



REPORTING OF THE GRADUATE SURVEY

Dansk

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1 Introduction

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

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

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

Compared to previous reports in connection with the institution accreditation, the 2017 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

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.

2.1 Table: Summary of collected data

	Bachelor	Master	Total
Invited	514	332	846
Completed	31%	33%	32%
Partially completed	5%	2%	4%
Number of replies	36%	35%	36%
Did not wish to participate	1%	1%	1%
Did not reply	63%	64%	64%

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

2.2 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 Dansk 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

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

	Bachelor total	Bachelor participated	Master Candidatus total	Master Candidatus
Number	514	186	332	117
Percentage women	82%	83%	82%	83%
Foreign citizens	0%	1%	2%	1%
Average age upon graduation	25.6	26.1	29.7	30
- youngest	21.5	21.5	21.5	21.5
- eldest	67.9	67.9	67.9	67.9
Completion time (average years)	3.3	3.3	3	3.1
- shortest completion time	0.9	0.9	0.9	0.9
- longest completion time	16.4	16.4	16.4	16.4
Quota 2 at BA-entrance	5%	6%	9%	7%
Years from qualifying exam to commencement of study (average)	2.4	2.6	0.1	0.1
- shortest time from qualifying exam to commencement of study (average)	0	0	0	0
- longest time from qualifying exam to commencement of study (average)	47	47	47	47
Bachelor's programme as first priority	89%	92%	82%	82%
Grading of Bachelor's paper/Master's thesis (average)	9.2	9.3	9.1	9.4
- lowest grade	2	2	2	2
- highest grade	12	12	12	12

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

2.3 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 Dansk educational programme, 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.

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

	Bachelor	Master Candidatus
I am employed (including leave of absence, maternity leave, job with wage subsidies, part-time hirings, etc.)	28% (51)	70% (82)
I am self-employed (including freelance)	2% (3)	4% (5)
I am unemployed (including on maternity leave without being under contract of employment)	13% (23)	17% (20)
I am in full-time education (e.g. Candidatus programme)	55% (102)	0% (0)
I am on a Ph.D programme	0% (0)	4% (5)
Other	3% (5)	4% (5)
Number of replies	184	117

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?

Be aware that 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

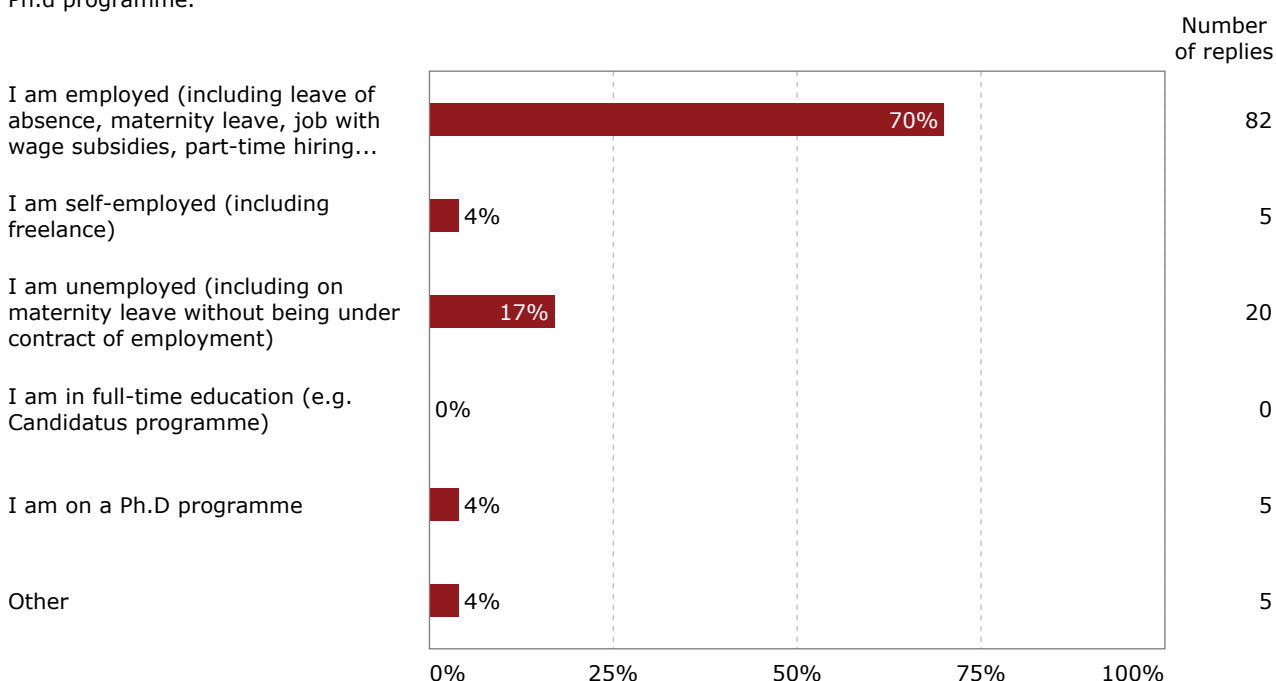
This chapter describes the job situation of Master’s Candidatus/Professional Bachelor’s graduates in their current position. The chapter includes sections on whether the graduates are in work, self-employed, unemployed or in full-time education.

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?

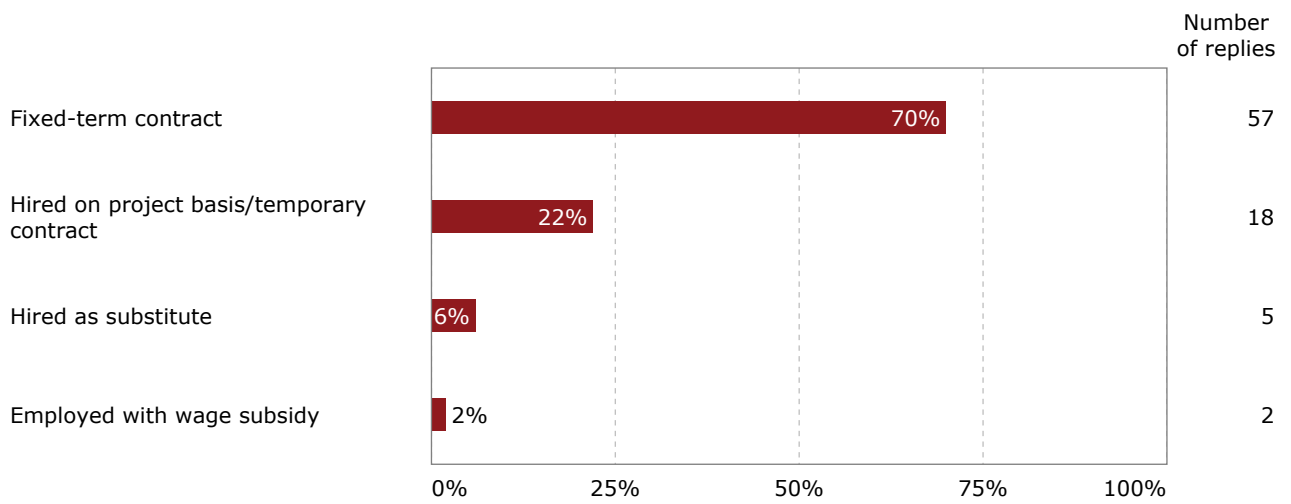
The figure for question Q.1.1. shows the Master's Candidatus/Professional Bachelor's graduates' current job situation, where the response categories show if they are in work, self-employed, unemployed, in full-time education, or on a Ph.d programme.



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?

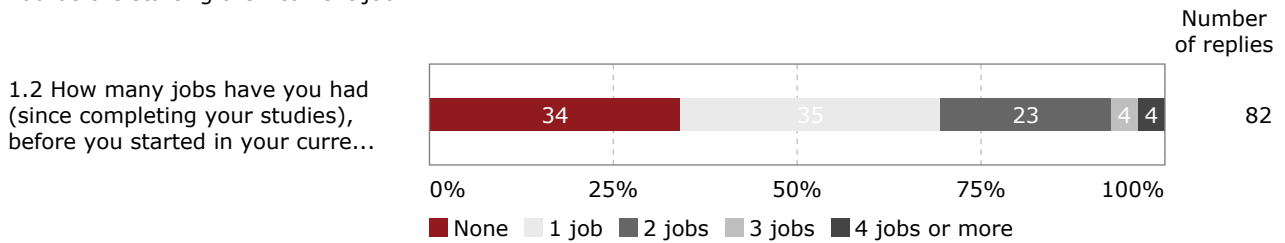
The figure for question Q.1.3. shows the conditions of employment for the Masters Candidatus/Professional Bachelors in work, where the response categories show if they are hired on a fixed-term contract, hired on a project/temporary contract, hired as a substitute, or employed with wage subsidy.



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?

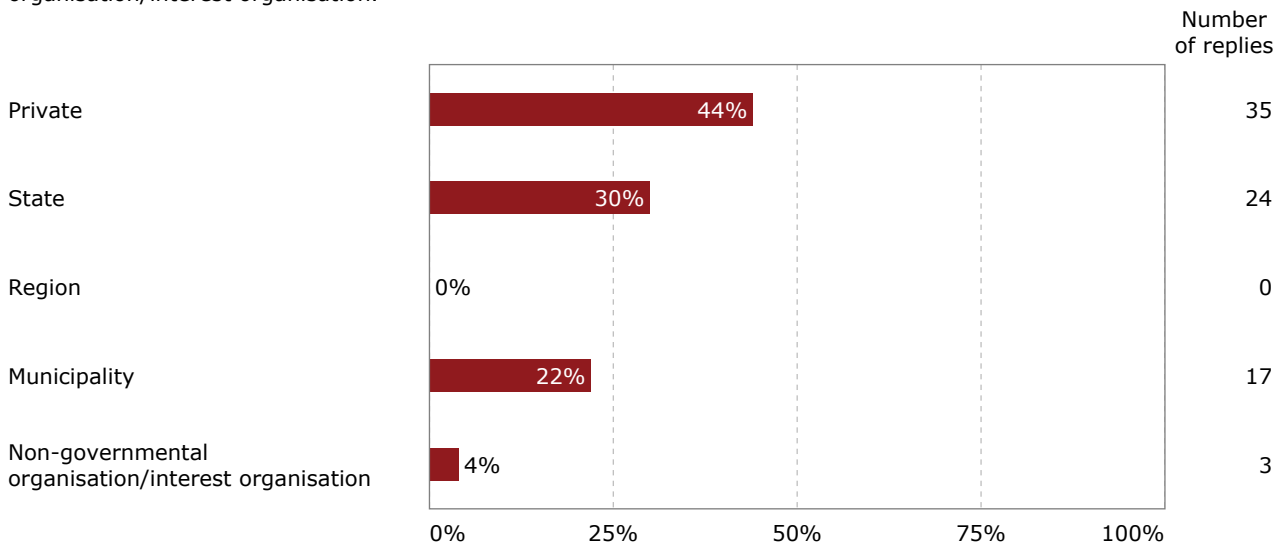
Figure Q.1.2. shows the number of jobs Master's Candidatus/Professional Bachelor's graduates in employment have had before starting their current job.



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.

	Private	State	Region	Municipality	Non-governmental organisation/interest organisation	Total %	Total n
Agriculture, hunting, forestry and fishing (e.g. plant nursery)	0%	0%	0%	0%	0%	0%	0
Raw material extraction (e.g. extraction of oil and gas)	0%	0%	0%	0%	0%	0%	0
Manufacturing firm (e.g. industry, food processing)	6%	0%	0%	0%	0%	3%	2
The supply of electricity, gas or heating	0%	0%	0%	0%	0%	0%	0
Water supply, sewerage, waste management, etc.	0%	0%	0%	0%	0%	0%	0
Construction company	0%	4%	0%	0%	0%	1%	1
Wholesale and retail trade	9%	0%	0%	0%	0%	4%	3
Freight transport and cargo handling (e.g. mail)	3%	0%	0%	0%	0%	1%	1
Lodging and restaurant business	0%	0%	0%	0%	0%	0%	0
Information and communication (e.g. publishing, film production, radio + TV)	32%	4%	0%	6%	0%	16%	13
Financial institute or financial company, etc. (e.g. insurance company, pension fund)	6%	0%	0%	0%	0%	3%	2
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)	3%	4%	0%	0%	0%	3%	2
Public administration and defence; social security (e.g. public administration and social sector)	3%	8%	0%	6%	0%	5%	4
Teaching (e.g. upper secondary schools and adult education)	15%	71%	0%	76%	0%	48%	38
Health and social services (e.g. hospitals and drug or alcohol counselling)	0%	0%	0%	0%	50%	1%	1
Culture, entertainments and sport (e.g. theatre, libraries and museums)	15%	8%	0%	12%	50%	13%	10
Other services (e.g. business organisations and consumer organisations)	9%	0%	0%	0%	0%	4%	3
Extraterritorial organisations and bodies (e.g. FN and EU)	0%	0%	0%	0%	0%	0%	0
Number of replies	34	24	0	17	2	80	80

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.

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

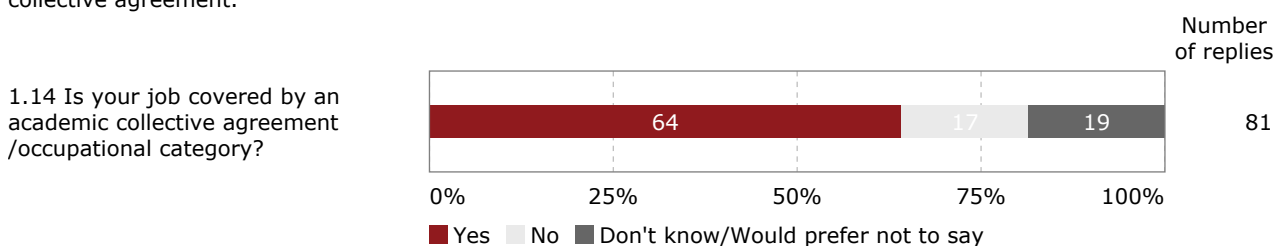
The table shows the geographical location for the Masters' Candidatus/Professional Bachelors' place of work from question Q.1.10. distributed among the various sectors from question Q.1.8.

	Private	State	Region	Municipality	Non-governmental organisation/interest organisation	Total %	Total n
Capital Region of Denmark	85%	83%	0%	59%	67%	78%	62
Region Zealand	9%	17%	0%	29%	0%	16%	13
Region of Southern Denmark	0%	0%	0%	6%	0%	1%	1
Central Denmark Region	3%	0%	0%	6%	0%	3%	2
North Denmark Region	0%	0%	0%	0%	33%	1%	1
All of Denmark	0%	0%	0%	0%	0%	0%	0
Nordic region (incl. Faroe Islands and Greenland)	0%	0%	0%	0%	0%	0%	0
Europe (not Nordic region)	3%	0%	0%	0%	0%	1%	1
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	33	24	0	17	3	80	80

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

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

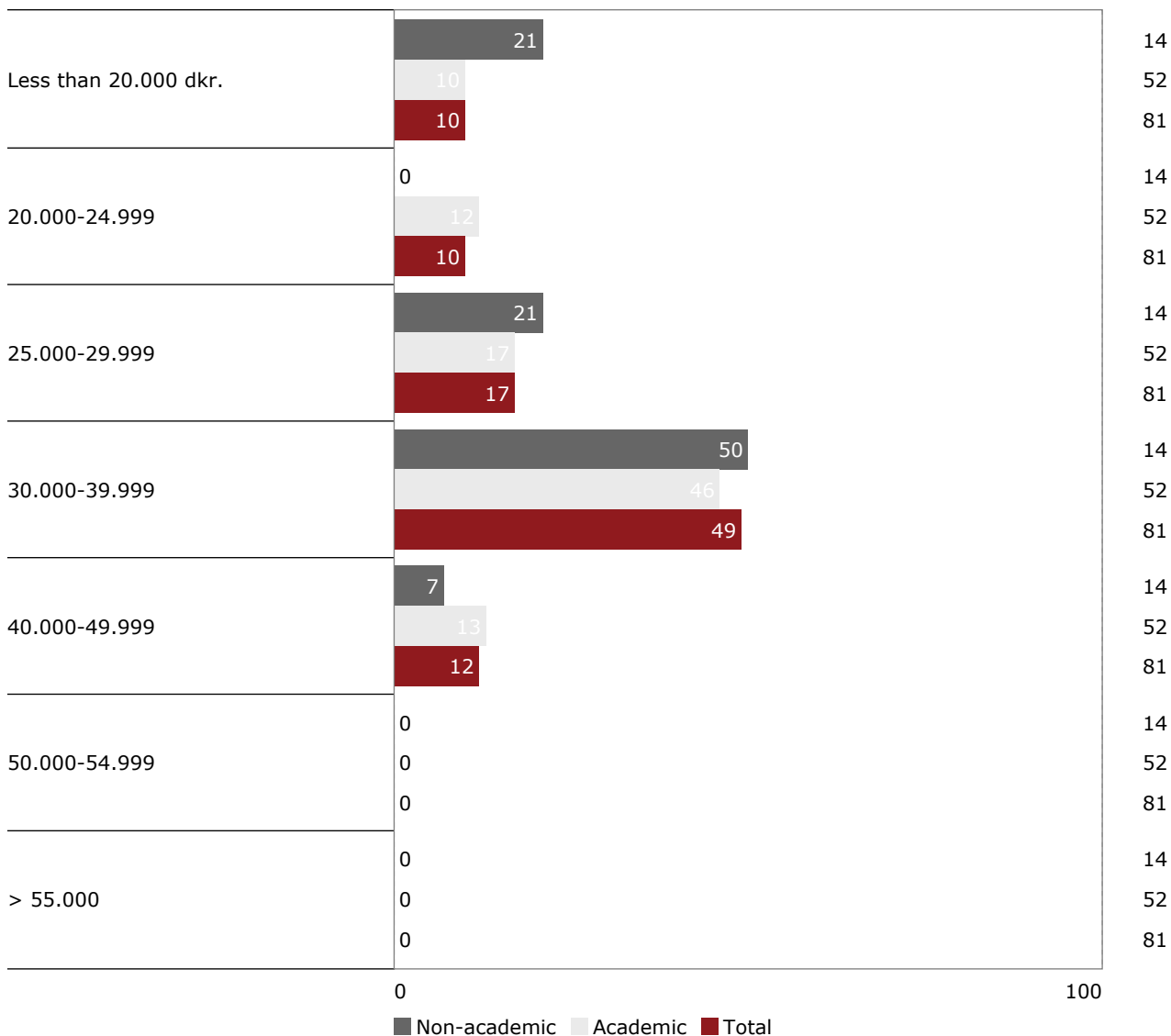
Figure Q.1.14. shows the Master's Candidatus distribution across academic collective agreement/non-academic collective agreement.



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?

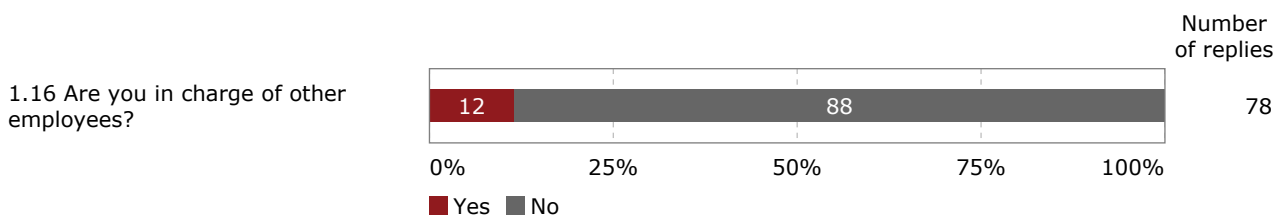
The figure for question Q.1.11. shows the Master's Candidatus/Professional Bachelor's monthly salary. The levels of salary are shown for graduates on a non-academic collective agreement, graduates on an academic collective agreement, Professional Bachelors as well as a total.



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?

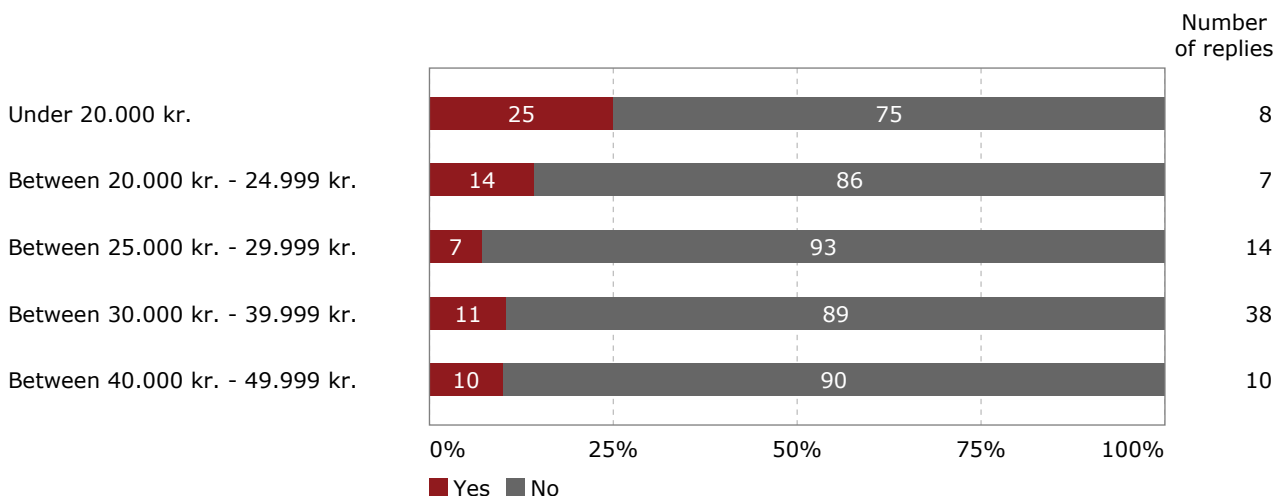
Figure Q.1.16. shows the distribution of Masters Candidatus/Professional Bachelors that are/aren't in charge of other employees.



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

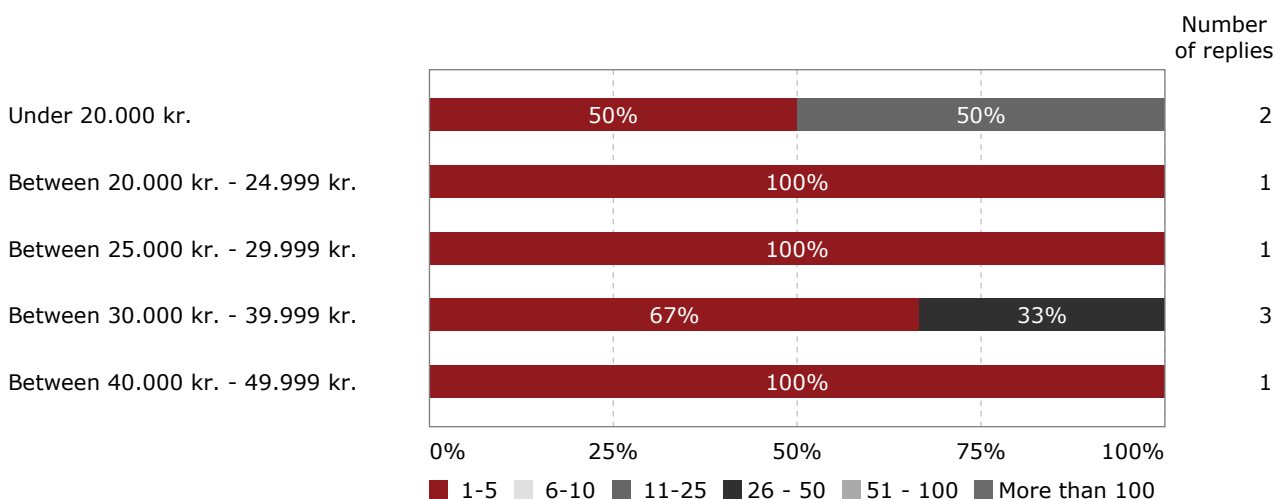
The figure for question Q.1.16. crossed with question Q.1.11. shows the distribution of Masters Candidatus/Professional Bachelors that are/aren't in charge of employees within each of the salary brackets.



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.

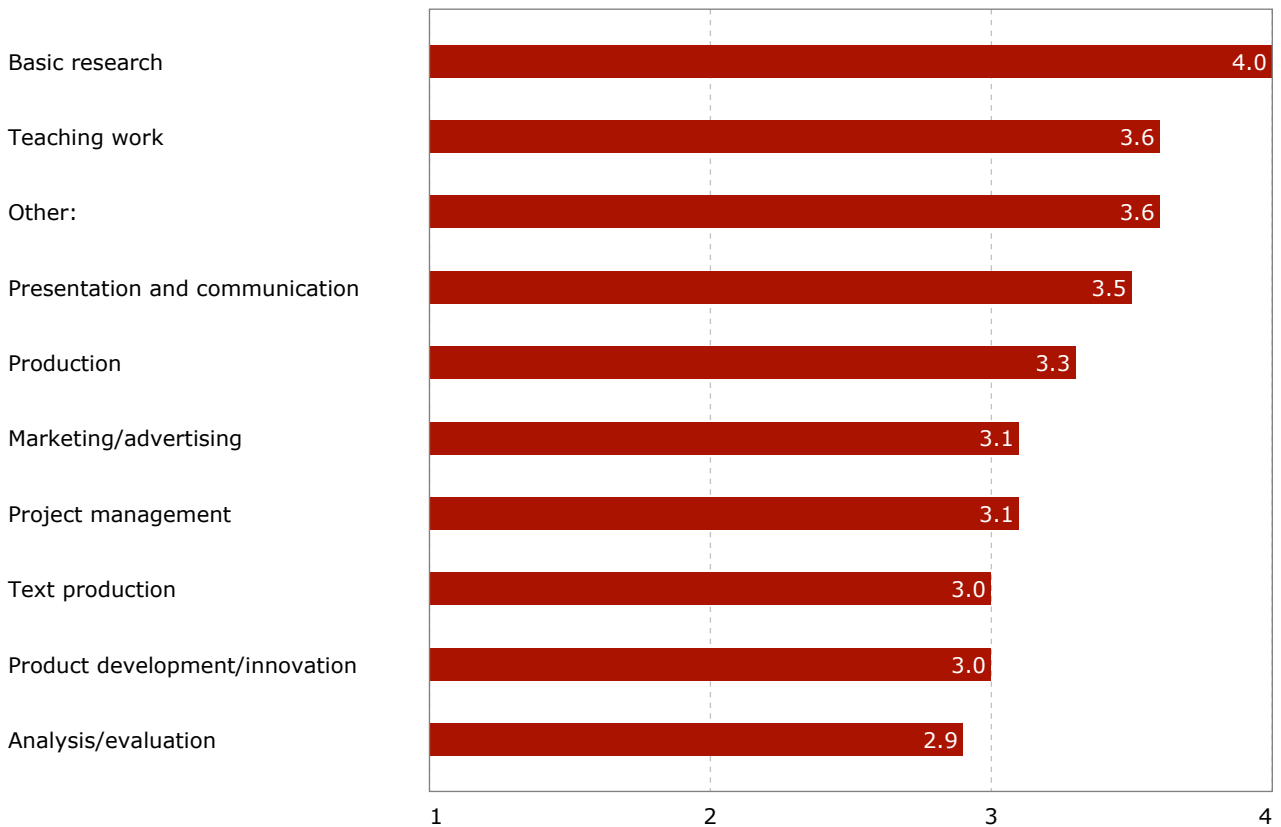


The distribution is shown in percentages and sums up to 100 within each salary bracket. The total number of respondents is shown to the right of the figure.

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.

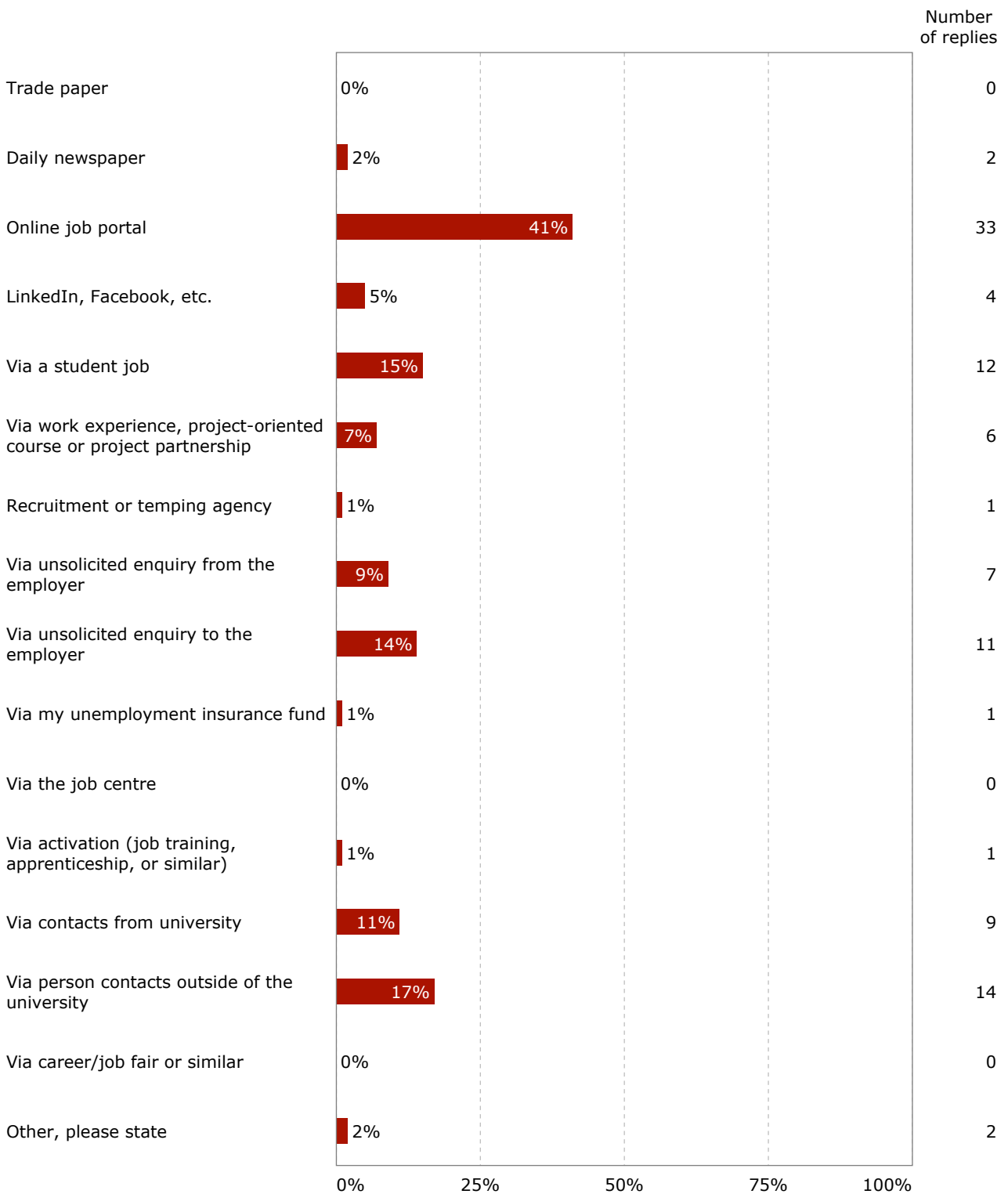
Below is shown the ten job functions the Masters Candidatus/Professional Bachelors spend the most time on.



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. 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.

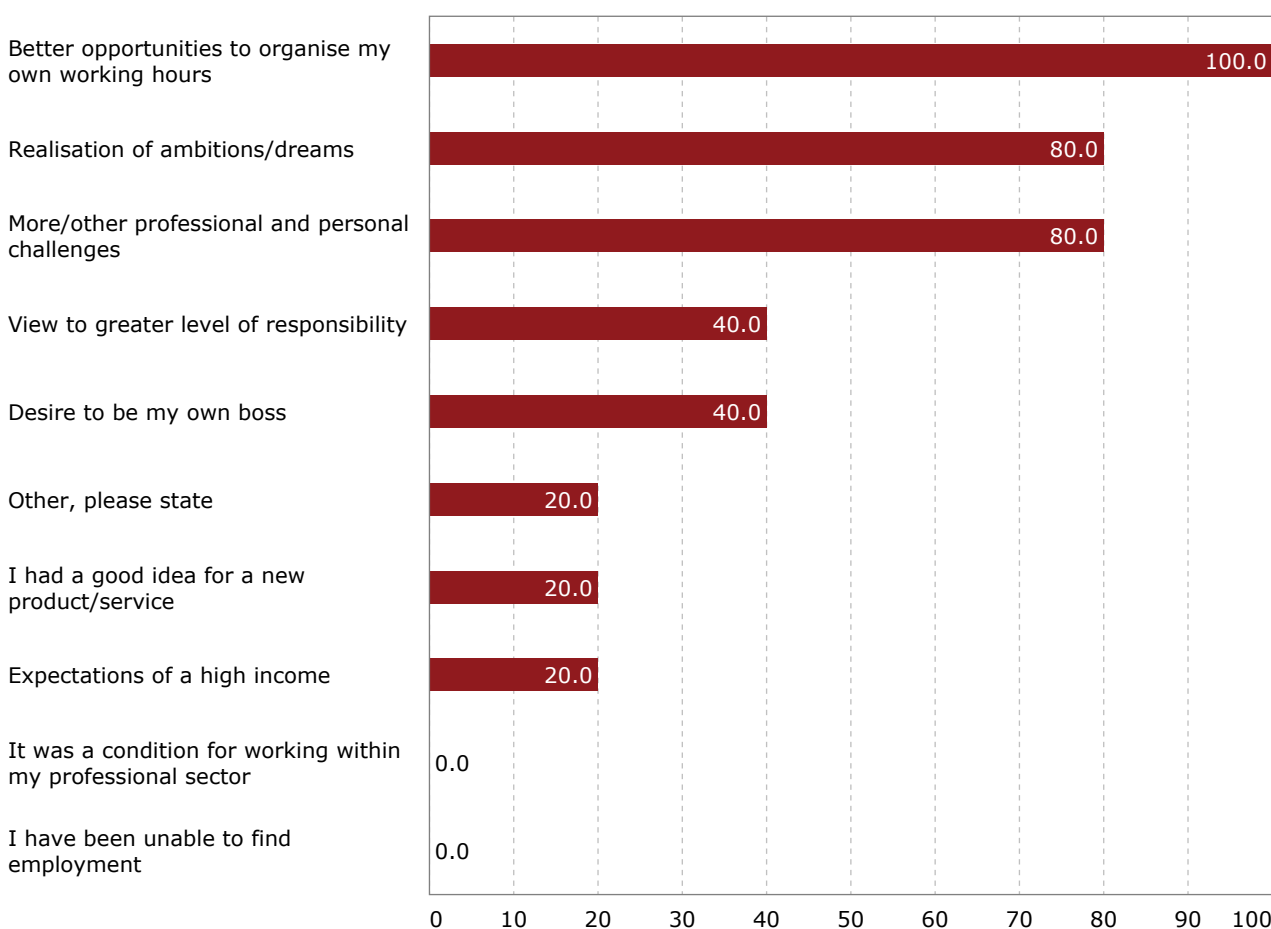
100 % started business alone, while 0 % started business in collaboration with one or more partners.

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

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

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

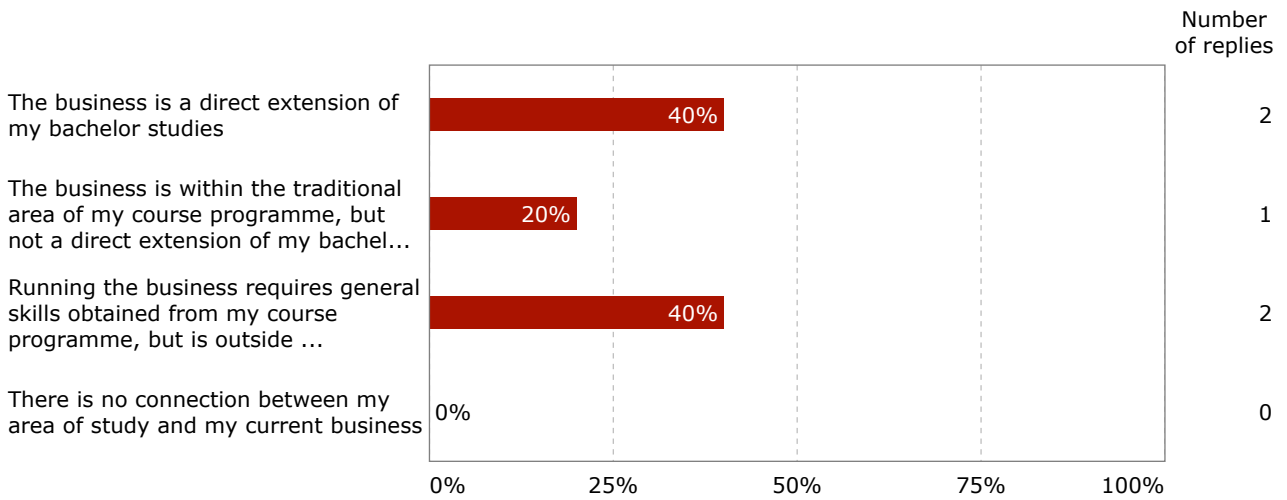
The figure for question Q.1.23. shows in order of priority why the Masters Candidatus/Professional Bachelors chose to start up independently/freelance.



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

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

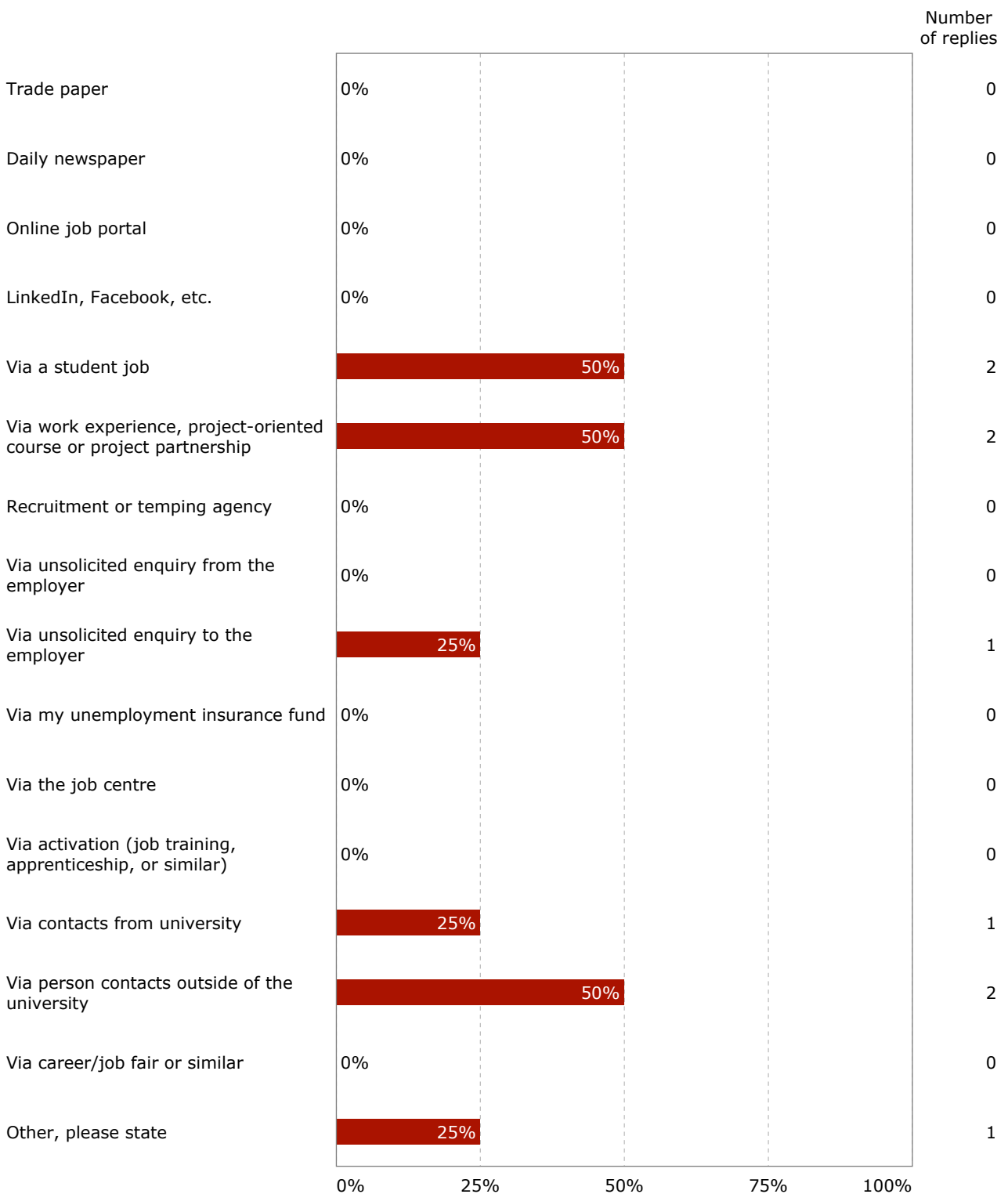
The figure for question Q.1.26./Q.1.27. shows how the Masters Candidatus/Professional Bachelors assess the correlation between their studies and their business.



It is only possible for them to choose one of the categories. The distribution is shown in percentages and sums up to 100. The total number of respondents for each response category is shown to the right of the figure.

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

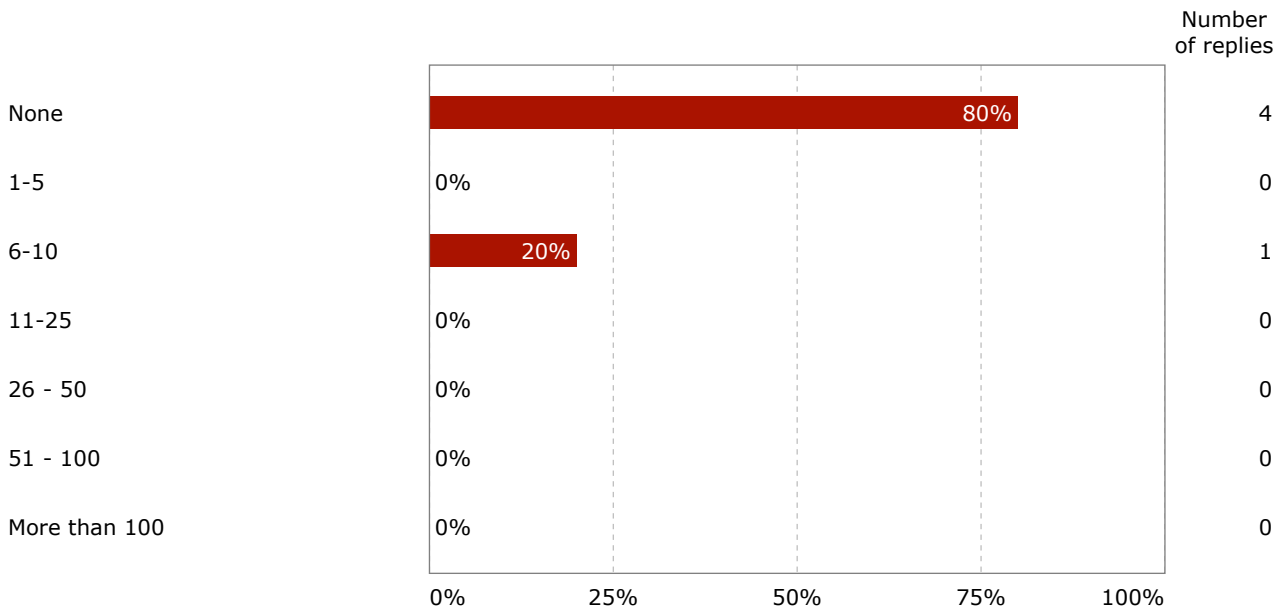
The figure for question Q.1.28. shows how the Masters Candidatus/Professional Bachelors got the idea for their business. More options were available.



The figure shows the percentage of the Masters Candidatus/Professional Bachelors that have chosen the specific category. The categories do not sum up to 100, as more categories were available for selection. The total number of respondents for each response category is shown to the right of the figure.

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

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



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

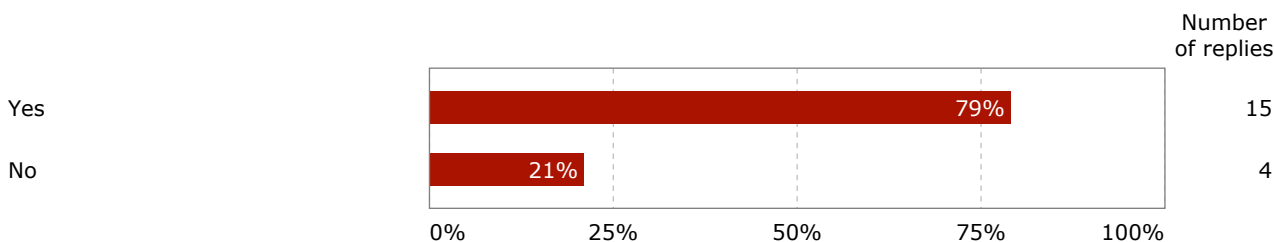
The total number of respondents is shown to the right of the figure.

3.3 Unemployed, including maternity leave without being under employment contract

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

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

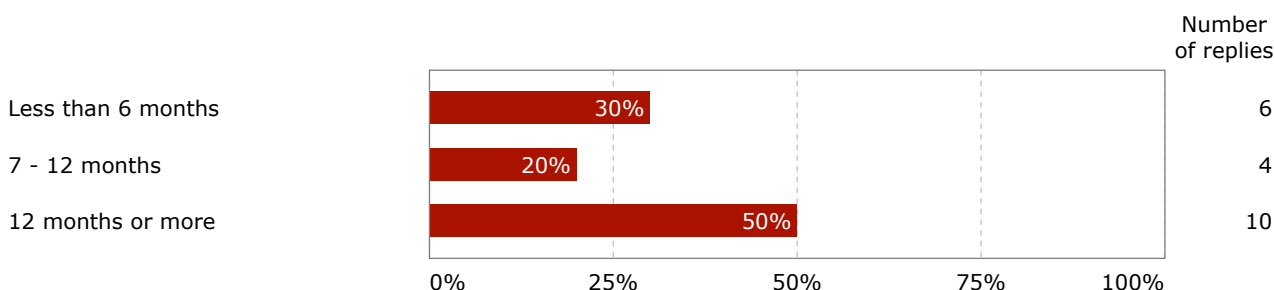
The figure for question Q.1.32. shows how many of the unemployed Masters Candidatus/Professional Bachelors have had one or several jobs since finishing their studies. They can choose between yes or no.



The distribution is shown as a percentage of each response category and sums up to 100 as it is only possible for the respondents to choose one response category. The total number of respondents for yes and no, respectively, is shown to the right of the figure.

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

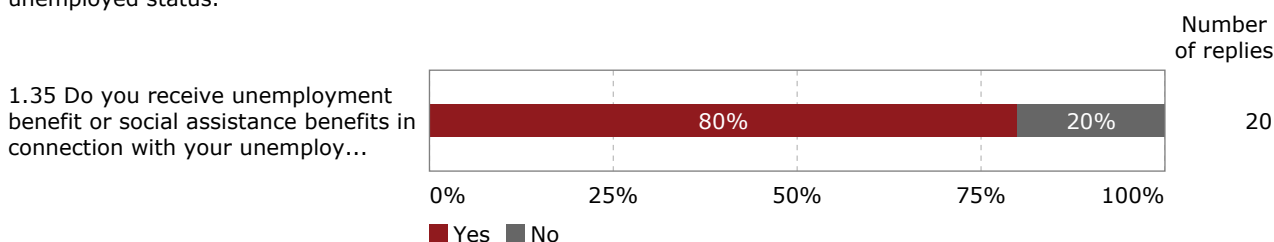
The figure for question Q.1.34. shows for how long the Masters Candidatus/Professional Bachelors have been unemployed in their current unemployment period, the response categories showing either less than 6 months, 7-12 months, and 12 months or more.



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

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

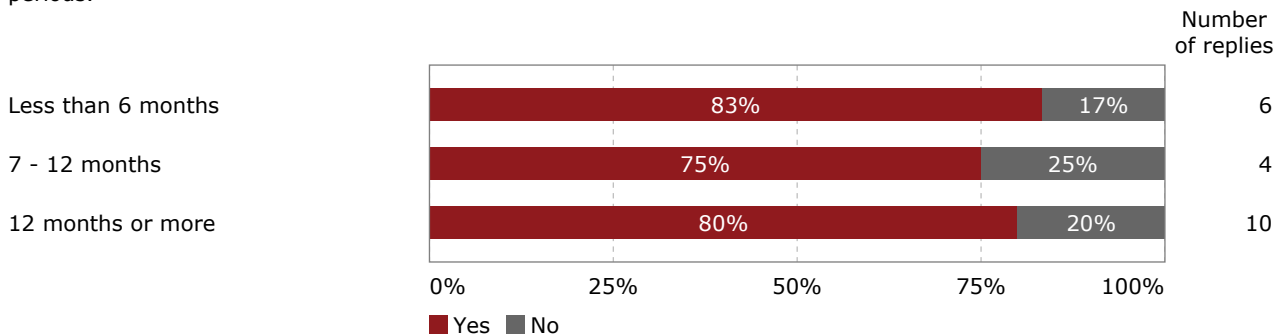
The figure for question Q.1.35. shows the distribution among unemployed Masters Candidatus/Professional Bachelors that receive and do not receive unemployment benefit or social assistance benefits in connection with their unemployed status.



The distribution is shown as a percentage. The total number of respondents is shown to the right of the figure.

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

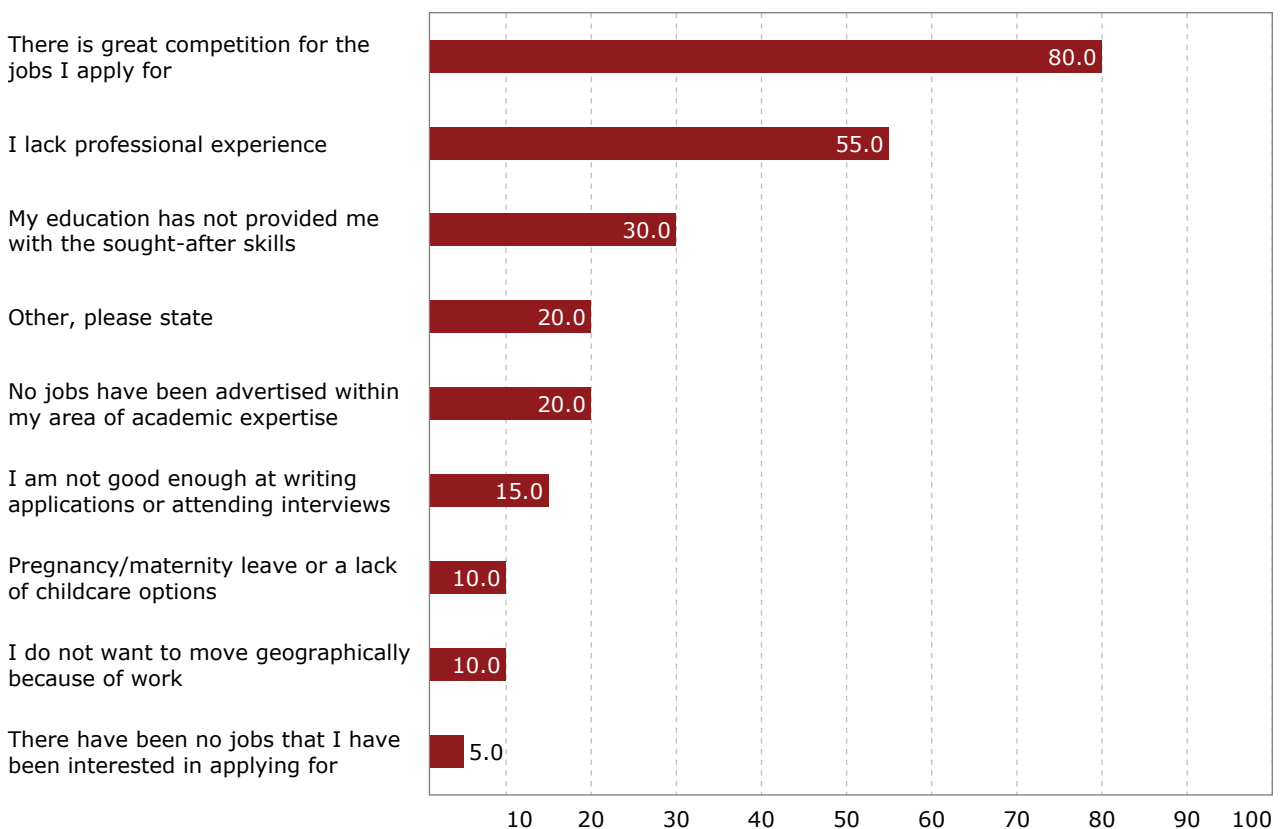
The figure for question Q.1.34./Q.1.35. shows the distribution of unemployed Masters Candidatus/Professional Bachelors who either receive or do not receive unemployment benefit/social assistance benefits, by unemployment periods.



The distribution is shown in percentages and sums up to 100 within the specific periods of unemployment. The total number of respondents for each unemployment period is shown to the right of the figure.

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

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



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

3.4 Full-time education

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

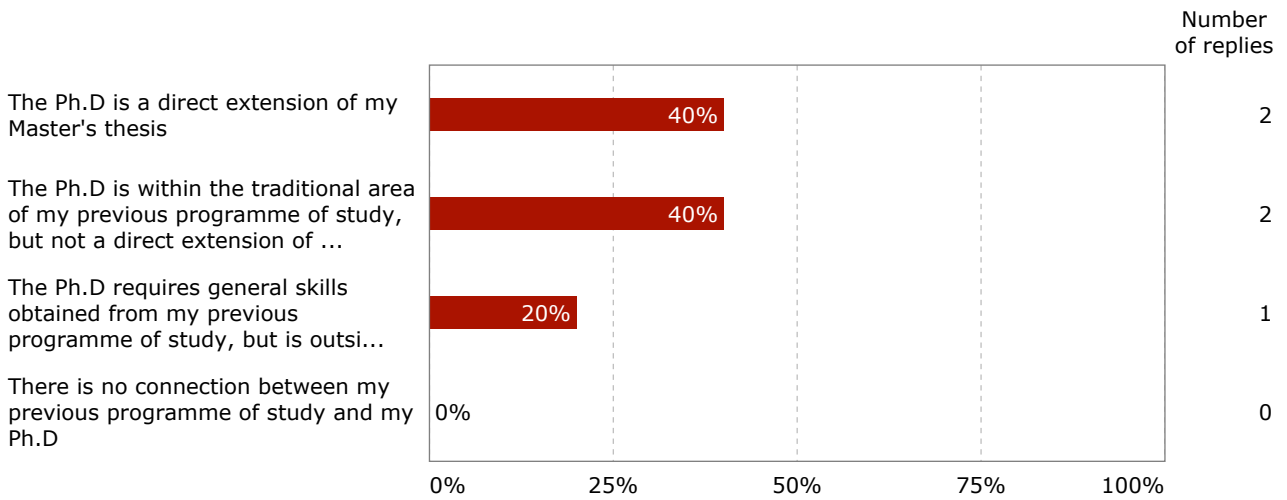
The table for question Q.1.39./Q.1.40. shows which education institutions the Masters Candidatus/Professional Bachelors in a full-time education are registered with.

	ph.d.	Master's (Candidatus) programme	(Academic) Bachelor's degree	Professional bachelor degree	Professional bachelor degree	Anden uddannelse	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	100%	0%	0%	0%	0%	0%	100%	5
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	0%	0%	0%	0%	0%	0%	0%	0
Other, please state	0%	0%	0%	0%	0%	0%	0%	0
Number of replies	5	0	0	0	0	0	5	5

The table shows the percentage within each specific education. The total number of respondents for each education is shown in the bottom row.

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.

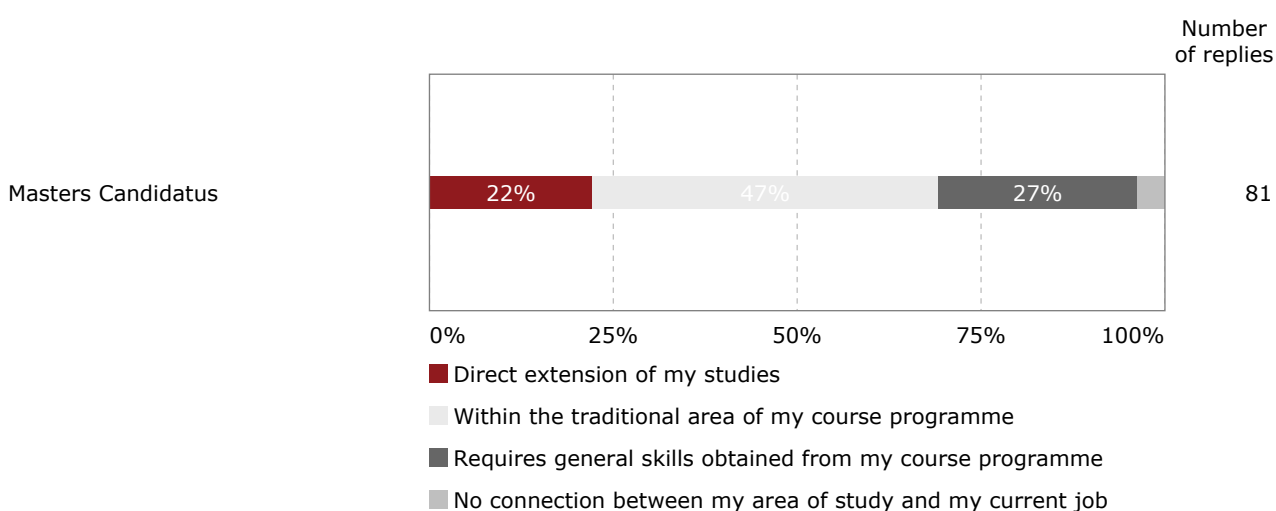
4 Correlation between Master's Candidatus/Professional Bachelor's education programmes and the job market

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.

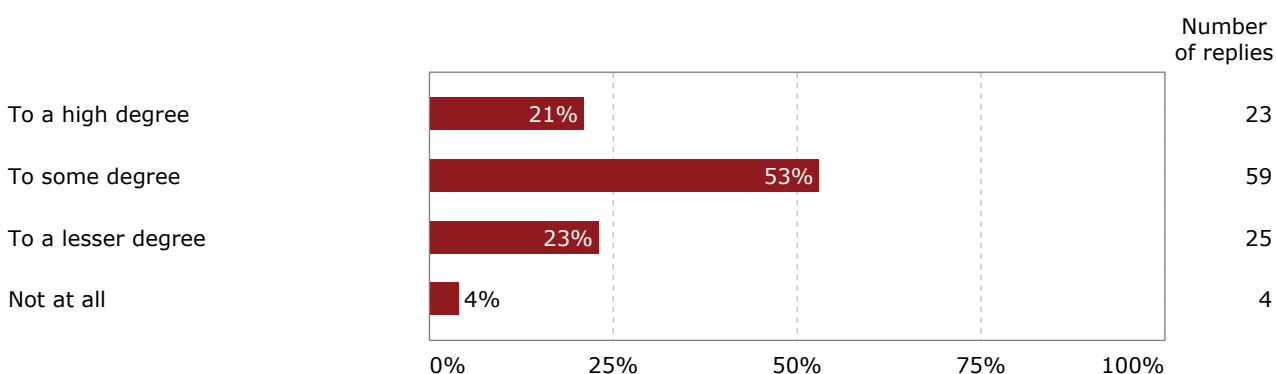


The distribution is shown as a percentage. The total number of respondents is shown to the right of the figure.

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?

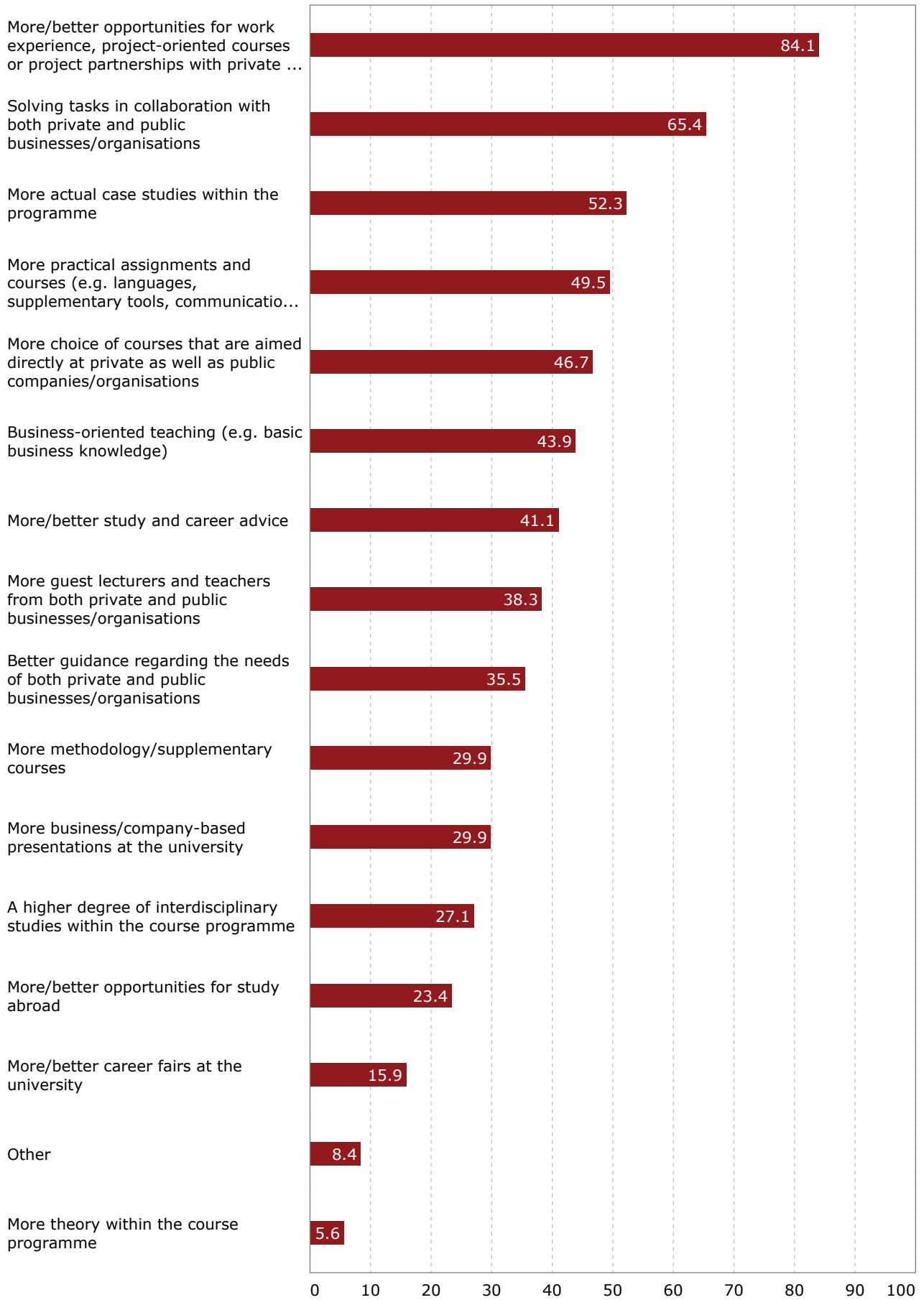
The figure for question Q.2.1. shows to what degree the Masters Candidatus/Professional Bachelors feel that their programme of study adequately has prepared them for their working life. The response categories show either to a high degree, to some degree, to a lesser degree or not at all.



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?

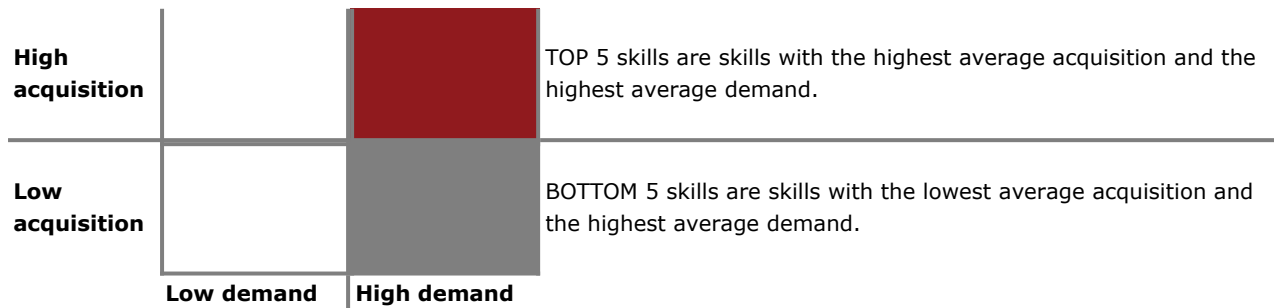
The figure for question Q.2.4. shows in order of priority, what areas the Masters Candidatus/Professional Bachelors think the university could improve upon to prepare the graduates for the demands of the labour market.



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

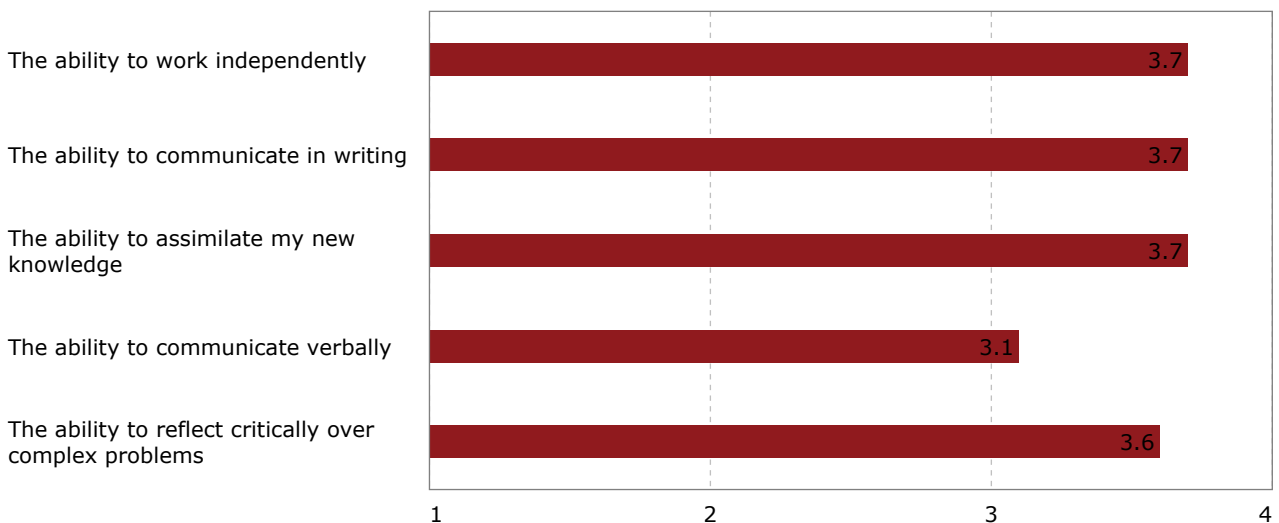
The figure shows the labour market demanded skills from question Q.2.3. out the x-axis and acquired skills from question Q.2.2. up the y-axis.



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'.

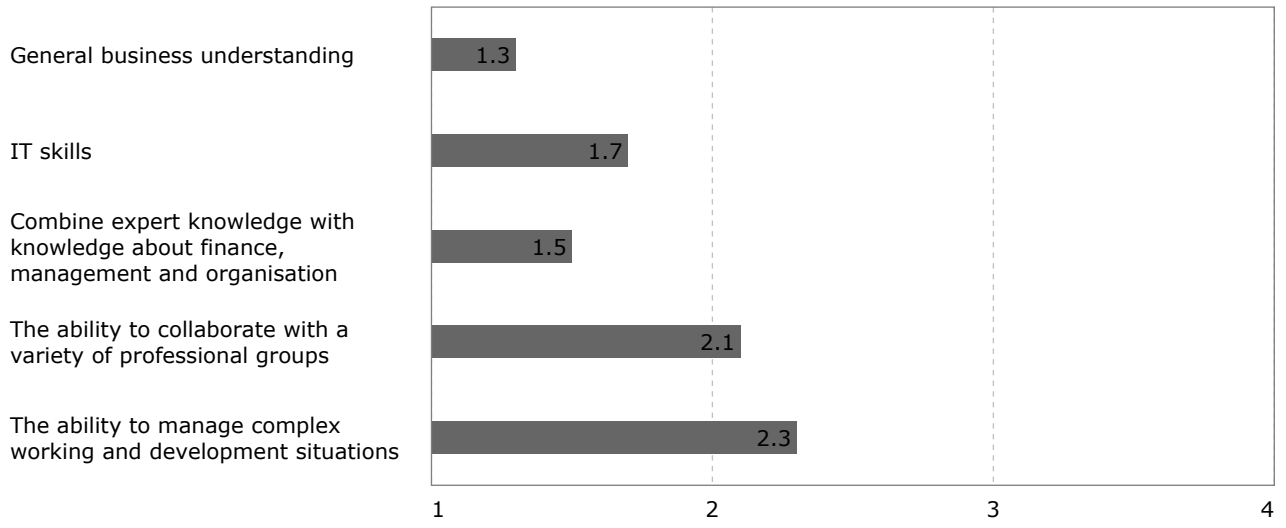
4.2.3.1 Top 5 skills

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.

Masters Candidatus	
I got the job before completing my studies	35%
0 - 3 months	30%
4 - 6 months	18%
7 - 12 months	9%
More than 12 months	8%
Number of replies	102

The table shows the percentages of each time interval.

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

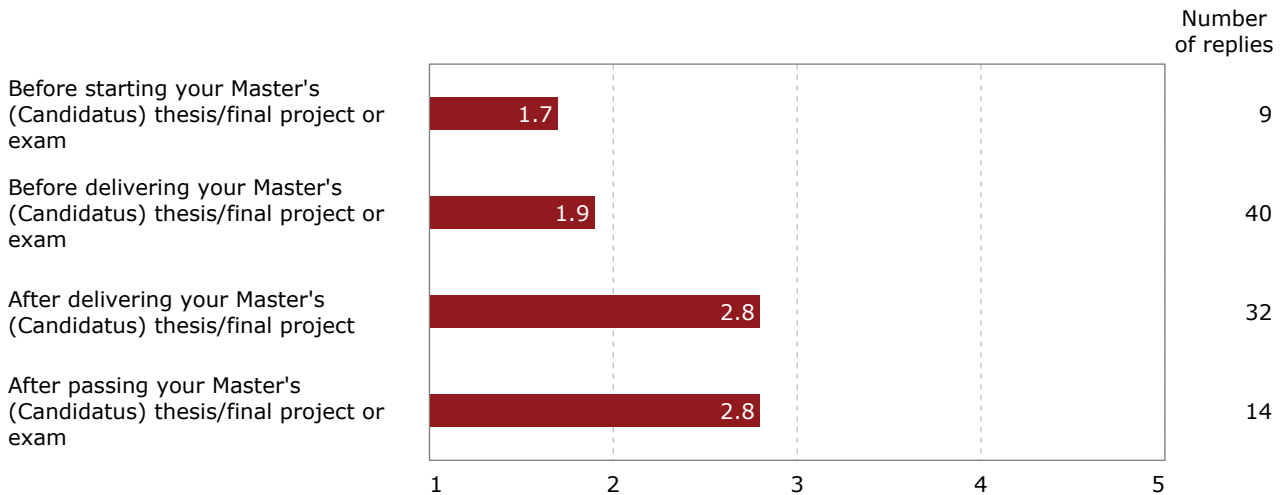
The table for question Q.3.19. shows when the Masters Candidatus/Professional Bachelors actively started looking for a job.

Masters Candidatus	
Before starting your Master's (Candidatus) thesis/final project or exam	9%
Before delivering your Master's (Candidatus) thesis/final project or exam	40%
After delivering your Master's (Candidatus) thesis/final project	36%
After passing your Master's (Candidatus) thesis/final project or exam	15%
Number of replies	100

The table shows the percentage share of each group.

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.



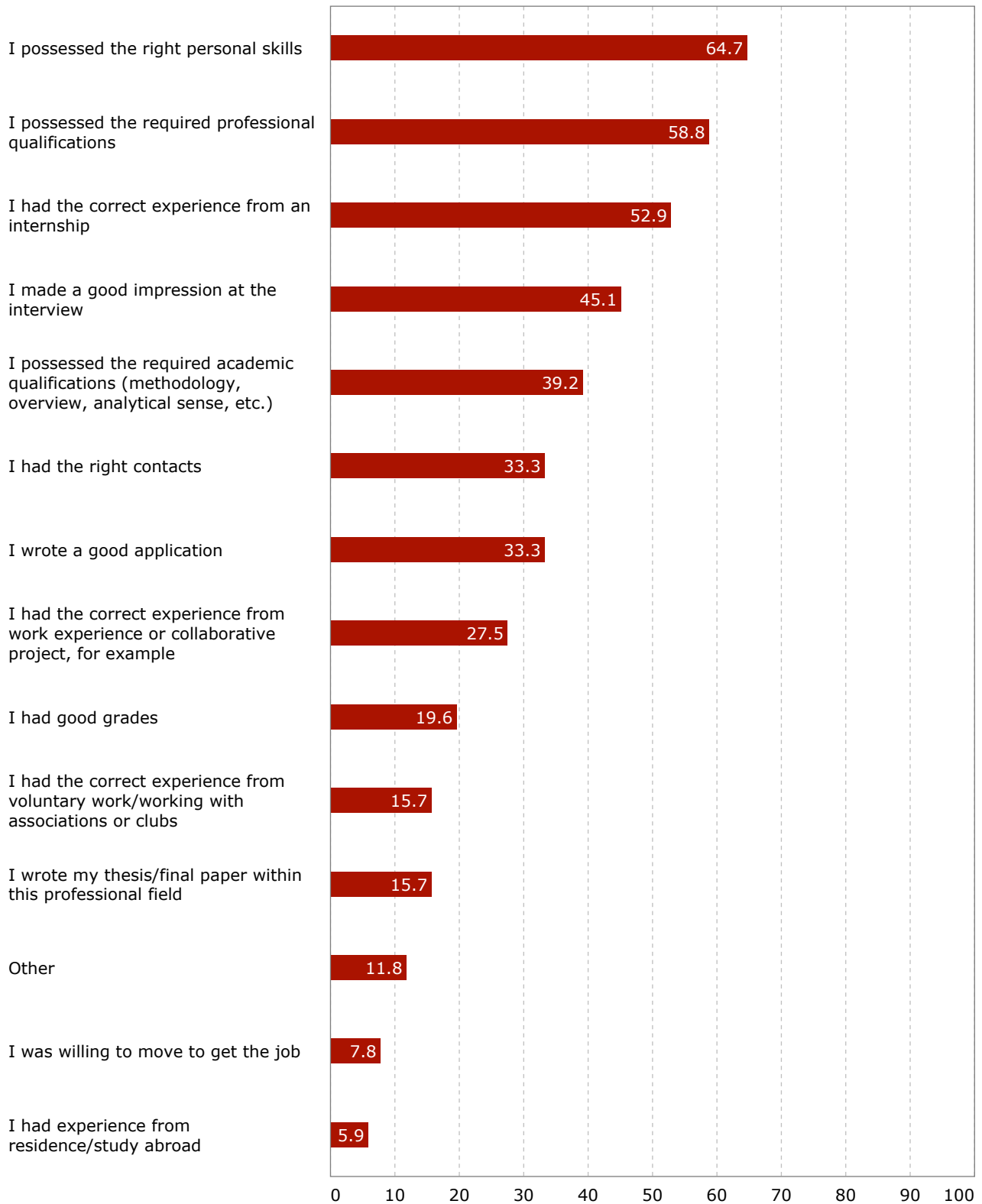
The average is calculated on a scale from 1 to 5 where

- 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.

Masters Candidatus	
Yes	90%
No	10%
Number of replies	106

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

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

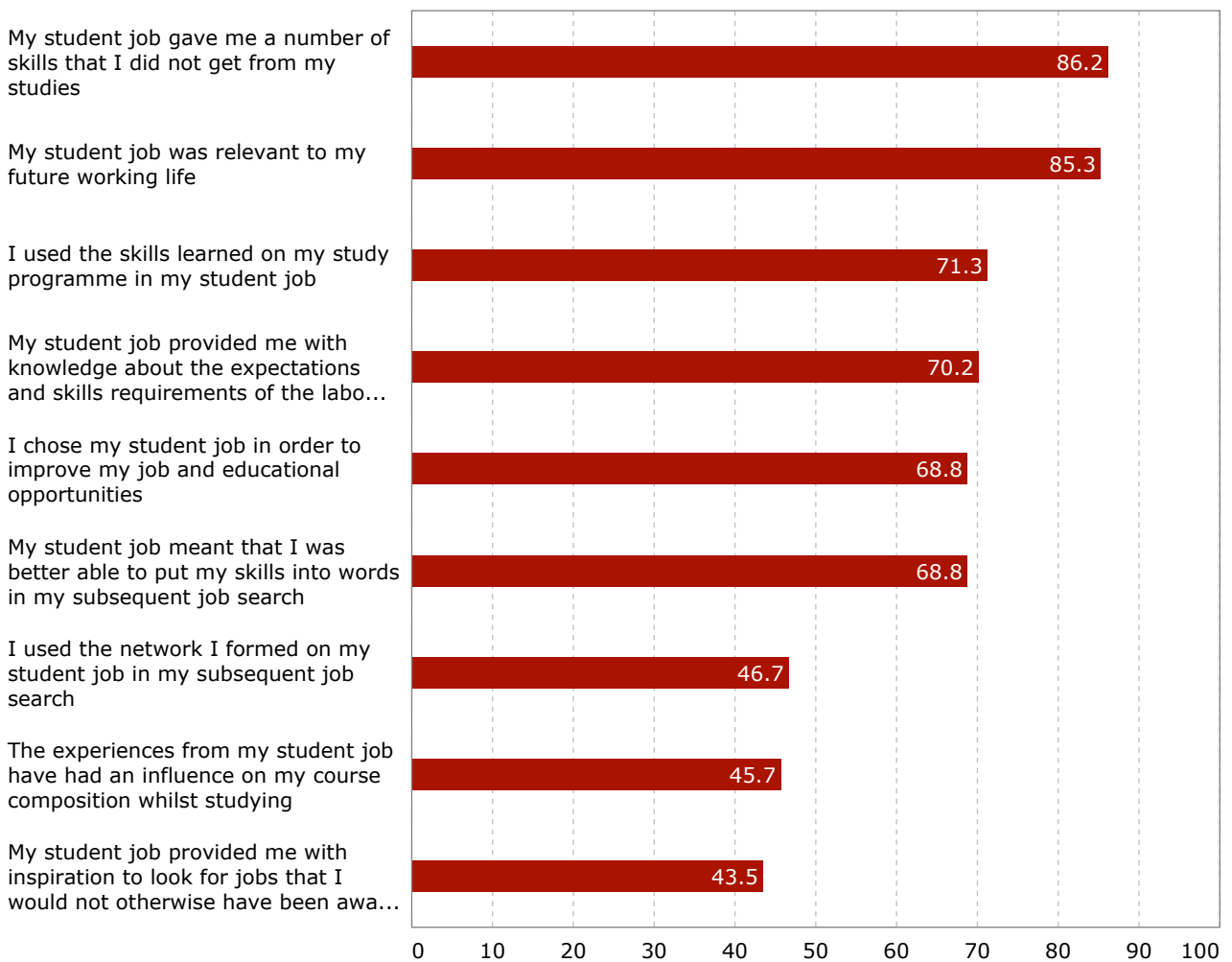
The table for question Q.3.5. shows the percentage of Masters Candidatus/Professional Bachelors who have had a student job alongside their programme of study, and who have subsequently been employed in the company/organisation where they worked as a student.

Masters Candidatus	
Yes	31%
No	69%
Number of replies	95

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

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.

Masters Candidatus	
Yes	36%
No	64%
Number of replies	104

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

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?

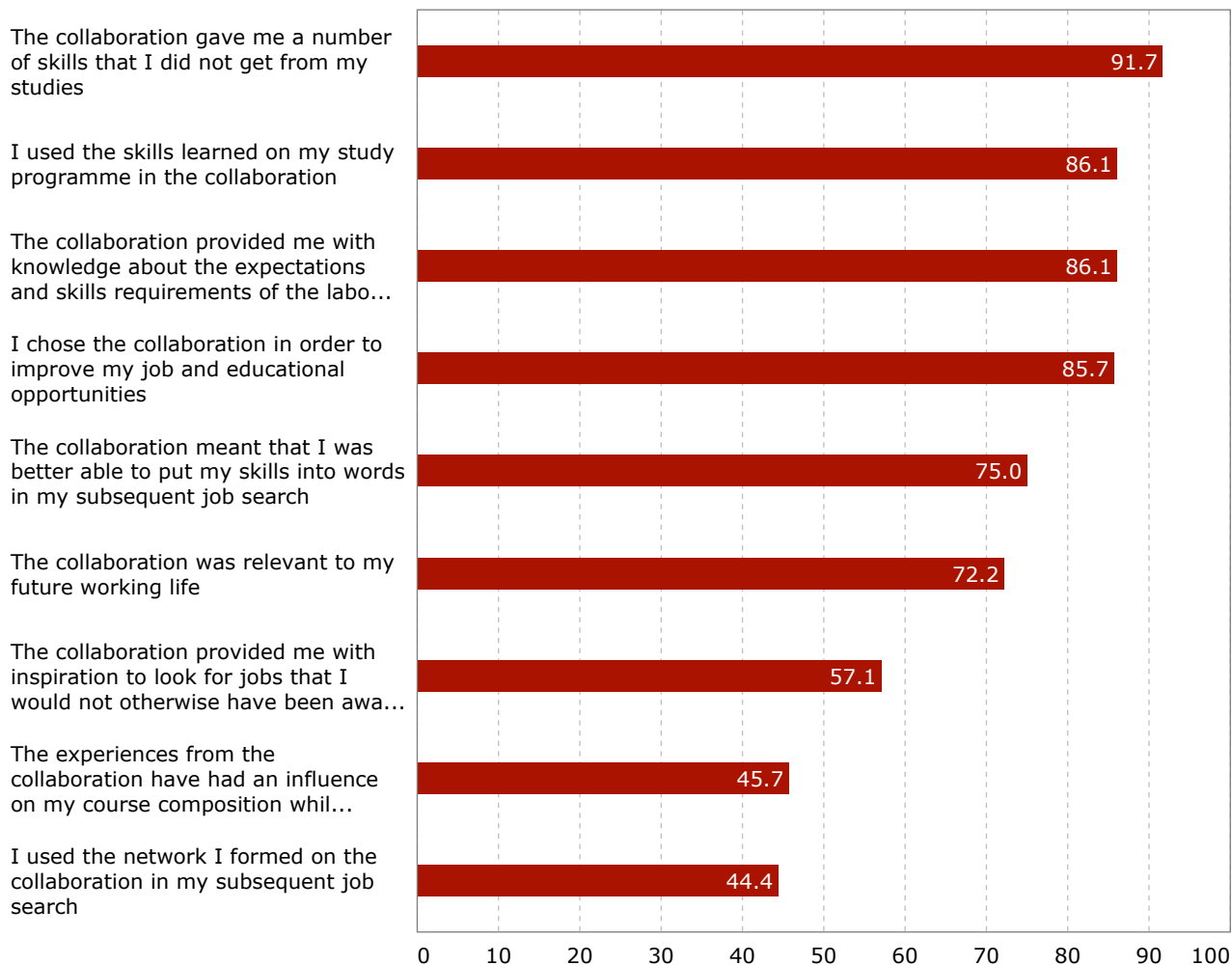
The table for question Q.3.8. shows how big a part of the Masters Candidatus/Professional Bachelors that have obtained non-obligatory work experience, project-oriented coursework or collaborative projects with private or public companies/organisations over the course of their studies, and subsequently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

Masters Candidatus	
Yes	19%
No	81%
Number of replies	37

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

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.

Masters Candidatus	
Yes	30%
No	70%
Number of replies	106

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

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

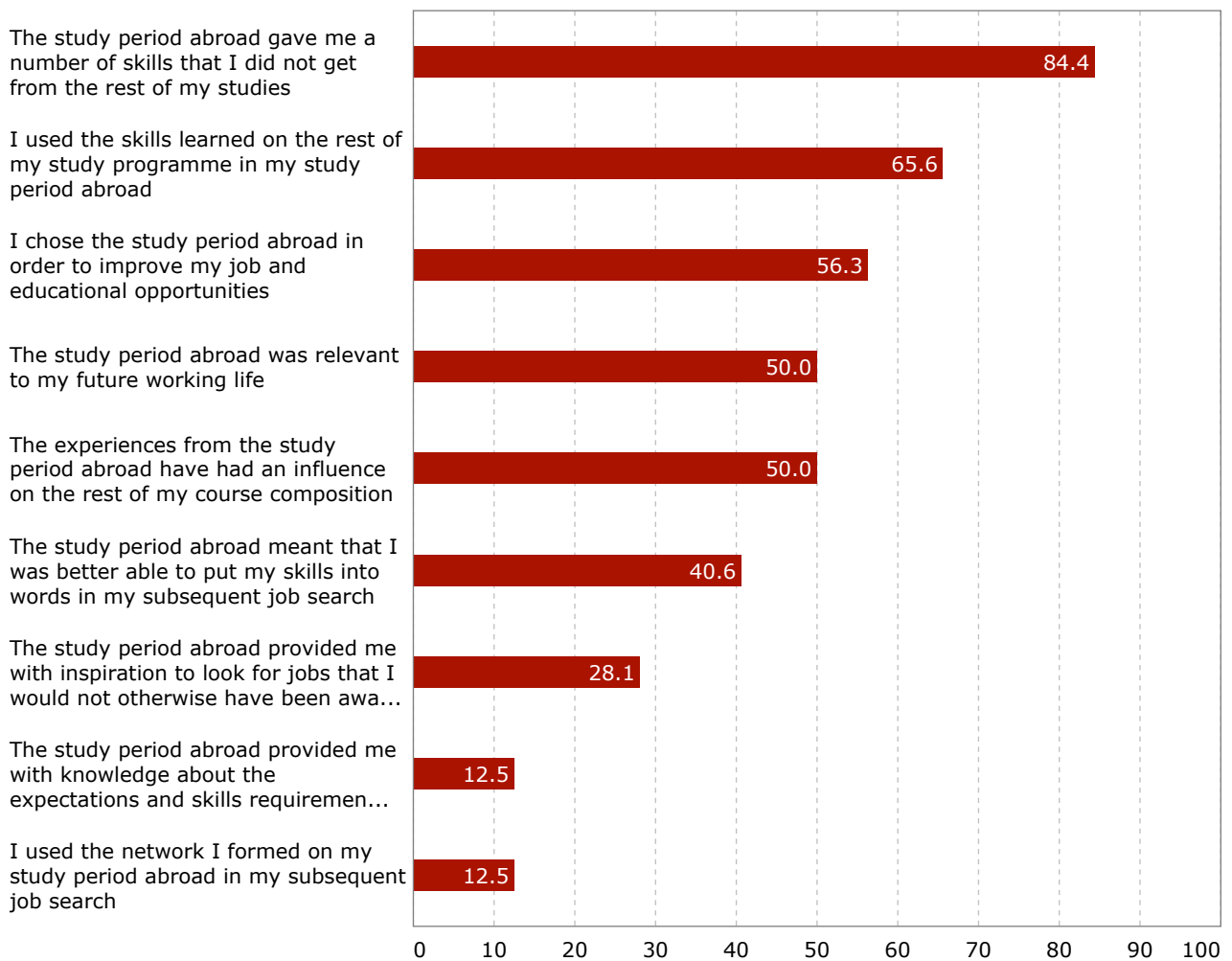
The table for question Q.3.11. shows the percentage of Masters Candidatus/Professional Bachelors having spent time studying abroad during their programme of study, and that subsequently assess that their studying abroad has played a significant role in their job situation.

Masters Candidatus	
Yes	37%
No	63%
Number of replies	30

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

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.

Masters Candidatus	
Yes	30%
No	70%
Number of replies	107

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

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?

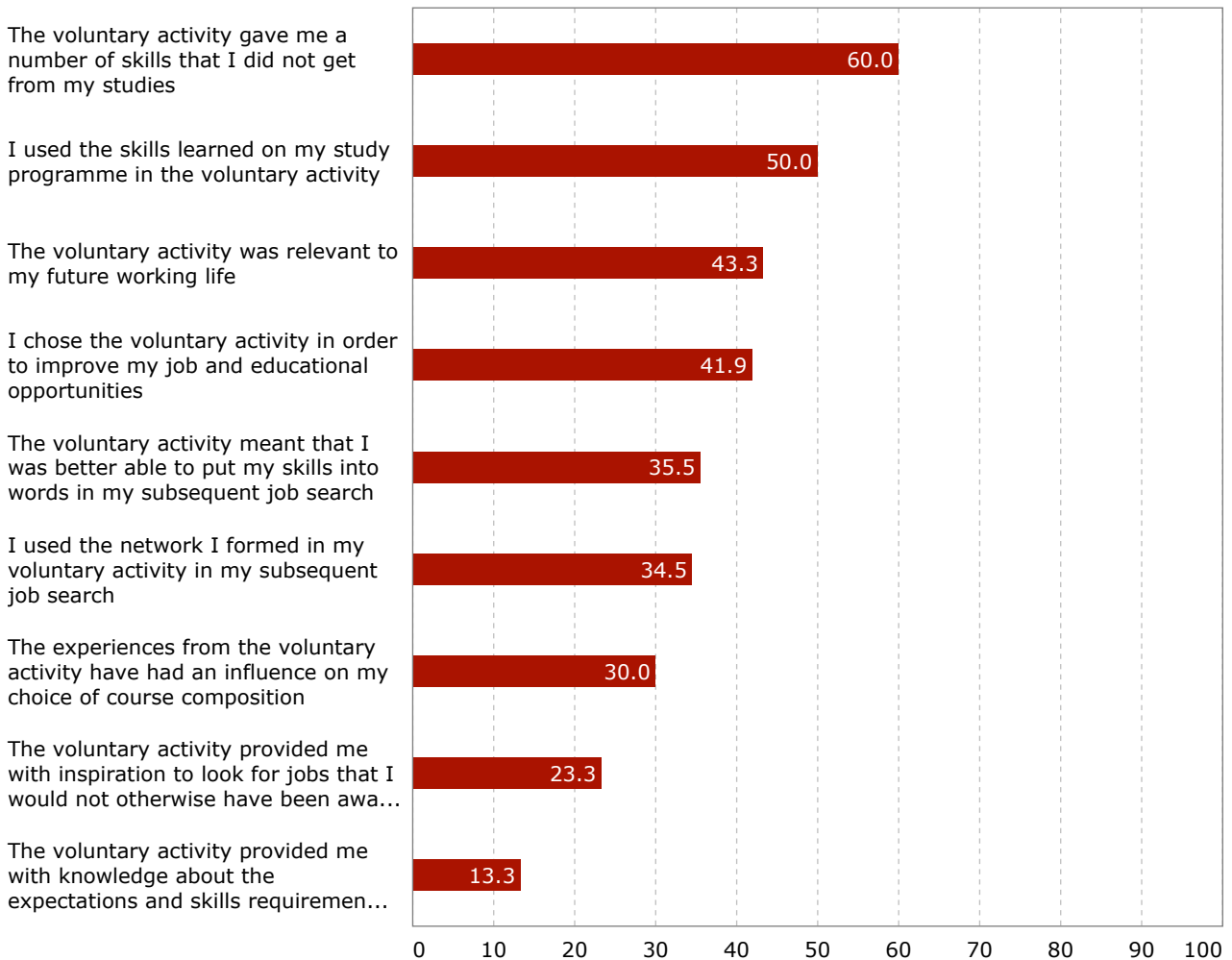
The table for question Q.3.14. shows how great a percentage of the Masters Candidatus/Professional Bachelors having participated in voluntary activities such as student politics, alumni associations or for example acted as arranger of social activities during their programme of study, and that simultaneously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

Masters Candidatus	
Yes	39%
No	61%
Number of replies	31

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

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.

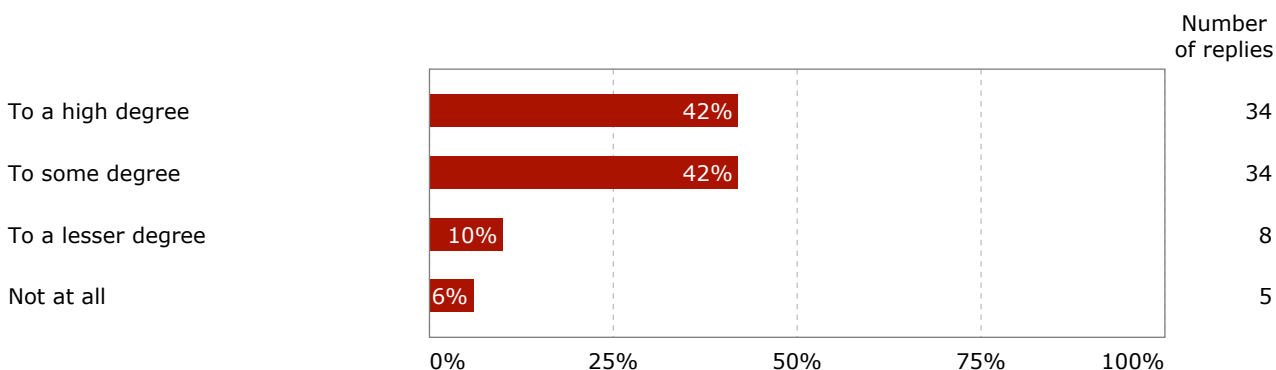


The figure shows the percentage of Masters Candidatus/Professional Bachelors that have answered 'To some degree' or 'To a high degree' to the specific questions.

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?

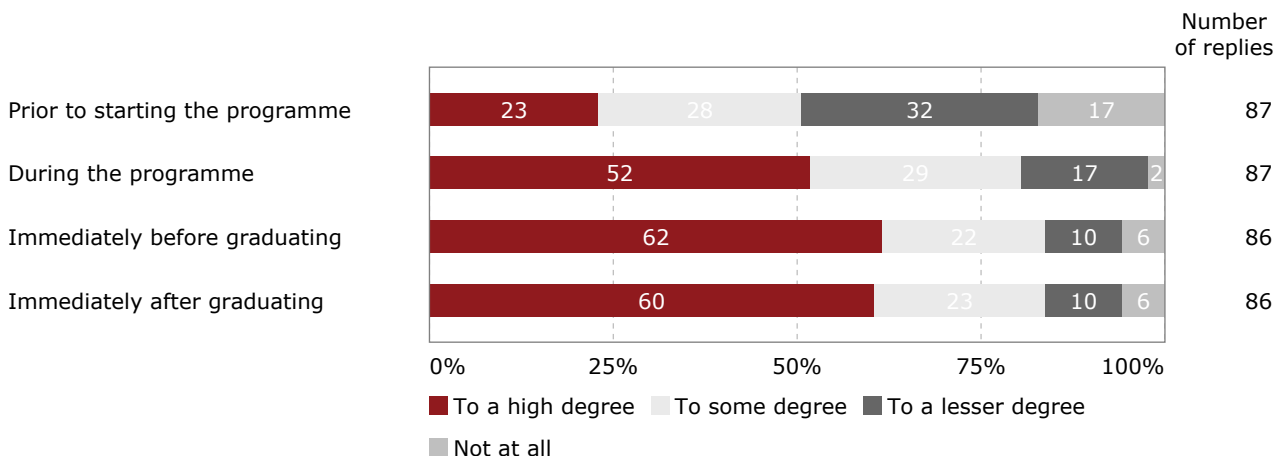
The figure for question Q.3.15. shows to what degree Masters' Candidatus/Professional Bachelors' current occupation live up to the career expectations that they had whilst studying.



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.

Masters Candidatus	
Yes, once	26%
Yes, several times	48%
No	26%
Number of replies	85

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

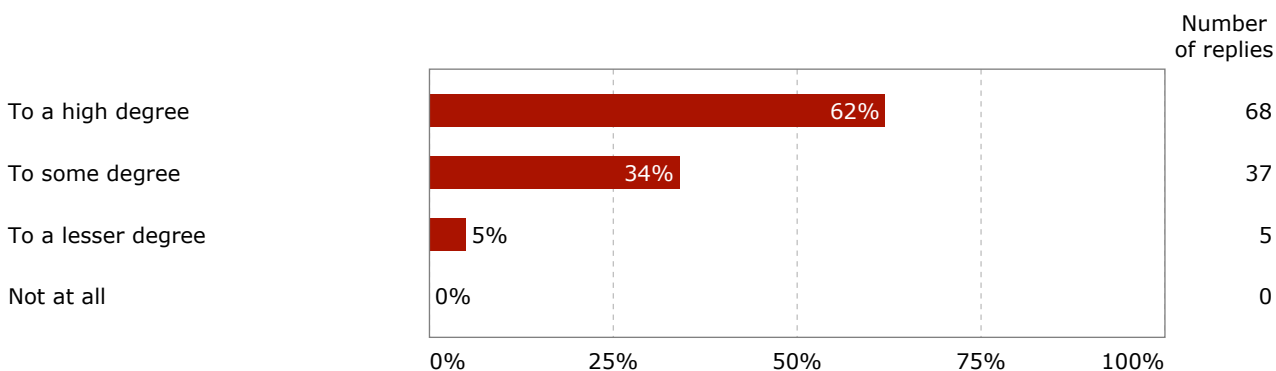
Only one response category has been available for selection.

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.

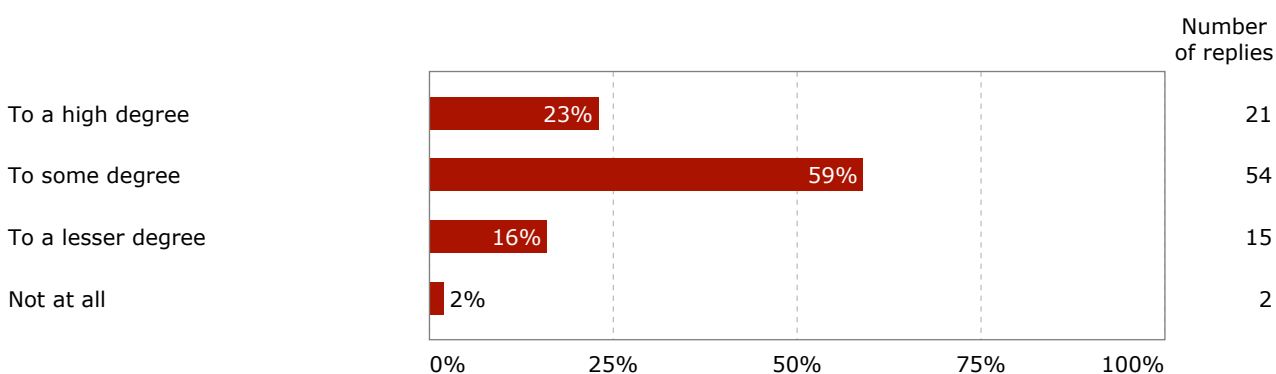
Masters Candidatus	
Bachelor degree from University of Copenhagen	88%
Bachelor degree from Aalborg University	0%
Bachelor degree from Aarhus University	3%
Bachelor degree from Copenhagen Business School	1%
Bachelor degree from Technical University of Denmark (DTU)	0%
Bachelor degree from IT University of Copenhagen	0%
Bachelor degree from Roskilde University (RUC)	3%
Bachelor degree from University of Southern Denmark	4%
I have a bachelor degree from a university in another country	1%
A professional bachelor degree from the Danish School of Media and Journalism	0%
A professional bachelor degree from University College UCC	0%
A professional bachelor degree from Metropolitan University College	0%
A professional Bachelor's degree from University College Lillebælt	0%
A professional Bachelor's degree from University College of Northern Jutland	0%
A professional Bachelor's degree from University College Zealand	0%
A professional Bachelor's degree from University College South Denmark	0%
A professional Bachelor's degree from VIA University College	0%
Other	1%
Number of replies	112

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

	%	n
Danish	96%	94
Linguistics	2%	2
Number of replies		98

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.

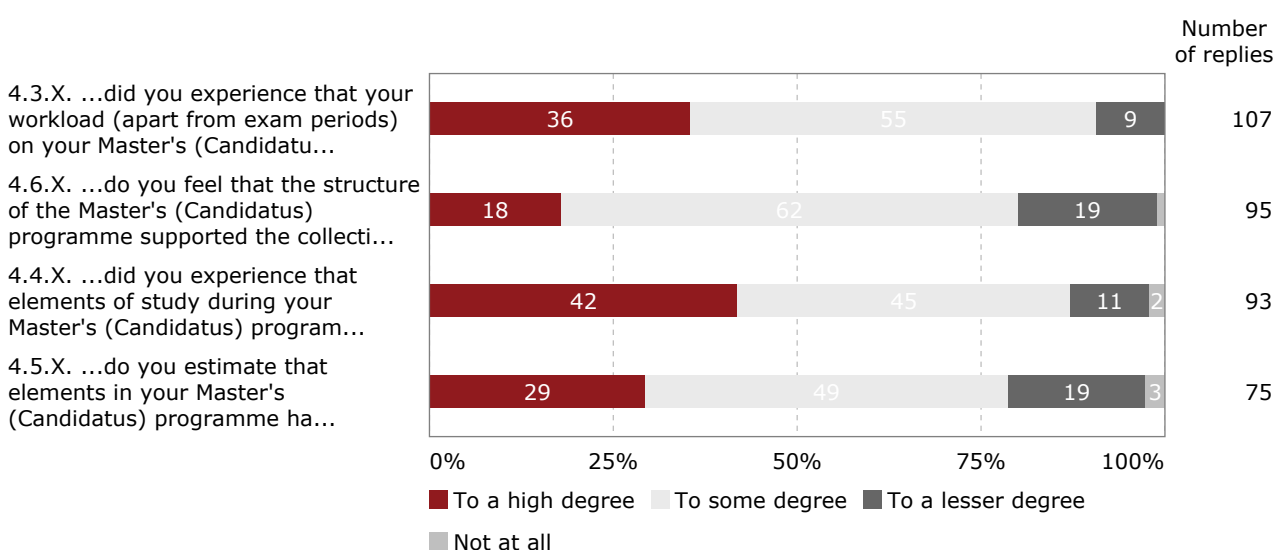


The distribution is shown as a percentage. The total number of respondents for each response category is shown to the right of the figure.

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.

To what degree...

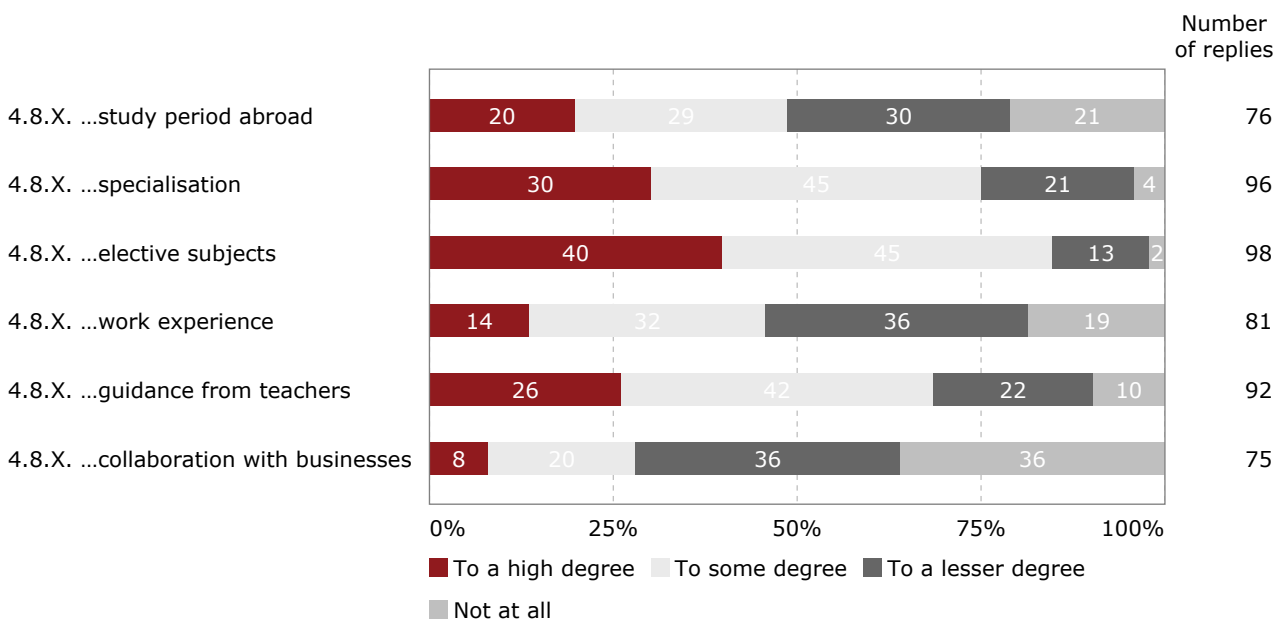


The distribution is shown as a percentage. The total number of respondents for each question is shown to the right of the figure.

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.

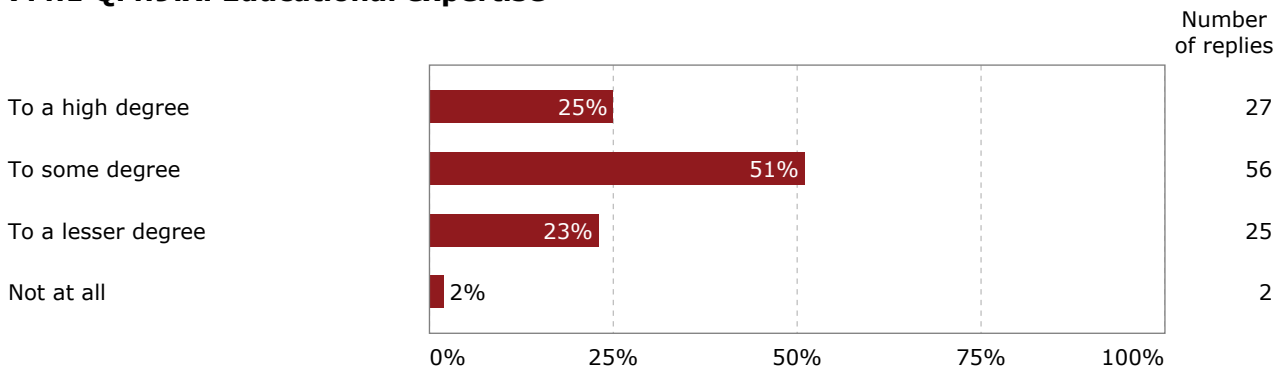


The distribution is shown as a percentage. The total number of respondents for each question is shown to the right of the figure.

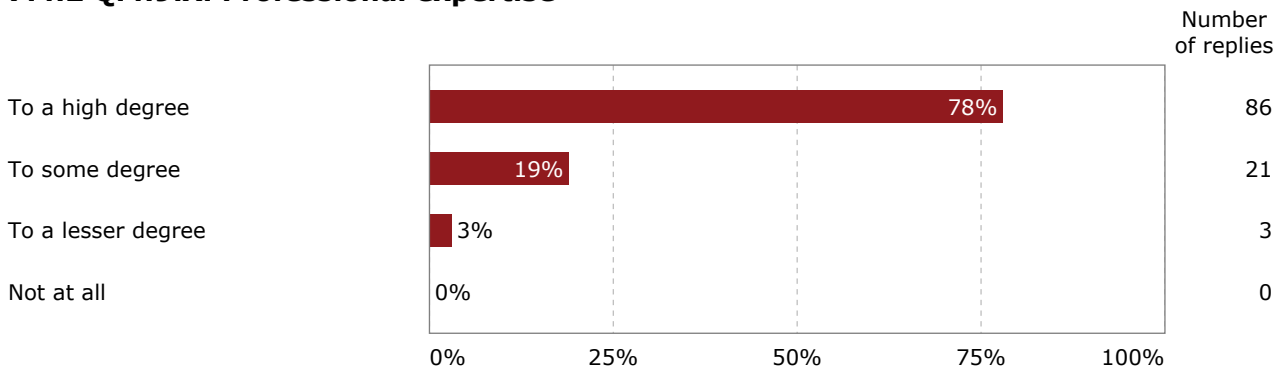
7.4 The teacher's professional and educational expertise

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

7.4.1 Q.4.9.X. Educational expertise



7.4.2 Q.4.9.X. Professional expertise



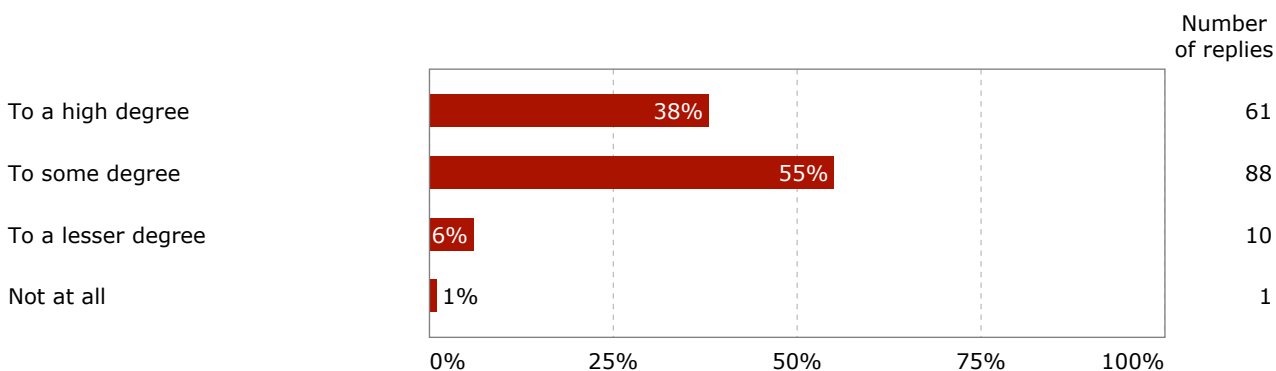
The distribution is shown as a percentage. The total number of respondents for each response category is shown to the right of the figure.

8 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?

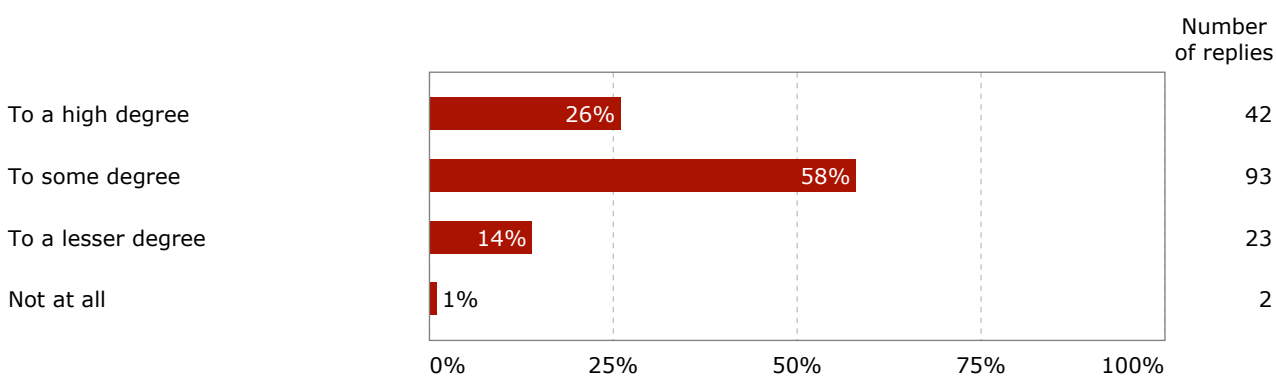
The figure for question Q.4.1. shows to what degree the Bachelors/Professional Bachelors assess that the teaching on their programme of study was organised at a suitable level in relation to the entry requirements.



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.

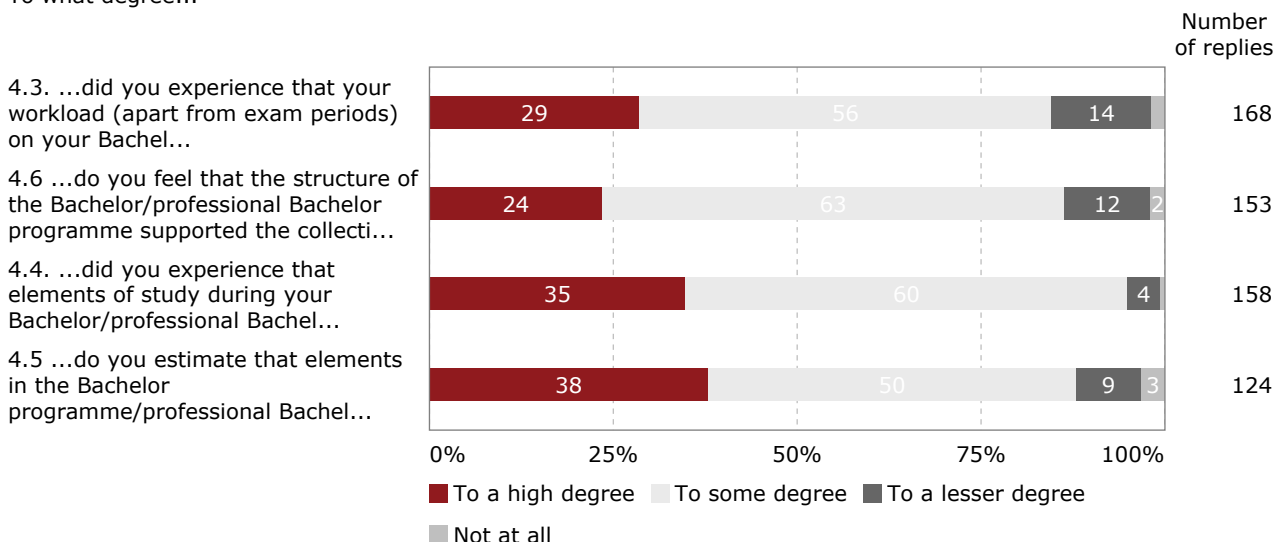


The distribution is shown as a percentage. The total number of respondents for each response category is shown to the right of the figure.

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.

To what degree...

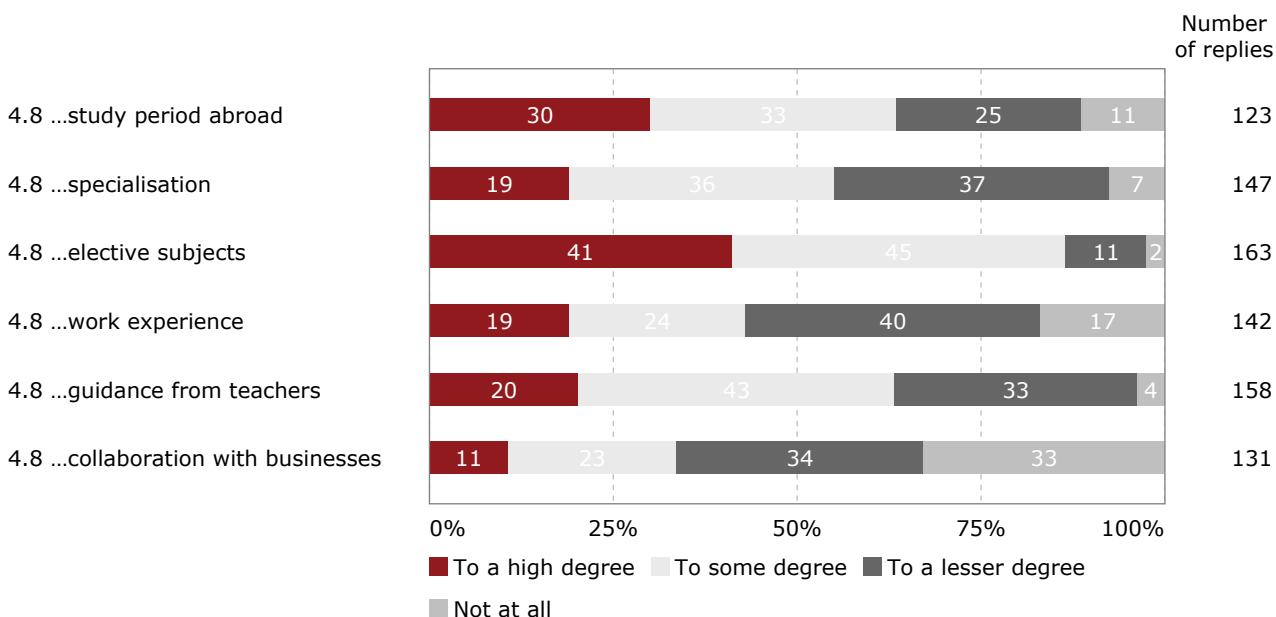


The distribution is shown as a percentage. The total number of respondents for each question is shown to the right of the figure.

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.

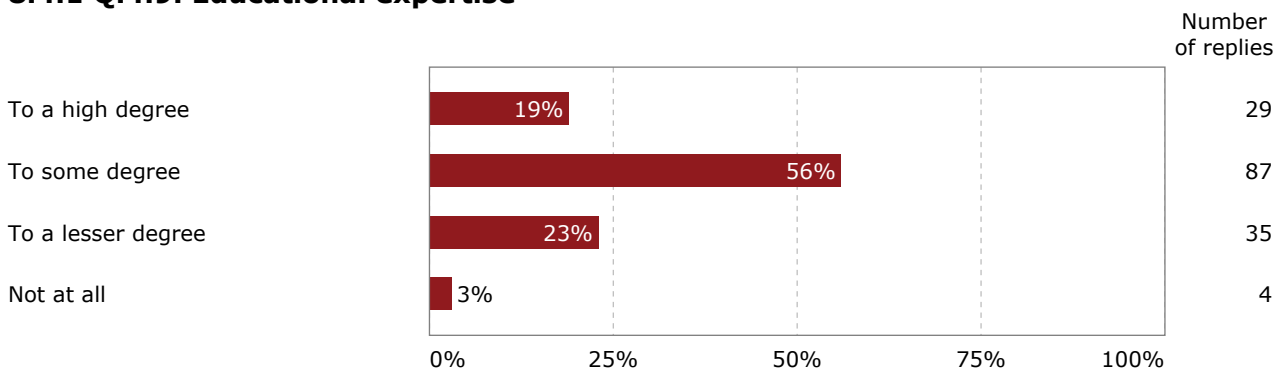


The distribution is shown as a percentage. The total number of respondents for each question is shown to the right of the figure.

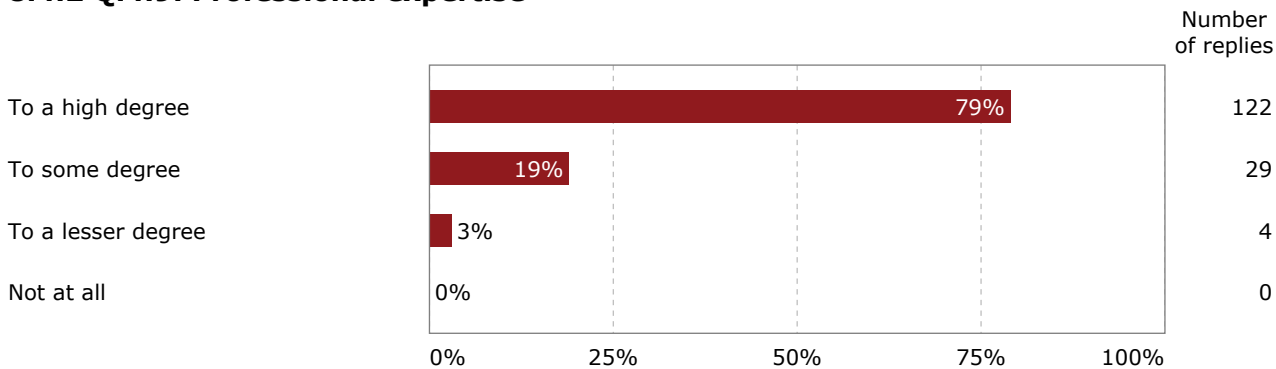
8.4 The teachers' professional and educational expertise

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

8.4.1 Q.4.9. Educational expertise



8.4.2 Q.4.9. Professional 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.

9 Bachelors' current job situation

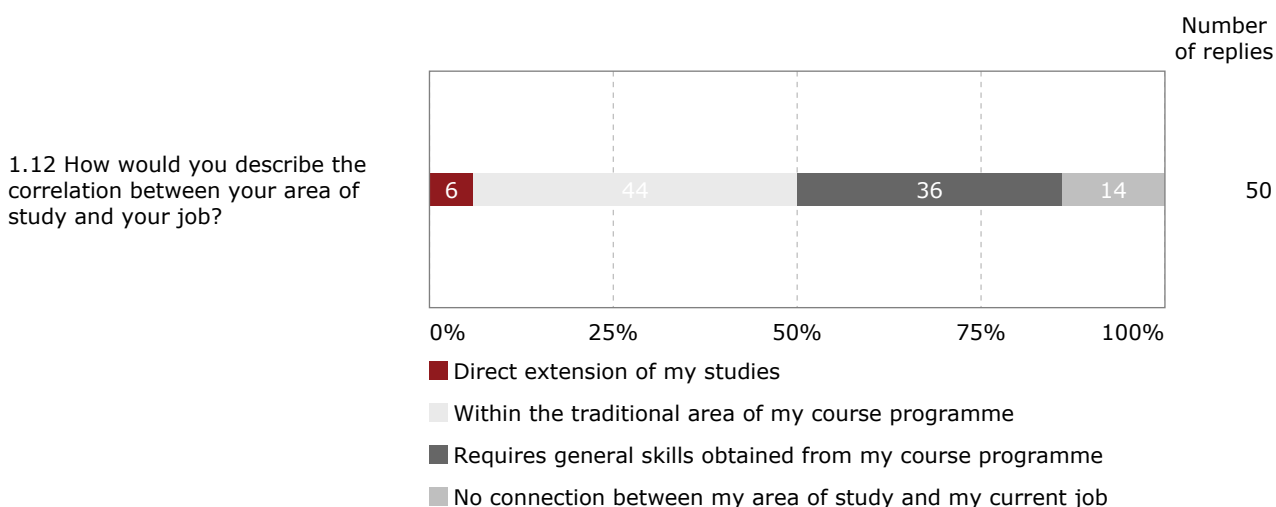
This chapter describes the job situation of Bachelor's graduates in their current position.

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?

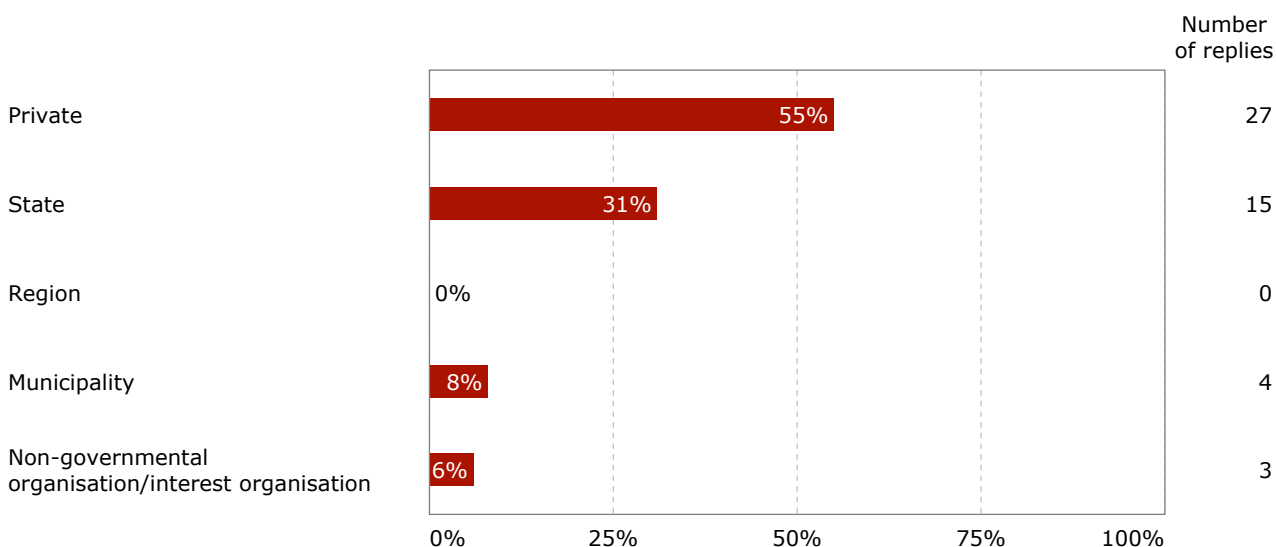
The figure for question Q.1.12. shows how the Bachelors assess the correlation between their area of study and their job.



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.

	Private	State	Region	Municipality	Non-governmental organisation/interest organisation	Total %	Total n
Agriculture, hunting, forestry and fishing (e.g. plant nursery)	0%	0%	0%	0%	0%	0%	0
Raw material extraction (e.g. extraction of oil and gas)	0%	0%	0%	0%	0%	0%	0
Manufacturing firm (e.g. industry, food processing)	0%	0%	0%	0%	0%	0%	0
The supply of electricity, gas or heating	0%	0%	0%	0%	0%	0%	0
Water supply, sewerage, waste management, etc.	0%	0%	0%	0%	0%	0%	0
Construction company	0%	0%	0%	0%	0%	0%	0
Wholesale and retail trade	17%	0%	0%	0%	0%	9%	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)	35%	7%	0%	0%	0%	19%	9
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)	4%	0%	0%	0%	0%	2%	1
Liberal profession, scientific and technical services (e.g. research assistant at a university, legal advice, complaints agency, town planning)	13%	0%	0%	0%	0%	6%	3
Public administration and defence; social security (e.g. public administration and social sector)	0%	20%	0%	25%	0%	9%	4
Teaching (e.g. upper secondary schools and adult education)	17%	60%	0%	25%	0%	30%	14
Health and social services (e.g. hospitals and drug or alcohol counselling)	0%	0%	0%	50%	0%	4%	2
Culture, entertainments and sport (e.g. theatre, libraries and museums)	4%	13%	0%	0%	33%	13%	6
Other services (e.g. business organisations and consumer organisations)	9%	0%	0%	0%	67%	9%	4
Extraterritorial organisations and bodies (e.g. FN and EU)	0%	0%	0%	0%	0%	0%	0
Number of replies	23	15	0	4	3	47	47

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

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.

	Private	State	Region	Municipality	Non-governmental organisation/interest organisation	Total %	Total n
Capital Region of Denmark	89%	87%	0%	75%	100%	86%	44
Region Zealand	4%	13%	0%	25%	0%	8%	4
Region of Southern Denmark	0%	0%	0%	0%	0%	2%	1
Central Denmark Region	4%	0%	0%	0%	0%	2%	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)	4%	0%	0%	0%	0%	2%	1
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	27	15	0	4	3	51	51

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

9.2 Self-employed (including freelance)

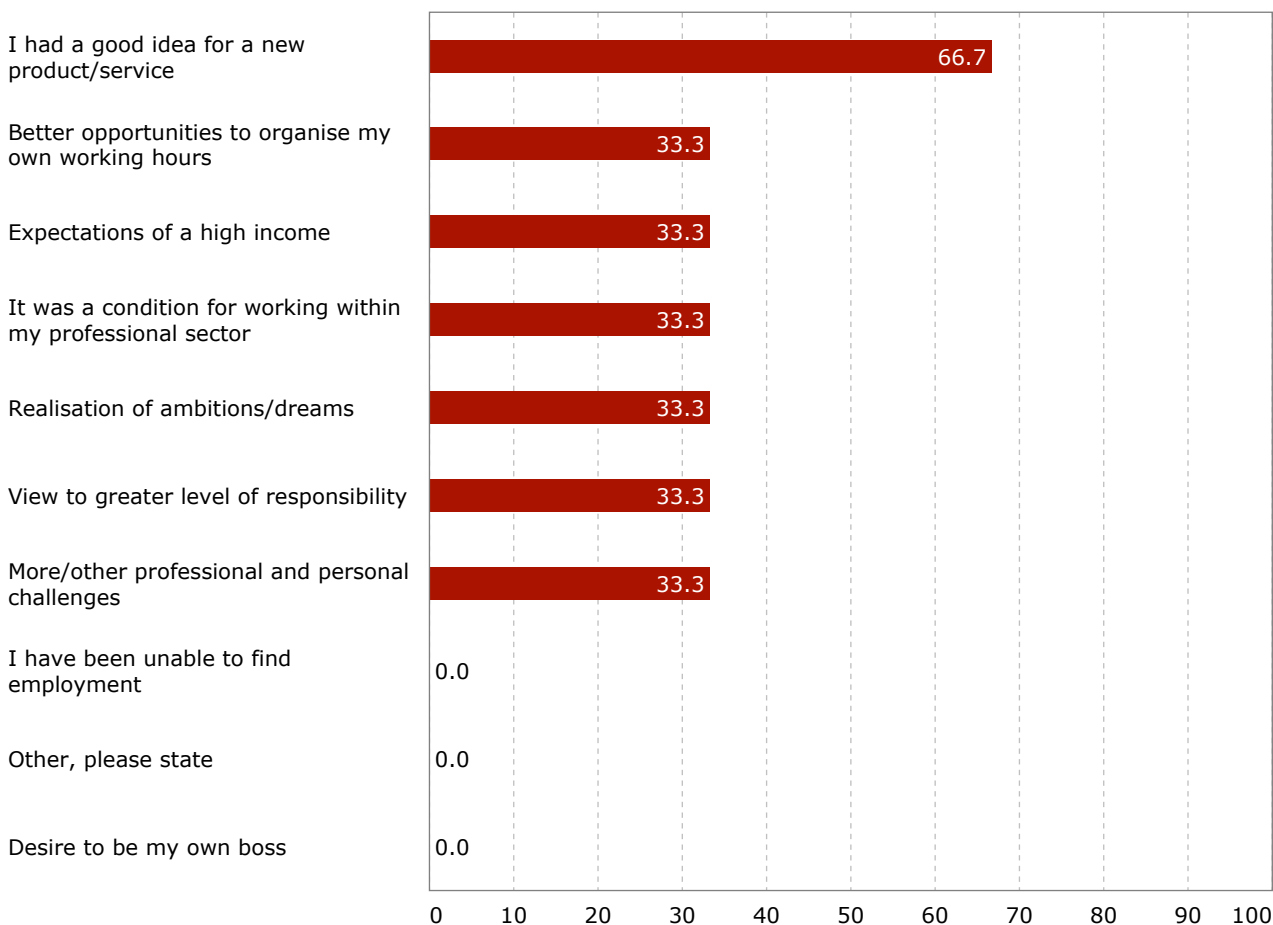
This section describes the job situation for the Bachelor's graduates who answered that they have chosen to become self-employed or work freelance in the introductory question Q.1.1.1.

67% started business alone, while 33% started business in collaboration with one or more partners.

1 graduate has received financial support or advice to start up their business, corresponding to 50% of the self-employed graduates.

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

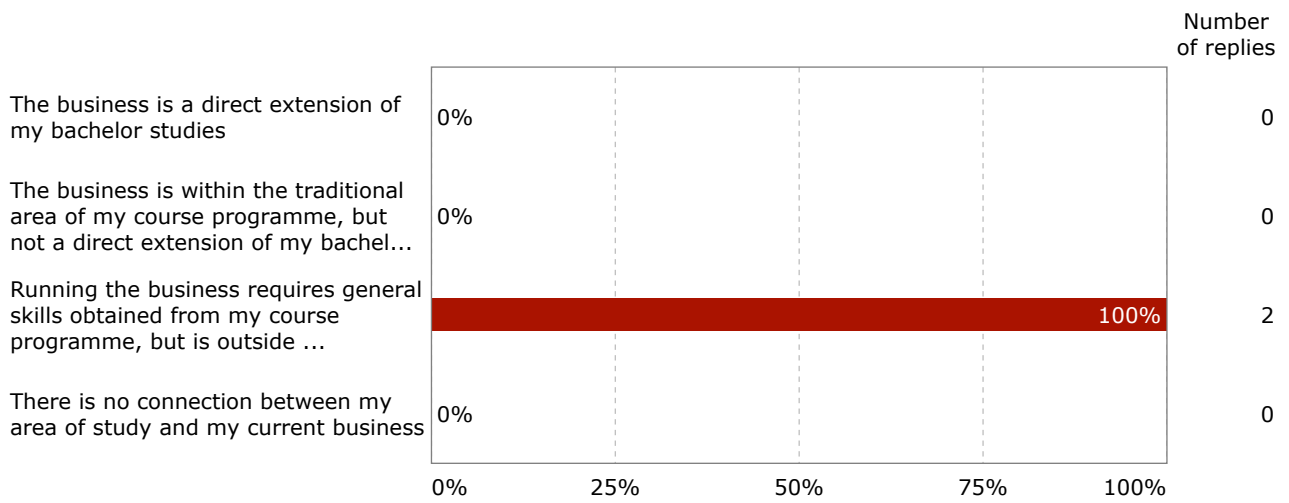
The figure for question Q.1.23. shows in order of priority why the Bachelors chose to start up as self-employed/freelance.



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

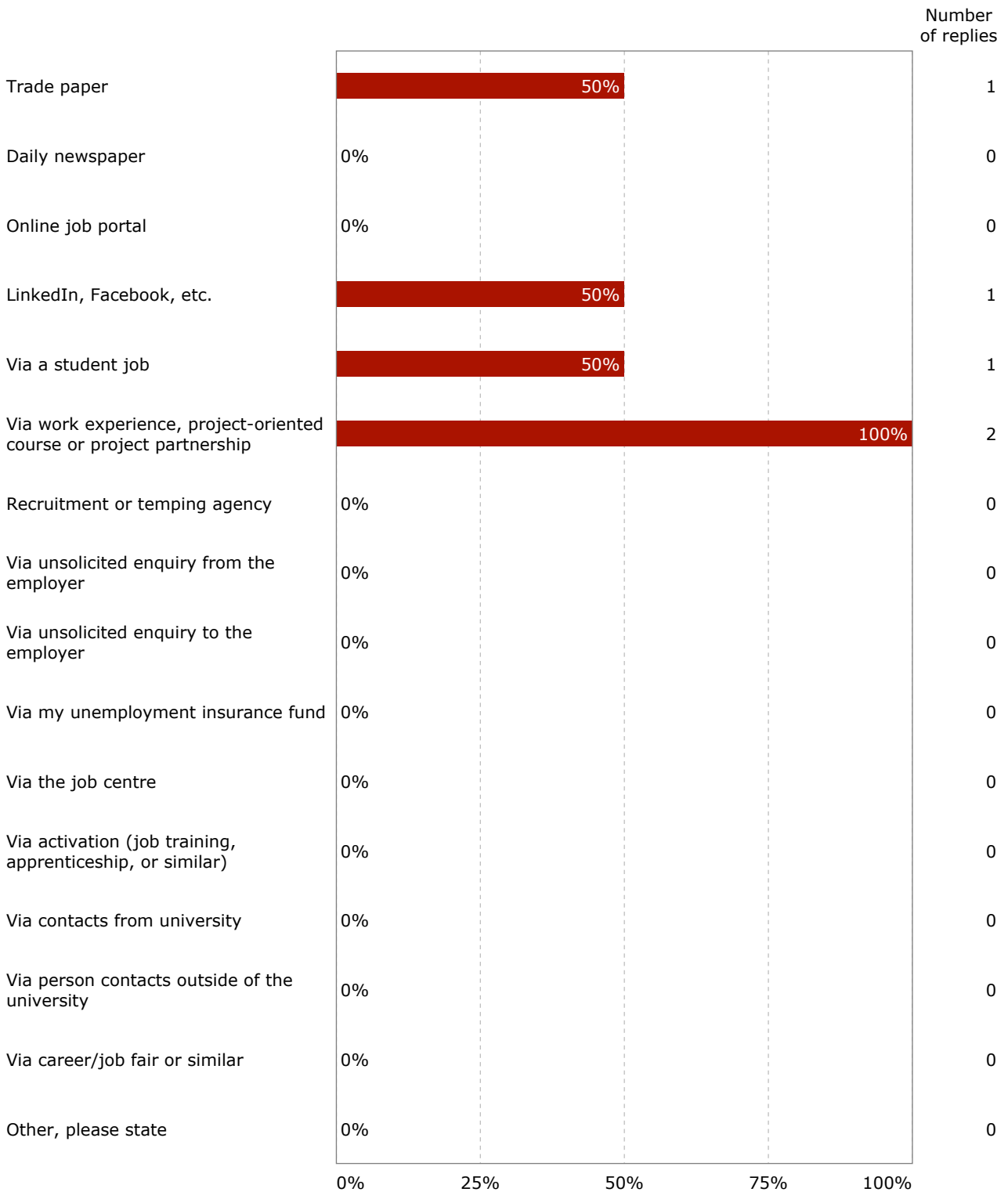
9.2.2 Q.1.26. How would you describe the correlation between your studies and your own business?

Question Q.1.26. shows how bachelors assess the correlation between their studies and their own business?



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

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



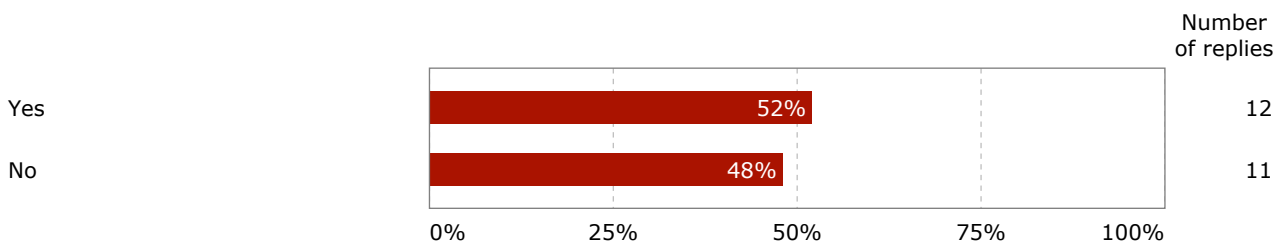
The figure shows the percentage of the Bachelors that have chosen the specific category. The categories do not sum up to 100, as more categories were available for selection. The total number of respondents for each response category is shown to the right of the figure.

9.3 Unemployed, including maternity leave without being under employment contract

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

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

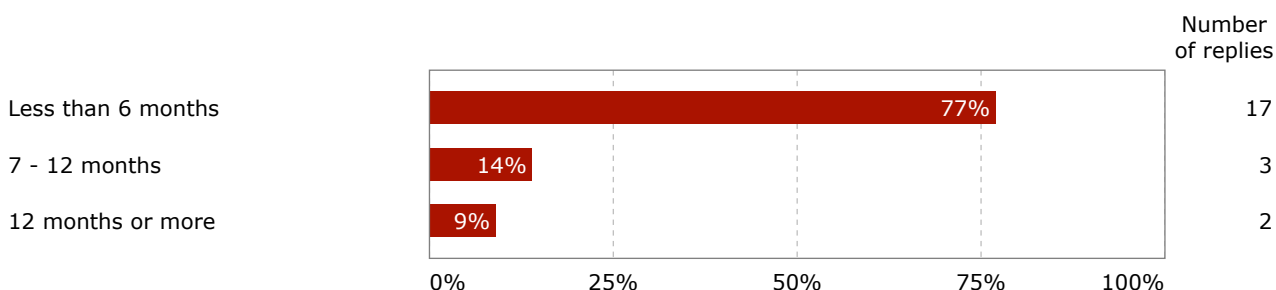
The figure for question Q.1.32. shows how many of the unemployed Bachelors have had one or several jobs since finishing their studies. They can choose between yes or no.



The distribution is shown as a percentage of each response category and sums up to 100 as it is only possible for the respondents to choose one response category. The total number of respondents for yes and no, respectively, is shown to the right of the figure.

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

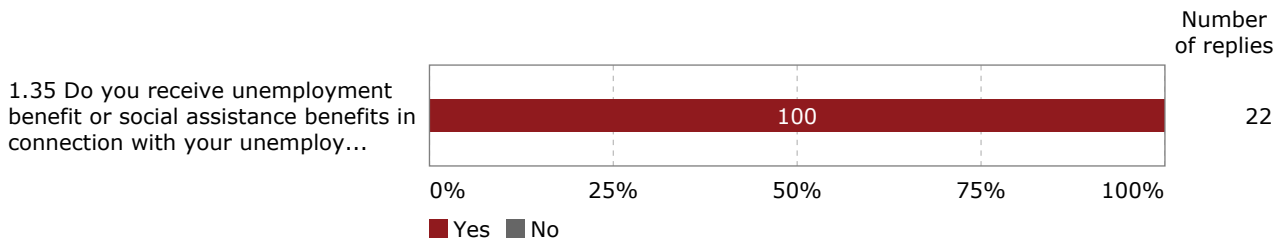
The figure for question Q.1.34. shows for how long the Bachelors have been unemployed in their current unemployment period, the response categories showing either less than 6 months, 7-12 months, and 12 months or more.



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

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

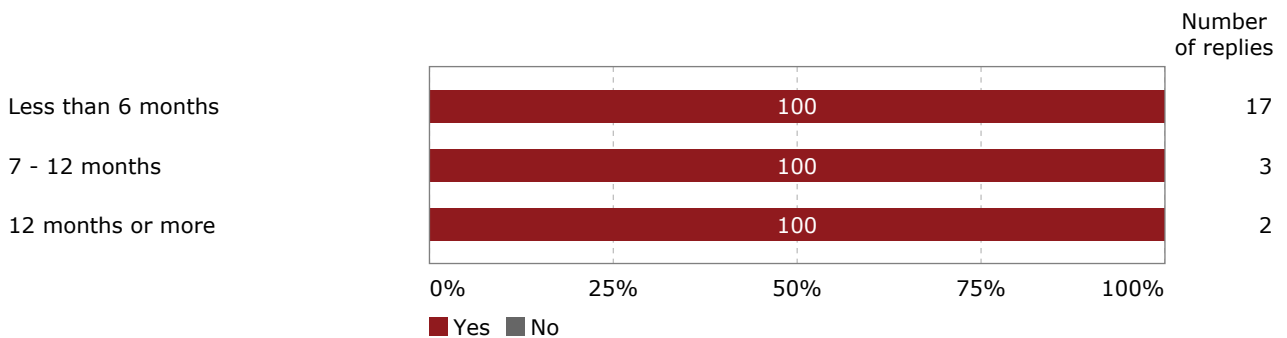
The figure for question Q.1.35. shows the distribution among unemployed Bachelors that receive and do not receive unemployment benefit or social assistance benefits in connection with their unemployed status.



The distribution is shown as a percentage. The total number of respondents is shown to the right of the figure.

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

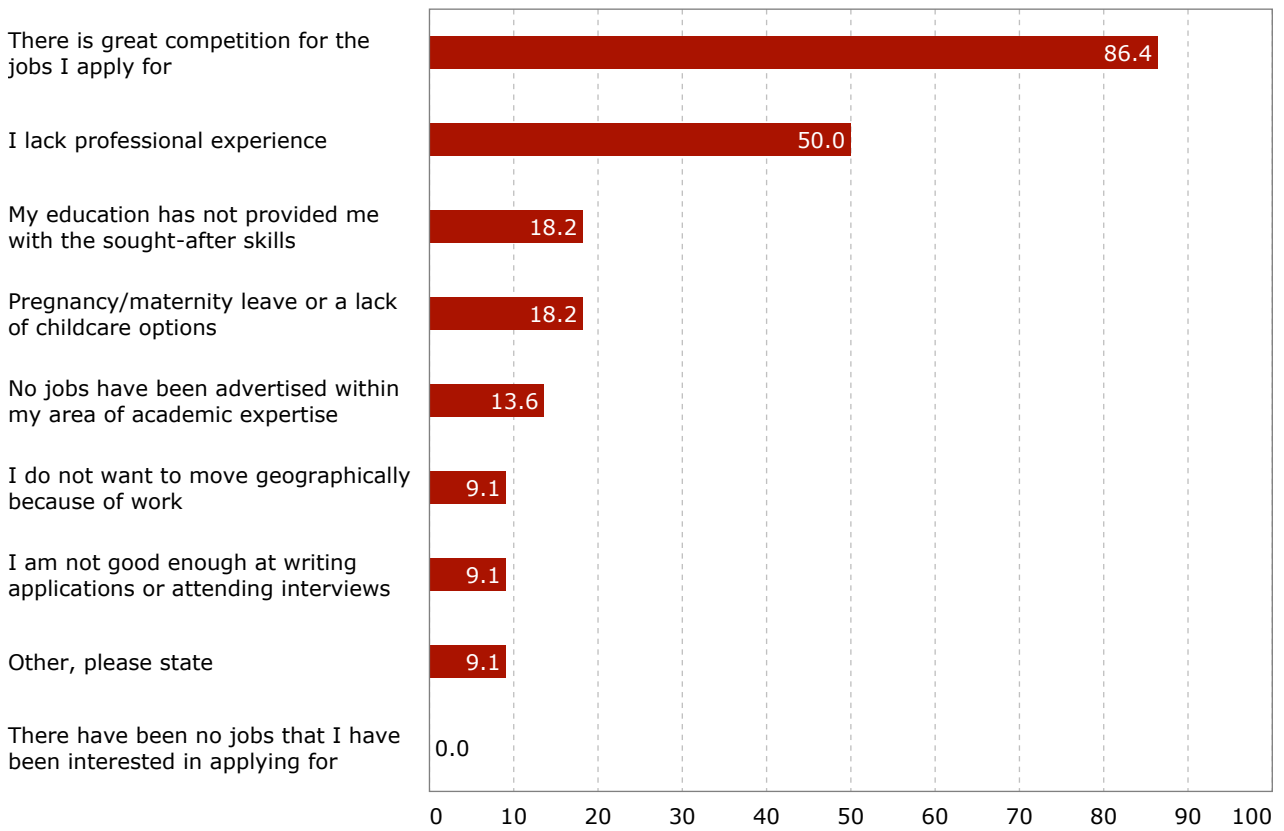
The figure for question Q.1.34./Q.1.35. shows the distribution of unemployed Bachelors who either receive or do not receive unemployment benefit/social assistance benefits, by unemployment periods.



The distribution is shown in percentages and sums up to 100 within the specific periods of unemployment. The total number of respondents for each unemployment period is shown to the right of the figure.

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

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



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

9.4 Full-time education

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

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

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

The table shows what education institutions the Bachelors in a full-time education are registered with.

	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	Total %	Total n
Aalborg University	0%	0%	0%	0%	0%	0%	0%	0
Aarhus University	0%	0%	2%	0%	0%	0%	2%	2
Copenhagen Business School	0%	0%	1%	0%	0%	0%	1%	1
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	0%	0%	96%	67%	0%	33%	91%	92
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%	33%	100%	0%	3%	3
University College	0%	0%	0%	0%	0%	0%	0%	0
A university in another country than Denmark, please state	0%	0%	1%	0%	0%	33%	2%	2
Other, please state	0%	0%	0%	0%	0%	33%	1%	1
Number of replies	0	0	93	3	2	3	101	101

The table shows the percentage within each specific education. The total number of respondents for each education is shown in the bottom row.

10 Appendix 1: Questions used in the report

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.1.1.	Q.2.1.	Q.3.1.	Q.4.1.
Q.1.2.	Q.2.2.	Q.3.2.	Q.4.1.X.
Q.1.3.	Q.2.3.	Q.3.3.	Q.4.1.Z.
Q.1.7.	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.1.15.		Q.3.12.	Q.4.6.
Q.1.16.		Q.3.13.	Q.4.7.
Q.1.17.		Q.3.14.	Q.4.6.X.
Q.1.18.1.		Q.3.15.	Q.4.7.X.
Q.1.19.		Q.3.16.	Q.4.8.
Q.1.21.		Q.3.16.X.	Q.4.8.X.
Q.1.23.		Q.3.17.	Q.4.9.
Q.1.26.		Q.3.19.	Q.4.9.X.
Q.1.27.			
Q.1.28.			
Q.1.29.			
Q.1.30.			
Q.1.31.			
Q.1.32.			
Q.1.34.			
Q.1.35.			
Q.1.36.			
Q.1.38.			
Q.1.39.			
Q.1.40.			
Q.1.42.			

11 Appendix 2: Background data in STADS

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

12 Appendix 3: List of work places and job titles

- AC Medarbejder
- AC-fuldmægtig
- AC-fuldmægtig
- AC-fuldmægtig
- AC-vejleder
- Adjunkt
- Adjunkt
- Adjunkt
- Adjunkt
- Adjunkt (Gymnasielærer i dansk)
- Adjunkt (Gymnasielærer i dansk)
- Adjunkt, dansk og engelsk
- Adjunkt, gymnasielærer
- Akademisk medarbejder
- Annoncekonsulent
- Arrangementskoordinator
- Dansk som andetsprogsunderviser
- Dansklærer for udlændinge
- Digital Advisor
- Digital redaktør
- Digital redaktør
- Ekstern lektor
- Faglig koordinator
- Forlagsredaktør
- Formidlingsmedarbejder
- Fotograf
- Fuldmægtig
- Gymnasielærer
- Gymnasielærer
- Gymnasielærer
- Gymnasielærer
- Gymnasielærer
- Gymnasielærer
- Gymnasielærer, lektor
- Gymnasielærer/adjunkt
- HF-lærer, adjunkt
- Håndboldtræner
- Indkøbsassistent
- Intern Kommunikationsansvarlig
- Jobkonsulent
- Journalist
- Kasseassistent
- Kommunikations- og eventmedarbejder
- Kommunikations- og pressemedarbejder
- Kommunikations- og pressemedarbejder
- Kommunikations- og rekrutteringskonsulent
- Kommunikationsansvarlig
- Kommunikationskonsulent
- Kommunikationskonsulent
- Kommunikationskonsulent
- Kommunikationskonsulent
- Kommunikationskonsulent
- Kommunikationskonsulent
- Kommunikationsmedarbejder
- Kommunikationsmedarbejder
- Kommunikationsmedarbejder
- Kommunikationsrådgiver

- Kommunikationsrådgiver
- Kommunikationsrådgiver
- Korrekturlæser
- Kundekonsulent
- Kursusleder
- Kursusleder
- Litteraturformidler
- Lærer
- Lærer
- Lærer
- Lærer i dansk som andetsprog
- Lærervikar
- Marketing Coordinator
- Marketingkoordinator
- Pr og contentmanager
- Presseansvarlig
- Presserådgiver
- Projektkoordinator
- Projektkoordinator
- Projektleder
- Projektmedarbejder
- Pædagogisk assistent
- REDAKTIONSSASSISTENT
- Redaktør
- Rettighedskoordinator
- Senior specialist
- Skiinstruktør
- Social Media Manager
- Specialist
- Sprogkonsulent/underviser i dansk som andetsprog
- Sproglærer
- Sproglærer
- Studentermedhjælper
- Teamlead, Kommunikation og marketing
- Tekstforfatter
- Tekstforfatter, PR og udlejning
- Underviser
- Underviser
- Underviser
- Underviser i dansk som andet sprog
- Underviser i dansk som andet- og fremmedsprog
- Underviser i dansk som andetsprog
- Underviser i dansk som andetsprog
- Underviser i dansk som andetsprog
- Underviser i dansk som andetsprog
- Underviser i dansk som andetsprog
- Videnskabelig assistent
- Web- og kommunikationsmedarbejder
- Webanalyse og udvikling
- Webmaster
- Webredaktør
- adjunkt
- gymnasielærer
- pædagog
- underviser i dansk som andetsprog
- Økonomikonsulent
- ATP
- ATP/Udbetaling Danmark
- Augustinus Fonden

- Berendsen Textil Service A/S
- Bygningsstyrelsen
- CBS
- CLAVIS - sprog & kompetence
- Cabana
- Carolineskolen
- Change of Scandinavia
- Clavis
- Clio Online
- Clio Online
- Copenhagen Business School
- DM (Dansk Magisterforening)
- DTU
- Dansk Industri
- Dansk Svømmeunion - EM i svømning 2017
- Designvirksomhed
- Det kongelige bibliotek
- Ejendomsvisioner
- Faraos cigarer
- Folkekirkens Skoletjeneste (Gladsaxe og Herlev)
- Forlag
- Glyptoteket
- Golden Days
- Guldborg Skole
- Guldborgsund Sprog- og Integrationscenter
- Gyldendal
- Gymnasium
- Gymnasium - STX og HF
- HF & VUC København Syd
- HTX Roskilde
- Helsingør Gymnasium
- Hillerød Sprogcenter
- Hørsholm Bibliotek
- IA Sprog
- Imerco
- Ingeniørforeningen, IDA
- Jobindex
- Johannesskolen
- Kolonihaveforbundet
- Konsulentvirksomhed
- Konsulentvirksomhed
- Kromann Reumert
- Kulturmaskinen, Odense Kommune
- Kulturministeriet
- Kunde & Co
- København Syd HF & VUC
- København Syd HF & VUC
- Københavns Kommune
- Københavns Kommune
- Københavns Rådhus
- Københavns Sprogcenter
- Københavns Sprogcenter
- Københavns Universitet
- Københavns Universitet
- Københavns Universitet
- Københavns Universitet
- Københavns Universitet
- Københavns Universitet
- Københavns VUC
- Københavns universitet

- Køge Gymnasium
- Køge Handelsskole
- LINDHARDT OG RINGHOF
- LandbrugsMedierne
- Lantmännen Schulstad A/S
- Lauritz.com
- Lindhardt og Ringhof Forlag
- LingerieGroup
- Lærdansk Herning
- Museum
- NEXT Uddannelse København
- Niels Brock Det Internationale Gymnasium
- Niels Brock, EUD/EUX, Kultorget
- Niels Brock, Innovationsgymnasiet
- Nohrcon
- NorS
- Nordea
- Nordea Finans
- Nørre Gymnasium
- Oure Idrættsefterskole
- People's Press
- Plan & Handling
- Retriever
- Roskilde Handelsgymnasium
- Roskilde Kommune
- Shopusa
- Skindgalleriet
- Skiskole i Østrig
- Skovlyskolen
- Slagelse Gymnasium
- Solrød Gymnasium
- Sprogcenter
- Sprogcenter Hellerup
- Sprogcenter Nordsjælland
- Sprogcenter Nordsjælland
- Sprogcenter Nordsjælland
- Sprogcenter Nordsjælland
- Sprogcentret Holstebro
- Steen Gerhardt Executive Services
- Studieskolen
- TV2
- Teknik- og Miljøforvaltningen, Københavns Kommune
- Teknologisk Institut
- UcPlus (sprogcenter)
- VUC og HF Nordsjælland
- Veras ApS
- Vestegnens sprog- og kompetencecenter
- Vestegnens sprogcenter
- nemlig.com
- vuggestue
- Ørestad Skole

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

- -
- Al for lidt undervisning, feedback på opgaver og mangel på projektarbejde/læsegruppeopgaver
- Al for spredt undervisning på al for kort tid. Der er ikke tid og engagement til at dykke ned i fagene, da tid og fag er sparet væk. Desværre.
- Bacheloruddannelsen var (selvfølgelig) meget bred, så en del kurser var for mig ret kedelige og en pligt, der bare skulle gennemføres. Så nogle kurser var ret irrelevante for mig, min faglighed og mit læringsudbytte ift. min egen fremtid og interesse.
- Danskfaget er bredt, og det kan være svært at se hvilke faglige kompetencer, der er brugbare i det senere arbejdsliv, når man med sin fagkombination har fravalgt at blive gymnasielærer.
- De store fællesforelæsninger gav ikke et stort udbytte for os, da det er svært at koncentrere sig, og svært at stille spørgsmål
- Der er alt for lidt litteraturundervisning på danskuddannelsen.
Universitetet er meget fjernt fra det omgivende samfund, og det ville være hensigtsmæssigt, hvis underviserne indimellem også havde arbejde uden for KU, som de kunne bygge deres undervisning og forskning på og ikke skulle referere til noget, der foregik i verdenen uden for KU årtier tilbage. Der er i det hele taget for lidt samarbejde mellem uddannelsen og den arbejdsvirkelighed, der venter.
Ledelsen er usynlig for de studerende. Jeg har nu gået på KU i over fire år, og jeg ville ikke kunne genkende fakultetsledelsen, hvis jeg mødte dem - det er ikke overbevisende.
- Der har været enkelte fag, hvor der har været for meget sniksnak i én time og ren undervisning i to. Vi havde en underviser i faget Samtidskunst og introduktion, hvor undervisningen foregik på engelsk. Her var det rigtig svært at forstå både underviseren, teksterne samt formålet med hele faget. Det var et højt niveau (dårligt pædagogisk formidlet) og ikke alle kunne følge med.
- Der kunne godt have været mere fokus/eksempler på praksis efter endt uddannelse.
- Der var for meget teori, og for lidt praktik
- Der var ikke deciderede elementer, der slækkede på hverken normering eller læringsudbytte, men snarere længden på de enkelte forløb, der slet ikke kunne stå mål med det didaktiske udbytte, man skulle have ud af dem. På Dansk havde vi fx et overfladisk Svensk/ Norsk-forløb, der ikke gik nok i dybden, idet det kun var normeret til semester.
- Det handler om Sprog. For meget teori, som jeg ikke oplever som voldsomt relevant.
- Enkelte undervisere var ikke særlig undervisningstrænede (eller -egnede). Læringsudbyttet afhang meget af underviseren.
- Flere elementer har været berørt på så minimal vis, at der slet ikke har været noget læringsudbytte. Når der bespares så meget på de humanistiske uddannelser, som man gør nu, så bevirker det, at det samlede faglige formål går tabt. Jeg har brugt tid på kurser, som simpelthen har været i så skrabet en udgave, at man ligeså godt kunne have fjernet dem helt fra uddannelsen.
- For lidt samarbejde på tværs af fag.
- INGEN FEEDBACK PÅ SKRIFTLIGE EKSAMENSOPGAVER

Manglende overordnet sammenhæng mellem kurserne. Alt skulle genopfindes ved vær kursusbegyndelse.

Manglende argumentation/italesættelse for det, vi skulle lære/læse.

Manglende kommunikation ift. "fællesforelæsningerne" - hvad var egentligt pointen med dem i litteratur og medier (gav mening i sprog)?

- Igen må jeg sige kravet om at være fuldtidsstuderende. Jeg har for meget krudt i røvet til at sidde og læse så meget. Så bliver studiet halvhjertet. Kan jeg i stedet melde SU'en fra og arbejde igennem nogle dage, så kan jeg i ro og mag koncentrere mig om mine 15 ECTS de andre dage (og få et job når jeg er færdig)

- Jeg kan ikke huske disse konkrete eksempler
- Jeg mener at der i undervisningen ikke skal tages hensyn til dem der ikke har forberedt sig. Vi har så lidt undervisning at der ikke tid til at tage hensyn til laveste fællesnævner.
- Jeg mener at det er dybt problematisk at hvis man vælger at studerer til gymnasielærer at der INGEN pædagogiske/didaktiske redskaber er.

Jeg mener derudover at det er problematisk at undervisning er baseret på enten gruppearbejde/fremlæggelser eller mesterlæsninger (hvilket i grunden er det samme, når man høre 12 gruppefremlæggelser) det er forældelse metoder og som landets mest præstige fyldte skole BURDE i være de første som er nytænkende indenfor læring og didaktik.

- Jeg mener ikke at faget Sprog 4, bidrog til noget som helst
- Jeg vil blot gøre opmærksom på det fordelagtige i at placere videnskabsteori på et tidligere tidspunkt end 4 semester. Ikke fordi der skal gå totalt RUC i sagerne (vor herre bevares) men dette fag tjener nu engang bedst sit formål hvis det placeres i starten af uddannelsen. Dette kan (efter min mening) lette for forståelsen af mange litterære strømninger, og generelle idéhistoriske årsager til hvorfor og hvorledes et givent fags elementer er relevante i et større perspektiv en fonemer, morfemer og Seebergs forfatterskab.
- Kurser i videnskabsteori bør, efter min mening, ligge tidligere i studieforløbet, så man har mulighed for i højere grad bevidst at bruge de metoder og teorier som man præsenteres for her.
- Litteraturanalyse
- Man måtte famle i blinde, når man skulle vælge fag. Derfor kom jeg flere gange på fag, som jeg efterfølgende fortrød, hvilket betød at jeg blev undervist i noget, jeg ikke havde brug for i den retning, jeg førte min uddannelse.
- Meget bred uddannelse. Hvis man ikke skal være gymnasielærer, var det svært at finde formålet med en del af fagene.
- Mere tvungen læsegrupperarbejde, så man hjælper hinanden.
- På min bachelor havde vi et fag, hvor vi skulle lære norsk, svensk og oldnordisk. Vi havde forløb med hver af de tre elementer i ca. 6 uger. Det fag lærte jeg intet af. Jeg lærte mere norsk af at se SKAM.
- Sprogfag på dansk kunne optimeres og gøres mere håndgribelig istedet for at være henvendt fremtidige sprogforskere
- Svensk/norsk. Det virkede uambitiøst med 6 uger af hver.
- Undervisningen bar generelt præg af at underviserne var pressede og frygtede deres stillinger, samt at de fleste studerende er stressede og fortvivlede over deres fremtid allerede før de begynder inklusiv undertegnede.
- Valgfag i Kulturformidling over to semestre var svagt og ustruktureret og demotiverende. Bl.a. pga. undervisere, der ikke var lektorer, men løst tilknyttede uni via dette fag.
- Ved ikke
- Vi har gennem mit forløb haft MEGET få timer! Alle semester har der kun været undervisning mellem 9-12 lektioner om ugen
- Vi lærer ikke at formidle fagligt mundtlig på bacheloren, selvom det står som et mål i studieordningen. Fokus er hovedsagligt på skriftlig formidling.
- jeg blev tvunget til at vælge et fjollet valgfag pga dårligt udbud.

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

- Kandidat: Udvalget og strukturen i valgfagene.
Manglede undervisningstimer.
Dårlig vejledning.
- Kandidat: Jeg havde nogle litteraturfag som jeg umiddelbart husker som af lav kvalitet
- Kandidat: Mine valg af valgfag.
- Kandidat: Jeg tænker mere på, at læringsudbyttet gerne måtte have været udvidet til mere undervisning o.lign.
- Kandidat: Der var ikke noget samlet, struktureret forløb, men udelukkende tilfældigheder ift. hvilke fag man fik optagelse på. Det er umuligt at planlægge ift. karriere og jobmuligheder baseret på fag på kandidatuddannelsen, da man ikke var sikret de fag, man gerne vil have.
- Kandidat: Gruppearbejde i undervisningen, hvor man skulle diskutere dagens tekst. Ofte var det ikke alle, der havde læst og den faglige diskussion udeblev derfor.
- Kandidat: Jeg ville gerne nørde igennem med dansk sprog for at bygge mig en sproglig profil op inden for danskfaget. Problemet var, at der var enkelte semestre, hvor der simpelthen ikke blev udbudt fag med sprogligt fokus. Så jeg stod og kunne vælge mellem fx islandske sagaer og kønsforskning.
- Kandidat: For få timer
For lidt erhvervsrettet undervisning
Praktik skal være obligatorisk
Jeg fik det største læringsudbytte via mit tilvalg på DMJX
- Kandidat: Husker ikke, to år siden jeg afleverede speciale
- Kandidat: Valgfagene var for nichepræget. Det blev meget "nørdet" og indadvendt. Jeg oplevede til en jobsamtale, at arbejdsgiveren nærmest fandt det humoristisk, at jeg havde haft et valgfag som omhandlede "Helte i populærfiktion". Det var en tankevækkende oplevelse.
- Kandidat: Hele kandidaten på dansk består af valgfag. Med profil i medier, var udbuddet af mediefag på INSS temmeligt sparsommeligt, så tit endte jeg med at vælge et eller andet litteraturfag, fordi jeg ikke magtede at skulle søge på MEF.
- Kandidat: for dårlige undervisere
- Kandidat: Generelt var der for få undervisningstimer. Jeg mener, at læringsudbyttet kunne have været større ved flere undervisningstimer.
- Kandidat: Jeg mener, der skal være bredere rammer for at tage orlov og forlænge sin studietid - især hvis det er pga. et studierelateret job, som kræver ekstra tid i en periode. At jeg tog et semesters orlov under min kandidat betød, at jeg kunne starte i job lige efter specialeaflevering. Mit studiejob har betydet alt for, at jeg er i arbejde den dag i dag. Jeg mener, det er vigtigt, at der er tid til studiejob. Her kan man virkelig få bragt sig selv og sit fag i spil. ;an bliver ikke blot klogere på sit fag, men også på sig selv som menneske, kollega og professionel. Super vigtigt! Men desværre mener jeg, der i dag er alt for meget fokus på at få de studerende alt for hurtigt igennem studie. Det tror jeg, betyder risiko for større arbejdsløshed, når man er færdig, da man ikke har haft tid til at skabe netværk og undersøge muligheder for branche, job mv., under uddannelse, ligesom det ikke er muligt at skabe et relevant CV. Og mit indtryk er, at CV tæller mindst ligeså meget som gode karakterer - hvis ikke mere!
- Kandidat: Jeg sammensatte selv min kandidat med praktik, udlandsophold og et semester på DMJX, fordi kandidaten på dansk ikke tilbød nok journalistisk.
- Kandidat: for få elementer
- Kandidat: Som nævnt før, så endte jeg flere gange med fag, som jeg ikke ønskede, og som viste sig at være unyttige i forhold til en senere arbejdsrelation, da de fag jeg ønskede at tage, ikke blev oprettet eller udbudt + at min kombination af fag derfor er endt med at være noget særpræget.

- Kandidat: Vi havde alt for stort pensum til alt for få undervisningstimer
- Kandidat: Specialiserede valgfag.
- Kandidat: Nu er jeg ikke sikker på, hvad der menes med 'elementer'. Det er givetvis et begreb, der hører senere studieordninger til, men hvis jeg opfatter det rigtigt som overbygningens specifikke kurser, så bidrog bredden af udbuddet ikke til det samlede mål. Det havde klædt faget at have en mere præcis profil.
- Kandidat: Analyseforståelse samt bred og dybdegående læsning har givet et godt perspektiv på både samfund og læring generelt. Det er nemmere for mig nu at tage online kurser med efteruddannelse, fordi disciplinen at lære og formidle ligger dybt i mig efter uddannelsen.
- Kandidat: Jeg synes, at der er for meget teori og ikke nok praksis erfaring i forhold til, hvordan arbejdslivet er, når man er færdig.
- Kandidat: Et generelt problem er, at hvis man fx kun vælger litteraturfag på kandidaten, er eksamensformen den samme i alle fag. Dvs. man tilegner sig noget konkret viden om en forfatter/periode/teori, men øvelsen er altid den samme. Og det gør, at man desværre 1) allerede et par uger inde i semestret forbereder sig på sin eksamen og forsømmer resten af pensum, da man typisk kun har en uge eller to efter sidste undervisningsgang, inden man skal aflevere, men forventes at være i gang længe før 2) hurtigt kører på automatpilot, da man kender disciplinen (eksamensformen) og derfor ofte er forfalden til at vælge noget, der vil være let at putte ind i den form.
- Kandidat: Jeg valgte selv mine kurser, og nogle semestre blev de kurser ikke udbudt jeg gerne ville have, så jeg tog noget helt andet.
- Kandidat: Gerne mere undervisning i dansksdelens kandidatuddannelse (vel gældende for alle humanistiske kandidatuddannelser). På samfundsvidenskabeligt har de mere.
- Kandidat: Der var for lidt undervisning og ikke nok feedback.
- Kandidat: Jeg kan snart ikke huske det. Men der var et fag, der var obligatorisk ift min profil, som ikke gav mig særligt meget udbytte rent fagligt.

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

