2.4 Reading guide

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

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

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

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

	Bachelor	Professiona	Master	Master
I am employed (including leave of absence, maternity leave, job with wage subsidies, part-time hirings, etc.)	38% (109)	82% (75)	85% (321)	77% (17)
I am self-employed (including freelance)	0% (0)	0% (0)	1% (2)	0% (0)
I am unemployed (including on maternity leave without being under contract of employment)	9% (27)	7% (6)	2% (8)	5% (1)
I am in full-time education (e.g. Candidatus programme)	44% (129)	8% (7)	0% (1)	0% (0)
I am on a Ph.D programme	5% (15)	0% (0)	11% (43)	18% (4)
Other	3% (10)	4% (4)	1% (4)	0% (0)
Number of replies	290	92	379	22

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

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

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

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

What is your monthly salary?

Do you supplement the income earned from your primary occupation?

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

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

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



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

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

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

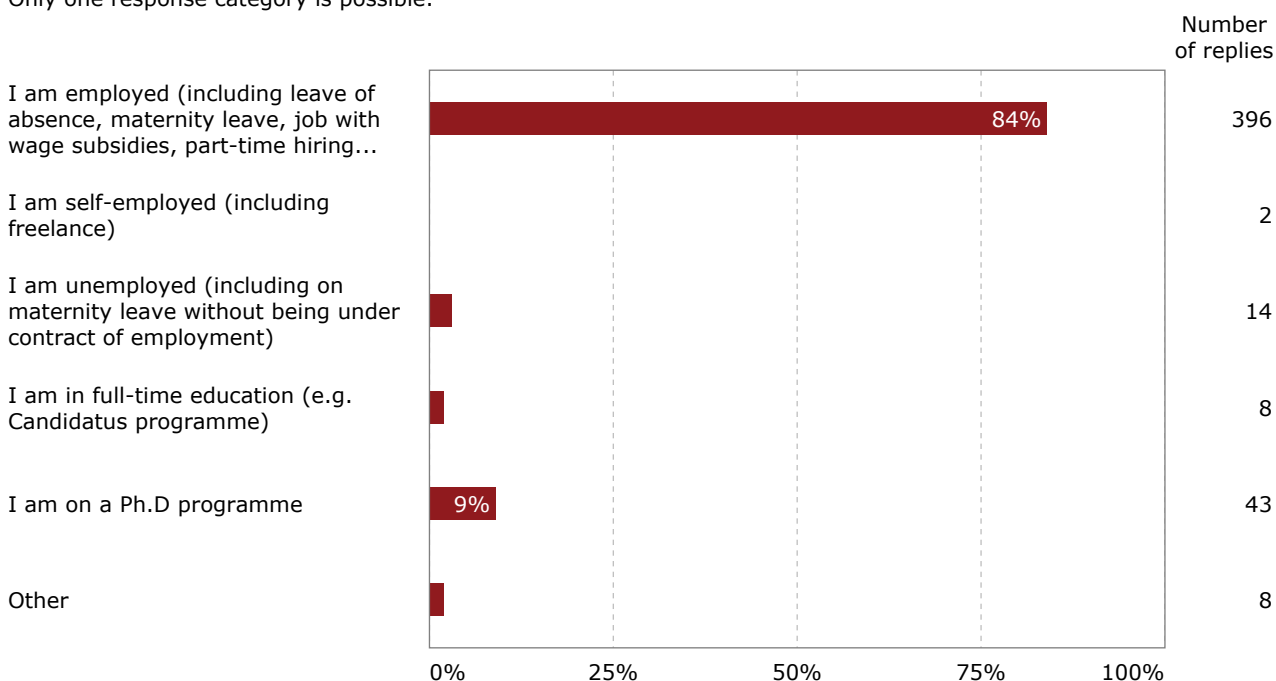
Employed Masters Candidatus/Professional Bachelors covers graduates in work, self-employed, unemployed or in full-time education.

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

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

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

Only one response category is possible.



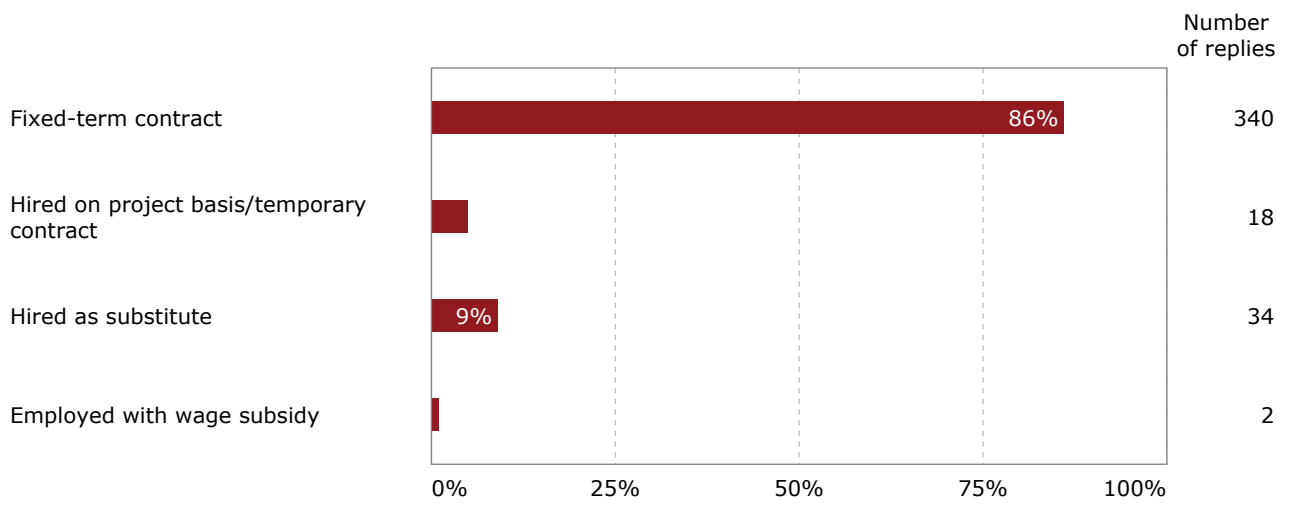
##### 3.1.2 Q.1.3. What are the conditions of employment in your current job?

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

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

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

Only one response category is possible.

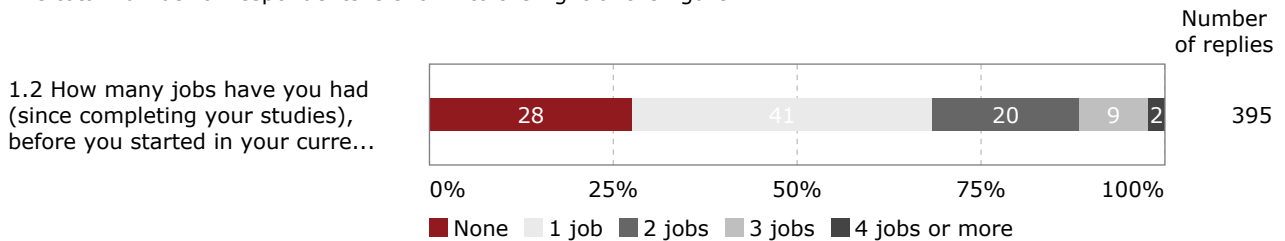


### 3.1.3 Q.1.2. How many jobs have you had (since completing your studies), before you started in your current employment?

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

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

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

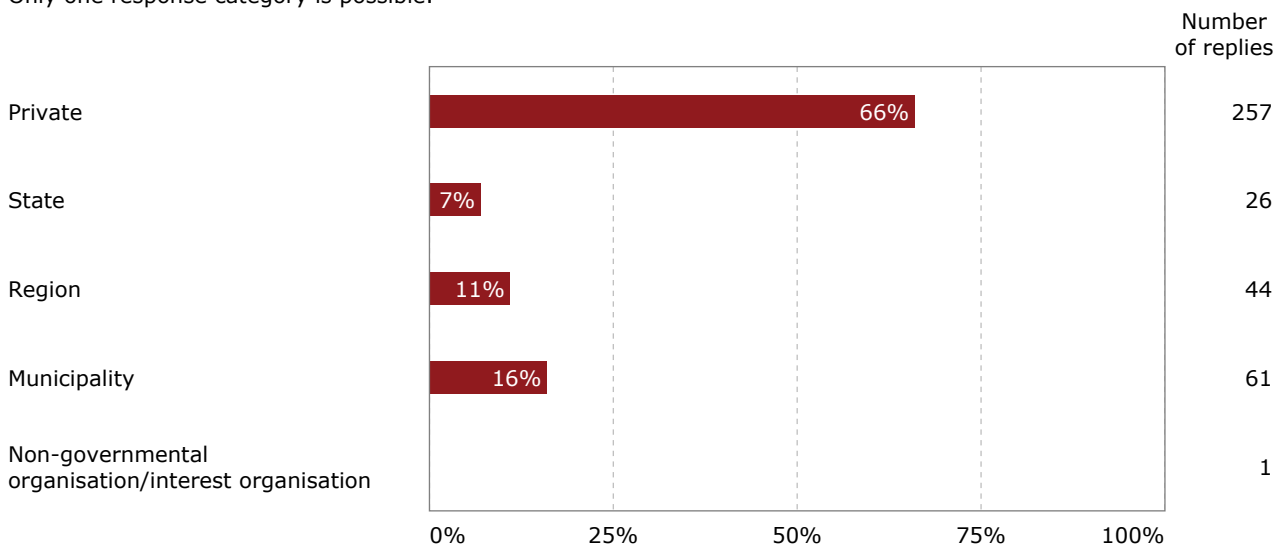


### 3.1.4 Q.1.8. Within which sector is your place of work?

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

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

Only one response category is possible.



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

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

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

	Private	State	Region	Municipality	Non-governmental organisation/international organisation	Total %	Total n
Agriculture, hunting, forestry and fishing (e.g. plant nursery)	0%	0%	0%	0%	0%	0%	0
Raw material extraction (e.g. extraction of oil and gas)	0%	0%	0%	0%	0%	0%	0
Manufacturing firm (e.g. industry, food processing)	40%	22%	2%	0%	0%	27%	99
The supply of electricity, gas or heating	0%	0%	0%	0%	0%	0%	0
Water supply, sewerage, waste management, etc.	0%	0%	0%	0%	0%	0%	0
Construction company	0%	0%	0%	0%	0%	0%	1
Wholesale and retail trade	2%	0%	0%	0%	0%	1%	4
Freight transport and cargo handling (e.g. mail)	0%	0%	0%	0%	0%	0%	0
Lodging and restaurant business	0%	0%	0%	0%	0%	0%	0
Information and communication (e.g. publishing, film production, radio + TV)	0%	0%	0%	0%	0%	0%	0
Financial institute or financial company, etc. (e.g. insurance company, pension fund)	0%	0%	0%	0%	0%	0%	0
Real estate (leasing administrator, property agent)	0%	0%	0%	0%	0%	0%	0
Liberal profession, scientific and technical services (e.g. research assistant at a university, legal advice, complaints agency, town planning)	1%	9%	0%	0%	100%	1%	5
Public administration and defence; social security (e.g. public administration and social sector)	0%	9%	0%	4%	0%	1%	4
Teaching (e.g. upper secondary schools and adult education)	1%	17%	0%	0%	0%	2%	7
Health and social services (e.g. hospitals and drug or alcohol counselling)	56%	39%	98%	96%	0%	66%	239
Culture, entertainments and sport (e.g. theatre, libraries and museums)	0%	4%	0%	0%	0%	0%	1
Other services (e.g. business organisations and consumer organisations)	0%	0%	0%	0%	0%	0%	1
Extraterritorial organisations and bodies (e.g. FN and EU)	0%	0%	0%	0%	0%	0%	0
Number of replies	234	23	44	56	1	361	361

### 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.

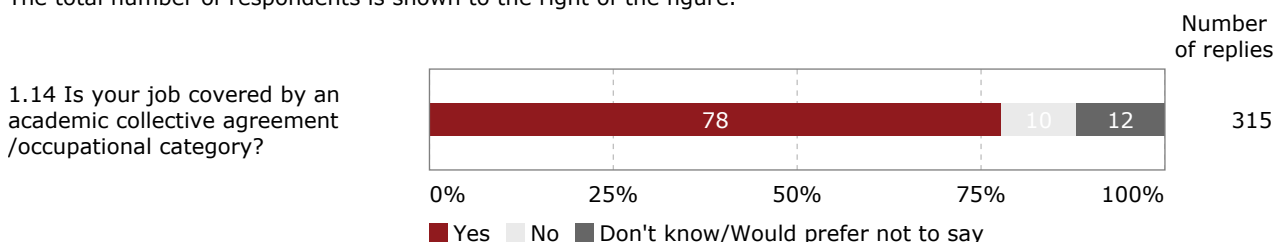
	Private	State	Region	Municipality	Non-governmental organisation/interest organisation	Total %	Total n
Capital Region of Denmark	64%	88%	73%	61%	0%	66%	259
Region Zealand	19%	4%	20%	31%	0%	20%	79
Region of Southern Denmark	6%	0%	2%	7%	0%	5%	20
Central Denmark Region	3%	0%	2%	2%	0%	2%	9
North Denmark Region	1%	4%	2%	0%	0%	1%	4
All of Denmark	2%	0%	0%	0%	0%	1%	4
Nordic region (incl. Faroe Islands and Greenland)	5%	0%	0%	0%	0%	3%	13
Europe (not Nordic region)	0%	4%	0%	0%	100%	1%	3
North America	0%	0%	0%	0%	0%	0%	0
South America	0%	0%	0%	0%	0%	0%	0
Asia	0%	0%	0%	0%	0%	0%	0
Africa	0%	0%	0%	0%	0%	0%	0
Australia/Oceania	0%	0%	0%	0%	0%	0%	0
Number of replies	255	26	44	61	1	391	391

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

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

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

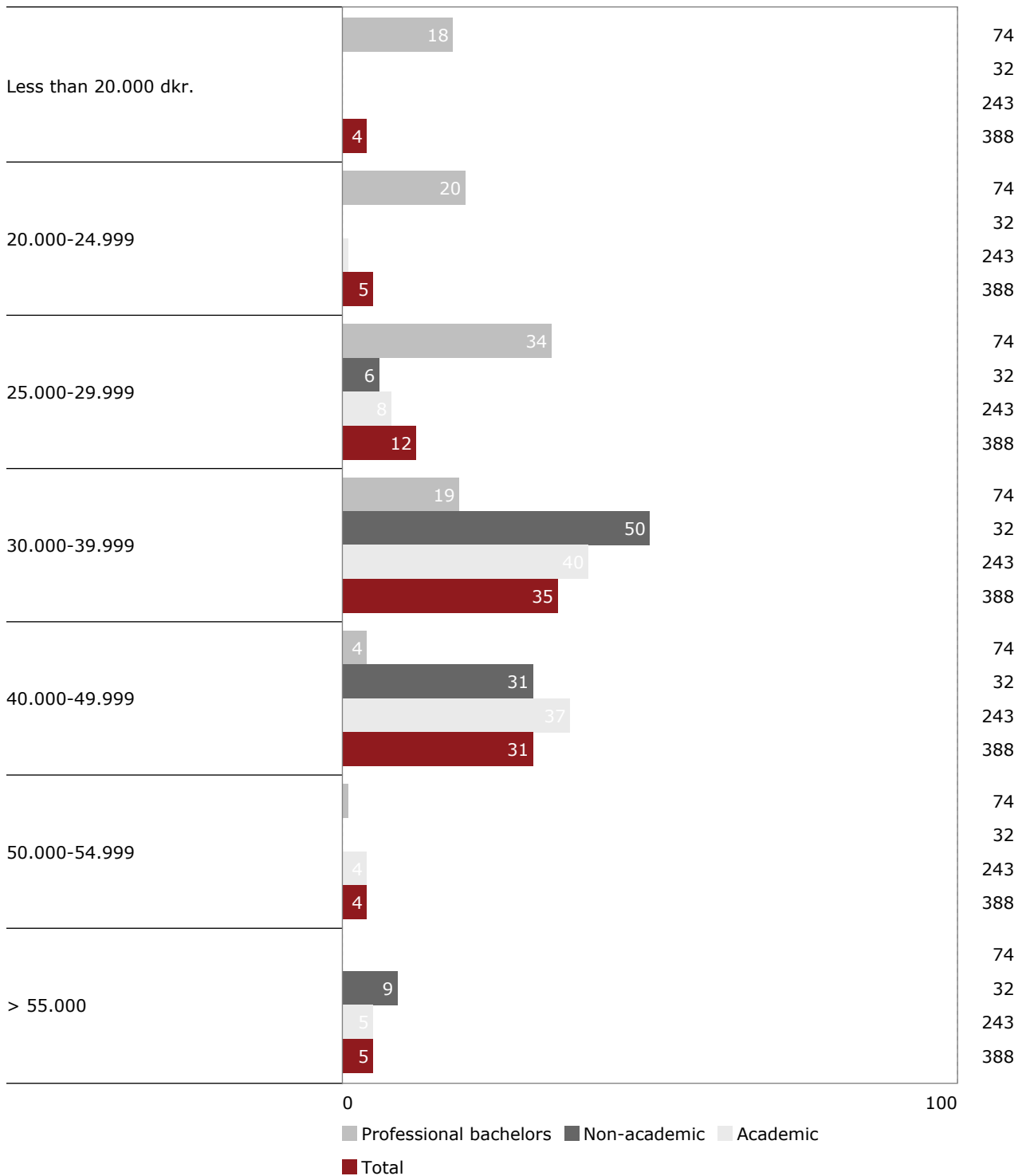
The total number of respondents is shown to the right of the figure.



### 3.1.8 Q.1.11. What is your monthly salary?

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

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

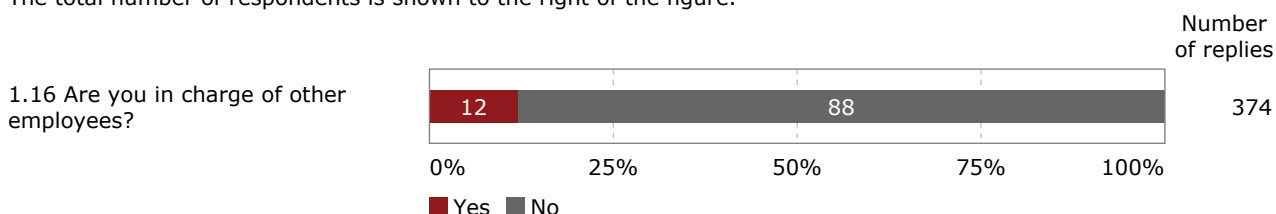


### 3.1.9 Q.1.16. Are you in charge of other employees?

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

The distribution is shown in percentages.

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



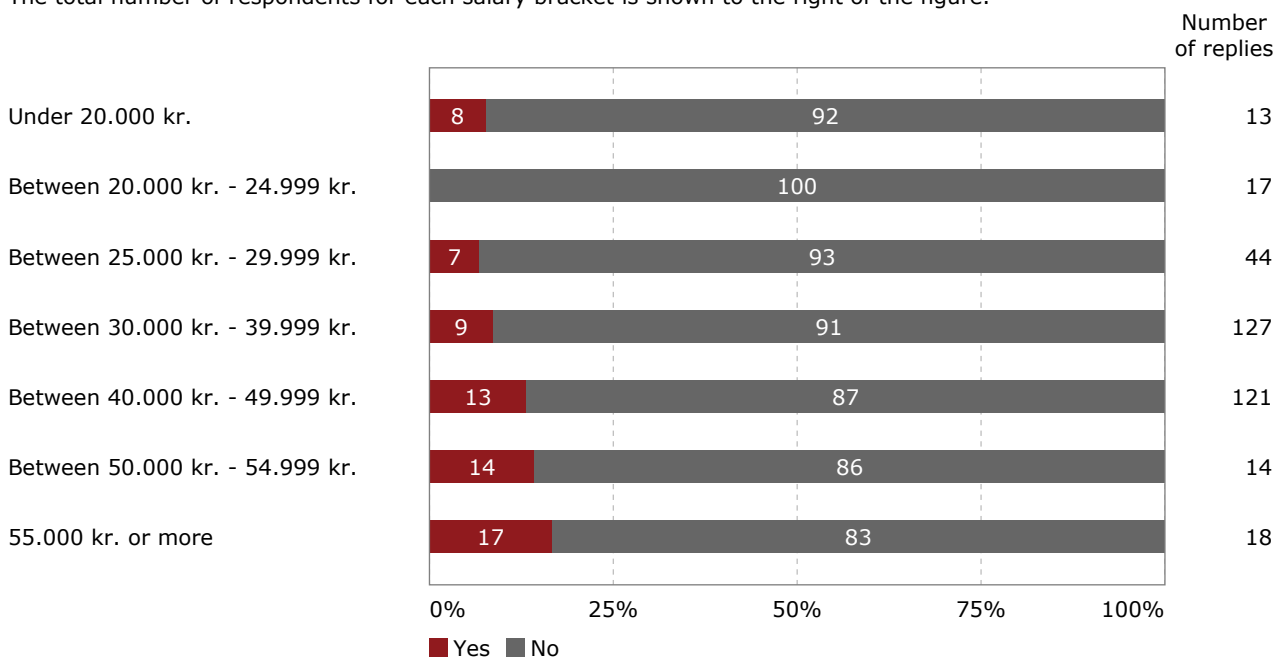
### 3.1.10 Q.1.16./Q.1.11. Are you in charge of other employees? by monthly salary

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

Results are only displayed for the relevant salary brackets.

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

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

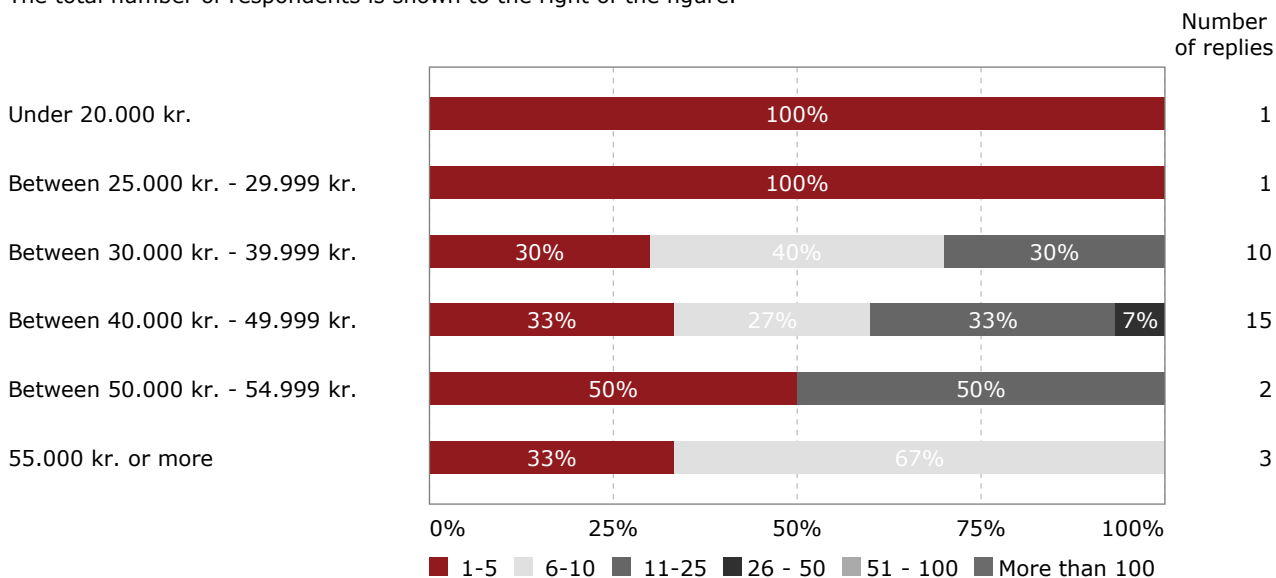


### 3.1.11 Q.1.17./Q.1.11. How many employees are you in charge of? by monthly salary

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

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

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



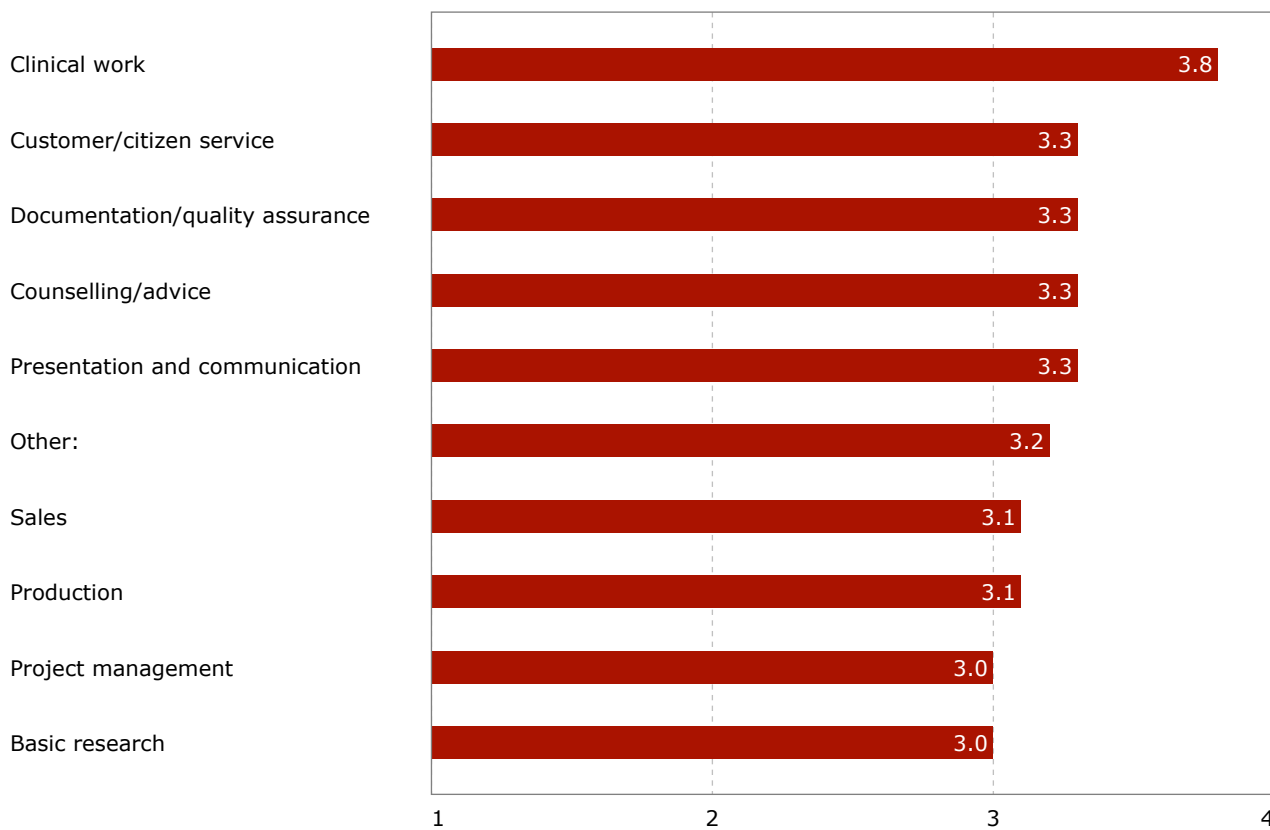
### 3.1.12 Q.1.18. Breakdown of your job functions. Top 10 over how much time the respondent spends on these job functions

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

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

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



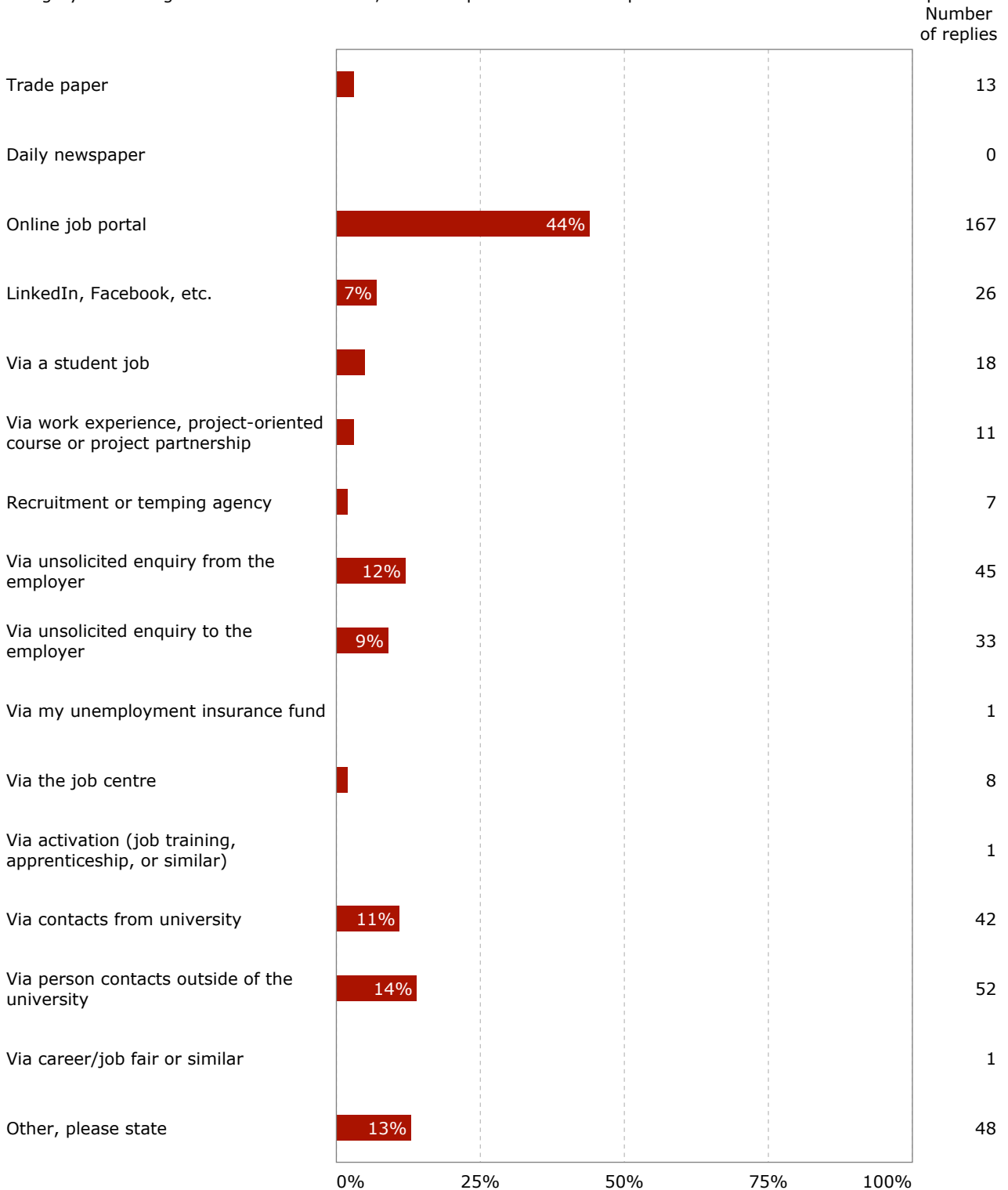


*Note: The response distribution on the specific questions is shown in appendix 6.*

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

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

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



### 3.2 Self-employed (including freelance)

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

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

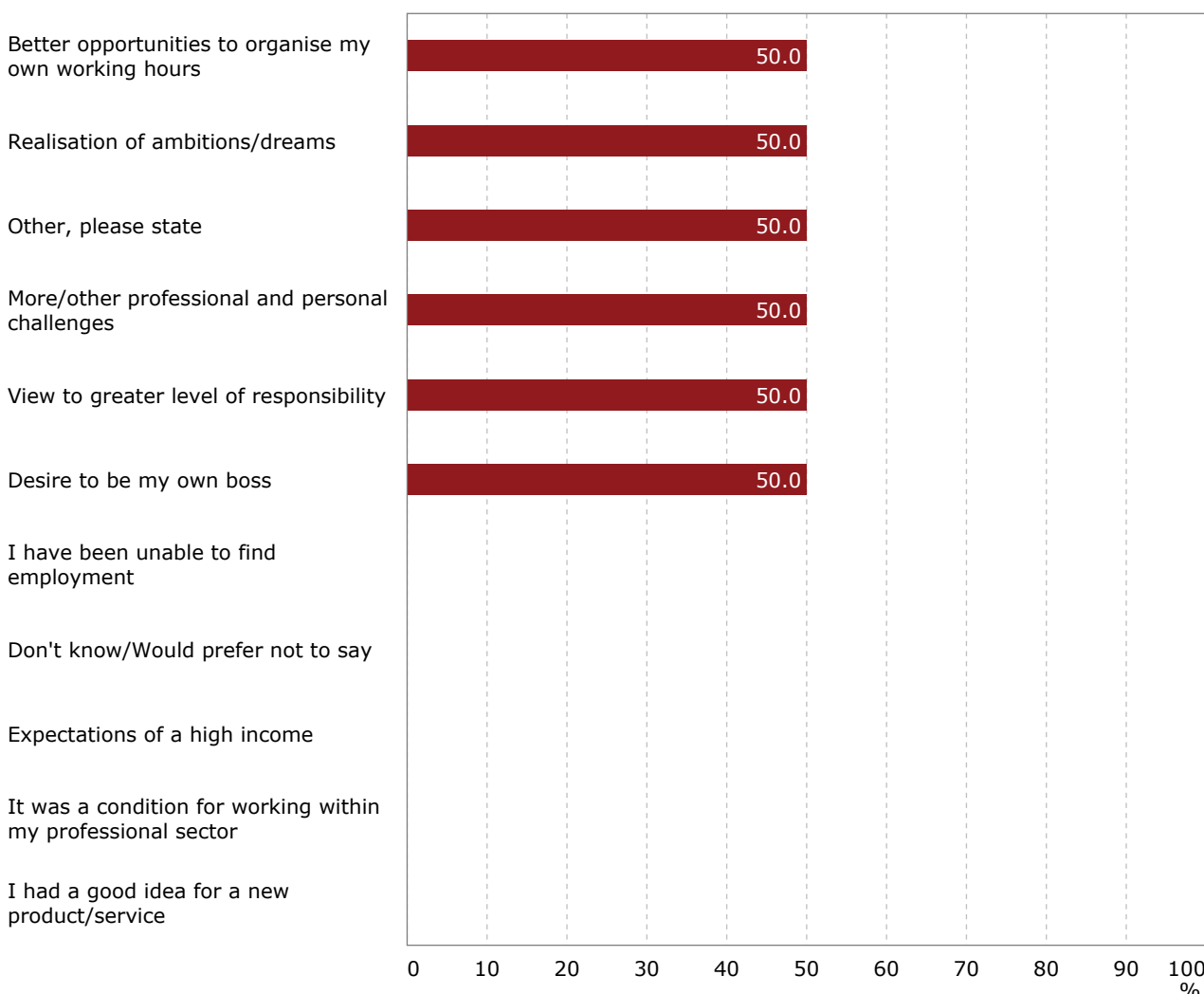
0 graduates have received financial support or advice to start up their business corresponding to 0 % of the self-employed graduates.

#### 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.



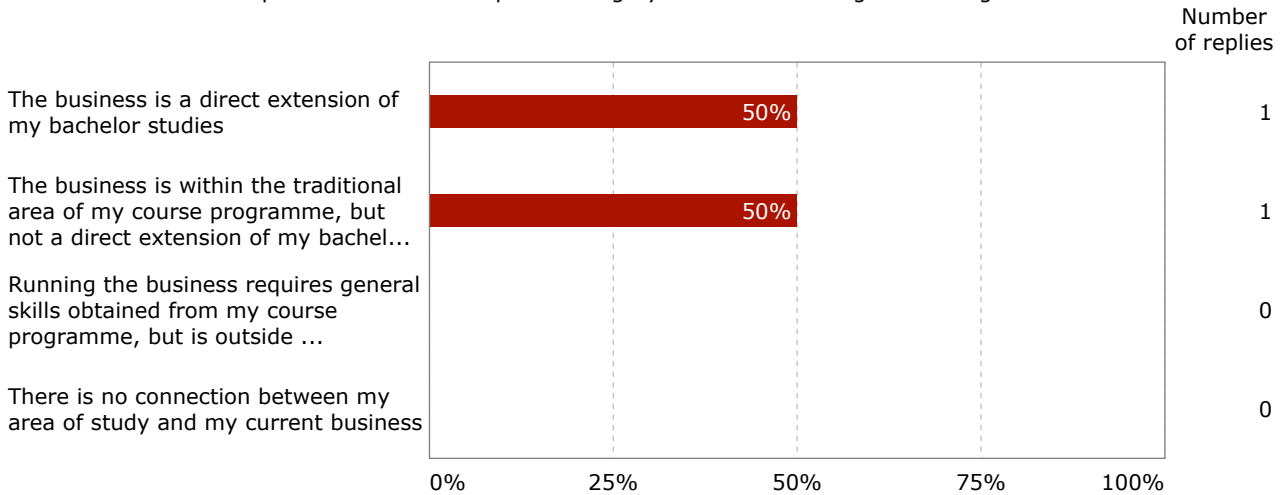
### 3.2.2 Q.1.26./Q.1.27. How would you describe the correlation between your studies and your own business?

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.

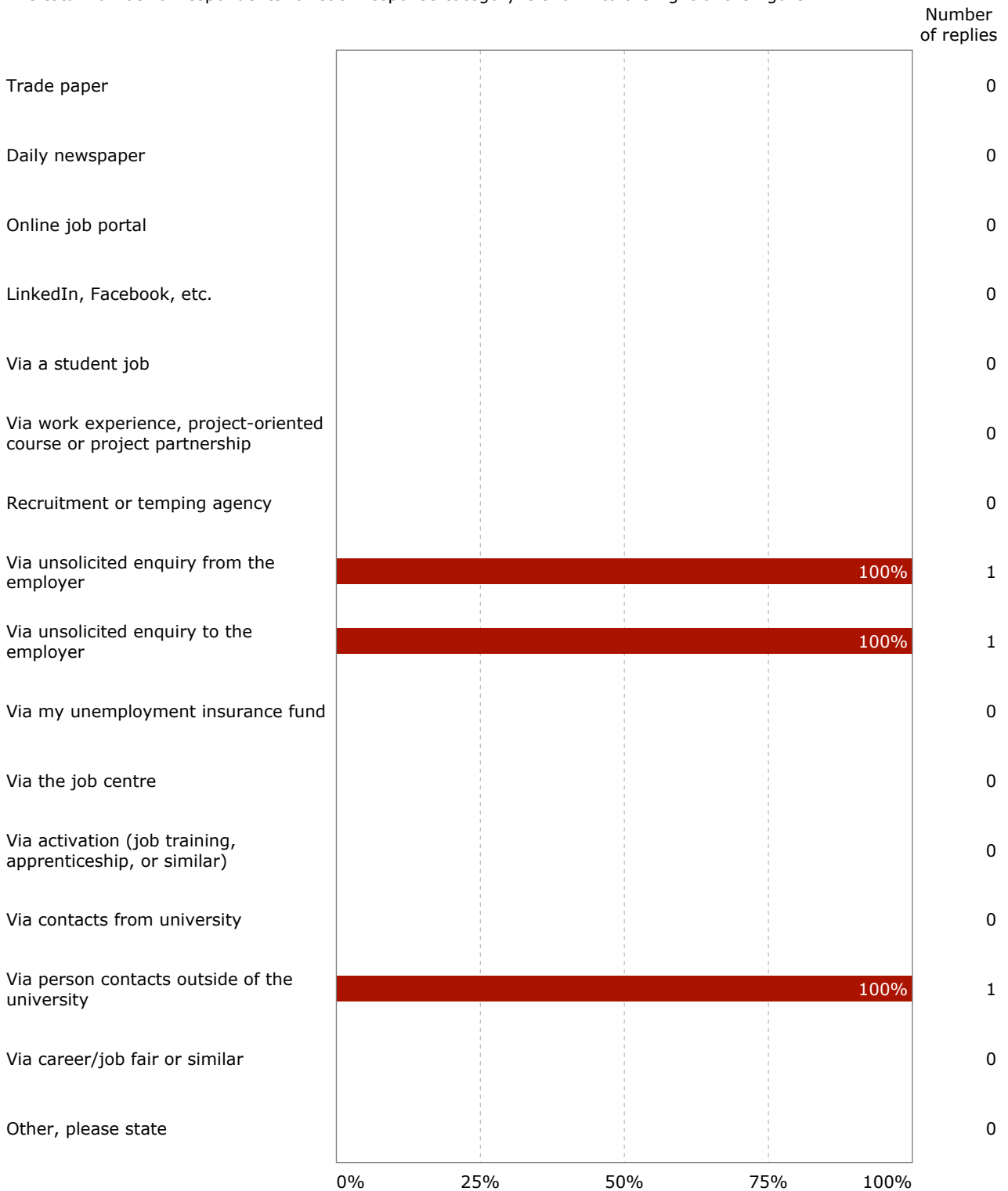


### 3.2.3 Q.1.28. How did you get the idea for your business?

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.

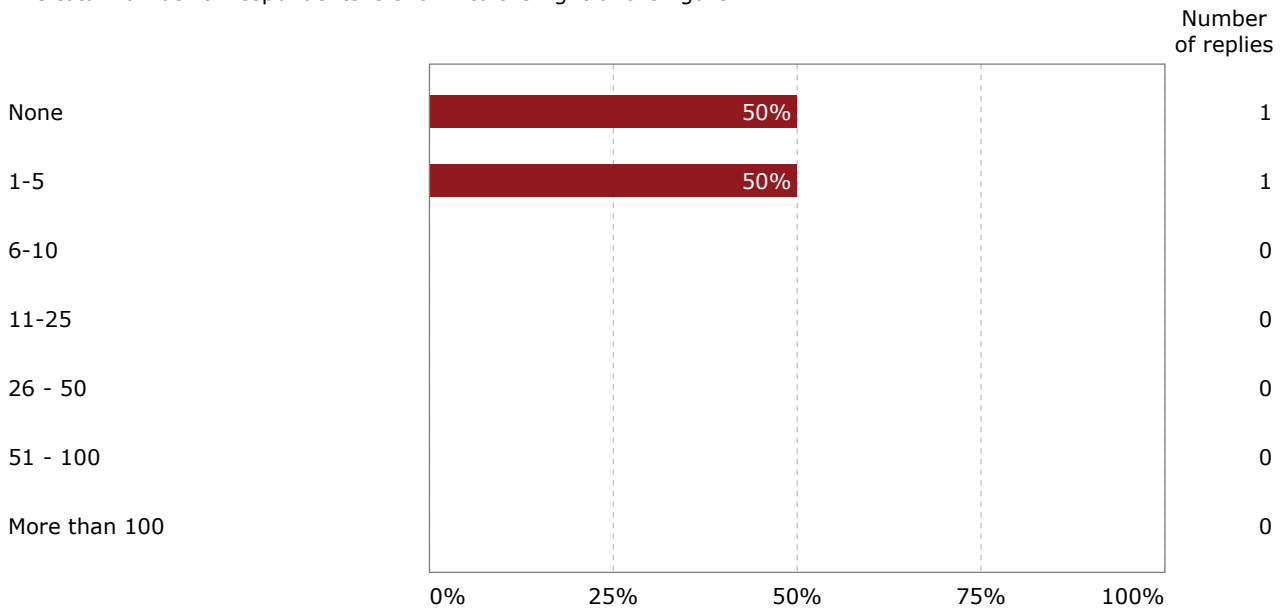


### 3.2.4 Q.1.29. How many people are employed in your company, besides yourself?

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

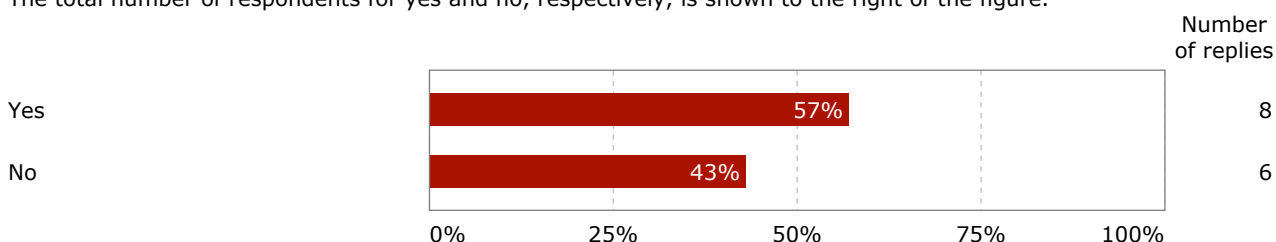
This section describes the job situation for the Master’s Candidatus graduates who answered the introductory Q.1.1 with “unemployed”.

#### 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.

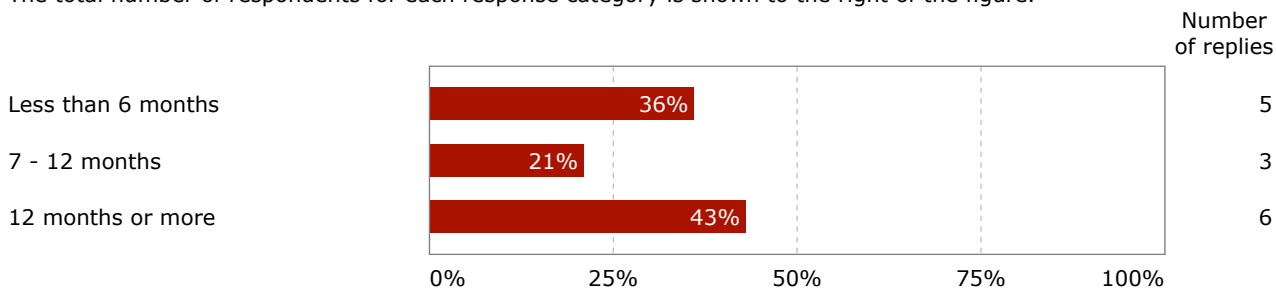


#### 3.3.2 Q.1.34. How long have you been unemployed (current period of unemployment)?

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.

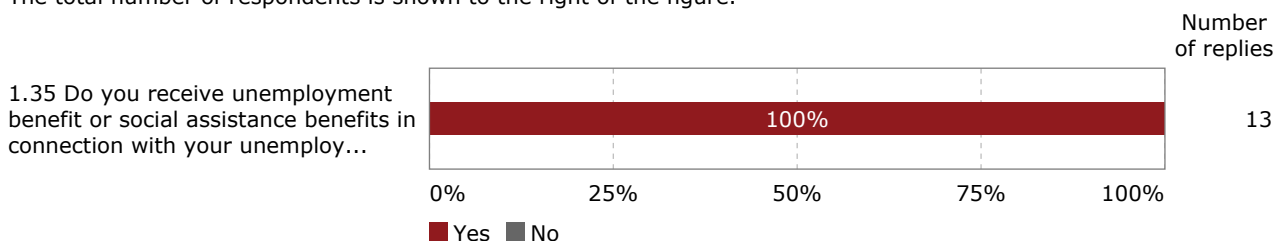


#### 3.3.3 Q.1.35. Do you receive unemployment benefits or social assistance benefits in connection with your unemployed status?

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.





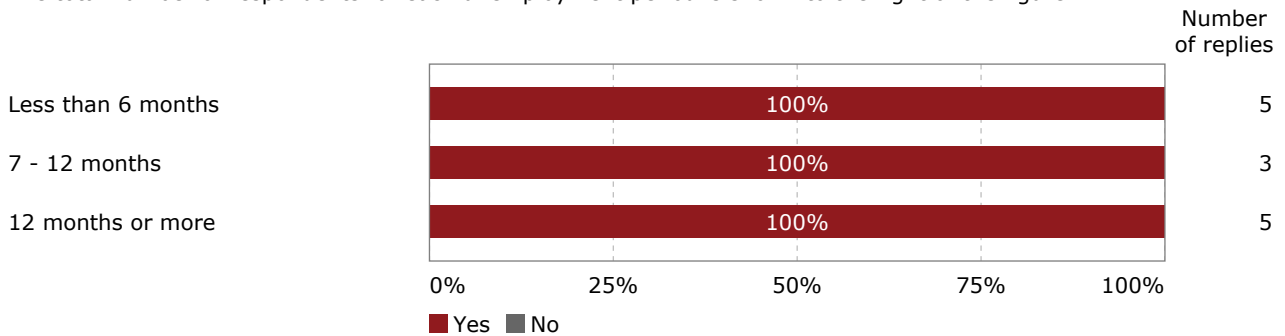


### 3.3.4 Q.1.34./Q.1.35 Do you receive unemployment benefits or social assistance benefits in connection with your unemployed status? by unemployment period

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.

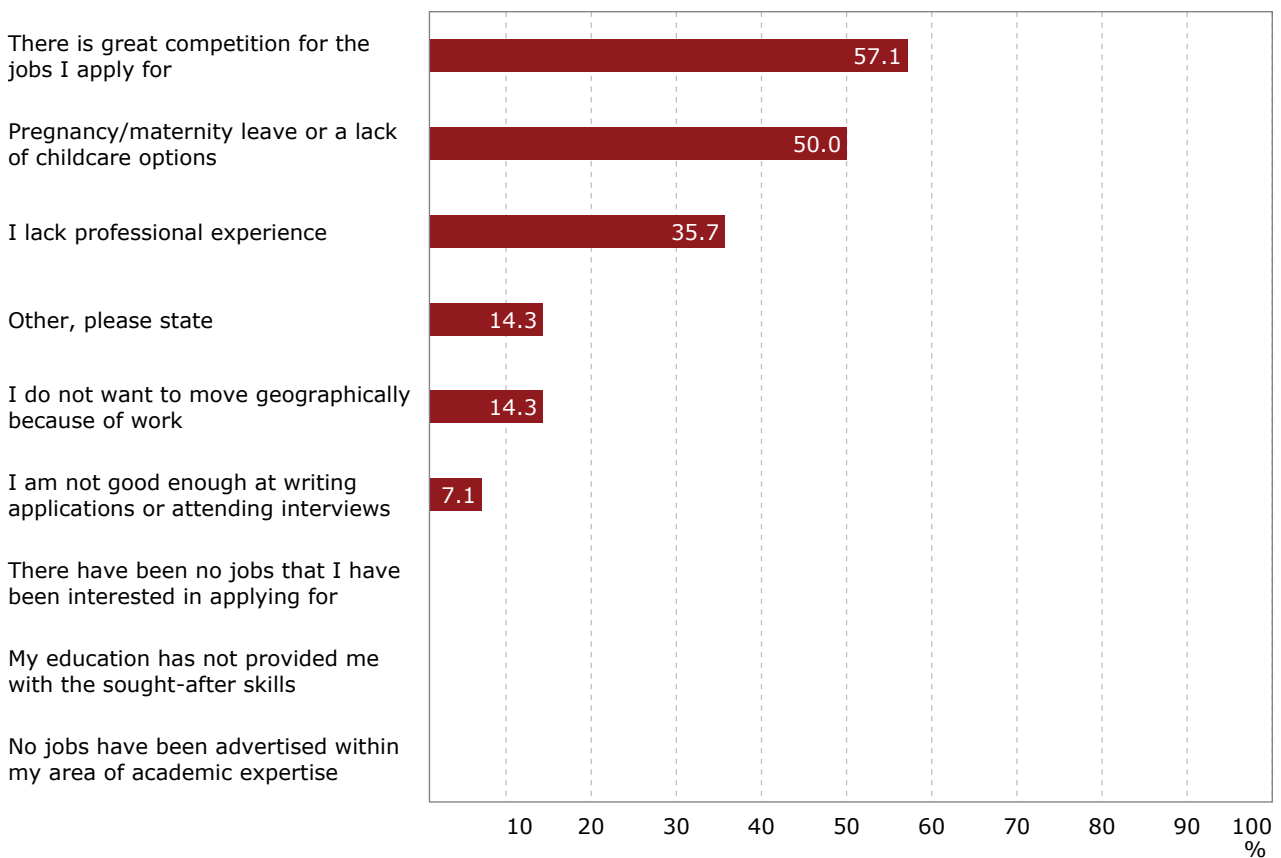
The total number of respondents for each unemployment period is shown to the right of the figure.



### 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.

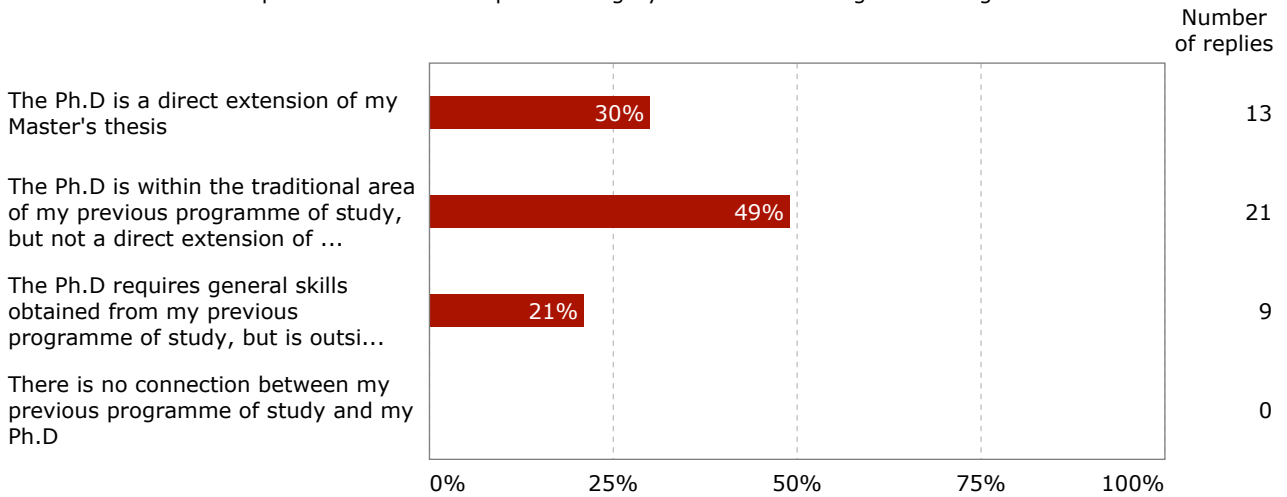
	ph.d.	Master's (Candidatus) programme	(Academic) Bachelor's degree	Professional bachelor degree	Other programme of study, please state	Other programme of study, please state
Antal svar	43	4	0	1	1	1
Pharmaceutical sciences - Aarhus University	2%					
Pharmaceutical sciences - University of Copenhagen	47%					
Pharmaceutical sciences - A university in another country than Denmark	5%					
Pharmaceutical sciences - Technical University of Denmark (DTU)	2%					
Pharmaceutical sciences - University of Copenhagen	12%					
Pharmaceutical sciences - A university in another country than Denmark	5%					
Dental Hygienist - Aalborg University						
Dental Hygienist - Copenhagen Business School						
Dental Hygienist - University of Copenhagen		100%				
Dental Hygienist - University of Southern Denmark						
Medicine - University of Copenhagen	23%					
Medicine - Roskilde University (RUC)	2%					
Medicine - A university in another country than Denmark	2%					
Orthodontics - Aarhus University				100%	100%	100%

### 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
Pharmaceutical sciences	11%	73%	16%	1%	190
Pharmaceutical sciences	25%	50%	25%	0%	16
Dental Hygienist	26%	66%	7%	1%	74
Medicine	41%	37%	22%	0%	27
Orthodontics	58%	41%	1%	0%	79

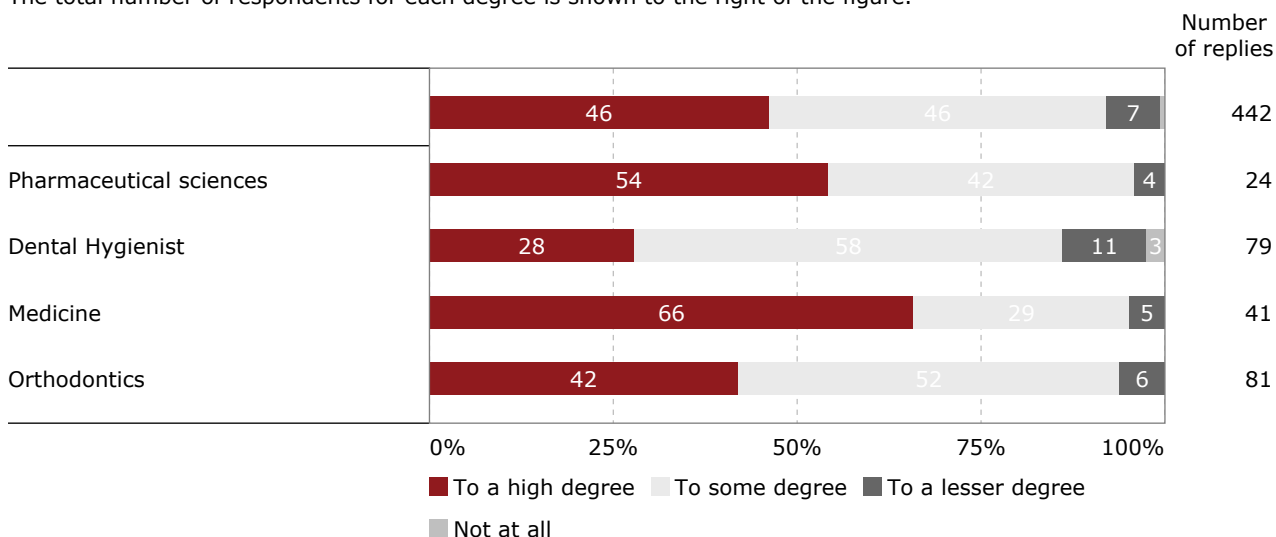
## 4.2 The ability of the study programme to prepare the graduates for working life

### 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.

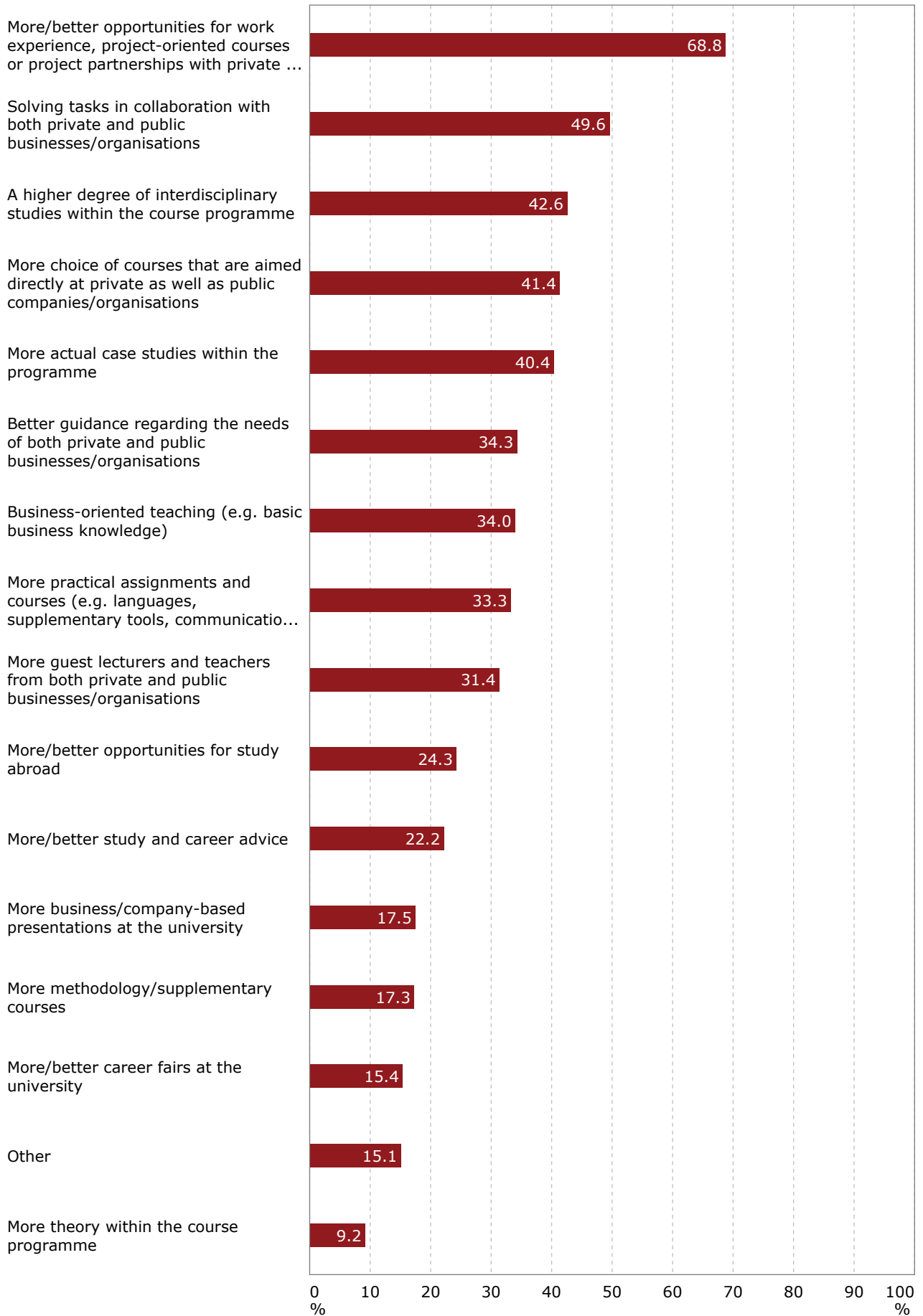


#### **4.2.2 Q.2.4. How do you think the University of Copenhagen could improve upon how it prepares graduates for the demands of the labour market?**

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.

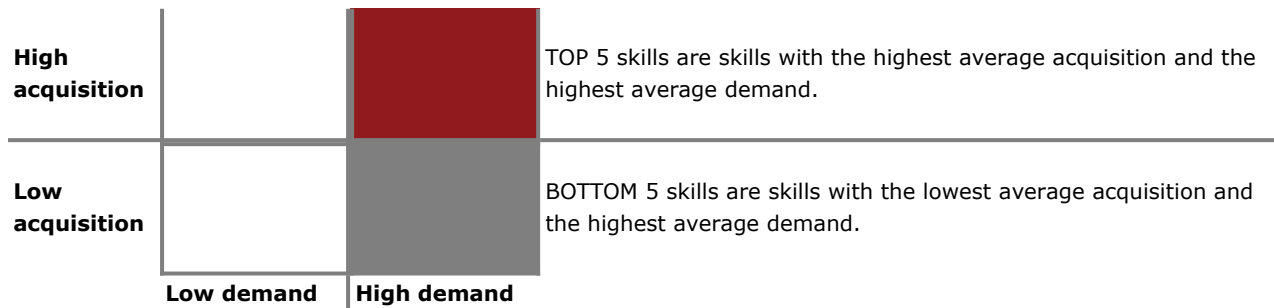
The figure shows what percentage of the Masters Candidatus/Professional Bachelors that have chosen the specific category.

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

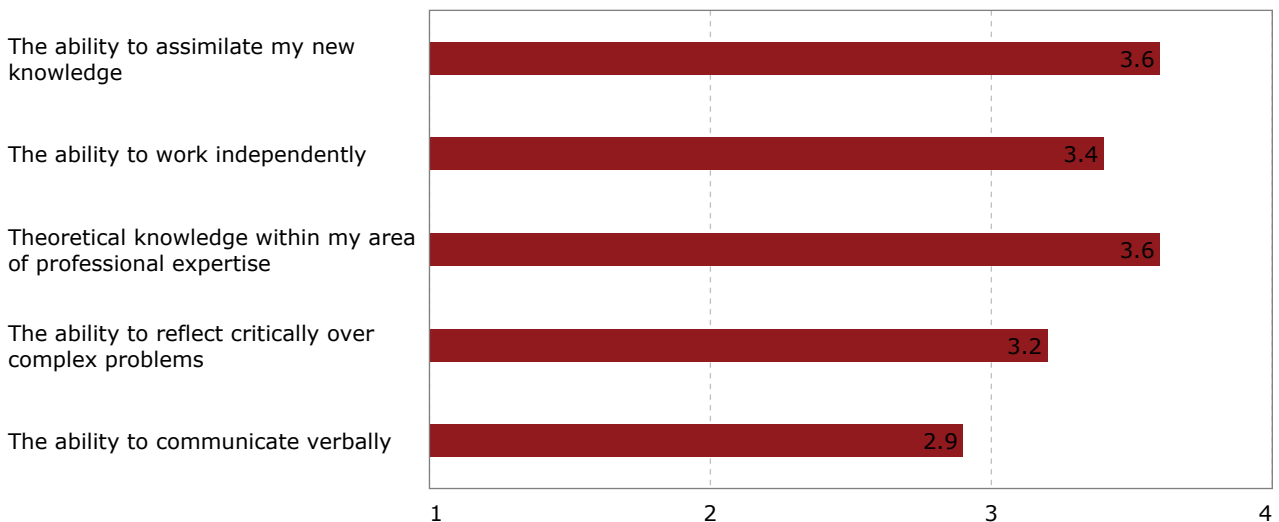
The figure shows the labour market demanded skills from question Q.2.3. out the x-axis and acquired skills from question Q.2.2. up the y-axis.



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

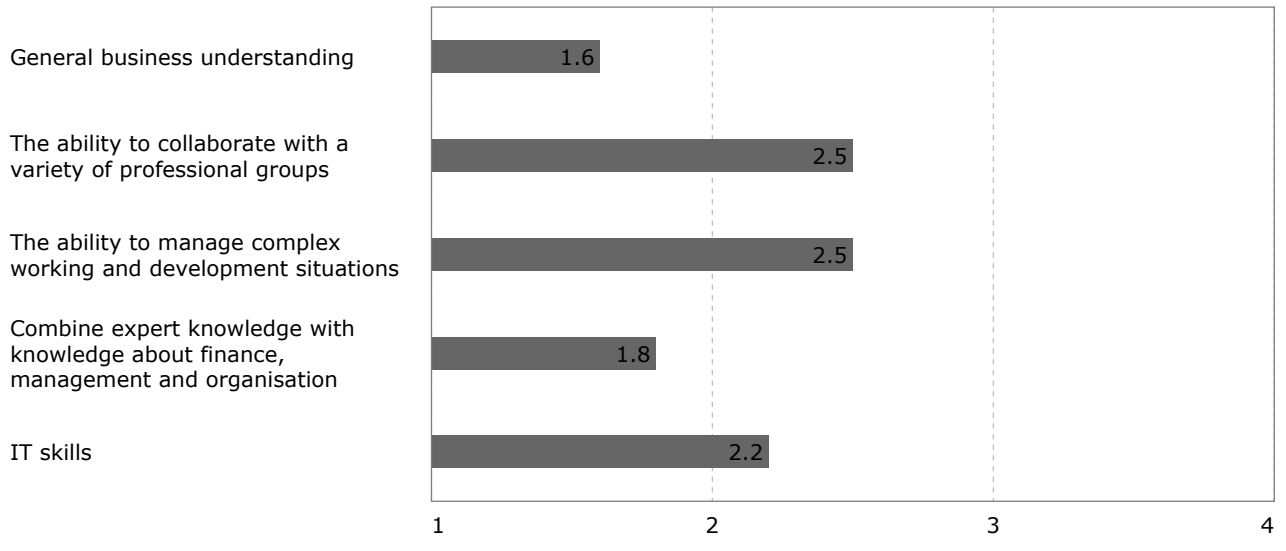
Figure 1 for question Q.2.2. shows the 5 skills the Masters Candidatus/Professional Bachelors feel they have acquired to the highest degree through their programme of study and that they think the labour market to the highest degree demands. The responses for each skill are displayed with a bar.



#### 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.

	Professional bachelors	Masters Candidatus
I got the job before completing my studies	20%	35%
0 - 3 months	38%	41%
4 - 6 months	22%	16%
7 - 12 months	14%	5%
More than 12 months	6%	2%
Number of replies	69	344

#### 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.

	Professional bachelors	Masters Candidatus
Before starting your Master's (Candidatus) thesis/final project or exam	15%	8%
Before delivering your Master's (Candidatus) thesis/final project or exam	12%	41%
After delivering your Master's (Candidatus) thesis/final project	20%	15%
After passing your Master's (Candidatus) thesis/final project or exam	52%	36%
Number of replies	65	328

**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?**

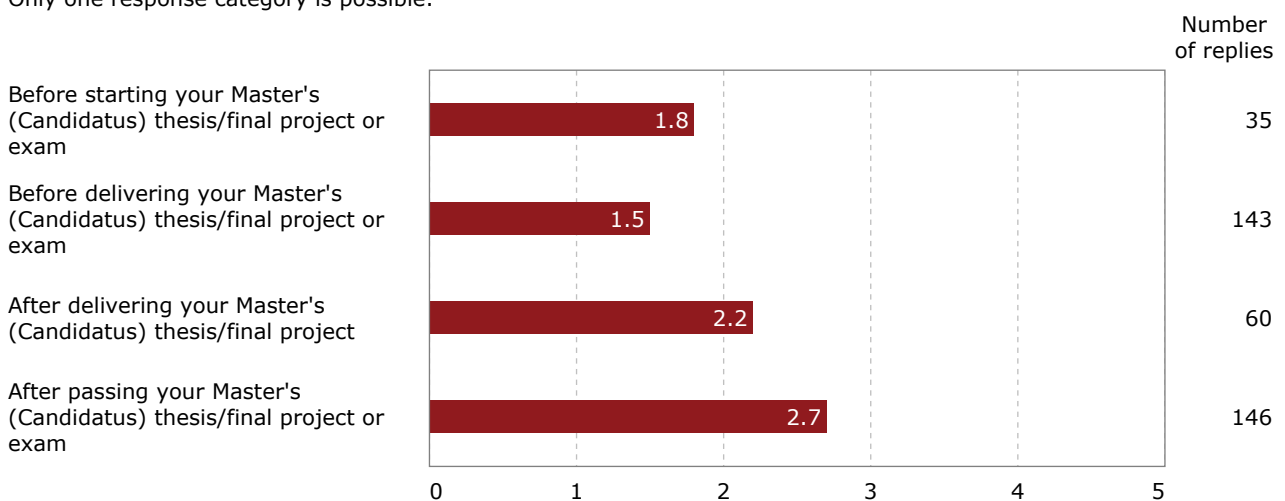
The figure for question Q.3.1. distributed on Q.3.19. shows the average scores on Q.3.1. for the Masters Candidatus/Professional Bachelors, distributed on response categories of when they actively started looking for a job.

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.

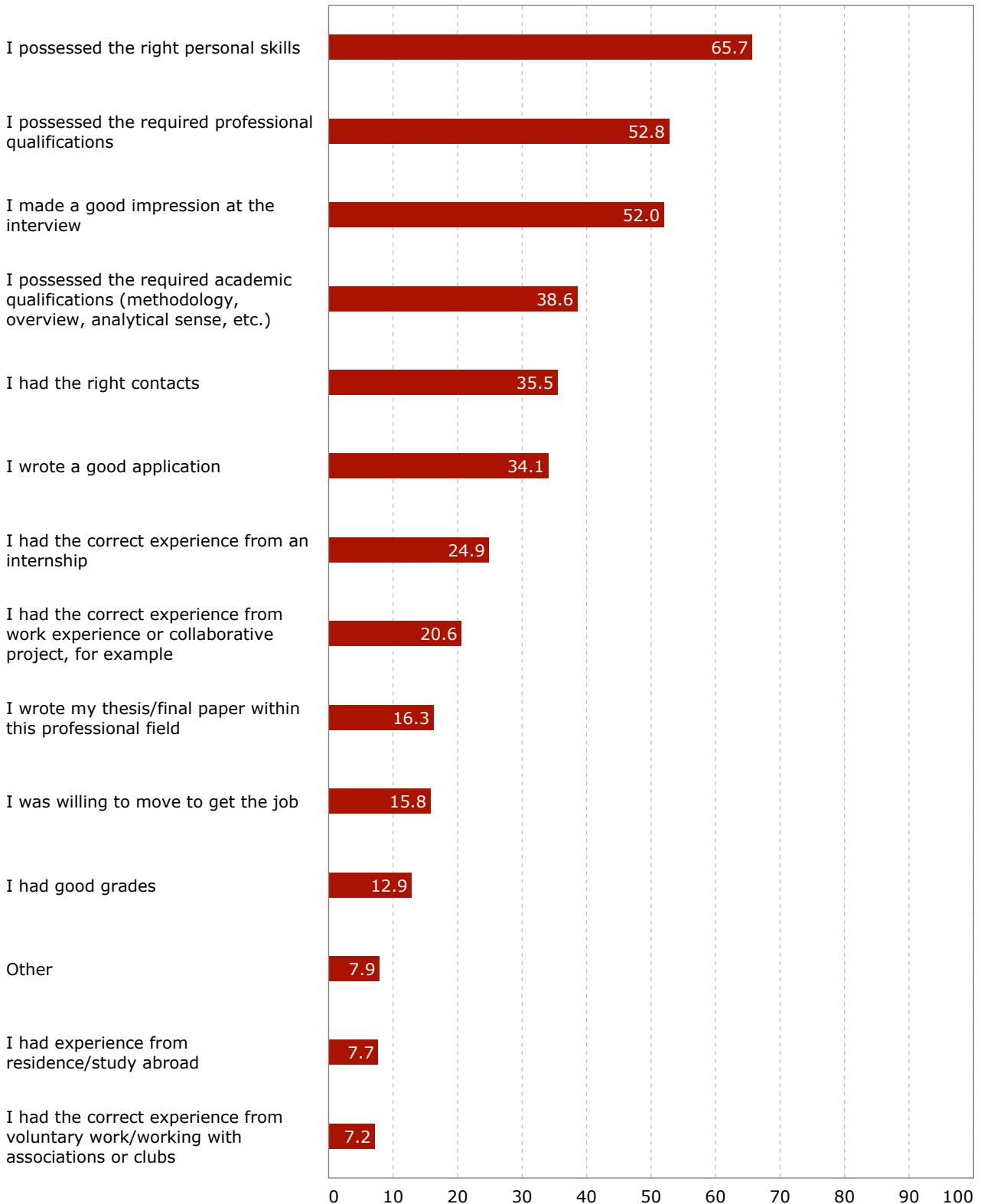


### 5.1.4 Q.3.2. What do you believe was the primary reason that you got your first job (including job with wage subsidies)?

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.

	Professional bachelors	Masters Candidatus
Yes	55%	84%
No	45%	16%
Number of replies	74	346

### 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.

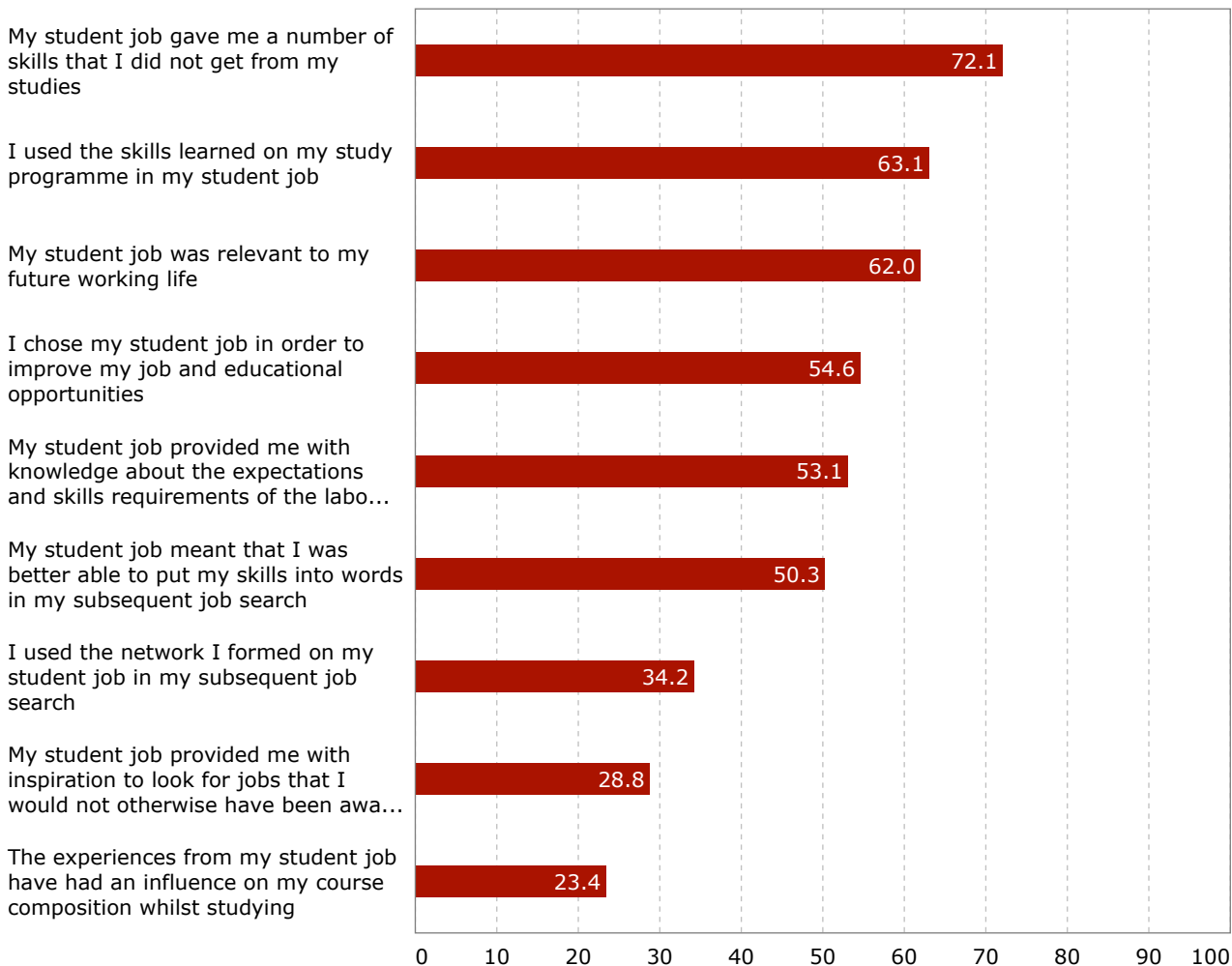
The number divided between the two response categories of yes and no is shown in percentage.

	Professional bachelors	Masters Candidatus
Yes	13%	24%
No	88%	76%
Number of replies	40	286

### 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.

	Professional bachelors	Masters Candidatus
Yes	31%	22%
No	69%	78%
Number of replies	72	342

### 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.

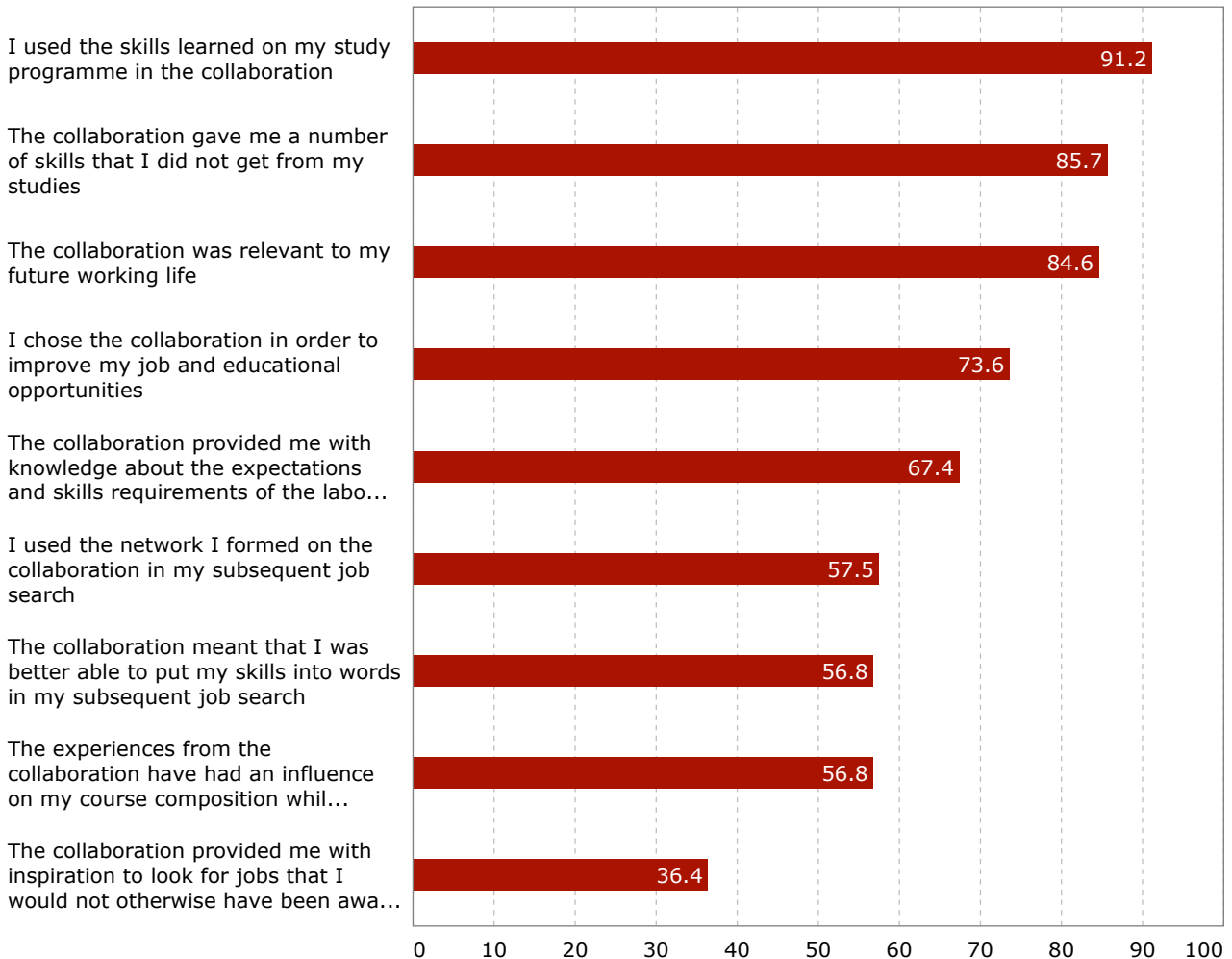
	Professional bachelors	Masters Candidatus
Yes	19%	35%
No	81%	65%
Number of replies	21	75

### 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.

	Professional bachelors	Masters Candidatus
Yes	22%	20%
No	78%	80%
Number of replies	73	342

### 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.

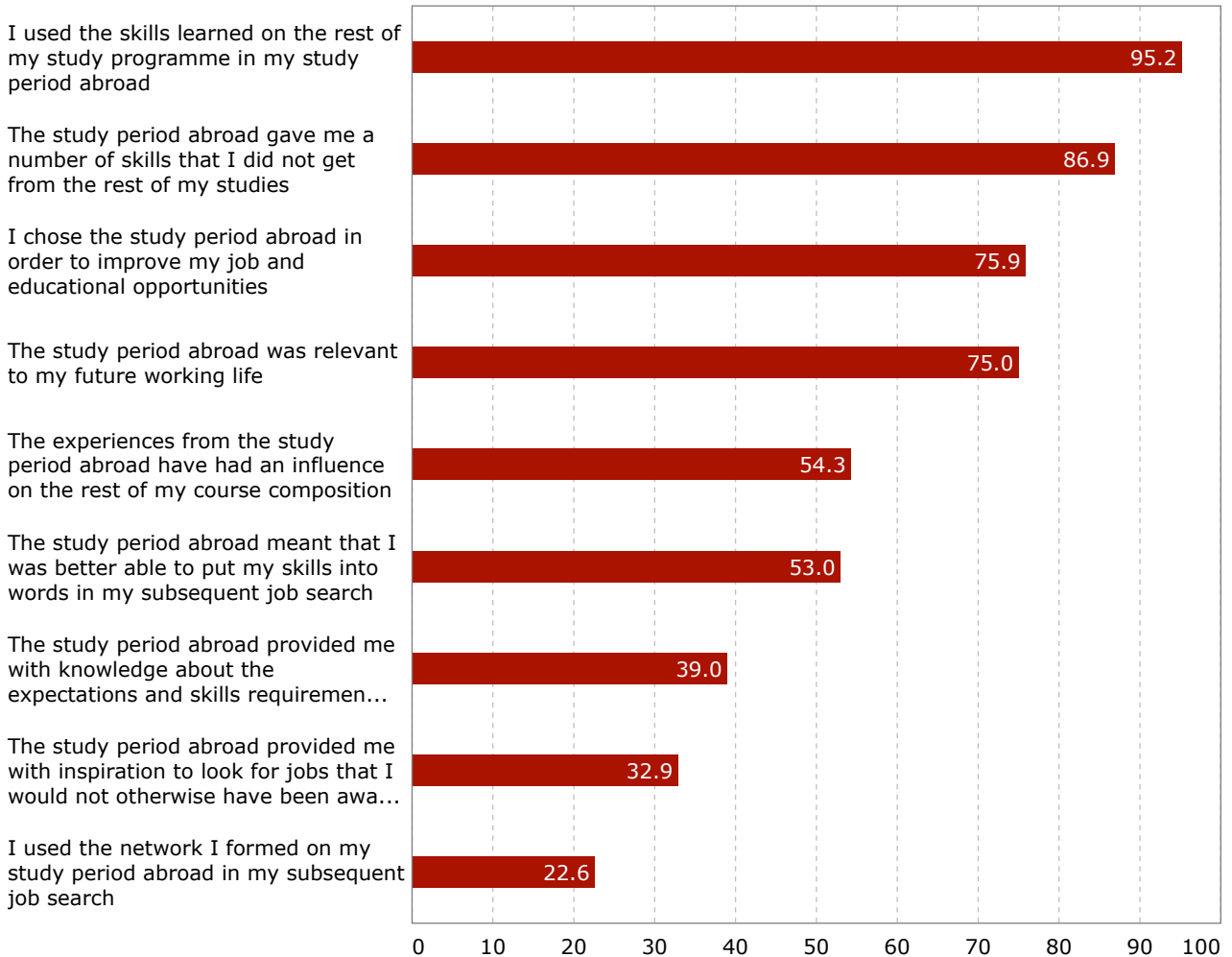
The number divided between the two response categories of yes and no is shown in percentage.

	Professional bachelors	Masters Candidatus
Yes	33%	55%
No	67%	45%
Number of replies	15	67

### 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.

	Professional bachelors	Masters Candidatus
Yes	24%	37%
No	76%	63%
Number of replies	72	341

### 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.

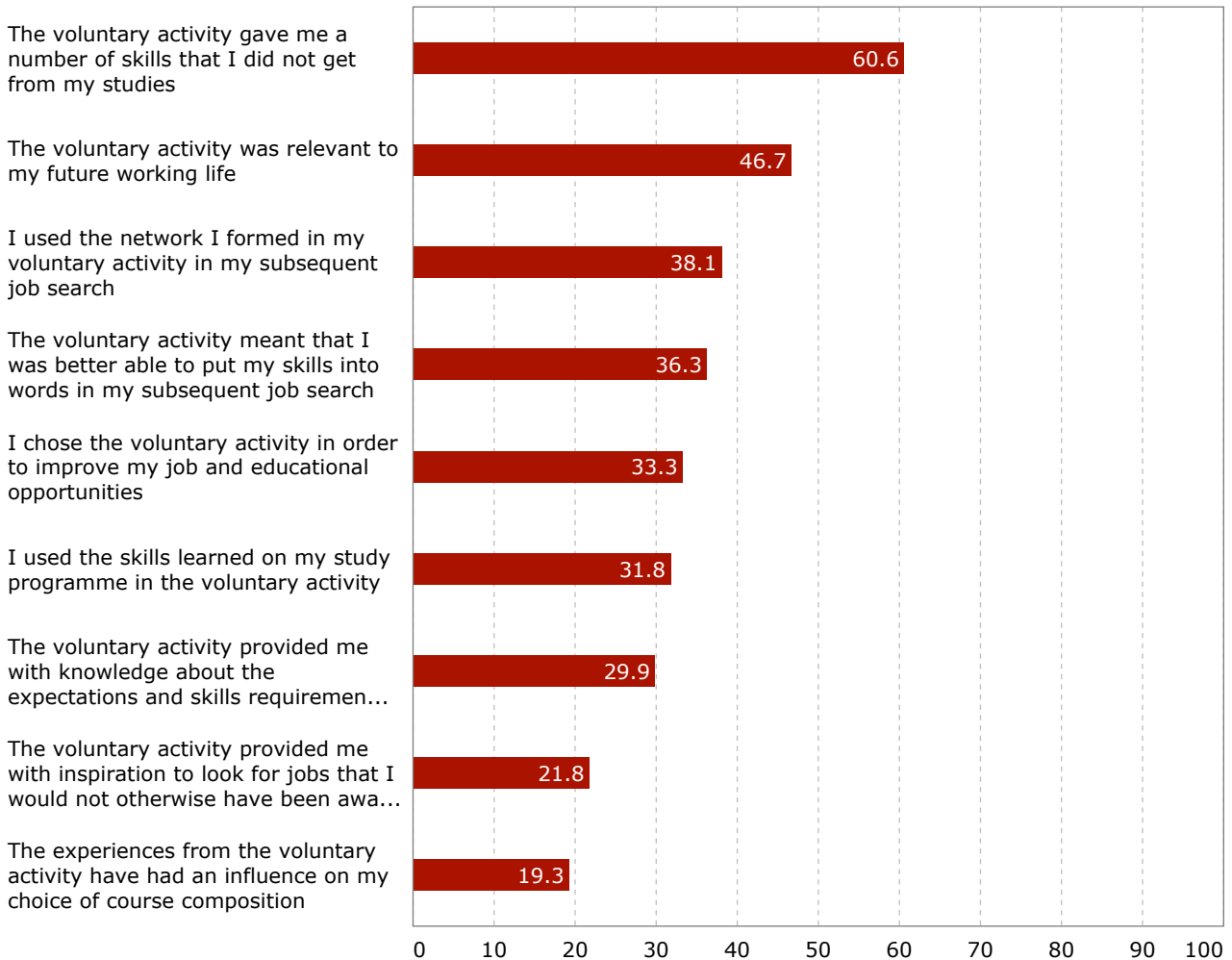
The number divided between the two response categories of yes and no is shown in percentage.

	Professional bachelors	Masters Candidatus
Yes	43%	51%
No	57%	49%
Number of replies	14	120

### 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.



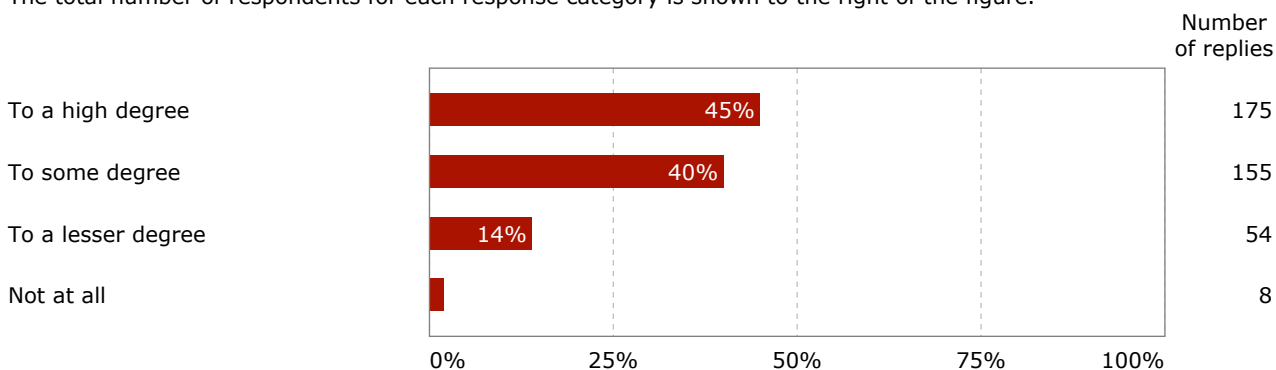
## 6 Master's Candidatus/Professional bachelor's assessment of the program compared with their own expectations

### 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.

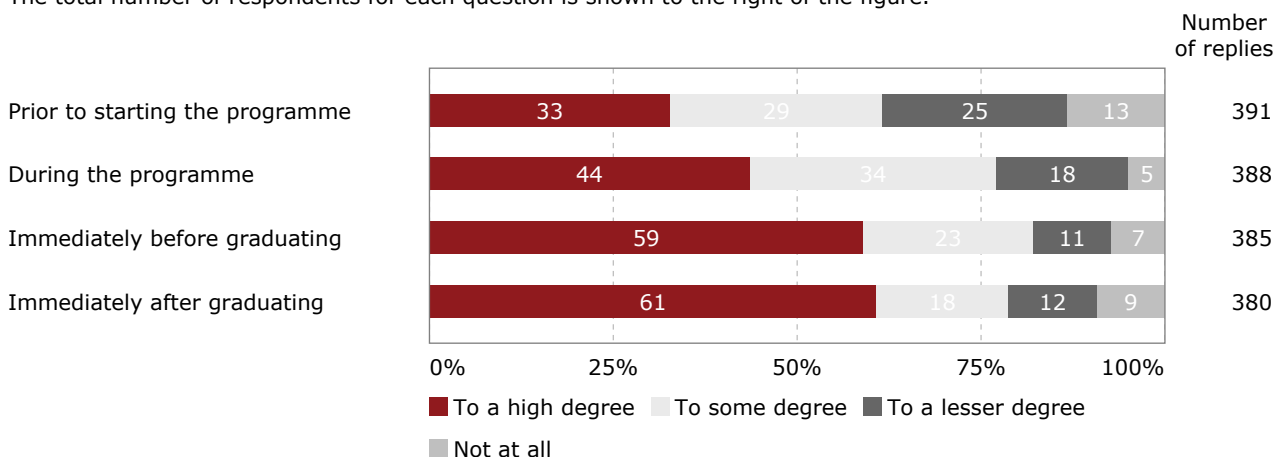


### 6.2 Q.3.16./3.16.X. When and to what degree did you consider to what kind of job your Master Candidatus/Professional Bachelor programme would lead?

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>Professional bachelors</b>	<b>Masters Candidatus</b>
Yes, once	20%	14%
Yes, several times	22%	35%
No	58%	51%
Number of replies	60	220

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

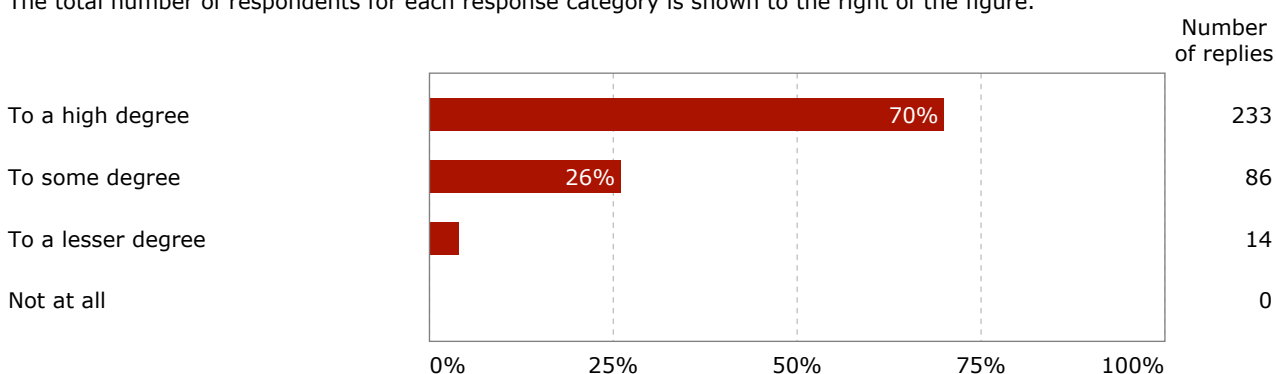
### 7.1 The level of teaching in relation to the entry requirements

#### 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	85%
Bachelor degree from Aalborg University	0%
Bachelor degree from Aarhus University	0%
Bachelor degree from Copenhagen Business School	0%
Bachelor degree from Technical University of Denmark (DTU)	0%
Bachelor degree from IT University of Copenhagen	0%
Bachelor degree from Roskilde University (RUC)	0%
Bachelor degree from University of Southern Denmark	0%
I have a bachelor degree from a university in another country	0%
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	6%
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	1%
A professional Bachelor's degree from University College South Denmark	0%
A professional Bachelor's degree from VIA University College	0%
Other	6%
Number of replies	344

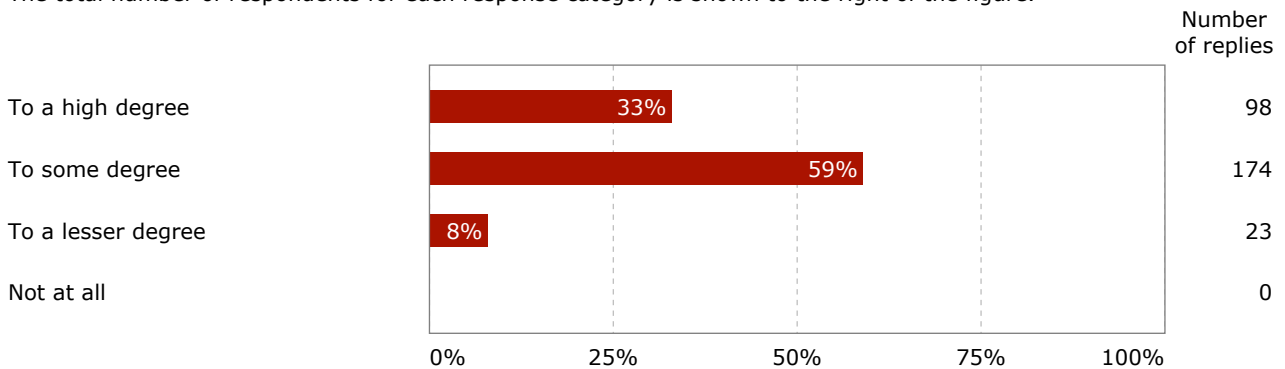
Note: A list of the Master Candidatus students' qualifying bachelor exams from University of Copenhagen is shown in appendix 7.

### 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.



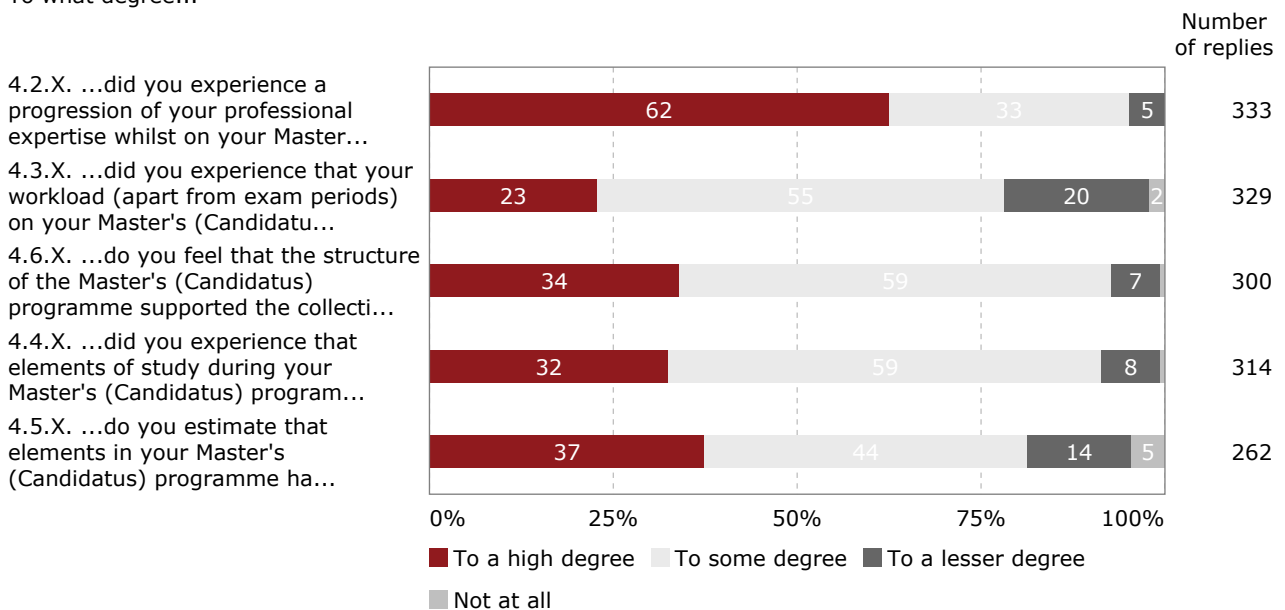
### 7.2 Specifics about the Master's Candidatus program

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...





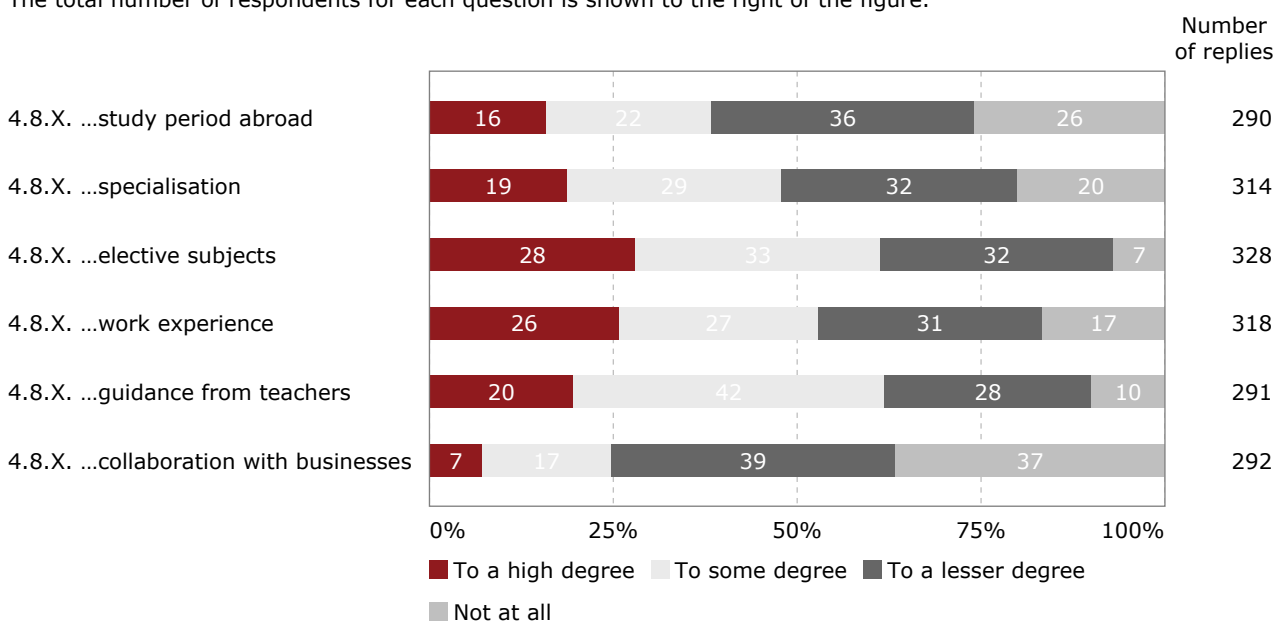
## 7.3 The graduates assessment of the opportunities for study abroad, internship etc. without extensions

### 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.



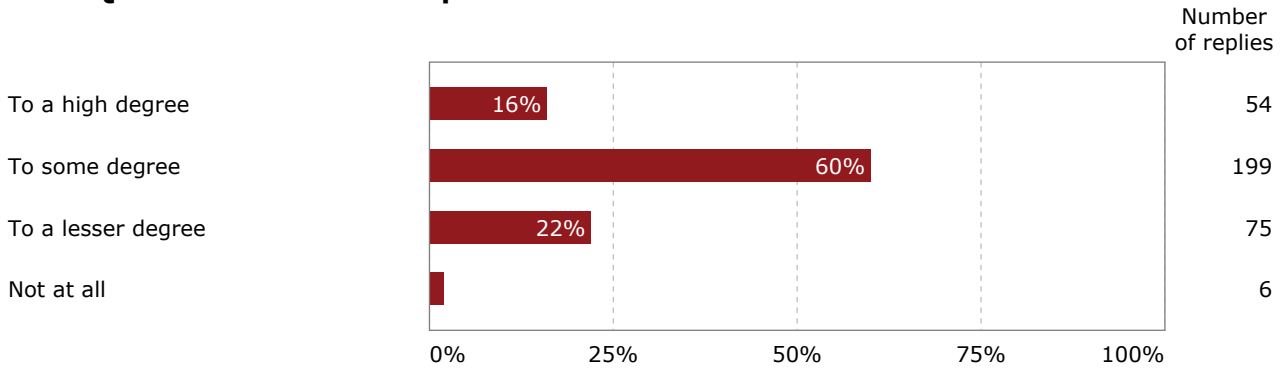
## 7.4 The teacher's professional and educational expertise

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

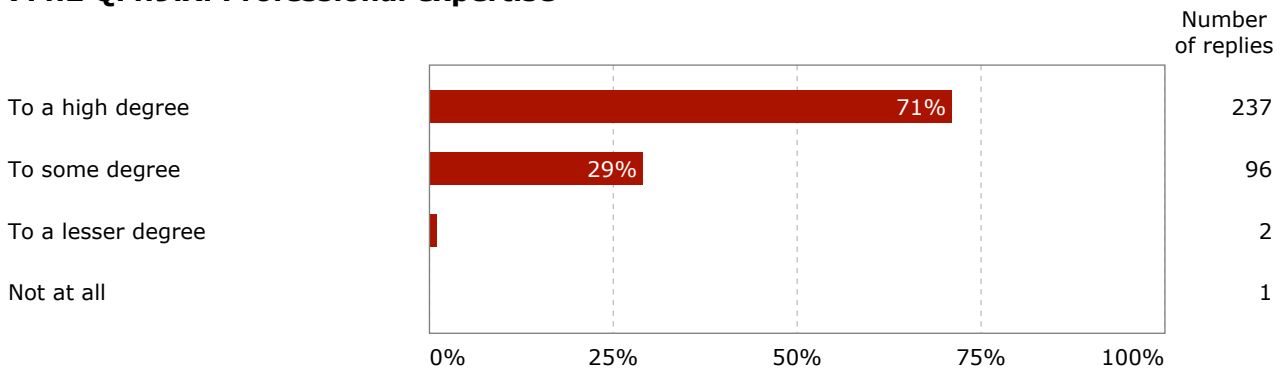
The distribution is shown as a percentage.

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

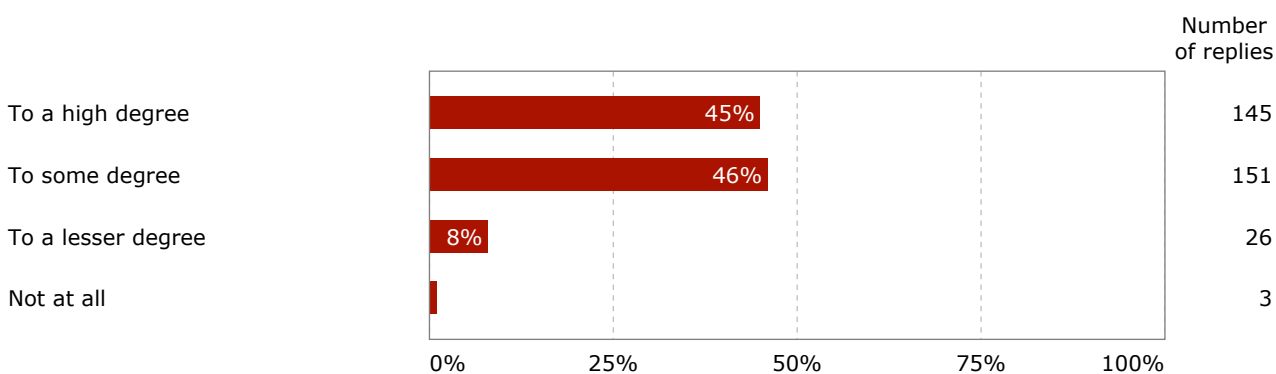
### 8.1 The level of teaching in relation to the entry requirements

#### 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.

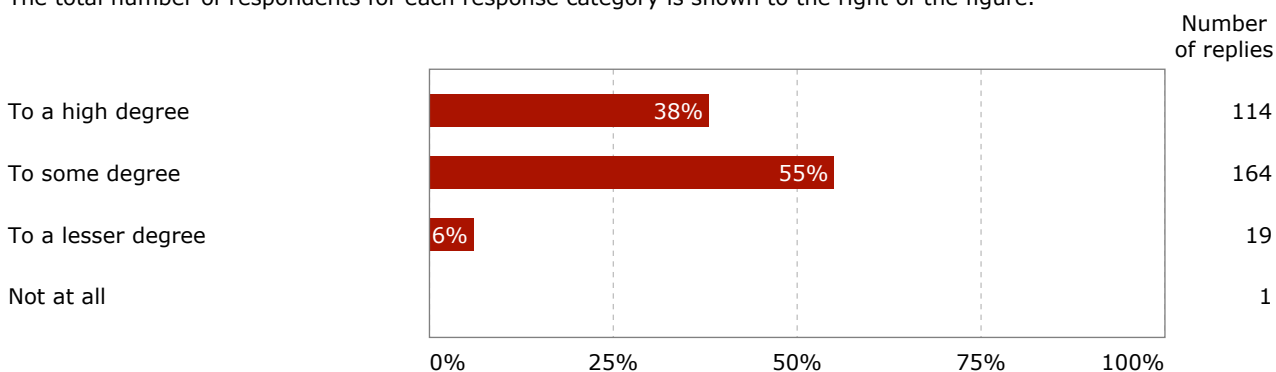


#### 8.1.2 Q.4.7. To what degree do you feel that all the elements of the Bachelor/professional Bachelor programme have contributed to the collective goals of the teaching offer?

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.



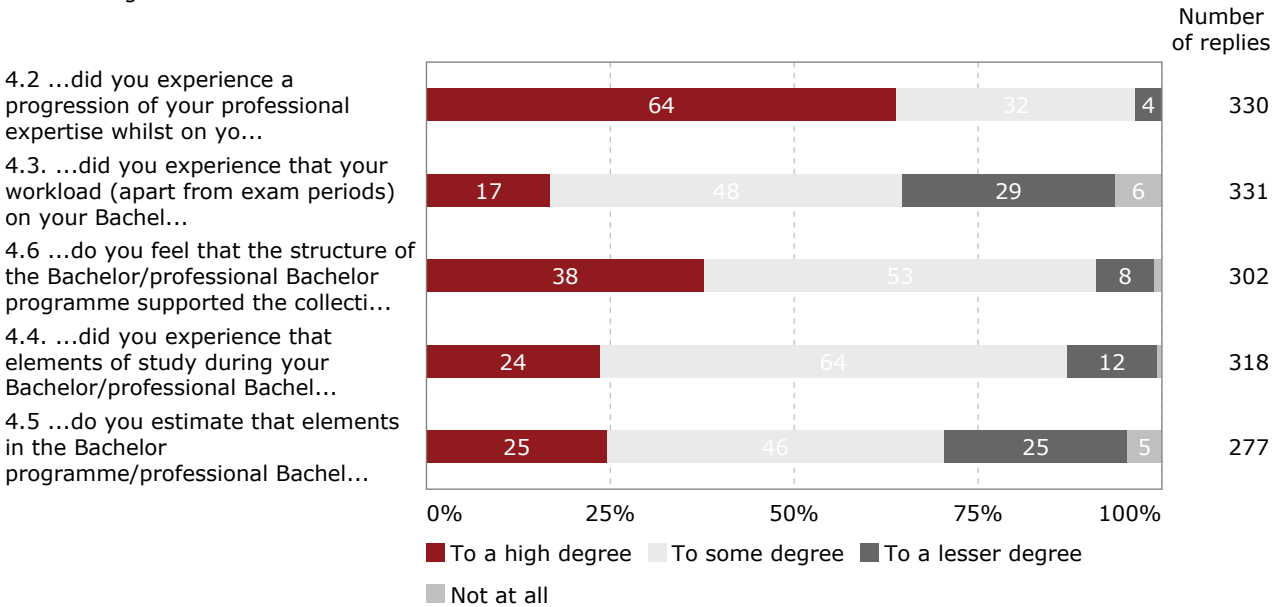
## 8.2 Specifics about the bachelor programme

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...



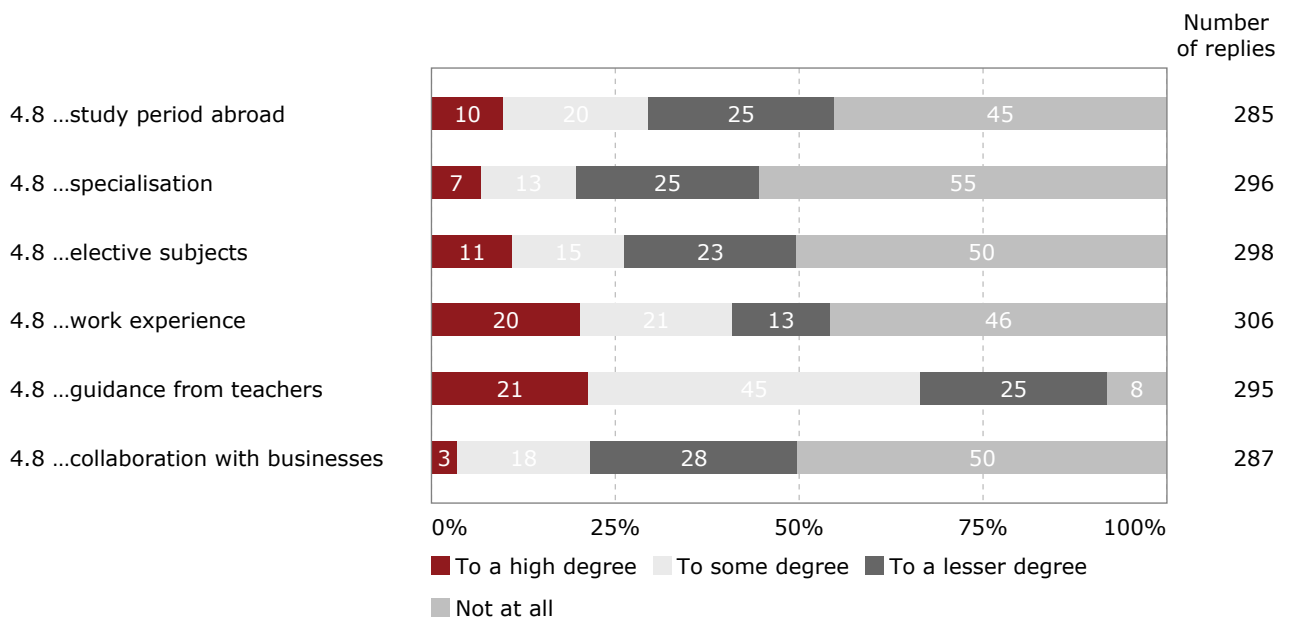
## 8.3 The graduates assessment of the opportunities for study abroad, internship etc. without extensions

### 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.



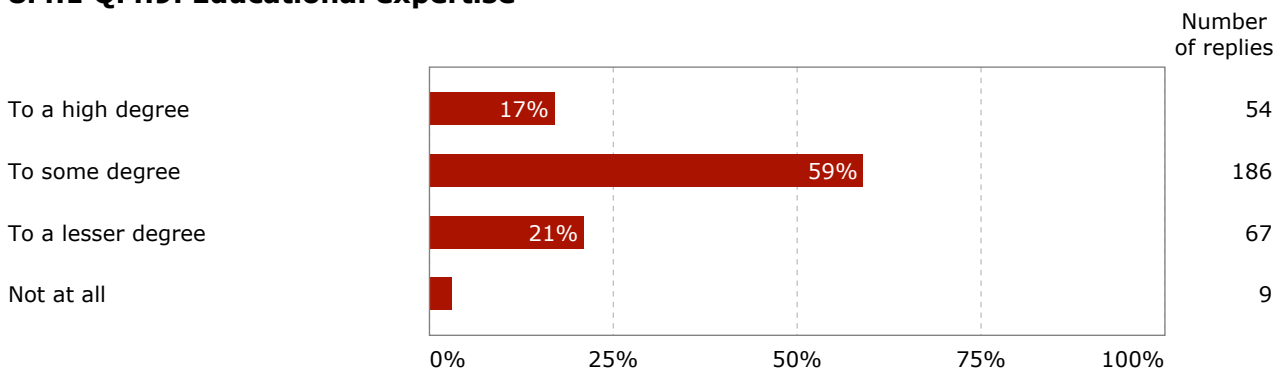
## 8.4 The teachers' professional and educational expertise

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

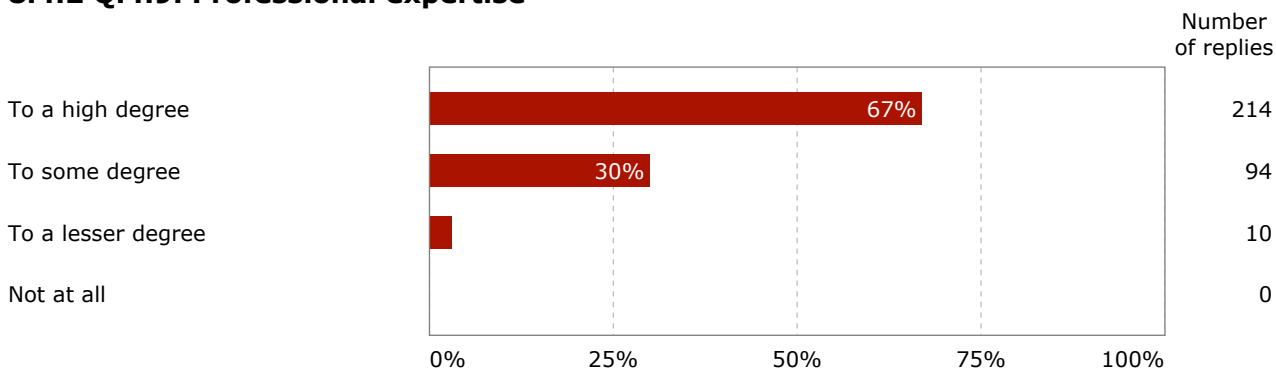
The distribution is shown as a percentage.

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

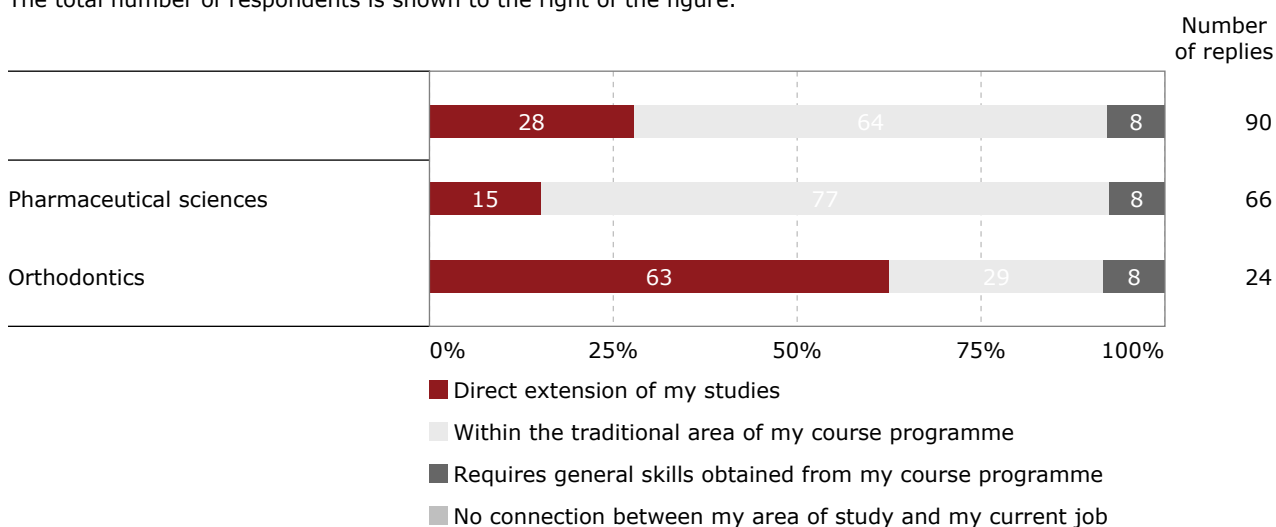
Employed bachelors, covers graduates in work, self-employed, unemployed or in full-time education.

#### 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.

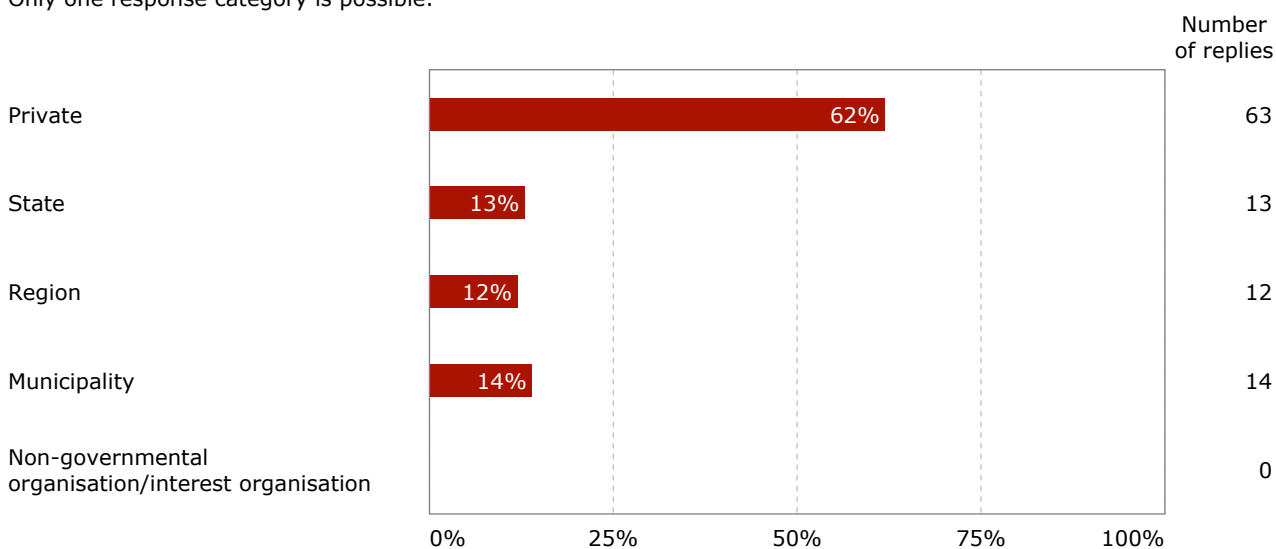


#### 9.1.2 Q.1.8. Within which sector is your place of work?

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)	2%	0%	0%	0%	0%	1%	1
Raw material extraction (e.g. extraction of oil and gas)	0%	0%	0%	0%	0%	0%	0
Manufacturing firm (e.g. industry, food processing)	41%	9%	0%	0%	0%	26%	24
The supply of electricity, gas or heating	0%	0%	0%	0%	0%	0%	0
Water supply, sewerage, waste management, etc.	0%	0%	0%	0%	0%	0%	0
Construction company	0%	0%	0%	0%	0%	0%	0
Wholesale and retail trade	0%	0%	0%	0%	0%	0%	0
Freight transport and cargo handling (e.g. mail)	0%	0%	0%	0%	0%	0%	0
Lodging and restaurant business	0%	0%	0%	0%	0%	0%	0
Information and communication (e.g. publishing, film production, radio + TV)	0%	0%	0%	0%	0%	0%	0
Financial institute or financial company, etc. (e.g. insurance company, pension fund)	0%	0%	0%	0%	0%	0%	0
Real estate (leasing administrator, property agent)	0%	0%	0%	0%	0%	0%	0
Liberal profession, scientific and technical services (e.g. research assistant at a university, legal advice, complaints agency, town planning)	4%	45%	0%	0%	0%	9%	8
Public administration and defence; social security (e.g. public administration and social sector)	0%	9%	0%	0%	0%	1%	1
Teaching (e.g. upper secondary schools and adult education)	0%	0%	0%	0%	0%	0%	0
Health and social services (e.g. hospitals and drug or alcohol counselling)	54%	36%	100%	100%	0%	63%	59
Culture, entertainments and sport (e.g. theatre, libraries and museums)	0%	0%	0%	0%	0%	0%	0
Other services (e.g. business organisations and consumer organisations)	0%	0%	0%	0%	0%	0%	0
Extraterritorial organisations and bodies (e.g. FN and EU)	0%	0%	0%	0%	0%	0%	0
Number of replies	56	11	12	13	0	93	93



### 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	61%	92%	58%	21%	0%	58%	58
Region Zealand	28%	0%	33%	36%	0%	26%	26
Region of Southern Denmark	3%	0%	0%	29%	0%	7%	7
Central Denmark Region	5%	8%	0%	7%	0%	5%	5
North Denmark Region	3%	0%	0%	0%	0%	2%	2
All of Denmark	0%	0%	0%	0%	0%	0%	0
Nordic region (incl. Faroe Islands and Greenland)	0%	0%	8%	7%	0%	2%	2
Europe (not Nordic region)	0%	0%	0%	0%	0%	0%	0
North America	0%	0%	0%	0%	0%	0%	0
South America	0%	0%	0%	0%	0%	0%	0
Asia	0%	0%	0%	0%	0%	0%	0
Africa	0%	0%	0%	0%	0%	0%	0
Australia/Oceania	0%	0%	0%	0%	0%	0%	0
Number of replies	61	12	12	14	0	100	100

## 9.2 Unemployed, including maternity leave without being under employment contract

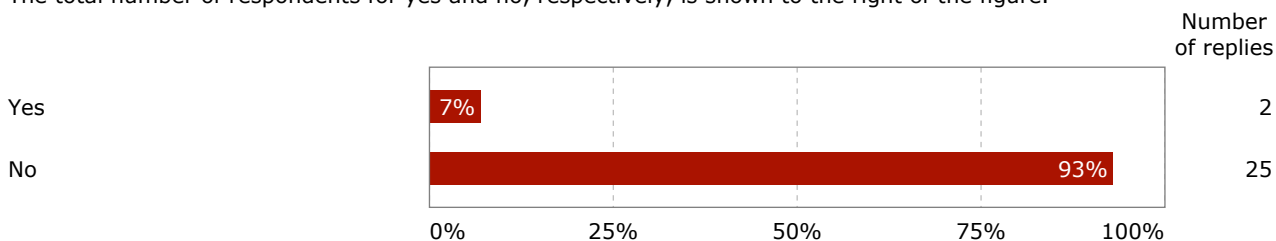
This section describes the job situation for the Bachelor's graduates who answered the introductory Q.1.1 with "unemployed".

### 9.2.1 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.

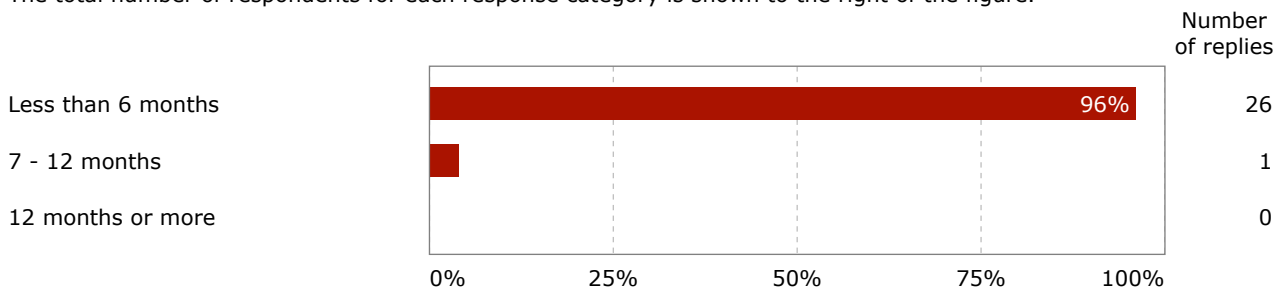


### 9.2.2 Q.1.34. How long have you been unemployed (current period of unemployment)?

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.

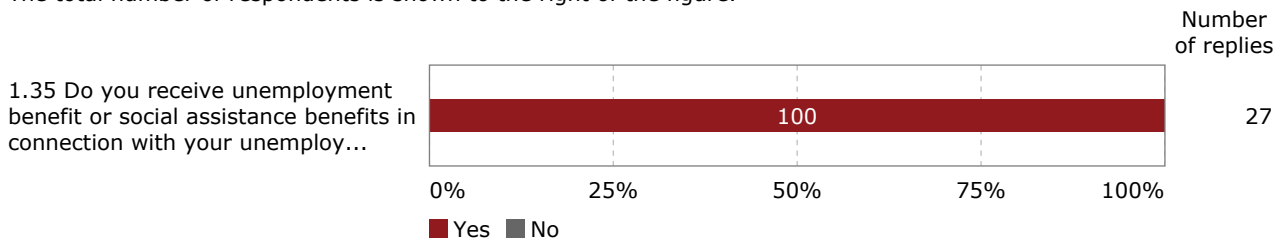


### 9.2.3 Q.1.35 Do you receive unemployment benefit or social assistance benefits in connection with your unemployed status?

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.

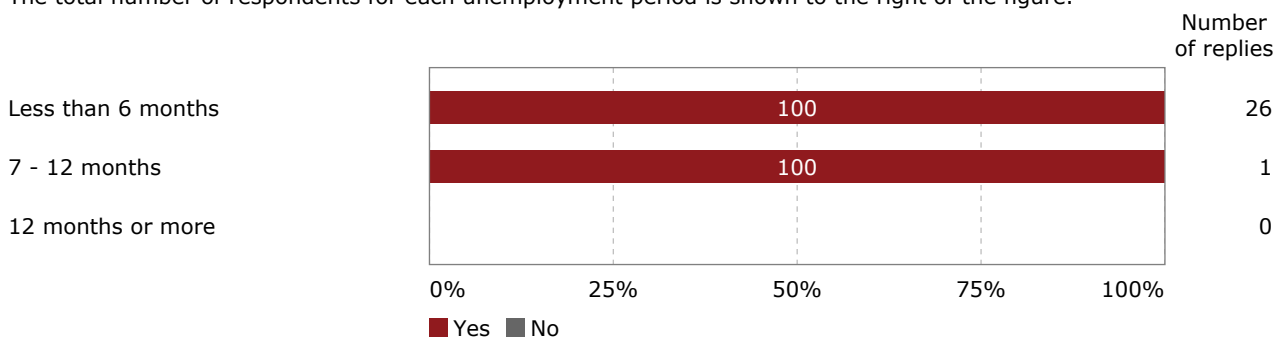


### 9.2.4 Q.1.34./Q.1.35. Do you receive unemployment benefit or social assistance benefits in connection with your unemployed status? by unemployment period

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.

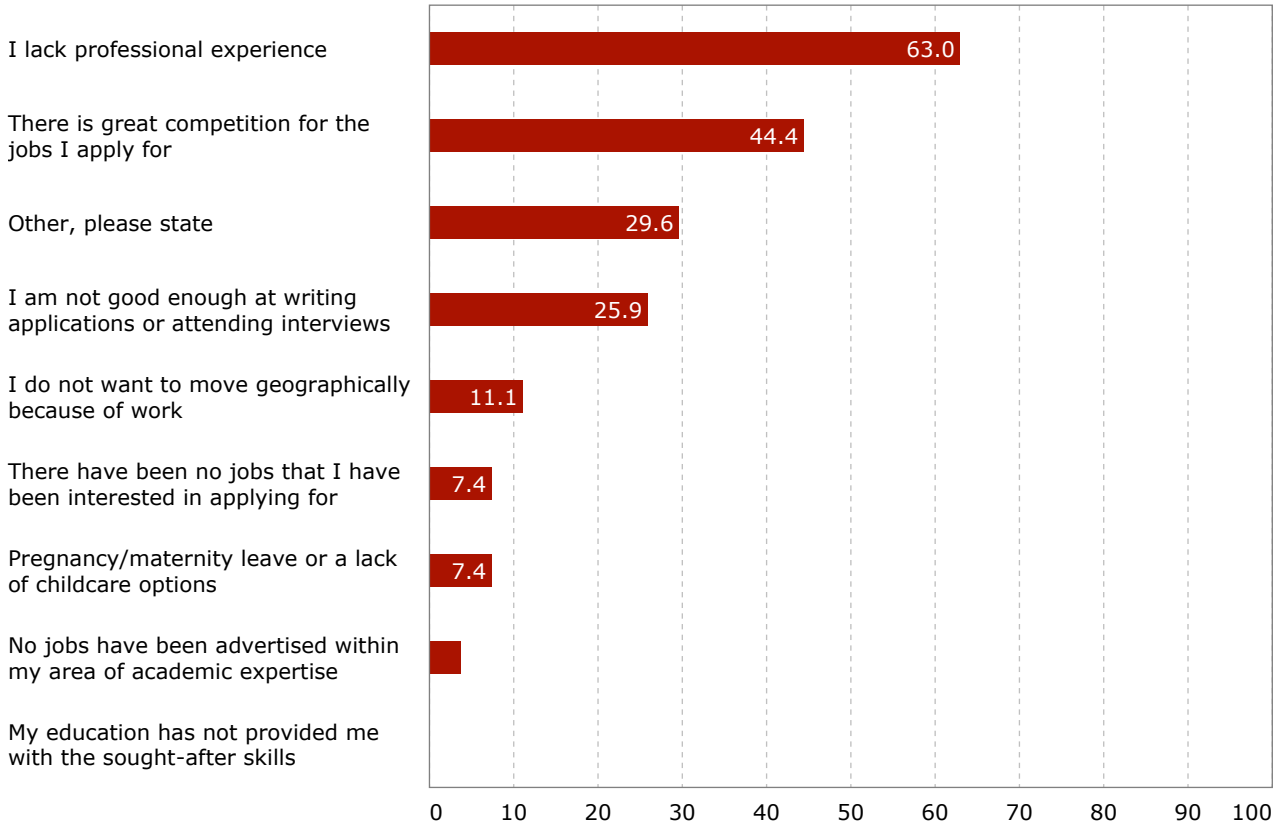
The total number of respondents for each unemployment period is shown to the right of the figure.



### 9.2.5 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.



### 9.3 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.

#### 9.3.1 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	15	3	1	0	0	0
Pharmaceutical sciences - University of Copenhagen	80%	100%				
Pharmaceutical sciences - University of Southern Denmark	13%					
Pharmaceutical sciences - A university in another country than Denmark	7%					
Orthodontics - University of Copenhagen						
Orthodontics - University College			100%			

## 10 Current job situation after Masters and Diploma programme

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

### 10.1 Employed Masters/Diploma graduates

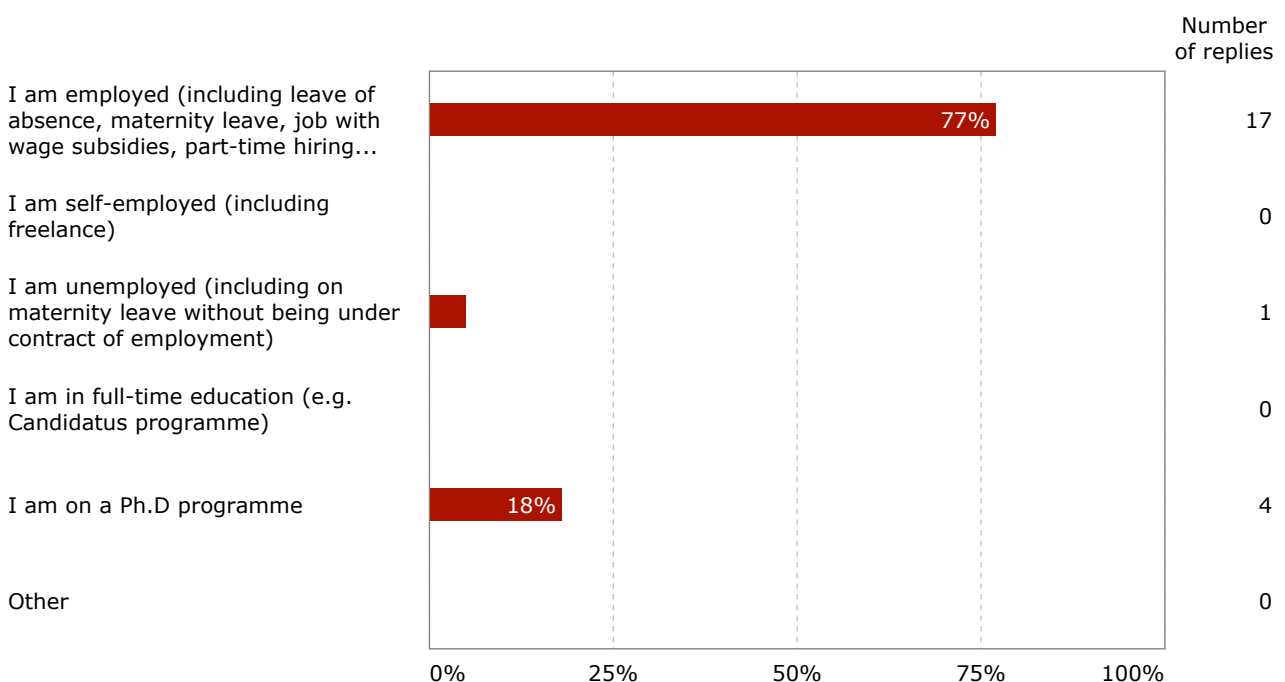
Employed masters/diploma graduates covers graduates in work, self-employed, unemployed or in full-time education.

#### 10.1.1 Q.1.7 What is your current job situation?

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

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

Only one response category is possible.



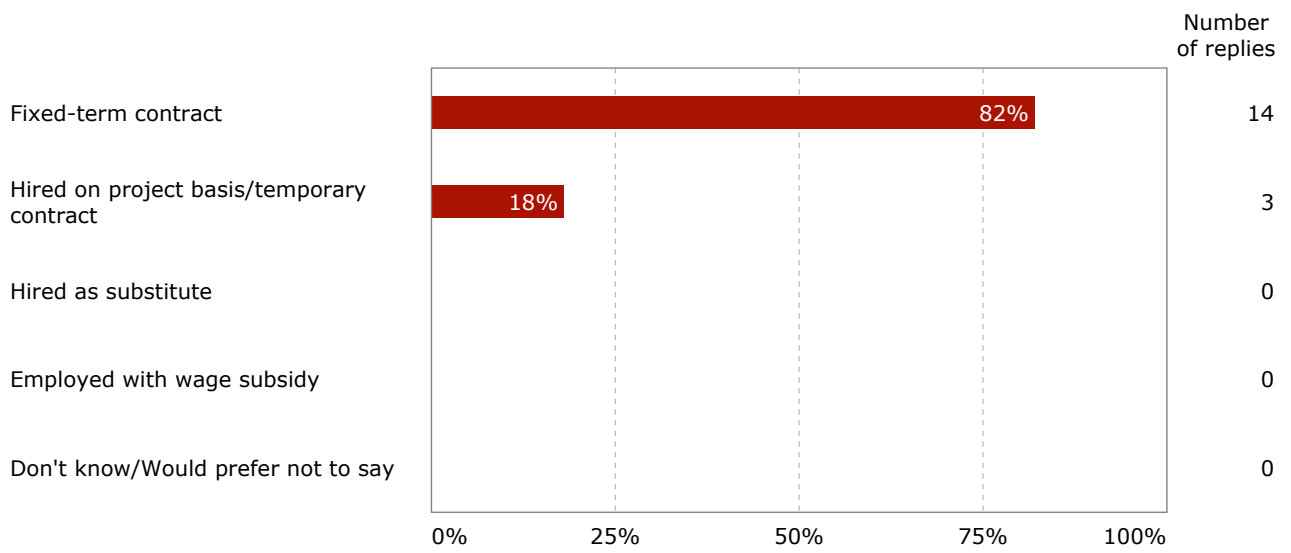
#### 10.1.2 Q.1.9. What are the conditions of employment in your current job?

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

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

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

Only one response category is possible.

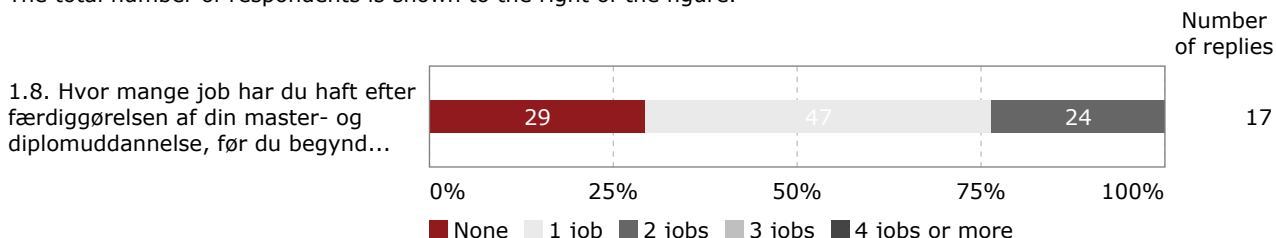


### 10.1.3 Q.1.8. How many jobs have you had (since completing your studies), before you started in your current employment?

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

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

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

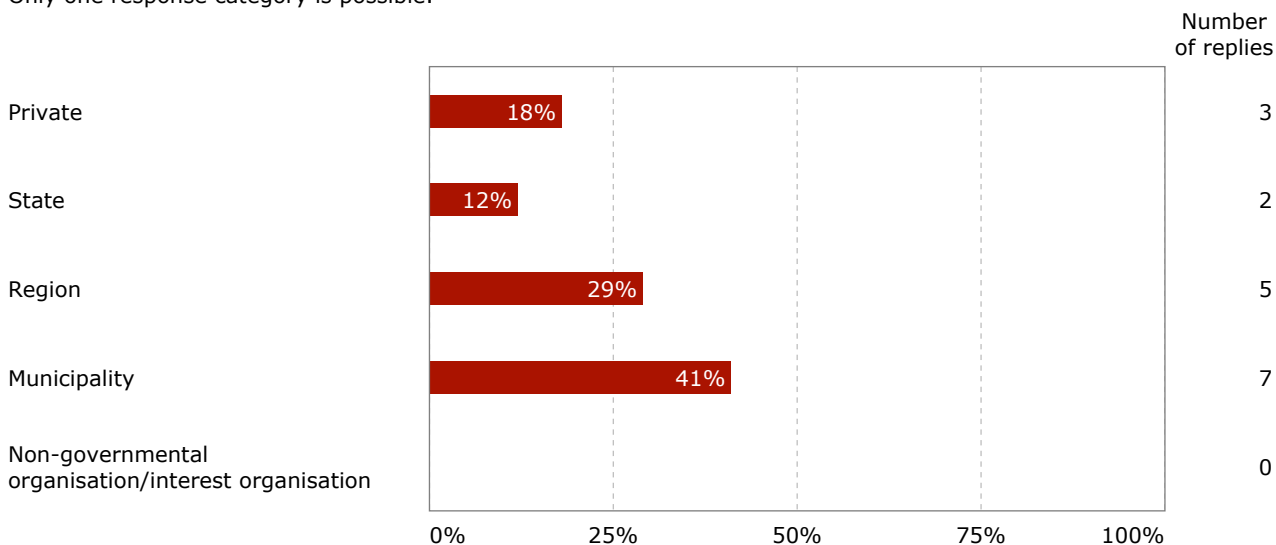


### 10.1.4 Q.1.14. Within which sector is your place of work?

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

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

Only one response category is possible.





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

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

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

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

	Municipality	Non-governmental organisation/interest organisation	Private	Region	State	Total %	Total n
Agriculture, hunting, forestry and fishing (e.g. plant nursery)	0%	0%	0%	0%	0%	0%	0
Raw material extraction (e.g. extraction of oil and gas)	0%	0%	0%	0%	0%	0%	0
Manufacturing firm (e.g. industry, food processing)	0%	0%	67%	0%	0%	12%	2
The supply of electricity, gas or heating	0%	0%	0%	0%	0%	0%	0
Water supply, sewerage, waste management, etc.	0%	0%	0%	0%	0%	0%	0
Construction company	0%	0%	0%	0%	0%	0%	0
Wholesale and retail trade	0%	0%	0%	0%	0%	0%	0
Freight transport and cargo handling (e.g. mail)	0%	0%	0%	0%	0%	0%	0
Lodging and restaurant business	0%	0%	0%	0%	0%	0%	0
Information and communication (e.g. publishing, film production, radio + TV)	0%	0%	0%	0%	0%	0%	0
Financial institute or financial company, etc. (e.g. insurance company, pension fund)	0%	0%	0%	0%	0%	0%	0
Real estate (leasing administrator, property agent)	0%	0%	0%	0%	0%	0%	0
Liberal profession, scientific and technical services (e.g. research assistant at a university, legal advice, complaints agency, town planning)	0%	0%	0%	0%	100%	12%	2
Public administration and defence; social security (e.g. public administration and social sector)	14%	0%	0%	0%	0%	6%	1
Teaching (e.g. upper secondary schools and adult education)	0%	0%	0%	0%	0%	0%	0
Health and social services (e.g. hospitals and drug or alcohol counselling)	86%	0%	0%	100%	0%	65%	11
Culture, entertainments and sport (e.g. theatre, libraries and museums)	0%	0%	33%	0%	0%	6%	1
Other services (e.g. business organisations and consumer organisations)	0%	0%	0%	0%	0%	0%	0
Extraterritorial organisations and bodies (e.g. FN and EU)	0%	0%	0%	0%	0%	0%	0
Number of replies	7	0	3	5	2	17	17

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

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

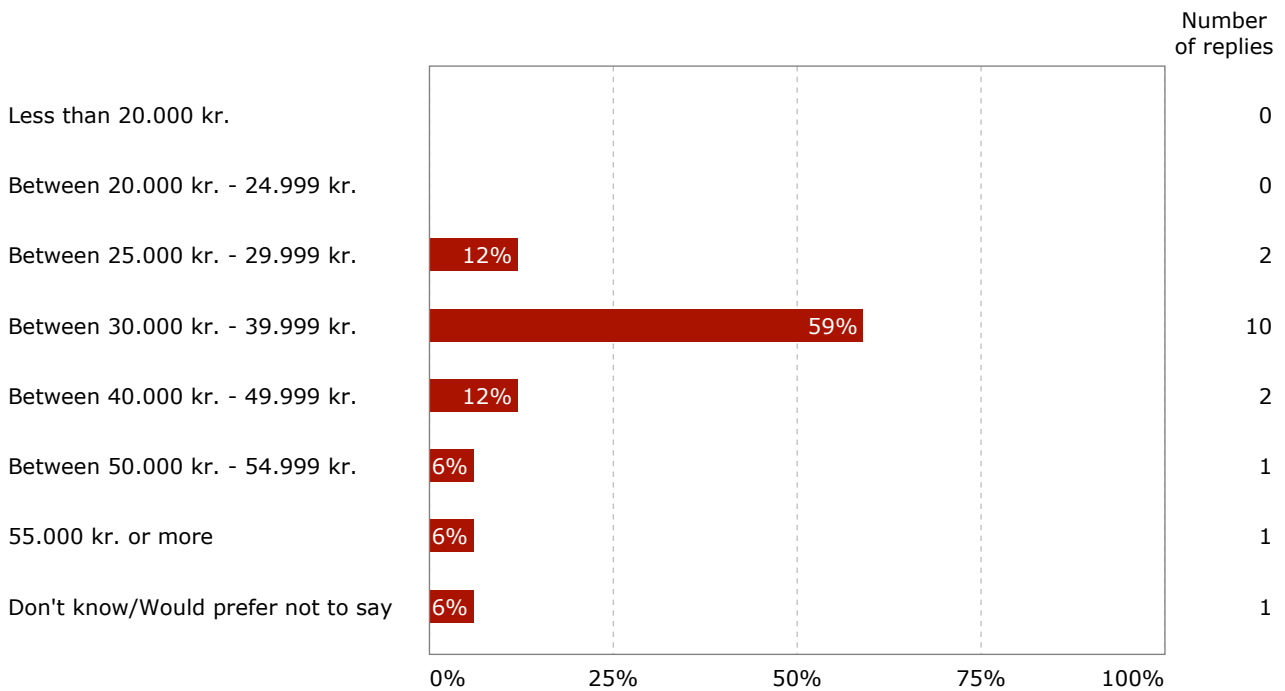
To the right of the table is a total-column with the total percentages of each geographical location.

	Municipality	Non-governmental organization /inter est organization	Private	Region	State	Total %	Total n
Capital Region of Denmark	71%	0%	100%	60%	100%	76%	13
Region Zealand	29%	0%	0%	0%	0%	12%	2
Region of Southern Denmark	0%	0%	0%	20%	0%	6%	1
Central Denmark Region	0%	0%	0%	20%	0%	6%	1
North Denmark Region	0%	0%	0%	0%	0%	0%	0
All of Denmark	0%	0%	0%	0%	0%	0%	0
Nordic region (incl. Faroe Islands and Greenland)	0%	0%	0%	0%	0%	0%	0
Europe (not Nordic region)	0%	0%	0%	0%	0%	0%	0
North America	0%	0%	0%	0%	0%	0%	0
South America	0%	0%	0%	0%	0%	0%	0
Asia	0%	0%	0%	0%	0%	0%	0
Africa	0%	0%	0%	0%	0%	0%	0
Australia/Oceania	0%	0%	0%	0%	0%	0%	0
Number of replies	7	0	3	5	2	17	17

### 10.1.7 Q.1.18. What is your monthly salary?

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

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

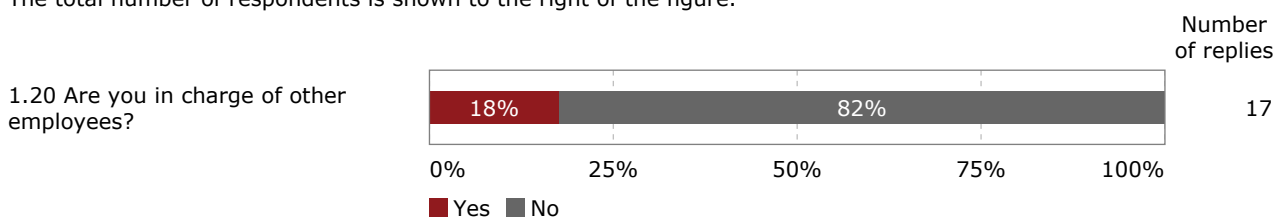


### 10.1.8 Q.1.20. Are you in charge of other employees?

Figure Q.1.20. shows the distribution of Master/Diploma graduates that are/aren't in charge of other employees.

The distribution is shown as a percentage.

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



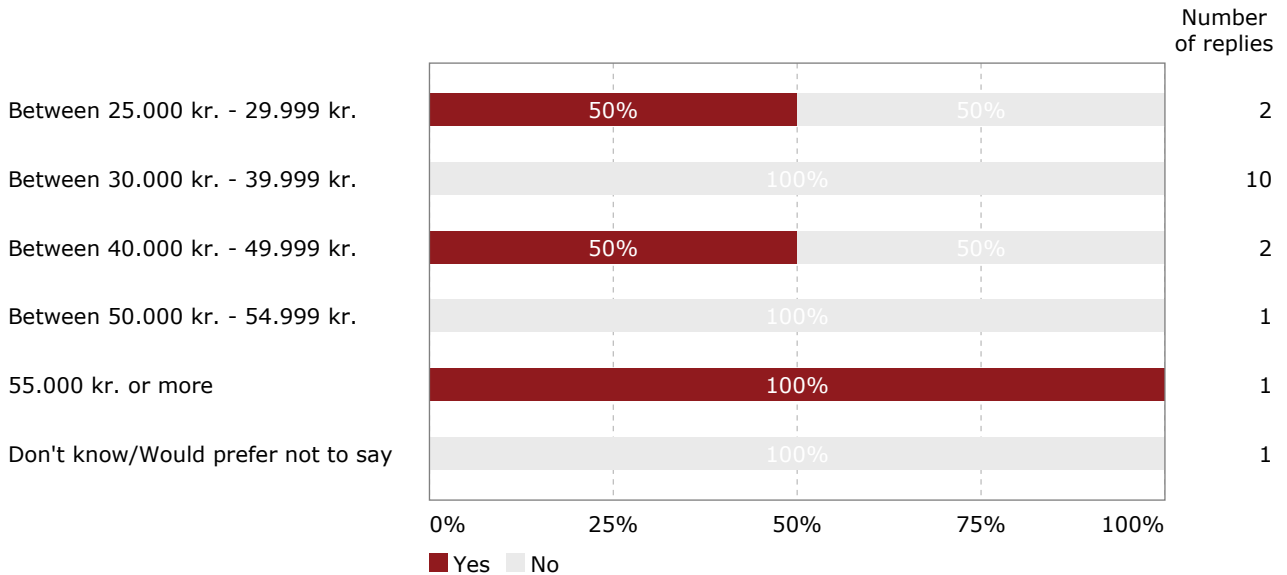
**10.1.9 Q.1.18./Q.1.20. Are you in charge of other employees? by monthly salary**

The figure for question Q.1.20. crossed with question Q.1.18. shows the distribution of Master/Diploma graduates that are/aren't in charge of employees within the specific levels of salary.

Results are only displayed for the relevant levels of salary.

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

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

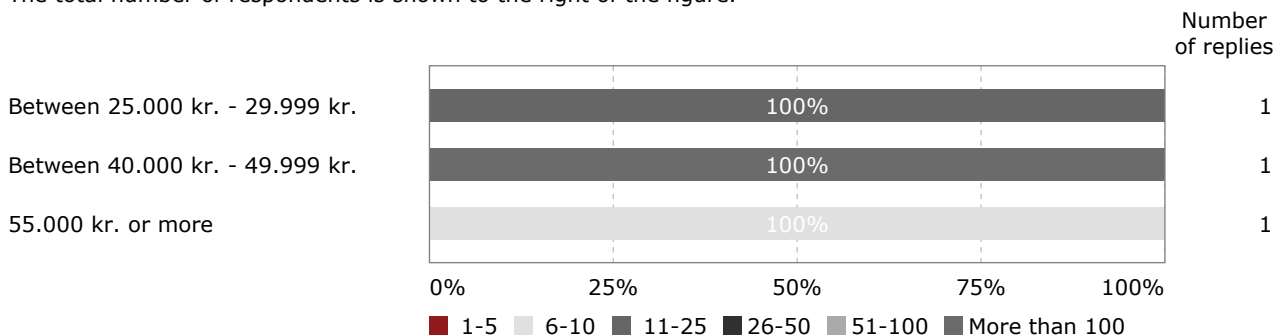


**10.1.10 Q.1.18./Q.1.21. How many employees are you in charge of? by monthly salary**

The figure for question Q.1.21. shows how many employees the Master/Diploma graduates are in charge of within the specific levels of salary. 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 the levels of salary within which the graduates are in charge of employees.

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

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

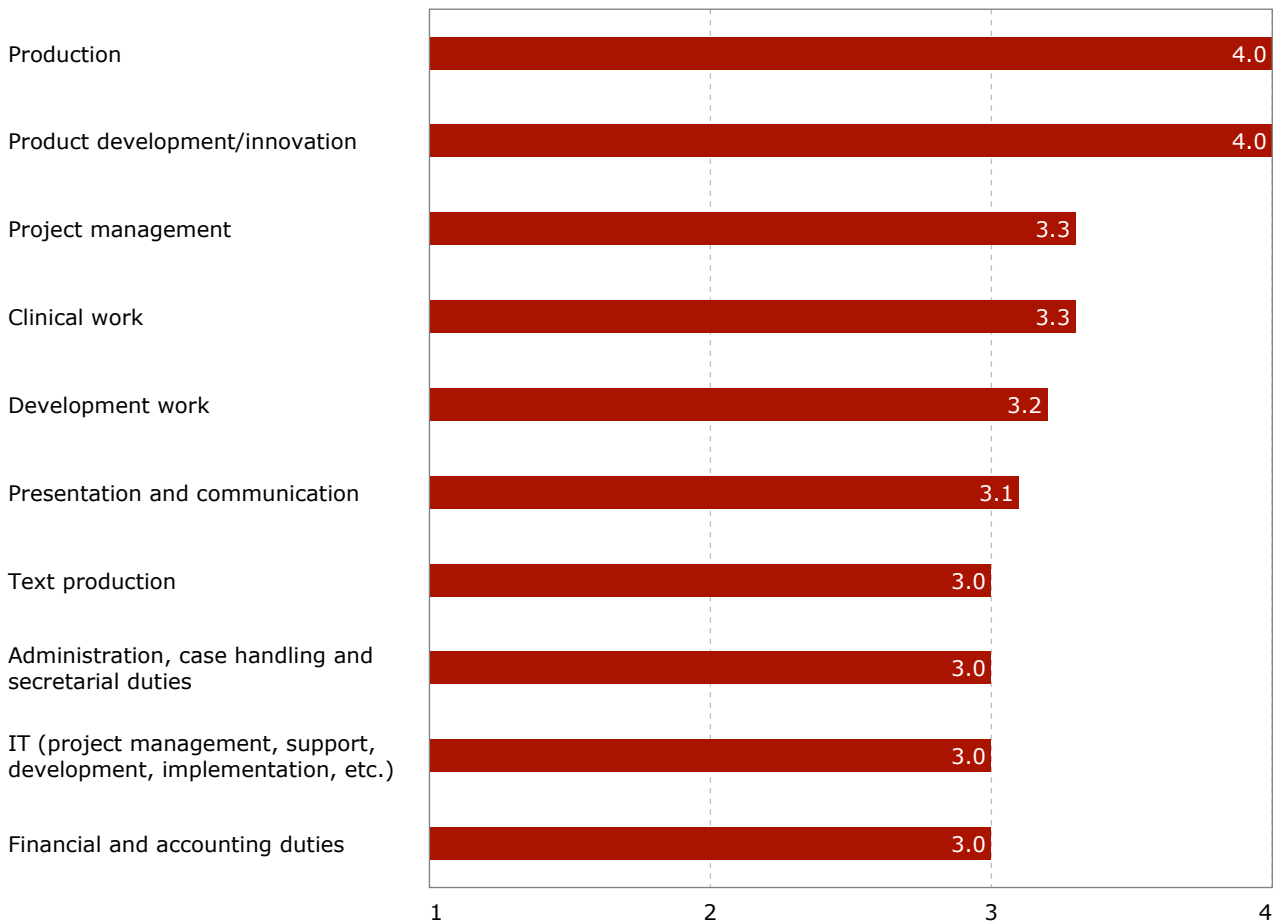


**10.1.11 Q.1.22.1. Breakdown of your job functions. Top 10 over how much time the respondent spends on these job functions**

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

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

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



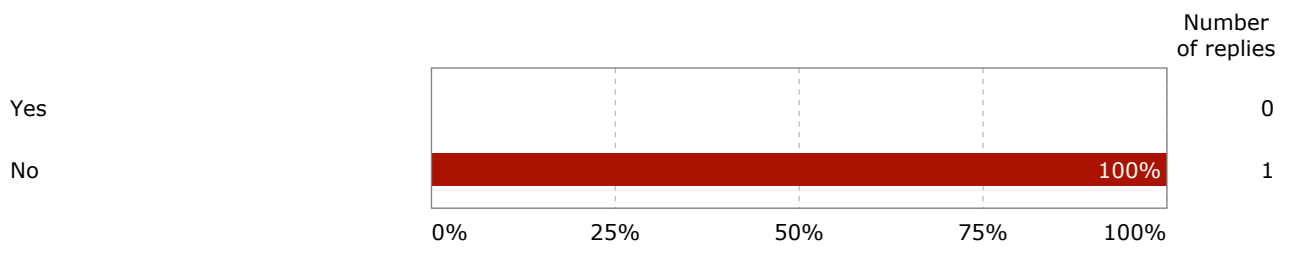
**10.2 Unemployed, including maternity leave without being under employment contract**

**10.2.1 Q.1.33. 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.1.33. shows how many of the unemployed Master/Diploma graduates 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.

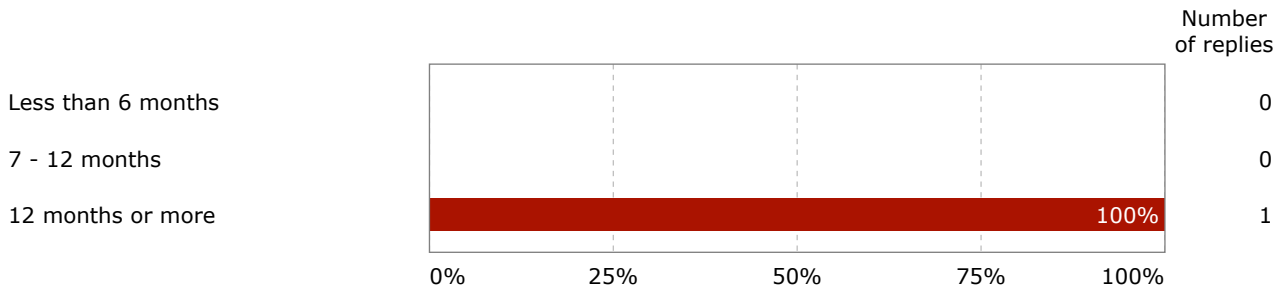


### 10.2.2 Q.1.35. How long have you been unemployed (current period of unemployment)?

The figure for question Q.1.35. shows for how long the Master/Diploma graduates 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.



### 10.3 Full-time education

#### 10.3.1 Q.1.39./Q.1.40./Q.1.41. What education institution are you registered with?

The table for question Q.1.39./Q.1.40. shows what education institutions the Master/Diploma graduates 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 on the far right.

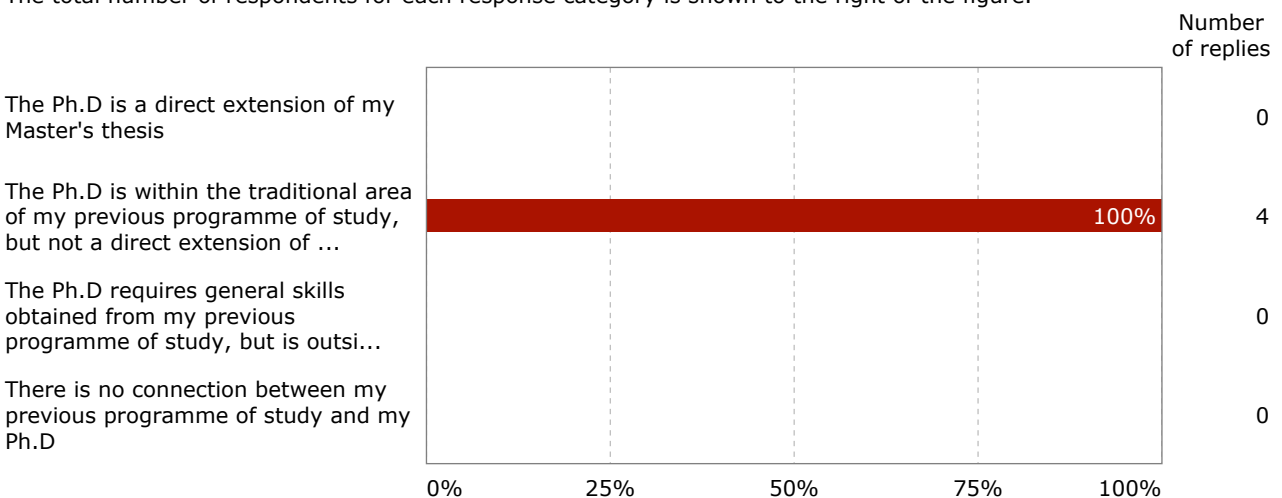
	ph.d.	Diploma of Education	Master's (Candidate) programme	(Academic) Bachelor's degree	Professional bachelor degree	Other	Total %	Total n
Aalborg University	0%	0%	0%	0%	0%	0%	0%	0
Aarhus University	0%	0%	0%	0%	0%	0%	0%	0
Copenhagen Business School	0%	0%	0%	0%	0%	0%	0%	0
Technical University of Denmark (DTU)	0%	0%	0%	0%	0%	0%	0%	0
IT University of Copenhagen	0%	0%	0%	0%	0%	0%	0%	0
University of Copenhagen	75%	0%	0%	0%	0%	0%	75%	3
Roskilde University (RUC)	0%	0%	0%	0%	0%	0%	0%	0
University of Southern Denmark	0%	0%	0%	0%	0%	0%	0%	0
Danish School of Media and Journalism	0%	0%	0%	0%	0%	0%	0%	0
University College	0%	0%	0%	0%	0%	0%	0%	0
A university in another country than Denmark, please state	25%	0%	0%	0%	0%	0%	25%	1
Other, please state	0%	0%	0%	0%	0%	0%	0%	0
Number of replies	4	0	0	0	0	0	4	4

#### 10.3.2 Q.1.43. How would you describe the correlation between your previous programme of study and your Ph.D?

The figure for question Q.1.43. shows how the Master/Diploma graduates 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.





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

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

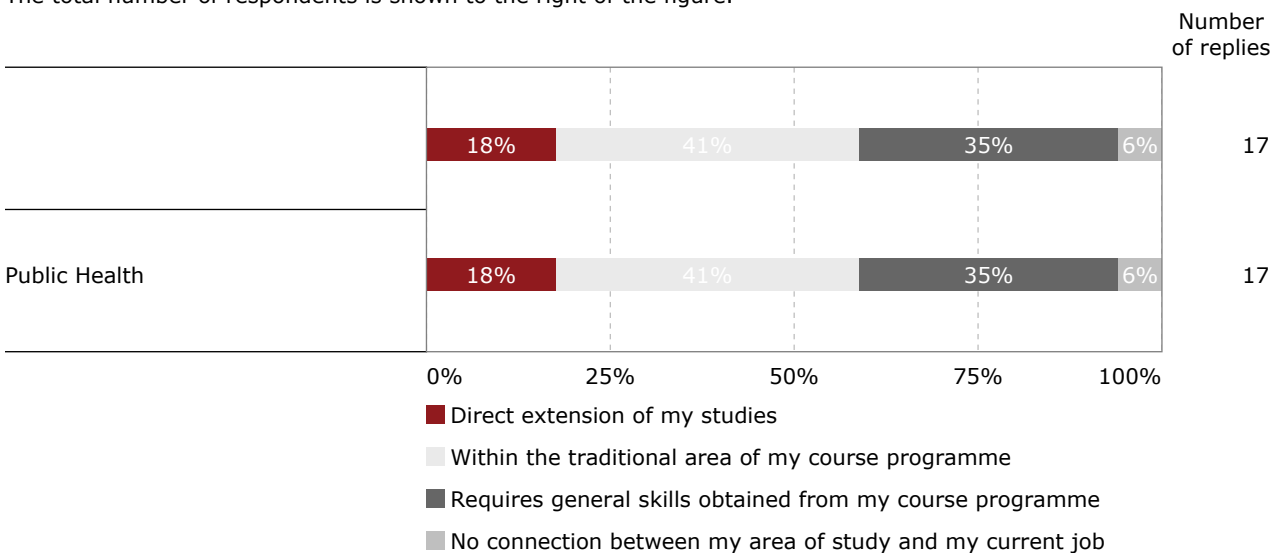
### 11.1 Academic correlation between studies and job

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

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

The distribution is shown as a percentage.

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



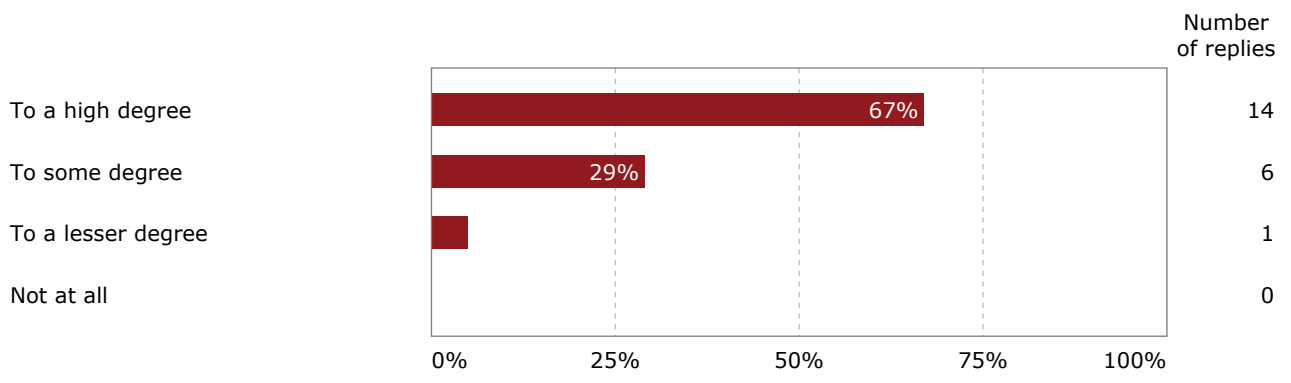
### 11.2 The ability of the study programme to prepare the graduates for working life

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

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

The distribution is shown as a percentage.

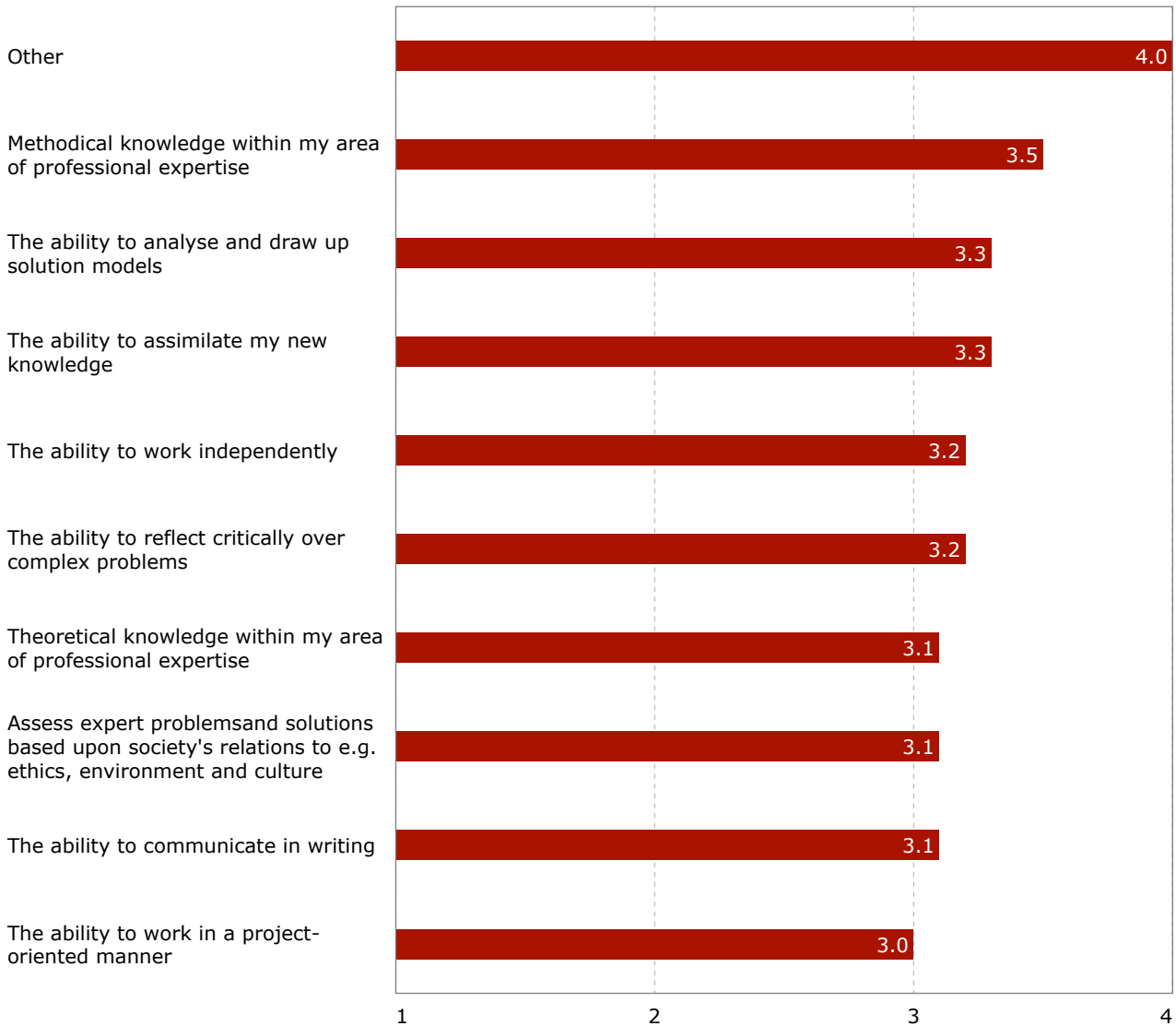
The total number of respondents for each degree is shown to the right of the figure.



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

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

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

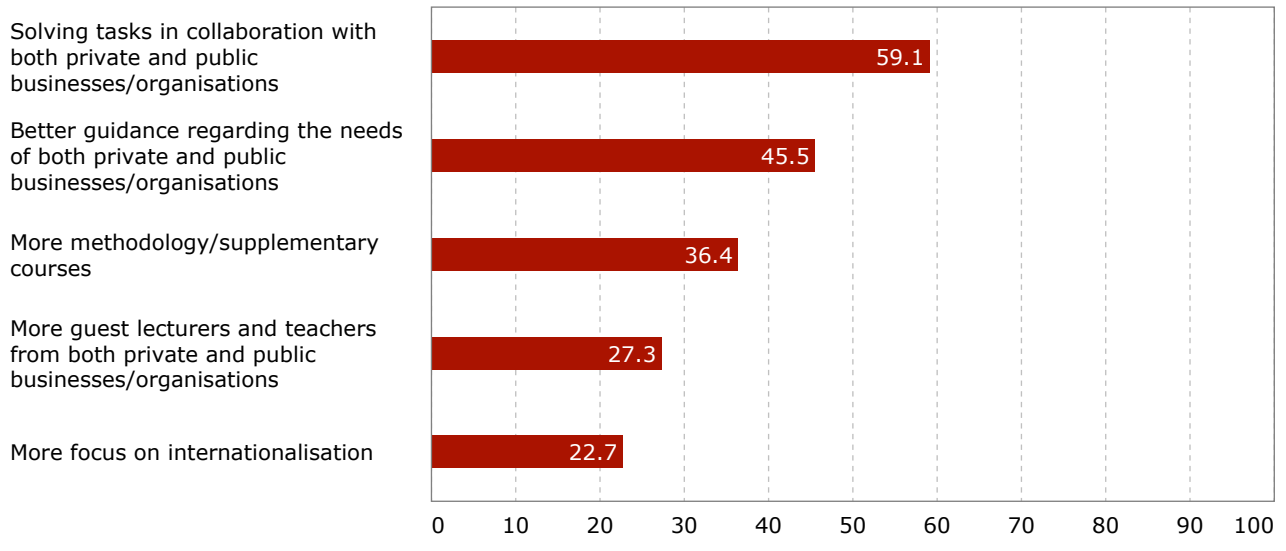


**11.2.3 Q.2.7. How do you feel that the University of Copenhagen could improve the educational programme in question in terms of the needs of the labour market?**

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

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

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



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

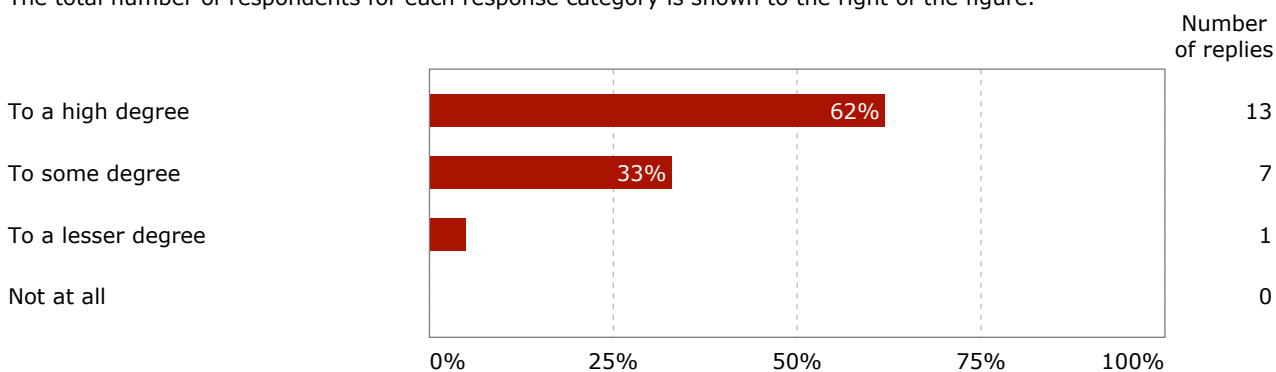
### 12.1 The level of teaching in relation to the entry requirements

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

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

The distribution is shown as a percentage.

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

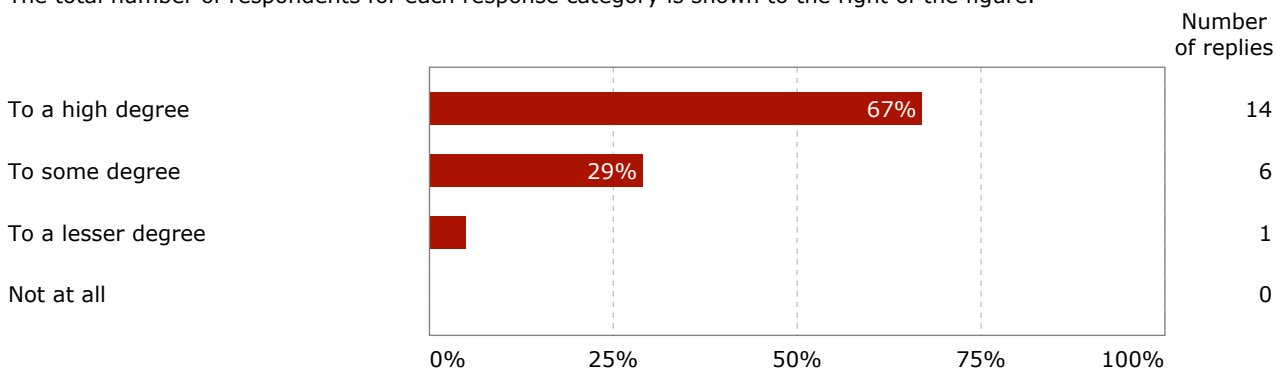


#### 12.1.2 Q.3.2. To what degree have you experienced a good academic correlation between the modules/courses in your study programme?

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

The distribution is shown as a percentage.

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



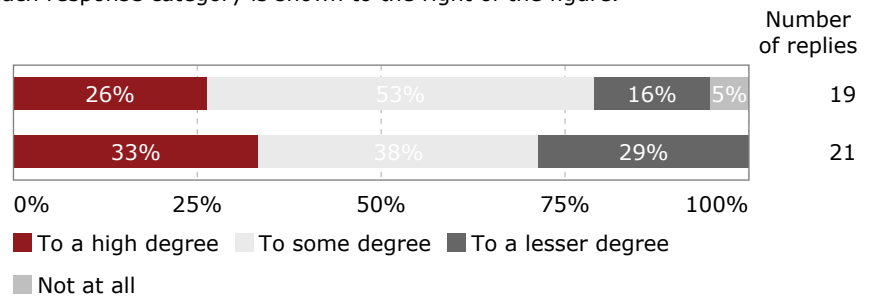
### 12.1.3 Q.3.3. To what degree have you experienced that there has been balance between your study programme and work and private life?

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

The distribution is shown as a percentage.

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

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



## 13 Appendix 1: Questions used in the report

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

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

## 13.2 Questionnaire for master- and diploma graduates

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



## 14 Appendix 2: Background data in STADS

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



- Farmaceut
- Farmaceut
- Farmaceut
- Farmaceut
- Farmaceut
- Farmaceut
- Farmaceut
- Farmaceut
- Farmaceut
- Farmaceut
- Farmaceut
- Farmaceut
- Farmaceut
- Farmaceut
- Farmaceut
- Farmaceut i QA og IT
- Farmaceut og Salgsleder
- Farmaceut og Souschef
- Farmaceut på apotek
- Filialchef
- Flow Manager
- Formulation Scientist
- Formulation Scientist
- Formulation Scientist
- Formulation scientist
- Formulerings kemiker
- Frigivelseskemiker
- GMP Supporter
- GMP supporter
- Global Regulatory Affairs Associate
- ICTC
- Informationsfarmaceut
- Informationsfarmaceut
- International Trial Manager
- Intl Clinical Trial Coordinator
- Kemiker
- Kemiker
- Kemiker
- Kemiker
- Kemiker
- Kemiker
- Kemiker
- Kemiker
- Kemiker
- Kemiker
- Kemiker
- Kemisk assessor
- Key Account Manager
- Klinikleder
- Klinisk Farmaceut
- Klinisk Farmaceut
- Klinisk Farmaceut
- Klinisk farmaceut
- Klinisk farmaceut

- Klinisk farmaceut
- Klinisk farmaceut
- Klinisk farmaceut
- Klinisk farmaceut
- Klinisk farmaceut
- Klinisk farmaceut
- Konsulent
- Kvalitetsfarmaceut
- Manufacturing Compliance Associate
- Modelling Scientist
- PV Specialist
- PhD studerende
- PhD studerende
- PhD studerende
- Pharmacist
- Pharmacovigilance Coordinator
- Pharmacovigilance Specialist
- Pharmacovigilance Specialist
- Pharmacovigilance specialist
- Pilot Production Scientist
- Post Doc
- Process Specialist
- Product Development Scientist
- Product Support Chemist
- Produktions kemiker
- Produktionsfarmaceut
- Produktionsfarmaceut
- Produktionskemiker
- Produktudvikler
- Professional
- Professional
- Projekt tandplejer
- Provisorfarmasøyt
- QA Advisor
- QA Chemist
- QA Chemist
- QA Chemist
- QA Chemist
- QA Chemist
- QA Chemist
- QA Chemist / Professional
- QA Kemiker
- QA Kemiker
- QA Kemiker
- QA Professional
- QA Professional
- QA Professional
- QA Professional
- QA Professionel
- QA kemiker
- QA kemiker
- QA kemiker
- QA kemiker

- QA kemiker
- QA kemiker
- QA professional
- QA professional
- QA professional
- QA professional
- QA professional
- QA professionel
- QA professionel
- QA professional
- QA professional
- QA specialist
- QA/QC Academic
- QA/QC Specialist
- QC Chemist
- QC Kemiker
- QC Specialist
- QC kemiker
- QC scientist
- QP farmaceut
- Quality Specialist (QA)
- Quality support Engineer
- Regional Lægemedelkonsulent
- Registreringsmedarbejder
- Regulatorisk Kordinator
- Regulatorisk koordinator
- Regulatory Affairs Manager
- Regulatory Affairs Manager
- Regulatory Affairs Manager
- Regulatory Affairs Officer
- Regulatory Affairs Professional
- Regulatory Affairs manager
- Regulatory Professional
- Regulatory affairs officer
- Regulatory affairs specialist
- Regulatory professional
- Regulatory professional
- Research Scientist
- Research Scientist
- Research Scientist
- Research scientist
- Research scientist
- Safety Associate
- Scientist
- Senior Regulatory professional
- Senior scientist, Regulatory Affairs
- Senior specialist
- Souschef
- Specialist
- Specialist
- Specialist QP
- Sr Associate I, QA LSM Upstream Operations
- Sr. Associate I, Manufacturing Compliance





- Vagtfarmaceut
- Vagtfarmaceut
- Videnskabelig Assistent
- Videnskabelig assistent
- Videnskabelig assistent
- Videnskabelig assistent
- Vigilance Officer
- ac medarbejder
- akademisk medarbejder
- analytical chemist
- cand. odont
- cand.odont
- farmaceut
- farmaceut
- inforamtionsfarmaceut
- kassemedarbejder
- kemiker
- kemiker
- klinisk farmaceut
- kvalitetsansvartlig farmaceut
- pilot scientist
- porcessupporter
- regulatory affairs & pharmacovigilance officer
- tandlæge
- tandlæge
- tandlæge
- tandlæge
- tandlæge
- tandlæge
- tandlæge
- tandlæge
- tandlæge
- tandlæge (2deltidsstillinger)
- tandplejer
- tandplejer
- tandplejer
- tandplejer
- tandplejer
- tandplejer



#### Place of work

- ALK
- ALK Abello
- ALK-Abello
- ALK-Abelló A/S
- Aabenraa
- Aabenraa Kommunale tandpleje
- Aalborg kommune tandpleje, Nibe
- Actavis
- Actavis A/S
- Albertslund Apotek
- Alcon Nordic
- Alhambravej Tandlægerne ved Frederik S. Justesen
- Amgro I/S
- Amgro I/S
- Apotek
- Apotek
- Apotek
- Apotek
- Apotek
- Apotek 1, Norge
- Apotek Godthåb
- Apotek i Norge
- Ballerup Kommunale Tandpleje
- Ballerup kommunale tandpleje
- Bavarian Nordic
- Bavarian Nordic
- Bifodan A/S
- Billev Pharma
- Biogen
- Biogen
- Biogen
- Brøndby Tandpleje
- Brøndby tandpleje
- Buddinge apotek
- CMC Biologics
- CityDent v. Inge Madsen
- Coloplast A/S
- Coloplast AS
- Dalsten Tandlægecenter
- Dentalklinikken Nørrebrogade Aps
- Dine Tenner Orkanger AS
- ESRF
- Egalet
- Ejby Apotek
- Esbjerg kommunale tandpleje
- Farmaceut
- Ferring
- Ferring Pharmaceuticals
- Ferring Pharmaceuticals
- Ferring Pharmaceuticals
- Ferring Pharmaceuticals

- Fertin Pharma
- Forsvaret
- Fredensborg kommunale tandpleje
- Frederiksberg Kommunes Tandpleje
- Frederiksberg Kommunes Tandpleje
- Frederiksberg kommunale tandpleje
- Frederikssund kommunale tandpleje
- Frederiksværk og Jyllinge
- Furesø kommunale tandpleje
- Furesø kommune
- Furesø tandpleje
- Gentofte kommune
- Gl. kongevej apotek
- Glostrup Kommune
- Glostrup tandpleje
- Godt Smil Hillerød
- Godt smil
- Godt smil tandlægerne
- Godtsmil Frederiksberg
- Gribskov kommune
- Guldborgsund Kommunale Tandpleje
- H. Lundbeck A/S
- H. Lundbeck A/S
- H. Lundbeck A/S
- HERAX Consulting A/S
- Halsnæs kommune
- Hamlet Implantat og kæbekirurgi
- Hellerup Apotek
- Helsingør implantat center/tandlægerne No. 68
- Hjemmesygeplejen Københavns kommune
- Holte apotek
- Horsens Løve Apotek
- Hospitalsapoteket Region Midtjylland
- Hundige apotek
- Hvidovre Apotek
- Hvidovre apotek
- Hvidovre hospital
- Høng Apotek
- Hørsholm Apotek
- I Sverige (apotekhjartat)
- Institut for Retsmedicin, Aarhus Universitet
- KU
- KU
- Klinik
- Kommunal tandpleje
- Korsør Apotek
- København Kommunes Børne- og ungdomstandpleje
- Københavns Kommune
- Københavns Universitet
- Københavns Universitet
- Københavns Universitet
- Københavns Universitet, SUND





- Næstved Løve Apotek
- Næstved kommune
- Odense Kommune
- Odense kommune
- Odense komunne
- Odontologisk Institut
- Orkla Health
- PAREXEL Danmark A/S
- Paranova
- Paranova Pack
- Paranova Pack
- Persano Group AS
- Pfizer
- Pharmakon
- Pharmakon
- Praxis
- Privat Apotek
- Privat klinik
- Privat klinik
- Privat klinik
- Privat klinik
- Privat og kommunal klinik
- Privat praksis
- Privat praksis
- Privat praksis - Tandlægeklirik
- Privat praksis Esbjerg 3dage, børnetandplejen Haslev 2dage
- Privat praksis esbjerg 3 dage, offentlig tandpleje Haslev 2 dage
- Privat praktis/kommunal tandpleje
- Private
- Private tandklinik i Kalundborg
- Privatpraktiserende tandlæge
- På et apotek i Sverige, Apoteket AB
- Quintiles
- Randers Løve Apotek
- Randers Sønderbors Apotek
- Region H apotek
- Region Hovedstadens Apotek
- Region Hovedstadens Apotek
- Region Hovedstadens Apotek
- Region Hovedstadens Apotek
- Region Hovedstadens Apotek
- Region Hovedstadens Apotek
- Region Hovedstadens Apotek
- Region Hovedstadens Apotek, Apotekets Information
- Region Hovedstadens Apotek, klinisk farmaci, Rigshospitalet
- Region Sjælland
- Region Sjælland
- Region Sjælland Sygehusapoteket
- Region Sjælland Sygehusapoteket.
- Region Sjællands Sygehusapotek
- Region Sjællands Sygehusapotek
- Region hovedstadens apotek

- Region hovedstadens apotek
- Region hovedstadens apotek Hvidovre hospital
- Region hovedstadens apotek Rigshospitalet
- Region hovedstadens apotek, Rigshospitalet
- Region hovedstadens apotek, cytostatika og antibiotika produktionen
- Rigshospitalet
- Ringsted Apotek
- Roche A/S
- Roskilde Dom Apotek
- Roskilde sygehusapotek, region sjælland
- Rødovre Tandpleje
- SDU
- SSI
- STADA Nordic ApS
- Sandoz
- Sandoz A/S
- Sandoz A/S
- Sct Jørgens apotek næstved
- Skanderborg margistrell apotek
- Slagelse tandpleje
- Smerud Medical Research
- Specialtandplejen, Gentofte Kommune
- Specialtandplejen.
- Statens Serum Institut
- Statens Serum Institut
- Statens Serum Institut
- Statens Serum Institut
- Statens Serum Institut
- States Serum Institut
- Svendborg kommunale tandpleje
- Sygehus Lillebælt
- Sygehusapoteket Region Nordjylland
- Syntese A/S
- Taarnby kommunal tandpleje
- Tandklinik
- Tandklinikk
- Tandklinikken Frederikssund
- Tandklinikken baggersgade
- Tandklinikken lille torv
- Tandklinikken ved Stine Elkjær
- Tandlaege
- Tandlæge Charlotte Mogensen
- Tandlæge Mads Kirkegaard ApS
- Tandlæge Marianne Clemensen Aps
- Tandlægehuset Korsør
- Tandlægehuset Smørum og Tandlæge Birgitte Mikkelsen
- Tandlægehuset i Humlebæk
- Tandlægeklinik
- Tandlægen i hurup
- Tandlægerne Bille ApS
- Tandlægerne Enghave Plads 6
- Tandlægerne Nordstrøm og Regli

- Tandlægerne Sønderby og Bøvlingbjerg Tandklinik
- Tandlægerne hos Normann Sørensen
- Tandlægerne i Vangede, Slotstandlægerne i Hillerød
- Tandlægerne på Lille Torv
- Tandlægerne på Østerbro
- Tandplejerklinikken Axeltorv
- Tandreguleringen I/S
- Tannstovan
- Tep6
- Teva Denmark A/S
- Type2dialog
- Tårnby kommunal tandpleje
- Viby apotek
- Vilofarm A/S
- Vitusapotek (Norge)
- Vordingborg Kommunale Tandpleje
- Vordingborg apotek
- Vordingborg kommunale tandpleje
- Xellia Pharmaceuticals ApS
- allerød thomas harnung
- apotek
- ballrup kommunale tandpleje
- i Københavns kommunale tandpleje
- kommunal tandpleje
- miljø styrrelsen
- novo nordisk
- novo nordisk a/s
- novo nordisk, bagsværd
- privat tandlægeklinik
- privat tandlægepraksis
- region hovedstad apotek
- statens serum institut
- tandklinik
- tandlægerne østerbro
- tandregulering I/S
- Østerbro Apotek

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

- Alt for meget fokus på fag som kemi og andre mediciner fag og lidt fokus på tandlægerelevans. Man kan godt mærke at uddannelsen er præget af hvad der er økonomisk sparsomt og ikke hvad der vil gøre en bedre tandlæge.
- De fire obligatoriske fag på kandidatuddannelsen er efter min mening gammeldags og en forældet model. Da jeg fravalgte apotek havde faget Farmakoterapi overhovedet ingen relevans for min fremtidige karriere. Hvis man kobler det sammen med at fire blokke på kandidaten for farmaci er obligatoriske er muligheden for en unik kandidatprofil virkelig begrænset med mindre man er yderst kreativ. Flere valgfag der kunne styrke de kompetencer jeg havde lyst til at tage med på arbejdsmarkedet havde klart gjort mig til en bedre kandidat.
- De grundlæggende fag i matematik, fysik og statistik var ikke (særligt) relevante for det videre forløb.
- Der findes særligt på bachelor delen fag som kun i meget lille grad bidrager til det samlede mål. Her snakker jeg om nogen af de mere lægelige fag så som MikMak.
- Det er ikke så meget elementer, der ikke bidrog til det samlede mål for læringsudbyttet men mere manglende elementer. Uddannelsen er meget forskningsrettet, selvom farmaci er et bredt fag, som også har med kommunikation at gøre (på apoteket). Dette har vi ikke aktivt lært.
- Det er ikke så relevant eftersom at det er blevet rettet på 2015 studieordningen. Men f.eks. at man i fysik på andet semester skulle lære om hvordan en bil accelererer ned af bakke - det giver selvfølgelig noget læring om kræfter, men man kunne måske have gjort det mere relevant i forhold til hvorfor denne viden var nødvendig.
- Det giver ingen mening at give eksempler, da det er meget specifikt for mit eget uddannelsesforløb. Men f.eks. bruger jeg på ingen måde kurserne i Statistik, Matematik, Videnskabsteori, Samfundsfarmaci. Dette er fordi jeg specialiserede mig i Medicinalkemi (kandidatuddannelse).
- Et fag som fysik eller matematik burde ikke have fyldt et helt fag. Men som jeg har fået det, så har de forbedret det nu.
- Ex i TA-her er der en klinisk øvelse og så skal vi foretage det i praksis..
- Fag som matematik og fysik havde efter min mening ikke en farmaceutisk vinkel.
- Fag:

1. semester:

Matematik

Farmaceutisk grundkursus

2. Semester:

Fysik og vurdering af Farmakoterapi stoffer

3. Semester:

Videnskabsteori

6. semester:

Farmakognosi:

Jeg vil stadigvæk blive en fantastisk Farmaceut uden at vide hvad en 1 kimbladet eller tokimbladet blomst er for noget.

- Faglig relevans eller besparelser ved at slå flere uddannelser sammen. Irrelevant for mit fag
- Farmakonogsi øvelser  
Fysik da man starter jo med at have fysik B.
- For lidt klinisk undervisning



- Fx. lå statistikkursus på 4. semester, hvilket er op til et år før man skal bruge det til sit bachelorprojekt. Kunne med fordel have ligget på 5./6. semester.
- Fysik, Matematik og særligt videnskabs teori føler jeg ikke har bidraget til et samlet mål. Udformningen af særlig faget videnskabsteori var ikke optimal og for de fleste studerende er det bare noget der skal overstås. Hvis jeg ville lære om filosofi så havde jeg læst det og ikke farmaci. Jeg mener faget er spild af både de studerendes tid og universitetets ressourcer. Fysik og matematik var gode fag, men det der blev lært anvendes ikke ellers gennem uddannelsen.
- I nogle fag var der stor forskel på hvad man blev undervist i og hvad man blev eksamineret i. Fx. udelukkende regneopgaver til eksamen og ingen teorispørgsmål
- Igen mener jeg at vi havde nogle basisfag som sagtens kunne og også burde være brugt bedre. Her tænker jeg især på matematik, fysik og til dels farmaceutisk grundkursus og almen og uorganisk kemi. Disse burde blive erstattet af mere målrettede fag. Jeg kan fx forstå at vi blev undervist i fysik/matematik af gymnasielærere!
- Jeg er af den filosofi, hvis ikke jeg kan bruge faget senere i min uddannelse eller i mit kommende arbejdsliv, så finder jeg faget irrelevant og spild af ECTS point.
- Jeg kan ikke komme på noget. Man kan sige at man holder alle døre åben ved at have en så mange fag. Men man skulle måske overveje hvad den enkelte studerende ønsker med sin uddannelse, så der var flere valgfag.
- Jeg ser ikke formålet med Fysik, matematik og statistik. Spild af tid. Statistik er vigtigt, men det skal frames bedre. Det er det vist allerede i den nye studieform på Farmaci.
- Kurset om videnskabsteori
- Mange generelle aspekter af uddannelsen kunne udskiftes med mere relevante fag, som vi ikke undervises nok i
- Matematik med matricer.
- Matematik, fysik
- Meget lidt praktik i forhold til forventningerne til kundskaber
- Nedladende, upædagogiske og uempatiske undervisere. For lidt klinisk undervisning.
- Nogle fag virkede irrelevante. Især faget videnskabsteori var spild af tid.
- Nu er jeg færdiguddannet, men jeg synes godt studieophold/industriophold kunne ligge tidligere, altså i bachelordelen af uddannelsen. synes der er rigtig meget kemi i starten af uddannelsen, det kunne måske balanceres ved at slå nogle fag sammen, som man gær i medicin studiet, eller måske tog nogle andre fag som kan balanceres
- Nu hvor jeg læser til kandidatet i farmaci, kan jeg hurtig indse hvilke elementer der virker nødvendig i min nuværende studieforløb, og jeg må indrømme det første år med al de irrelevante kemi var spild af tid, fordi vi brugte en hel masse tid til at lave rapporter og forberedelse til eksamen hvor al den viden begynder at være mere unødvendigt når vi nærmer os til kandidatet. I stedet for kunne disse kurser være mere indskrænket og forløbet kunne være lidt hurtigere end et år.
- Overvældet af opgaver ind i mellem
- Psykologikurset
- Specielt fagene fysik og matematik på de niveauer bliver aldrig benyttet af en farmaceut. Det virker overflødig set i bakspejlet.
- Tidspres gør at man lærer pensum udenad kun baseret på at kunne bestå eksamen
- Uddannelsen er meget akademisk i forhold til det håndværksmæssige arbejde vi som tandlæger skal udføre. Der er efter min overbevisning for meget dybdegående og til tider fuldstændig ligegyld viden i forhold til hands on, som er det vi i sidste ende bliver bedømt på. Eksempelvis er det måske ikke relevant at skulle have om kønsdelene intet mindre end 2-3 gange som tandlægestuderende..
- Undervisning i form af forelæsninger.
- Videnskabsteori var mere eller mindre ubrugeligt, da der ikke blev lagt vægt på nogen andre steder end i faget selv.
- Visse fag fyldte alt for meget med hensyn til deres ECTS-point i forhold til, hvor essentielle de var. Arbejdsbyrden var heller ikke altid sammenlignelig med de ECTS-point faget udfyldte.

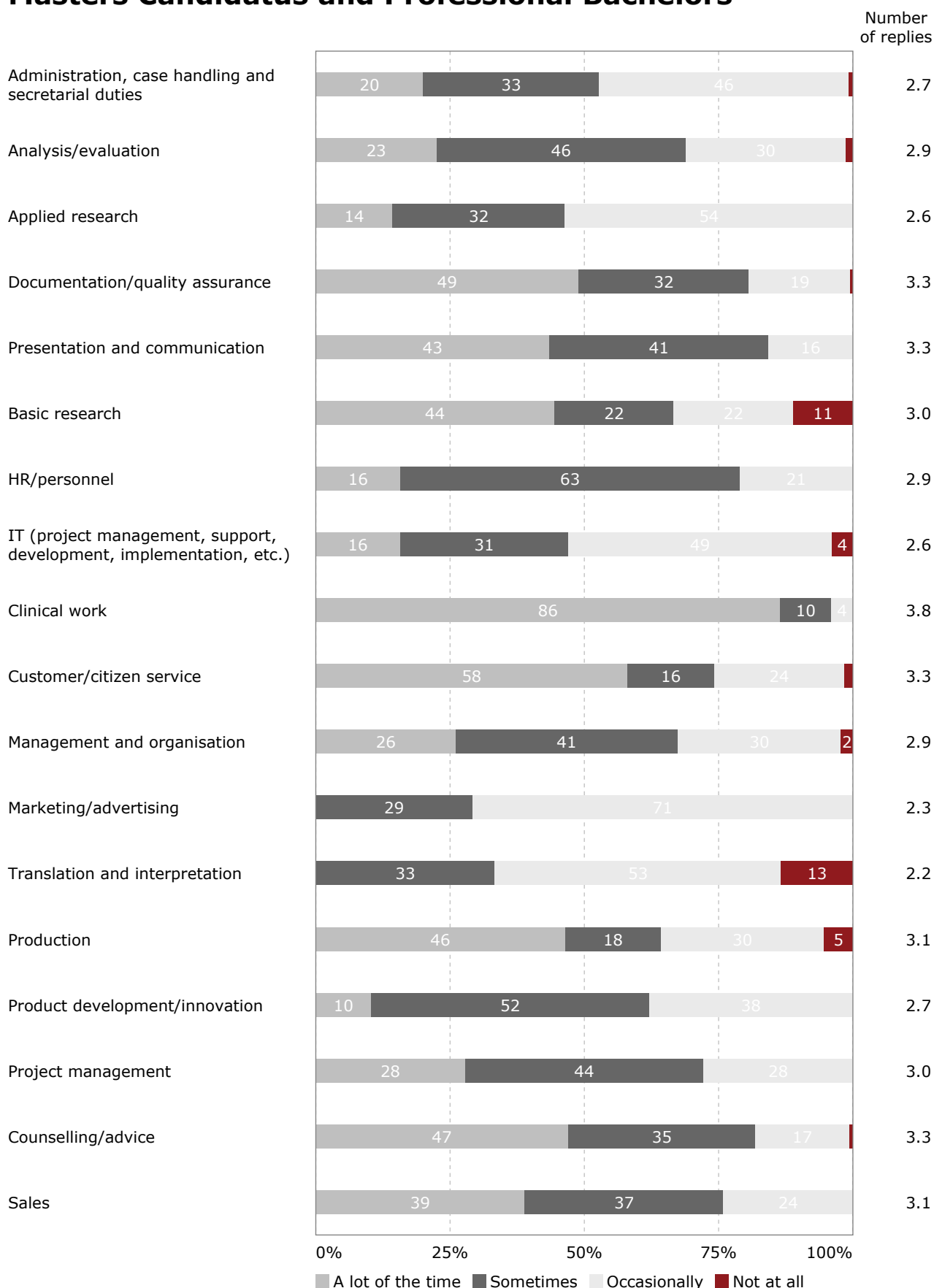
- for store grupper i noget projektorienteret arbejde (6 personer)
- fremdriftsreform
- kan ikke komme i tanke om det
- matematik, fysik, (bachelorprojektet); fagene kræves allerede på hhv. A og B niveau og man bruger ikke fagene i studiet. de fag er så også blevet afskaffet nu.  
 klassesetimerne i Medicinal and Biostructural Chemistry hang ikke sammen med eksamen overhoved. spild af tid.  
 Toxicology, handlede mere om at lære at slå rigtigt op i bogen end at kunne finde ud af faget rent fagligt.  
 apoteksopholdet - om læringsmålene blev opfyldt eller ej var afhængig af hvilket apotek man var så heldig/uheldig at havne i. selve porteføljen var en joke baseret på hvor livlig ens fantasi var, især hvis apoteket var inaktive mht projekter helt generelt.
- samfundsfarmaci og lægemiddelmiddelpolitik/etik var så dårligt planlagt + udført at det blev til en meget dårlig joke.
- synes der manglede mere praktik ud i den virkelige verden.

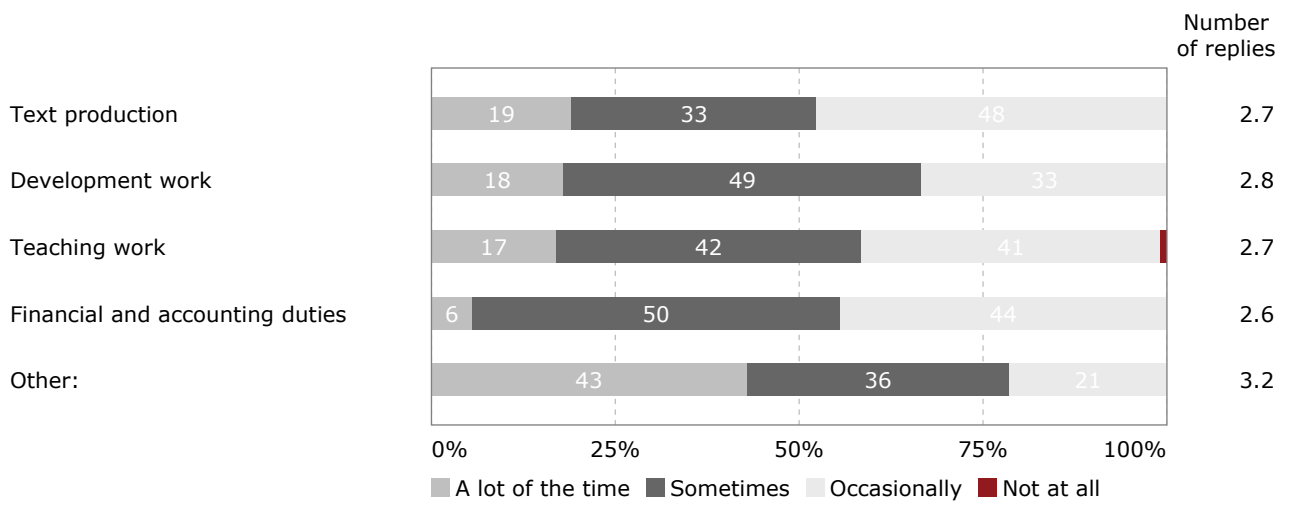
## **17 Appendix 5: List of examples of elements of the study programme that did not contribute to the collective goals of the teaching offer divided on Masters Candidatus and Professional Bachelors**

- Kandidat: nogle fag (fx etik) blev udbudt på så lavt niveau at jeg hellere så man brugte mere tid på statistik/fysik
- Kandidat: Stiv struktur. Valgfag og speciale skulle reelt være planlagt før man havde opnået sin bachelorgrad. Fint for mig, jeg var i god tid, men rigtig dårligt for mine studiekammerater. Dem der valgte ophold på apotek fik verdens mest uflexible kandidattid med meget få muligheder hvad angik valgfag.
- Kandidat: Langt størstedelen af valgfagene lå i efterårssemesteret, men da jeg var i udlandet i efterårssemesteret, havde jeg brug for valgfag om foråret. Derfor tog jeg nogle lidt - for mig - ligegyldige fag.  
Det vil være smart, hvis speciale og valgfag smeltede mere sammen.
- Kandidat: NA
- Kandidat: Blokstrukturen oplevede jeg som direkte ødelæggende for fordybelse og læring da det fjerner fokus fra undervisningen og den enkeltes studerendes udvikling. Der var konstant en følelse af eksamensstress.
- Kandidat: Der var for mange PBL forløb (25 stk) mindre hvor man kunne gå mere i dybden ville være mere udbytterigt
- Kandidat: Der var for mange PBL opgaver
- Kandidat: Jeg synes samfundsadfærdsfag fyldte for meget i udd. ift. hvor lidt jeg bruger den del i mit job.
- Kandidat: Den faglige arbejdsform - PBL
- Kandidat: Ærgerligt at uddannelsen nu kun tager 2 år i stedet for 2,5
- Kandidat: Der var for lidt undervisning i projektudformning, fondsansøgninger, anvendte statistikprogrammer og projektledelse. Elementer af samfunds-adfærdsfag var ikke relevante.
- Kandidat: De kliniske fag (sygdomslære)
- Kandidat: Igen alt for mange fag på en gang.
- Kandidat: For lidt klinisk erfaring
- Kandidat: For meget kemi, biofysik og mikroskopiering i de første år på studiet. Kunne have været anvendt langt mere relevant på viden om tænder, fx morfologi.
- Kandidat: Fag som videnskabsteori og lign.
- Kandidat: Ville ønske vi lærte mere om præparater og virkningsmekanismer under uddannelsen i praktikforløbet. Samt under kandidatdelen ville jeg gerne have haft mere farmakologi. Jeg valgte netop klinisk farmaci for at få dette, men synes de fag det indeholdt var MEGET useriøst. Jeg lærte ikke rigtig noget fagligt.
- Kandidat: N/A
- Kandidat: Meget få muligheder for selv at specialisere sig via valgfag. Kum 30 ects point til valgfag på hele uddannelsen, som udelukkende lægges på det ene halvår (hvilket begrænser mulighederne for at tage valgfag udenbys).
- Kandidat: blok skrukturen gjorde at man kun havde fingre i fagene i 3 måneder og derfor ikke havde så meget tid til at komme ind i tingene og ikke fik tænkt overe dem længe nok så de så ikke på samme måde fast
- Kandidat: Den skriftlige afslutning på apoteksopholdet var på ingen måde givende, og gav på ingen måde et indtryk af/udtryk for hvad man egentlig kunne og hvor god man var på apoteket til kommunikation/kundekontakt osv.
- Kandidat: apotektophold
- Kandidat: Udbytte af undervisningen er stærkt afhængig af fagligt stærke, engagerede og pædagogiske lærere. Eksamensform på 24 timer er dybt forstyrrende.

- Kandidat: Vi havde et fag hvor vi skulle lave en masse case arbejde men det bidrager ikke til en dybere forståelse af faget men en overfladisk tilgang til et lille emne
- Kandidat: Jeg var nødt til at vælge et valgfag, som egentlig ikke lå indenfor mit interessefelt og som slet hang sammen med de andre valgfag, jeg havde valgt, da blokstrukturen gjorde, at der var sammenfald i skemaet mellem flere af de valgfag, jeg ønskede at tage.
- Kandidat: jeg forstår slet ikke dette punkt i jeres spørgeskema..... Farmaci-studiet er bygget op med et fast skema de første 4 år, derefter sidste år med valgfag hhv. speciale - og evt. kan man bytte lidt om på rækkefølge de sidste 2 år.... jeg ved slet ikke hvad jeg skal svare her... kvalitet hænger sammen med hvilke fag man så valgte da man endelig selv kunne vælge lidt i ét semester.... og selvfølgelig valgte man enten det man fandt spændende eller det man var drøn godt til..... Ved godt dette er helt ved siden af hvad I spørger om. Og jeres spørgeskema tager længere tid end 10 minutter!!!!!!
- Kandidat: Medicinal and Biostructural chemistry
- Kandidat: Flere fag havde vagt beskrivelse af mål, hvorfor dette ikke var skarpt/ i fokus undervejs.
- Kandidat: Der var nogle fag unde bachelor delen der ikke var tid til at forstå i dybden pga. de lange obligatoriske timer på studiet
- Kandidat: NA
- Kandidat: Jeg synes ikke at blok-struktur fremmer læringen. Jeg synes, at semester-struktur er bedre i forhold til, at læringen ikke glemmes så hurtigt. Flere fag over en længere periode gør, at man kan sætte sig bedre ind i de forskellige faglige områder, og at man husker det bedre.
- Kandidat: Det giver dårligere mulighed for læring at studere i blokke frem for i semestre. Grundet den kortere tid til eksamens forberedelse.
- Professionsbachelor: Mange aflysninger af undervisning. Nogle dårlige undervisere (ikke på klinikken) ny struktur på uddannelsen som ikke nødvendigvis er planlagt. snakker om i hvilken rækkefølgen projekterne ligger i osv. f.eks at bacheloreksamen ikke er den sidste men at den selvvalgte kliniske opgave skulle fremlægges (som er uden karakter) til sidst.
- Professionsbachelor: De fag hvor lærerne ikke gav undervisning af ordentlig kvalitet, lærte jeg ikke så meget i.
- Professionsbachelor: Nogle forløb var meget rodet, hvor der fx efter lang tid skulle tages fast i emner fra et tidligere modul. Den rødetråd var sjældent let at se.
- Professionsbachelor: Nogle forelæsningstimer efter aflevering af BA-opgaven, som havde været mere nyttige midt i projektet! For efter BA afleveringen gav det ik mening, at have om noget man kunne have brugt..
- Professionsbachelor: ?
- Professionsbachelor: sociologi - super lige meget -
- Professionsbachelor: for mange sideløbende fag pr. semester
- Professionsbachelor: Mange overflødige fag. Vigtigere med regningskrivelse og IT systemer
- Professionsbachelor: Der var nogle forelæsninger som ikke bidrog med noget som helst pga. lærerens dårlige formidlingsevner. Trods gentagende klager hos ledelsen blev det aldrig bedre og kan forstå på studerende på nuværende tidspunkt endnu har de pågældende lærere.
- Professionsbachelor: Praktik perioder der ikke gave et virkeligheds billede af hverdagen på en tandklinik fordi man som praktikant ikke får lov til at have egne patienter

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





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

	%	n
Pharmaceutical sciences	76%	219
Orthodontics	24%	71
Number of replies		290