



REPORTING OF THE GRADUATE SURVEY

Dansk som andetsprog

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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 som andetsprog.

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

	Master	Total
Invited	24	24
Completed	33%	33%
Partially completed	0%	0%
Number of replies	33%	33%
Did not wish to participate	0%	0%
Did not reply	67%	67%

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 som andetsprog 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

	Master total	Master participated
Number	24	8
Percentage women	79%	75%
Foreign citizens	4%	0%
Average age upon graduation	43.5	46.5
- youngest	30.6	30.6
- eldest	61.7	61.7
Completion time (average years)	2.5	2.8
- shortest completion time	0.8	0.8
- longest completion time	4.1	4.1
Quota 2 at BA-entrance	0%	0%
Years from qualifying exam to commencement of study (average)	0	0
- shortest time from qualifying exam to commencement of study (average)	0	0
- longest time from qualifying exam to commencement of study (average)	0	0
Bachelor's programme as first priority	0%	0%
Grading of Bachelor's paper/Master's thesis (average)	8.5	8.3
- lowest grade	2	2
- highest grade	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.

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

	Master
I am employed (including leave of absence, maternity leave, job with wage subsidies, part-time hirings, etc.)	88% (7)
I am self-employed (including freelance)	0% (0)
I am unemployed (including on maternity leave without being under contract of employment)	0% (0)
I am in full-time education (e.g. Candidatus programme)	0% (0)
I am on a Ph.D programme	0% (0)
Other	13% (1)
Number of replies	8

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

For Q.1.7 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 after Masters and Diploma programme

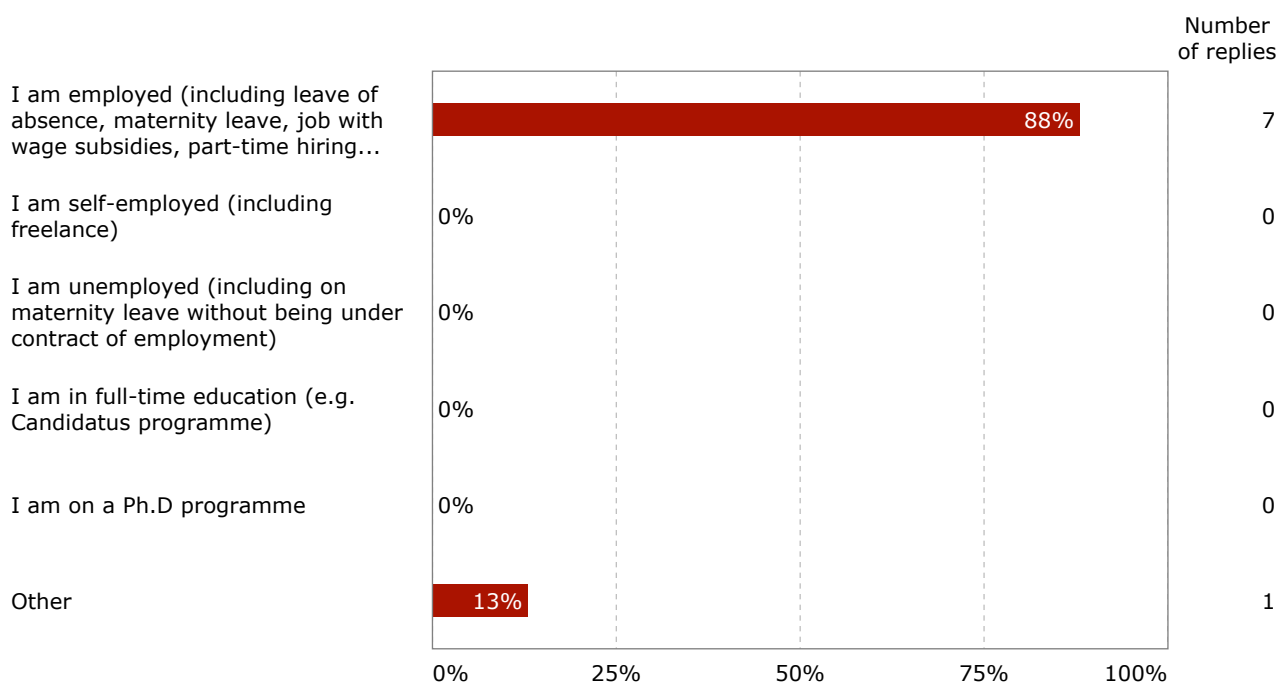
This chapter describes the job situation of Master's/Diploma graduates in their current position. The chapter includes sections on whether the graduates are in work, self-employed, unemployed or in full-time education.

3.1 Employed Masters/Diploma graduates

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

3.1.1 Q.1.7 What is your current job situation?

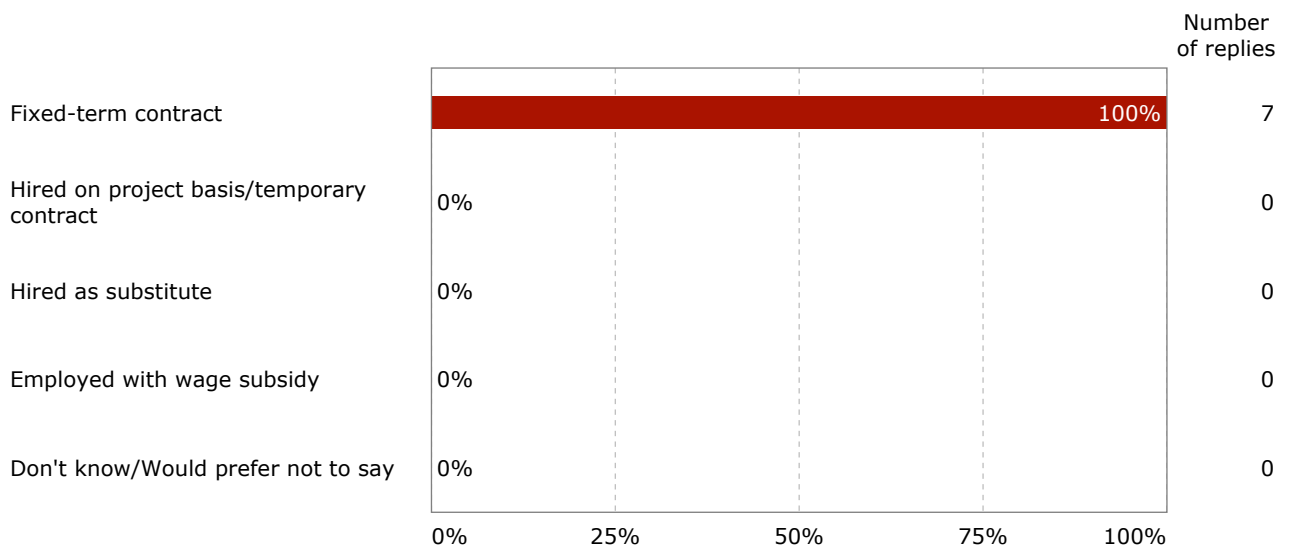
The figure for question Q.1.7. shows the Masters/Diploma graduates' current job situation, where the response categories show if they are in work, self-employed, unemployed, in full-time education, or on a Ph.d programme.



Spørgsmål Q.1.7. er stillet til alle dimittender, og antallet af dimittender for hver svarkategori er vist til højre i figuren. Kun én svarkategori mulig.

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

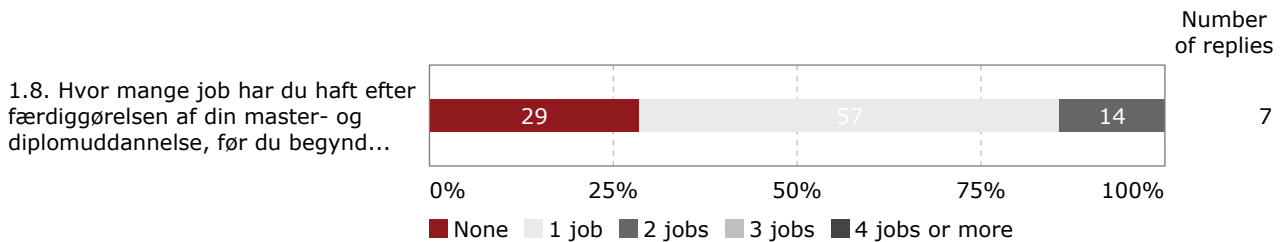
The figure for question Q.1.9. shows the conditions of employment for the Masters/Diploma graduates in work, where the response categories show if they have a fixed-term contract, a hired on a project basis/temporary contract, hired as a substitute, or employed with wage subsidy.



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 shown to the right of the figure. Only one response category is possible.

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

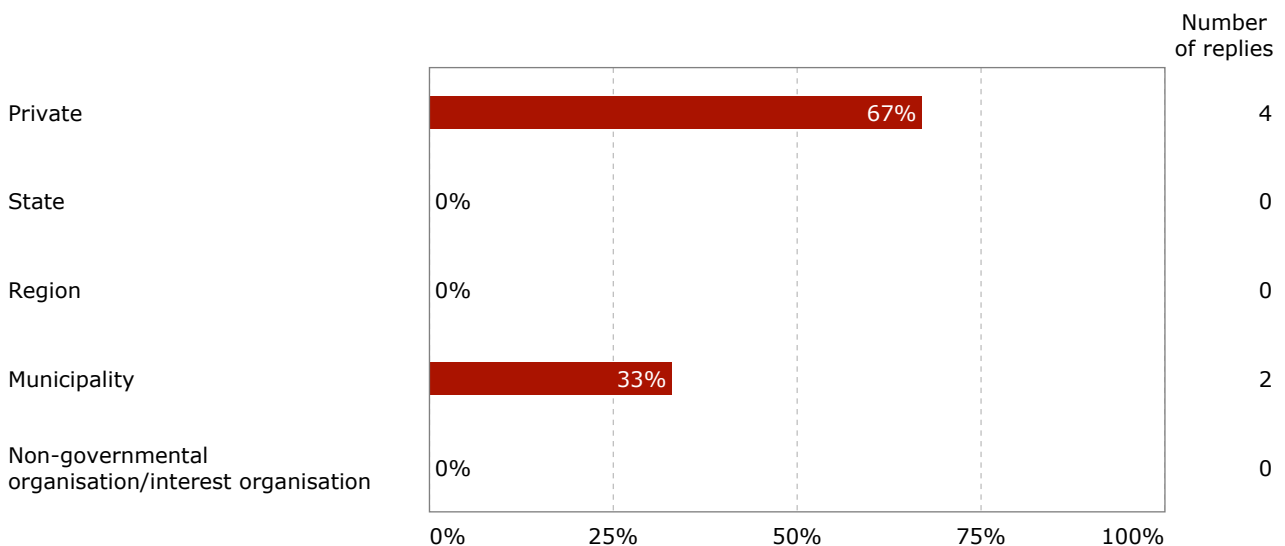
Figure Q.1.8. shows the number of jobs Master/Diploma graduates in employment have had before starting their current job.



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.

3.1.4 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.

3.1.5 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.

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

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.

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

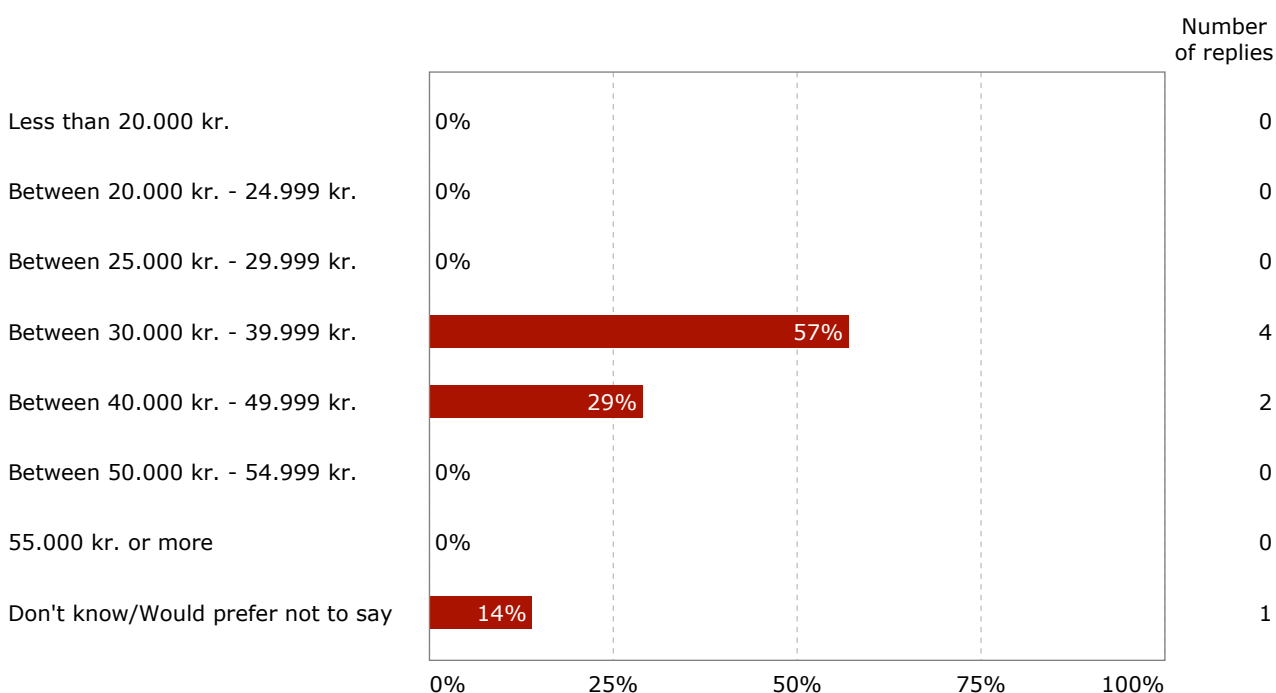
The table for question Q.1.17. shows the geographical location for the Master/Diploma graduates places of work among the various sectors in question Q.1.14.

	Municipality	Non-governmental organisation/interest organisation	Private	Region	State	Total %	Total n
Capital Region of Denmark	100%	0%	50%	0%	0%	71%	5
Region Zealand	0%	0%	50%	0%	0%	29%	2
Region of Southern Denmark	0%	0%	0%	0%	0%	0%	0
Central Denmark Region	0%	0%	0%	0%	0%	0%	0
North Denmark Region	0%	0%	0%	0%	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	2	0	4	0	0	7	7

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

3.1.7 Q.1.18. What is your monthly salary?

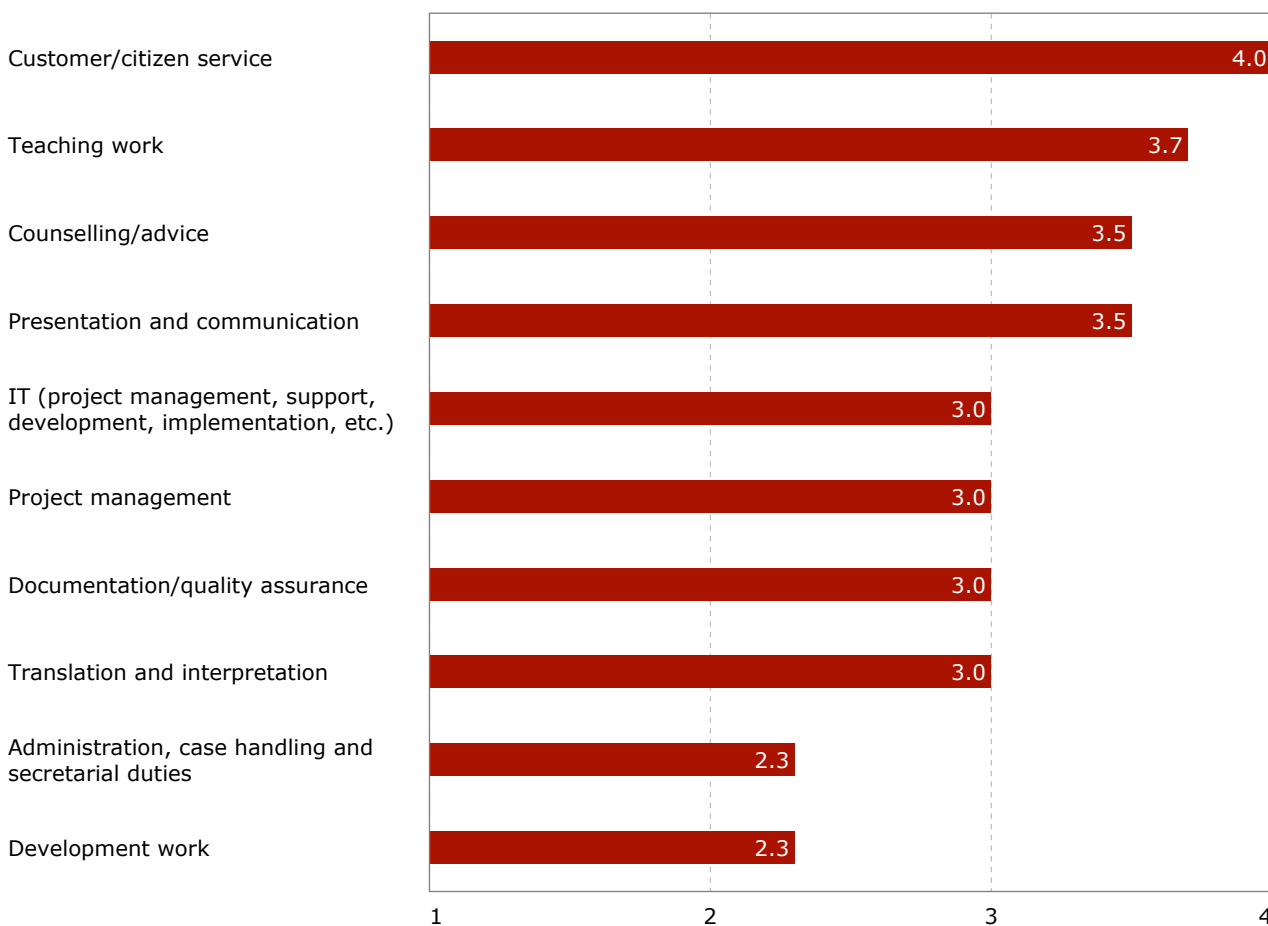
The figure for question Q.1.18. shows the Master/Diploma graduates' monthly salary.



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.

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

The figure for question Q.1.22.1. shows which job functions the respondents spend time on as well as how much time they spend on the specific categories. Below is shown the ten job functions the Master/Diploma graduates spend the most time on.



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

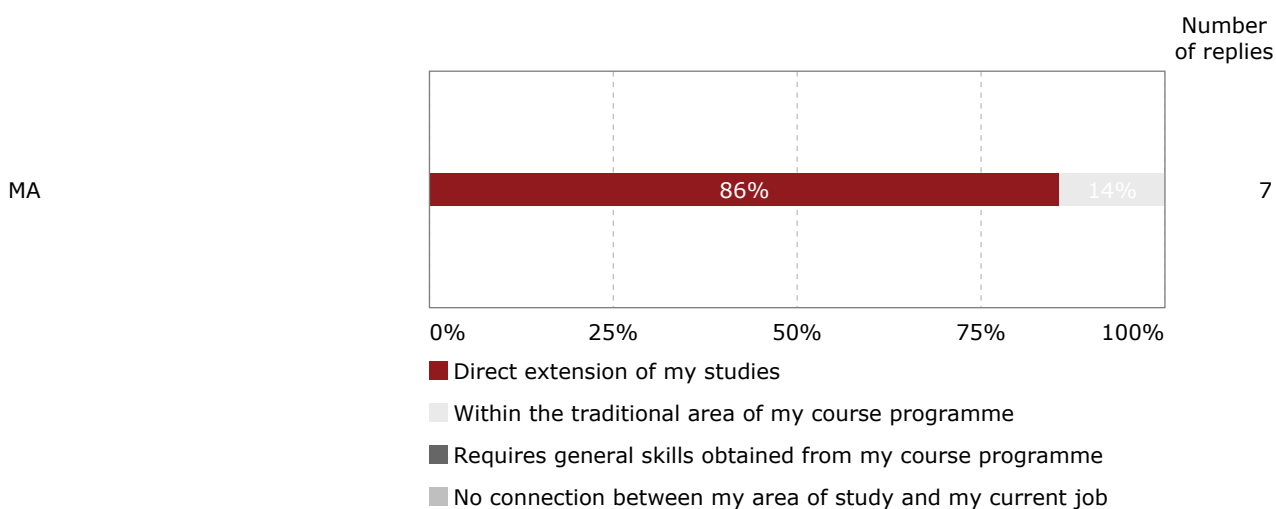
4 Correlation between Master's/Diploma education programmes and the job market

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.

4.1 Academic correlation between studies and job

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

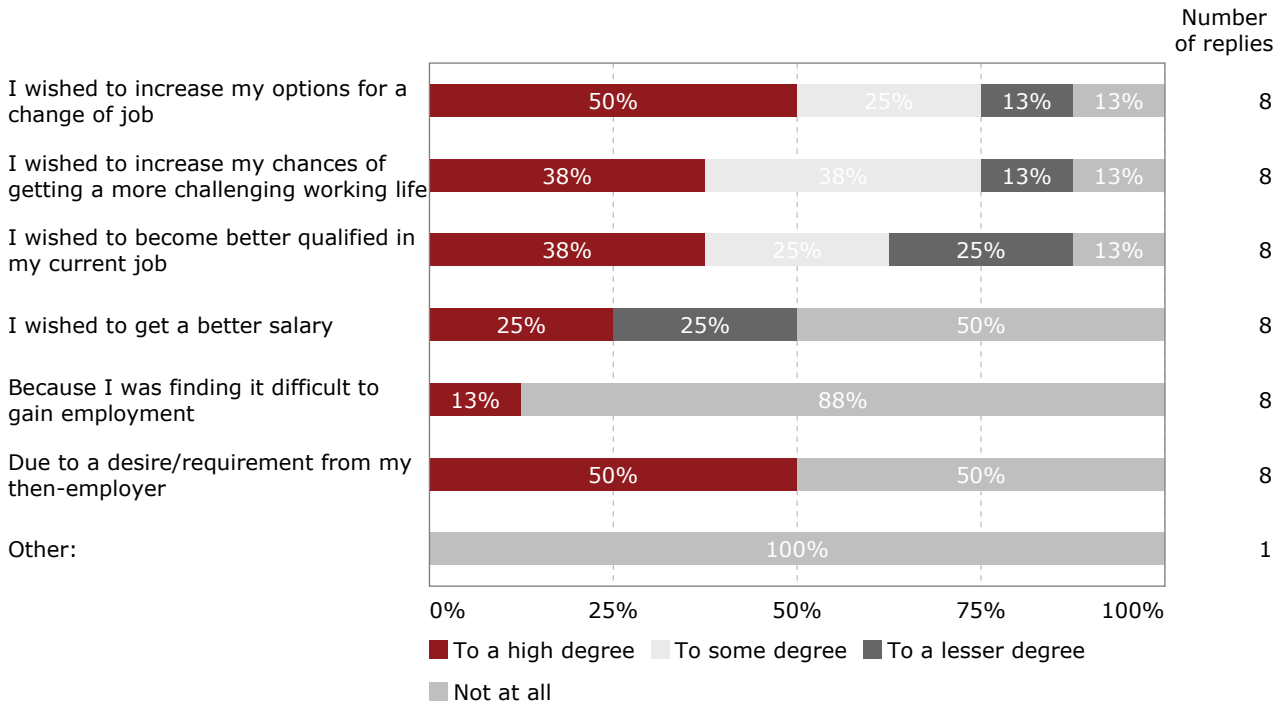
The figure for question Q.1.19. shows how the Master's/Diploma graduates assess the correlation between their education and their job.



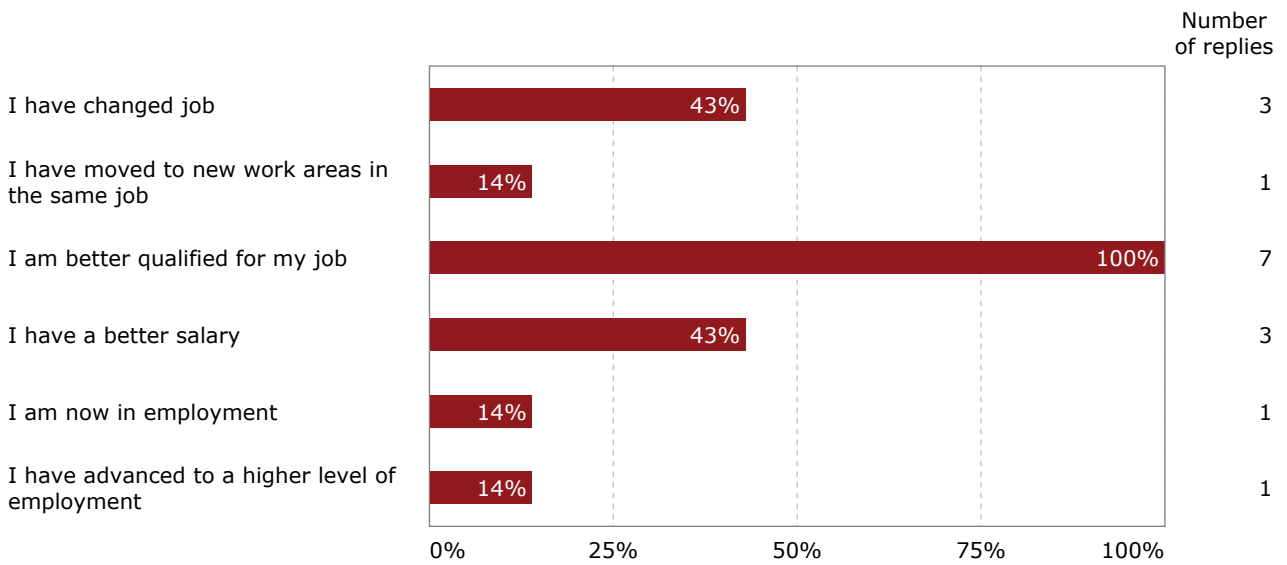
The distribution is shown as a percentage. The total number of respondents is shown to the right of the figure.

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

4.2.1 Q.2.1. To what degree did the following reasons play a part in your application to the Master's/diploma programme?

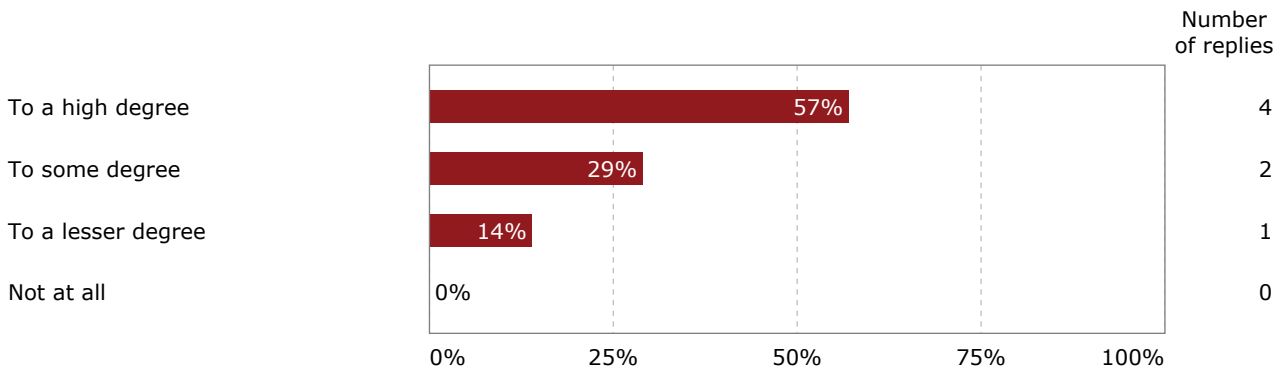


4.2.2 Q.2.2. What specific outcome have you achieved from your education?



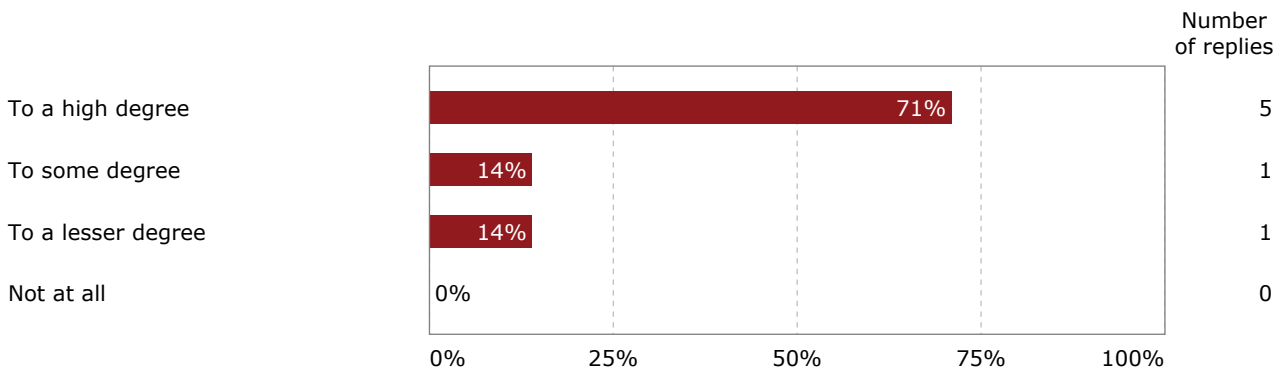
4.2.3 Q.2.4. To what degree do you feel that your programme of study has adequately prepared you for your working life?

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.



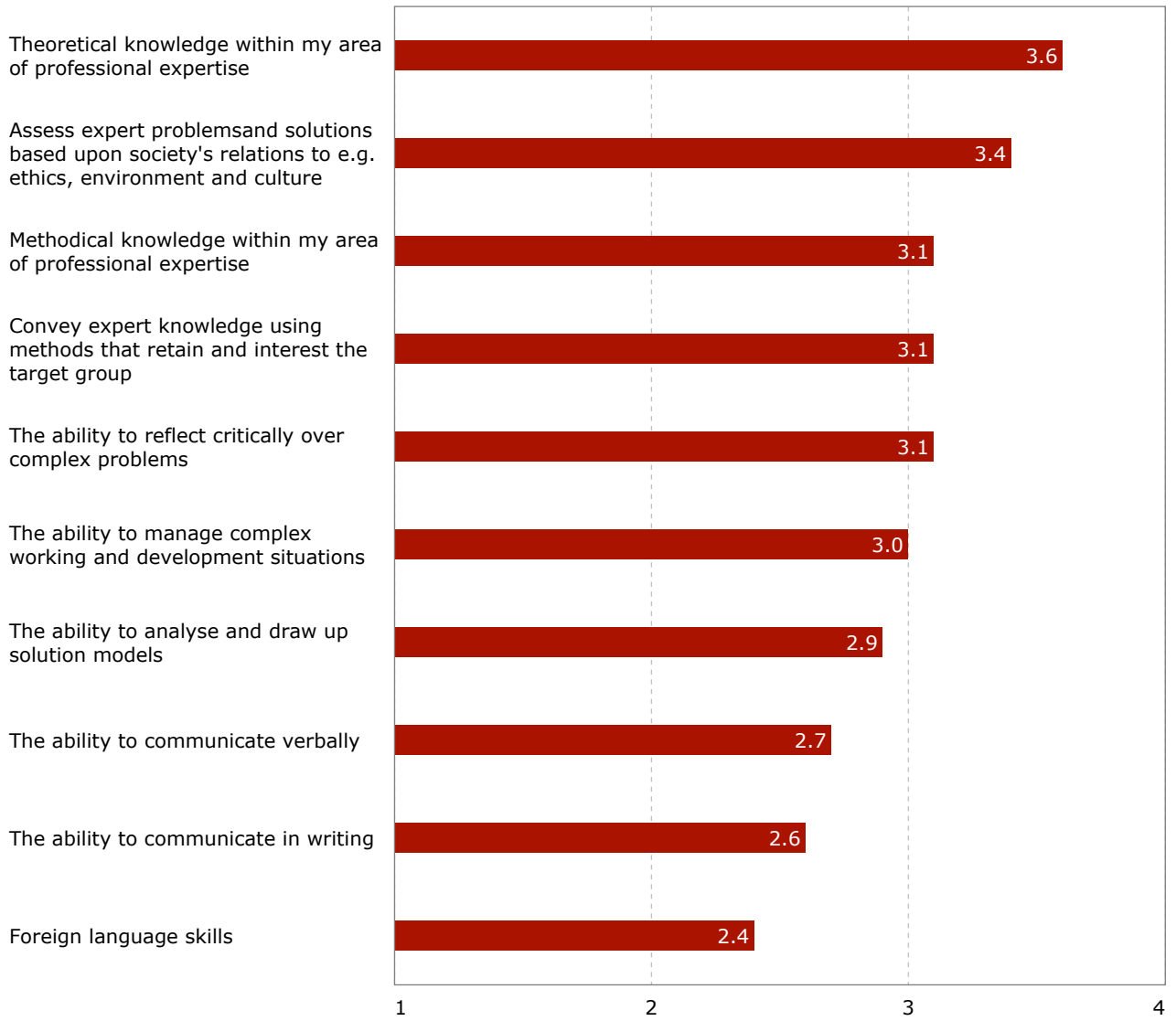
The response categories show either to a high degree, to some degree, to a lesser degree or not at all. The distribution is shown as a percentage. The total number of respondents for each degree is shown to the right of the figure.

4.2.4 Q.2.5. To what degree do you estimate that there is agreement between the objectives described for the programme of education and the actual content of the programme?



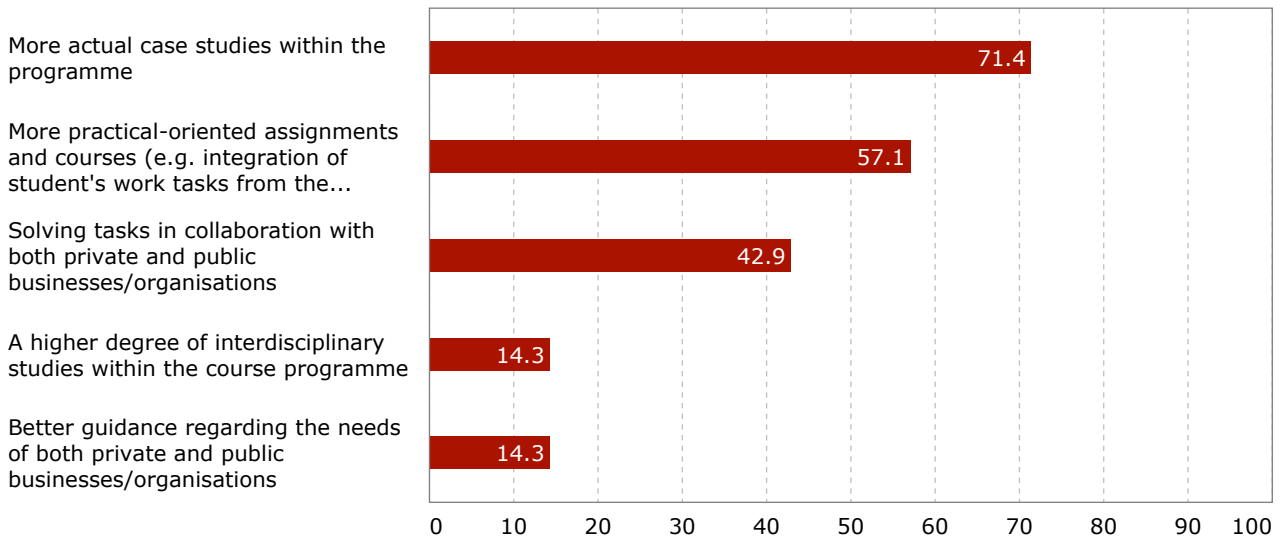
4.2.5 Q.2.6. To what degree do the Master's/Diploma graduates use the skills learned in their education in their current job

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.



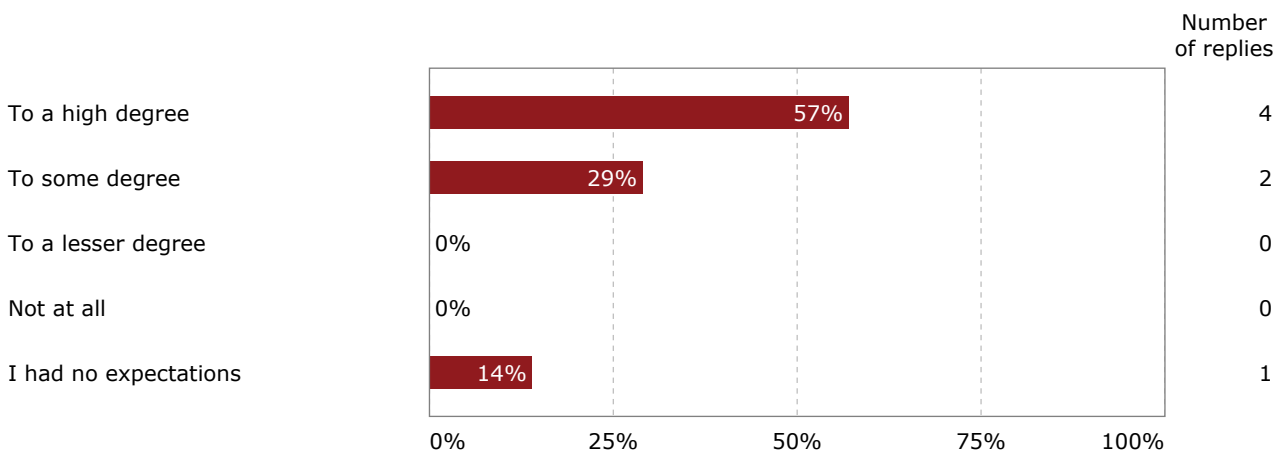
4.2.6 Q.2.7. How do you feel that the University of Copenhagen could improve the educational programme in question in terms of the needs of the labour market?

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.

4.2.7 Q.2.8. To what degree does your current occupation live up to the career expectations that you had whilst studying?

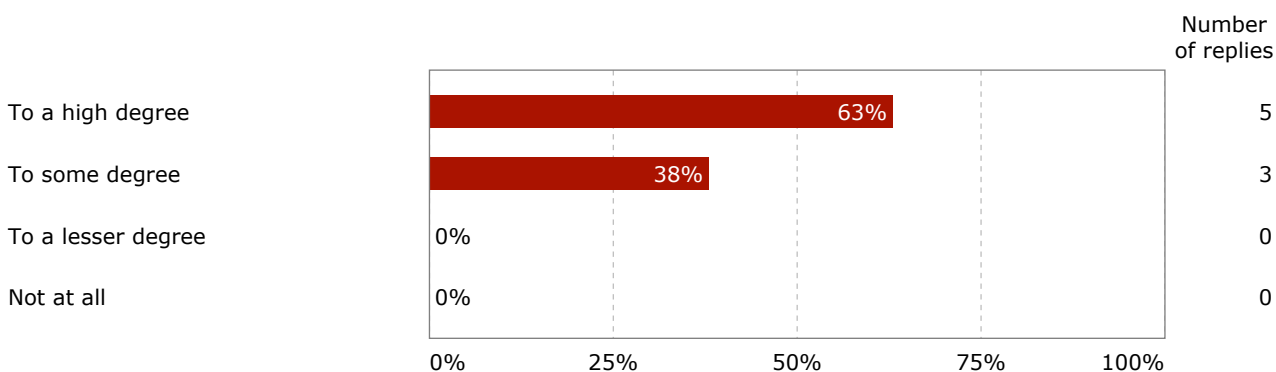


5 Master's/Diploma graduates' assessment of the program

5.1 The level of teaching in relation to the entry requirements

5.1.1 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.



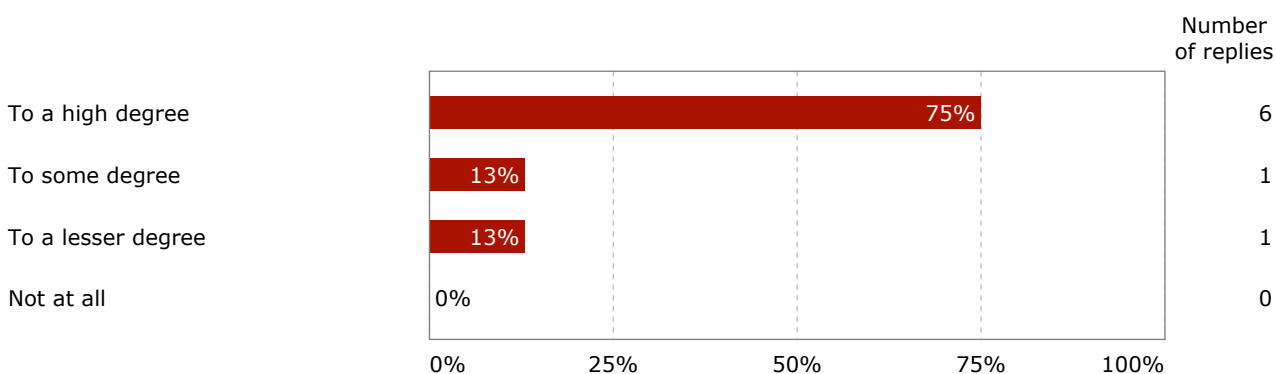
The distribution is shown as a percentage. The total number of respondents for each response category is shown to the right of the figure.

5.1.2 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

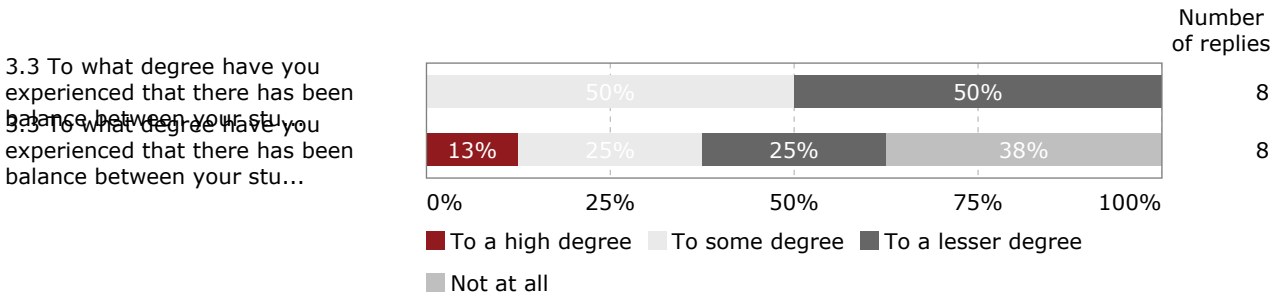
The distribution is shown as a percentage.

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



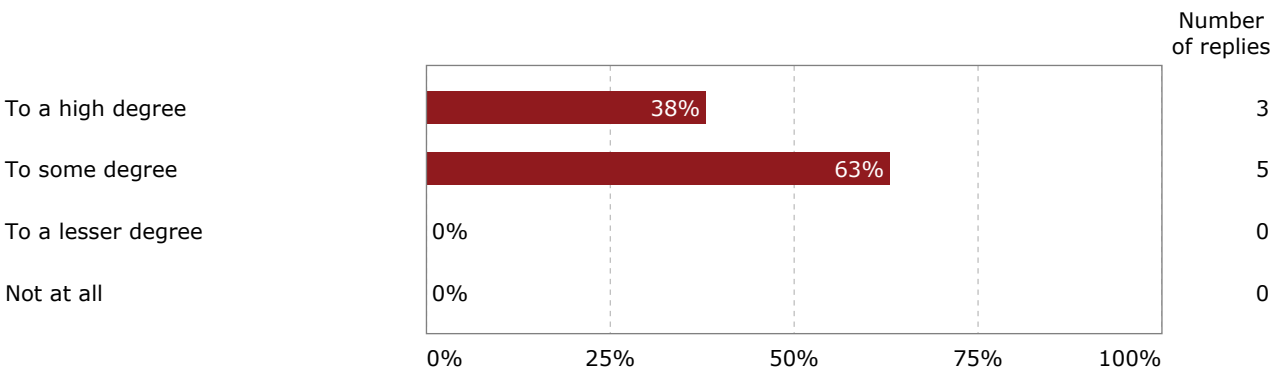
5.1.3 Q.3.3. To what degree have you experienced that there has been balance between your study programme and work and private life?

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.

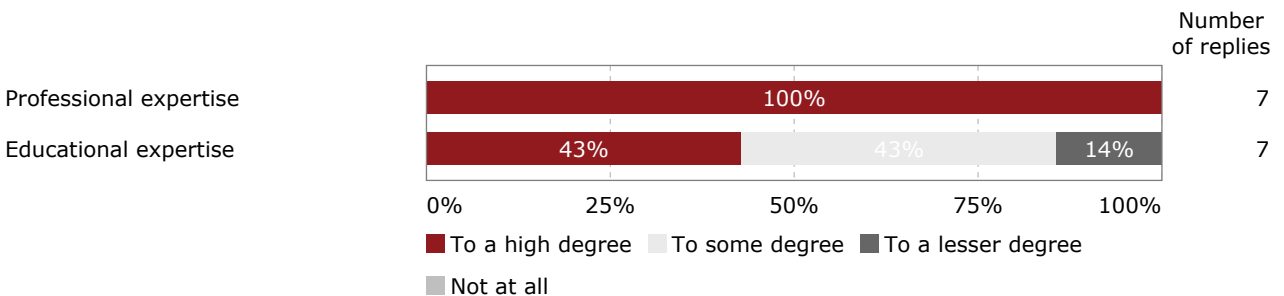


The distribution is shown as a percentage. The total number of respondents for each response category is shown to the right of the figure.

5.1.4 Q.3.6. To what degree do you feel that all the obligatory modules/courses in the Master's/diploma programme have contributed to the collective goals of the teaching offer?



5.1.5 Q.3.7. To what degree do you feel that the teachers on your Master's/diploma programme had sufficient professional and educational expertise?



6 Appendix 1: Questions used in the report

Current status: who are you?	Outcome of education and attainment of expectations	Quality of programme of study
Q.1.7.	Q.2.1.	Q.3.1.
Q.1.8.	Q.2.1.X	Q.3.2.
Q.1.8.X.	Q.2.2.	Q.3.1.X.
Q.1.9.	Q.2.4.	Q.3.2.X.
Q.1.11.	Q.2.4.X.	Q.3.3.
Q.1.12.	Q.2.5.	Q.3.3.X.
Q.1.12.X.	Q.2.6.	Q.3.6.
Q.1.14.	Q.2.7.	Q.3.6.X.
Q.1.15.	Q.2.8.	Q.3.7.
Q.1.17.		Q.3.7.X.
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.1.29.		
Q.1.30.		

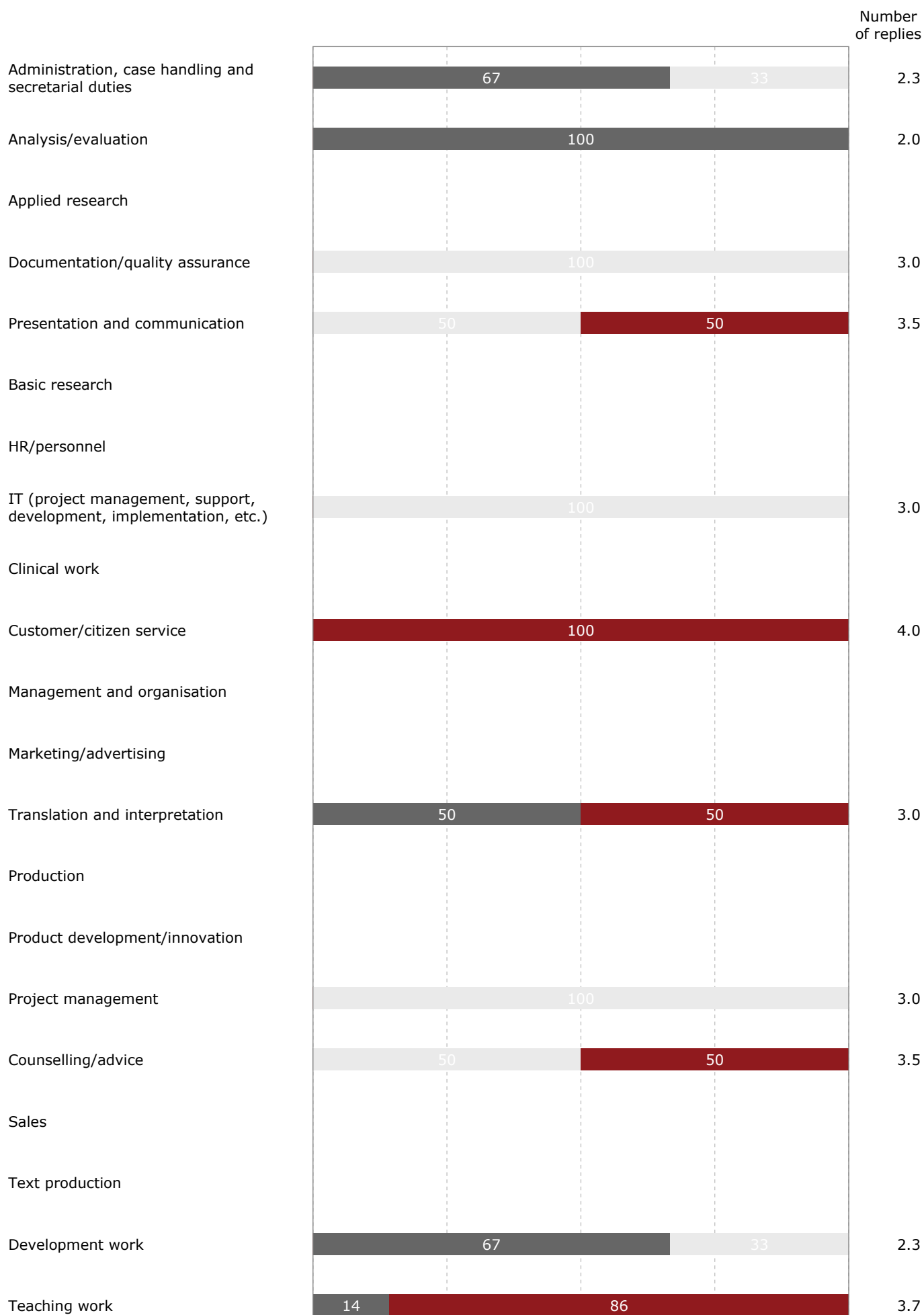
7 Appendix 2: Background data in STADS

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

8 Appendix 3: List of work places and job titles

- Lærer
- Underviser
- Underviser
- Underviser i dansk som andetsprog
- CBSI - Center for beskæftigelse og integration
- Herlufsholm Skole
- Næstved Sprog-og Integrationscenter
- Sprogcenter

9 Appendix 4: Response distribution on question 1.22



10 Appendix 5: Comments

10.1 Q.2.5. Please tell us where the objectives described for the programme of education didn't agree with the actual content of the programme:

- Der var langt hen ad vejen overensstemmelse mellem ovennævnte
- Masteruddannelsens faktiske indhold er muligvis overensstemmende med formålsbeskrivelsen, men kunne med fordel være mere praksisorienteret.

10.2 Q.2.8. Feel free to describe why your current occupation does not live up to your expectations:

- De lovgivningsmæssige og strukturelle rammer er snævre
- Jeg har de sidste 5 år undervist i vores internationale grundskole samt i Pre IB. Den internationale grundskole er imidlertid blevet nedlagt pga manglende elever i indeværende skoleår

10.3 Q.3.3. Feel free to provide an example of problems/challenges and suggestions for what could be improved in relation to balance between education programme and work life/private life?:

Balance between education programme and work life

- At studerende som har en kandidat i sprogfag skal tage alle moduler. Der burde være mulighed for en særskilt ordning for kandidater fx en form for pædagogikum i stedet for som undervisere på gymnasium
- Gerne mere fokus på egen undervisning. Uddannelsen er meget spændende, men meget teoretisk og der må gerne være mere "hands on".
- Jeg arbejdede mere end fuld tid samtidig med at jeg læste. Ydermere brugte jeg omkring 9 timer ugetlig på transport.

Balance between education programme and private life

- Det er efter mine begreber ekstremt krævende at tage en masteruddannelse og opretholde et ansættelsesforhold på samme tid. Hvis der herudover er spædbørn at tage i betragtning ..
- God og spændende uddannelse, men som tidligere nævnt må der gerne være mere fokus på de studerendes egen undervisning på sprogskolerne.
- Jeg manglede tid og havde konstant dårlig samvittighed over ting, jeg ikke nåede
- Svært at finde tid til privatliv mellem studie og fuldtidsarbejde

10.4 Q.3.6. Feel free to provide examples of modules/courses that you feel did not contribute to the collective goals of the teaching offer:

- Mastermodulet bør styrkes ligesom vejledni gen heri