



REPORTING OF THE GRADUATE SURVEY

Jura

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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 Jura.

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 | 1,554 | 1,878 | 3,432 |
| Completed | 24% | 20% | 22% |
| Partially completed | 4% | 4% | 4% |
| Number of replies | 28% | 23% | 25% |
| Did not wish to participate | 1% | 1% | 1% |
| Did not reply | 71% | 76% | 74% |

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 Jura when the entire graduates who were asked to reply to the questionnaire were compared to the graduates who chose to participate by responding to the questionnaire based on the background variables.

Among the background variables, the following variables from STADS are considered significant when it comes to studying how representative the graduate survey is:

- Gender
- Average age at study start/average age at graduation
- Completion time of Bachelor's and Master's Candidatus studies
- Grades for thesis/Bachelor's paper
- Graduates who are foreign citizens
- Quota 1/2

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

| | Bachelor total | Bachelor participated | Master Candidatus total | Master Candidatus |
|---|----------------|-----------------------|-------------------------|-------------------|
| Number | 1,554 | 430 | 1,878 | 439 |
| Percentage women | 63% | 65% | 64% | 61% |
| Foreign citizens | 2% | 3% | 5% | 7% |
| Average age upon graduation | 24.6 | 24.8 | 28.4 | 29.3 |
| - youngest | 19.7 | 19.7 | 19.7 | 19.7 |
| - eldest | 73.1 | 73.1 | 73.1 | 73.1 |
| Completion time (average years) | 3.1 | 3.1 | 2.9 | 3 |
| - shortest completion time | 0.5 | 0.5 | 0.5 | 0.5 |
| - longest completion time | 16 | 16 | 16 | 16 |
| Quota 2 at BA-entrance | 5% | 5% | 10% | 11% |
| Years from qualifying exam to commencement of study (average) | 1.6 | 1.7 | 0.1 | 0.1 |
| - shortest time from qualifying exam to commencement of study (average) | 0 | 0 | 0 | 0 |
| - longest time from qualifying exam to commencement of study (average) | 33 | 33 | 33 | 33 |
| Bachelor's programme as first priority | 95% | 93% | 80% | 80% |
| Grading of Bachelor's paper/Master's thesis (average) | 9.1 | 9.3 | 9.3 | 9.3 |
| - lowest grade | 2 | 2 | 2 | 2 |
| - highest grade | 12 | 12 | 12 | 12 |

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

2.3 Reading guide

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

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

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

| | Bachelor | Master Candidatus |
|---|-----------|-------------------|
| I am employed (including leave of absence, maternity leave, job with wage subsidies, part-time hirings, etc.) | 33% (141) | 93% (410) |
| I am self-employed (including freelance) | 0% (0) | 2% (7) |
| I am unemployed (including on maternity leave without being under contract of employment) | 7% (31) | 3% (14) |
| I am in full-time education (e.g. Candidatus programme) | 56% (239) | 0% (1) |
| I am on a Ph.D programme | 1% (3) | 1% (3) |
| Other | 3% (14) | 1% (4) |
| Number of replies | 428 | 439 |

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

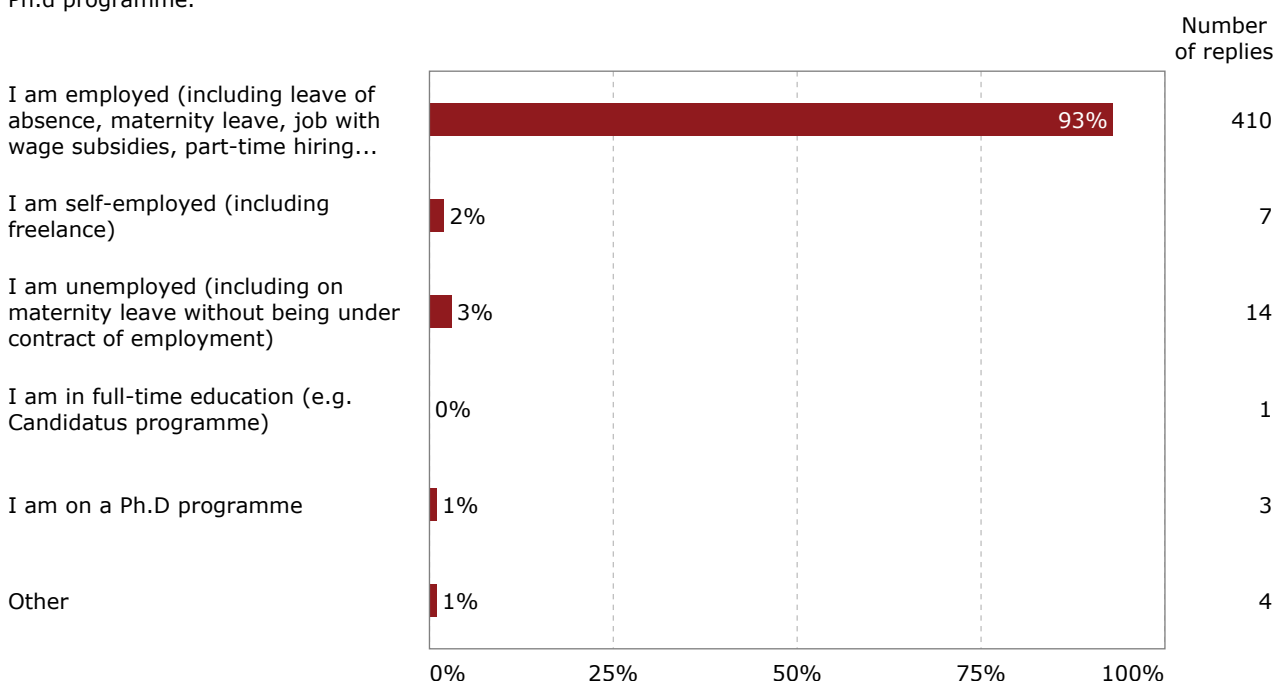
This chapter describes the job situation of Master’s Candidatus/Professional Bachelor’s graduates in their current position. The chapter includes sections on whether the graduates are in work, self-employed, unemployed or in full-time education.

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?

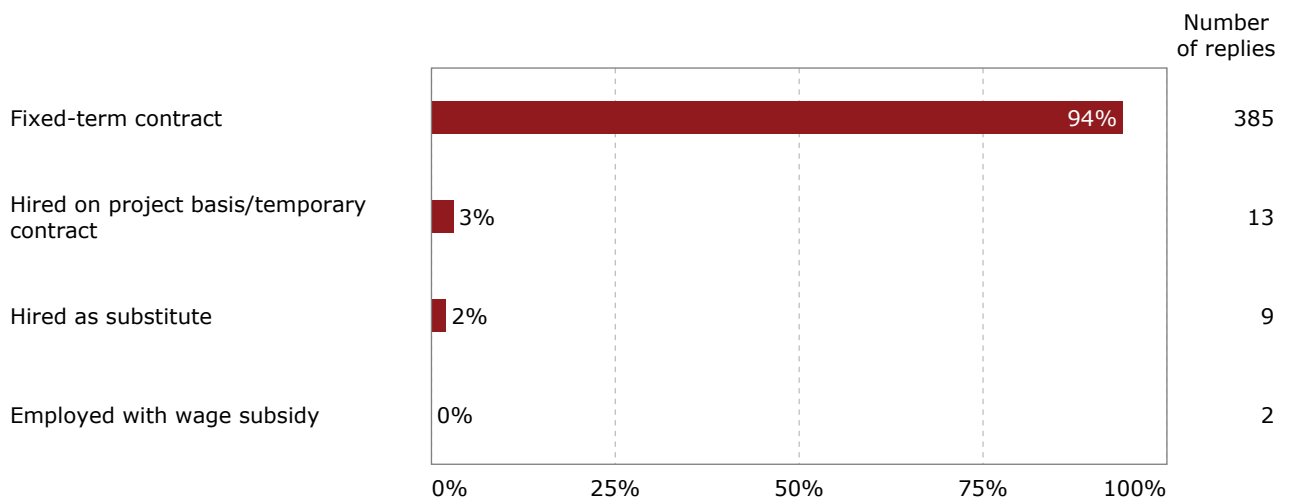
The figure for question Q.1.1. shows the Master's Candidatus/Professional Bachelor's graduates' current job situation, where the response categories show if they are in work, self-employed, unemployed, in full-time education, or on a Ph.d programme.



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?

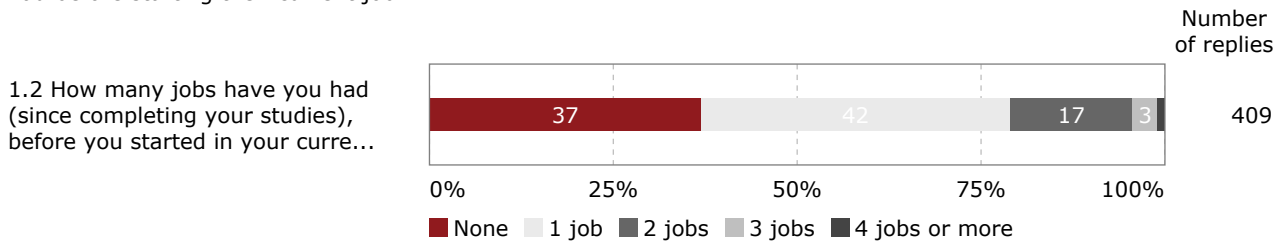
The figure for question Q.1.3. shows the conditions of employment for the Masters Candidatus/Professional Bachelors in work, where the response categories show if they are hired on a fixed-term contract, hired on a project/temporary contract, hired as a substitute, or employed with wage subsidy.



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?

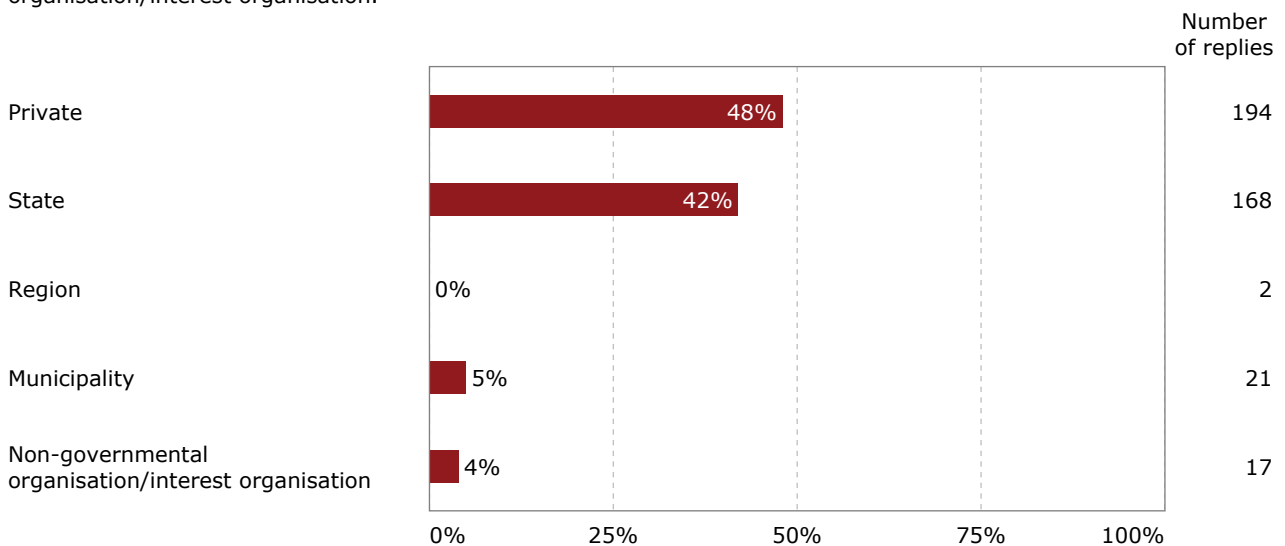
Figure Q.1.2. shows the number of jobs Master's Candidatus/Professional Bachelor's graduates in employment have had before starting their current job.



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% | 1% | 0% | 0% | 0% | 1% | 2 |
| Raw material extraction (e.g. extraction of oil and gas) | 0% | 1% | 0% | 0% | 0% | 0% | 1 |
| Manufacturing firm (e.g. industry, food processing) | 3% | 0% | 0% | 0% | 0% | 1% | 5 |
| The supply of electricity, gas or heating | 2% | 1% | 0% | 0% | 0% | 1% | 4 |
| Water supply, sewerage, waste management, etc. | 0% | 0% | 0% | 0% | 0% | 0% | 0 |
| Construction company | 2% | 0% | 0% | 0% | 0% | 1% | 3 |
| Wholesale and retail trade | 1% | 0% | 0% | 0% | 0% | 0% | 1 |
| Freight transport and cargo handling (e.g. mail) | 3% | 0% | 0% | 0% | 0% | 2% | 7 |
| Lodging and restaurant business | 0% | 0% | 0% | 0% | 0% | 0% | 0 |
| Information and communication (e.g. publishing, film production, radio + TV) | 3% | 1% | 0% | 0% | 0% | 2% | 6 |
| Financial institute or financial company, etc. (e.g. insurance company, pension fund) | 13% | 2% | 0% | 0% | 0% | 8% | 29 |
| Real estate (leasing administrator, property agent) | 4% | 0% | 0% | 5% | 6% | 3% | 11 |
| Liberal profession, scientific and technical services (e.g. research assistant at a university, legal advice, complaints agency, town planning) | 55% | 6% | 50% | 5% | 6% | 30% | 116 |
| Public administration and defence; social security (e.g. public administration and social sector) | 3% | 83% | 50% | 86% | 0% | 40% | 154 |
| Teaching (e.g. upper secondary schools and adult education) | 1% | 2% | 0% | 0% | 0% | 1% | 4 |
| Health and social services (e.g. hospitals and drug or alcohol counselling) | 1% | 1% | 0% | 5% | 0% | 1% | 3 |
| Culture, entertainments and sport (e.g. theatre, libraries and museums) | 1% | 1% | 0% | 0% | 0% | 1% | 4 |
| Other services (e.g. business organisations and consumer organisations) | 10% | 1% | 0% | 0% | 88% | 9% | 34 |
| Extraterritorial organisations and bodies (e.g. FN and EU) | 0% | 1% | 0% | 0% | 0% | 0% | 1 |
| Number of replies | 186 | 156 | 2 | 21 | 16 | 385 | 385 |

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

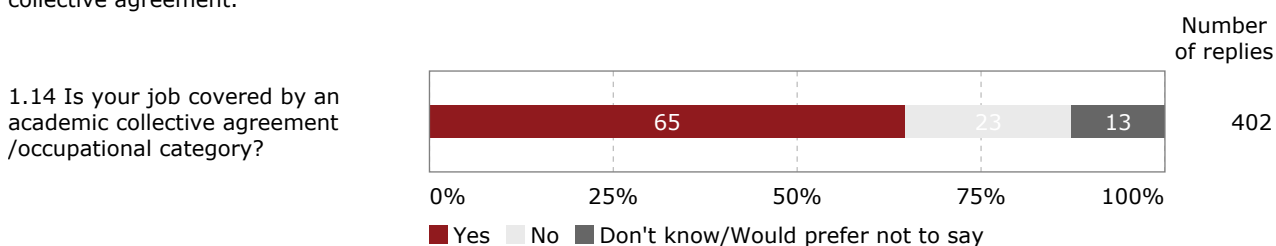
The table shows the geographical location for the Masters' Candidatus/Professional Bachelors' place of work from question Q.1.10. distributed among the various sectors from question Q.1.8.

| | Private | State | Region | Municipality | Non-governmental organisation/interest organisation | Total % | Total n |
|---|---------|-------|--------|--------------|---|---------|---------|
| Capital Region of Denmark | 83% | 80% | 50% | 95% | 94% | 83% | 334 |
| Region Zealand | 6% | 6% | 0% | 5% | 6% | 6% | 24 |
| Region of Southern Denmark | 2% | 2% | 0% | 0% | 0% | 1% | 6 |
| Central Denmark Region | 1% | 3% | 50% | 0% | 0% | 2% | 7 |
| North Denmark Region | 0% | 1% | 0% | 0% | 0% | 0% | 1 |
| All of Denmark | 2% | 3% | 0% | 0% | 0% | 2% | 8 |
| Nordic region (incl. Faroe Islands and Greenland) | 3% | 2% | 0% | 0% | 0% | 2% | 9 |
| Europe (not Nordic region) | 4% | 2% | 0% | 0% | 0% | 3% | 11 |
| North America | 1% | 0% | 0% | 0% | 0% | 0% | 1 |
| South America | 0% | 0% | 0% | 0% | 0% | 0% | 0 |
| Asia | 0% | 1% | 0% | 0% | 0% | 0% | 2 |
| Africa | 0% | 1% | 0% | 0% | 0% | 0% | 1 |
| Australia/Oceania | 0% | 0% | 0% | 0% | 0% | 0% | 0 |
| Number of replies | 191 | 167 | 2 | 21 | 17 | 404 | 404 |

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?

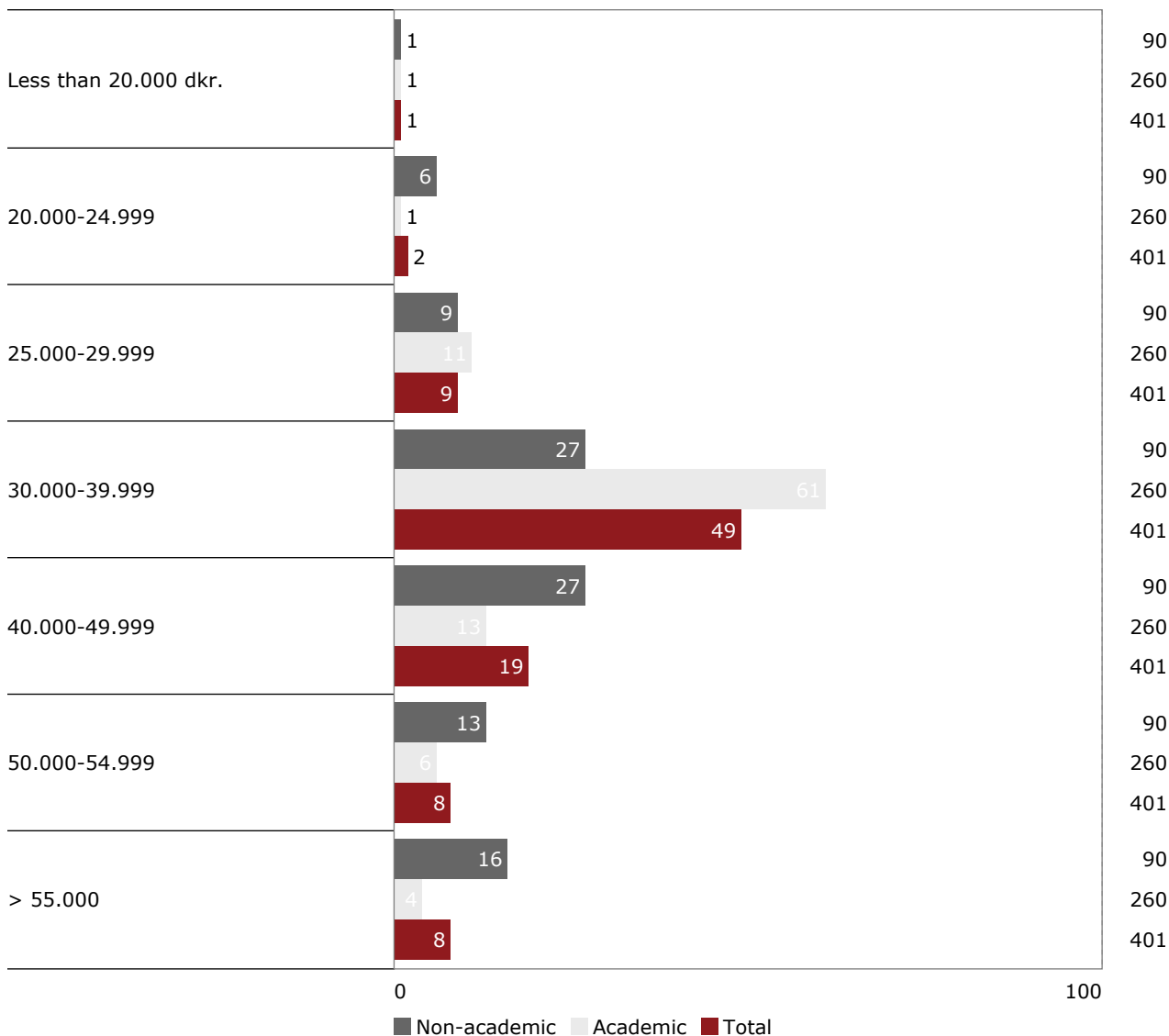
Figure Q.1.14. shows the Master's Candidatus distribution across academic collective agreement/non-academic collective agreement.



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?

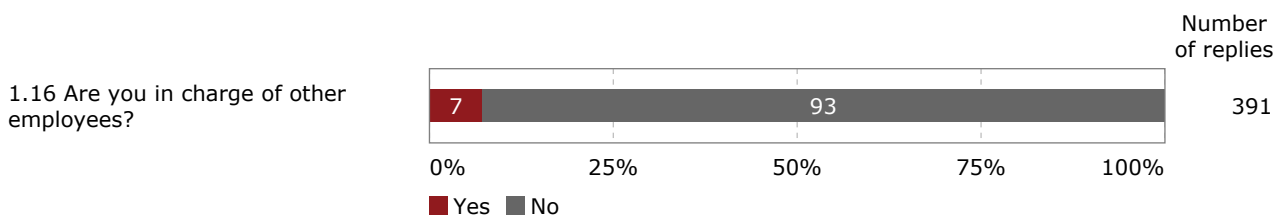
The figure for question Q.1.11. shows the Master's Candidatus/Professional Bachelor's monthly salary. The levels of salary are shown for graduates on a non-academic collective agreement, graduates on an academic collective agreement, Professional Bachelors as well as a total.



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?

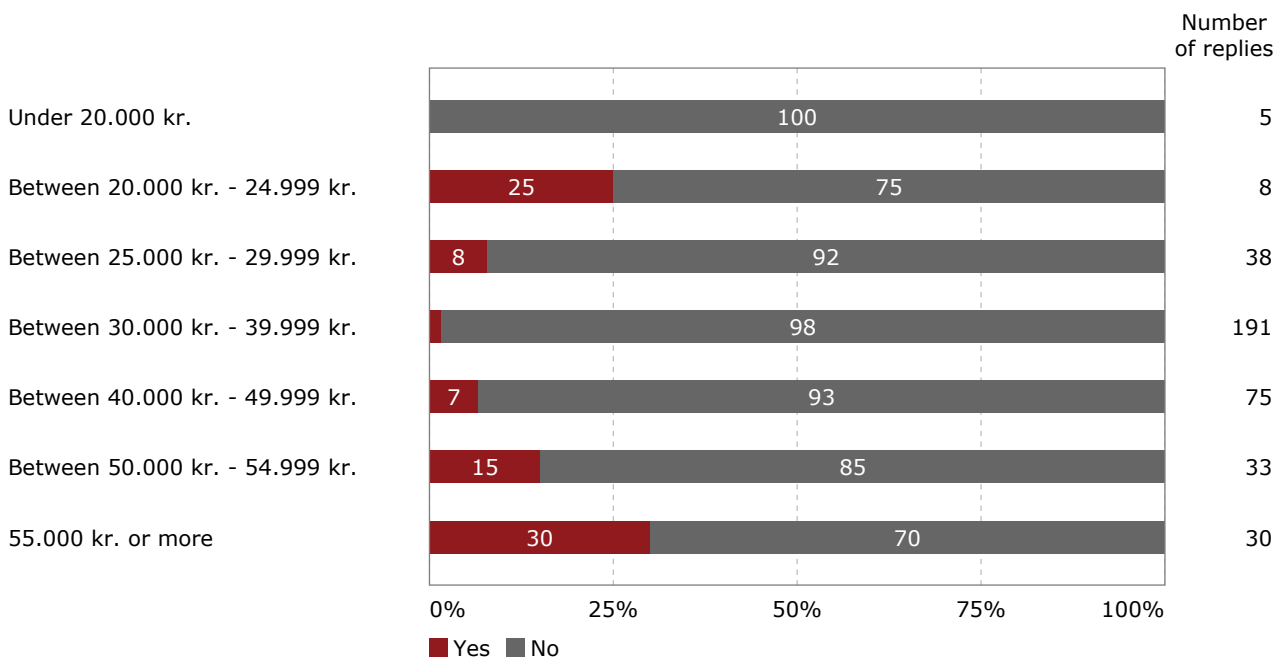
Figure Q.1.16. shows the distribution of Masters Candidatus/Professional Bachelors that are/aren't in charge of other employees.



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

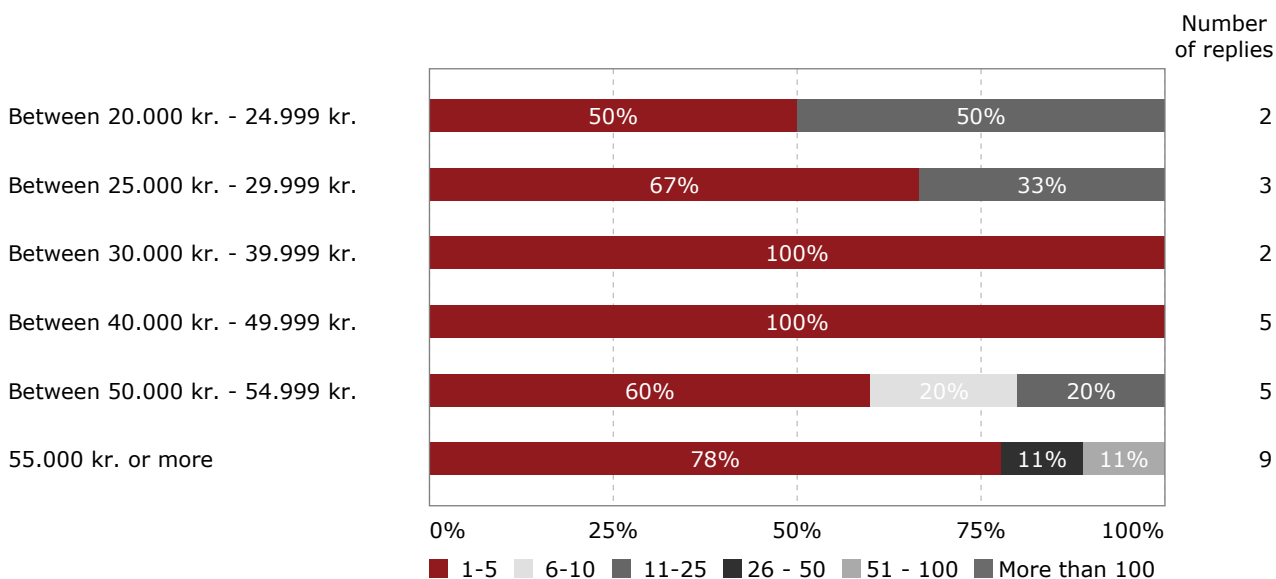
The figure for question Q.1.16. crossed with question Q.1.11. shows the distribution of Masters Candidatus/Professional Bachelors that are/aren't in charge of employees within each of the salary brackets.



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.

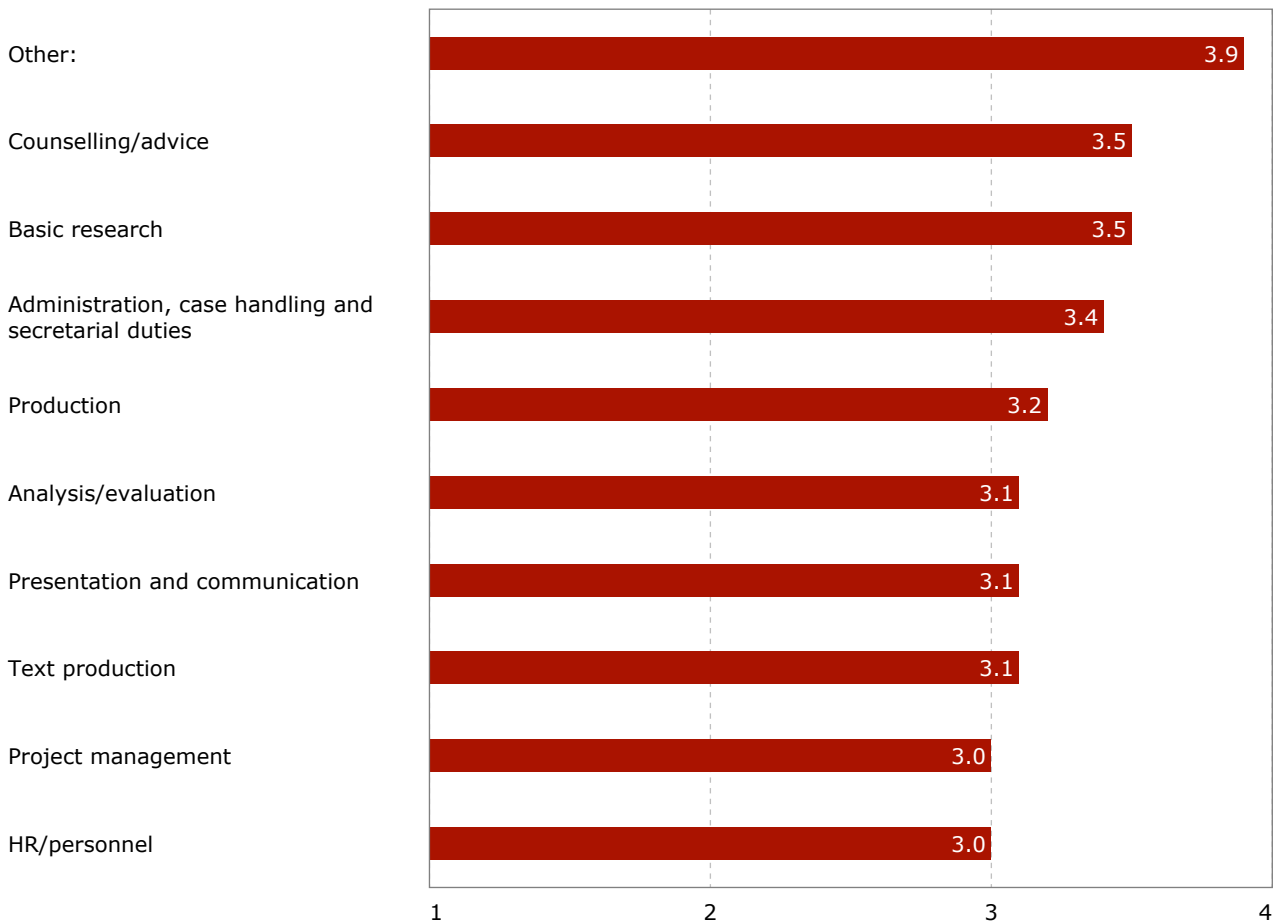


The distribution is shown in percentages and sums up to 100 within each salary bracket. The total number of respondents is shown to the right of the figure.

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.

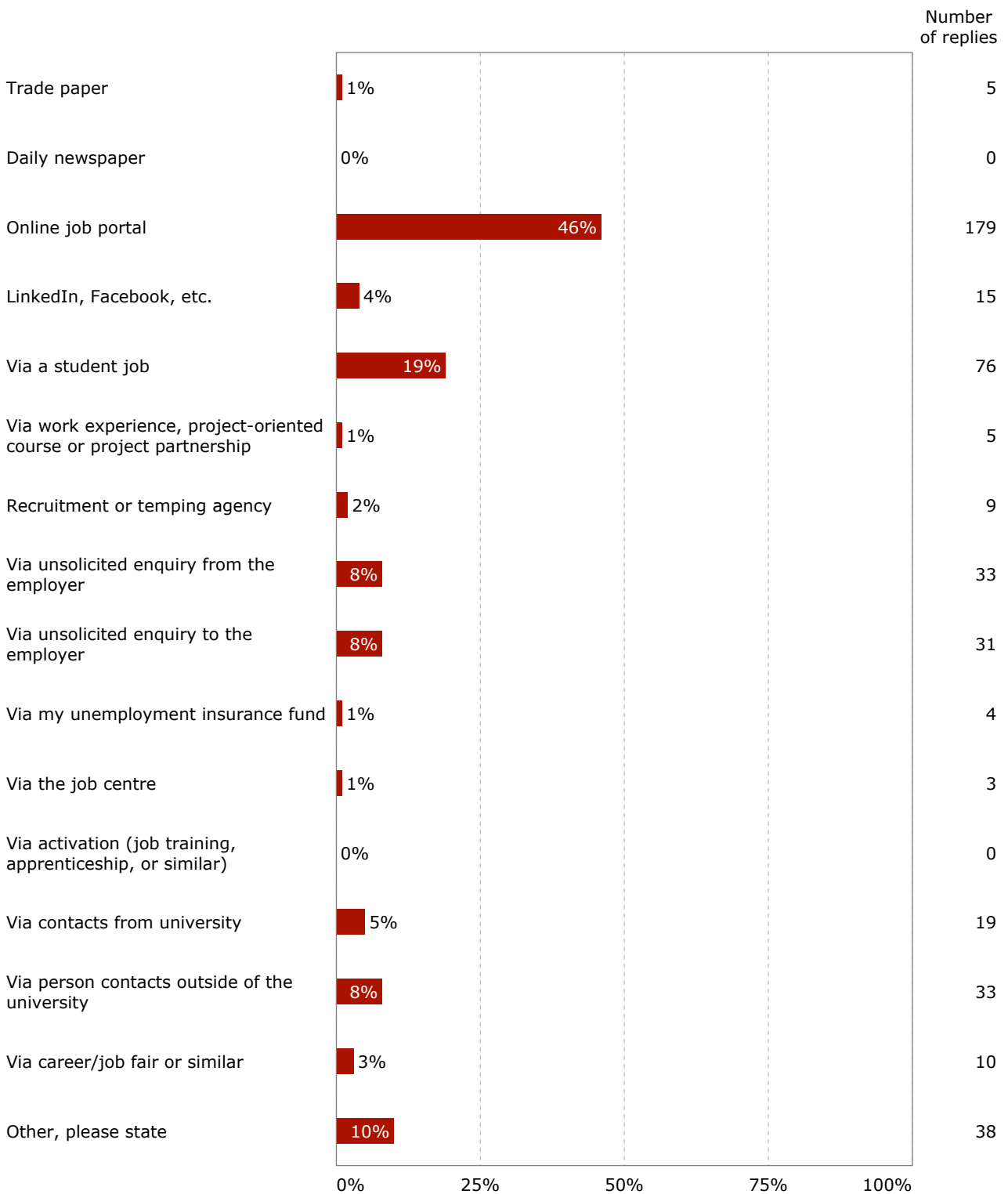
Below is shown the ten job functions the Masters Candidatus/Professional Bachelors spend the most time on.



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.

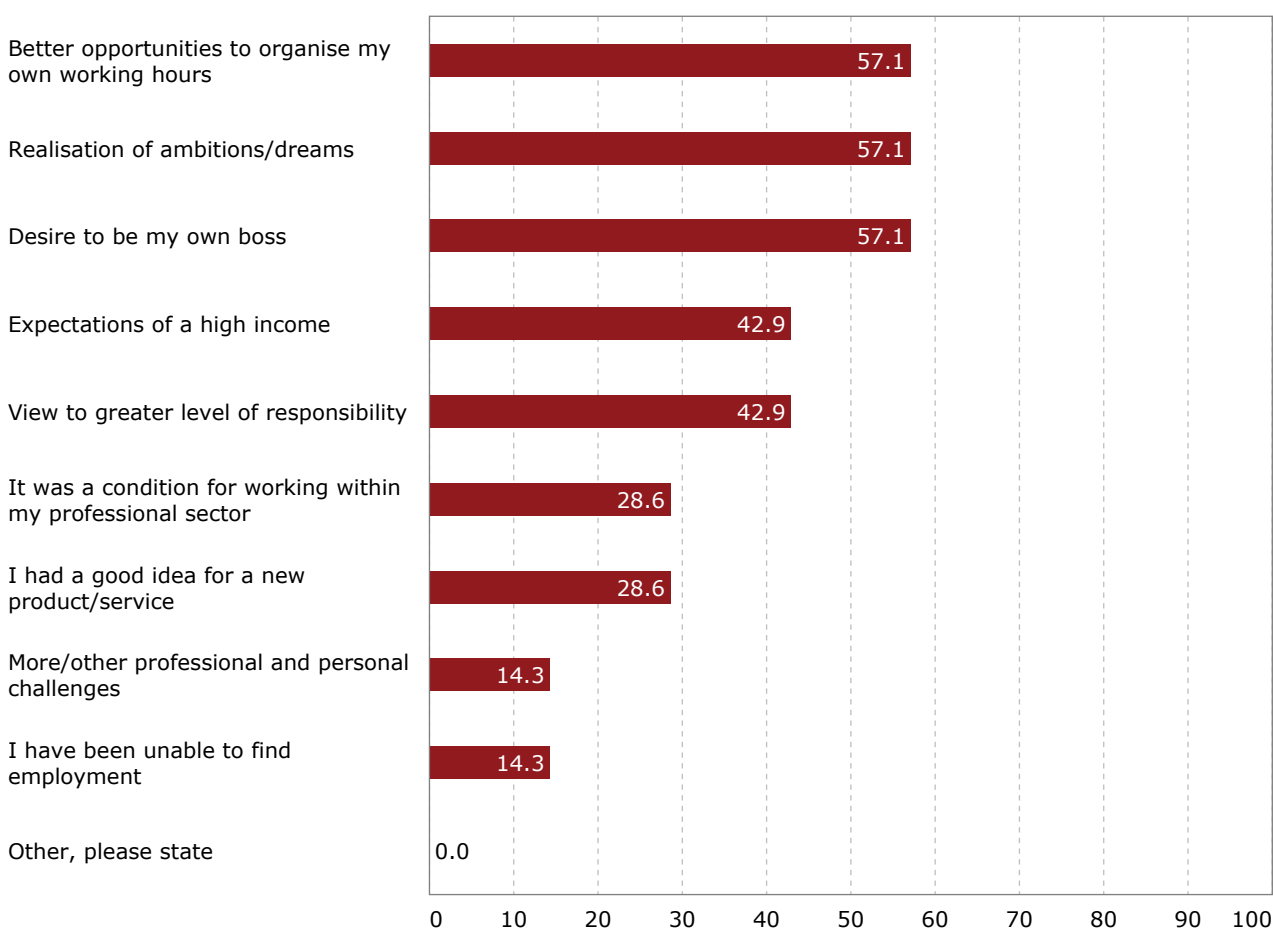
57 % started business alone, while 43 % started business in collaboration with one or more partners.

1 graduate has received financial support or advice to start up their business corresponding to 14 % of the self-employed graduates.

3 graduates supplement their income earned from their primary occupation, 14 % receives unemployment benefit or social assistance benefits, while 29 % have other paid work.

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

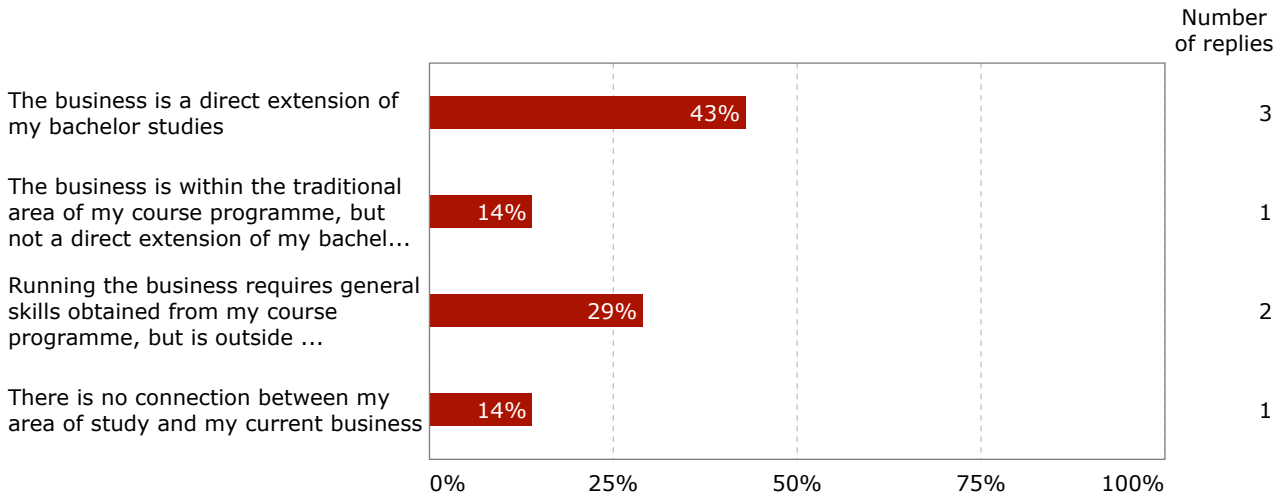
The figure for question Q.1.23. shows in order of priority why the Masters Candidatus/Professional Bachelors chose to start up independently/freelance.



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

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

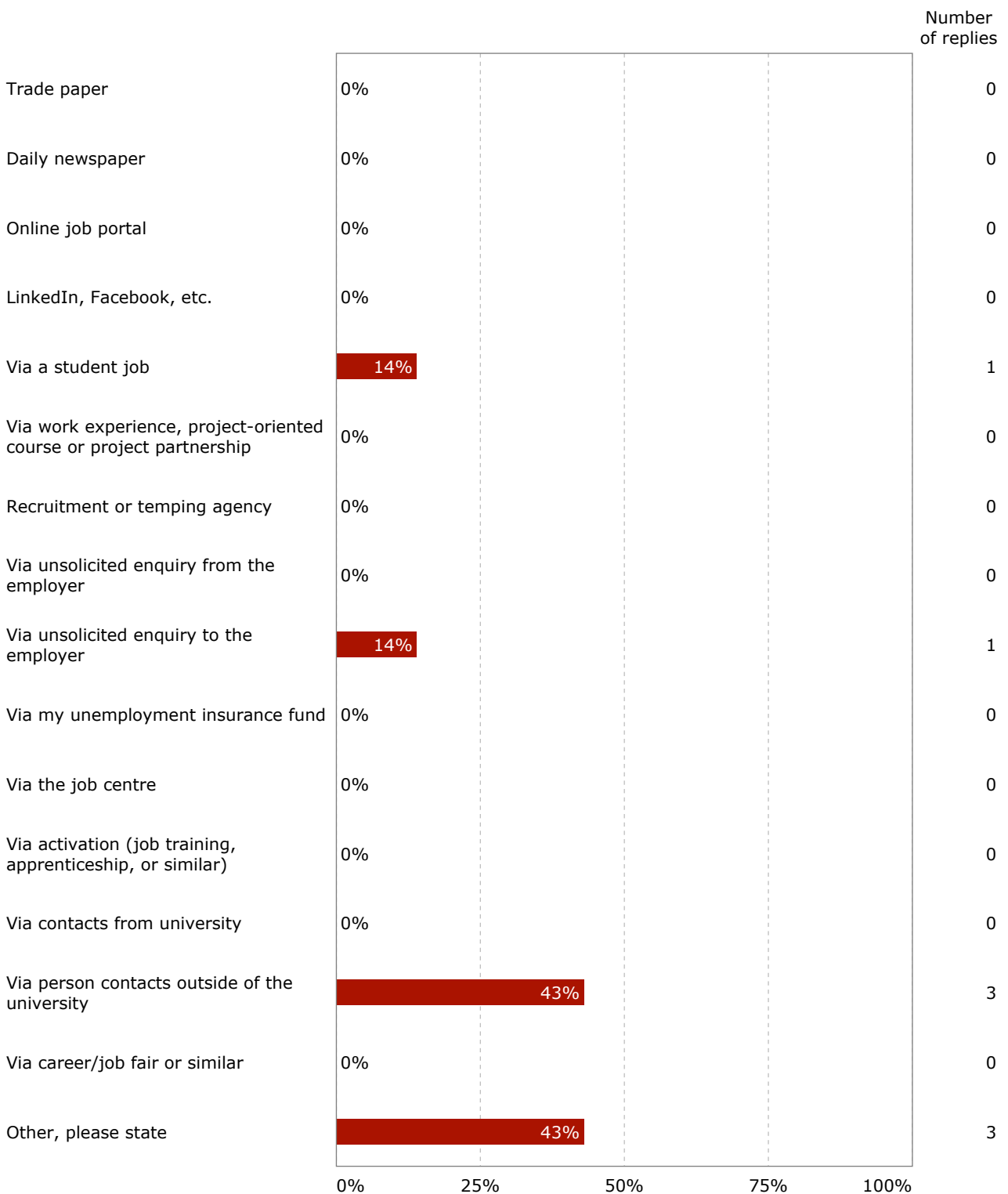
The figure for question Q.1.26./Q.1.27. shows how the Masters Candidatus/Professional Bachelors assess the correlation between their studies and their business.



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

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

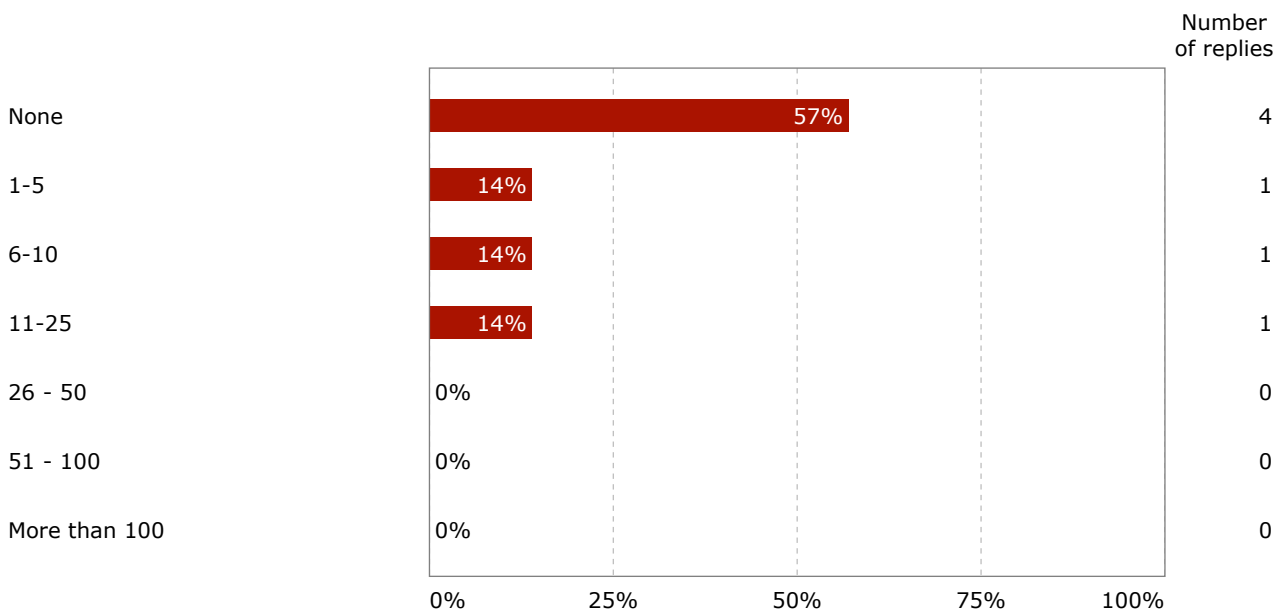
The figure for question Q.1.28. shows how the Masters Candidatus/Professional Bachelors got the idea for their business. More options were available.



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

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

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



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

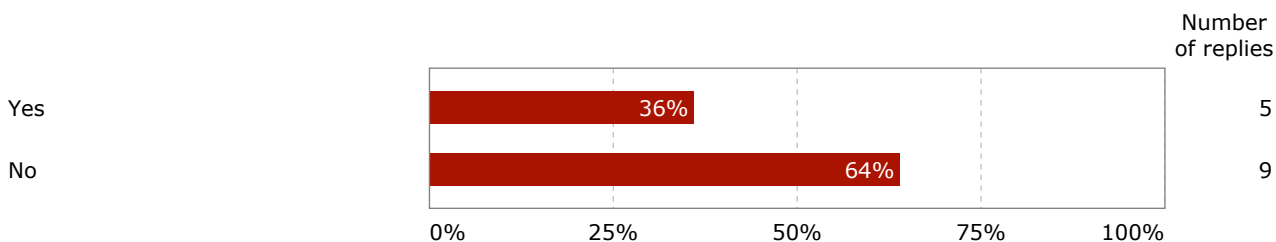
The total number of respondents is shown to the right of the figure.

3.3 Unemployed, including maternity leave without being under employment contract

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

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

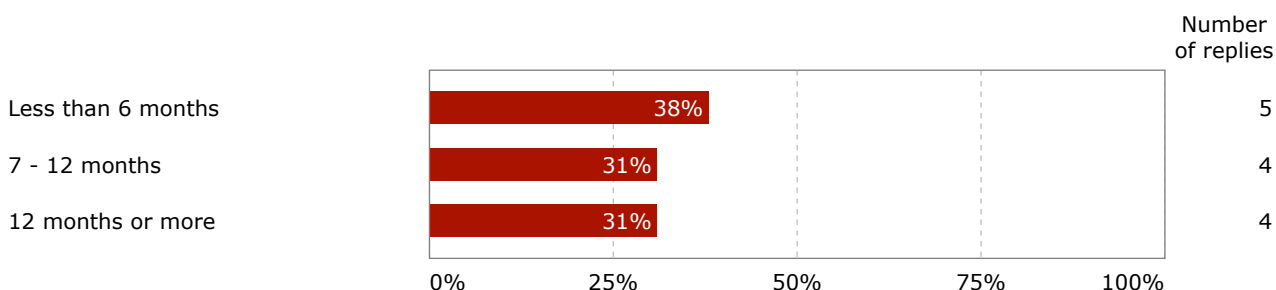
The figure for question Q.1.32. shows how many of the unemployed Masters Candidatus/Professional Bachelors have had one or several jobs since finishing their studies. They can choose between yes or no.



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

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

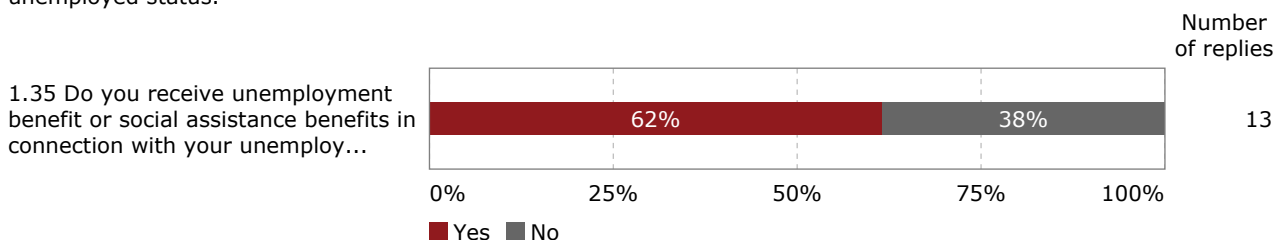
The figure for question Q.1.34. shows for how long the Masters Candidatus/Professional Bachelors have been unemployed in their current unemployment period, the response categories showing either less than 6 months, 7-12 months, and 12 months or more.



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

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

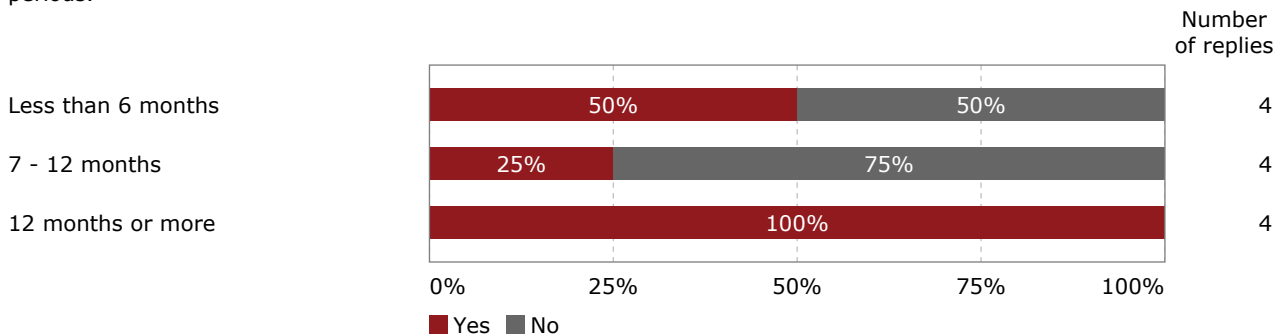
The figure for question Q.1.35. shows the distribution among unemployed Masters Candidatus/Professional Bachelors that receive and do not receive unemployment benefit or social assistance benefits in connection with their unemployed status.



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

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

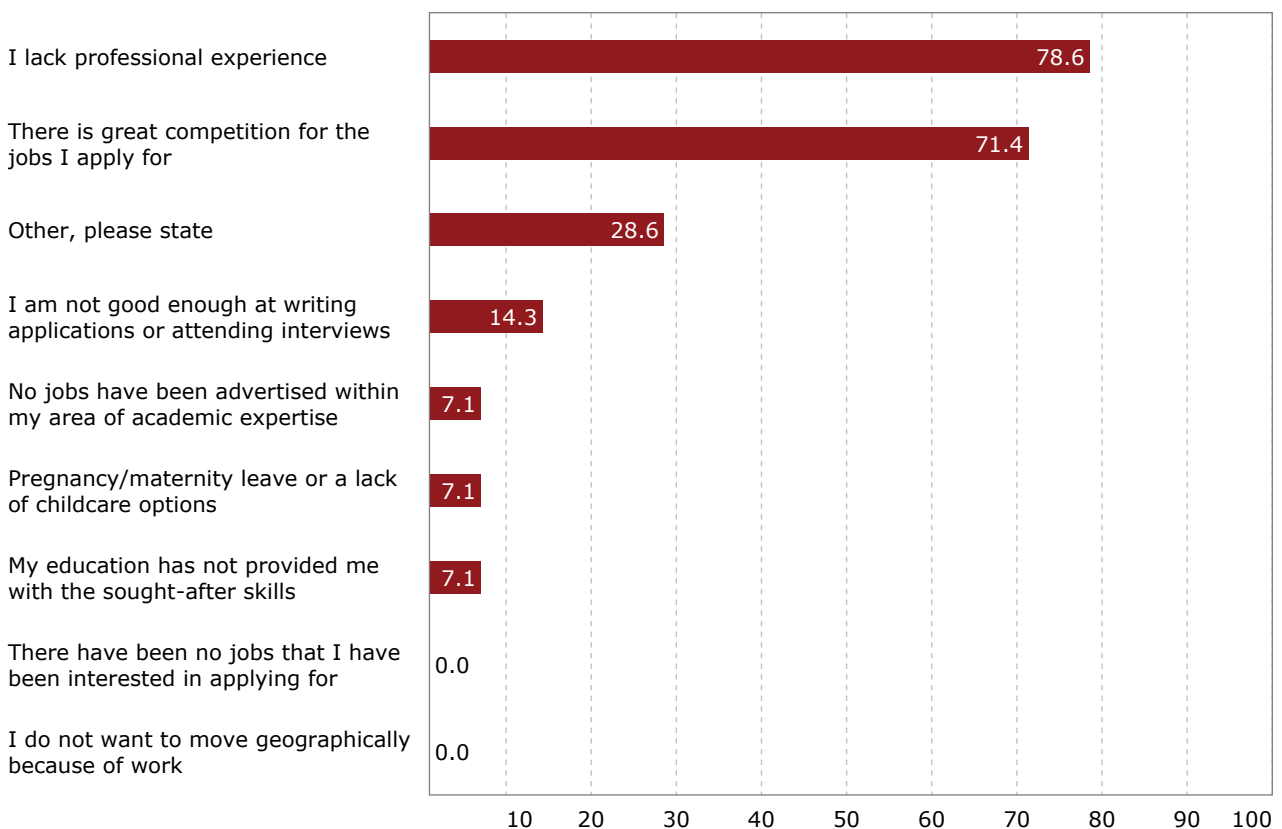
The figure for question Q.1.34./Q.1.35. shows the distribution of unemployed Masters Candidatus/Professional Bachelors who either receive or do not receive unemployment benefit/social assistance benefits, by unemployment periods.



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

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

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



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

3.4 Full-time education

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

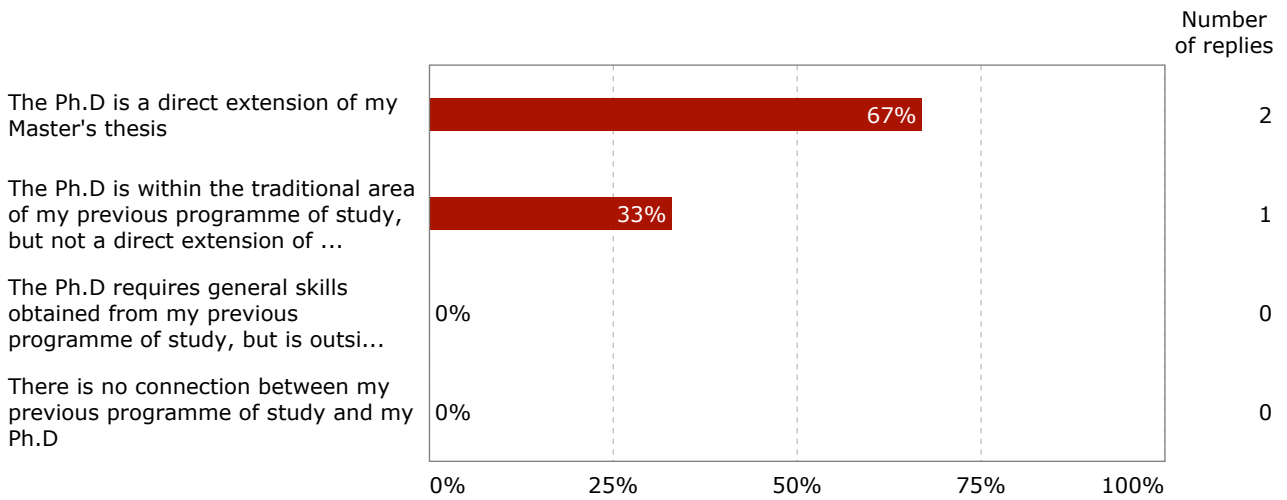
The table for question Q.1.39./Q.1.40. shows which education institutions the Masters Candidatus/Professional Bachelors in a full-time education are registered with.

| | ph.d. | Master's (Candidatus) programme | (Academic) Bachelor's degree | Professional bachelor degree | Professional bachelor degree | Anden uddannelse | Total % | Total n |
|--|-------|---------------------------------------|------------------------------------|------------------------------------|------------------------------------|---------------------|---------|---------|
| Aalborg University | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0 |
| Aarhus University | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0 |
| Copenhagen Business School | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0 |
| Technical University of Denmark (DTU) | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0 |
| IT University of Copenhagen | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0 |
| University of Copenhagen | 67% | 0% | 0% | 0% | 0% | 0% | 50% | 2 |
| 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 | 33% | 0% | 0% | 0% | 0% | 0% | 25% | 1 |
| Other, please state | 0% | 0% | 0% | 0% | 100% | 0% | 25% | 1 |
| Number of replies | 3 | 0 | 0 | 0 | 1 | 0 | 4 | 4 |

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.

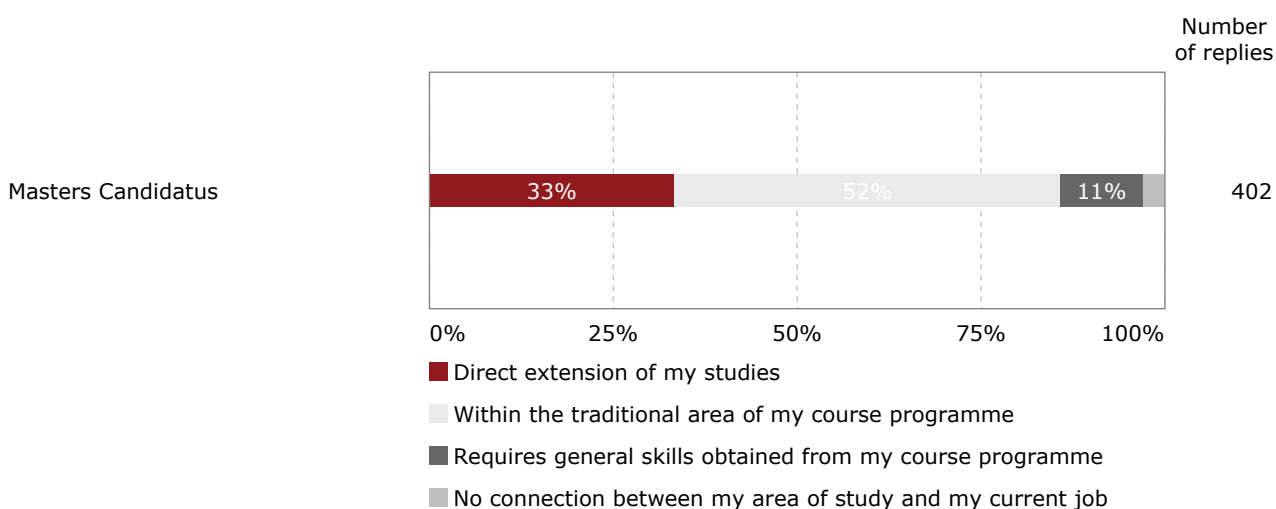
4 Correlation between Master's Candidatus/Professional Bachelor's education programmes and the job market

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.

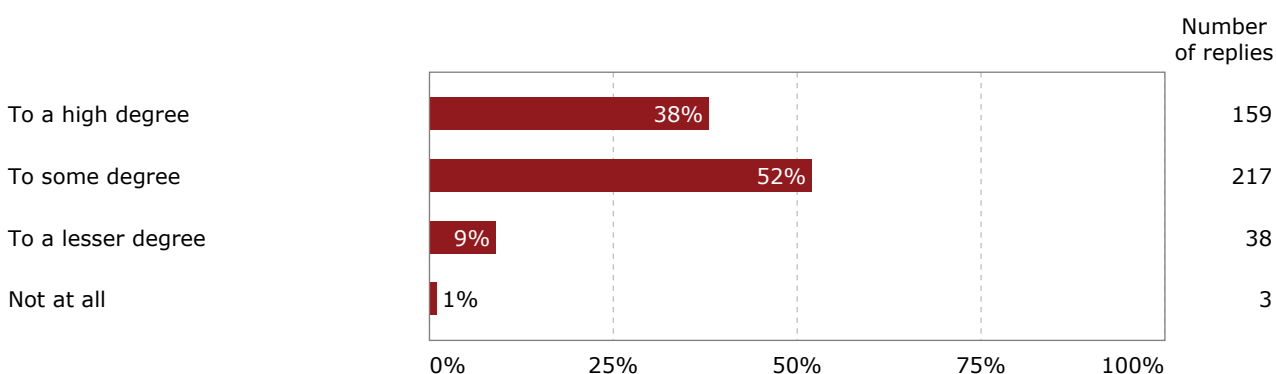


The distribution is shown as a percentage. The total number of respondents is shown to the right of the figure.

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?

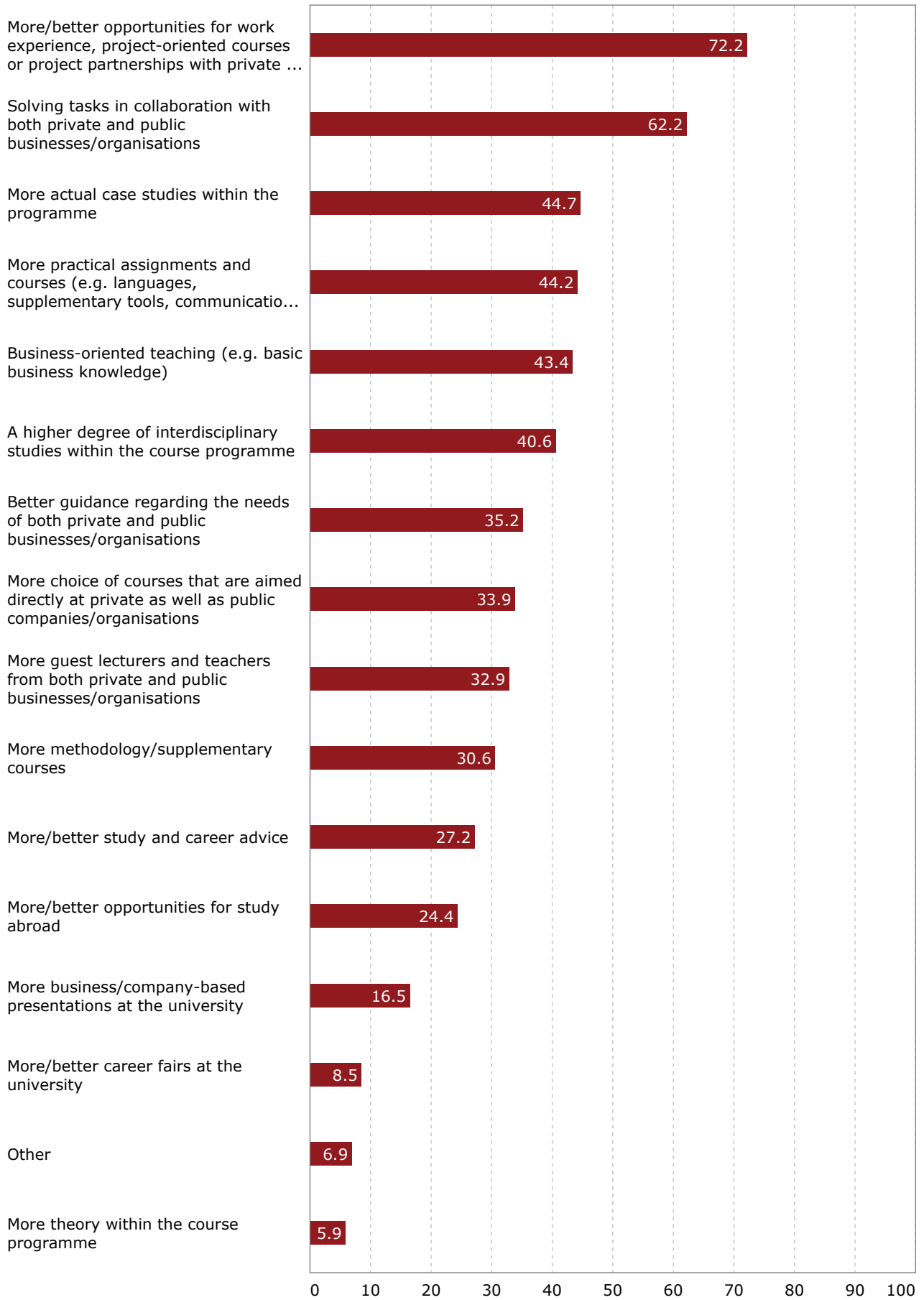
The figure for question Q.2.1. shows to what degree the Masters Candidatus/Professional Bachelors feel that their programme of study adequately has prepared them for their working life. The response categories show either to a high degree, to some degree, to a lesser degree or not at all.



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?

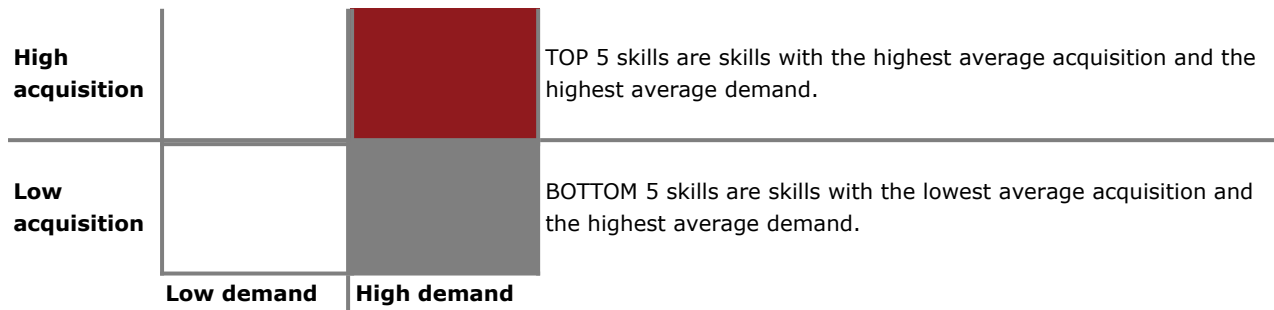
The figure for question Q.2.4. shows in order of priority, what areas the Masters Candidatus/Professional Bachelors think the university could improve upon to prepare the graduates for the demands of the labour market.



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

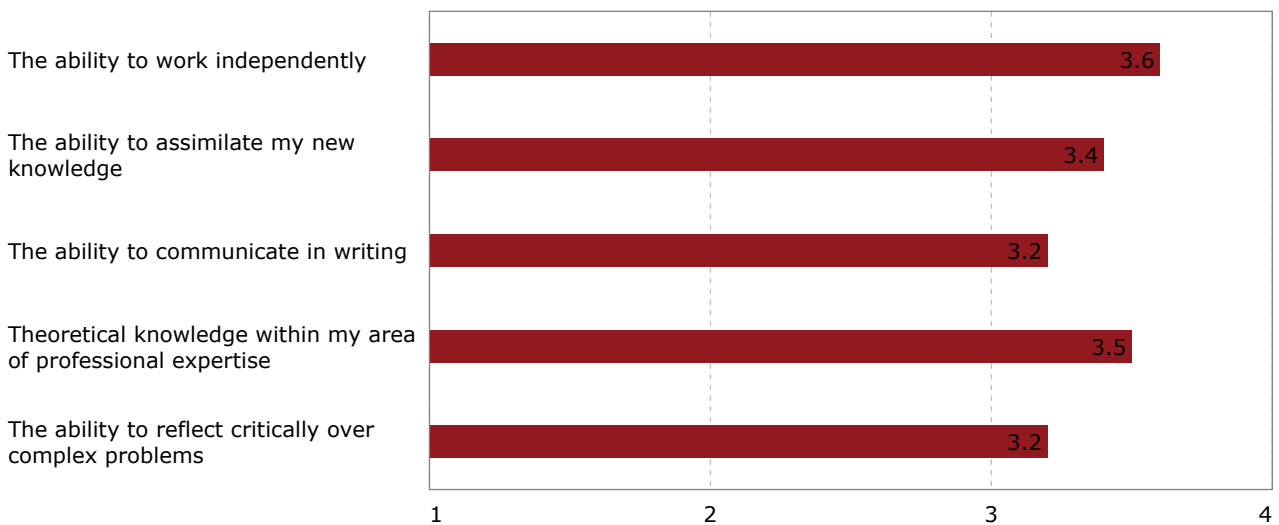
The figure shows the labour market demanded skills from question Q.2.3. out the x-axis and acquired skills from question Q.2.2. up the y-axis.



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'.

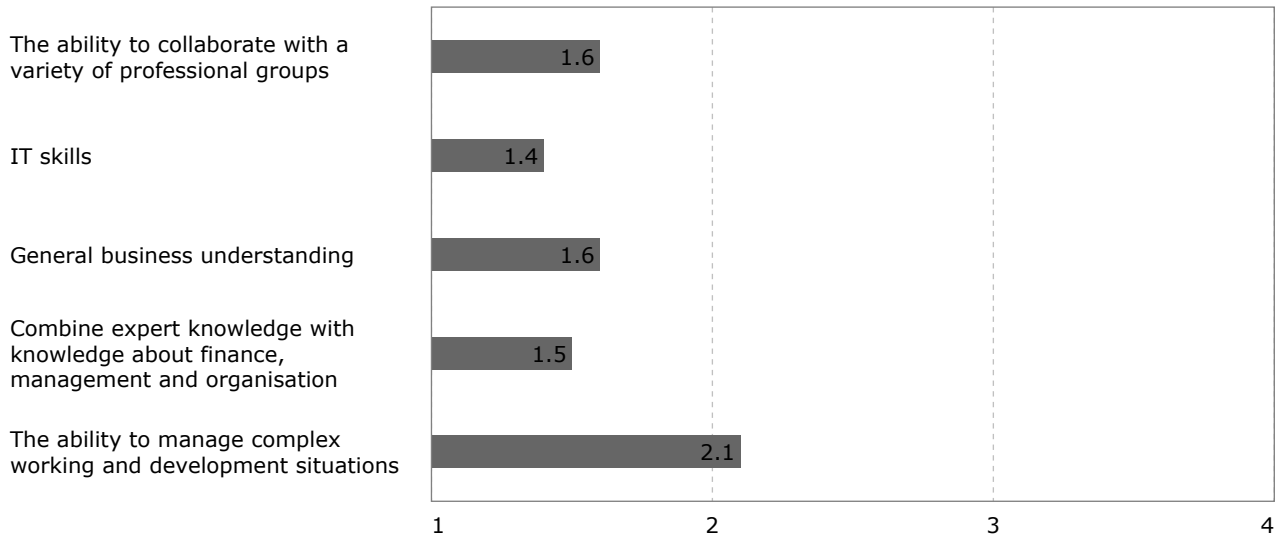
4.2.3.1 Top 5 skills

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 | 63% |
| 0 - 3 months | 20% |
| 4 - 6 months | 7% |
| 7 - 12 months | 7% |
| More than 12 months | 2% |
| Number of replies | 376 |

The table shows the percentages of each time interval.

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

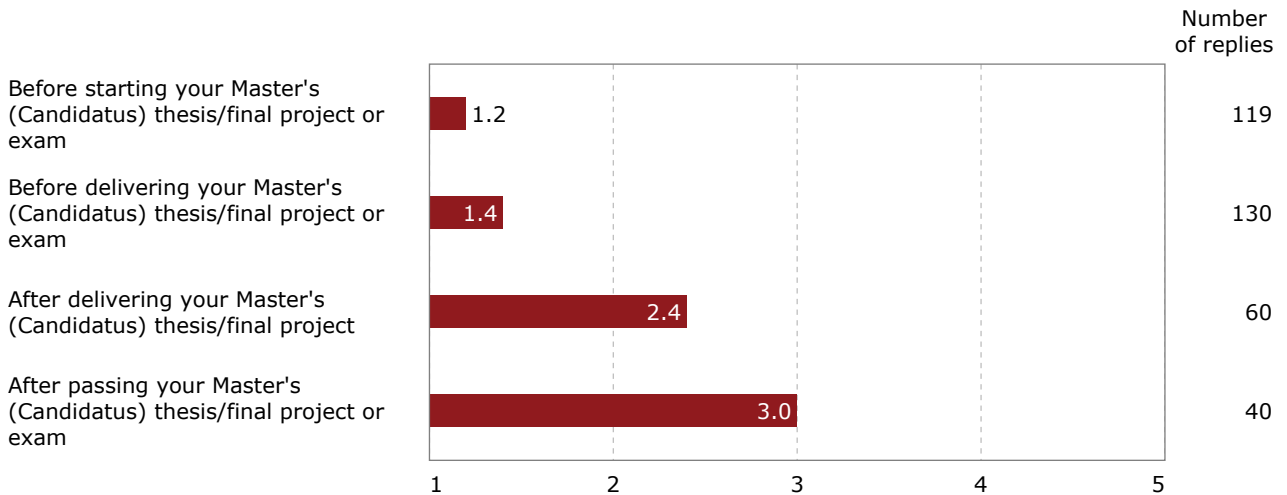
The table for question Q.3.19. shows when the Masters Candidatus/Professional Bachelors actively started looking for a job.

| Masters Candidatus | |
|---|-----|
| Before starting your Master's (Candidatus) thesis/final project or exam | 34% |
| Before delivering your Master's (Candidatus) thesis/final project or exam | 36% |
| After delivering your Master's (Candidatus) thesis/final project | 18% |
| After passing your Master's (Candidatus) thesis/final project or exam | 13% |
| Number of replies | 360 |

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.



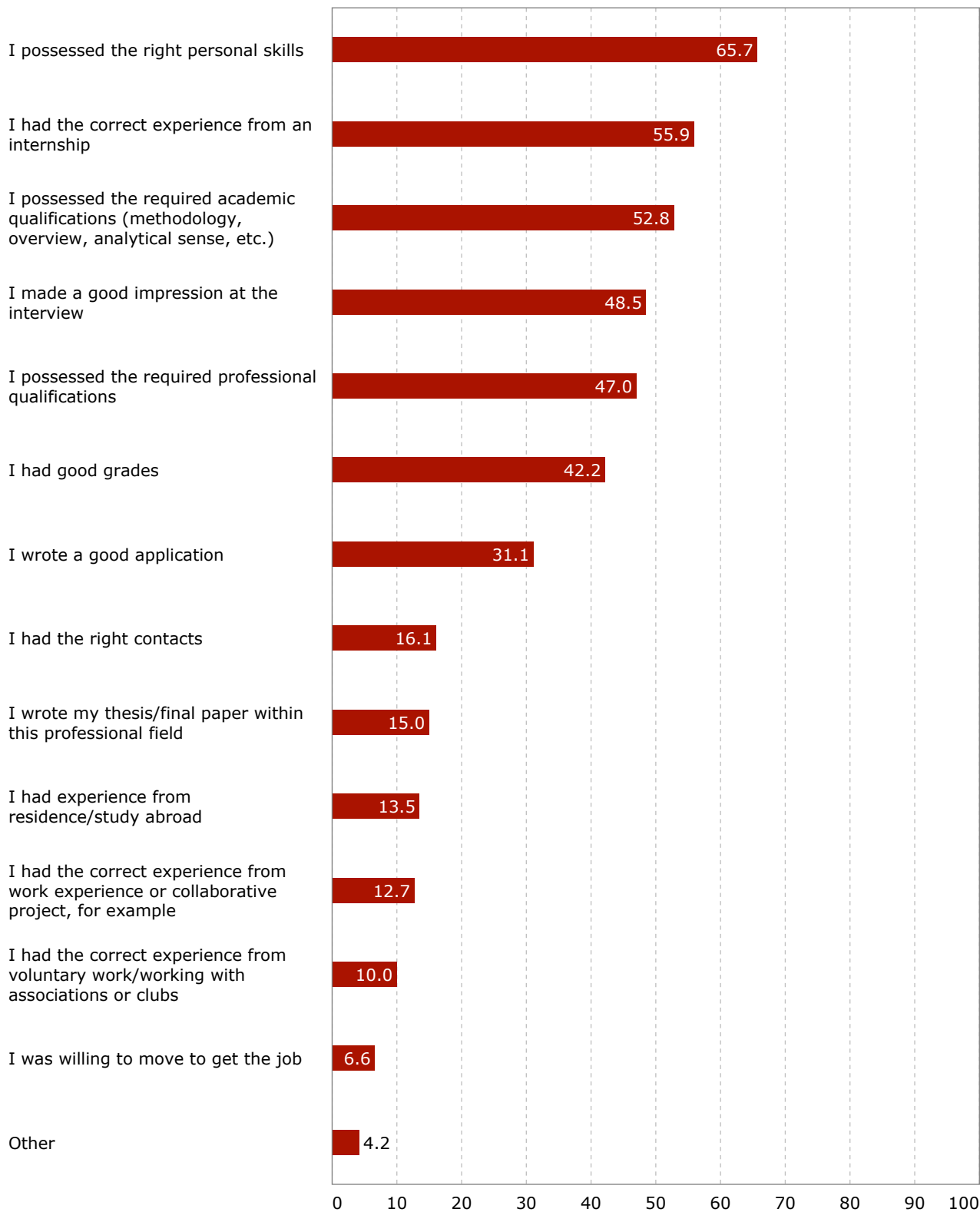
The average is calculated on a scale from 1 to 5 where

- 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 | 88% |
| No | 12% |
| Number of replies | 381 |

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?

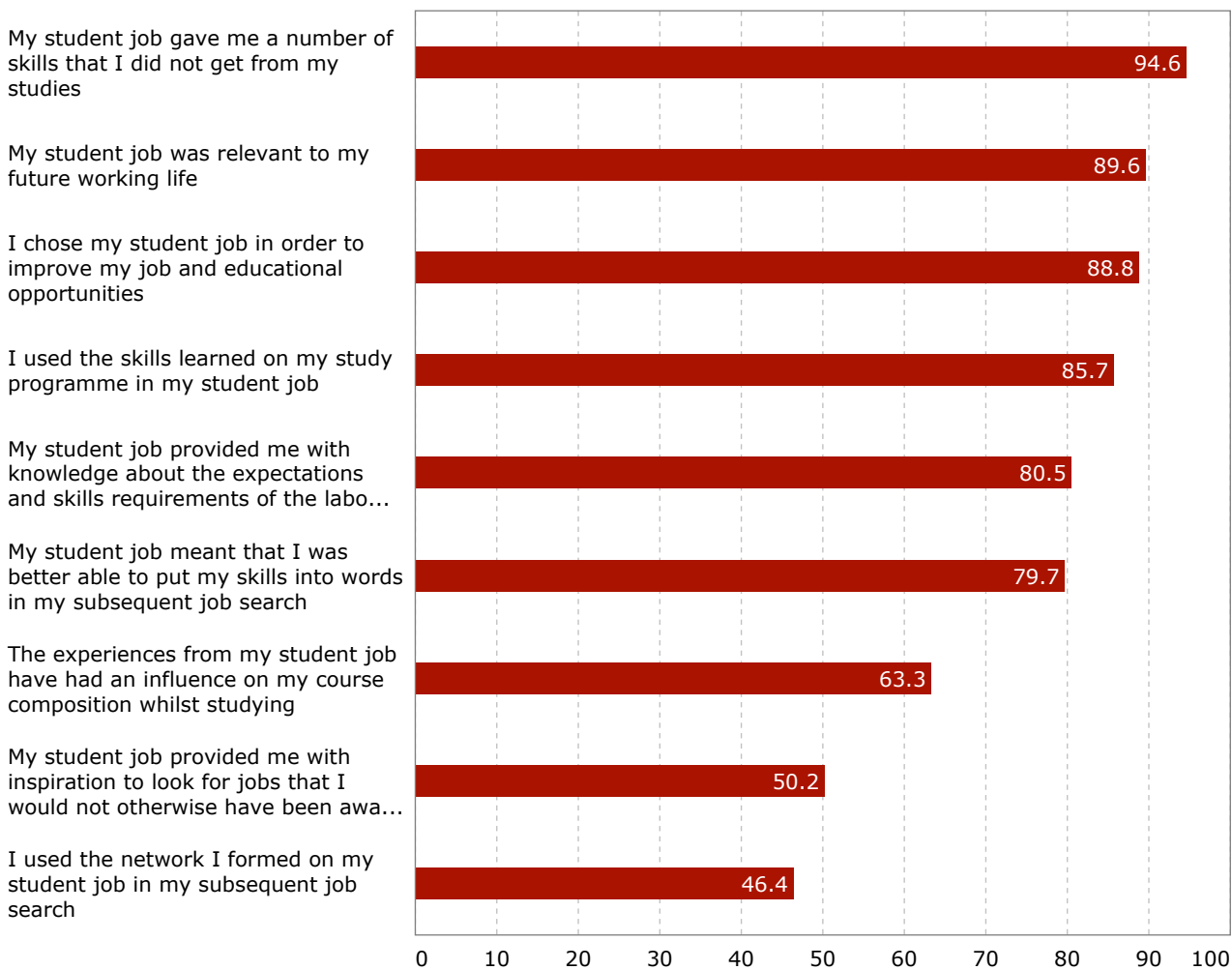
The table for question Q.3.5. shows the percentage of Masters Candidatus/Professional Bachelors who have had a student job alongside their programme of study, and who have subsequently been employed in the company/organisation where they worked as a student.

| Masters Candidatus | |
|--------------------|-----|
| Yes | 44% |
| No | 56% |
| Number of replies | 335 |

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 | 14% |
| No | 86% |
| Number of replies | 383 |

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?

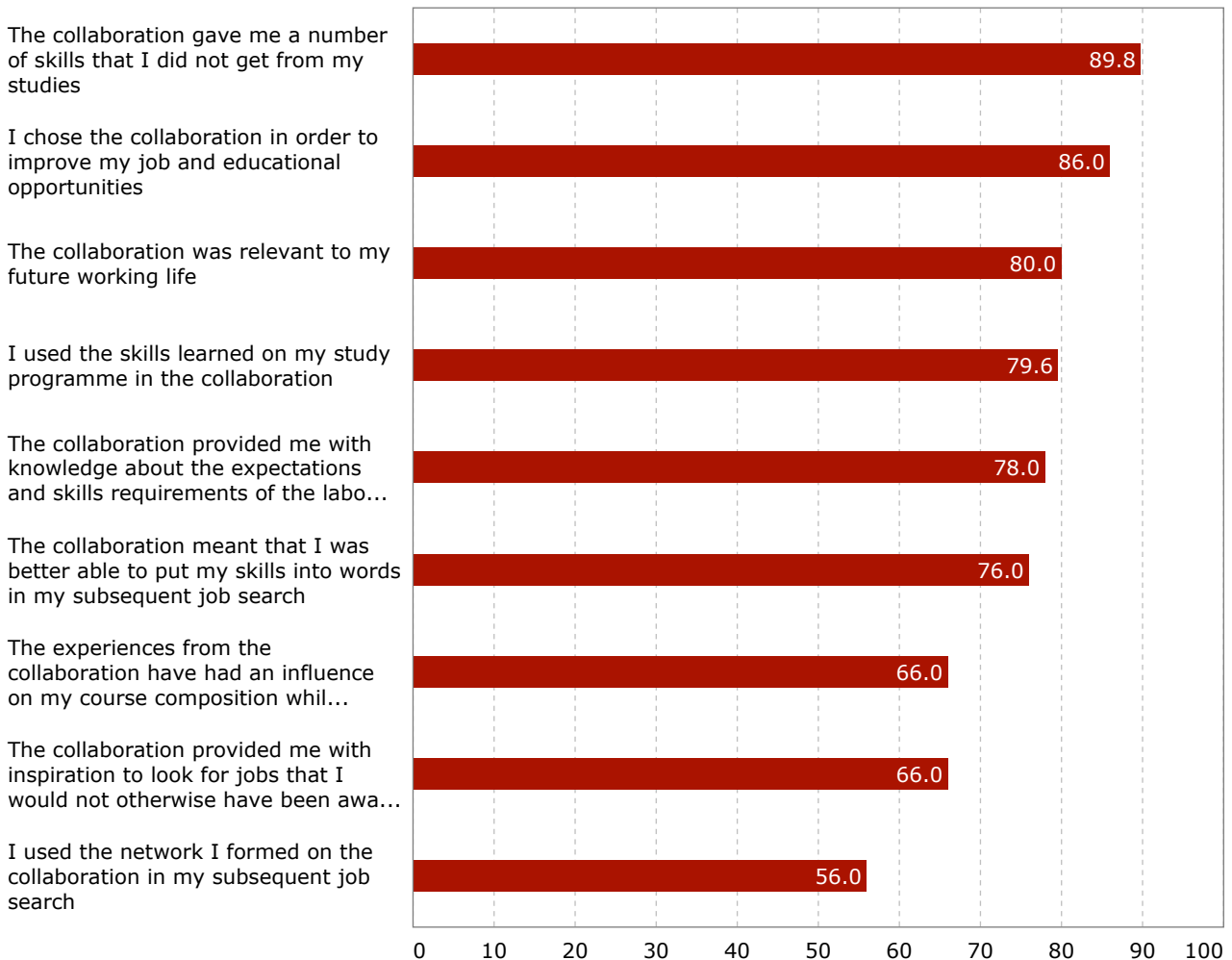
The table for question Q.3.8. shows how big a part of the Masters Candidatus/Professional Bachelors that have obtained non-obligatory work experience, project-oriented coursework or collaborative projects with private or public companies/organisations over the course of their studies, and subsequently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

| Masters Candidatus | |
|--------------------|-----|
| Yes | 11% |
| No | 89% |
| 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 | 41% |
| No | 59% |
| Number of replies | 384 |

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?

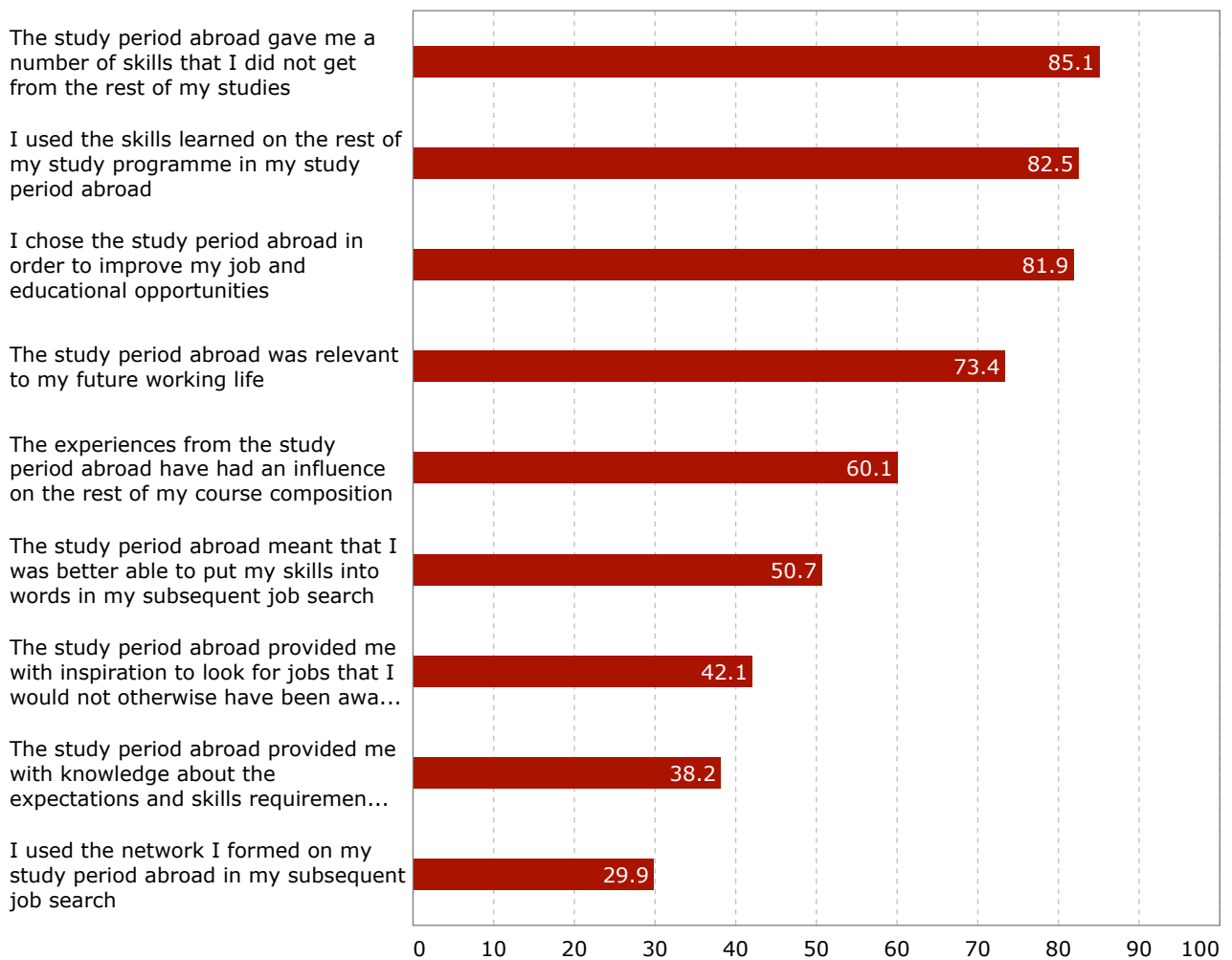
The table for question Q.3.11. shows the percentage of Masters Candidatus/Professional Bachelors having spent time studying abroad during their programme of study, and that subsequently assess that their studying abroad has played a significant role in their job situation.

| Masters Candidatus | |
|--------------------|-----|
| Yes | 51% |
| No | 49% |
| Number of replies | 143 |

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 | 22% |
| No | 78% |
| Number of replies | 383 |

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?

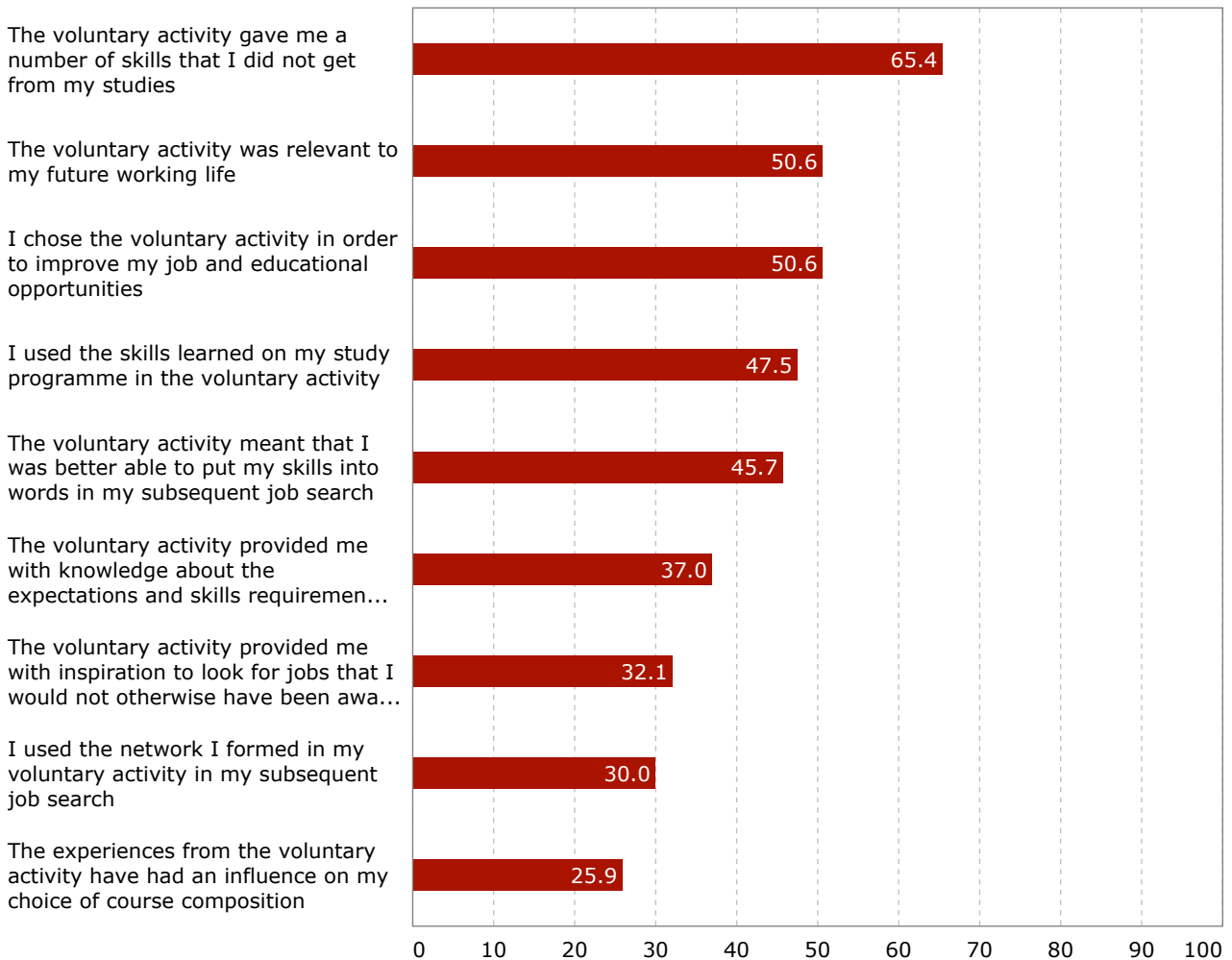
The table for question Q.3.14. shows how great a percentage of the Masters Candidatus/Professional Bachelors having participated in voluntary activities such as student politics, alumni associations or for example acted as arranger of social activities during their programme of study, and that simultaneously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

| Masters Candidatus | |
|--------------------|-----|
| Yes | 50% |
| No | 50% |
| Number of replies | 80 |

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

5.5.3 Q.3.13. What impact has your voluntary work had on your programme of study?

The figure for question Q.3.13. shows in order of priority for the Masters Candidatus/Professional Bachelors what significance the voluntary activities such as student politics, alumni associations or for example arranger of social activities during their programme of study have had.

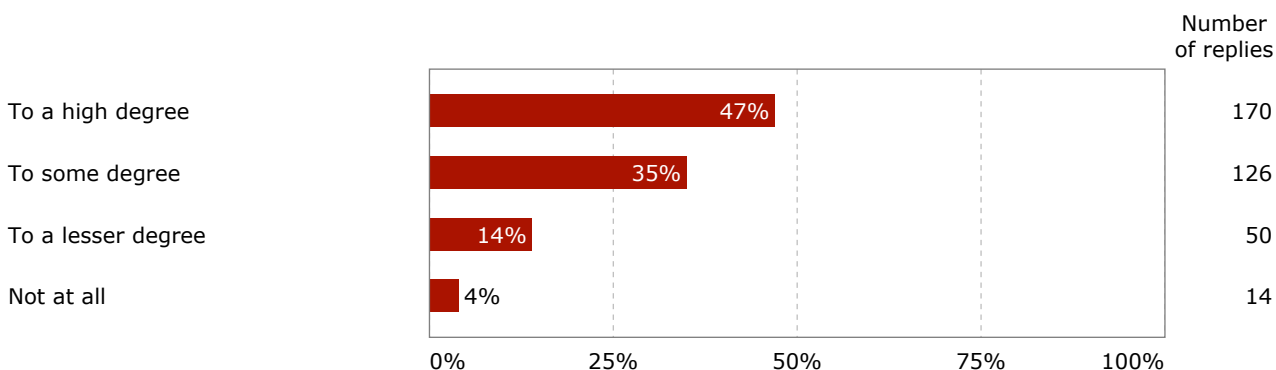


The figure shows the percentage of Masters Candidatus/Professional Bachelors that have answered 'To some degree' or 'To a high degree' to the specific questions.

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

6.1 Q.3.15. To what degree does your current occupation live up to the career expectations that you had whilst studying?

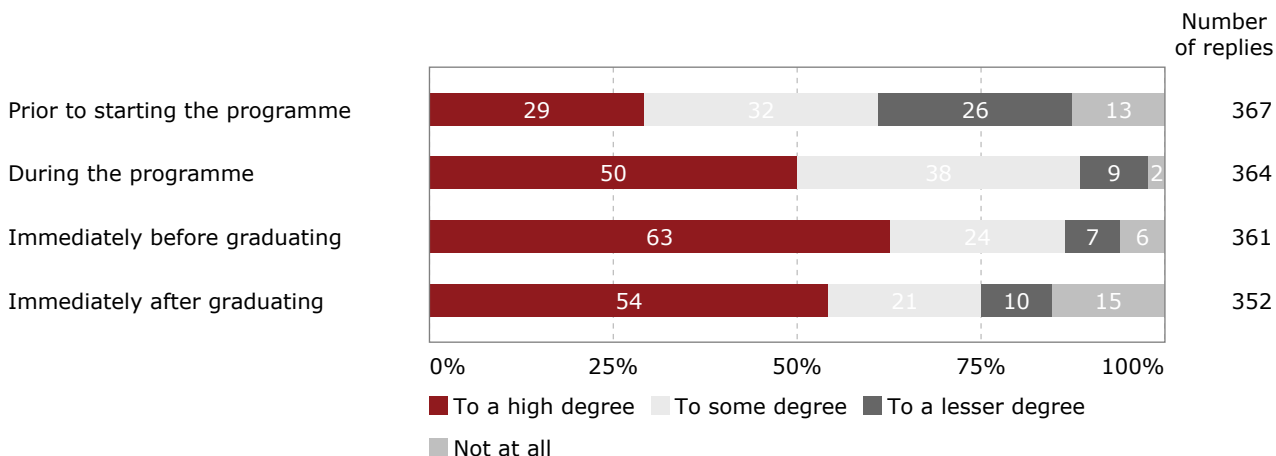
The figure for question Q.3.15. shows to what degree Masters' Candidatus/Professional Bachelors' current occupation live up to the career expectations that they had whilst studying.



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

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

The figure for question Q.3.16./Q.3.16.X. shows when and to what degree the Masters Candidatus/Professional Bachelors considered what job their programme of study would lead to.



The distribution is shown as a percentage.

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

6.3 Q.3.17. Did your job goals change during your programme of study?

The table for question Q.3.7. shows if the Masters Candidatus/Professional Bachelors changed job goals once or more during their programme of study.

| Masters Candidatus | |
|---------------------------|-----|
| Yes, once | 21% |
| Yes, several times | 48% |
| No | 31% |
| Number of replies | 300 |

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

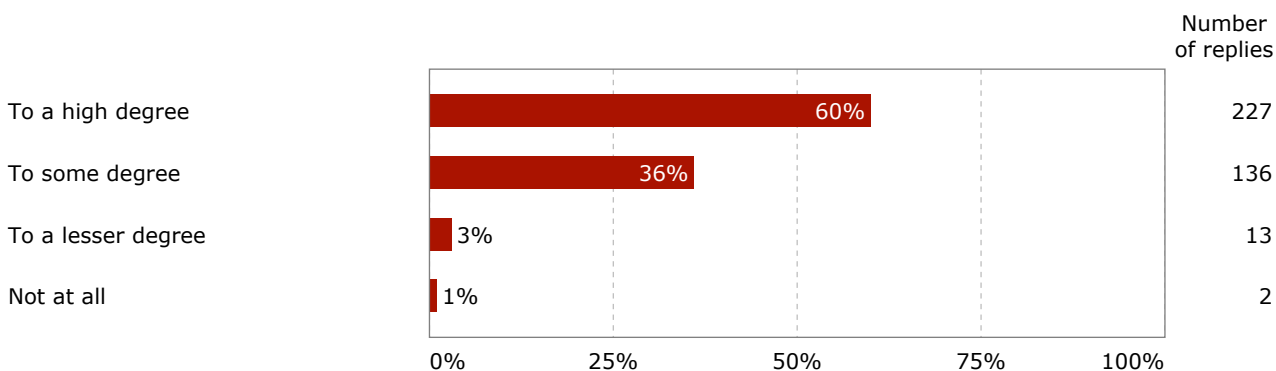
Only one response category has been available for selection.

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.

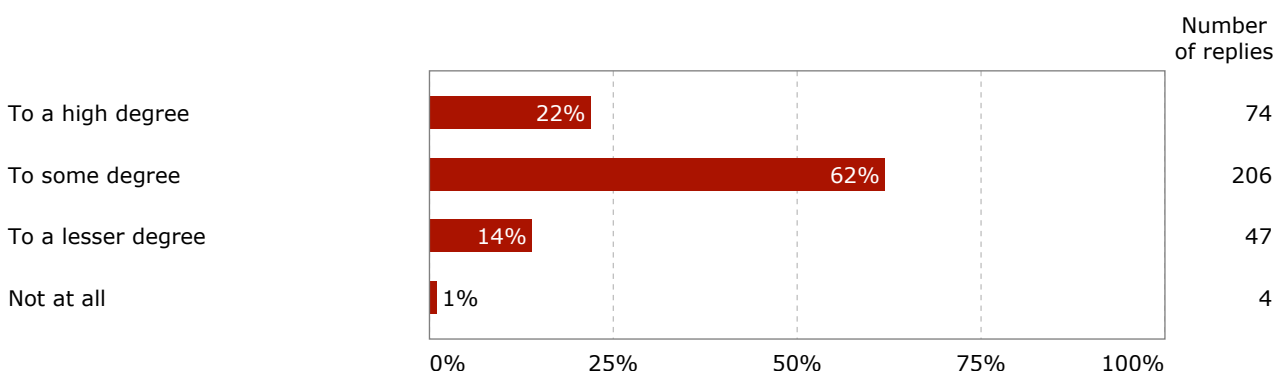
| Masters Candidatus | |
|---|-----|
| Bachelor degree from University of Copenhagen | 81% |
| Bachelor degree from Aalborg University | 2% |
| Bachelor degree from Aarhus University | 6% |
| Bachelor degree from Copenhagen Business School | 0% |
| Bachelor degree from Technical University of Denmark (DTU) | 0% |
| Bachelor degree from IT University of Copenhagen | 0% |
| Bachelor degree from Roskilde University (RUC) | 0% |
| Bachelor degree from University of Southern Denmark | 6% |
| I have a bachelor degree from a university in another country | 4% |
| A professional bachelor degree from the Danish School of Media and Journalism | 0% |
| A professional bachelor degree from University College UCC | 0% |
| A professional bachelor degree from Metropolitan University College | 0% |
| A professional Bachelor's degree from University College Lillebælt | 0% |
| A professional Bachelor's degree from University College of Northern Jutland | 0% |
| A professional Bachelor's degree from University College Zealand | 0% |
| A professional Bachelor's degree from University College South Denmark | 0% |
| A professional Bachelor's degree from VIA University College | 0% |
| Other | 1% |
| Number of replies | 381 |

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

| | % | n |
|-------------------|-----|-----|
| Law | 99% | 305 |
| Number of replies | | 307 |

7.1.3 Q.4.7.X. To what degree do you feel that all the elements of the Master's programme have contributed to the collective goals of the teaching offer?

The figure for question Q.4.7.X. shows to what degree the Masters Candidatus graduates assess that the elements of the Bachelor/ professional Bachelor programme have contributed to the collective goals of the teaching.

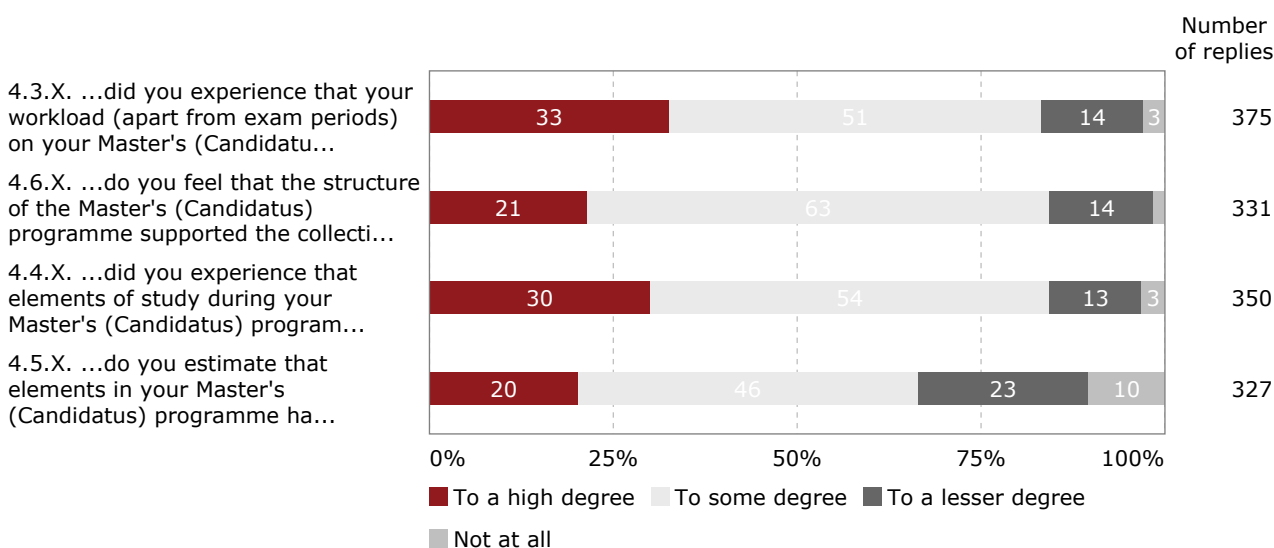


The distribution is shown as a percentage. The total number of respondents for each response category is shown to the right of the figure.

7.2 Specifics about the Master's Candidatus program

The figure for questions Q.4.2.X., Q.4.3.X., Q.4.6.X., Q.4.4.X., Q.4.5.X. shows how the Masters Candidatus graduates assess different conditions in their programme of study.

To what degree...

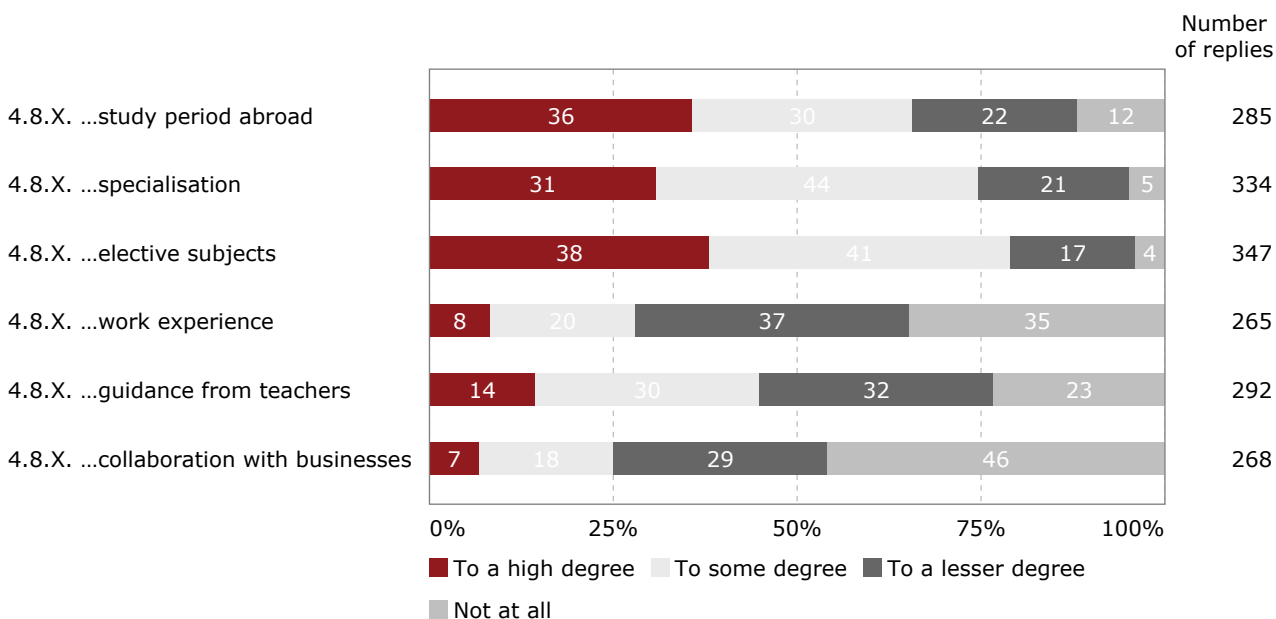


The distribution is shown as a percentage. The total number of respondents for each question is shown to the right of the figure.

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

7.3.1 Q.4.8.X. To what degree was your Master's Candidatus programme organised so that you had the opportunities for (see following) without having to extend the length of your studies?

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

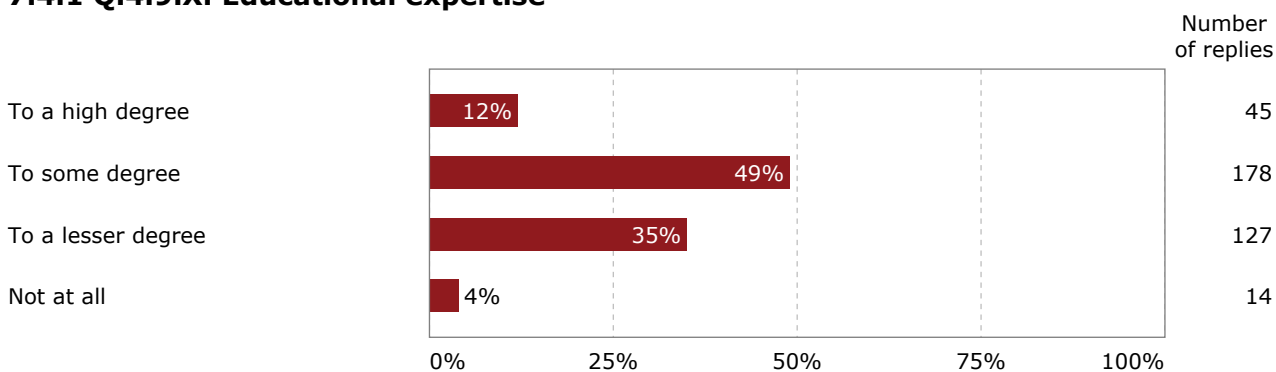


The distribution is shown as a percentage. The total number of respondents for each question is shown to the right of the figure.

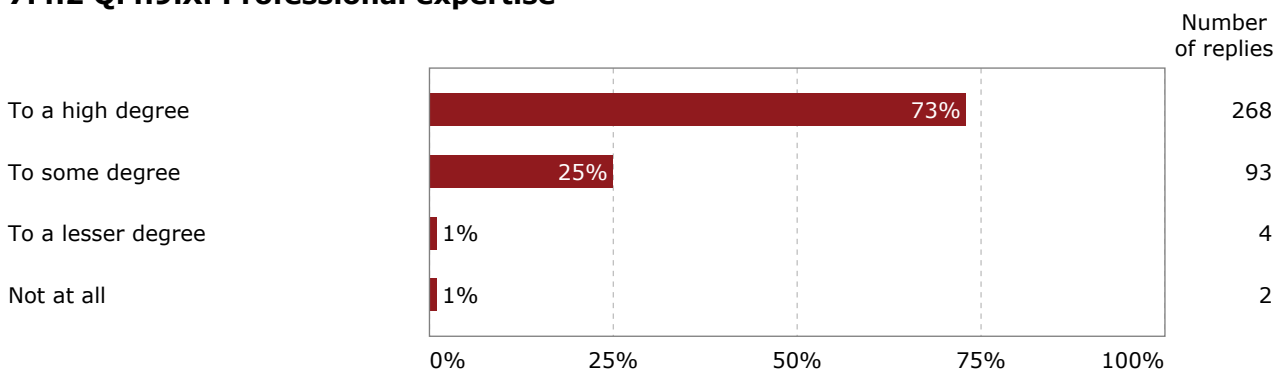
7.4 The teacher's professional and educational expertise

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

7.4.1 Q.4.9.X. Educational expertise



7.4.2 Q.4.9.X. Professional expertise



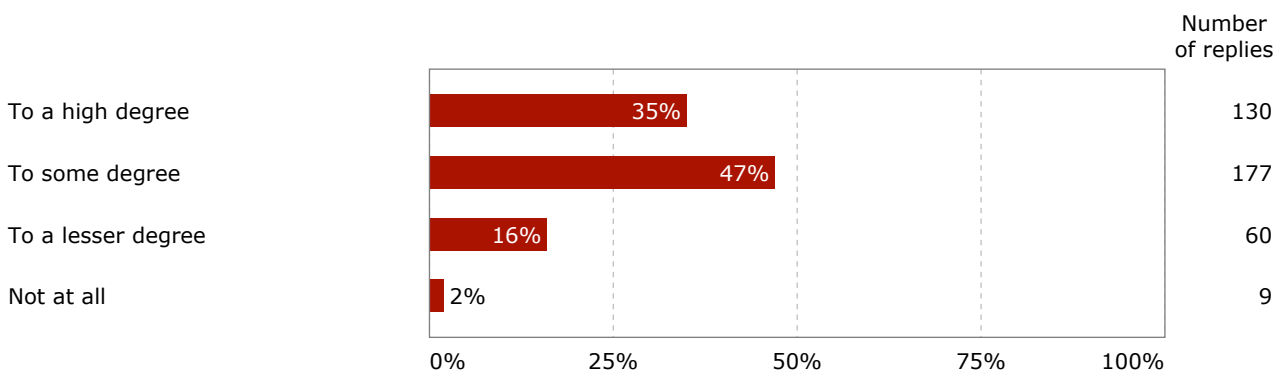
The distribution is shown as a percentage. The total number of respondents for each response category is shown to the right of the figure.

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

8.1 The level of teaching in relation to the entry requirements

8.1.1 Q.4.1. To what degree is it your assessment that the teaching on your Bachelor/professional Bachelor programme was organised at a suitable level in relation to the entry requirements?

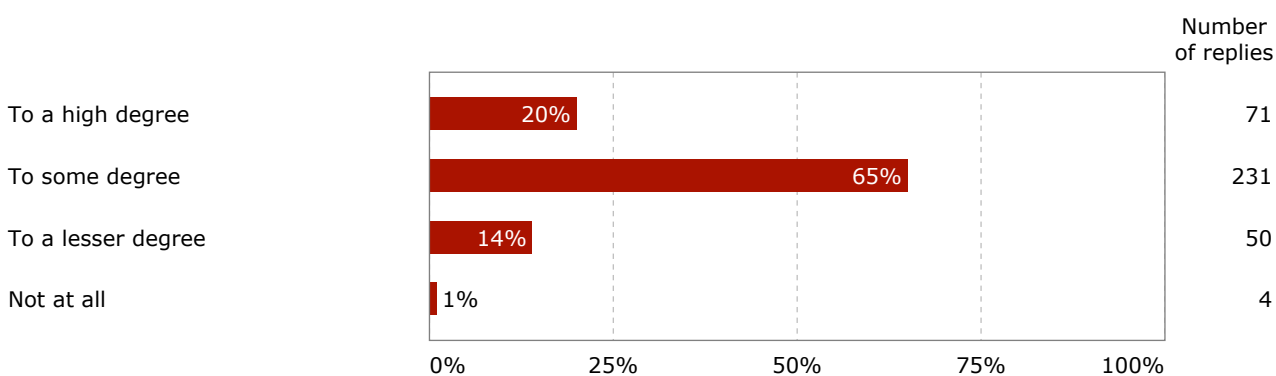
The figure for question Q.4.1. shows to what degree the Bachelors/Professional Bachelors assess that the teaching on their programme of study was organised at a suitable level in relation to the entry requirements.



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

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

The figure for question Q.4.7. shows to what degree the Bachelors/Professional Bachelors assess that the elements of the Bachelor/ professional Bachelor programme have contributed to the collective goals of the teaching.

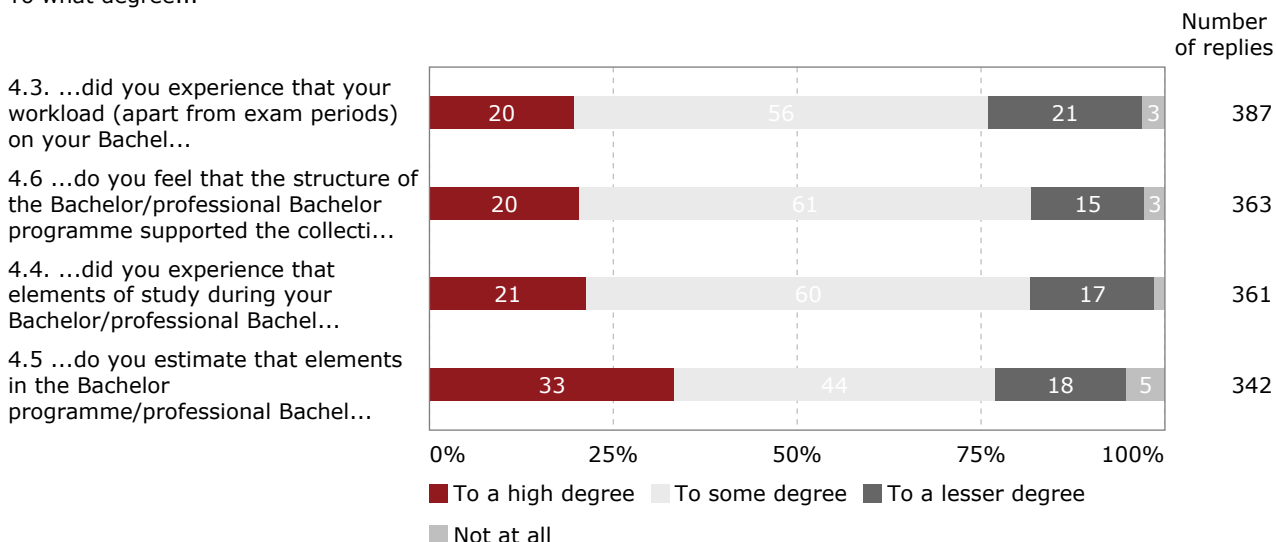


The distribution is shown as a percentage. The total number of respondents for each response category is shown to the right of the figure.

8.2 Specifics about the bachelor programme

The figure for questions Q.4.2., Q.4.3., Q.4.6., Q.4.4., Q.4.5. shows how the Bachelors/Professional Bachelors assess different conditions in their programme of study.

To what degree...

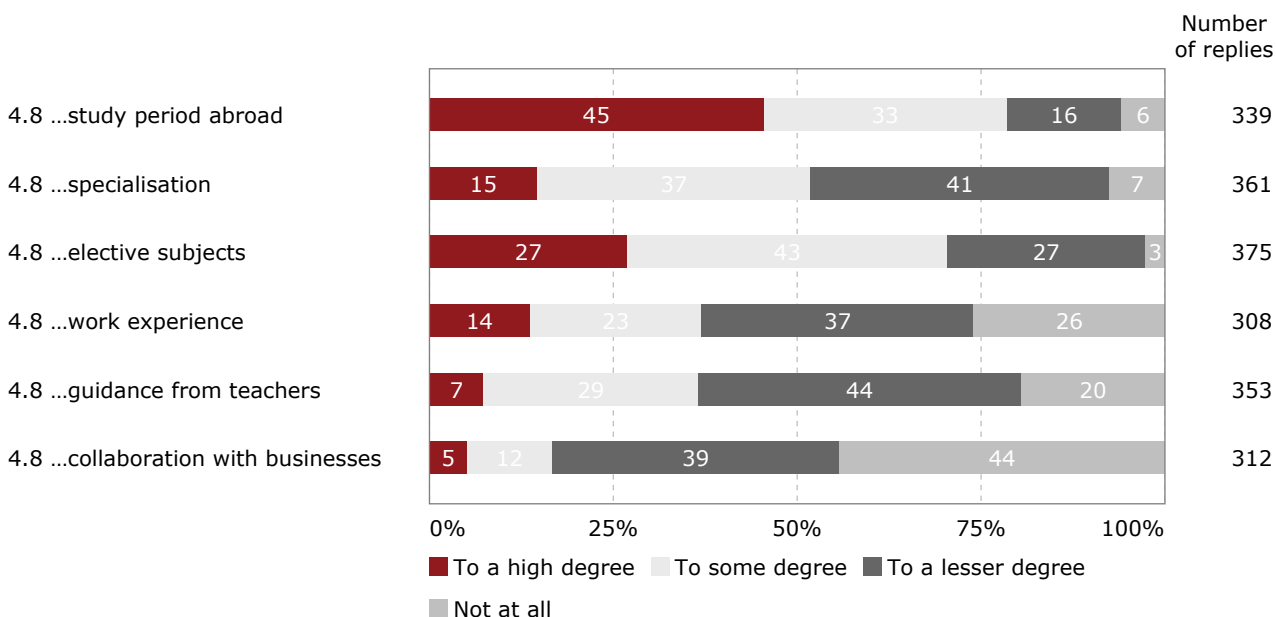


The distribution is shown as a percentage. The total number of respondents for each question is shown to the right of the figure.

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

8.3.1 Q.4.8. To what degree was your Bachelor/professional Bachelor programme organised so that you had the opportunities for (see following) without having to extend the length of your studies?

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

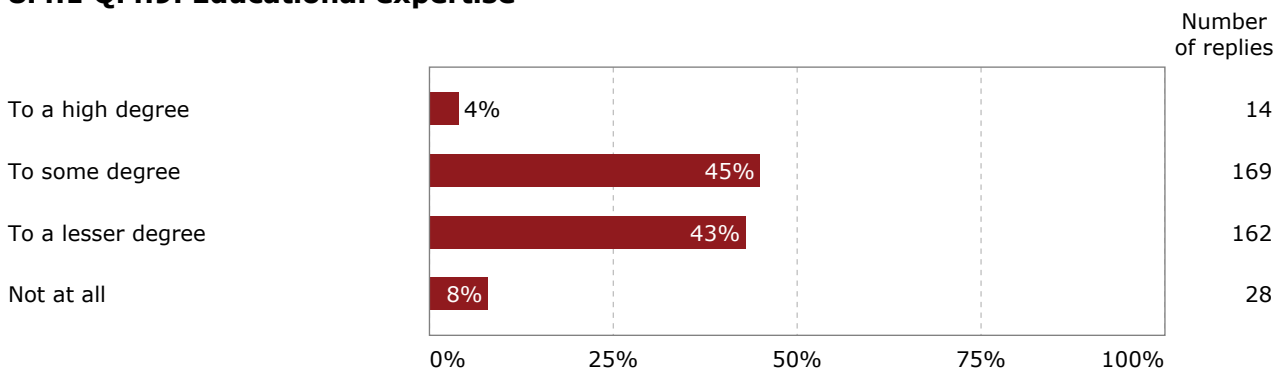


The distribution is shown as a percentage. The total number of respondents for each question is shown to the right of the figure.

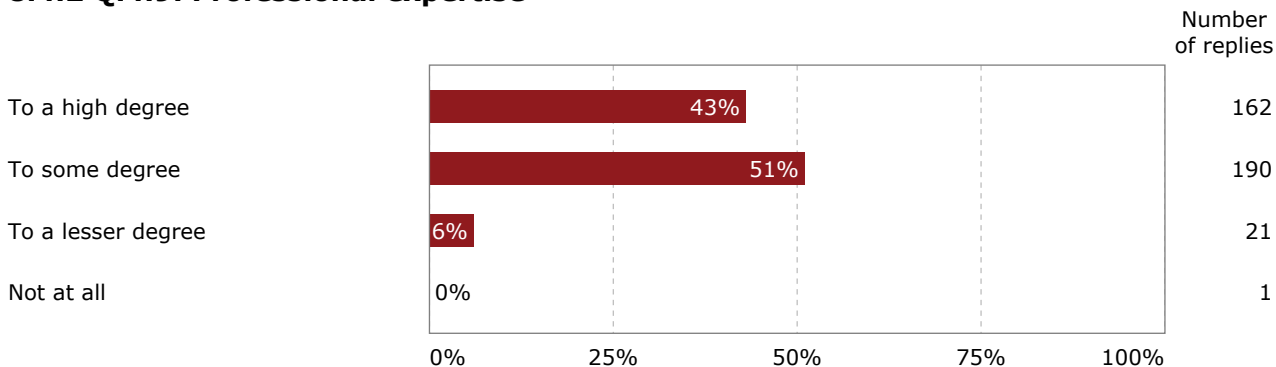
8.4 The teachers' professional and educational expertise

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

8.4.1 Q.4.9. Educational expertise



8.4.2 Q.4.9. Professional expertise



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

9 Bachelors' current job situation

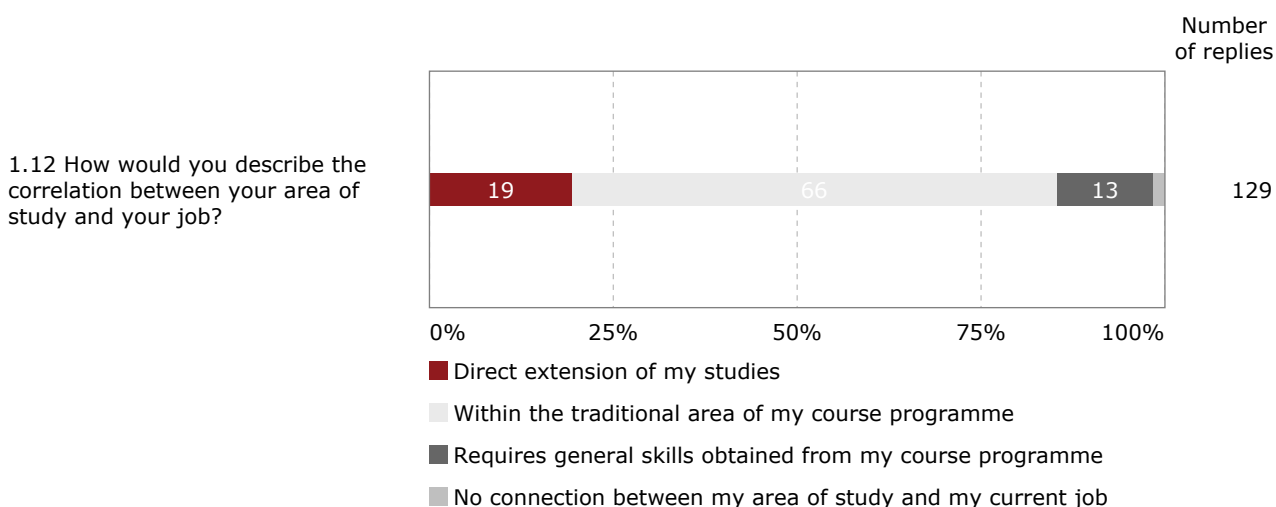
This chapter describes the job situation of Bachelor's graduates in their current position.

9.1 Employed bachelors

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

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

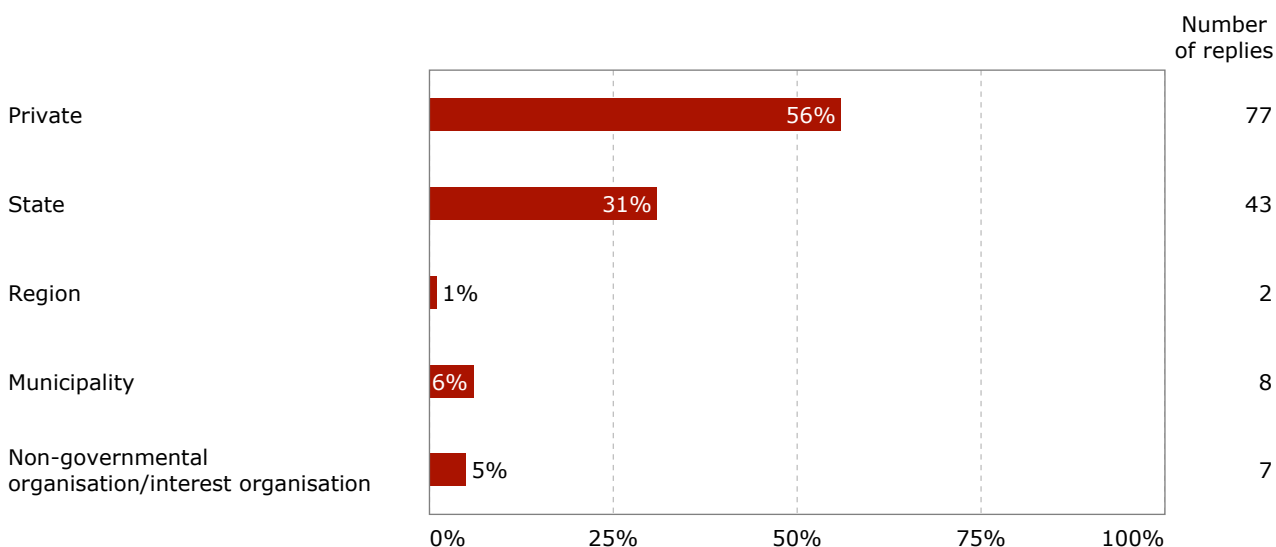
The figure for question Q.1.12. shows how the Bachelors assess the correlation between their area of study and their job.



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

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

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



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

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

The table for question Q.1.9. shows what industry the Bachelors are employed in. For each industry, the table additionally shows how the Bachelors are distributed on the specific sectors from question Q.1.8.

| | Private | State | Region | Municipality | Non-governmental organisation/interest organisation | Total % | Total n |
|---|---------|-------|--------|--------------|---|---------|---------|
| Agriculture, hunting, forestry and fishing (e.g. plant nursery) | 0% | 0% | 0% | 0% | 0% | 0% | 0 |
| Raw material extraction (e.g. extraction of oil and gas) | 0% | 0% | 0% | 0% | 0% | 0% | 0 |
| Manufacturing firm (e.g. industry, food processing) | 0% | 0% | 0% | 0% | 0% | 0% | 0 |
| The supply of electricity, gas or heating | 3% | 0% | 0% | 0% | 0% | 2% | 2 |
| Water supply, sewerage, waste management, etc. | 0% | 0% | 0% | 0% | 0% | 0% | 0 |
| Construction company | 4% | 0% | 0% | 0% | 0% | 2% | 3 |
| Wholesale and retail trade | 1% | 0% | 0% | 0% | 0% | 1% | 1 |
| Freight transport and cargo handling (e.g. mail) | 1% | 3% | 0% | 0% | 0% | 2% | 2 |
| Lodging and restaurant business | 0% | 0% | 0% | 0% | 14% | 1% | 1 |
| Information and communication (e.g. publishing, film production, radio + TV) | 3% | 0% | 0% | 0% | 0% | 2% | 2 |
| Financial institute or financial company, etc. (e.g. insurance company, pension fund) | 5% | 5% | 0% | 0% | 0% | 5% | 6 |
| Real estate (leasing administrator, property agent) | 5% | 0% | 0% | 0% | 0% | 3% | 4 |
| Liberal profession, scientific and technical services (e.g. research assistant at a university, legal advice, complaints agency, town planning) | 70% | 18% | 0% | 0% | 0% | 45% | 58 |
| Public administration and defence; social security (e.g. public administration and social sector) | 1% | 65% | 0% | 100% | 0% | 27% | 35 |
| Teaching (e.g. upper secondary schools and adult education) | 0% | 0% | 0% | 0% | 14% | 1% | 1 |
| Health and social services (e.g. hospitals and drug or alcohol counselling) | 0% | 5% | 100% | 0% | 0% | 3% | 4 |
| Culture, entertainments and sport (e.g. theatre, libraries and museums) | 0% | 3% | 0% | 0% | 0% | 1% | 1 |
| Other services (e.g. business organisations and consumer organisations) | 5% | 0% | 0% | 0% | 71% | 7% | 9 |
| Extraterritorial organisations and bodies (e.g. FN and EU) | 0% | 3% | 0% | 0% | 0% | 1% | 1 |
| Number of replies | 73 | 40 | 2 | 8 | 7 | 130 | 130 |

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

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

The table for question Q.1.10. shows the geographical location for the Bachelors' place of work. For each geographical location, the table additionally shows how the Bachelors are distributed on the specific sectors from question Q.1.8.

| | Private | State | Region | Municipality | Non-governmental organisation/interest organisation | Total % | Total n |
|---|---------|-------|--------|--------------|---|---------|---------|
| Capital Region of Denmark | 92% | 88% | 100% | 75% | 100% | 90% | 123 |
| Region Zealand | 5% | 5% | 0% | 25% | 0% | 6% | 8 |
| Region of Southern Denmark | 0% | 0% | 0% | 0% | 0% | 0% | 0 |
| Central Denmark Region | 0% | 0% | 0% | 0% | 0% | 0% | 0 |
| North Denmark Region | 0% | 0% | 0% | 0% | 0% | 0% | 0 |
| All of Denmark | 3% | 2% | 0% | 0% | 0% | 2% | 3 |
| Nordic region (incl. Faroe Islands and Greenland) | 0% | 2% | 0% | 0% | 0% | 1% | 1 |
| 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% | 2% | 0% | 0% | 0% | 1% | 1 |
| Africa | 0% | 0% | 0% | 0% | 0% | 0% | 0 |
| Australia/Oceania | 0% | 0% | 0% | 0% | 0% | 0% | 0 |
| Number of replies | 76 | 43 | 2 | 8 | 7 | 136 | 136 |

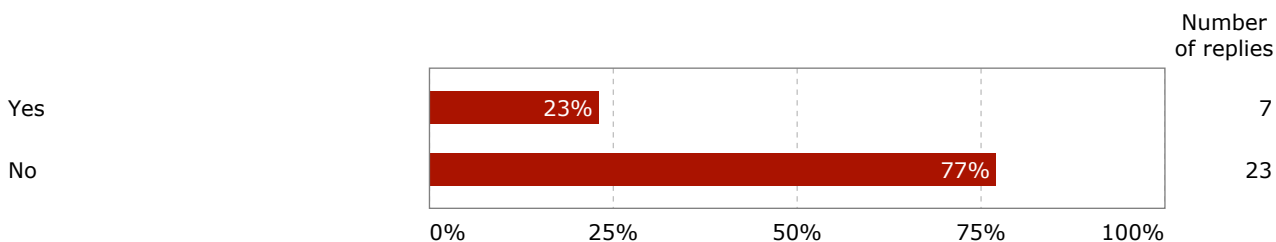
On the right in the table is a total column with the total percentage of respondents for each geographical location.

9.2 Unemployed, including maternity leave without being under employment contract

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

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

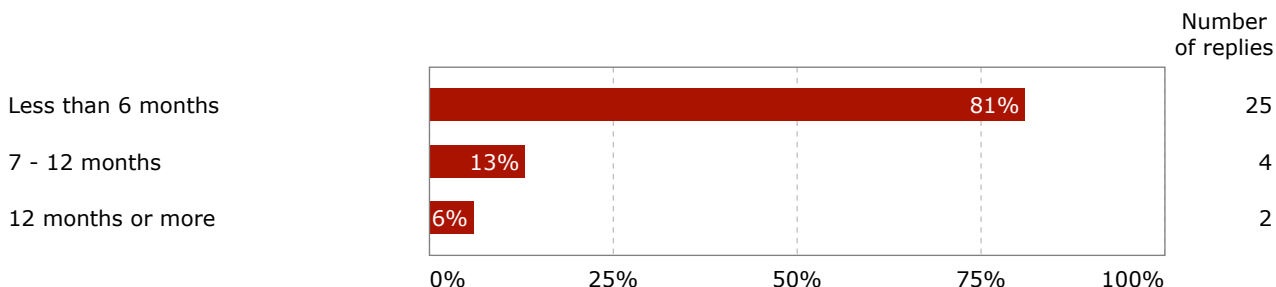
The figure for question Q.1.32. shows how many of the unemployed Bachelors have had one or several jobs since finishing their studies. They can choose between yes or no.



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

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

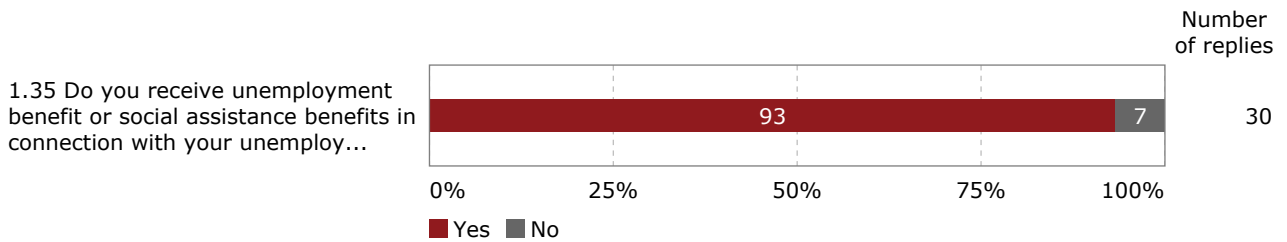
The figure for question Q.1.34. shows for how long the Bachelors have been unemployed in their current unemployment period, the response categories showing either less than 6 months, 7-12 months, and 12 months or more.



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

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

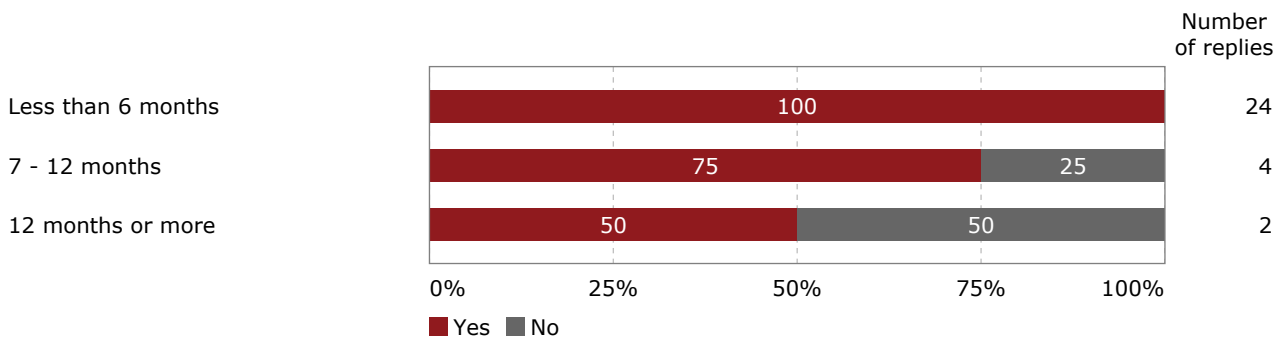
The figure for question Q.1.35. shows the distribution among unemployed Bachelors that receive and do not receive unemployment benefit or social assistance benefits in connection with their unemployed status.



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

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

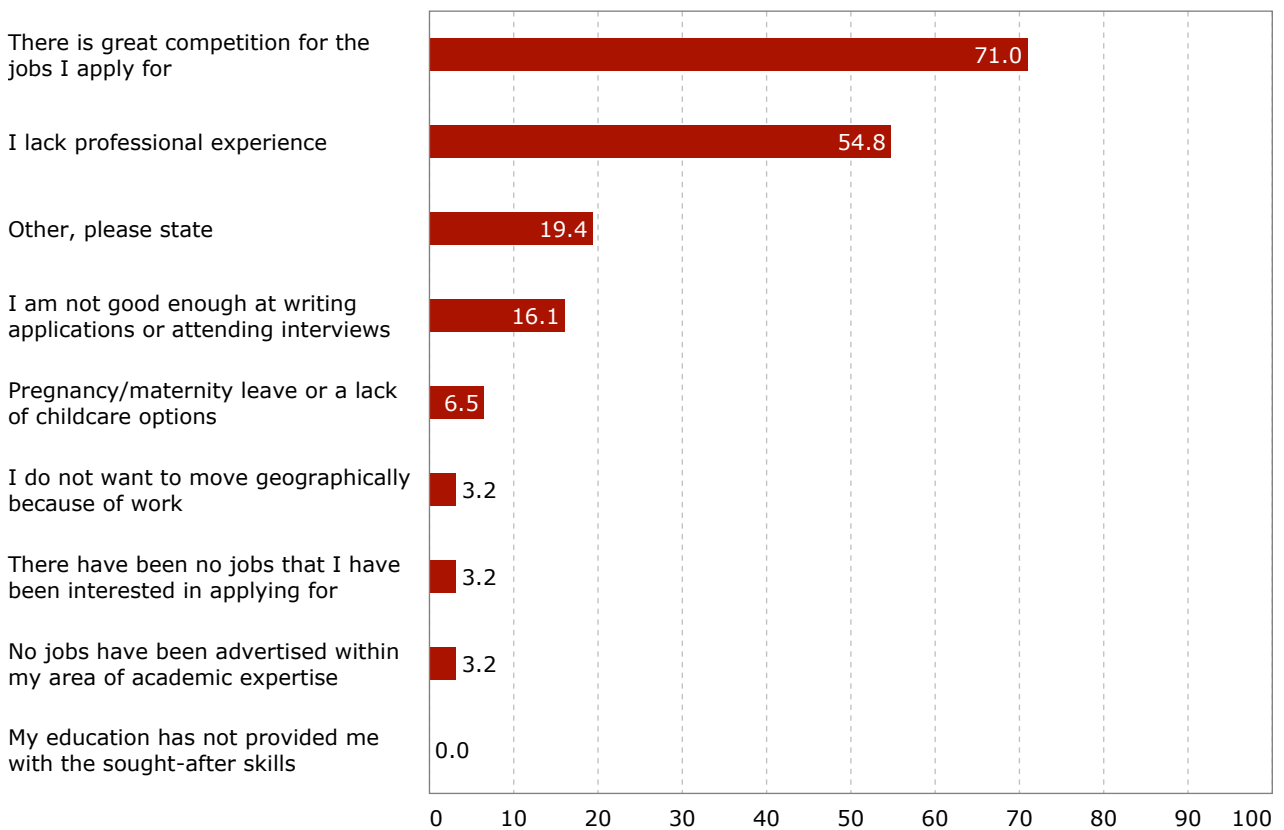
The figure for question Q.1.34./Q.1.35. shows the distribution of unemployed Bachelors who either receive or do not receive unemployment benefit/social assistance benefits, by unemployment periods.



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

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

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



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

9.3 Full-time education

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

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

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

The table 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% | 0% | 0% | 0% | 0% | 0% | 1 |
| 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 | 67% | 0% | 98% | 0% | 0% | 0% | 97% | 234 |
| 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 | 33% | 0% | 2% | 0% | 0% | 50% | 2% | 6 |
| Other, please state | 0% | 0% | 0% | 0% | 0% | 50% | 0% | 1 |
| Number of replies | 3 | 0 | 237 | 0 | 0 | 2 | 242 | 242 |

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

10 Appendix 1: Questions used in the report

| Employment | Relevance and correlation between area of study and the labour market | Transition from study programme to labour market | Quality of programme of study |
|------------|---|--|-------------------------------|
| Q.1.1. | Q.2.1. | Q.3.1. | Q.4.1. |
| Q.1.2. | Q.2.2. | Q.3.2. | Q.4.1.X. |
| Q.1.3. | Q.2.3. | Q.3.3. | Q.4.1.Z. |
| Q.1.7. | Q.2.4. | Q.3.4. | Q.4.2. |
| Q.1.8. | | Q.3.5. | Q.4.2.X. |
| Q.1.9. | | Q.3.6. | Q.4.3. |
| Q.1.10. | | Q.3.7. | Q.4.3.X. |
| Q.1.11. | | Q.3.8. | Q.4.4. |
| Q.1.12. | | Q.3.9. | Q.4.4.X. |
| Q.1.13. | | Q.3.10. | Q.4.5. |
| Q.1.14. | | Q.3.11. | Q.4.5.X. |
| Q.1.15. | | Q.3.12. | Q.4.6. |
| Q.1.16. | | Q.3.13. | Q.4.7. |
| Q.1.17. | | Q.3.14. | Q.4.6.X. |
| Q.1.18.1. | | Q.3.15. | Q.4.7.X. |
| Q.1.19. | | Q.3.16. | Q.4.8. |
| Q.1.21. | | Q.3.16.X. | Q.4.8.X. |
| Q.1.23. | | Q.3.17. | Q.4.9. |
| Q.1.26. | | Q.3.19. | Q.4.9.X. |
| Q.1.27. | | | |
| Q.1.28. | | | |
| Q.1.29. | | | |
| Q.1.30. | | | |
| Q.1.31. | | | |
| Q.1.32. | | | |
| Q.1.34. | | | |
| Q.1.35. | | | |
| Q.1.36. | | | |
| Q.1.38. | | | |
| Q.1.39. | | | |
| Q.1.40. | | | |
| Q.1.42. | | | |

11 Appendix 2: Background data in STADS

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

- Fuldmægtig
- Fuldmægtig
- Fuldmægtig
- Fuldmægtig cand.jur.
- Fuldmægtig cand.jur.
- Fuldmægtig, cand. jur.
- Fuldmægtig, cand.jur.
- Graduate IT Project Officer
- HR Personalejuridisk specialist
- HR Senior Specialist
- HR-Jurist
- Head of Responsible Investment
- IP-rådgiver
- IT konsulent
- Informationssikkerhedsjurist
- Insurance & Claims Manager
- Juridisk Fuldmægtig
- Juridisk Konsulent
- Juridisk Konsulent
- Juridisk chefkonsulent
- Juridisk fuldmægtig
- Juridisk fuldmægtig
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- Juridisk konsulent
- Juridisk konsulent
- Juridisk konsulent
- Juridisk konsulent, cand.jur.
- Juridisk medarbejder
- Juridisk og politisk konsulent
- Juridisk sagsbehandler
- Juridisk sagsbehandler
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- Jurist
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- Jurist
- Jurist - AC-fuldmægtig
- Jurist og ejendomsadministrator
- Jurist, fuldmægtig
- Kirkesanger
- Konsulent
- Konsulent
- Konsulær medarbejder
- Kontraktstyrer
- Legal Adviser
- Legal Advisor
- Legal Advisor
- Legal Contract Manager
- Legal Counsel
- Militærjuridisk Rådgiver
- Ministersekretær
- Nordic Compliance Officer
- Personalejurist
- Ph.d.-stipendiat
- Ph.d.-stipendiat
- Ph.d.-studerende
- Political Affairs Officer
- Politifuldmægtig
- Projektkoordinator
- Projektleder
- Redaktør
- Research assistant
- Revisor
- Rådgiver
- Sagsbehandler
- Sagsbehandler
- Sagsbehandler
- Sales Manager Scandinavia
- Sekretariatsleder
- Senior Compliance Officer
- Senior Consultant
- Senior Consultant
- Senior contract manager
- Senior operations officer
- Senior tax consultant
- Service Manager
- Skattekonsulent
- Skibsmægler
- Solicitor
- Souschef
- Sælger
- Tax consultant
- Teknisk sekretær
- Udbudsjurist
- Udbudskonsulent
- Udbudskonsulent
- Uddannelsesleder/inspektor
- advokat
- advokatfuldmægtig
- advokatfuldmægtig

- advokatfuldmægtig
- advokatfuldmægtig
- advokatfuldmægtig
- advokatfuldmægtig
- advokatfuldmægtig
- chefkonsulent
- fuldmægtig
- fuldmægtig
- fuldmægtig
- fuldmægtig
- fuldmægtig
- fuldmægtig
- jurist
- jurist
- jurist
- konsulent
- legal clerk
- legal counsel
- personalejurist
- sagsbehandler
- special konsulent
- stud.jur
- ADVODAN Slagelse
- AES
- AES - ATP
- AES ATP
- ATP
- ATP
- Accura
- Accura
- Advokat kontor
- Advokatfirma
- Advokatkontor
- Advokatkontor
- Aes
- Altinget.dk
- Ambassade
- Ankestyrelsen
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- Ankestyrelsen
- Ankestyrelsen
- Anklagemyndigheden
- Anklagemyndigheden
- Anklagemyndigheden ved Københavns Vestegns Politi
- Anklagemyndigheden, Københavns politi
- Arbejdsmarkedets Erhvervssikring
- Arbejdsmarkedets Erhvervssikring
- Ase a-kasse
- Aston Martin Copenhagen
- Atlantic Shipping AS
- Baker Tilly
- Bank
- BankNordik
- Bech-Bruun

- Bech-Bruun
- Bech-Bruun
- Beijing
- Beskæftigelsesministeriet
- Boligkontoret Danmark
- Bruun & Hjejle
- Bruun & Hjejle
- Bruun & Hjejle
- Bruun & Hjejle
- Bruun & Hjejle
- Bruun & Hjejle
- Bruun & Hjejle
- Bruun & Hjejle
- Bruun & Hjejle Advokatpartnerselskab
- Bryggeriforeningen
- By & Havn
- Børne- og Socialministeriet
- Børne- og Socialministeriet
- CNA Hardy Insurance Ltd.
- Central administrationen. Samferðslumálaráðið
- Codan
- D/S Norden A/S
- DLA Piper
- DLA Piper Danmark Advokatpartnerselskab
- DLA Piper Denmark
- DR
- DSB 7-Eleven
- DTU
- DTU
- DUF
- DXC.Technology
- Danmarks Domstole
- Danmarks Faste Repræsentation ved Europarådet
- Danmarks Restauranter og Cafeer
- Dansk Byggeri
- Dansk Sygeplejeråd (DSR)
- Danske Bank
- Danske Bank
- Deloitte
- Deloitte
- Departementet for Sundhed, Grønlands Selvstyre
- Det Danske Generalkonsulat i Istanbul
- Det Faglige Hus
- Det Juridiske Fakultet, Københavns Universitet
- Det Juridiske Fakultet, Københavns Universitet
- Djøf
- Djøf
- Donstolsstyrelsen
- DreistStorgaard Advokater A/S
- EY
- EY
- Egedal kommune
- Egmont (Medievirksomhed)
- Elmann Advokatpartnerselskab
- Elverdam Advokater A/S
- Energistyrelsen
- Energistyrelsen
- Energistyrelsen
- Energistyrelsen

- Erhvervsministeriet
- Erhvervsstyrelsen
- Erhvervsstyrelsen
- Ernst & Young
- Estate Holm & holst
- FDM
- FFD
- FOA
- FOA
- Financial Compliance Group
- Finansministeriet/moderniseringsstyrelsen
- Finanssektorens Arbejdsgiverforening
- Finanstilsynet
- Finanstilsynet
- Finanstilsynet
- Finanstilsynet
- Finanstilsynet
- Flygtningenævnet
- Flygtningenævnet
- Flygtningenævnets Sekretariat
- Foldschack, Forchammer, Dahlager & Barfod
- Folketinget
- Forbrugerombudsmanden
- Forsvarsministeriets Materiel- og Indkøbsstyrelse
- Forsvarsministeriets Personalestyrelse
- Forsvarsministeriets departement
- Fødevarestyrelsen
- Fødevarestyrelsen
- Godthaabskirken
- Gorrissen Federspiel
- Gorrissen Federspiel
- Gorrissen Federspiel
- Gorrissen Federspiel
- Gorrissen Federspiel
- Gorrissen Federspiel
- Gorrissen Federspiel
- Gorrissen Federspiel
- Gorrissen Federspiel
- Gorrissen Federspiel
- Gorrissen Federspiel Advokatpartnerselskab
- HK
- HK
- HM Revenue and Customs
- Haldor Topsøe A/S
- Helsingør Kommune
- Herlufsholm Skole
- Horten
- Horten
- Horten
- Horten
- Horten
- Horten Advokatpartnerselskab
- Horten Advokatpartnerselskab
- IDA
- IUNO advokatpartnerselskab
- Ingeniørforeningen, IDA
- Jensen Neugebauer Advokater
- Justitia
- Justitsministeriet
- Justitsministeriet

- Justitsministeriet
- Justitsministeriet
- Justitsministeriet
- Justitsministeriet
- Justitsministeriet
- Justitsministeriets Departement
- Justitsministeriets departement
- Justitsministeriets departement
- Justitsministeriets departement
- Justitsministeriets departement
- K2 Management
- KL
- KLAR Advokater P/S
- KMD A/S
- KU
- Kammeradvokaten
- Kammeradvokaten
- Kammeradvokaten
- Kammeradvokaten
- Kammeradvokaten
- Kammeradvokaten
- Kammeradvokaten
- Kammeradvokaten
- Kammeradvokaten
- Kammeradvokaten
- Kammeradvokaten - Advokatfirmaet Poul Schmith
- Kammeradvokaten - Advokatfirmaet Poul Schmith
- Kammeradvokaten / Advokatfirmaet Poul Schmith
- Klar advokater
- Kolonihaveforbundet
- Konkurrence- og Forbrugerstyrelsen
- Konkurrence- og Forbrugerstyrelsen
- Konkurrence- og Forbrugerstyrelsen
- Kriminalforsorgen
- Kromann Reumert
- Kromann Reumert
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- Kromann Reumert
- Kromann Reumert
- Kromann Reumert
- Kromann Reumert
- Kromann Reumert
- Kromann Reumert fra 1. februar 2018
- Kulturministeriet
- Københavns Kommune
- Københavns Kommune
- Københavns Kommune
- Københavns Kommune
- Københavns Kommune
- Københavns Kommune
- Københavns Kommune
- Københavns Kommune
- Københavns Kommune
- Københavns Kommune
- Københavns Kommune, Teknik-og Miljøforvaltningen

- Københavns Politi
- Københavns Politi
- Københavns Politi
- Københavns Universitet
- Københavns Universitet
- Københavns Vestegns Politi
- Københavns kommune
- LEO Pharma A/S
- Landbrugsstyrelsen
- Landbrugsstyrelsen
- Lejernes LO
- Lægemiddelstyrelsen
- MT Højgaard A/S
- Magistrenes A-kasse
- Maskinmestrenes Forening
- McDonald's Danmark
- Miljøstyrelsen
- Miljøstyrelsen
- Moderniseringsstyrelsen
- Moderniseringsstyrelsen
- Moderniseringsstyrelsen
- Molt Wengel Advokatpartnerselskab
- Molt wengel
- Moltke-LEth Advokater
- Mustard Systems
- NEMADVOKAT
- NNIT A/S
- Netcompany
- Nielsen & Thomsen Advokater
- Njord law firm
- Nnit
- Nordea
- Nordea Corporate & Investment Banking
- Nævnenes Hus
- Offentlig institution (Kommune)
- Omada A/S
- PFA pension
- PKA Pension
- Patent- og Varemærkestyrelsen
- Patent- og varemærkestyrelsen
- Patienterstatningen
- Pleser
- Plesner
- Plesner
- Plesner Advokater
- Plesner Advokatpartnerselskab
- Plesner Advokatpartnerselskab
- Plesner advokatfirma
- Procesbevillingsnævnet
- Procesbevillingsnævnet
- Procesbevillingsnævnet
- Producentforeningen
- Professionshøjskolen Absalon
- Psykiatrisk Center København
- PwC
- PwC
- RUC
- Realmæglerne
- Region Midtjylland

- Tårnby Kommune
- Udenrigsministeriet
- Udlændinge- og Integrationsministeriet
- Udlændinge- og Integrationsministeriet
- Udlændinge- og Integrationsministeriet
- Udlændinge- og Integrationsministeriet
- Udlændinge- og Integrationsministeriet
- Udlændinge- og Integrationsministeriets Dep.
- Udlændinge- og Integrationsministeriets Departement
- Udlændinge- og Integrationsministeriets departement
- Udlændinge- og Integrationsministeriet
- Udlændingestyrelsen
- Udlændingestyrelsen
- Udlændingestyrelsen
- Udlændingestyrelsen
- Udlændingestyrelsen
- Udlændingestyrelsen
- Udlændingestyrelsen
- Udlændingestyrelsen
- Udlændingestyrelsen
- Undervisningsministeriet
- Undervisningsministeriet
- Vallensbæk Kommune
- Vinnustovnurin (Færøsk myndighed, der varetager nogenlunde de samme opgaver som Erhvervsstyrelsen)
- Voldgiftsinstituttet
- Voldgiftsnævnet
- Værnsfælles Forsvarskommando
- Vørn
- Youtube/Google, Dublin (Irland)
- Zacco Denmark
- Zenvo Automotive
- Zürich
- bech-bruun
- e-handelsfonden
- kromann reumert
- københavns ejendomme og indkøb
- styrelsen for international rekruttering og integration
- ØENS Ejendomsadministration
- Økonomi- og Indenrigsministeriet
- Ørsted (tidl. DONG Energy)
- Ørsted A/S

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

- "Kedelig" repeterende undervisning i stedet for mere casebaseret undervisning med diskussioner
- -
- .
-
- //
- ?
- Alt for meget gruppearbejde. Det med at studerende skal lære studerende fungerer ikke.
- At undervisningen i de første semestre var baseret på at grupperne "underviste" hinanden. Det blev meget forstyrrende når rettelserne kom i slutningen af fremlæggelserne, så forståelsen og sammenhængen ikke klar
- Da jura er en akademisk disciplin som i høj grad er praktisk og professionsbaseret, kunne nogle flere praktiske udfordringer have været en fordel.
- De korte semestre med koncentrationer af for mange siders pensum.
- De studerendes undervisning af andre studerende; at sætte nogen, der ikke har forstået pensum selv til at undervise andre, der heller ikke har forstået det.
- Der er en del gange, hvor der er for meget fokus på det her rundkreds gruppearbejde, når hverken klassens udformning eller emnet er bygget op til det. Som om at man bare har truffet en beslutning, også overhovedet ikke spurgt faglederne om det passer.

Det fungerer godt på bacheloren, hvor alt var casebaseret og alle var i faste grupper på holdet. På kandidaten, not so much. Vi er voksne nok og inde i stoffet nok, til at vi nok selv kan komme på banen. Måske skal vi skubbes af underviseren, men vi bør kunne komme på banen når det er relevant. Lad nu underviserene undervise i stedet for underlige fremlæggelser om nogen på kanten af pensum, fordi elevdeltagelse er et krav.

- Der er flere eksempler på en undervisningsform, som er bygget fx mundtligt op selvom eksamen er skriftlig eller omvendt. Man må antage at læringsudbyttet er det, man skal vise til eksamen, derfor er det problematisk, når det ikke hænger sammen.
- Der er for få undervisningstimer. Ikke tid til at gennemgå pensum. Drop 'tvungen' gruppe arbejde. Det SKAL være frivilligt.
- Der er stadig for mange obligatoriske fag, som de studerende burde kunne fravælge. Større valgfrihed på bacheloruuddannelsen ville give mere mening ift. de studerendes planlægning af den fremtidige karriere.
- Der skal være flere projekter, hvor de studerende arbejder metodisk. Specialet var første gang, jeg blev rigtig god til juridisk metode. Der bør være et metodisk fag på hvert semester.
- Der var ikke et udpræget fokus på læringsmålene for de enkelte fag i undervisningen, mens der var et stort fokus herpå i forbindelse med vurderingen af eksamenspræstationer.
- Det er svært at dine ud af det rette læringsudbyttet, når uerfarne elever skal fremlægge for hinanden, som ikke nødvendigvis behøves at være rigtigt.

For mig har koncentrationen i timen meget at sige at jeg får det rigtige svar første gang og ikke efter at fremlæggelsen er færdig og underviseren sig hvad der var rigtig og forkert.

- Det intense fokus og krav om gruppearbejde og seminarpræsentationer betød nogen gange at "blinde ledte de blinde" - i særdeleshed hvis underviser ikke bryder ind og retter eleverne.
- Det kunne bare godt have været lidt mere effektivt på nogle punkter, og der kunne være blevet sat flere krav til os.
- Det kunne under alle omstændigheder have været givende at have en introduktionstime til fagets rolle, så man eksempelvis bedre forstod tinglysningshensynet i tingsret og hvilken rolle dette spiller.

Ofte virker meget detaljerede gennemgange af regler også hensynsløst, da man til eksamen, og også ved senere anvendelse af reglerne på arbejdsmarkedet, har mere brug for en overordnet forståelse. Med en overordnet forståelse er det for alle læringsevne også nemmere at knytte detaljer på hovedregler.

- Det tvungne gruppearbejde i løbet af studiets første semestre.
- Dårlige forelæsningslokale uden ilt.
Ikke nok stole til alle studerende.
Forelæsninger efter kl.16.
- Eksamen var oftest skriftlig, men al undervisningen fokuserede på gruppefremlæggelser, fremfor eksempelvis flere skriftlige opgaver der kunne blive rettet af en underviser med feedback.
- Eksaminerne lå tit oveni hinanden.
- Enkelte lærer var mere fokuseret på sig selv end eleverne, hvorfor der ingen gennemgang var af pensum. Dette oplevede jeg i sikkerheds- og kreditorrettigheder.
- Fagene Retshistorie samt Ret, Moral og Politik burde være fag man vælger ud fra egen interesse og ikke være obligatoriske. De virkede tunge, kedelige og meningsløse. Faget Studieteknik og Læringsprocess var til gengæld utroligt brugbart som helt ny studerende.
- Faget retshistorie
Faget ret, moral og politik
- Flere af de obligatoriske fag indenfor formueretten synes jeg ikke burde være obligatoriske, da der også findes studerende der ikke er interesseret i det formueretlige område og ønsker plads til andre valgfrie fag i stedet for
- For lidt undervisning i forhold til den store læsebyrde.
- For mange (obligatoriske) oplæg fra studerende i undervisningen, i forhold til hvor få undervisningstimer vi har på uddannelsen.
- For mange fag paa samme tid som gjorde at man prioriterede efter interesse og evne.
- For mange obligatoriske fag.
- For meget fokus på gruppearbejde og undervisning/oplæg planlagt af de studerende selv, fremfor at lade de kompetente undervisere dele ud af deres viden. Oplæg fra de studerende og generel studenterinddragelse er en god ting, men at planlægge hvert eneste fag og nærmest samtlige undervisningsgange på det fundament gavner bestemt ikke læringsudbyttet.
- For meget gruppearbejde,
- For meget gruppearbejder ift. de forskellige eksaminer
- For meget læsning på én gang.
- For visse fags vedkommende er det svært at vurdere præcist hvad man skulle forberede til undervisningen og hvad man skal drage ud af pensum. Desuden er det ikke alle undervisere der er dygtige nok til at undervise og stille spørgsmål til de studerende.
- Gamle lærebøger
- Gruppearbejde
- Gruppearbejde - især på første år. Uddannelsen bygger på at man har læst og forstået alt første gang og at underviseren alene faciliterer diskussioner de studerende imellem og faktum er at kun halvdelen har læst og af dem har størstedelen ikke fattet en brik af det hele, så man får lært hinanden mange forkerte ting. Dette var kun et problem på bacheloren.
- Gruppearbejde og cases fyldte for meget.
- Gruppearbejde og fremlæggelse heraf. Når vi bruger halvdelen af undervisningstimen på at lytte til medstuderendes fremlæggelser, kan det være meget forvirrende og spild af tid. Vi studerende er alle nye til stoffet, så det giver ikke mening, at de andre studerende skal "undervise" os - i hvert fald ikke når det gælder halvdelen af tiden.
- Gruppearbejde og gruppefremlæggelser blev prioritetet langt over reel undervisning. Typisk undervisning i 25 minutter efterfuldt af 65minutters gruppefremlæggelse hvilket ikke bidrog til læringsudbyttet på bachelor-delen.
- Gruppefremlæggelser giver intet læringsudbytte for andre end dem der fremlægger, de studerende ved meget lidt om juraen, så fremlæggelser af nogen som ikke engang selv er sikre i deres sag er ikke god undervisningsmateriale.

- Gruppereformen bidrager ikke til det samlede mål for læringsudbyttet, og bør efter min mening afskaffes.
- Hamrende useriøst at I laver en lappeløsning ved at fjerne det mundtlige bachelorforsvar, for at undgå en dårlig akkreditering.
Hvorfor er det nu ikke nødvendigt at vi modtager feedback på vores bachelorprojekt? Så latterligt
- I har sendt spørgeskemaet tre år for sent. Men så vidt jeg husker, så synes jeg ikke, at retshistorie bidrog til noget som helst. Derudover manglede der generelt gruppearbejde og for mange forelæsninger i forhold til manuduktions timer. Sidstnævnte fik man noget ud af. Forelæsninger derimod var en blandet landhandel.
- Igen: Rigtig mange aflysninger af lektioner i løbet af semestret - det har været en fast del af mit studie - og det betød af nogen ganske enkelt aldrig blev afholdt og ellers blev klumpet sammen lige op til eksamen, hvilket er u hensigtsmæssigt for udbyttet. Underviserne (de eksterne) har sandsynligvis haft for travlt til at det gik op.
- Jeg husker ikke så meget, men jeg synes generelt at vi bør få flere cases at arbejde med, så vi rent faktisk kan forstå hvordan loven fungerer og hvordan man løser problemstillinger, hvilket ikke er særlig muligt ved, når man blot skal gentage, hvad der står i lærebøgerne.
- Jeg synes der var for meget gruppearbejde, og for mange gruppefremlæggelse, hvor der ikke blevet givet feedback på præstationerne,
- Jeg synes ikke at 2011-reformen fungerer. Der var alt for meget gruppearbejde, og det harmonerede slet ikke med en skriftlig 4-timers eksamen (altså eksamensformen). Mere gammeldags tavleundervisning.
- Jeg synes, at der var for meget gruppearbejde, og at undervisningen foregik gennem grupperne. Det var på nogle områder godt, men jeg synes, at det i de første semestre fyldte lidt for meget. Når man er så ny, så synes jeg, at det kunne være godt, at underviseren greb lidt mere ind.
- Jeg synes, at mange af de fag der var på bachelordelen var fuldstændig overflødige. Fx tingsret og sikkerheds- og kreditorettigheder. Mange af fagene er alt for praktisk orienteret og burde være valgfag.

Hvorfor skal vi lære om pantebreve? Hvorfor ligger retsfilosofi og retsociologi så sent på studiet, hvorfor laver man ikke en kombination af det sammen med juridisk metode? Mange af fagene er alt for praktisk orienteret og burde være valgfag. Mere fokus på det teoretiske, forskningsbaseret undervisning og kritisk tænkning,

- Jf. mine tidligere kommentarer om gruppearbejde og eksamensform.
- Jf. svar på spg. om undervisningselementer.
- Jura handler om den juridiske metode, den retsdogmatiske metode. Sjældent får man redskaber til at forstå denne eksplicit. Det er noget man selv må finde ud af gennem studiet - men faktisk virker det til, at det ikke er studiet, men snarere dit studenterarbejde, som lærer dig metoden.
- Kunne godt bruge bedre samarbejde mellem fagene
- Kvaliteten af undervisningen led under, at det var eleverne fremfor underviseren, der forestod undervisningen i form af obligatoriske fremlæggelser og oplæg i alle timer.
- Mangel på kvalificerede underviser på starten af ens bachelor er yderst skadeligt
- Mangel på undervisningstimer, gruppearbejde, udarbejdelse af konkrete cases og opgaver, samt mangel på udrustning til erhvervslivet
- Manglende mulighed for bytte af fag
Ringe mulighed for at fremrykke et fag til et tidligere semester, eller skubbe et fag til næste semester.
- Mundtlige fremlæggelser og præsentationer af studerende tager meget tid fra undervisningen (som allerede er meget sparsom) og fremlæggelserne er helt rigtige. Det er kun den gruppe, som fremlægger, der i bund og grund får noget ud af dette.

Skriftlige afleveringer giver ingen mening, når eksamensformen er mundtligt. Det samme gælder de situationer, hvor der skal fremlægges mundtligt flere gange i undervisningen, men eksamen er skriftligt. Dette burde hænge mere sammen.

- Noget gruppe/casearbejde fungerede ikke og virkede "påtvunget" af universitetet for at opfylde visse studiekrav
- Nogle enkelte uforberedte og meget unge undervisere.
Brugen af undervisere, som selv blot lige havde færdiggjort deres egen kandidatuddannelse og ikke underviste i noget de konkret arbejdede med (her forstået eksterne undervisere fra advokatbranchen).
- Nogle forelæsninger forekom væsentligt mindre ifht eksamener mm.
- Nogle gange kunne det godt blive lidt for praktisk anlagt. Jeg kunne godt savne lidt flere akademiske opgaver eller eksaminer, hvor man analyserede og diskuterede et spørgsmål, fremfor at løse en række cases.
- Når studerende skulle undervise de studerende, og underviseren primært bare var ordfører. Når én gruppe fremlagde, foregik den primære læring kun mellem gruppen og underviseren, og ikke resten af holdet.
- Overordnet set synes jeg ikke at strukturen, hvor hele semesterets læring kulminerer i en virkelig kort eksamen, er optimal. Den studerende får en meget begrænset - eller for de skriftlige eksaminers tilfælde, ingen - feedback på, hvad og hvordan man kan blive bedre, og man skal mere eller mindre være heldig for at være en af dem, der selv kan regne det ud.
- Personligt mener jeg ikke at BA-projektet gav mig kompetencer, der stod mål med den tid der blev brugt på det. Efter min mening havde et praktisk element, så som "sådan skriver du et juridisk notat" givet bedre mening.
- Praktik el. lignende burde efter min mening være obligatorisk. Case-arbejde er ikke nok til at forstå juraen i praksis.
- Professorerne holder 4 ens forelæsninger om dagen. Deres tid kunne anvendes bedre, hvis disse forelæsninger blev streamet online, og der blev fulgt op med test/multiple choice indenfor forelæsningsens område. Således kan den studerende selv tage ansvar for læringen og professorerne anvende deres tid bedre.
- På de fleste kurser var undervisningen planlagt således, at man i studiegrupper skulle forberede en del af en case til hver time. Det var min oplevelse, at denne struktur ikke var særlige lærerig. For det første kom man kun til at beskæftige sig med den del af pensum, som blev behandlet i den del af casen, som ens gruppe skulle lave. For det andet synes jeg personligt, at man får meget mindre ud af undervisningen, når man skal lærer fra ens medstuderende, end når man lærer fra en underviser.
- Ret moral og politik
- Retshistorie og retssociologi
- Samme som før, forældet undervisning uden inddragelse af de studerende.
- Sammensætning af fag var håbløs for mit karreevalg
- Semester. Eksamen. Karakter (uden feedback el.lign.). Nyt semester - og møllen kører igen. Det kan godt virke lidt som en tjekliste, som bare skal ordnes. Mangler en refleksion over fagene i det lange løb. Men aller mest en feedback på min eksamen! Hvad har man gjort rigtig til en eksamen? Hvad har man gjort forkert? Er man helst ved siden af, eller har man nogle gode indgangsvinkler på faget?
- Skriftligt Case arbejde ved Mundtlige eksaminer
- Som jeg har nævnt tidligere i undersøgelsen, så synes jeg at eksamensforberedelsestiden er grinagtigt lav i nogle tilfælde, hvilket jeg ikke mener bidrager til det samlede mål for læringsudbyttet.
- Stop-prøver eller obligatoriske afleveringer.
- Tiden for undervisere og pensums mængde
- Ud over undervisningen var der jo ganske enkelt ingen support fra nogen mennesker omkring en - det giver vel sig selv?

Jeg læser nu i USA og betaler DKK 300.000 om året for at læse her. Jeg betaler gerne 300.000 hvert år frem for at studere i Danmark, hvor man i bund og grund udelukkende stjæler fra dem, der klarer sig godt og giver til dem, der ikke kan finde ud af at klare sig selv. Og derfor skal man skære i støtten til uddannelse, som så går hen og bruger minimum DKK 1.000.000 på at få lavet dette

spørgeskema internt. Det er virkelig langt ude.

- Undervisere burde komme på undervisningskurser og vurderes på deres faglighed. Vi havde flere undervisere der ikke anede hvad de snakkede om og deciderede underviste os i forkert teori. På Bacheloren er alt fremmet og nyt og det er dermed svære at sortere skidt fra kanel
- Undervisere der haster gennem undervisningen for at kunne følge en af universitetet udleveret lektionsplan. Det bliver meget ofte overfladisk og ikke gennemtænkt. De bedste undervisere har været dem, der ikke har fulgte lektionsplanerne slavisk
- Underviseren betyder rigtig meget for min indlæring, mit engagement og min forståelse. Desværre var kvaliteten af undervisningen/underviserne ret varierende. Uklarhed omkring studenterinddragelse påvirkede muligvis dette yderligere. Generelt flere undervisnings/øvelsestimer med praktik/praktiske cases ville være godt.
- Undervisningen var virkelig dårlig på bacheloren. Det var især underviserne i de formueretlige fag, der ikke var særlig gode. Det har gjort, at jeg først rigtigt har fået smag for formueret på kandidaten, hvilket er lidt sent.

På bacheloren er gruppearbejde en alt for stor del af undervisningen. Undervisningen i obligationsret fx gik ud på, at de studerende lerede dagens cases af på skift, mens vores meget unge advokatfuldmægtige sad og lyttede. Vores underviser var bare en, der rettede vores opgaver og intet andet. Der var ingen reel undervisning. Jeg følte mig slet ikke rustet til den eksamen. En undervisning, der udelukkende er baseret på mundtlig casefremlæggelse, giver ingen mening, når eksamen er en skriftlig 4 timers opgave. Det foregik sådan i mange fag. Jeg savnede virkelig reel undervisning og mindre casefremlæggelser på hele bacheloren.

- Vi havde en underviser som kun gennemgik cases men ikke læringsmål og virkede som om at han ikke ville det bedste for os
- Vi havde mange mundtlige fremlæggelser på bachelordelen, men langt de fleste eksaminer var 4 timers skriftlige. Vi fik kun meget lidt mulighed for at aflevere skriftlige opgaver og derved øve os samt få feedback.
- casearbejde
- faget Studieteknik og læringsteknik - intet fokus og ingen konkrete redskaber til at studere på en videregående uddannelse. Virker som et fyldfag med umotiverede eller uerfarne ansatte, der ikke kender studiereformen eller kun ved meget lidt om praksis.
- for få skriftlige øvelsesopgaver i fag, der afsluttes med en skriftlig eksamen.
- gentagelse er den bedste måde at lære på, derfor istedet for den studerend skal svarer på spørgsmål til dagens læsning, burde spørgsmålene være til den forgående gang, for at opnå gentagelse, samt så kan underviseren hører om denne gør det godt nok, eller skal ændre undervisningsmetode.
- undervisers sygdom, lange ferier, for sent lagt pensum op, flere afleveringer der minder om eksamen ville have været rart.

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

- Kandidat: Der burde ikke være obligatoriske fag på kandidaten.
- Kandidat: Generelt var kandidaten meget en gentagelse af metoden tillært på bachelordelen. Selvom valgfagene havde forskelligt fagligt indhold, var "skabelonen" den samme, og det var derfor til tider begrænset læringsudbytte.
- Kandidat: undervisningsformen er for klassisk. Altid klasseundervisning uden egentlige krav til de studerende i form af opgaver, oplæg eller lignende
- Kandidat: Eksamensformen i mange tilfælde.
- Kandidat: Jeg taler her om Mit samlede mål. 1. Jeg synes ikke at det, at skatteretten var obligatorisk fag, bidrog til samlede mål. 2. Jeg ville helst have mulighed for følge et fag mere og et speciale på 20 erts , frem for et speciale på 30 erts points.
- Kandidat: For teoretisk
- Kandidat: Den valgte struktur gjorde, at sammensætningen af mine fag kunne virke forvirrende/uklar for mig, og jeg havde konsekvent svært ved at vurdere, om et givent fag ville være givtigt for mig.

Jeg har dog ikke selv været god nok til at benytte mig af de studievejledningsressourcer, som universitetet stillede til rådighed.

- Kandidat: (Feedback til Rambøll: Elendig formuleret punkt/spørgsmål.)
- Kandidat: Indførelse af obligatorisk skatteret - med efterfølgende skriftlig eksamen
- Kandidat: That international students were never truly integrated into the framework, and were made to feel like guests rather than constituent part. We were put into the same boat with exchange students and weren't given the same career and study support as the Danish language students. This had implications across the board
- Kandidat: Undervisningen er for teoretisk - og gør ikke én klar til det virkelig live efterfølgende, som omhandler meget mere en teori
- Kandidat: I forbindelse med overgangen til den nye studieordning, resulterede det for mit vedkommende i, at jeg blev tvangsholdsat på et fag (Procesret), som jeg allerede tidligere havde haft på Bachelordelen.
- Kandidat: At lærerbøgerne næsten altid var pensum i deres fulde længde. Det havde været mere udbytterigt med mindre læsning og mere fordybelse i de mest relevante områder indenfor et givent fag.
- Kandidat: Specialeskrivningen. Ville hellere have haft flere fag
- Kandidat: For lidt fokus på læringsprocessen, og for meget fokus på slut resultatet. For meget intern konkurrence, det skal være muligt at stille spørgsmål, og nogen gange kunne det være nærmest fy fy at stille spørgsmål, men hvis man ikke stiller spørgsmål, hvordan skal man så blive en bedre studerende?
Underviseren skal være med obs på det sociale i klassen, og at de rent faktisk også har et ansvar for at alle er med. Jeg er godt klar over at det ikke er folkeskolen, men som underviser har man stadig et ansvar for at alle føler sig inkluderet og er med i det faglige i faget. Der har været gange, hvor jeg har følt, at underviseren har et ansvar for at sørge for at trivslen er i orden. Hvordan man har det i klassen socialt, betyder meget for hvordan man klarer sig i et fag. Alle jurastuderende skal være velkommen i deres klasse. Det faglige og det sociale går i spænd:)
- Kandidat: Som sagt: ECTS-normeringen ift. faktisk indhold. Manglende undervisningstimer og manglende mulighed for skriftlige prøver undervejs i semesteret.
- Kandidat: ngh
- Kandidat: For meget teori og for lidt praksis

- Kandidat: Dette og det forrige spørgsmål er for ukonkrete og kan forstås på for mange måder til, at jeg kan svare på dem.
- Kandidat: For lavt niveau
- Kandidat: Manglende tilstedeværelse af fagansvarlige, med henblik på på løbende tilpasning af undervisningsudbytte med studerende og (eksterne) underviser.
- Kandidat: Til tider manglende pædagogisk indsigt hos underviserne. Det mere personorienteret end organisationsorienteret, men der var mange undervisere, som sikkert er dygtige jurister, men knap så dygtige formidlere. Desværre også en helt generel tendens til at undervurdere, hvor vigtige pauserne er.
- Kandidat: Ved ikke
- Kandidat: Ikke nok praktisk indlæring, for meget teoretisk
- Kandidat: For meget tung teori og for lidt praktisk erfaring og eksempler.
- Kandidat: Det obligatoriske gruppearbejde bidrog ikke til til det samlede mål for læringsudbyttet.
- Kandidat: Der var en meget lav grad af faglig sparring, og jeg mener man i for høj grad var overladt til sig selv og bøgerne på kandidaten.
- Kandidat: Det var en lidt fragmentarisk oplevelse. Jeg savnede lidt et fag, som bandt knude på det hele - en slags motodefag 2.0.
- Kandidat: -
- Kandidat: at det ikke var muligt fuldt ud at sammensætte en pakke af fag, som ville give det optimale studieresultat i forhold til mit arbejdsfelt. Jeg havde et stort ønske om at deltage på alle 3 fag indenfor ansættelsesret, men endte med kun at få plads på 2.
- Kandidat: Jeg ved ikke hvad I mener med elementer.
- Kandidat: spørgsmål ikke forstået
- Kandidat: Spørgsmålet er simpelthen så elendig formuleret at det ikke er til at besvare.
- Kandidat: -
- Kandidat: Specifikke fag på uddannelsen
- Kandidat: Dårlige undervisere.
Ligegyldige caseopgaver.
- Kandidat: Gruppearbejde. Flere fag gik fra skriftlighed/opgaveaflevering til gruppearbejde/fremlæggelse fra studerende. Bidrog ikke til min læring på jura.
- Kandidat: At man blev tvunget til at have valgfag udenfor egne interesseområder, den genagne nedlæggelse af internationale kommercielle fag (International Commercial Contracts, International Commercial Arbitration mv.). Jeg valgte KU fremfor de andre skandinaviske universiteter pga. den internationale profil. Ville ikke valgt det samme igen, havde jeg vidst da, hvad jeg ved nu.
- Kandidat: Når pensum per 10 ects point i vidt omfang er én bog skrevet af underviseren er det meget begrænset hvor meget viden man får akkumuleret på en hel kandidatuddannelse.

3000 sider med information fordelt på seks emner er ikke meget viden at opnå på to års kandidatuddannelse.

- Kandidat: Ingen tænkning på tværs af fag, meget individuelle kurser uden sammenhæng, fokus på konkret fagområde, hvor der kunne have været mere fokus på metode og generel analyse
- Kandidat: Nogle af undervisernes evne til at lærer fra sig.
- Kandidat: For lidt undervisning giver ikke-oplagte studerende
- Kandidat: Jeg forstår ikke spørgsmålet
- Kandidat: Mangel på gruppearbejde.
- Kandidat: Obligatoriske fage på kandidatuddannelsen
- Kandidat: Såvel undervisning som eksamen var meget fokuseret på en meget afgrænset del af et givent område og indbød ikke til en bredere fordybelse i fagene baseret på interesser inden for fagene.
- Kandidat: For få timer

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

