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# REPORTING OF THE GRADUATE SURVEY

*Moderne kultur og kulturformidling*

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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 *Moderne kultur og kulturformidling*.

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 Candidatus	Total
Invited	245	245
Completed	34%	34%
Partially completed	2%	2%
Number of replies	37%	37%
Did not wish to participate	2%	2%
Did not reply	62%	62%

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 Moderne kultur og kulturformidling 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 Candidatus total	Master Candidatus participated
Number	245	90
Percentage women	80%	81%
Foreign citizens	4%	3%
Average age upon graduation	29.7	30
- youngest	24.4	24.4
- eldest	49.9	49.9
Completion time (average years)	3.1	2.9
- shortest completion time	1.1	1.1
- longest completion time	15.1	15.1
Quota 2 at BA-entrance	8%	9%
Years from qualifying exam to commencement of study (average)	0.2	0.2
- shortest time from qualifying exam to commencement of study (average)	0	0
- longest time from qualifying exam to commencement of study (average)	5	5
Bachelor's programme as first priority	61%	62%
Grading of Bachelor's paper/Master's thesis (average)	9.7	9.7
- 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.

For the Moderne kultur og kulturformidling 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?

Master Candidatus	
I am employed (including leave of absence, maternity leave, job with wage subsidies, part-time hirings, etc.)	68% (61)
I am self-employed (including freelance)	6% (5)
I am unemployed (including on maternity leave without being under contract of employment)	16% (14)
I am in full-time education (e.g. Candidatus programme)	0% (0)
I am on a Ph.D programme	3% (3)
Other	8% (7)
Number of replies	90

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

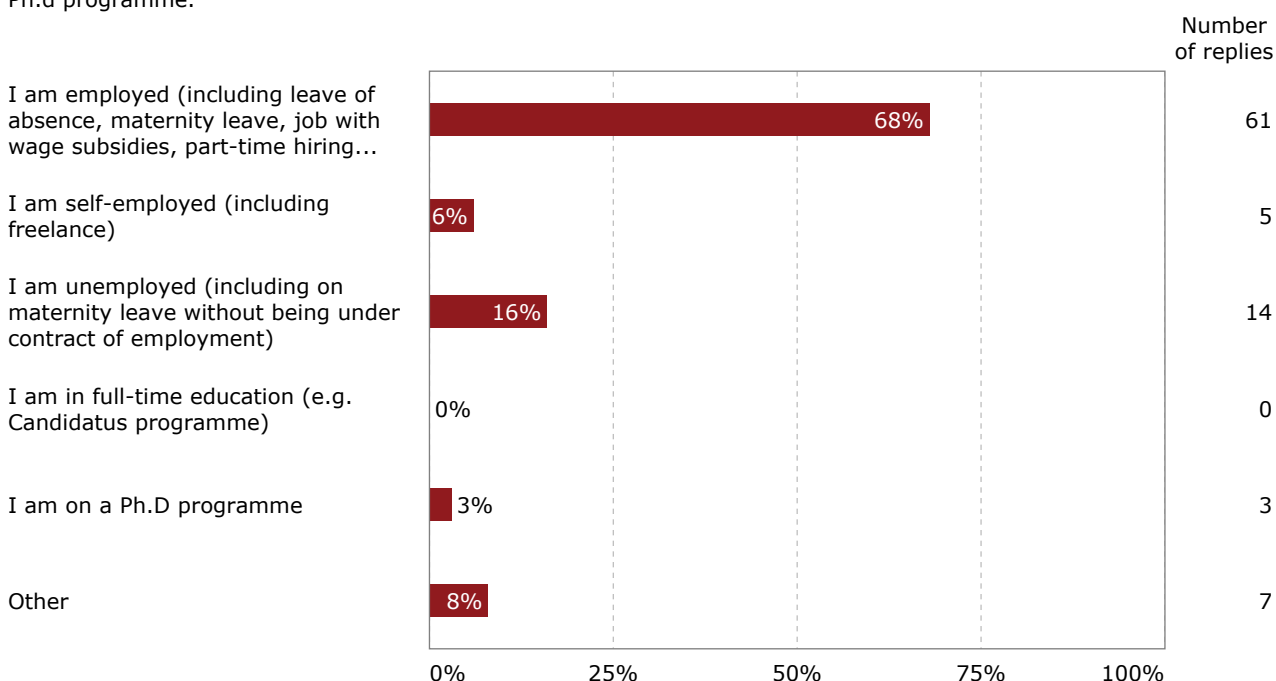
This chapter describes the job situation of Master’s Candidatus/Professional Bachelor’s graduates in their current position. The chapter includes sections on whether the graduates are in work, self-employed, unemployed or in full-time education.

#### 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.

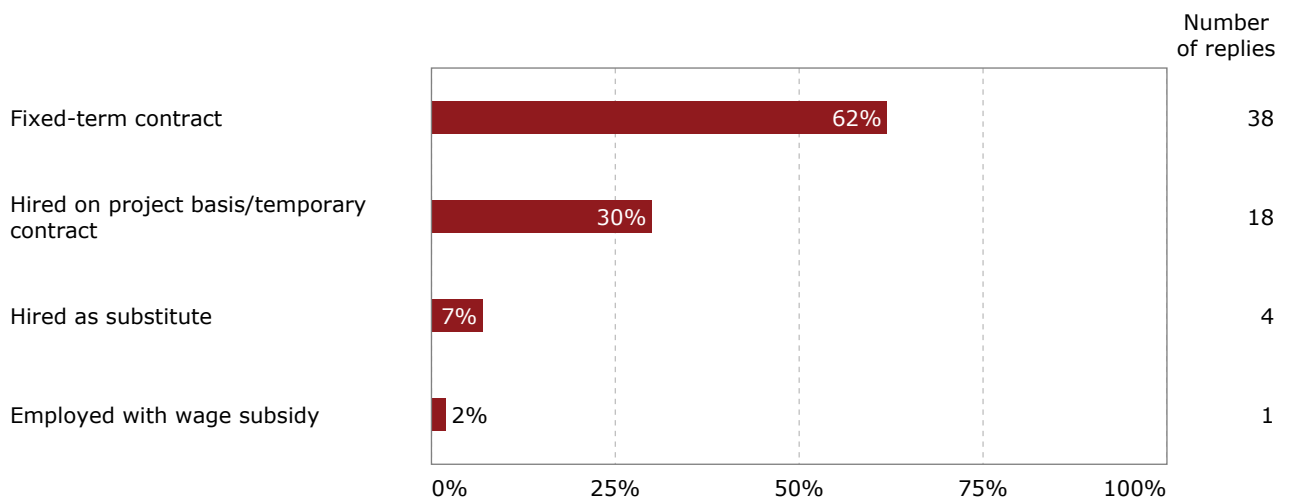


The actual number of respondents for each response category is shown to the right of the figure. Only one response category is possible.

##### 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.

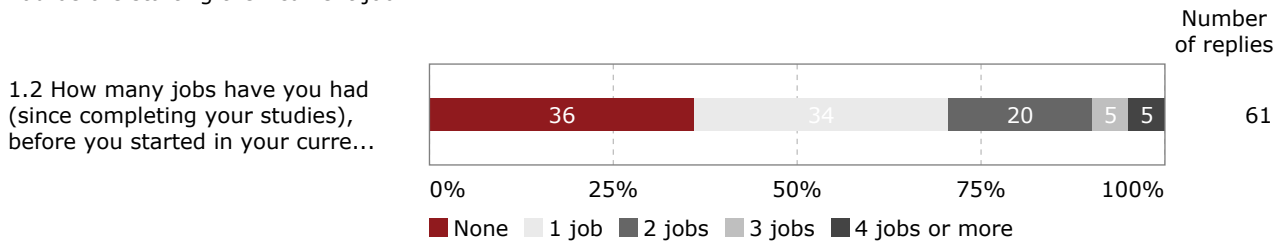




The actual number of respondents is shown to the right of the figure. The distribution is shown as a percentage, and the number of responses is shown to the right of the figure. Only one response category is possible.

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

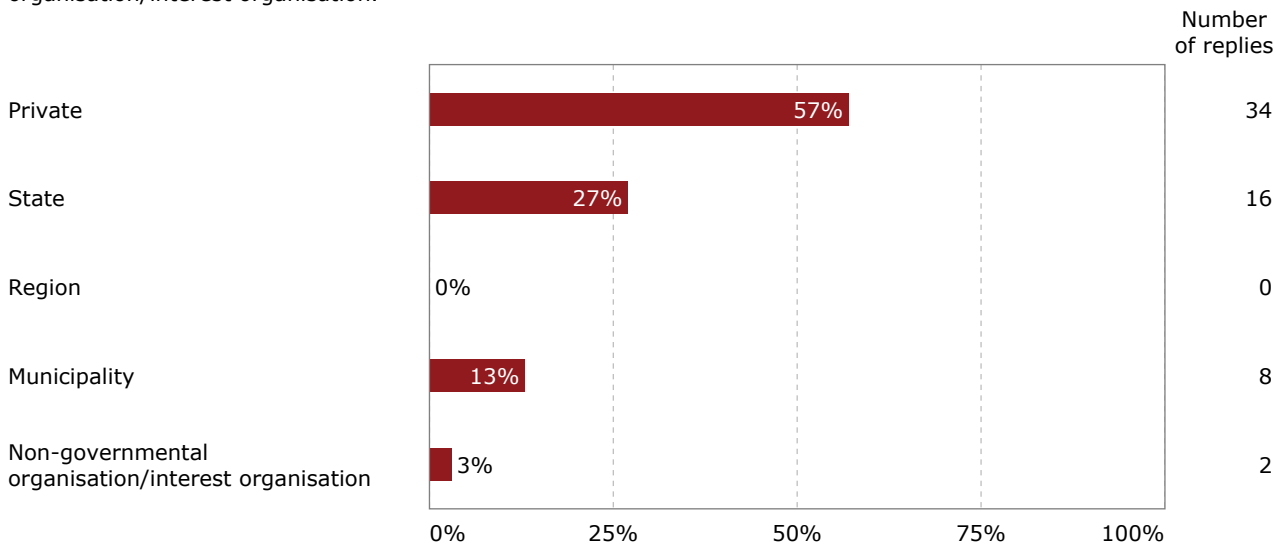
Figure Q.1.2. shows the number of jobs Master's Candidatus/Professional Bachelor's graduates in employment have had before starting their current job.



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)	0%	0%	0%	0%	0%	0%	0
The supply of electricity, gas or heating	6%	0%	0%	0%	0%	3%	2
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	6%	0%	0%	0%	0%	3%	2
Freight transport and cargo handling (e.g. mail)	0%	6%	0%	0%	0%	2%	1
Lodging and restaurant business	0%	0%	0%	0%	0%	0%	0
Information and communication (e.g. publishing, film production, radio + TV)	23%	19%	0%	0%	0%	17%	10
Financial institute or financial company, etc. (e.g. insurance company, pension fund)	3%	0%	0%	0%	0%	2%	1
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%	0%	0%	0%	0%	2%	1
Public administration and defence; social security (e.g. public administration and social sector)	0%	0%	0%	13%	0%	2%	1
Teaching (e.g. upper secondary schools and adult education)	3%	31%	0%	13%	0%	14%	8
Health and social services (e.g. hospitals and drug or alcohol counselling)	3%	0%	0%	0%	0%	2%	1
Culture, entertainments and sport (e.g. theatre, libraries and museums)	48%	31%	0%	75%	50%	47%	27
Other services (e.g. business organisations and consumer organisations)	3%	6%	0%	0%	50%	5%	3
Extraterritorial organisations and bodies (e.g. FN and EU)	0%	6%	0%	0%	0%	2%	1
Number of replies	31	16	0	8	2	58	58

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

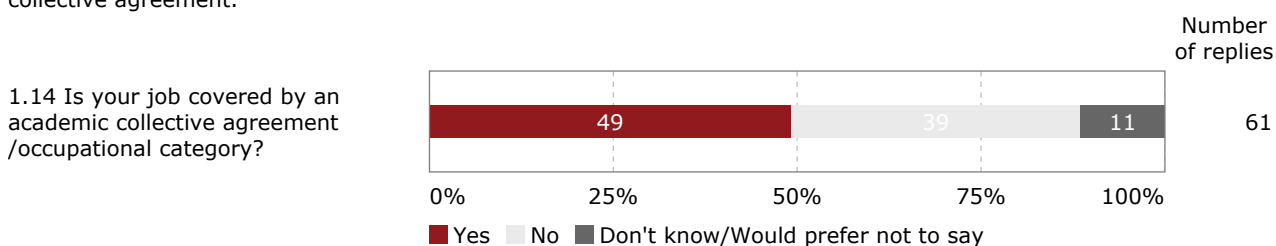
The table shows the geographical location for the Masters' Candidatus/Professional Bachelors' place of work from question Q.1.10. distributed among the various sectors from question Q.1.8.

	Private	State	Region	Municipality	Non-governmental organisation/interest organisation	Total %	Total n
Capital Region of Denmark	76%	94%	0%	88%	100%	84%	51
Region Zealand	9%	0%	0%	13%	0%	7%	4
Region of Southern Denmark	0%	6%	0%	0%	0%	2%	1
Central Denmark Region	3%	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)	3%	0%	0%	0%	0%	2%	1
Europe (not Nordic region)	9%	0%	0%	0%	0%	5%	3
North America	0%	0%	0%	0%	0%	0%	0
South America	0%	0%	0%	0%	0%	0%	0
Asia	0%	0%	0%	0%	0%	0%	0
Africa	0%	0%	0%	0%	0%	0%	0
Australia/Oceania	0%	0%	0%	0%	0%	0%	0
Number of replies	34	16	0	8	2	61	61

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?

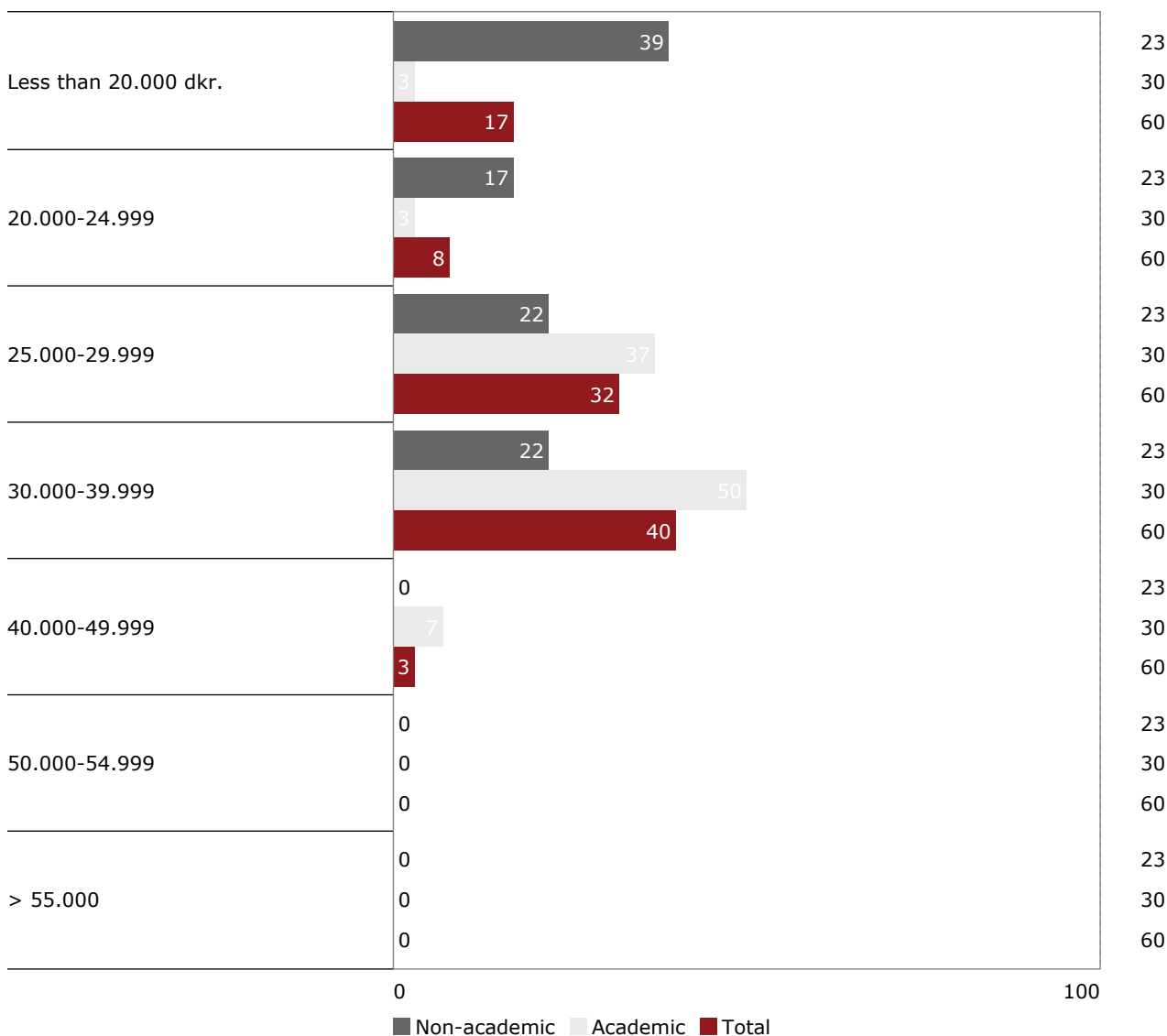
Figure Q.1.14. shows the Master's Candidatus distribution across academic collective agreement/non-academic collective agreement.



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?

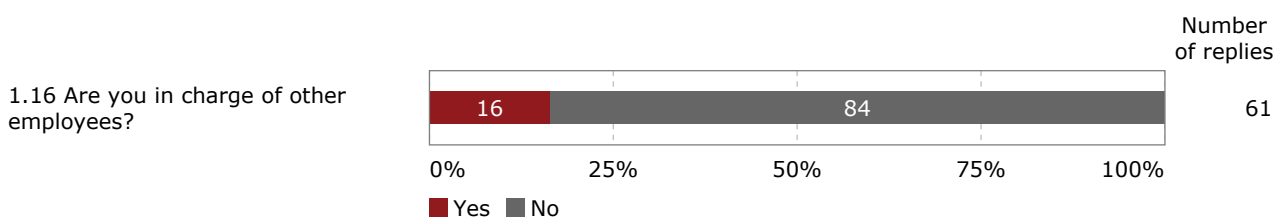
The figure for question Q.1.11. shows the Master's Candidatus/Professional Bachelor's monthly salary. The levels of salary are shown for graduates on a non-academic collective agreement, graduates on an academic collective agreement, Professional Bachelors as well as a total.



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.

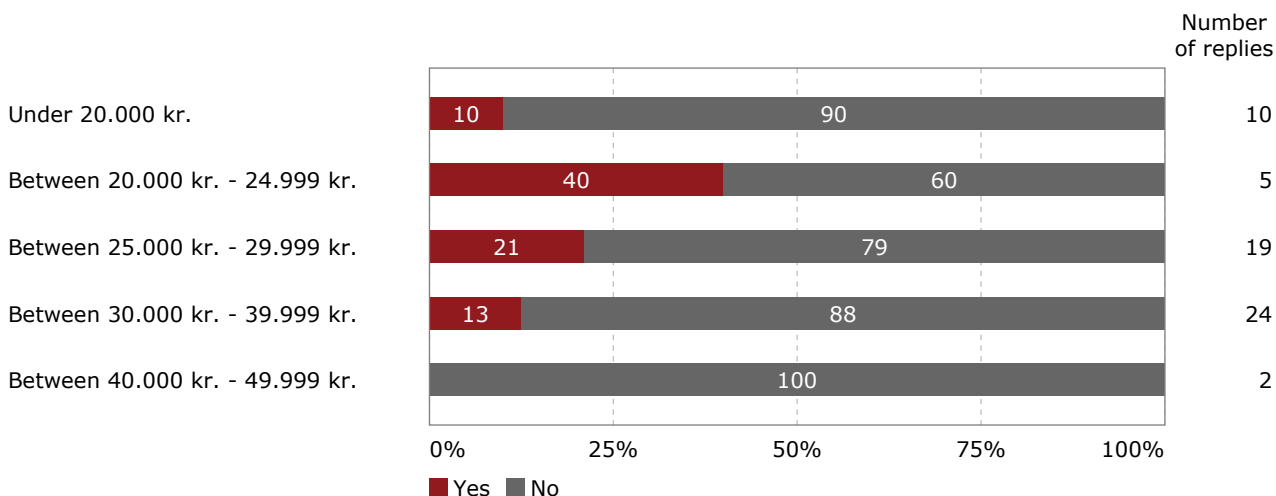


The distribution is shown in percentages. The total number of respondents is shown to the right of the figure.



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

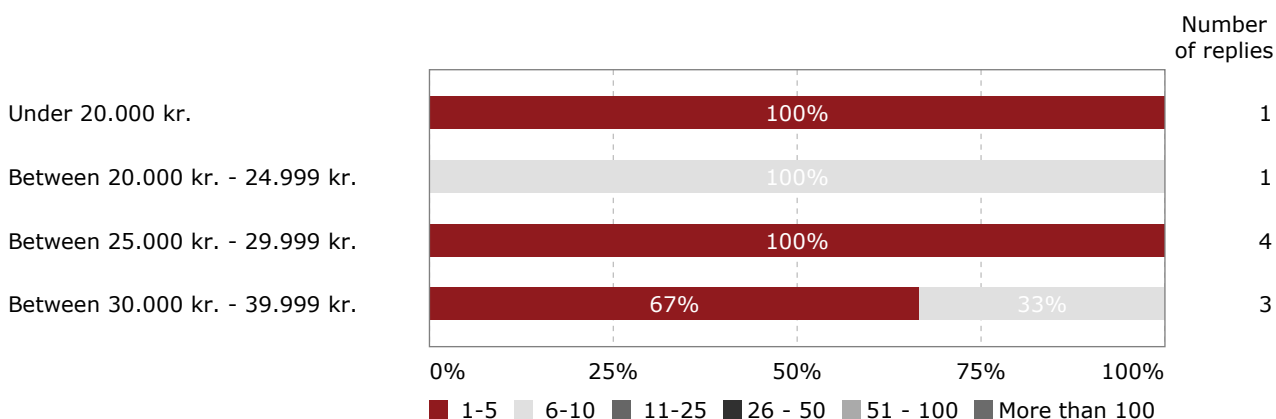
The figure for question Q.1.16. crossed with question Q.1.11. shows the distribution of Masters Candidatus/Professional Bachelors that are/aren't in charge of employees within each of the salary brackets.



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.



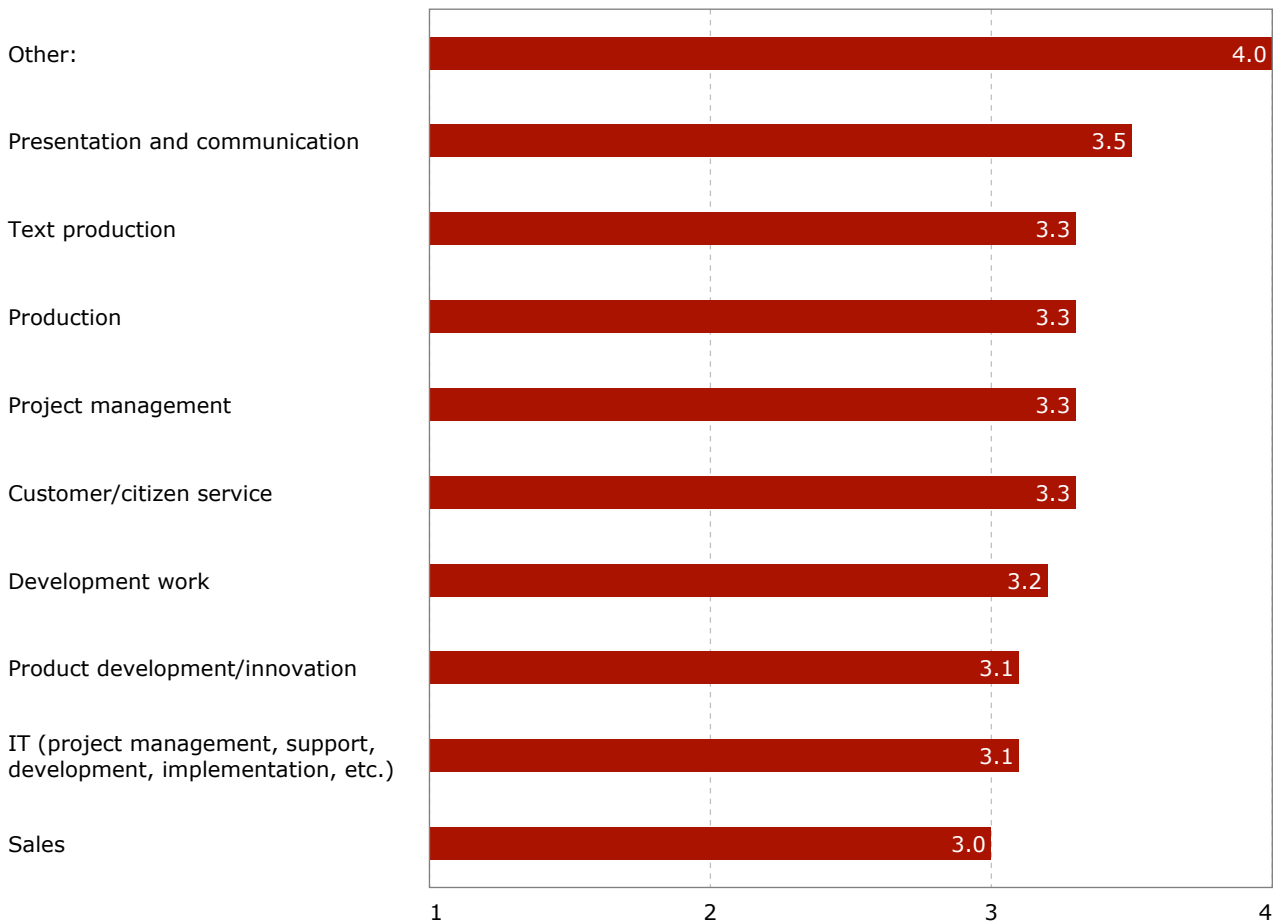
The distribution is shown in percentages and sums up to 100 within each salary bracket. The total number of respondents is shown to the right of the figure.



### 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.

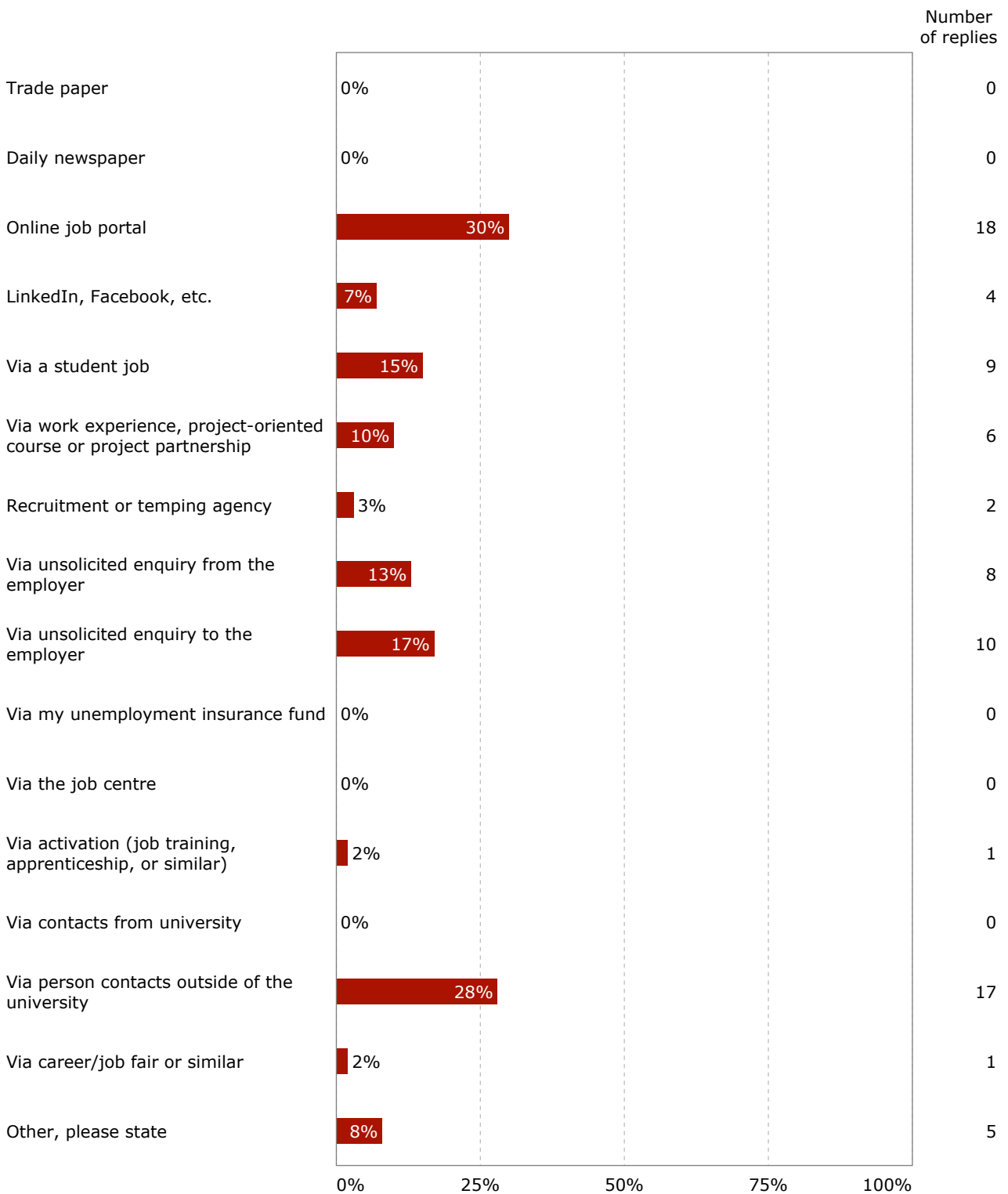
Below is shown the ten job functions the Masters Candidatus/Professional Bachelors spend the most time on.



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)

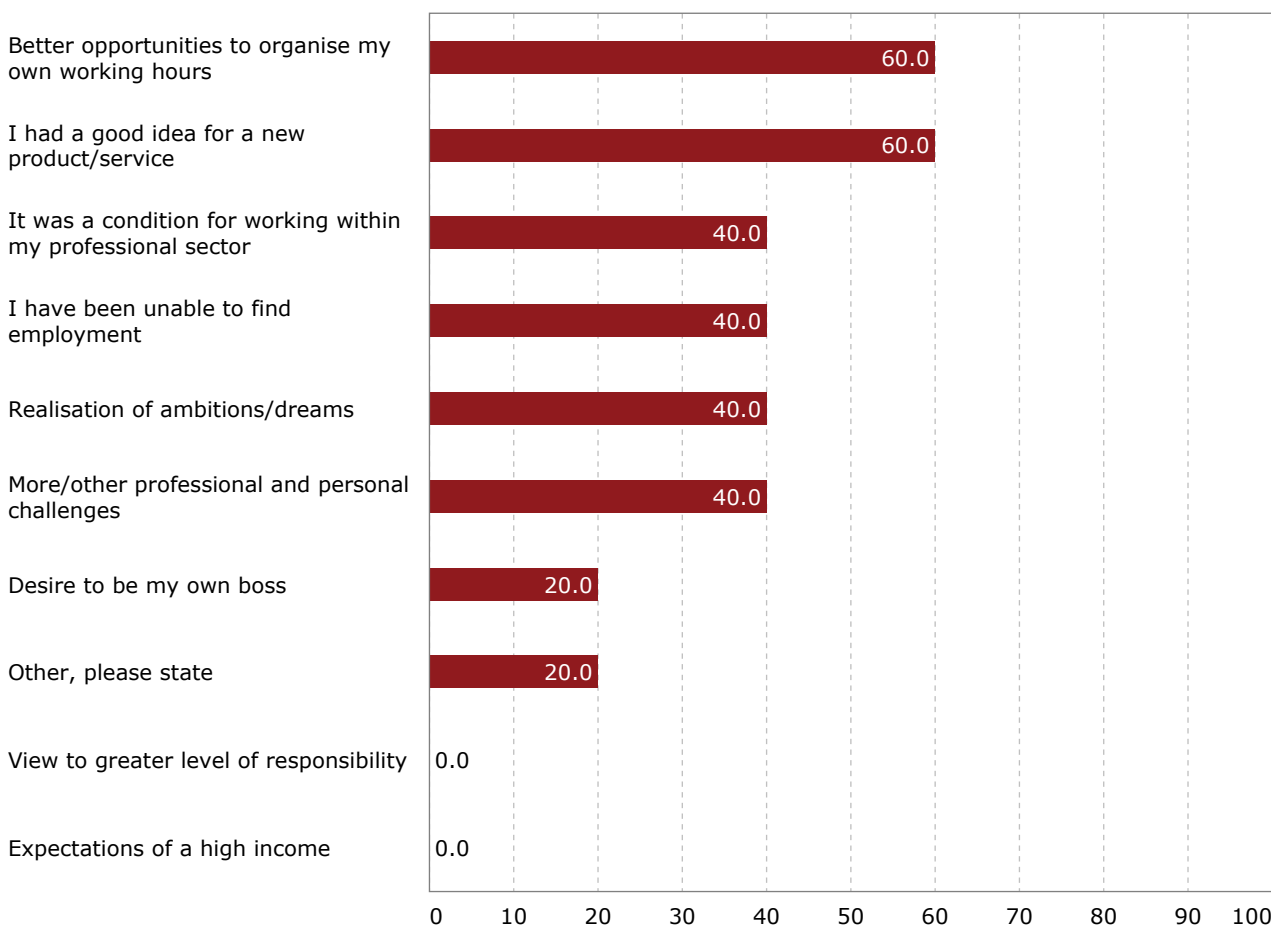
This section describes the job situation for the Master’s Candidatus/Professional Bachelor’s graduates who answered that they have chosen to become self-employed or work freelance in the introductory question Q.1.1.1.

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

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

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

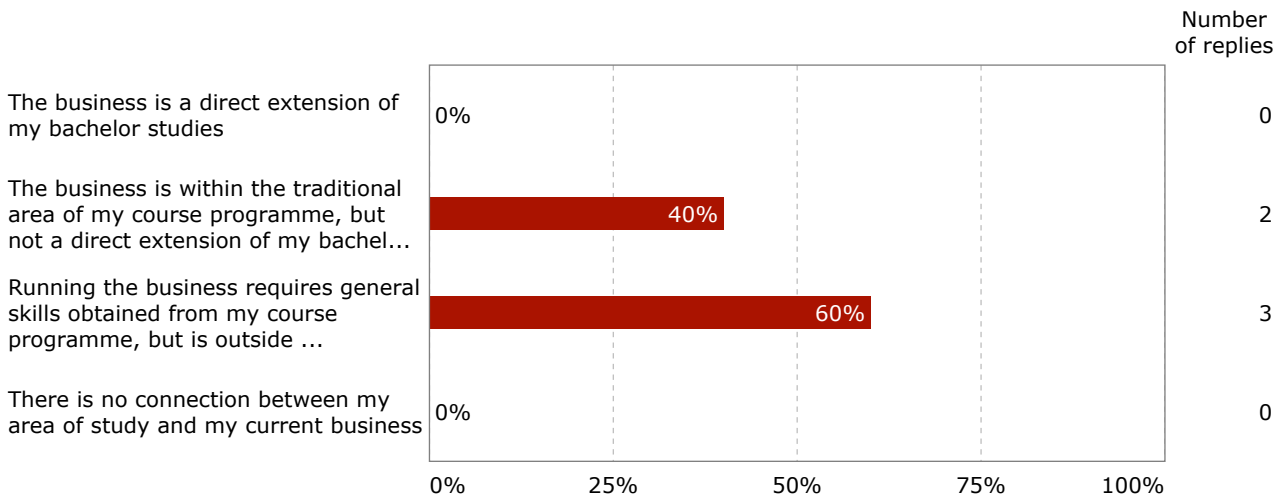
The figure for question Q.1.23. shows in order of priority why the Masters Candidatus/Professional Bachelors chose to start up independently/freelance.



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

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

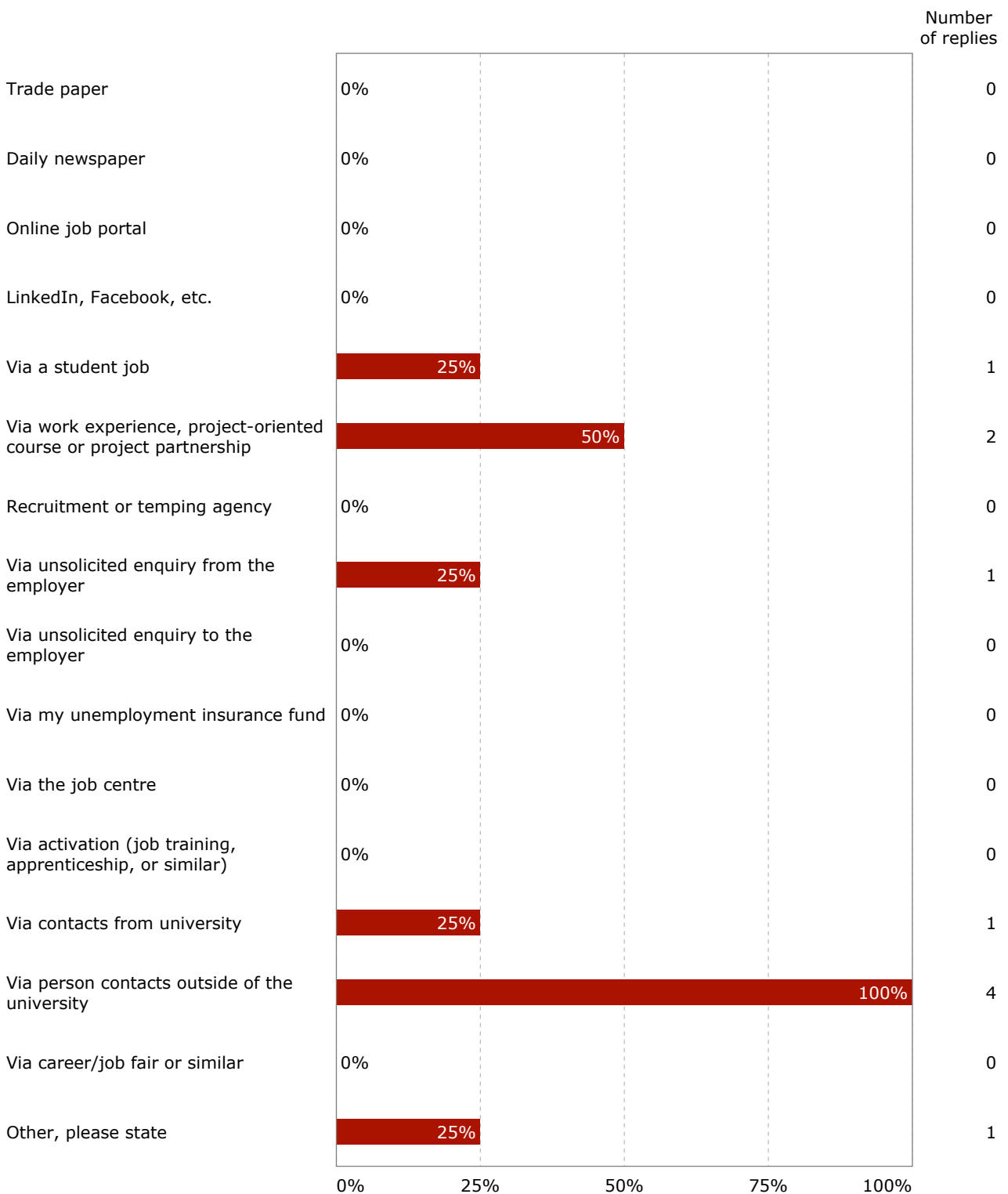
The figure for question Q.1.26./Q.1.27. shows how the Masters Candidatus/Professional Bachelors assess the correlation between their studies and their business.



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

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

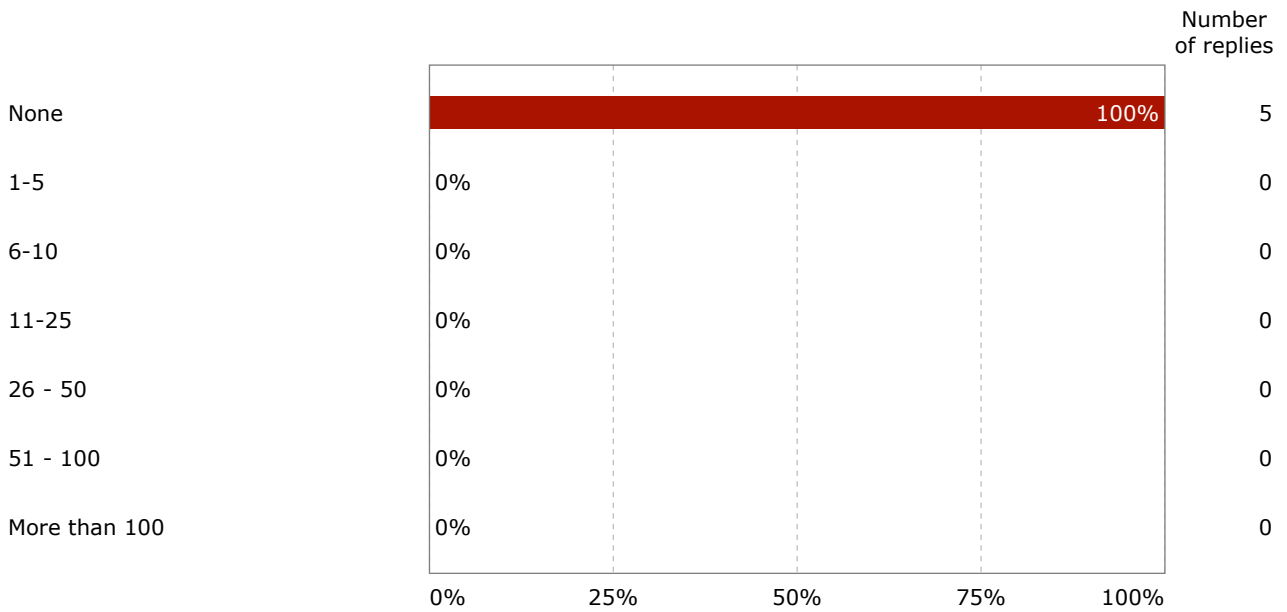
The figure for question Q.1.28. shows how the Masters Candidatus/Professional Bachelors got the idea for their business. More options were available.



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

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

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



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

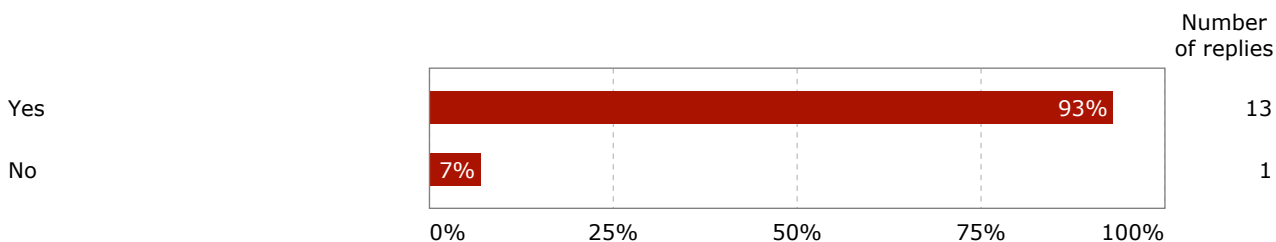
The total number of respondents is shown to the right of the figure.

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

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

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

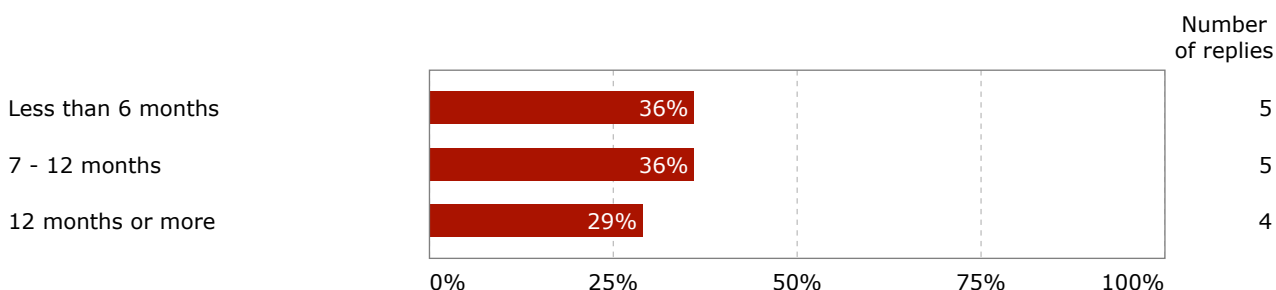
The figure for question Q.1.32. shows how many of the unemployed Masters Candidatus/Professional Bachelors have had one or several jobs since finishing their studies. They can choose between yes or no.



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

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

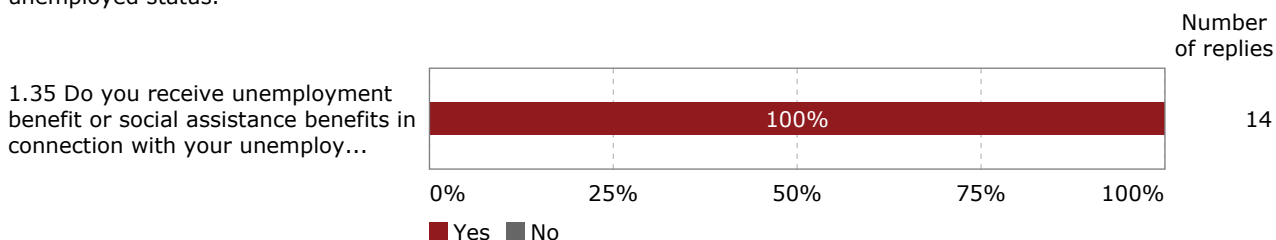
The figure for question Q.1.34. shows for how long the Masters Candidatus/Professional Bachelors have been unemployed in their current unemployment period, the response categories showing either less than 6 months, 7-12 months, and 12 months or more.



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

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

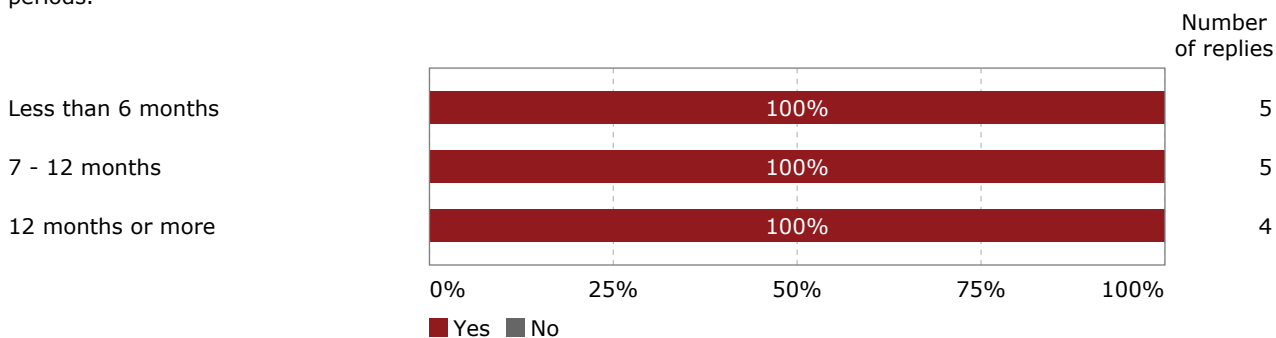
The figure for question Q.1.35. shows the distribution among unemployed Masters Candidatus/Professional Bachelors that receive and do not receive unemployment benefit or social assistance benefits in connection with their unemployed status.



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

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

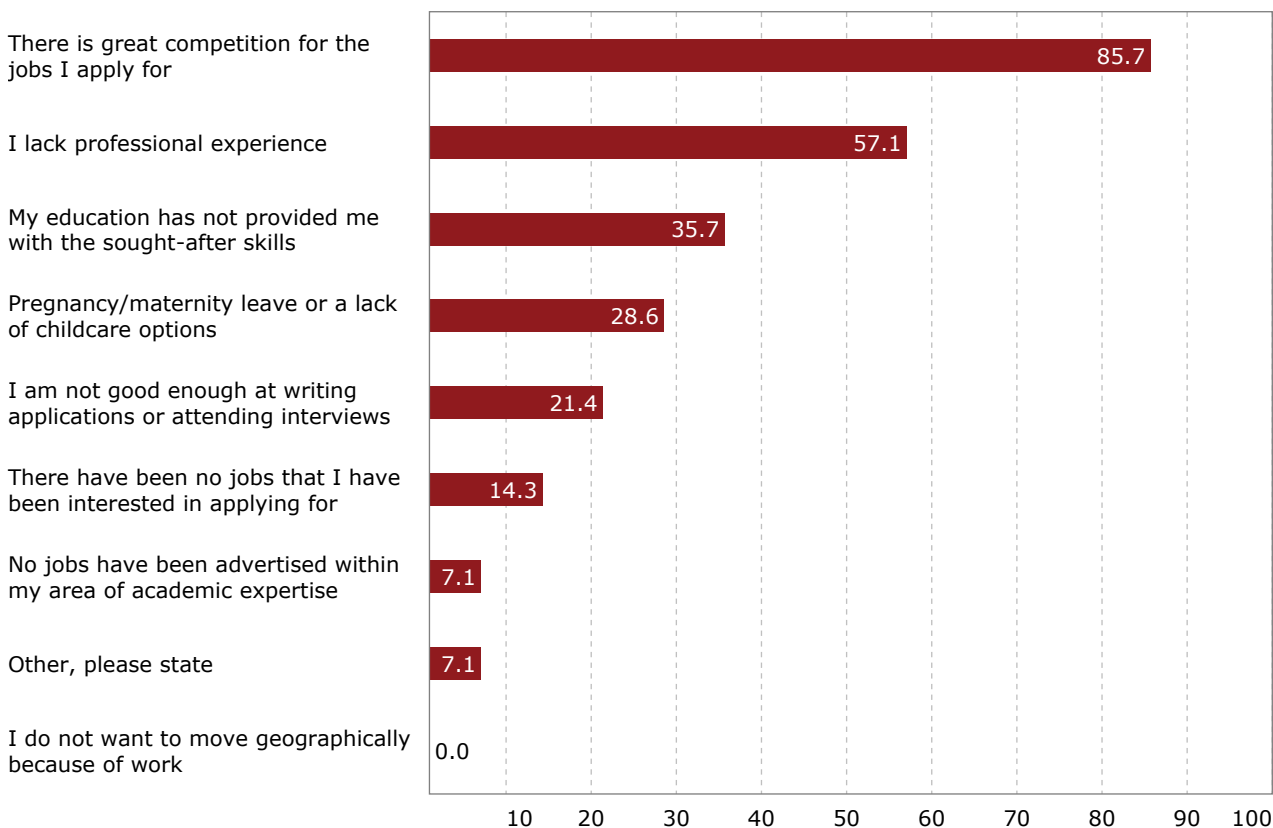
The figure for question Q.1.34./Q.1.35. shows the distribution of unemployed Masters Candidatus/Professional Bachelors who either receive or do not receive unemployment benefit/social assistance benefits, by unemployment periods.



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

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

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



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



### 3.4 Full-time education

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

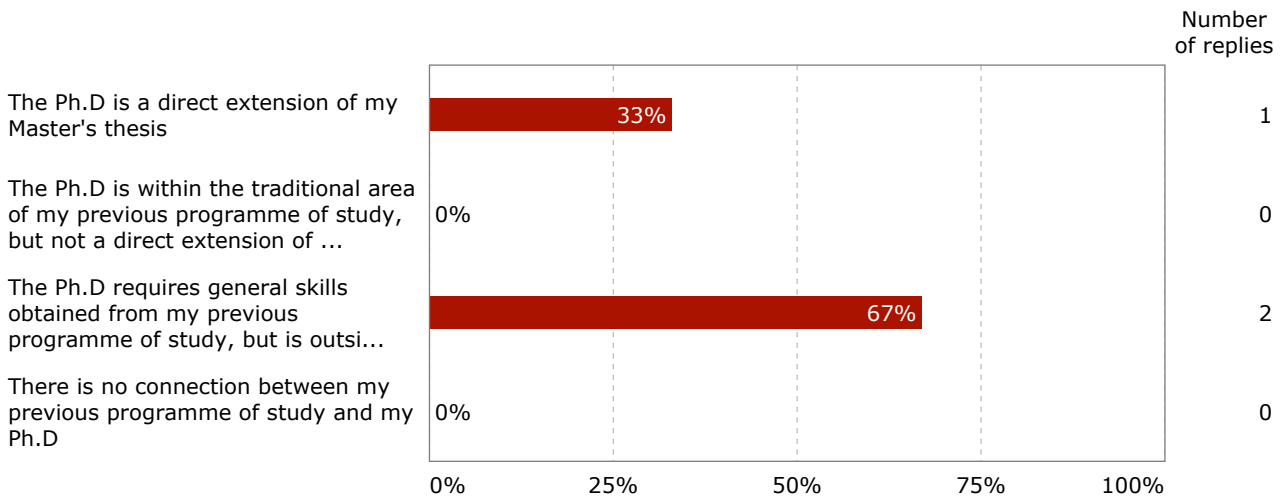
The table for question Q.1.39./Q.1.40. shows which education institutions the Masters Candidatus/Professional Bachelors in a full-time education are registered with.

	ph.d.	Master's (Candidatus) programme	(Academic) Bachelor's degree	Professional bachelor degree	Professional bachelor	Professional bachelor	Anden uddannelse	Total %	Total n
Aalborg University	0%	0%	0%	0%	0%	0%	0%	0%	0
Aarhus University	0%	0%	0%	0%	0%	0%	0%	0%	0
Copenhagen Business School	0%	0%	0%	0%	0%	0%	0%	0%	0
Technical University of Denmark (DTU)	0%	0%	0%	0%	0%	0%	0%	0%	0
IT University of Copenhagen	0%	0%	0%	0%	0%	0%	0%	0%	0
University of Copenhagen	33%	0%	0%	0%	0%	0%	0%	33%	1
Roskilde University (RUC)	0%	0%	0%	0%	0%	0%	0%	0%	0
University of Southern Denmark	0%	0%	0%	0%	0%	0%	0%	0%	0
Danish School of Media and Journalism	0%	0%	0%	0%	0%	0%	0%	0%	0
University College	0%	0%	0%	0%	0%	0%	0%	0%	0
A university in another country than Denmark, please state	67%	0%	0%	0%	0%	0%	0%	67%	2
Other, please state	0%	0%	0%	0%	0%	0%	0%	0%	0
Number of replies	3	0	0	0	0	0	0	3	3

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.

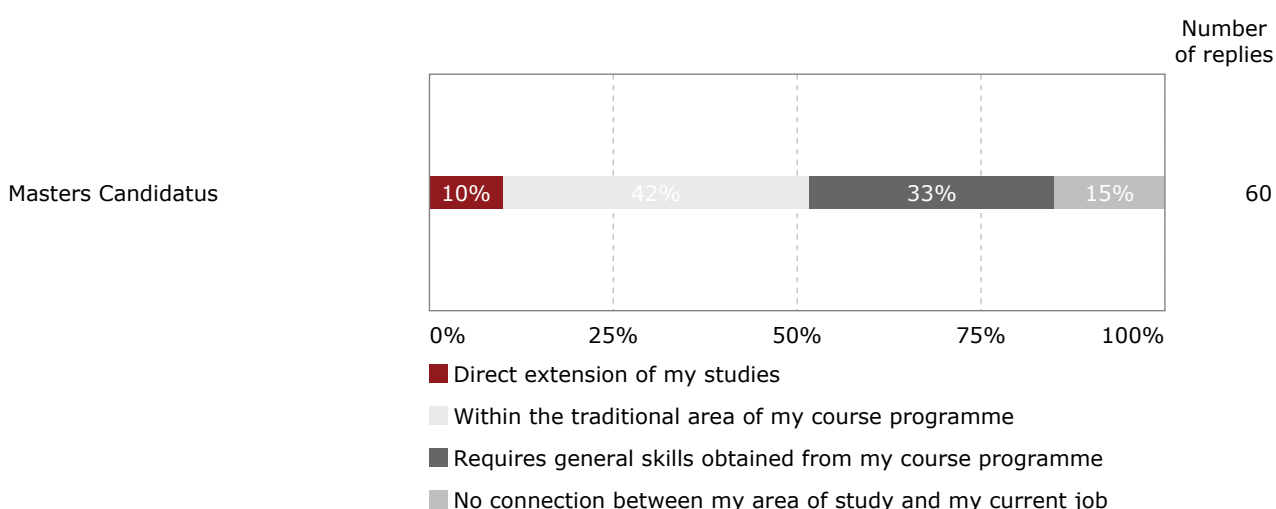
## 4 Correlation between Master's Candidatus/Professional Bachelor's education programmes and the job market

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.

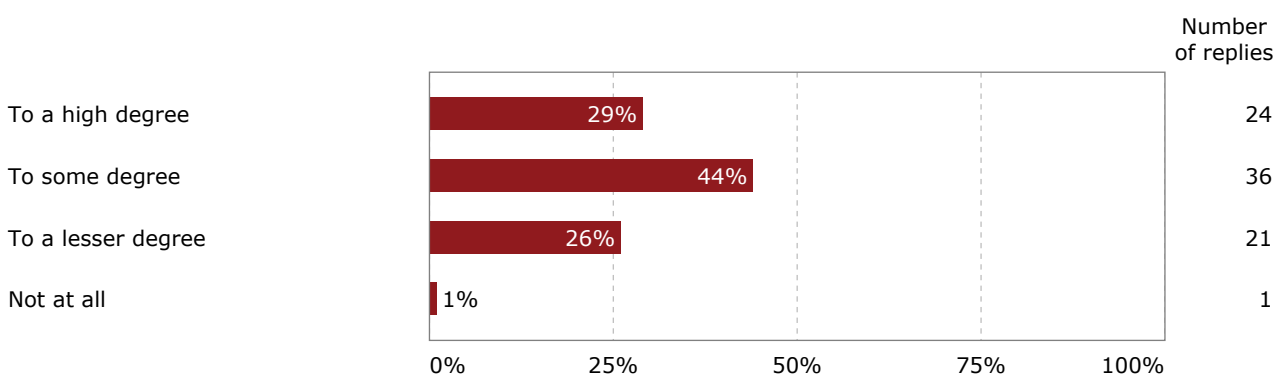


The distribution is shown as a percentage. The total number of respondents is shown to the right of the figure.

### 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?

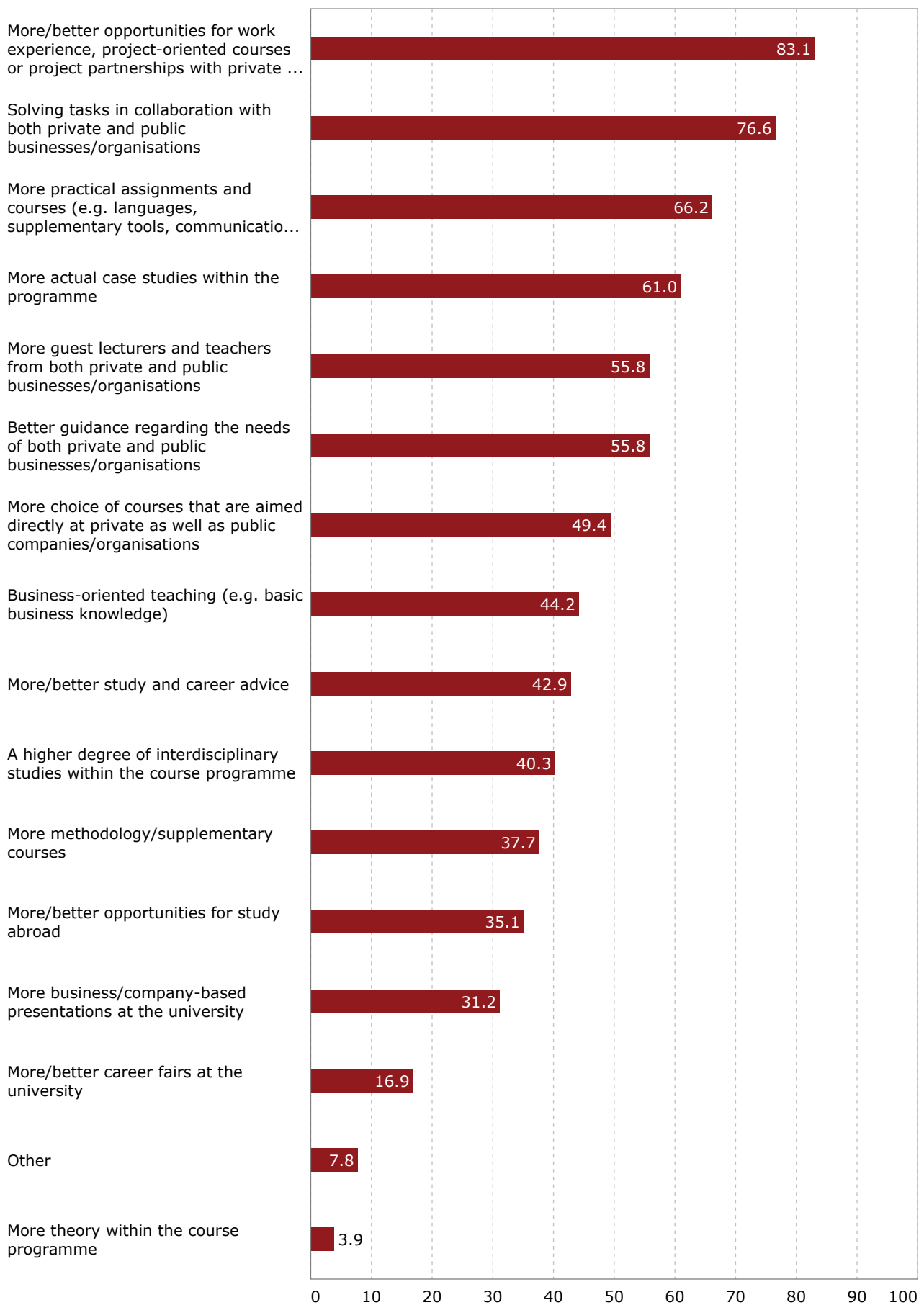
The figure for question Q.2.1. shows to what degree the Masters Candidatus/Professional Bachelors feel that their programme of study adequately has prepared them for their working life. The response categories show either to a high degree, to some degree, to a lesser degree or not at all.



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.

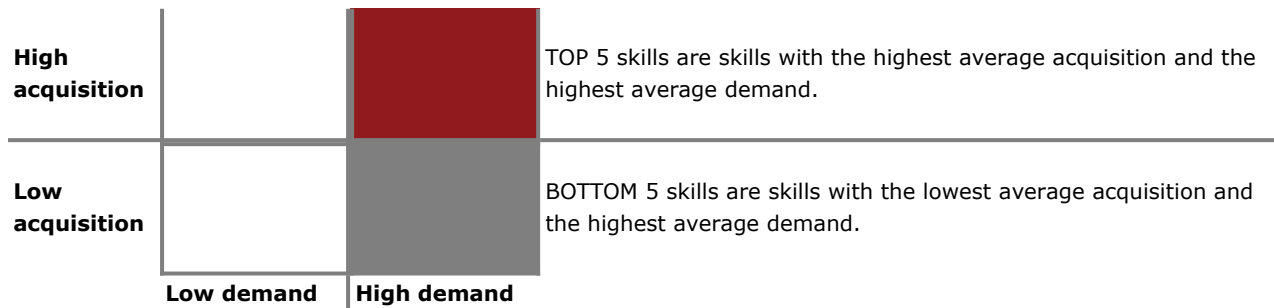


The figure shows what percentage of the Masters Candidatus/Professional Bachelors that have chosen the specific category. The categories do not sum up to 100 as several categories are available for selection.



### 4.2.3 Q.2.2./Q.2.3. Correlation between acquired skills and skills sought after on the labour market

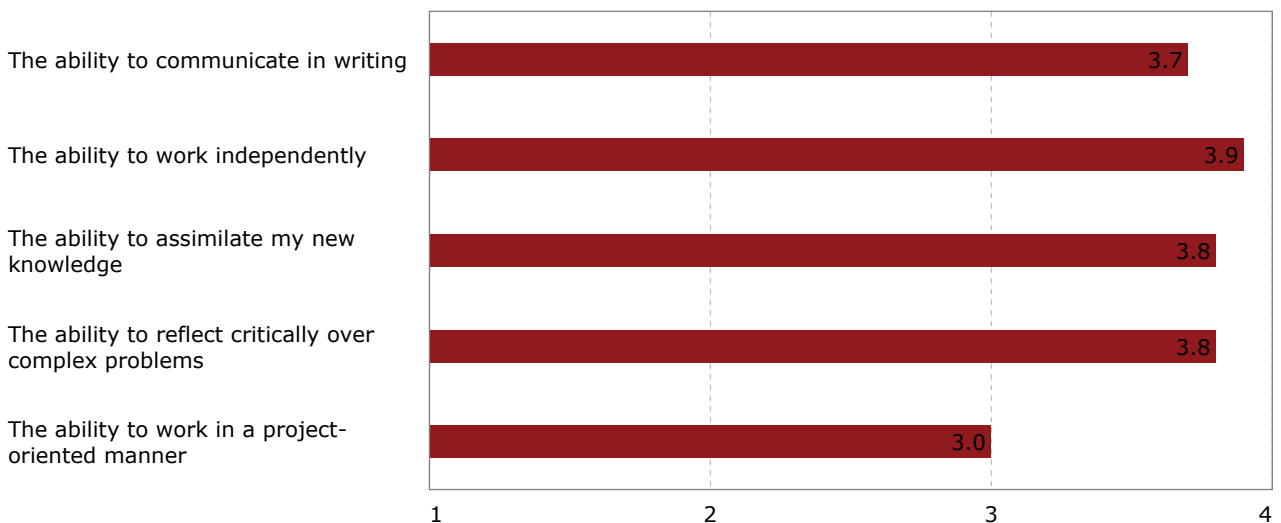
The figure shows the labour market demanded skills from question Q.2.3. out the x-axis and acquired skills from question Q.2.2. up the y-axis.



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

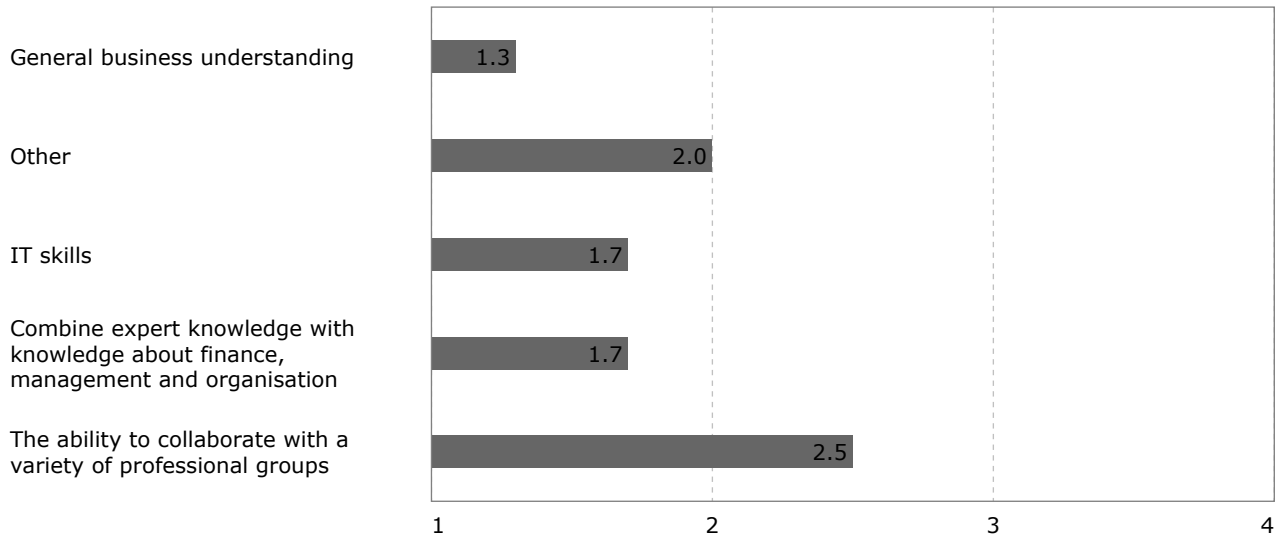
Figure 1 for question Q.2.2. shows the 5 skills the Masters Candidatus/Professional Bachelors feel they have acquired to the highest degree through their programme of study and that they think the labour market to the highest degree demands. The responses for each skill are displayed with a bar.



#### 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	22%
0 - 3 months	29%
4 - 6 months	22%
7 - 12 months	13%
More than 12 months	13%
Number of replies	76

The table shows the percentages of each time interval.

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

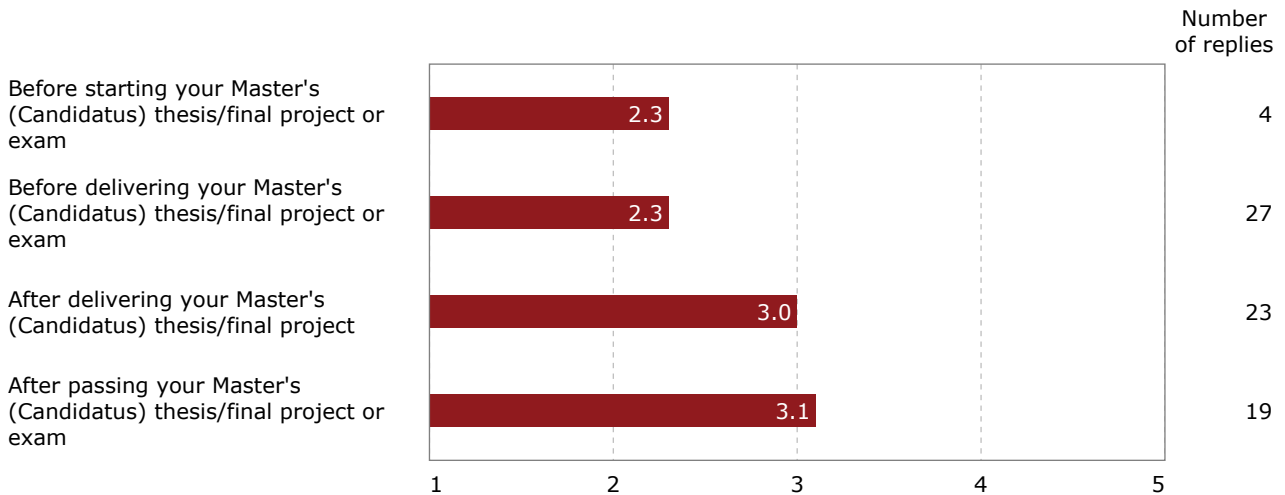
The table for question Q.3.19. shows when the Masters Candidatus/Professional Bachelors actively started looking for a job.

Masters Candidatus	
Before starting your Master's (Candidatus) thesis/final project or exam	5%
Before delivering your Master's (Candidatus) thesis/final project or exam	36%
After delivering your Master's (Candidatus) thesis/final project	31%
After passing your Master's (Candidatus) thesis/final project or exam	27%
Number of replies	74

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.



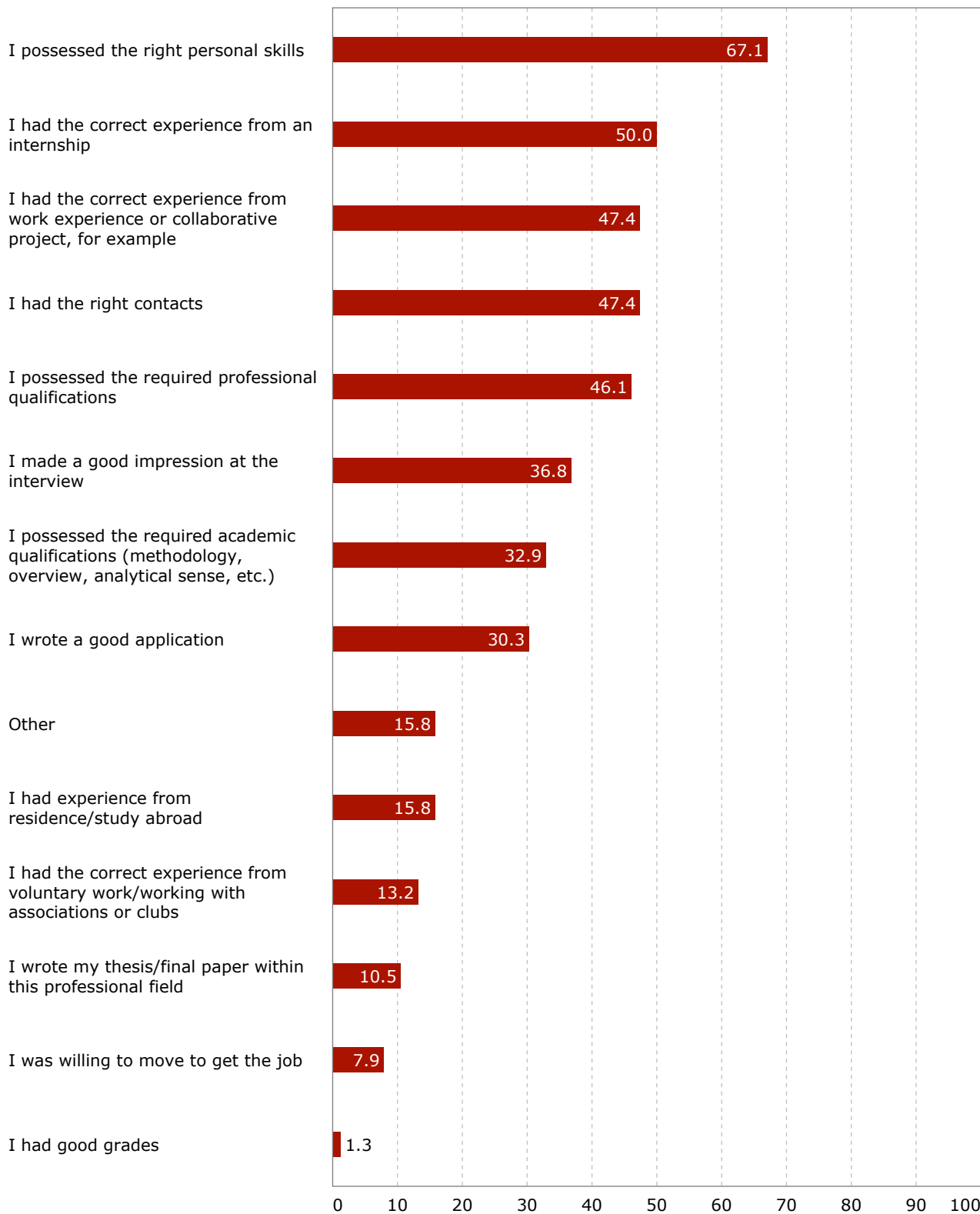
The average is calculated on a scale from 1 to 5 where

- 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	96%
No	4%
Number of replies	76

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?

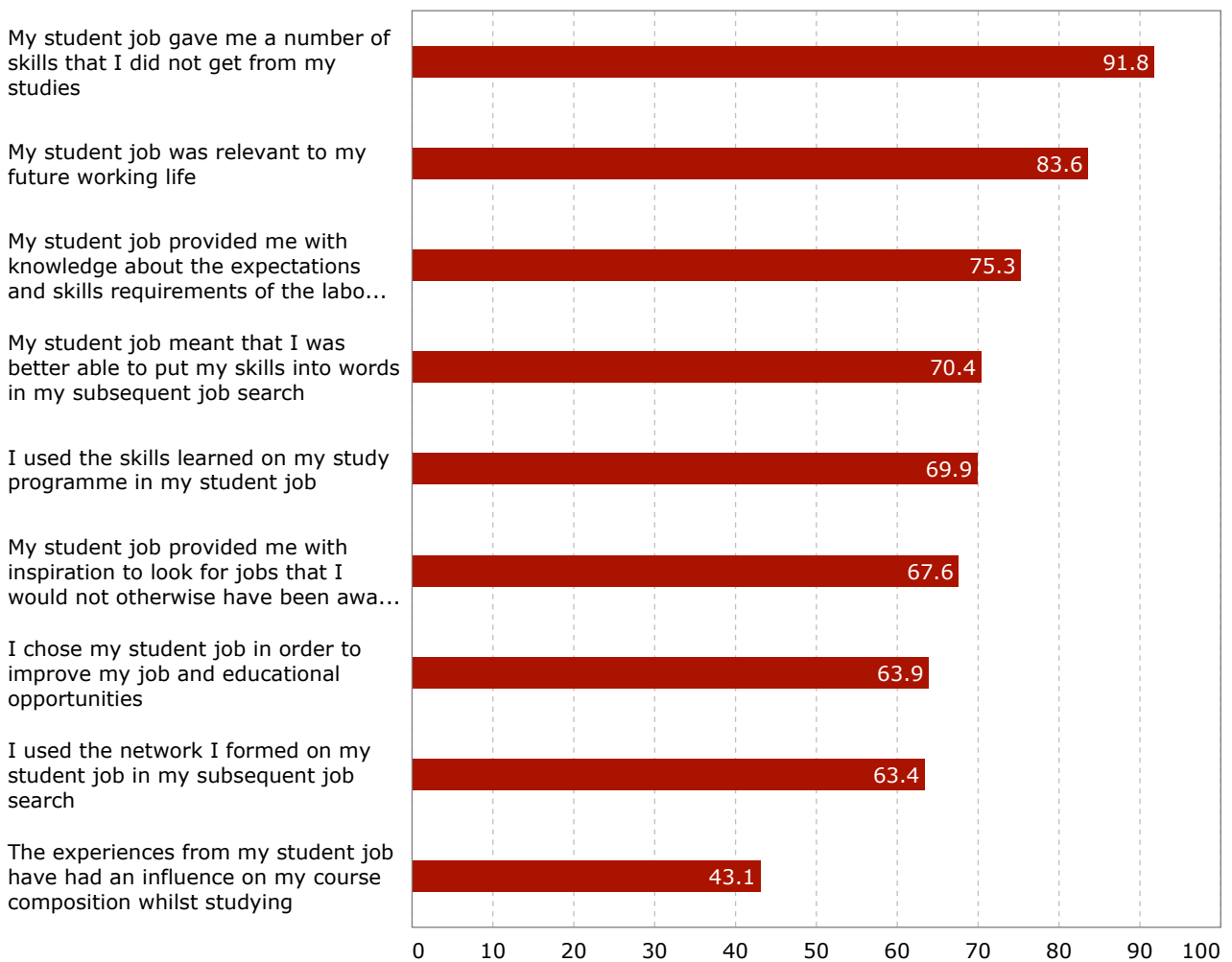
The table for question Q.3.5. shows the percentage of Masters Candidatus/Professional Bachelors who have had a student job alongside their programme of study, and who have subsequently been employed in the company/organisation where they worked as a student.

Masters Candidatus	
Yes	33%
No	67%
Number of replies	73

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	69%
No	31%
Number of replies	77

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.

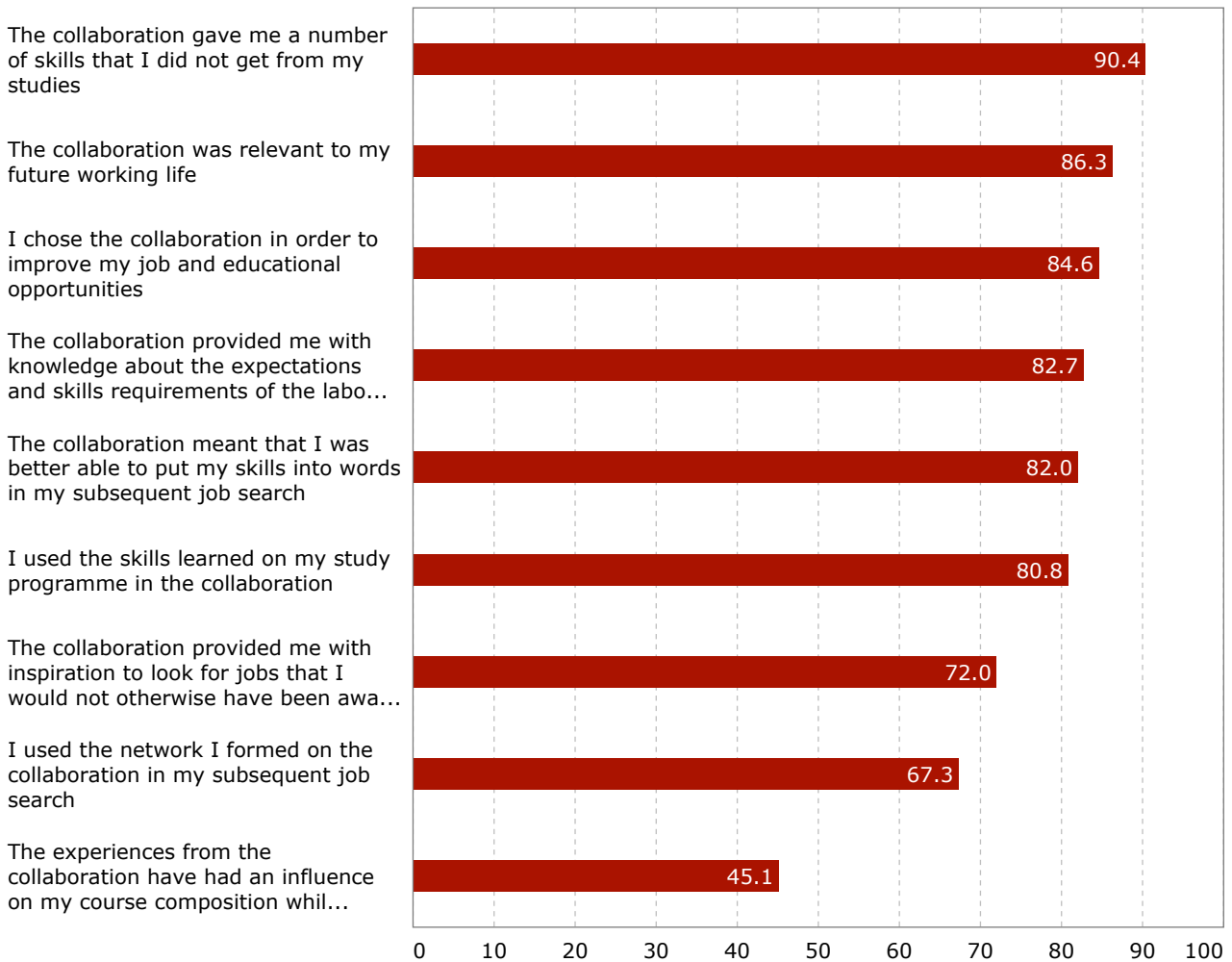
Masters Candidatus	
Yes	25%
No	75%
Number of replies	53

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	45%
No	55%
Number of replies	77

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?

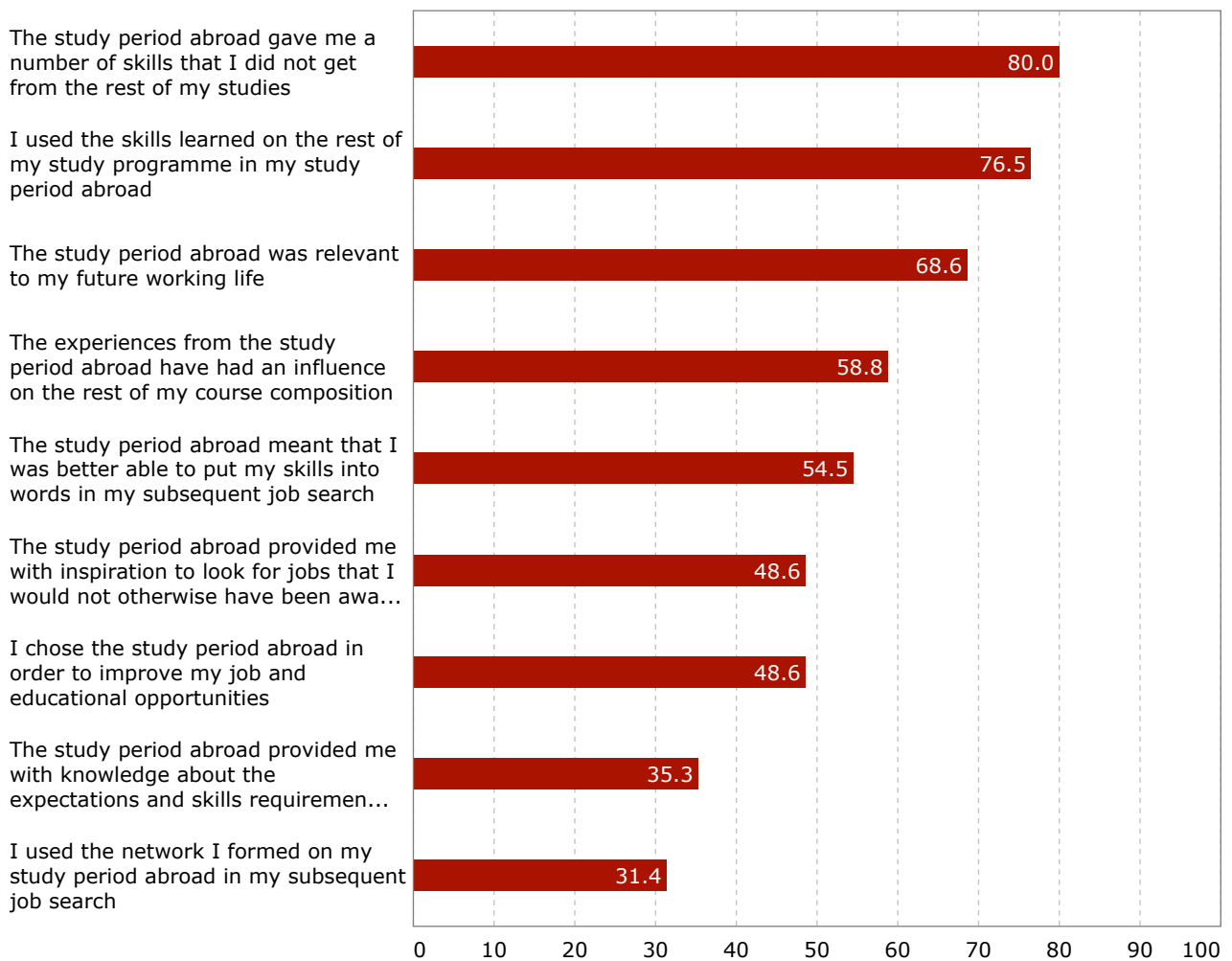
The table for question Q.3.11. shows the percentage of Masters Candidatus/Professional Bachelors having spent time studying abroad during their programme of study, and that subsequently assess that their studying abroad has played a significant role in their job situation.

Masters Candidatus	
Yes	49%
No	51%
Number of replies	35

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	26%
No	74%
Number of replies	77

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?

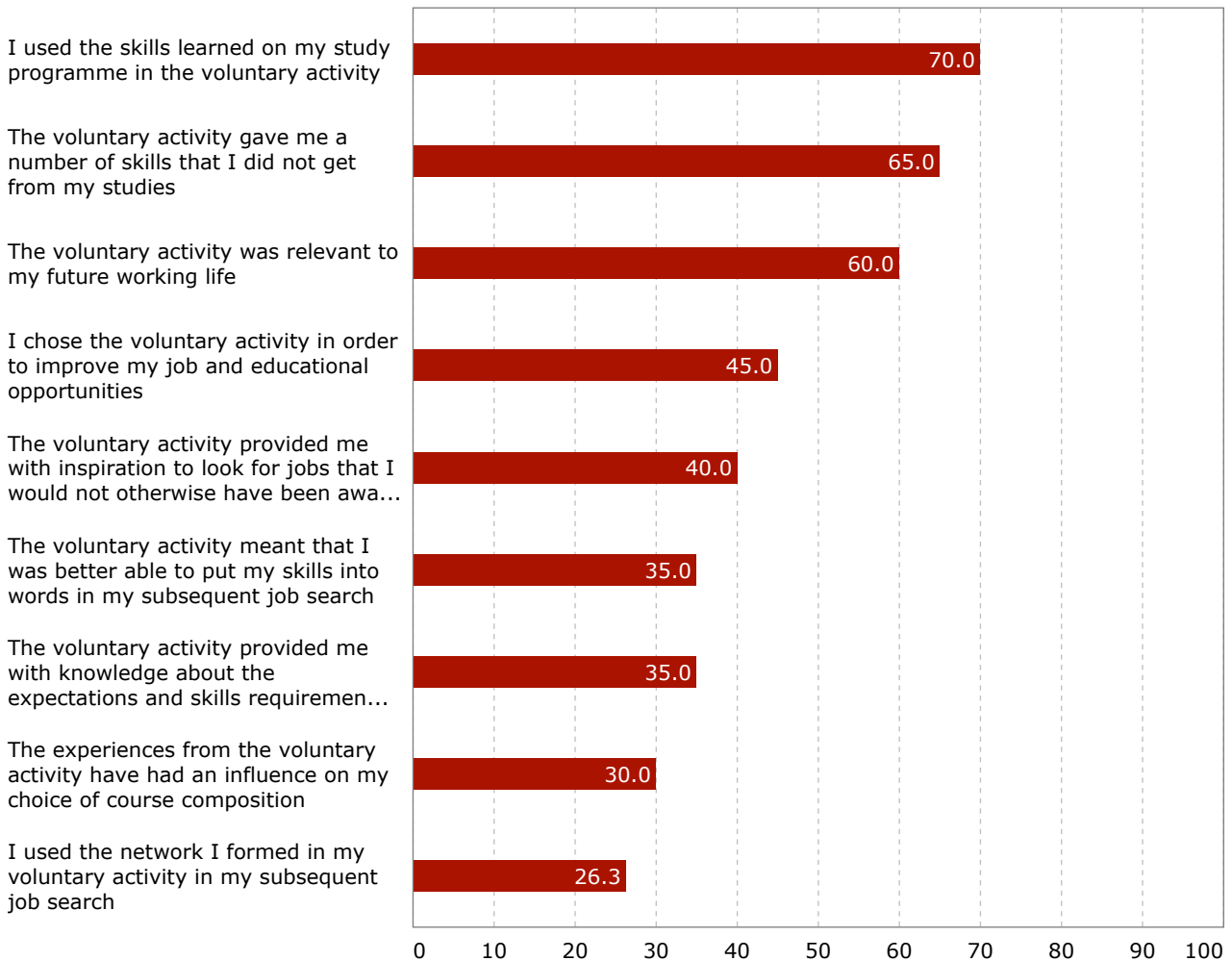
The table for question Q.3.14. shows how great a percentage of the Masters Candidatus/Professional Bachelors having participated in voluntary activities such as student politics, alumni associations or for example acted as arranger of social activities during their programme of study, and that simultaneously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

Masters Candidatus	
Yes	39%
No	61%
Number of replies	18

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.

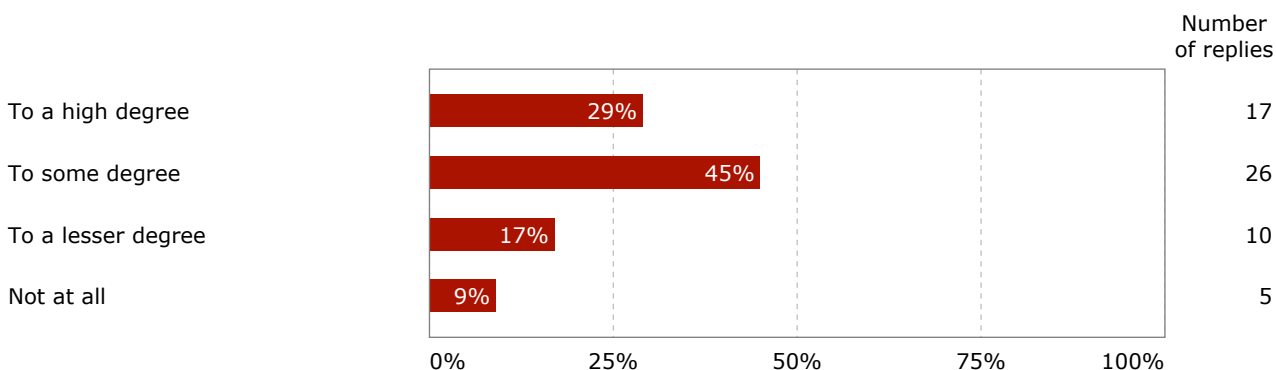


The figure shows the percentage of Masters Candidatus/Professional Bachelors that have answered 'To some degree' or 'To a high degree' to the specific questions.

## 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?

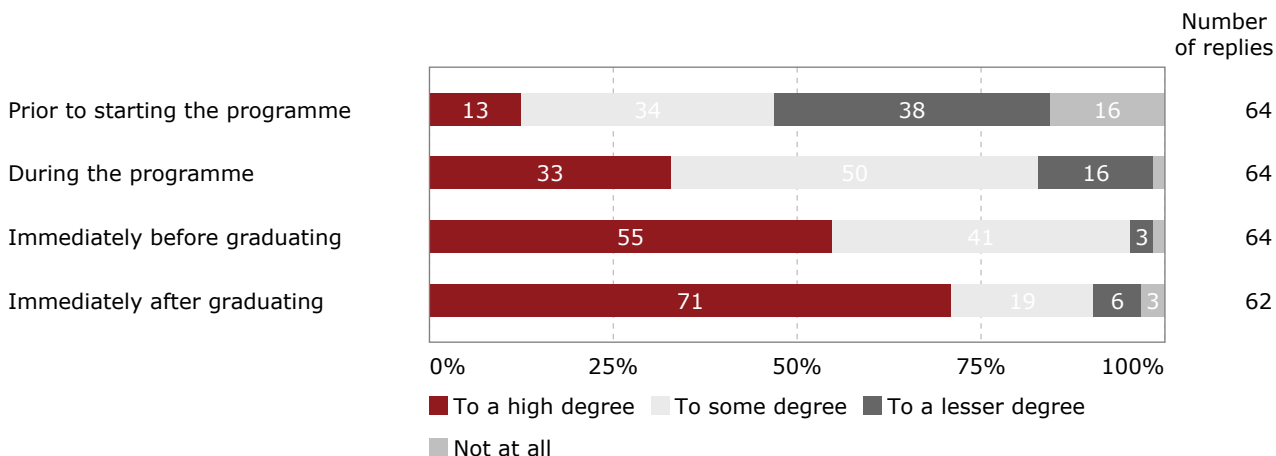
The figure for question Q.3.15. shows to what degree Masters' Candidatus/Professional Bachelors' current occupation live up to the career expectations that they had whilst studying.



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.

<b>Masters Candidatus</b>	
Yes, once	17%
Yes, several times	68%
No	15%
Number of replies	41

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

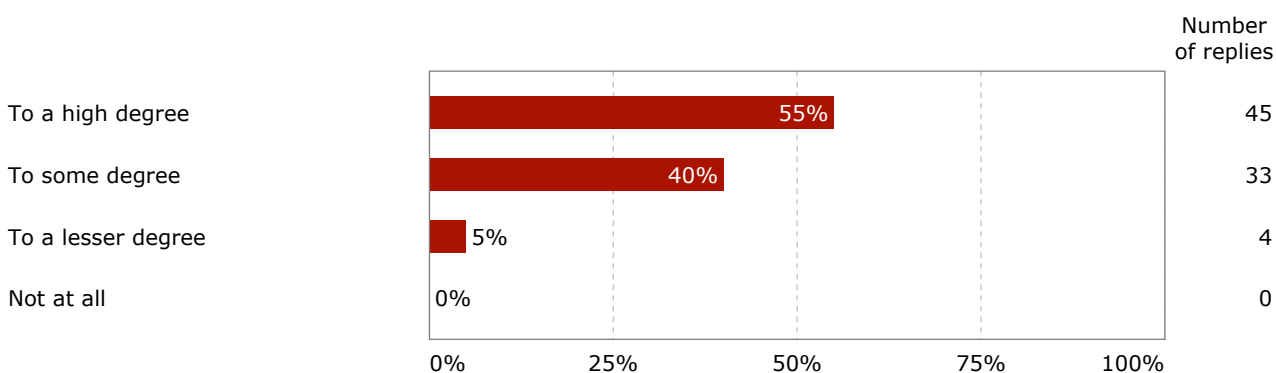
Only one response category has been available for selection.

## 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	67%
Bachelor degree from Aalborg University	1%
Bachelor degree from Aarhus University	14%
Bachelor degree from Copenhagen Business School	0%
Bachelor degree from Technical University of Denmark (DTU)	0%
Bachelor degree from IT University of Copenhagen	0%
Bachelor degree from Roskilde University (RUC)	8%
Bachelor degree from University of Southern Denmark	2%
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	6%
Number of replies	84

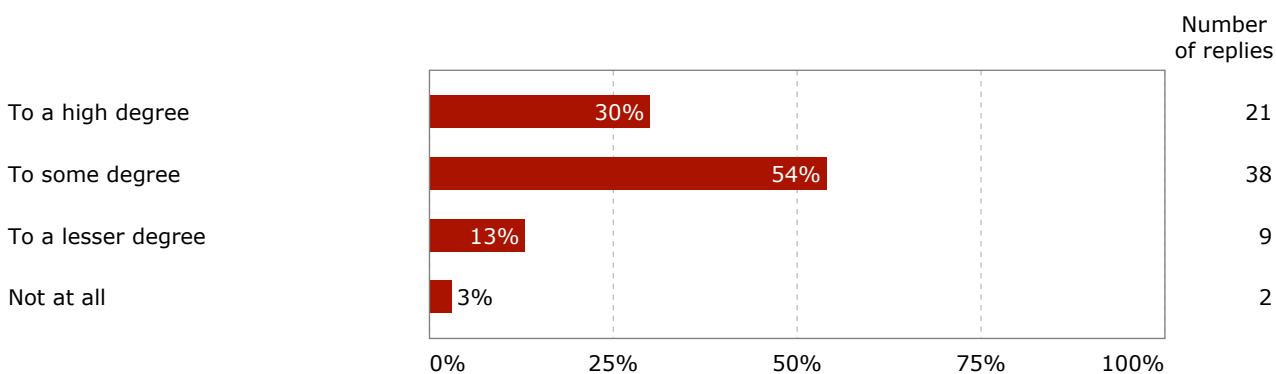


A list of the Master Candidatus students' qualifying bachelor exams from University of Copenhagen is shown in appendix 7.

	%	n
Danish	5%	3
English	7%	4
Philosophy	7%	4
Film and media studies	4%	2
Information Science and Cultural Communication (IVA)	4%	2
Art history	16%	9
Literature studies	25%	14
Musicology	18%	10
Theatre studies	9%	5
Number of replies		56

### 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.

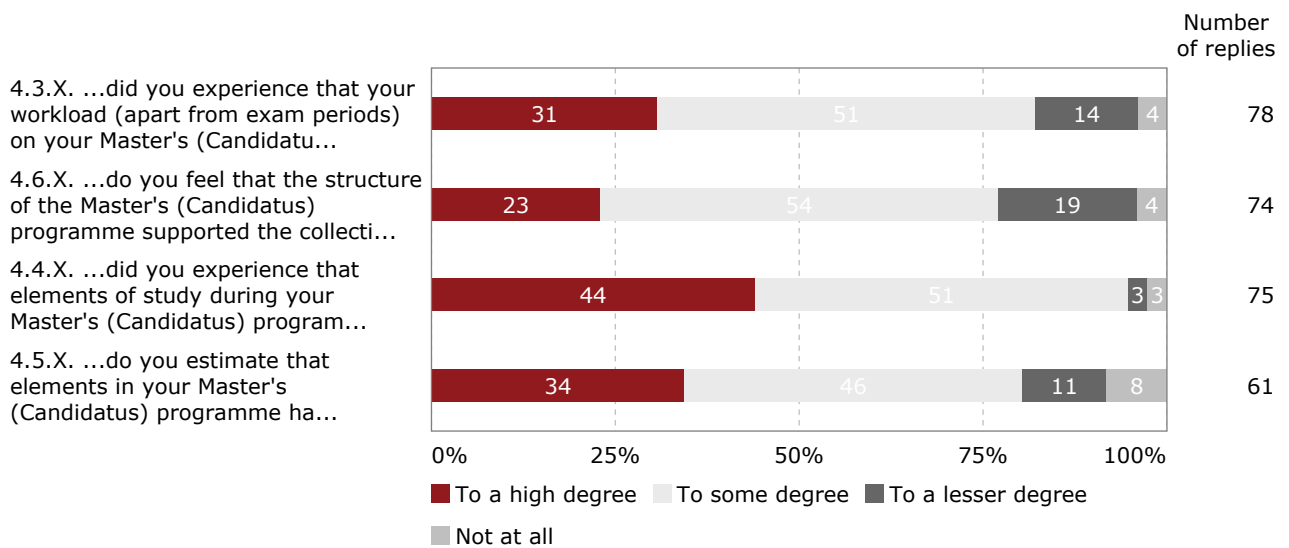


The distribution is shown as a percentage. The total number of respondents for each response category is shown to the right of the figure.

## 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...

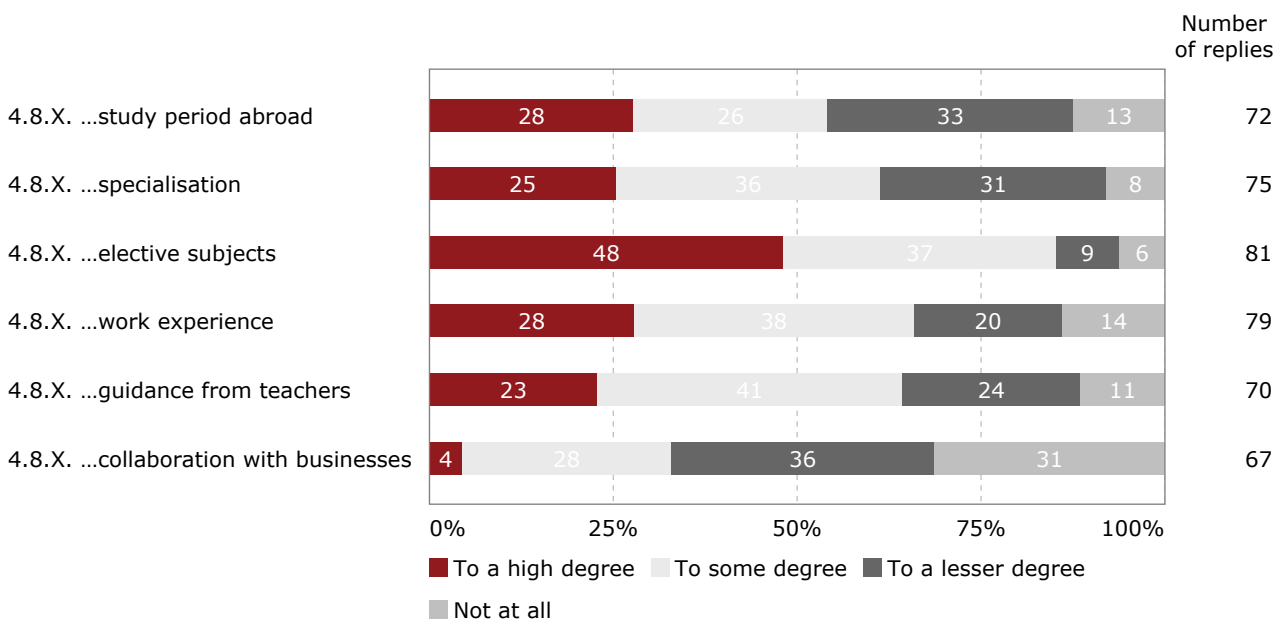


The distribution is shown as a percentage. The total number of respondents for each question is shown to the right of the figure.

## 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.

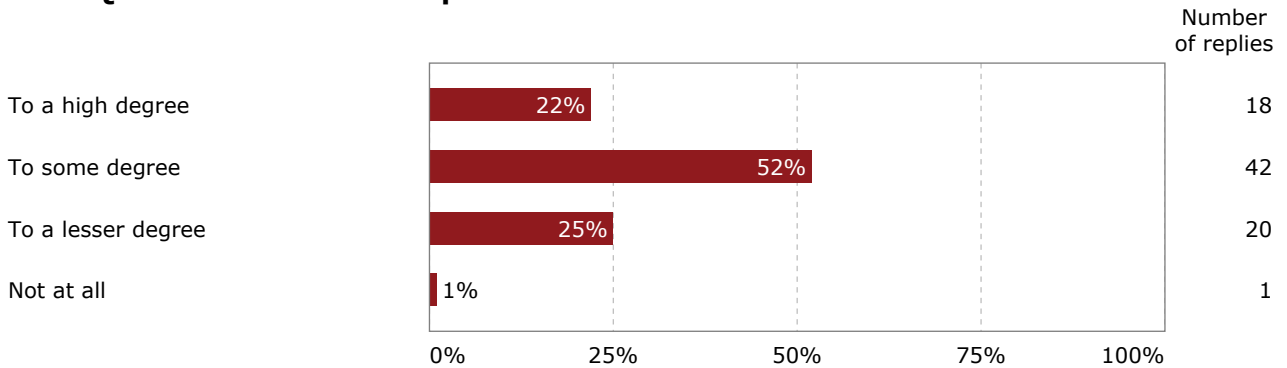


The distribution is shown as a percentage. The total number of respondents for each question is shown to the right of the figure.

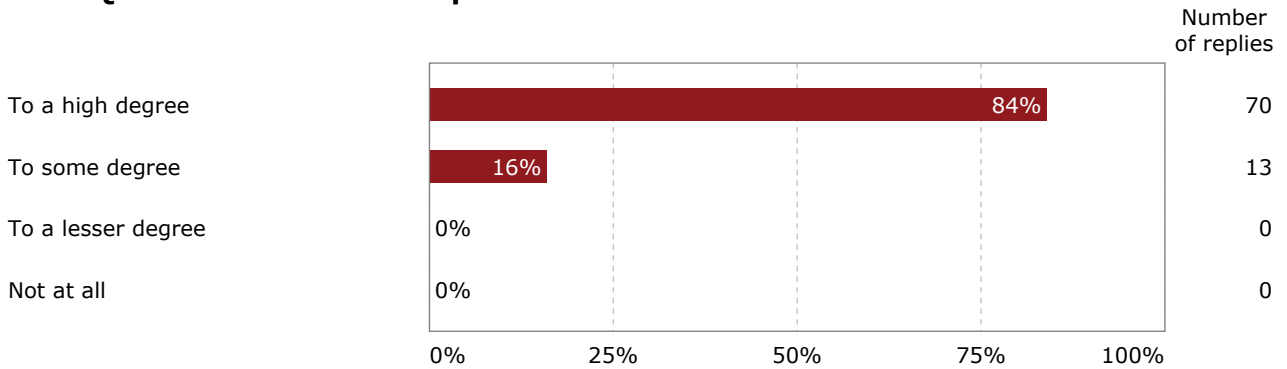
## 7.4 The teacher's professional and educational expertise

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 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.			

## 9 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

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

- Adjunkt
- Administrator
- Cafémedarbejder
- Consultant
- Copywriter
- Databibliotekar
- Forlagsredaktør
- Freelance
- Journalist/Kommunikationsmedarbejder
- Kommunikations- og marketingmedarbejder
- Kommunikations- og projektmedarbejder
- Kommunikationsmedarbejder
- Kommunikationsmedarbejder
- Kommunikationsmedarbejder
- Kommunikationsmedarbejder
- Kommunikationsmedarbejder
- Konsulent
- Konsulent/projektleder
- Kulturassistent
- Kulturformidler
- Kunstfaglig medarbejder
- Kvalitativ konsulent
- Litteraturformidler
- Marketing and Business Development
- Museumsinspektør
- Musikregistrator
- Online redaktør
- Producer
- Projekt Koordinator
- Projektchef
- Projektkoordinator
- Projektkoordinator
- Projektleder
- Projektleder
- Projektleder
- Projektleder
- Projektleder
- Rejsekonsulent
- Sales, hire & rights manager
- Salgs- og marketingkoordinator
- Site Manager
- Skribent og redaktionssekretær
- Social media redaktør
- Tilrettelægger
- Underviser i dansk som andetsprog
- event-koordinator (AC-fuldmægtig)
- Aller Media
- Bergsson Mathús
- Biblioteket Frederiksberg
- Birkerød Gymnasium
- Border Music Denmark
- Center for Sund Aldring, Det Sundhedsvidenskabelige Fakultet, Københavns Universitet
- Copenhagen Bombay
- DGI-byen
- DR
- DR
- Danmarks Radio
- Dansk Orienterings-Forbund

- Deloitte
- Den Danske Scenekunstscole
- Det Danske Filminstitut
- Edition•S
- Esnord
- Forlaget Vandkunsten
- Helsingør Teater
- Herlev Bibliotek
- Historie & Kunst, KFF
- KUNSTEN Media
- Kommunalt
- Kotra - Sydkoreansk ambassade
- Kultur- og idrætshuset Prismen
- Københavns Biblioteker
- Københavns Universitet, SCIENCE, SCIENCE Uddannelse
- L'Équipe ApS
- Lokale og Anlægsfonden
- Louisiana Museum of Modern Art
- Marketminds
- Marvelous, IPG Mediabrands
- Miljøpunkt Amager
- Museet for Samtidskunst
- Nikolaj Kunsthal
- Nordic Tours
- Ny Carlsbergfondet
- Nær & Fjern
- Professionshøjskolen Metropol
- Radius Elnet
- Sprogcenter Hellerup
- TDC Group
- Visma
- Visma e-conomic



## 11 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: Kurserne var meget spændende, men enten virkelighedsfjerne eller overbookede, så man ikke kunne få sin førsteprioritet. Dertil var 2-4 timers undervisning om ugen måske bare for lidt og for ustruktureret.
- Kandidat: Alle elementer bidrog, men uddannelsen var for mit vedkommende fuldstændig tilfældigt tilrettelagt bortset fra specialet til sidst. På den måde var det ikke en gennemtænkt progression i det. To fag var på et særligt lavt niveau (formidling+kommunikation, KA-tillvalgsplan på IKK).
- Kandidat: Jeg mener de forskellige fag man skulle bygge min kandidatuddannelse op af pegede i meget forskellige retninger, nogle handlede om kunst, nogle om film osv. Derfor endte jeg ud med en lidt strittende profil, hvor jeg måtte pille det ud jeg mente var mest væsentligt og lægge mindre vægt på andet
- Kandidat: Læringsudbyttet led generelt under, at der var for få få undervisningstimer, for meget selvstudie, for lidt projektarbejde
- Kandidat: For at lære må der være flere fysiske undervisningstimer. Og når der er timer, giver det ikke mening at bruge dem på gruppearbejde. Der skal være tid til at underviserne, der kan facilitere viden og sætte det i en kontekst, hvis det ikke har været muligt for de studerende.

For at kunne bruge den (både gode og spændende) viden der bliver givet på mit studie, er det vigtigt at vi også har noget praktisk erfaring om hvordan det kan blive omsat. Desuden mangler der undervisning eller mulighed for kurser hvor de studerende kan læse "basic" it kompetencer. Ofte i ansøgninger er der brug for viden indenfor adobe og hjemmesideopsætning indenfor vores fag. Når der (en gang om året) bliver afholdt et lille adobe-arrangement på ikk bliver det fyldt yderst hurtigt - dette siger en del om at det er noget information vi har brug for at have tilgang til.

- Kandidat: Jeg foelte mig ikke rustet til arbejdsmarkedet gennem min uddannelse. Det viste sig, at jeg skulle ud og skabe mit eget job, og det var jeg slet ikke forberedt paa. Jeg ved saa heller ikke, om det var et decideret maal for læringsudbyttet paa min uddannelse. Men ikke desto mindre burde det være det.
- Kandidat: læs forrige kommentar.
- Kandidat: Flere valgfag vil højne læringen.
- Kandidat: Igen: I stiller spørgsmålene forkert. Jeg har lært rigtigt meget af min uddannelse og jeg har været glad for de fag, jeg har valgt i Kulturformidling og andre ting. Det handler ikke om, at jeg ikke har lært noget. Det handler om, at universitetet ikke er fulgt med tiden og indser, at I ved kun at tilbyde alment dannende elementer af humanistiske uddannelser giver samtlige af jeres dimittender en bagdel, fordi vi så skal bruge de første 2-3 år på at forsvare vores ret til de kommunikationsjobs, som vi med tiden får og først efter lang tid kan overbevise en arbejdsgiver om, at de godt kan ansætte humanister fra KU i stedet fra cand.merc.com'ere fra CBS.
- Kandidat: For lidt hands on med stoffet
- Kandidat: Ingen eksempler
- Kandidat: Generelt manglende rød tråd mellem de fag, der var mulighed for at vælge.
- Kandidat: For megen læsen højt fra pensum (fra studerendes side) blot for at få blå-stempling fra undervisere. For lidt faktisk undersøgelse og undervisning af pensum. Eks. med eksterne lektore, projektføløb, mini test, og cases eller andre og mere kreative undervisningsformer.
- Kandidat: igen: for lidt undervisning, for abstrakte fag, ikke-akademiske undervisere, for lidt touch med virkeligheden og det arbejdsliv, der venter.
- Kandidat: Flere praktiske færdigheder og viden om uddannelsens muligheder på arbejdsmarkedet efterfølgende
- Kandidat: 5 min my ass :)

- Kandidat: Antal undervisningstimer.
- Kandidat: For specifikke emnekurser
- Kandidat: Der var generelt alt for få undervisningstimer på min uddannelse og alt for meget selvstudie. Flere workshops med mulighed for fremlæggelser og gruppearbejde havde været gavnligt.
- Kandidat: Jeg synes, at de elementer, der var, alle bidrog til at styrke min teoretiske, metodiske og analytiske kompetencer. Problemet i forhold til at få et - fra en jobmarkedssynsvinkel - optimalt læringsudbytte var dog, at ingen af disse elementer var orienterede efter, at vi skulle opøve kompetencer, som ville være anvendelige i en konkret jobsammenhæng. Foruden det generelt metodiske - dvs. evnen til at sætte sig i et komplekst stofområde, analysere det, diskutere og vurdere det, samt akademisk formidle det - har ingen af elementerne styrket de kompetencer, der på et konkret niveau ville kunne bruges på det jobmarked, jeg efterfølgende har oplevet: her efterspørges, som jeg har oplevet det, især kompetencer inden for strategisk kommunikation, marketing, produktion af journalistisk, modtagerrettet indhold, digitale-tekniske kompetencer inden for webformidling og UX, samt grafisk formidling og videoformidling. Der manglede ganske enkelt redskabsfag inden for it eller kommunikation og marketing. Der manglede i kursusindholdet en vekselvirkning imellem det teoretiske og anvendelsen heraf i en konkret erhvervsammenhæng. Der manglede, for mig at se, en klar ambition fra uddannelsens side om, at den som en del af sit formål havde, at den skulle klæde os på til det eksisterende jobmarked inden for kommunikation og kulturformidling.
- Kandidat: Dårlige og overbelastede undervisere, der ikke forholdt sig den nyeste version af studieordningen

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

