REPORTING OF THE GRADUATE SURVEY

Indianske sprog og kulturer

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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 Indianske sprog og kulturer.

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	17	7	24
Completed	47%	0%	33%
Partially completed	0%	0%	0%
Number of replies	47%	0%	33%
Did not wish to participate	0%	0%	0%
Did not reply	53%	100%	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 Indianske sprog og kulturer 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
Number	17	8	7
Percentage women	53%	25%	71%
Foreign citizens	6%	0%	0%
Average age upon graduation	28.7	27.7	30.8
- youngest	23.7	23.7	23.7
- eldest	53.4	53.4	53.4
Completion time (average years)	3.5	3.4	3.3
- shortest completion time	2.8	2.8	2.8
- longest completion time	4.4	4.4	4.4
Quota 2 at BA-entrance	6%	13%	0%
Years from qualifying exam to commencement of study (average)	3.4	3.6	0.4
- shortest time from qualifying exam to commencement of study (average)	0	0	0
- longest time from qualifying exam to commencement of study (average)	12	12	12
Bachelor's programme as first priority	94%	100%	100%
Grading of Bachelor's paper/Master's thesis (average)	7.2	8.3	8.9
- lowest grade	4	4	4
- highest grade	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 Indianske sprog og kulturer 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
I am employed (including leave of absence, maternity leave, job with wage subsidies, part-time hirings, etc.)	13% (1)
I am self-employed (including freelance)	13% (1)
I am unemployed (including on maternity leave without being under contract of employment)	13% (1)
I am in full-time education (e.g. Candidatus programme)	63% (5)
I am on a Ph.D programme	0% (0)
Other	0% (0)
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.1.1 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.

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

4.1 The level of teaching in relation to the entry requirements

4.1.1 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.
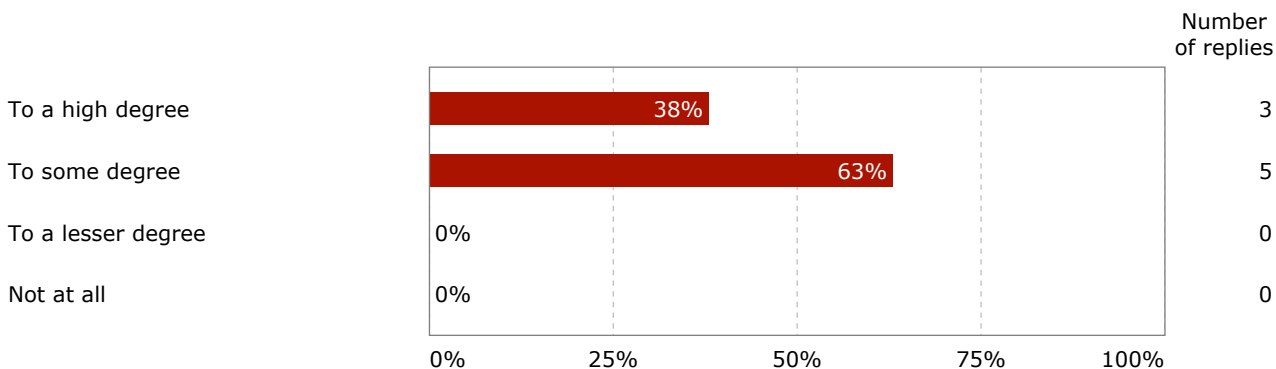
		Number of replies
To a high degree	38%	3
To some degree	63%	5
To a lesser degree	0%	0
Not at all	0%	0

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

4.1.2 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.

		Number of replies
To a high degree	43%	3
To some degree	57%	4
To a lesser degree	0%	0
Not at all	0%	0

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

4.2 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...

	Number of replies

		Number of replies
4.3. ...did you experience that your workload (apart from exam periods) on your Bachel...	50 / 38 / 13	8
4.6 ...do you feel that the structure of the Bachelor/professional Bachelor programme supported the collecti...	57 / 43	7
4.4. ...did you experience that elements of study during your Bachelor/professional Bachel...	57 / 43	7
4.5 ...do you estimate that elements in the Bachelor programme/professional Bachel...	43 / 43 / 14	7

Legend: To a high degree, To some degree, To a lesser degree, Not at all

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

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

4.3.1 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?
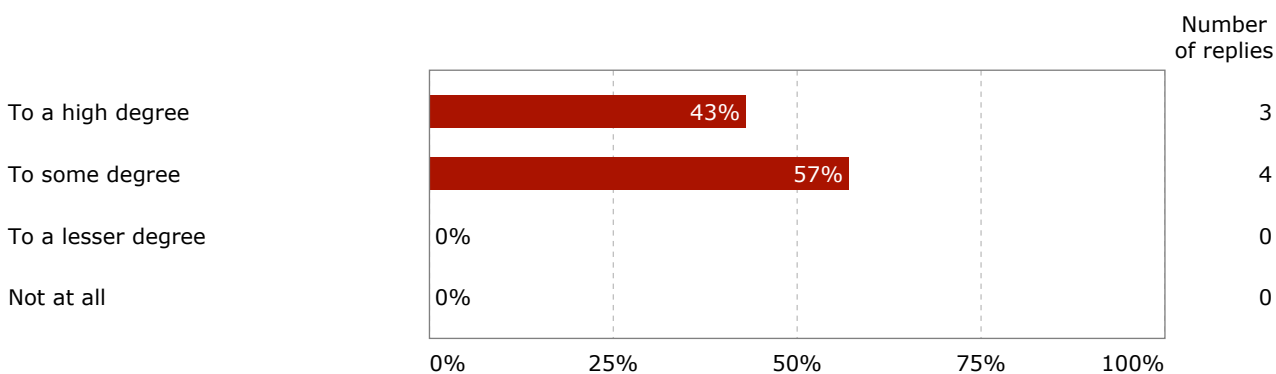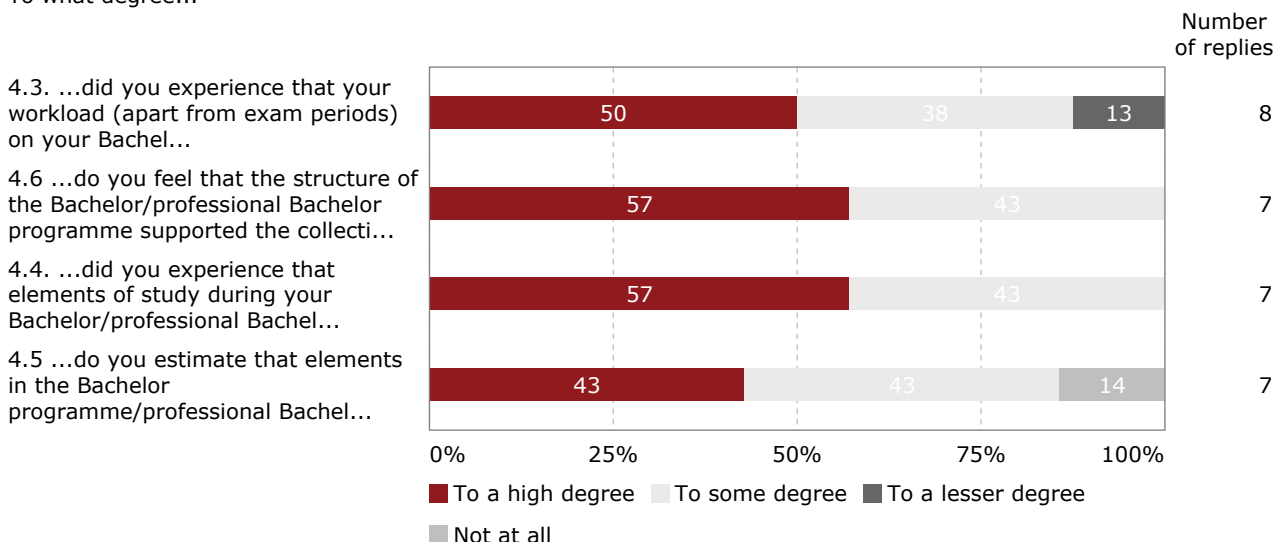
The figure for question Q.4.8. shows how the Bachelors/Professional Bachelors assess that their programme of study was organized so that they had the possibility of studying abroad, specialisation, choosing elective subjects, getting work experience, receiving guidance from teachers, and having collaboration with businesses without having to extend the length of their studies.

		Number of replies
4.8 ...study period abroad	50 / 33 / 17	6
4.8 ...specialisation	43 / 14 / 43	7
4.8 ...elective subjects	63 / 38	8
4.8 ...work experience	57 / 14 / 29	7
4.8 ...guidance from teachers	50 / 38 / 13	8
4.8 ...collaboration with businesses	33 / 33 / 33	6

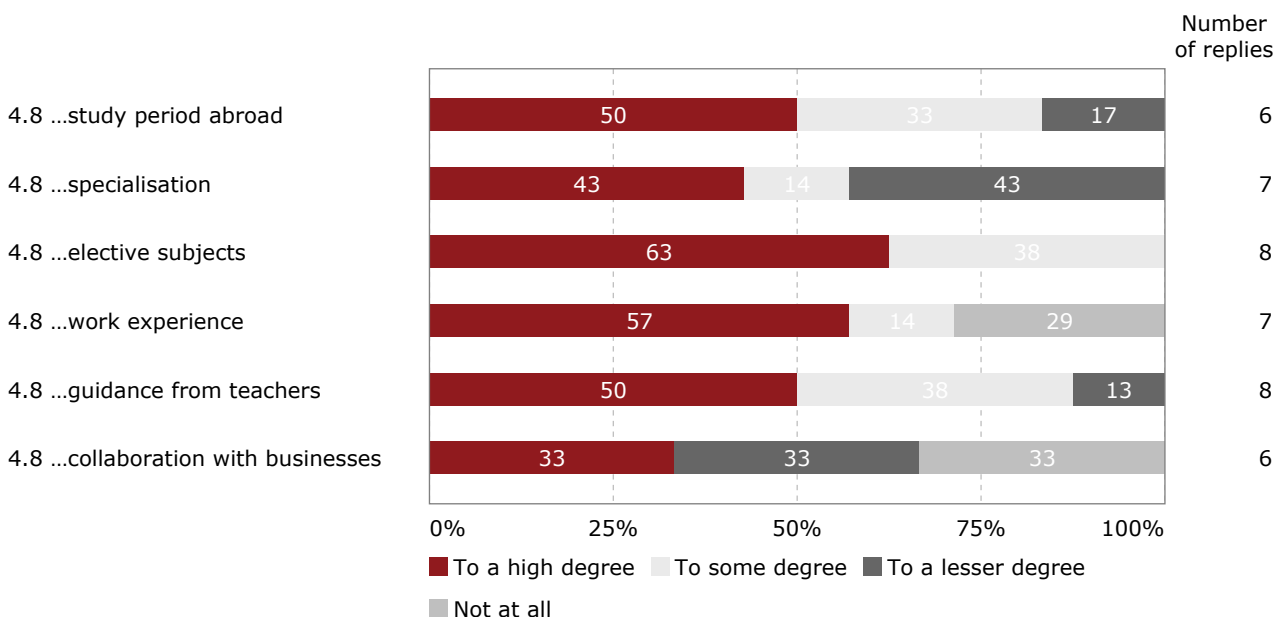Legend: To a high degree, To some degree, To a lesser degree, Not at all

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

4.4 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.

4.4.1 Q.4.9. Educational expertise

Number of replies

Category	Percentage	Replies
To a high degree	13%	1
To some degree	25%	2
To a lesser degree	63%	5
Not at all	0%	0

0% 25% 50% 75% 100%

4.4.2 Q.4.9. Professional expertise

Number of replies

Category	Percentage	Replies
To a high degree	100%	8
To some degree	0%	0
To a lesser degree	0%	0
Not at all	0%	0

0% 25% 50% 75% 100%

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 Bachelors' current job situation

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

5.1 Employed bachelors

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

5.1.1 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.

Number of replies

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

| | 100 | 1 |

- Direct extension of my studies
- Within the traditional area of my course programme
- Requires general skills obtained from my course programme
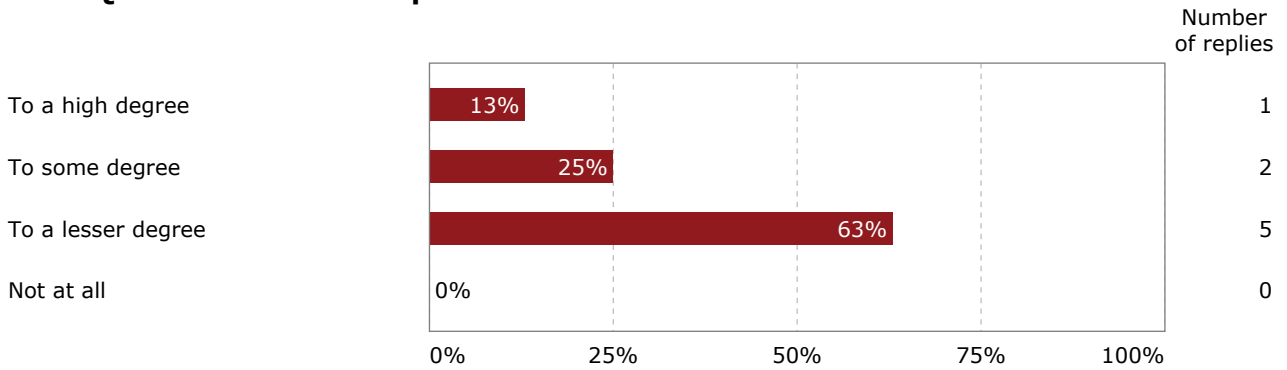- No connection between my area of study and my current job

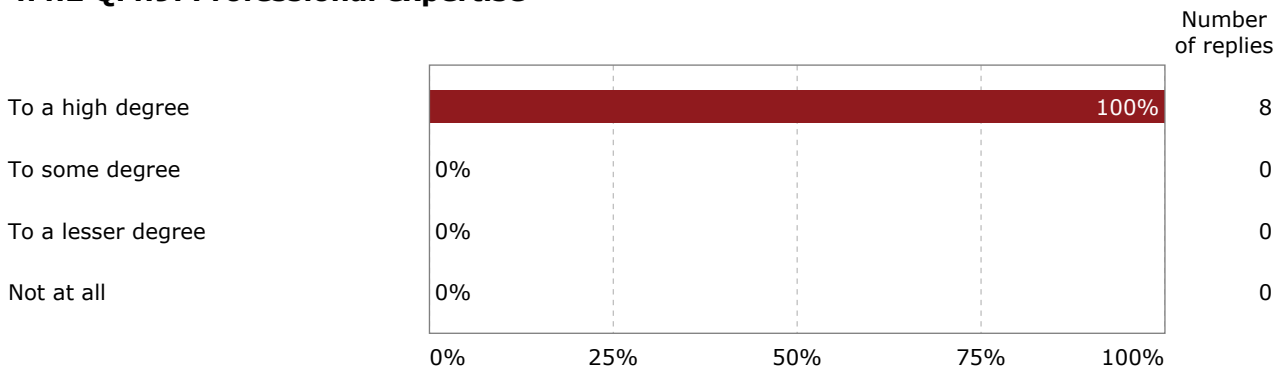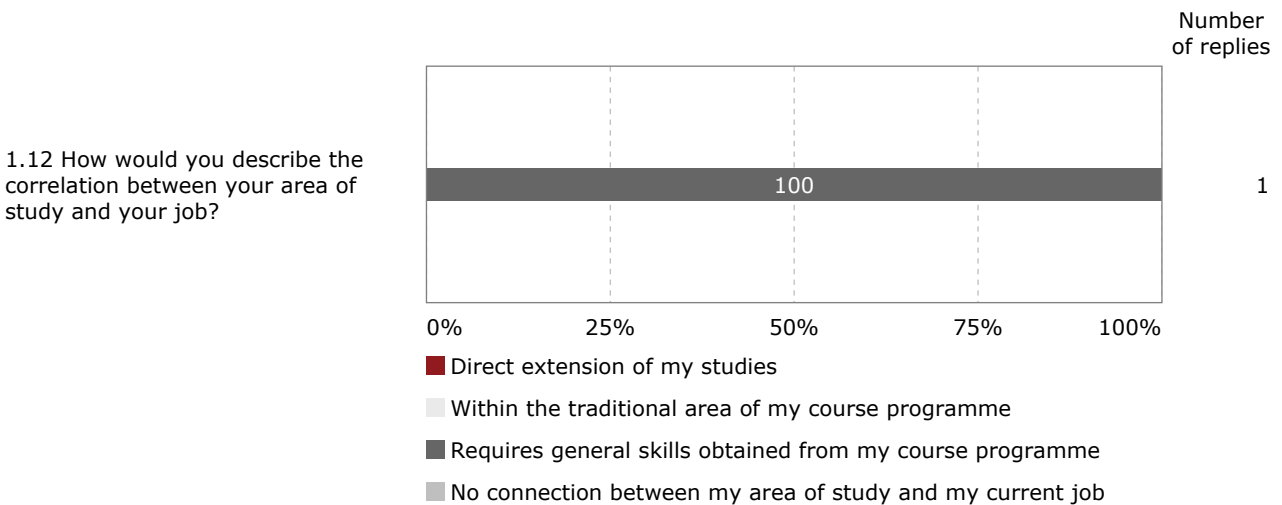The distribution is shown as a percentage. The total number of respondents is shown to the right of the figure.

5.1.2 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.

Number of replies

Private	0%	0
State	0%	0
Region	0%	0
Municipality	100%	1
Non-governmental organisation/interest organisation	0%	0
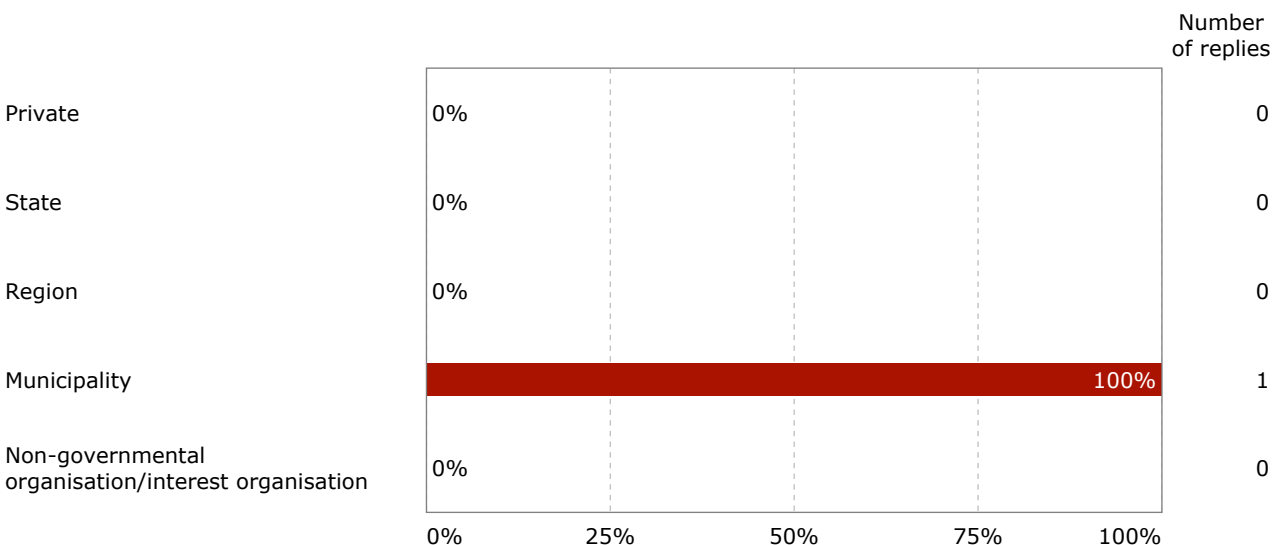
The actual number of respondents for each response category is shown to the right of the figure. Only one response category is possible.

5.1.3 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	0%	0%	0%	0%	0%	0%	0
Freight transport and cargo handling (e.g. mail)	0%	0%	0%	0%	0%	0%	0
Lodging and restaurant business	0%	0%	0%	0%	0%	0%	0
Information and communication (e.g. publishing, film production, radio + TV)	0%	0%	0%	0%	0%	0%	0
Financial institute or financial company, etc. (e.g. insurance company, pension fund)	0%	0%	0%	0%	0%	0%	0
Real estate (leasing administrator, property agent)	0%	0%	0%	0%	0%	0%	0
Liberal profession, scientific and technical services (e.g. research assistant at a university, legal advice, complaints agency, town planning)	0%	0%	0%	0%	0%	0%	0
Public administration and defence; social security (e.g. public administration and social sector)	0%	0%	0%	0%	0%	0%	0
Teaching (e.g. upper secondary schools and adult education)	0%	0%	0%	100%	0%	100%	1
Health and social services (e.g. hospitals and drug or alcohol counselling)	0%	0%	0%	0%	0%	0%	0
Culture, entertainments and sport (e.g. theatre, libraries and museums)	0%	0%	0%	0%	0%	0%	0
Other services (e.g. business organisations and consumer organisations)	0%	0%	0%	0%	0%	0%	0
Extraterritorial organisations and bodies (e.g. FN and EU)	0%	0%	0%	0%	0%	0%	0
Number of replies	0	0	0	1	0	1	1

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

5.1.4 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	0%	0%	0%	0%	0%	0%	0
Region Zealand	0%	0%	0%	0%	0%	0%	0
Region of Southern Denmark	0%	0%	0%	100%	0%	100%	1
Central Denmark Region	0%	0%	0%	0%	0%	0%	0
North Denmark Region	0%	0%	0%	0%	0%	0%	0
All of Denmark	0%	0%	0%	0%	0%	0%	0
Nordic region (incl. Faroe Islands and Greenland)	0%	0%	0%	0%	0%	0%	0
Europe (not Nordic region)	0%	0%	0%	0%	0%	0%	0
North America	0%	0%	0%	0%	0%	0%	0
South America	0%	0%	0%	0%	0%	0%	0
Asia	0%	0%	0%	0%	0%	0%	0
Africa	0%	0%	0%	0%	0%	0%	0
Australia/Oceania	0%	0%	0%	0%	0%	0%	0
Number of replies	0	0	0	1	0	1	1

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

5.2 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.

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

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

5.2.1 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.
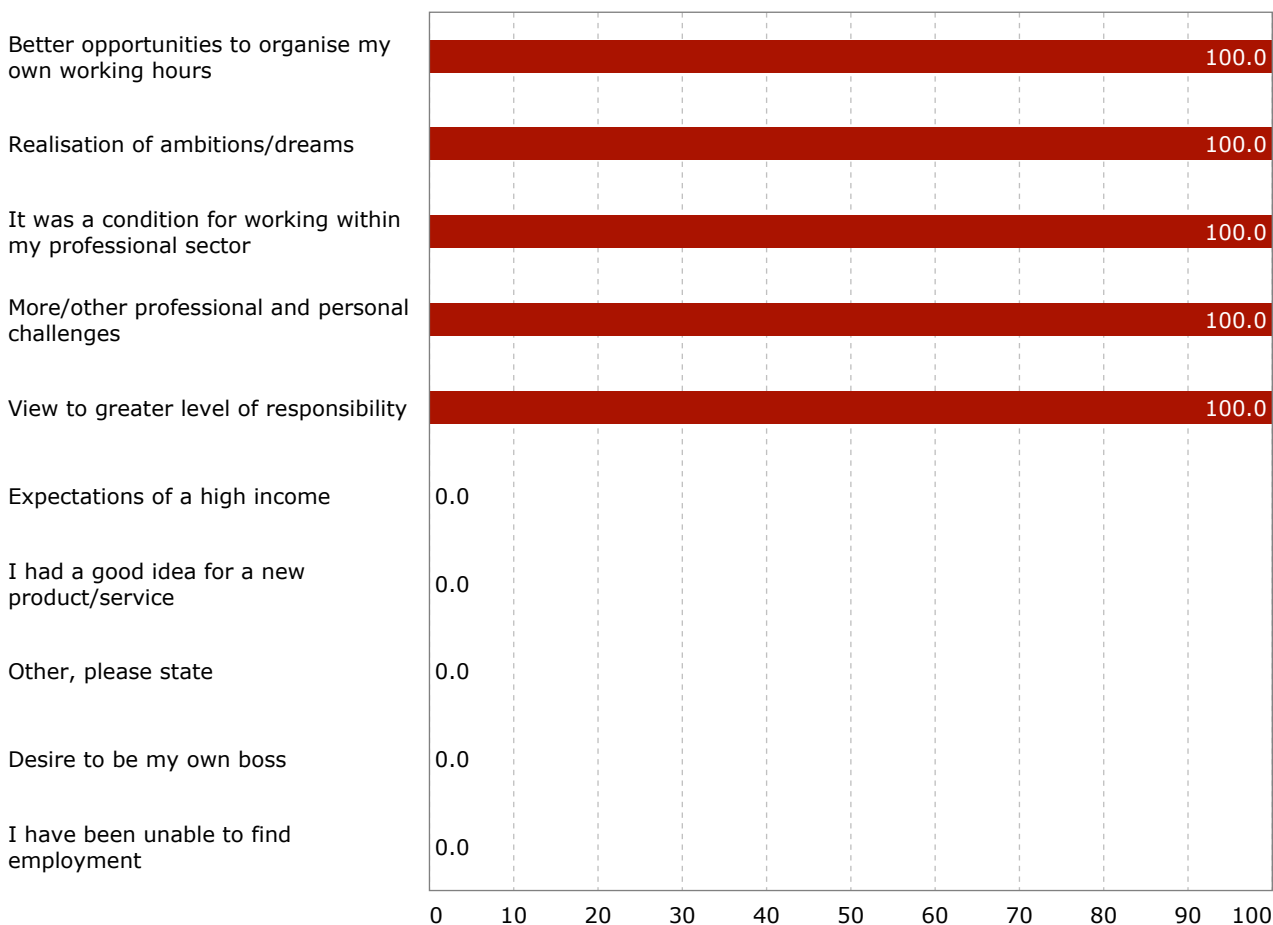
Category	Percentage
Better opportunities to organise my own working hours	100.0
Realisation of ambitions/dreams	100.0
It was a condition for working within my professional sector	100.0
More/other professional and personal challenges	100.0
View to greater level of responsibility	100.0
Expectations of a high income	0.0
I had a good idea for a new product/service	0.0
Other, please state	0.0
Desire to be my own boss	0.0
I have been unable to find employment	0.0

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.

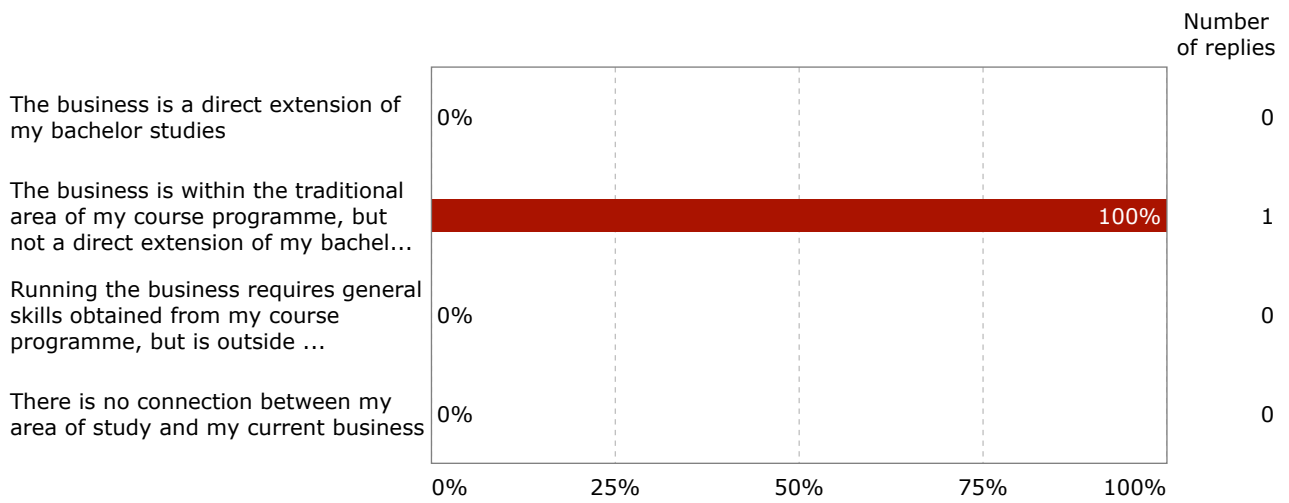### 5.2.2 Q.1.26. How would you describe the correlation between your studies and your own business?

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

	Number of replies
The business is a direct extension of my bachelor studies	0
The business is within the traditional area of my course programme, but not a direct extension of my bachel...	1
Running the business requires general skills obtained from my course programme, but is outside ...	0
There is no connection between my area of study and my current business	0

The business is a direct extension of my bachelor studies — 0%
The business is within the traditional area of my course programme, but not a direct extension of my bachel... — 100%
Running the business requires general skills obtained from my course programme, but is outside ... — 0%
There is no connection between my area of study and my current business — 0%

0%   25%   50%   75%   100%

5.2.3 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.

		Number of replies
Trade paper	0%	0
Daily newspaper	0%	0
Online job portal	0%	0
LinkedIn, Facebook, etc.	0%	0
Via a student job	0%	0
Via work experience, project-oriented course or project partnership	0%	0
Recruitment or temping agency	0%	0
Via unsolicited enquiry from the employer	0%	0
Via unsolicited enquiry to the employer	100%	1
Via my unemployment insurance fund	0%	0
Via the job centre	0%	0
Via activation (job training, apprenticeship, or similar)	0%	0
Via contacts from university	0%	0
Via person contacts outside of the university	100%	1
Via career/job fair or similar	0%	0
Other, please state	0%	0

0%   25%   50%   75%   100%

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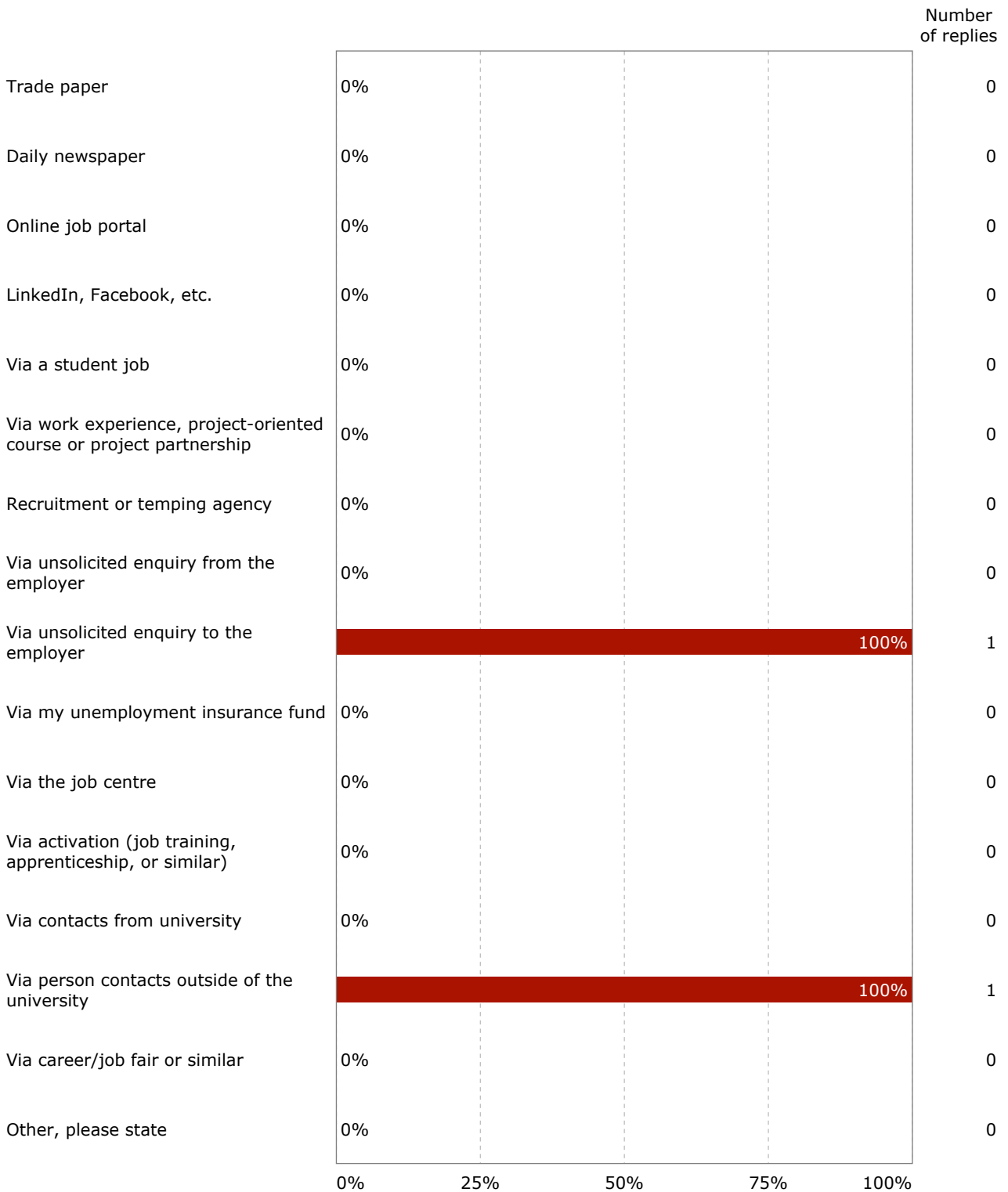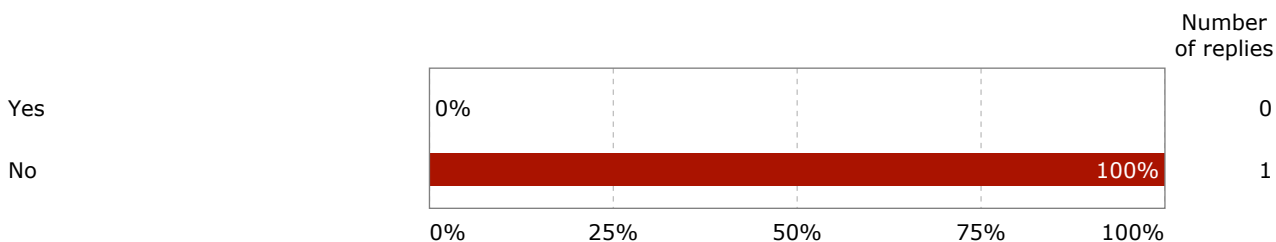 100, as more categories were available for selection. The total number of respondents for each response category is shown to the right of the figure.

5.3 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".

5.3.1 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.

		Number of replies
Yes	0%	0
No	100%	1

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.

5.3.2 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.
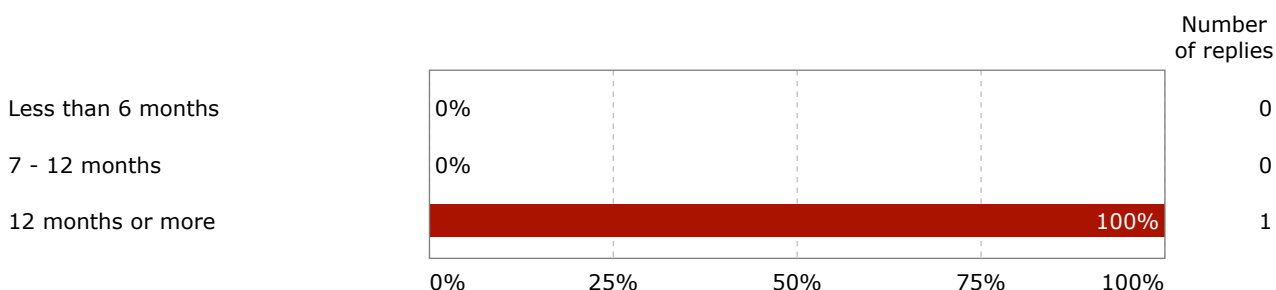
		Number of replies
Less than 6 months	0%	0
7 - 12 months	0%	0
12 months or more	100%	1

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

5.4 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.

5.4.1 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%	50%	0%	0%	0%	40%	2
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	0%	0%	50%	100%	0%	0%	60%	3
Roskilde University (RUC)	0%	0%	0%	0%	0%	0%	0%	0
University of Southern Denmark	0%	0%	0%	0%	0%	0%	0%	0
Danish School of Media and Journalism	0%	0%	0%	0%	0%	0%	0%	0
University College	0%	0%	0%	0%	0%	0%	0%	0
A university in another country than Denmark, please state	0%	0%	0%	0%	0%	0%	0%	0
Other, please state	0%	0%	0%	0%	0%	0%	0%	0
Number of replies	0	0	4	1	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.

6 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.			

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

- Manglende undervisning/øvelsestimer; samlet 10 timer om ugen synes jeg ikke nok på en BA.