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# REPORTING OF THE GRADUATE SURVEY

*Medicin*

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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 Medicin.

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	1,246	1,440	2,686
Completed	33%	31%	32%
Partially completed	4%	3%	4%
Number of replies	37%	34%	36%
Did not wish to participate	1%	1%	1%
Did not reply	62%	65%	63%

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 Medicin 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	1,246	464	1,440	495
Percentage women	64%	63%	65%	63%
Foreign citizens	7%	6%	21%	16%
Average age upon graduation	24.9	24.6	28.6	28.5
- youngest	21.4	21.4	21.4	21.4
- eldest	52.5	52.5	52.5	52.5
Completion time (average years)	3.4	3.4	3.7	3.7
- shortest completion time	0.8	0.8	0.8	0.8
- longest completion time	10	10	10	10
Quota 2 at BA-entrance	5%	3%	15%	14%
Years from qualifying exam to commencement of study (average)	2	1.8	0	0
- shortest time from qualifying exam to commencement of study (average)	0	0	0	0
- longest time from qualifying exam to commencement of study (average)	21	21	21	21
Bachelor's programme as first priority	92%	93%	71%	77%
Grading of Bachelor's paper/Master's thesis (average)	10.8	10.8	11	11.2
- 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 Medicin 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.)	13% (61)	67% (289)
I am self-employed (including freelance)	0% (0)	0% (0)
I am unemployed (including on maternity leave without being under contract of employment)	0% (2)	1% (5)
I am in full-time education (e.g. Candidatus programme)	84% (387)	0% (0)
I am on a Ph.D programme	1% (3)	26% (111)
Other	2% (10)	6% (26)
Number of replies	463	431

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

For Q.1.1 in the table, the respondents have just one possible answer. If a respondent has a part-time job with supplementary benefit, the respondent should select the category, "I am in work". In some cases, the individual questions in the questionnaire have just one possible answer; in other cases, multiple answers are permitted. With a single answer option, a percentage breakdown of the respondents according to answer will add up to 100 per cent as in a relative breakdown, and otherwise the sum of the percentages will be higher than 100 per cent. The graphs in the report thus provide a clear indication of whether there is a single answer option or multiple answers.

In general, the total "n" for the graphs and tables, as well as what it covers, is made clear in the text. In some situations, "n" is the total number of respondents in the graduate study while in other situations, "n" can be conditional on the respondents who are in work, for example. Based on the graph it is then possible to estimate how many respondents there are in the individual categories.

The graduate survey invites all graduates in a given population to answer the questionnaire, where the response rate can be small. The collected data does not therefore represent a complete survey, but rather a random sample. To ensure anonymity, when the number of respondents is small, the results on the following questions:

What is your monthly salary?

Do you supplement the income earned from your primary occupation?

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

Why do you think you do not have a job at the moment?

Be aware that few respondents can increase the statistical uncertainty significantly, and the percentage indications can fluctuate a lot if one respondent is added or removed.



### 3 Current job situation of Master’s Candidatus/Professional Bachelor’s graduates

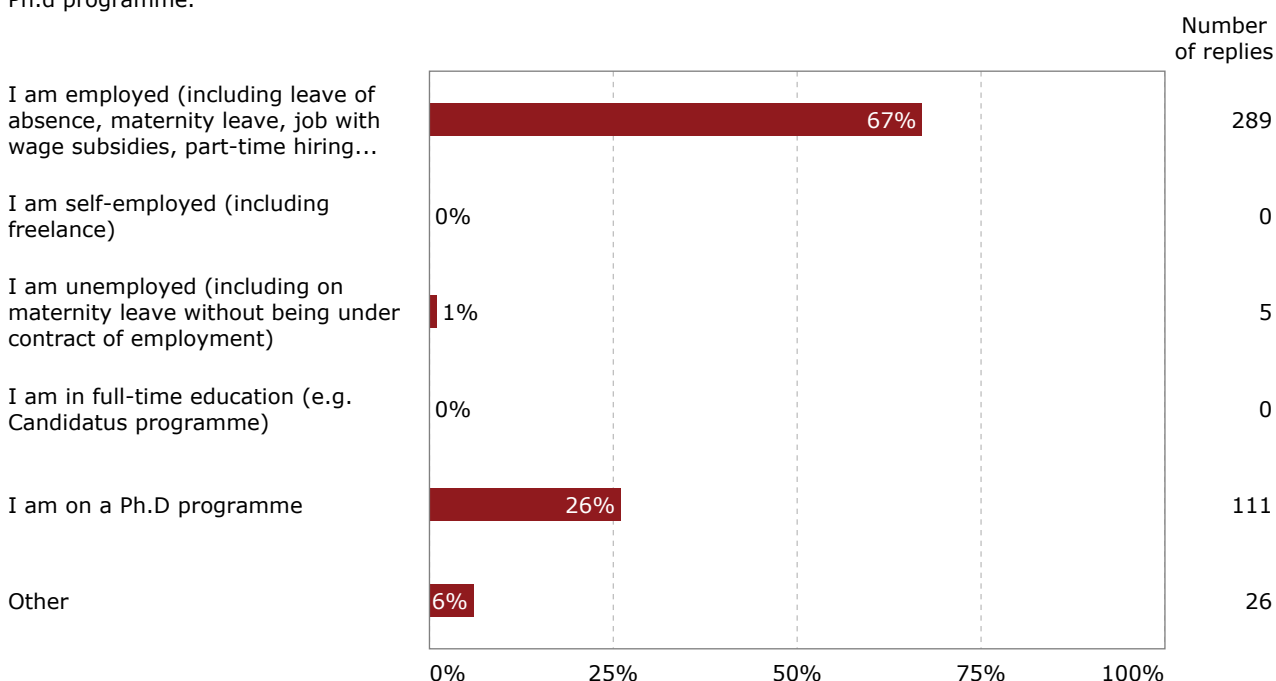
This chapter describes the job situation of Master’s Candidatus/Professional Bachelor’s graduates in their current position. The chapter includes sections on whether the graduates are in work, self-employed, unemployed or in full-time education.

#### 3.1 Employed Master’s Candidatus/Professional Bachelor’s graduates

Employed Masters Candidatus/Professional Bachelors covers graduates in work, self-employed, unemployed or in full-time education.

##### 3.1.1 Q.1.1. What is your current job situation?

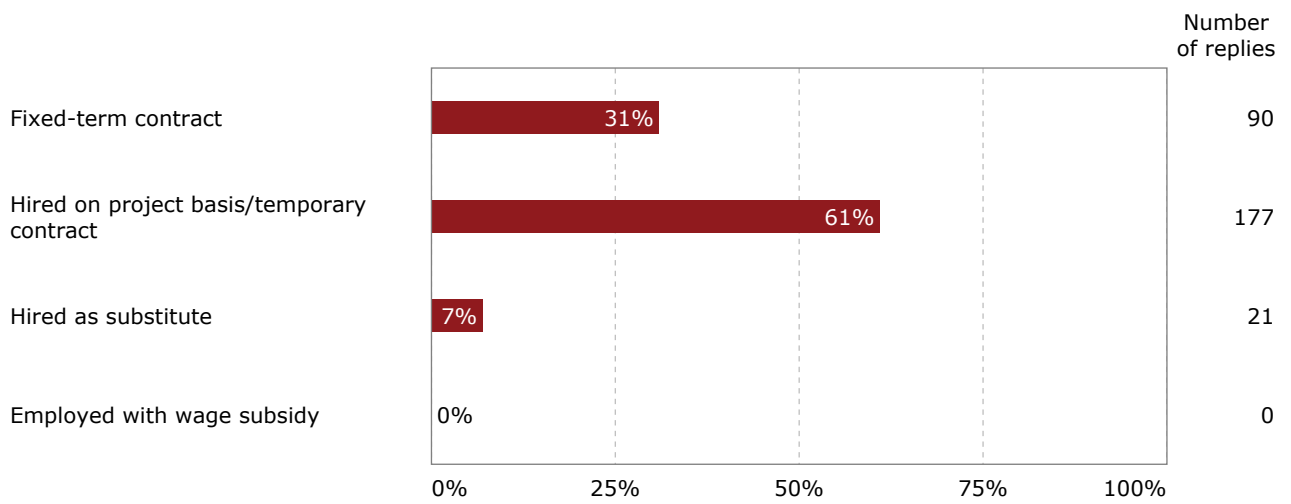
The figure for question Q.1.1. shows the Master's Candidatus/Professional Bachelor's graduates' current job situation, where the response categories show if they are in work, self-employed, unemployed, in full-time education, or on a Ph.d programme.



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

##### 3.1.2 Q.1.3. What are the conditions of employment in your current job?

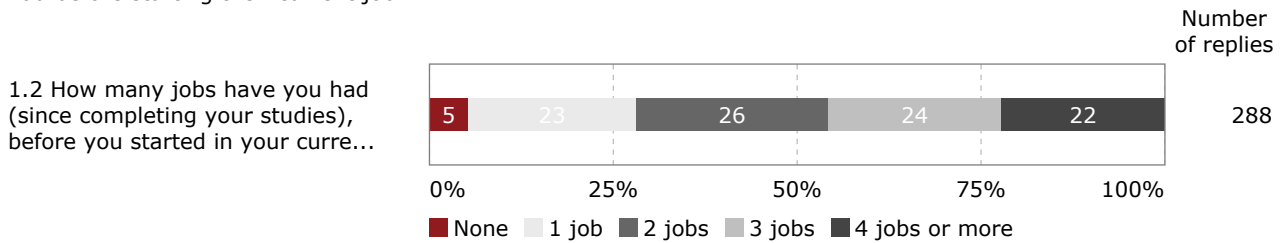
The figure for question Q.1.3. shows the conditions of employment for the Masters Candidatus/Professional Bachelors in work, where the response categories show if they are hired on a fixed-term contract, hired on a project/temporary contract, hired as a substitute, or employed with wage subsidy.



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

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

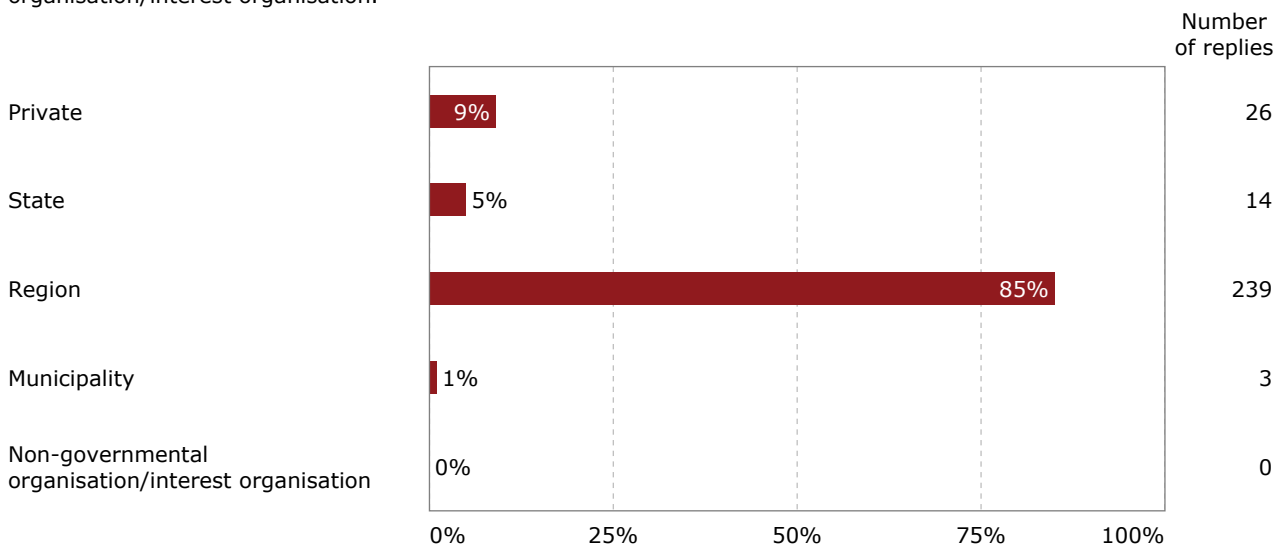
Figure Q.1.2. shows the number of jobs Master's Candidatus/Professional Bachelor's graduates in employment have had before starting their current job.



There is only one response category, given the fact that they have had zero, one, two, three, four or more jobs. The total number of respondents is shown to the right of the figure.

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

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



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

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

The table for question Q.1.9. shows which industry the Masters Candidatus/Professional Bachelors are employed in. For each industry, the table shows the distribution of the Masters Candidatus/Professional Bachelors among the various sectors in question Q.1.8.

	Private	State	Region	Municipality	Non-governmental organisation/interest organisation	Total %	Total n
Agriculture, hunting, forestry and fishing (e.g. plant nursery)	0%	0%	0%	0%	0%	0%	0
Raw material extraction (e.g. extraction of oil and gas)	0%	0%	0%	0%	0%	0%	0
Manufacturing firm (e.g. industry, food processing)	8%	0%	0%	0%	0%	1%	2
The supply of electricity, gas or heating	0%	0%	0%	0%	0%	0%	0
Water supply, sewerage, waste management, etc.	0%	0%	0%	0%	0%	0%	0
Construction company	0%	0%	0%	0%	0%	0%	0
Wholesale and retail trade	0%	0%	0%	0%	0%	0%	0
Freight transport and cargo handling (e.g. mail)	0%	0%	0%	0%	0%	0%	0
Lodging and restaurant business	0%	0%	0%	0%	0%	0%	0
Information and communication (e.g. publishing, film production, radio + TV)	4%	0%	0%	0%	0%	0%	1
Financial institute or financial company, etc. (e.g. insurance company, pension fund)	0%	0%	0%	0%	0%	0%	0
Real estate (leasing administrator, property agent)	0%	0%	0%	0%	0%	0%	0
Liberal profession, scientific and technical services (e.g. research assistant at a university, legal advice, complaints agency, town planning)	0%	0%	0%	0%	0%	0%	0
Public administration and defence; social security (e.g. public administration and social sector)	0%	31%	0%	0%	0%	1%	4
Teaching (e.g. upper secondary schools and adult education)	0%	0%	0%	0%	0%	0%	0
Health and social services (e.g. hospitals and drug or alcohol counselling)	88%	69%	100%	100%	0%	98%	279
Culture, entertainments and sport (e.g. theatre, libraries and museums)	0%	0%	0%	0%	0%	0%	0
Other services (e.g. business organisations and consumer organisations)	0%	0%	0%	0%	0%	0%	0
Extraterritorial organisations and bodies (e.g. FN and EU)	0%	0%	0%	0%	0%	0%	0
Number of replies	26	13	239	3	0	286	286

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

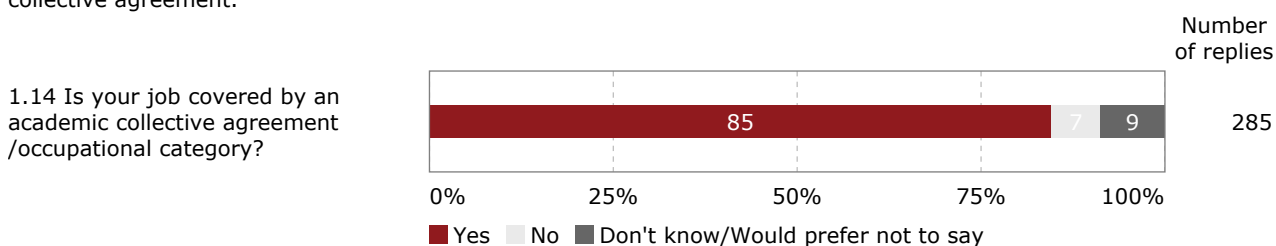
The table shows the geographical location for the Masters' Candidatus/Professional Bachelors' place of work from question Q.1.10. distributed among the various sectors from question Q.1.8.

	Private	State	Region	Municipality	Non-governmental organisation/interest organisation	Total %	Total n
Capital Region of Denmark	38%	36%	61%	0%	0%	57%	165
Region Zealand	23%	7%	23%	0%	0%	22%	63
Region of Southern Denmark	8%	14%	6%	0%	0%	6%	18
Central Denmark Region	0%	0%	2%	0%	0%	2%	5
North Denmark Region	0%	0%	4%	0%	0%	3%	9
All of Denmark	0%	21%	0%	0%	0%	1%	3
Nordic region (incl. Faroe Islands and Greenland)	27%	21%	4%	100%	0%	8%	22
Europe (not Nordic region)	0%	0%	1%	0%	0%	1%	2
North America	0%	0%	0%	0%	0%	0%	0
South America	0%	0%	0%	0%	0%	0%	0
Asia	0%	0%	0%	0%	0%	0%	0
Africa	4%	0%	0%	0%	0%	0%	1
Australia/Oceania	0%	0%	0%	0%	0%	0%	0
Number of replies	26	14	239	3	0	288	288

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?

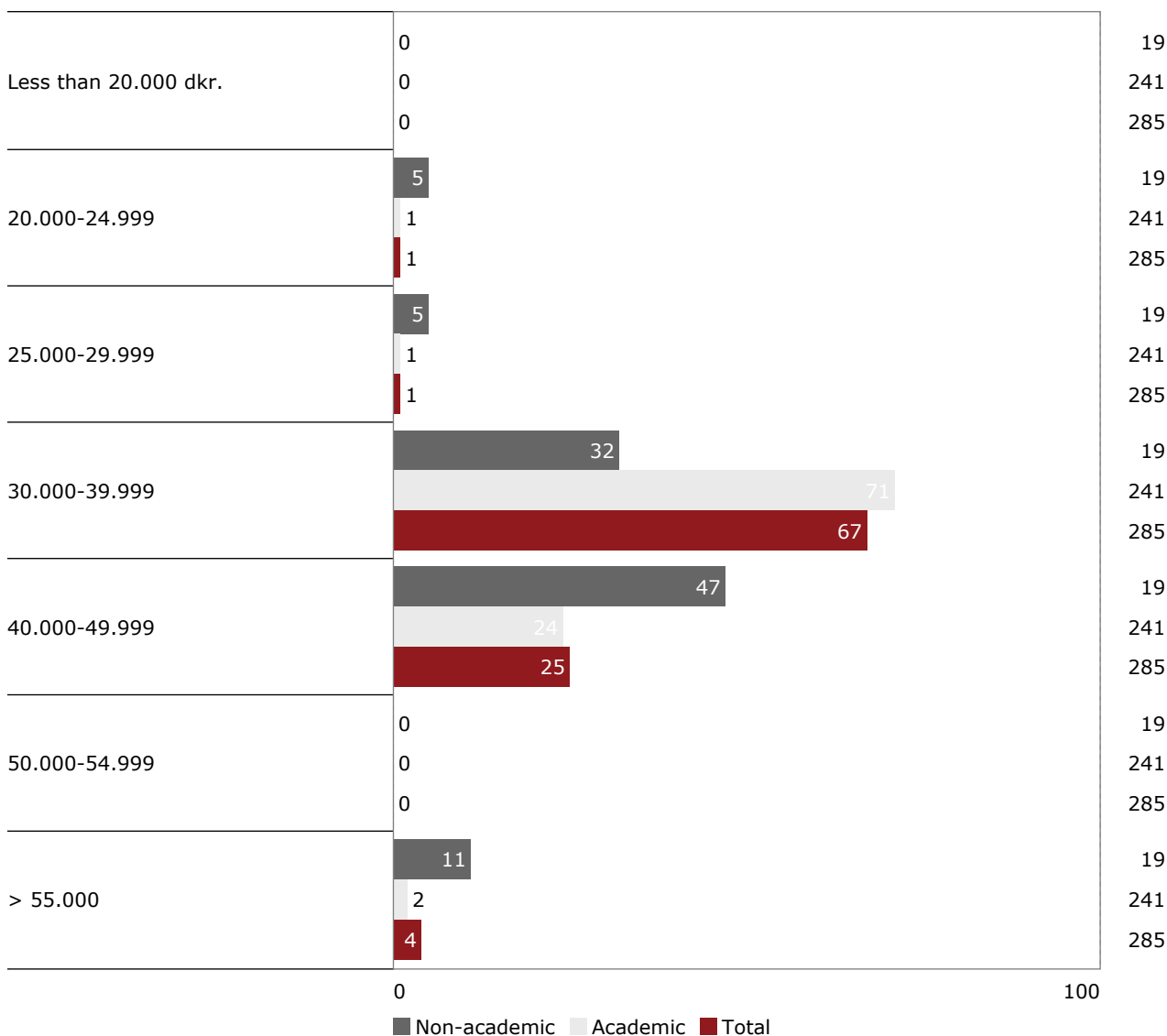
Figure Q.1.14. shows the Master's Candidatus distribution across academic collective agreement/non-academic collective agreement.



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?

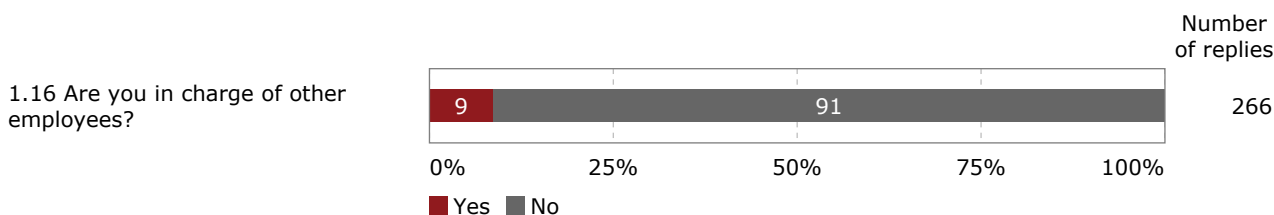
The figure for question Q.1.11. shows the Master's Candidatus/Professional Bachelor's monthly salary. The levels of salary are shown for graduates on a non-academic collective agreement, graduates on an academic collective agreement, Professional Bachelors as well as a total.



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.



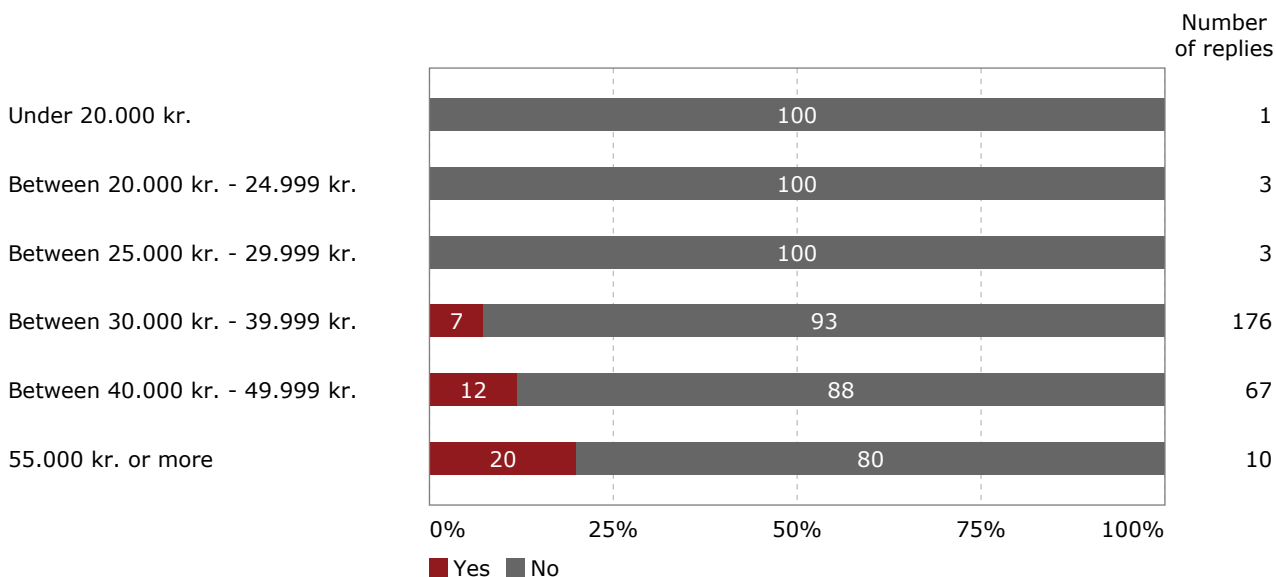
The distribution is shown in percentages. The total number of respondents is shown to the right of the figure.





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

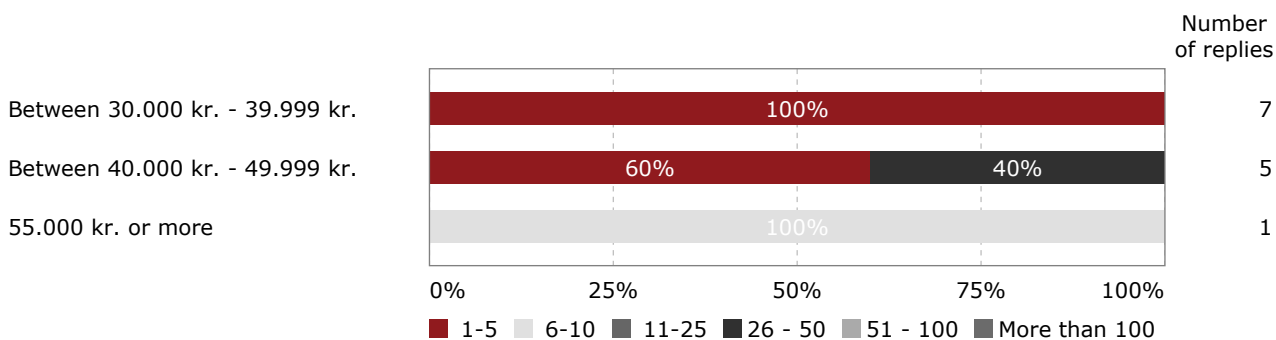
The figure for question Q.1.16. crossed with question Q.1.11. shows the distribution of Masters Candidatus/Professional Bachelors that are/aren't in charge of employees within each of the salary brackets.



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.

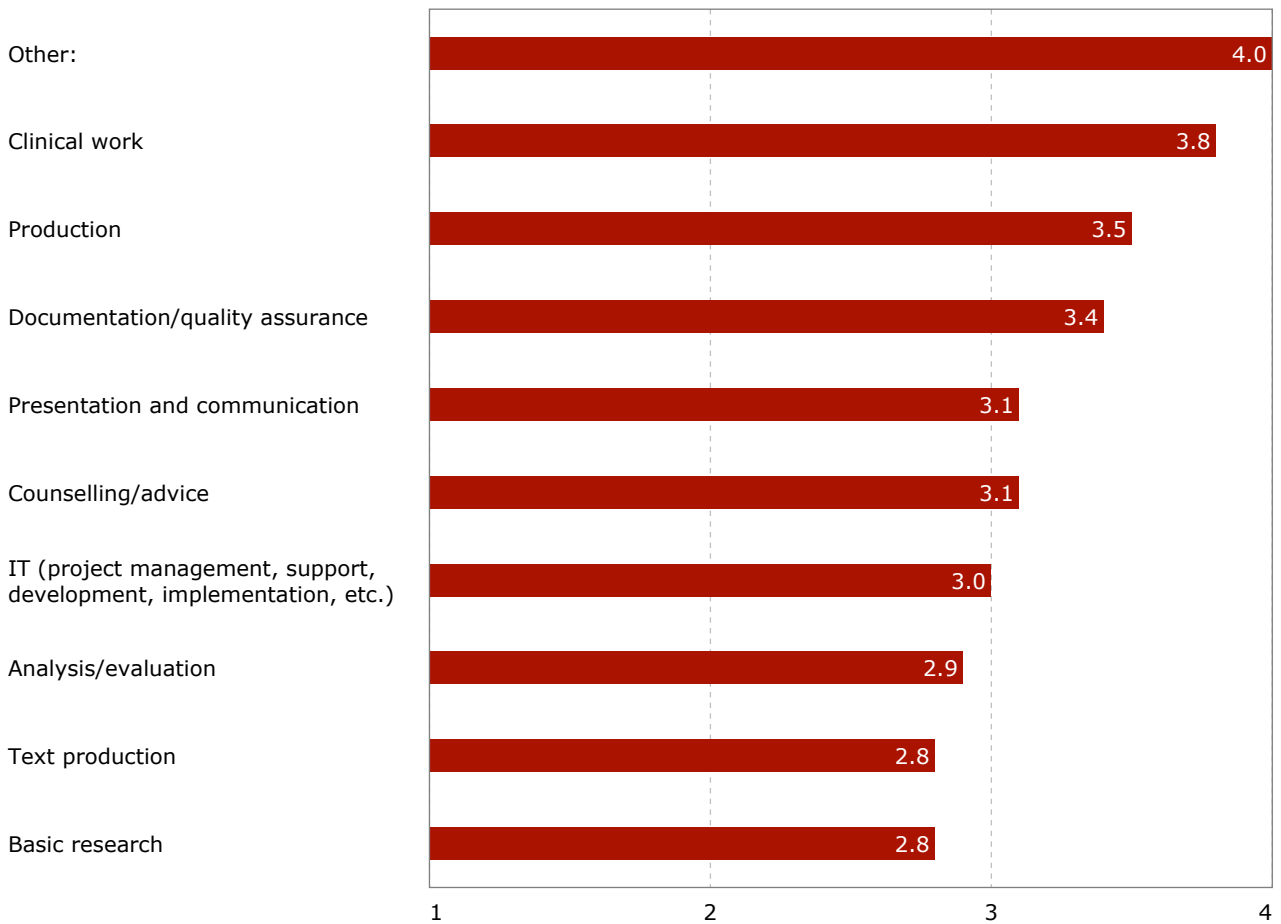


The distribution is shown in percentages and sums up to 100 within each salary bracket. The total number of respondents is shown to the right of the figure.

### 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.

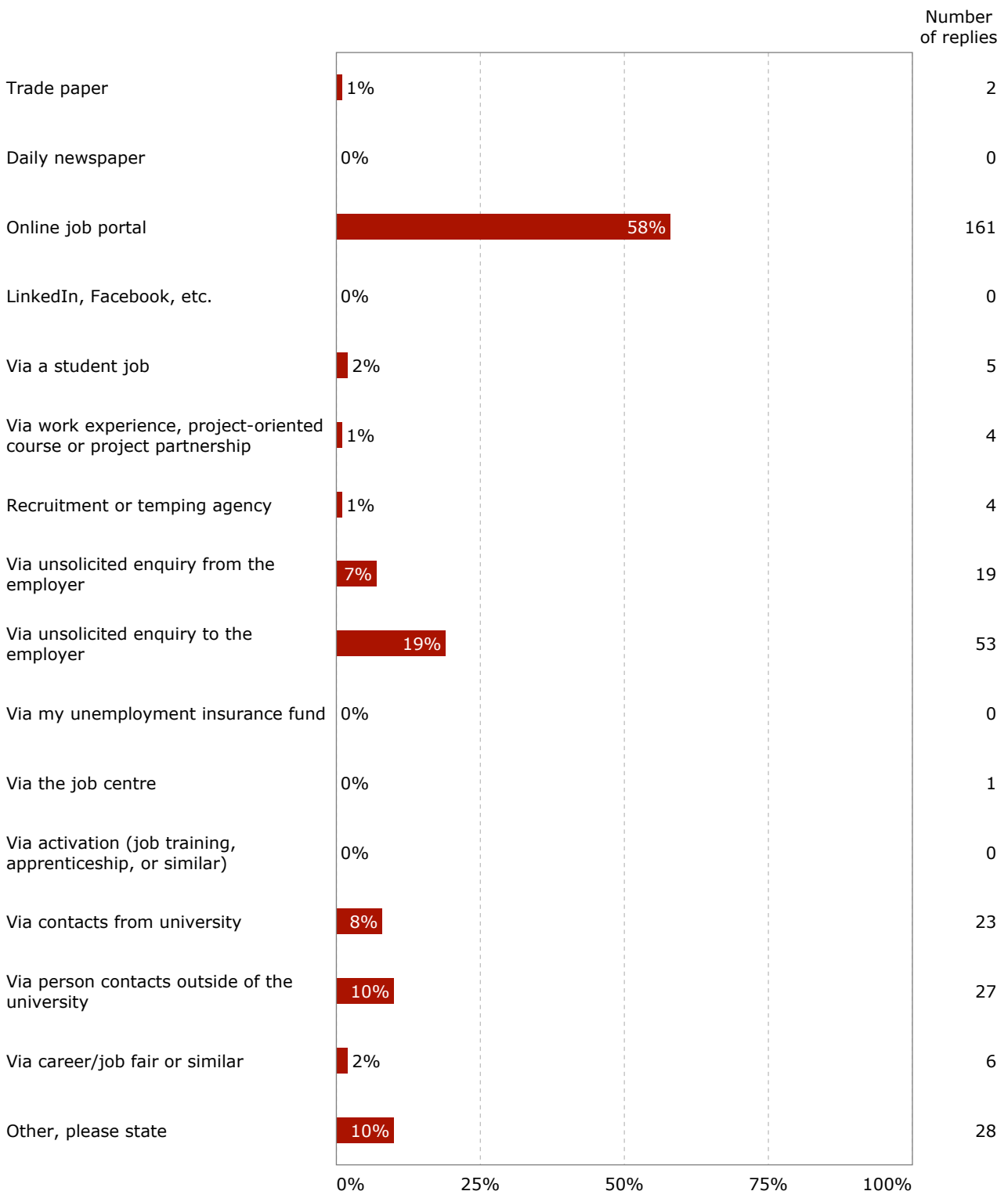
Below is shown the ten job functions the Masters Candidatus/Professional Bachelors spend the most time on.



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.



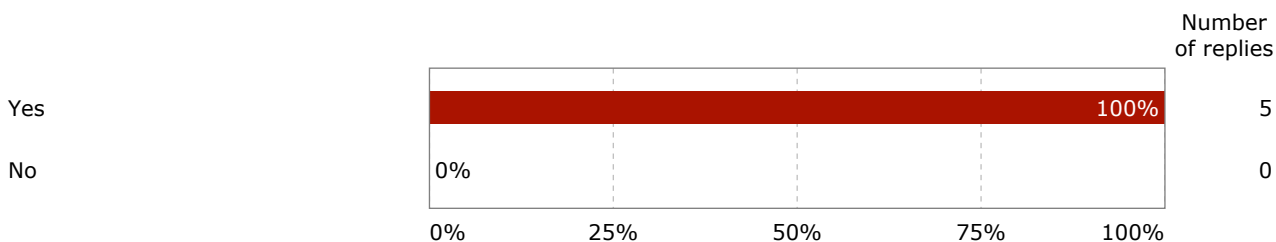
The figure shows the percentage of Masters Candidatus/Professional Bachelors that have chosen the specific category. The categories do not sum to 100, as it was possible for the respondents to check more than one option.

## 3.2 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”.

### 3.2.1 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)?

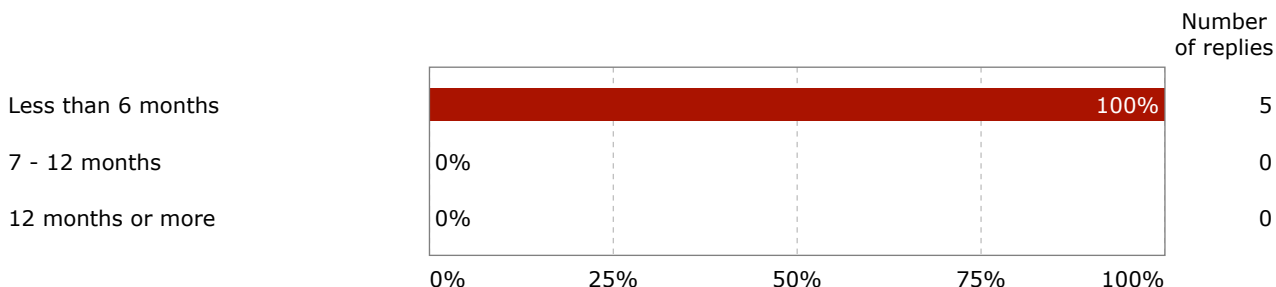
The figure for question Q.1.32. shows how many of the unemployed Masters Candidatus/Professional Bachelors have had one or several jobs since finishing their studies. They can choose between yes or no.



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.

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

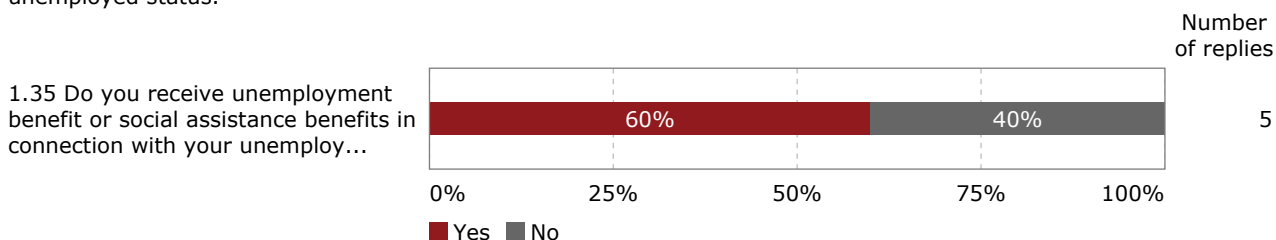
The figure for question Q.1.34. shows for how long the Masters Candidatus/Professional Bachelors have been unemployed in their current unemployment period, the response categories showing either less than 6 months, 7-12 months, and 12 months or more.



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

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

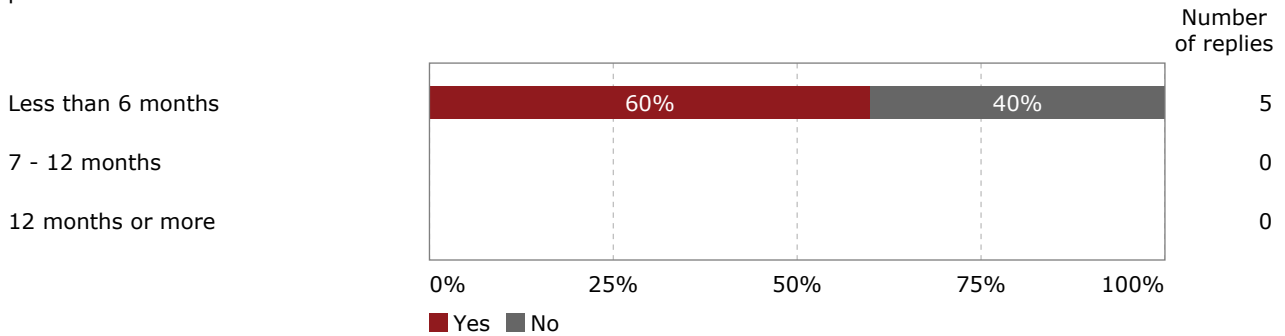
The figure for question Q.1.35. shows the distribution among unemployed Masters Candidatus/Professional Bachelors that receive and do not receive unemployment benefit or social assistance benefits in connection with their unemployed status.



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

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

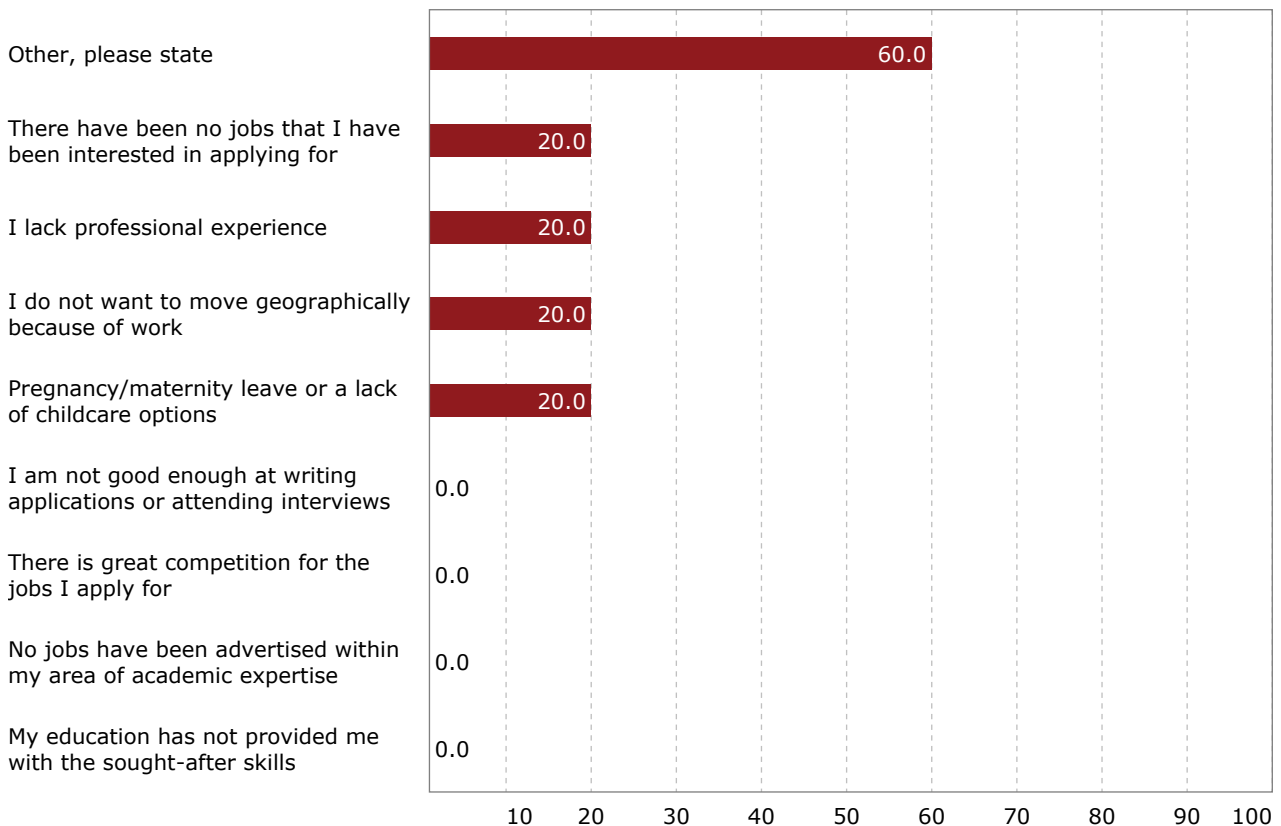
The figure for question Q.1.34./Q.1.35. shows the distribution of unemployed Masters Candidatus/Professional Bachelors who either receive or do not receive unemployment benefit/social assistance benefits, by unemployment periods.



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.

**3.2.5 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 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.

### 3.3 Full-time education

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

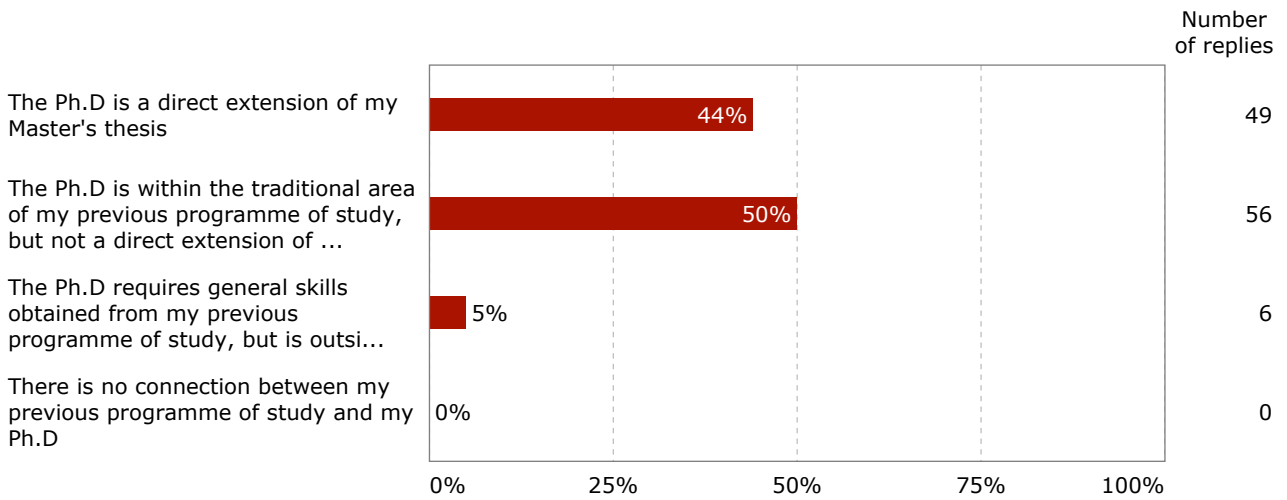
The table for question Q.1.39./Q.1.40. shows which education institutions the Masters Candidatus/Professional Bachelors in a full-time education are registered with.

	ph.d.	Master's (Candidatus) programme	(Academic) Bachelor's degree	Professional bachelor degree	Professional bachelor degree	Anden uddannelse	Total %	Total n
Aalborg University	3%	0%	0%	0%	0%	0%	3%	3
Aarhus University	1%	0%	0%	0%	0%	0%	1%	1
Copenhagen Business School	1%	0%	0%	0%	0%	0%	1%	1
Technical University of Denmark (DTU)	0%	0%	0%	0%	0%	0%	0%	0
IT University of Copenhagen	0%	0%	0%	0%	0%	0%	0%	0
University of Copenhagen	91%	0%	0%	0%	0%	0%	91%	98
Roskilde University (RUC)	0%	0%	0%	0%	0%	0%	0%	0
University of Southern Denmark	2%	0%	0%	0%	0%	0%	2%	2
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	1%	0%	0%	0%	0%	0%	1%	1
Other, please state	2%	0%	0%	0%	0%	0%	2%	2
Number of replies	108	0	0	0	0	0	108	108

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

### 3.3.2 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.

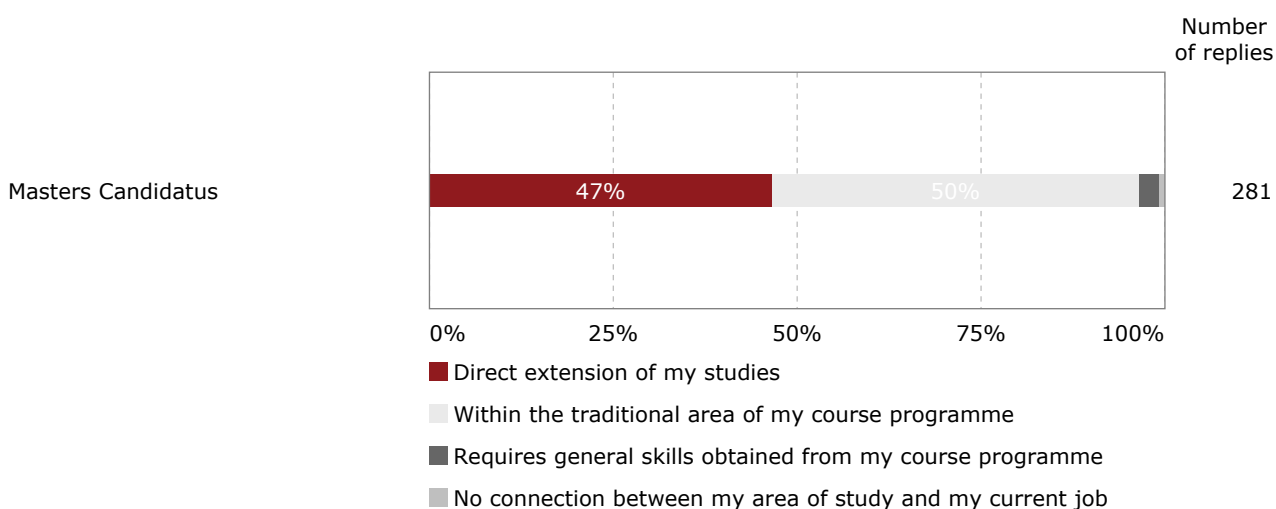
## 4 Correlation between Master's Candidatus/Professional Bachelor's education programmes and the job market

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.

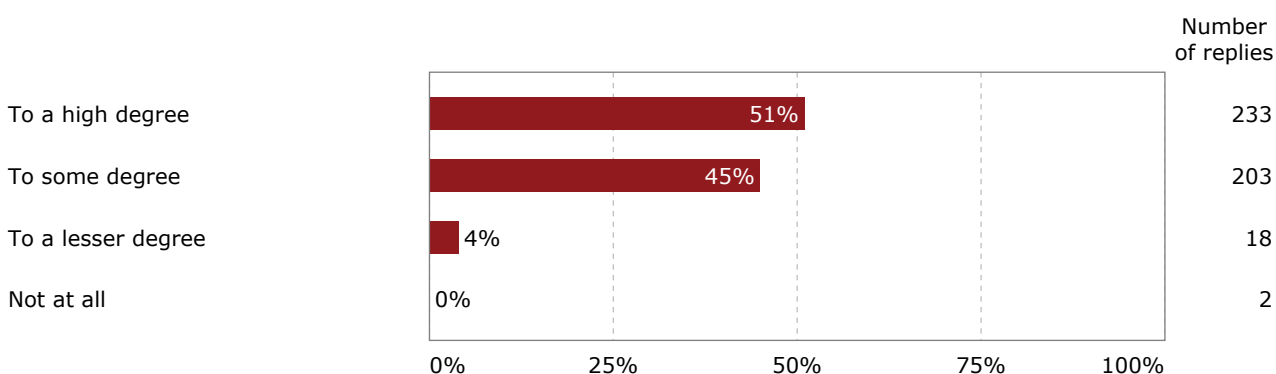


The distribution is shown as a percentage. The total number of respondents is shown to the right of the figure.

### 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.

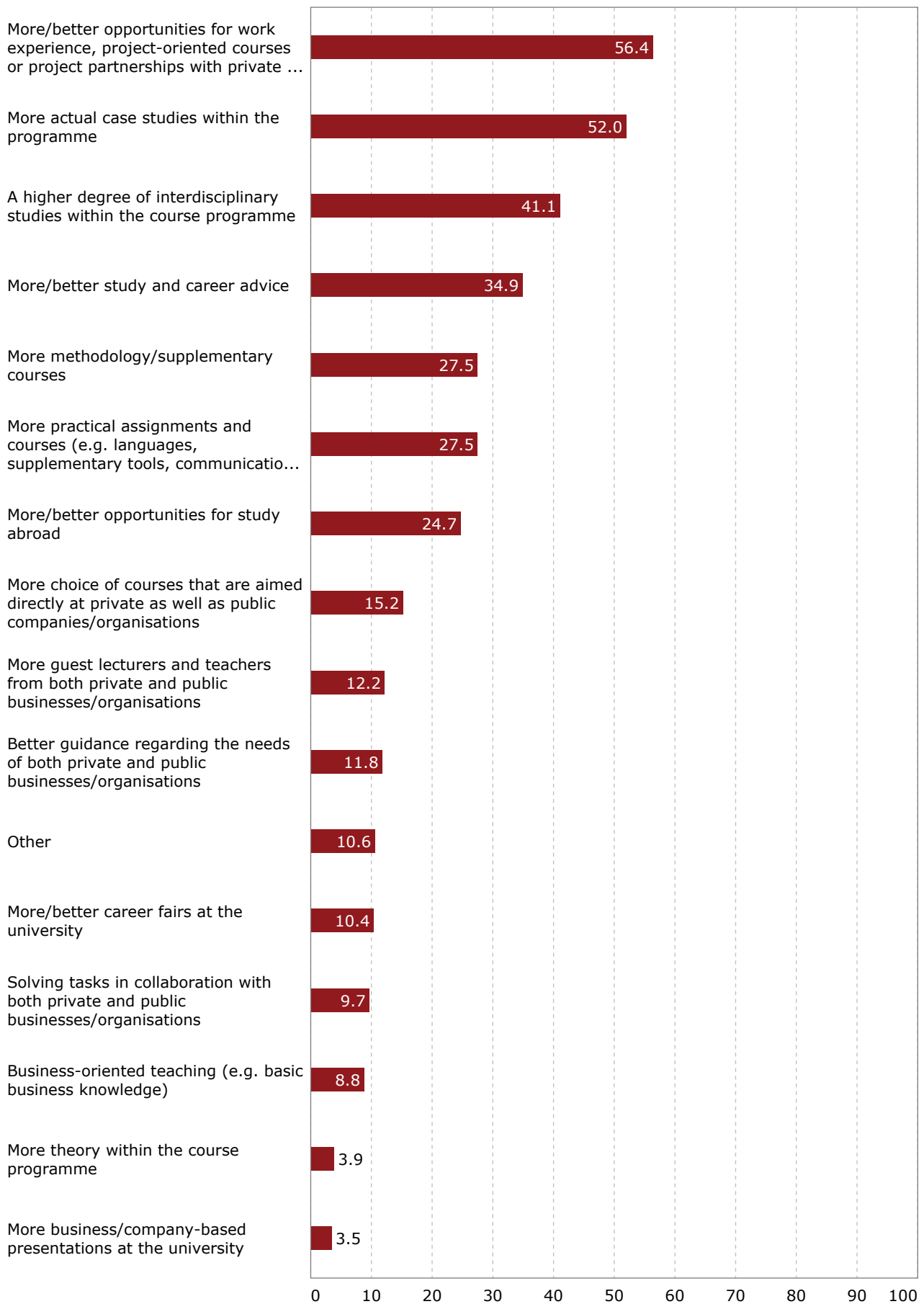




The distribution is shown as a percentage. The total number of respondents for each degree is shown to the right of the figure.

**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.

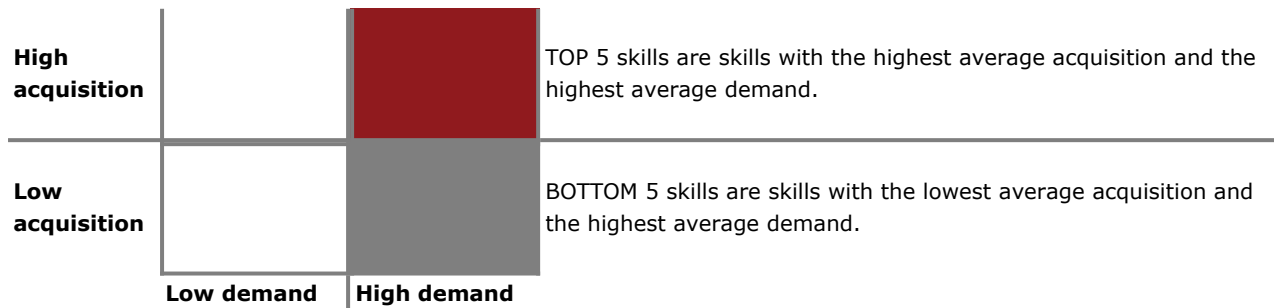


The figure shows what percentage of the Masters Candidatus/Professional Bachelors that have chosen the specific category. The categories do not sum up to 100 as several categories are available for selection.



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

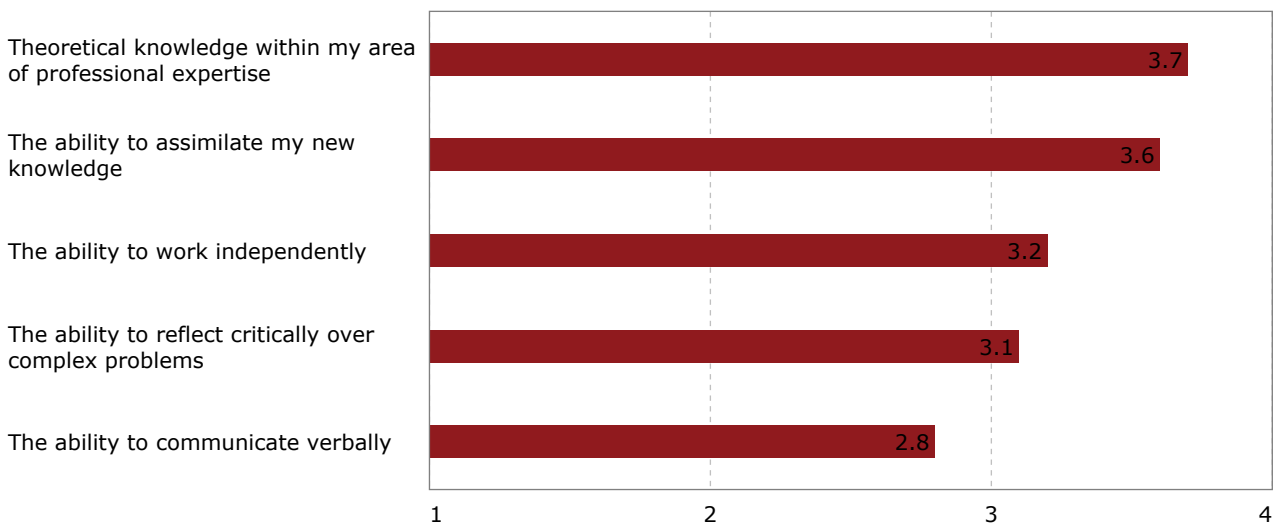
The figure shows the labour market demanded skills from question Q.2.3. out the x-axis and acquired skills from question Q.2.2. up the y-axis.



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'.

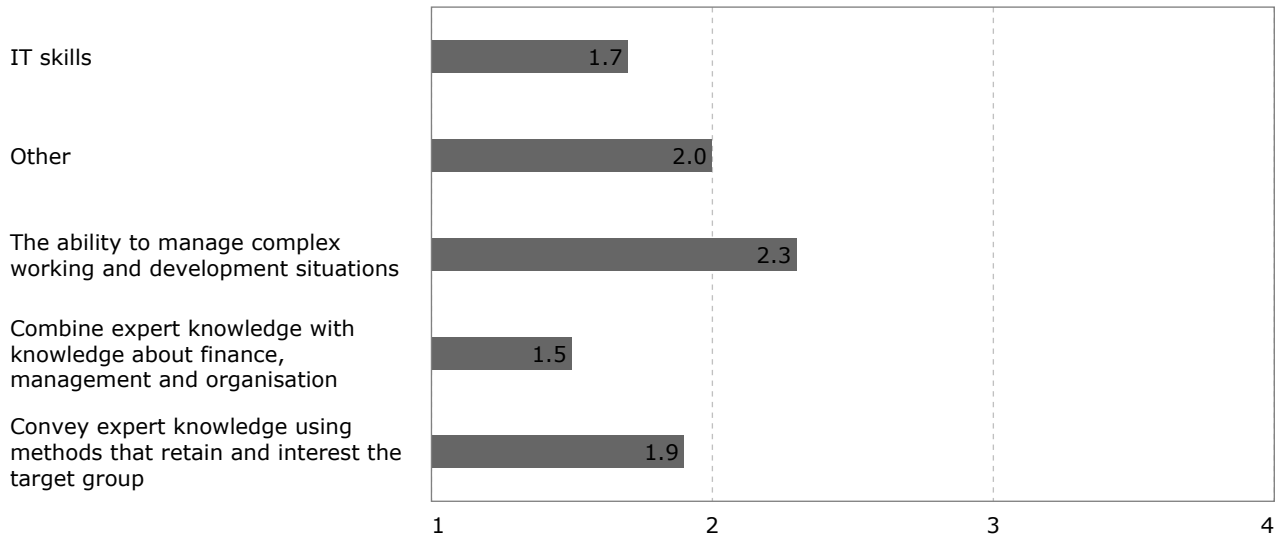
#### 4.2.3.1 Top 5 skills

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	69%
0 - 3 months	31%
4 - 6 months	0%
7 - 12 months	0%
More than 12 months	0%
Number of replies	433

The table shows the percentages of each time interval.

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

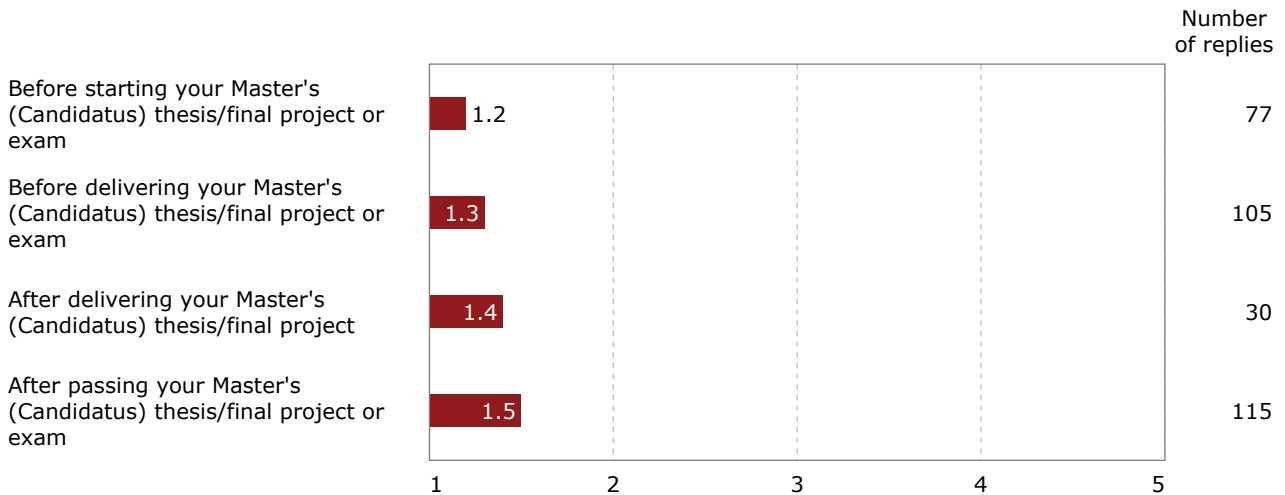
The table for question Q.3.19. shows when the Masters Candidatus/Professional Bachelors actively started looking for a job.

Masters Candidatus	
Before starting your Master's (Candidatus) thesis/final project or exam	24%
Before delivering your Master's (Candidatus) thesis/final project or exam	32%
After delivering your Master's (Candidatus) thesis/final project	9%
After passing your Master's (Candidatus) thesis/final project or exam	35%
Number of replies	327

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

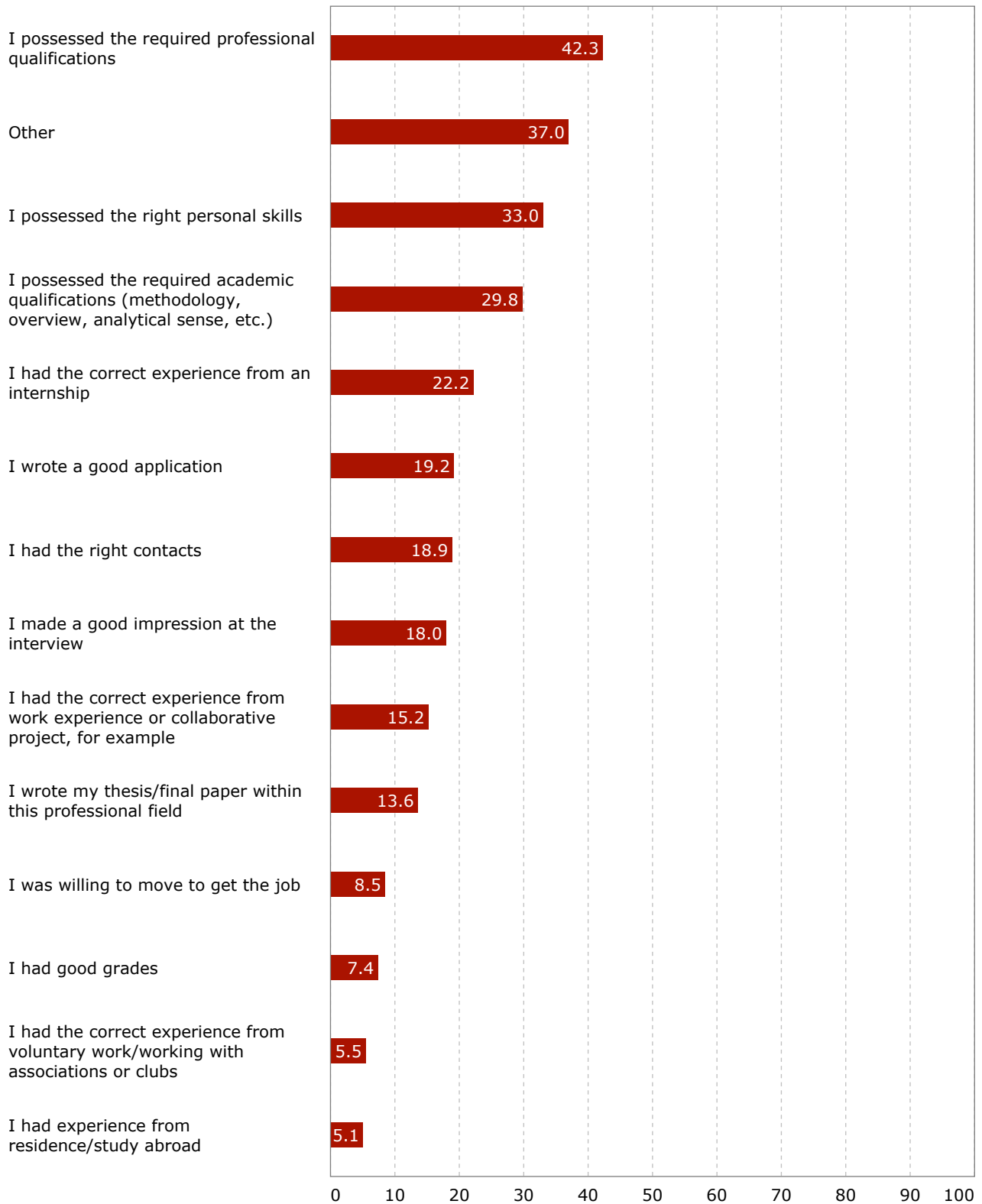
- 1 corresponds to 'I got the job before completing my studies',
- 2 corresponds to '0 - 3 months',
- 3 corresponds to '4 - 6 months',
- 4 corresponds to '7 - 12 months' and
- 5 corresponds to 'More than 12 months'.

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	92%
No	8%
Number of replies	432

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?

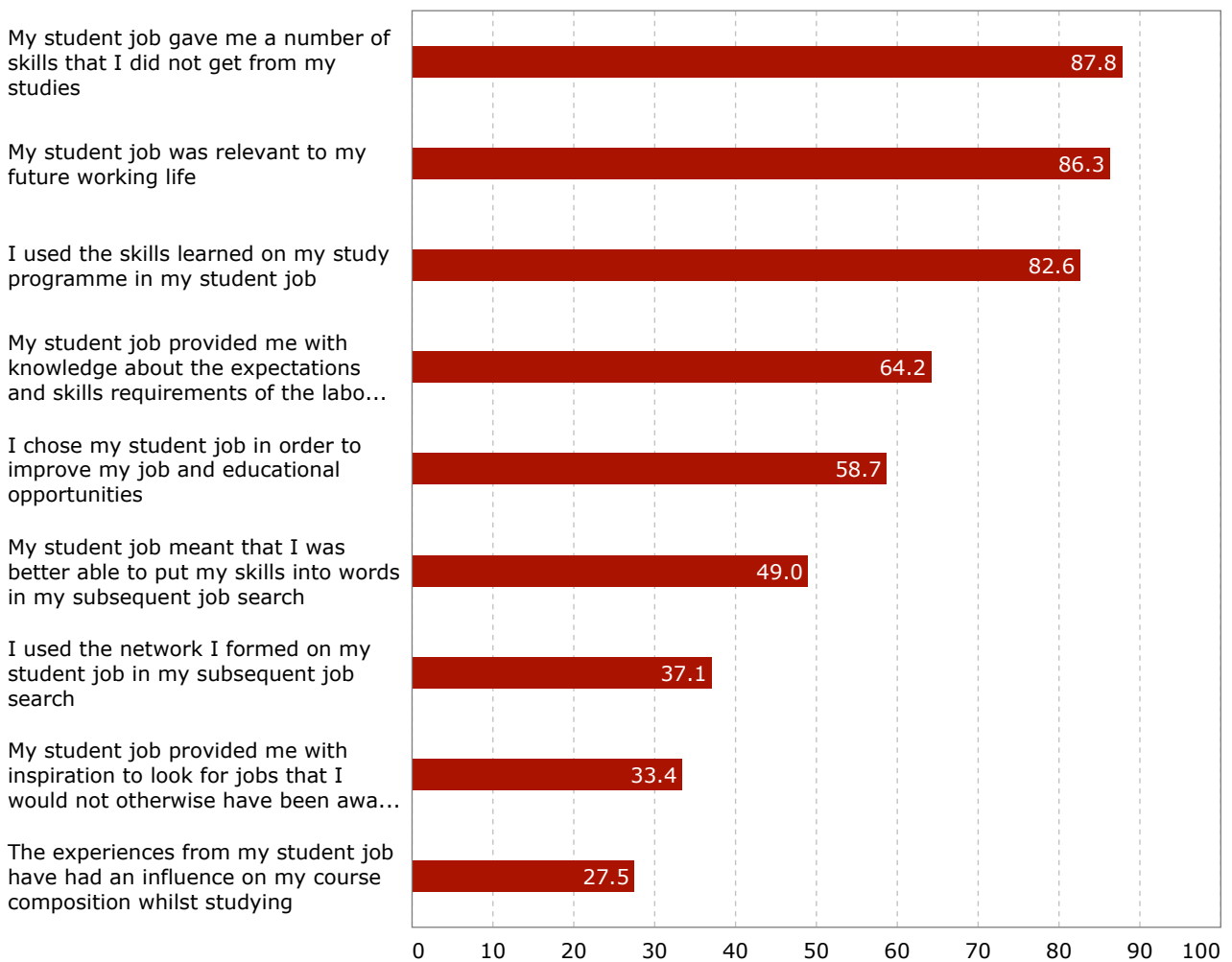
The table for question Q.3.5. shows the percentage of Masters Candidatus/Professional Bachelors who have had a student job alongside their programme of study, and who have subsequently been employed in the company/organisation where they worked as a student.

Masters Candidatus	
Yes	28%
No	72%
Number of replies	392

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	38%
No	62%
Number of replies	420

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?

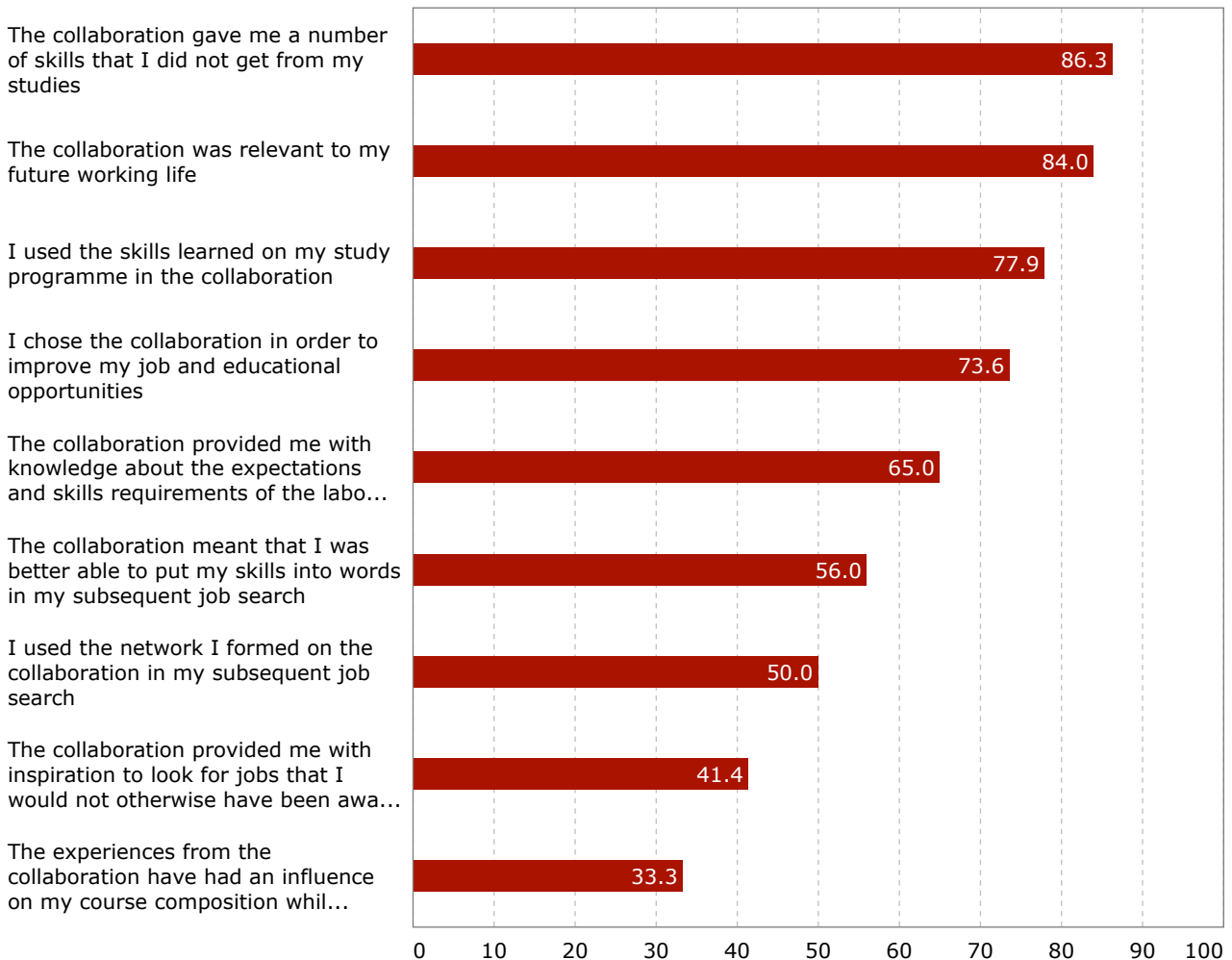
The table for question Q.3.8. shows how big a part of the Masters Candidatus/Professional Bachelors that have obtained non-obligatory work experience, project-oriented coursework or collaborative projects with private or public companies/organisations over the course of their studies, and subsequently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

Masters Candidatus	
Yes	32%
No	68%
Number of replies	155

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	49%
No	51%
Number of replies	427

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?

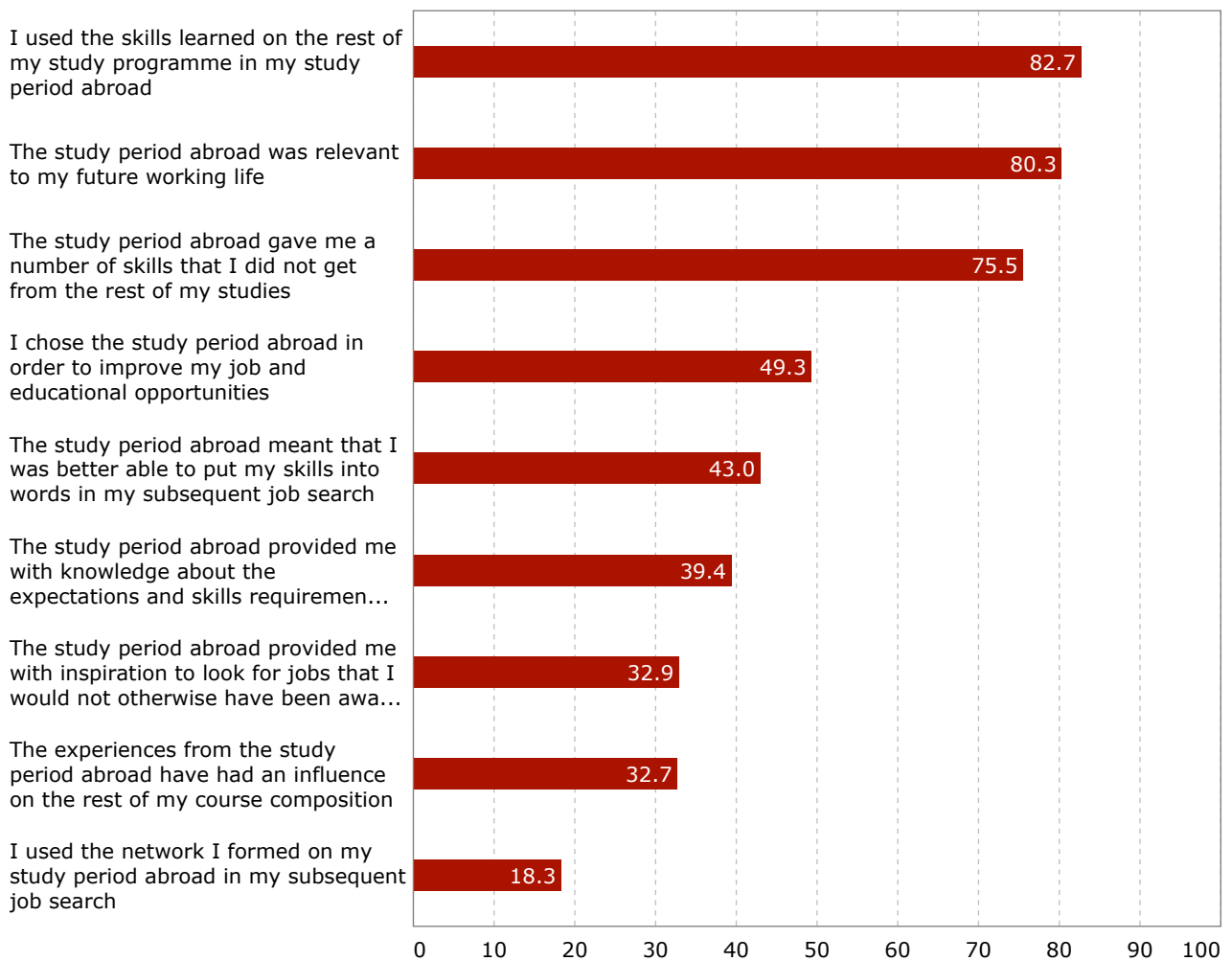
The table for question Q.3.11. shows the percentage of Masters Candidatus/Professional Bachelors having spent time studying abroad during their programme of study, and that subsequently assess that their studying abroad has played a significant role in their job situation.

Masters Candidatus	
Yes	29%
No	71%
Number of replies	201

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	50%
No	50%
Number of replies	426

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?

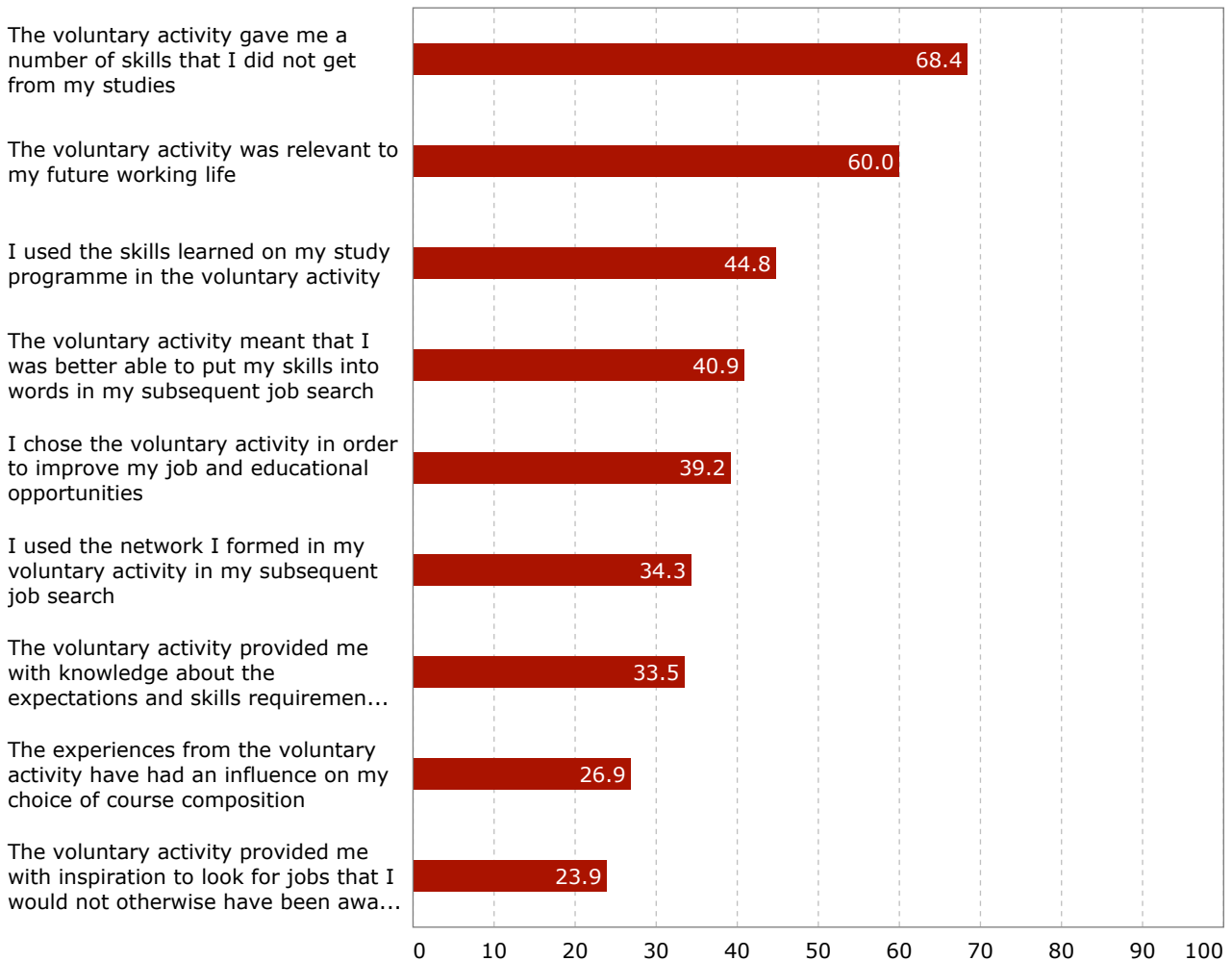
The table for question Q.3.14. shows how great a percentage of the Masters Candidatus/Professional Bachelors having participated in voluntary activities such as student politics, alumni associations or for example acted as arranger of social activities during their programme of study, and that simultaneously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

Masters Candidatus	
Yes	49%
No	51%
Number of replies	203

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.

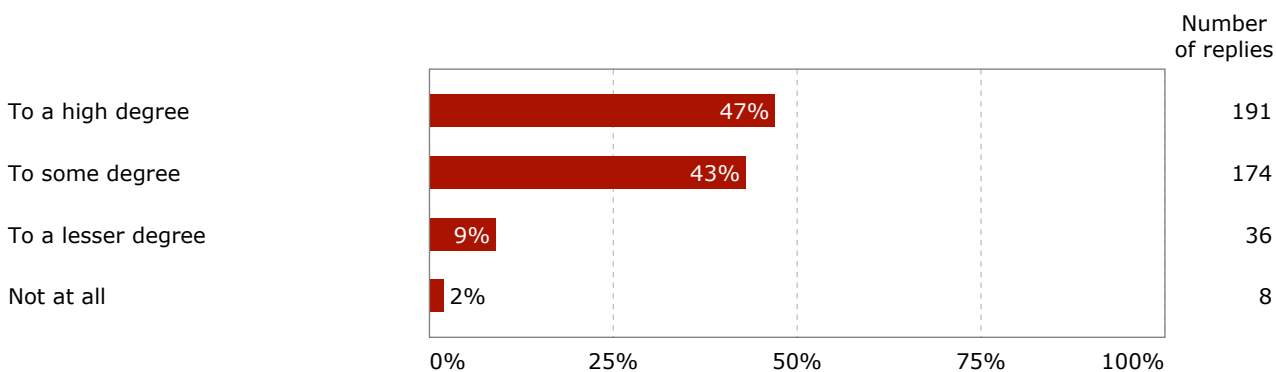


The figure shows the percentage of Masters Candidatus/Professional Bachelors that have answered 'To some degree' or 'To a high degree' to the specific questions.

## 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?

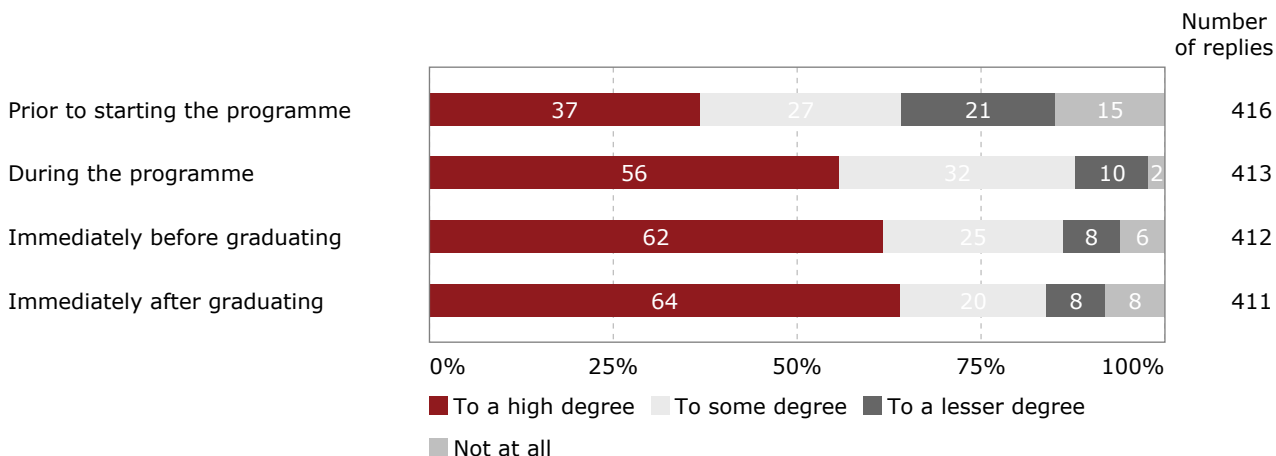
The figure for question Q.3.15. shows to what degree Masters' Candidatus/Professional Bachelors' current occupation live up to the career expectations that they had whilst studying.



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	13%
Yes, several times	61%
No	26%
Number of replies	362

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

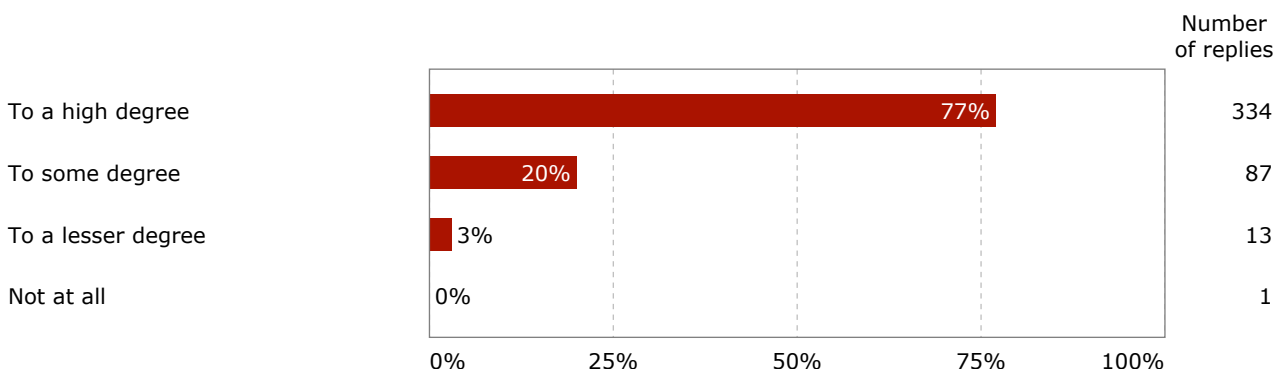
Only one response category has been available for selection.

## 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.

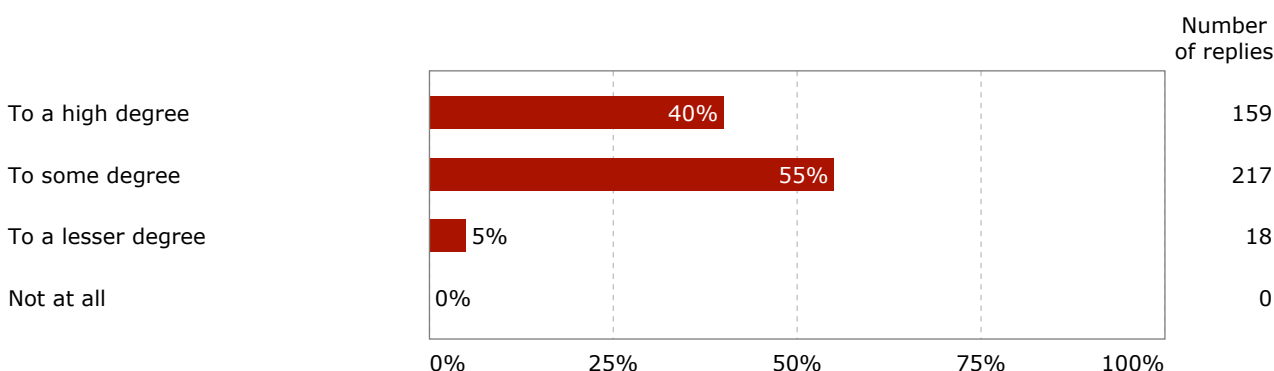
	Masters Candidatus
Bachelor degree from University of Copenhagen	85%
Bachelor degree from Aalborg University	0%
Bachelor degree from Aarhus University	5%
Bachelor degree from Copenhagen Business School	0%
Bachelor degree from Technical University of Denmark (DTU)	0%
Bachelor degree from IT University of Copenhagen	0%
Bachelor degree from Roskilde University (RUC)	0%
Bachelor degree from University of Southern Denmark	9%
I have a bachelor degree from a university in another country	0%
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	0%
Number of replies	449

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

	%	n
Medicine	100%	379
Number of replies		380

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

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

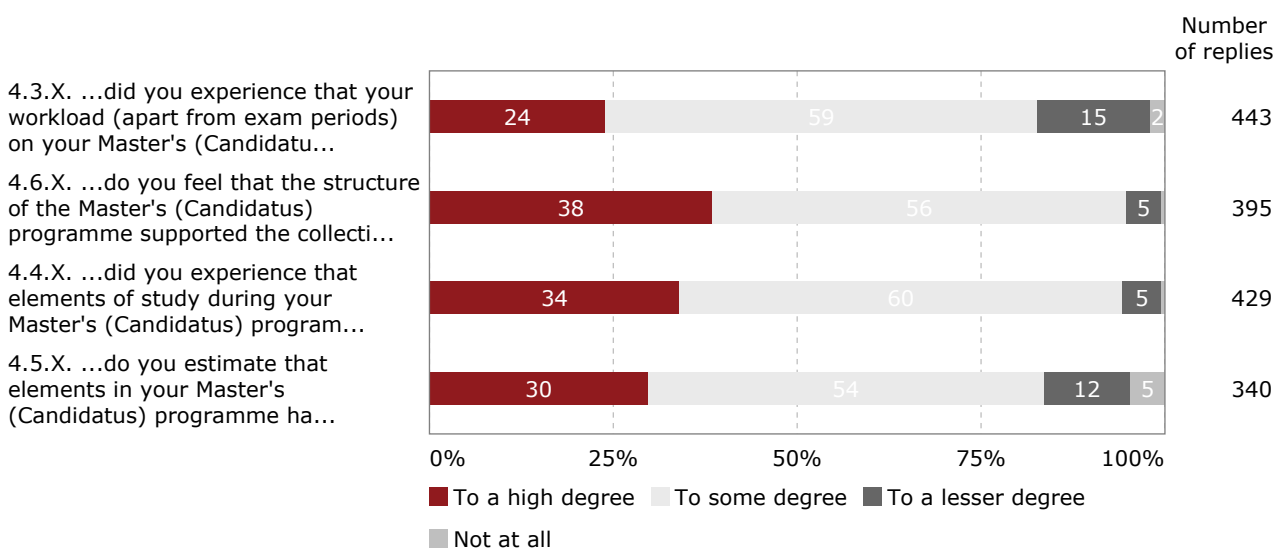


The distribution is shown as a percentage. The total number of respondents for each response category is shown to the right of the figure.

## 7.2 Specifics about the Master's Candidatus program

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

To what degree...

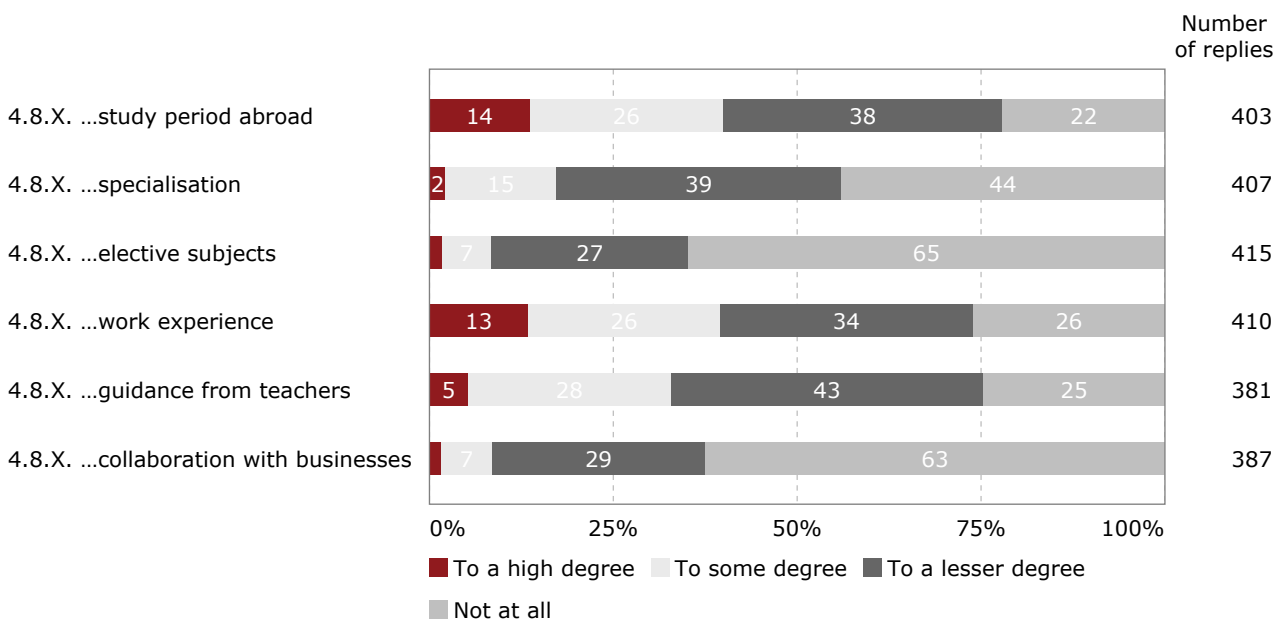


The distribution is shown as a percentage. The total number of respondents for each question is shown to the right of the figure.

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

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

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

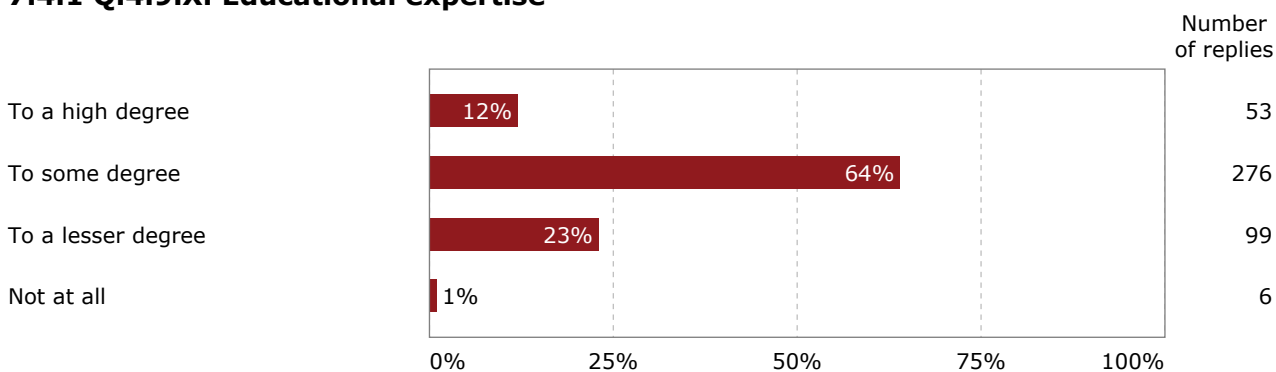


The distribution is shown as a percentage. The total number of respondents for each question is shown to the right of the figure.

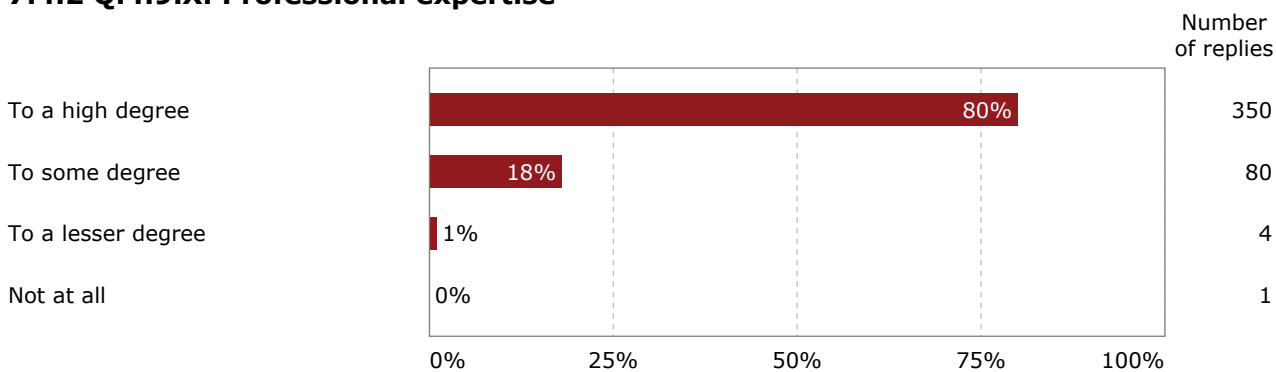
## 7.4 The teacher's professional and educational expertise

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

### 7.4.1 Q.4.9.X. Educational expertise



### 7.4.2 Q.4.9.X. Professional expertise



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

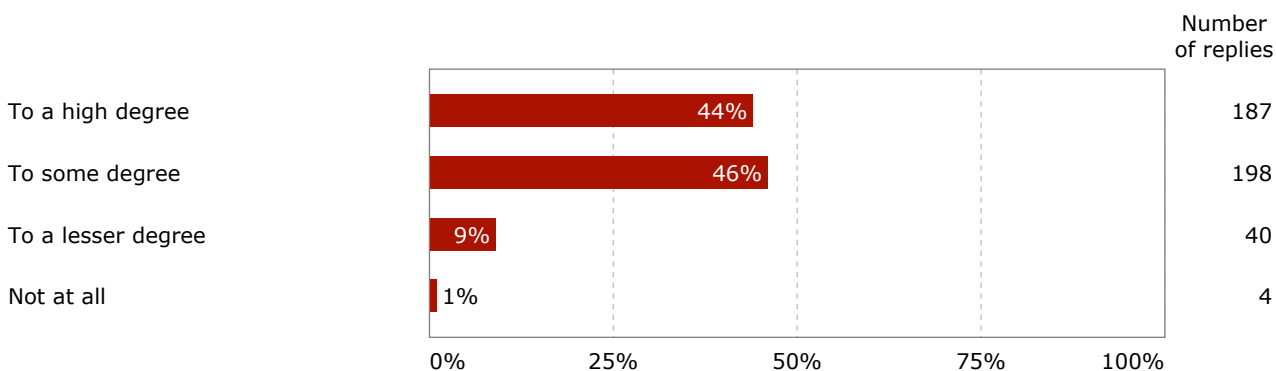


## 8 Bachelor's/Professional Bachelor's assessment of the study programme

### 8.1 The level of teaching in relation to the entry requirements

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

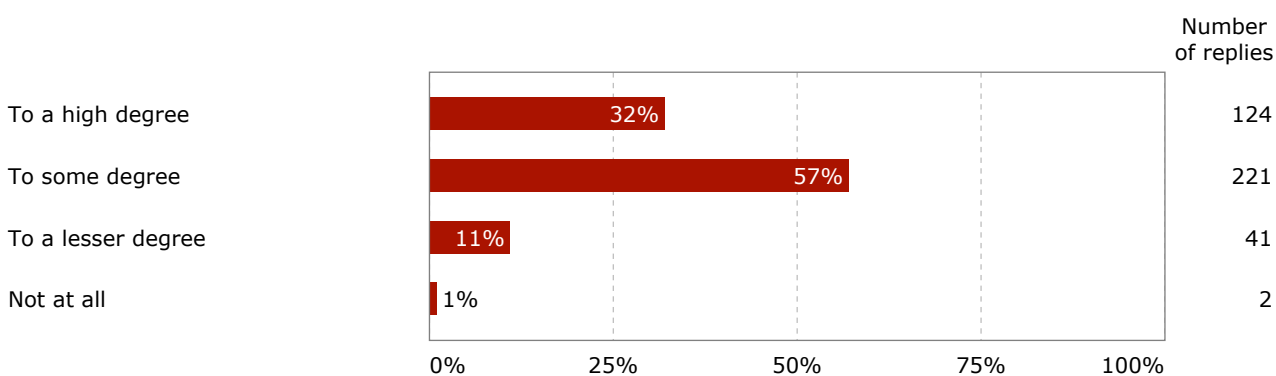
The figure for question Q.4.1. shows to what degree the Bachelors/Professional Bachelors assess that the teaching on their programme of study was organised at a suitable level in relation to the entry requirements.



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

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

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

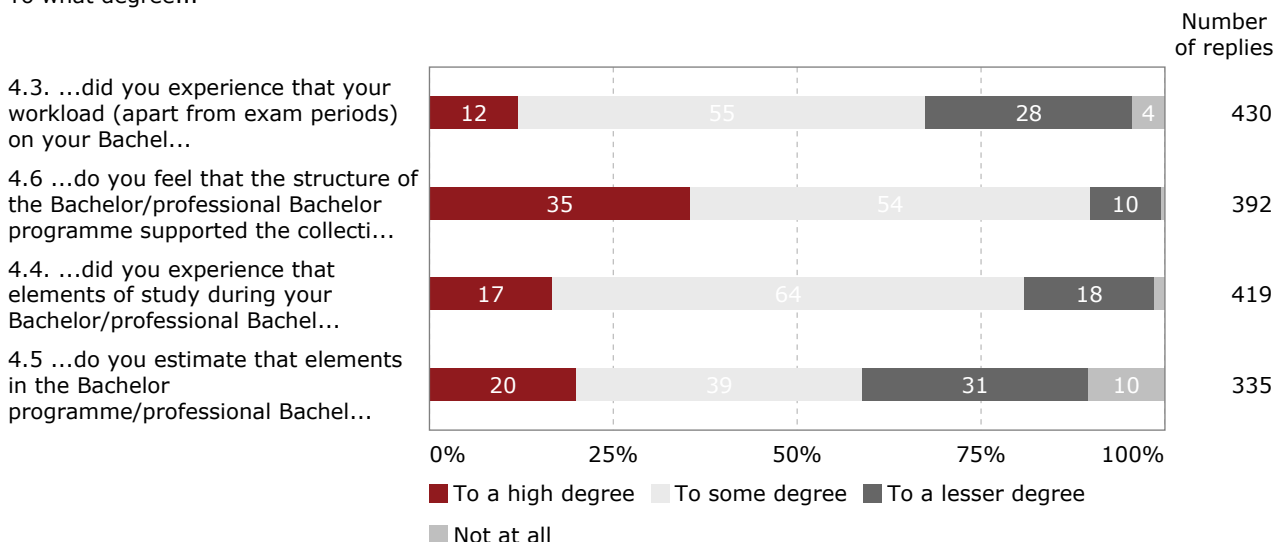


The distribution is shown as a percentage. The total number of respondents for each response category is shown to the right of the figure.

## 8.2 Specifics about the bachelor programme

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

To what degree...

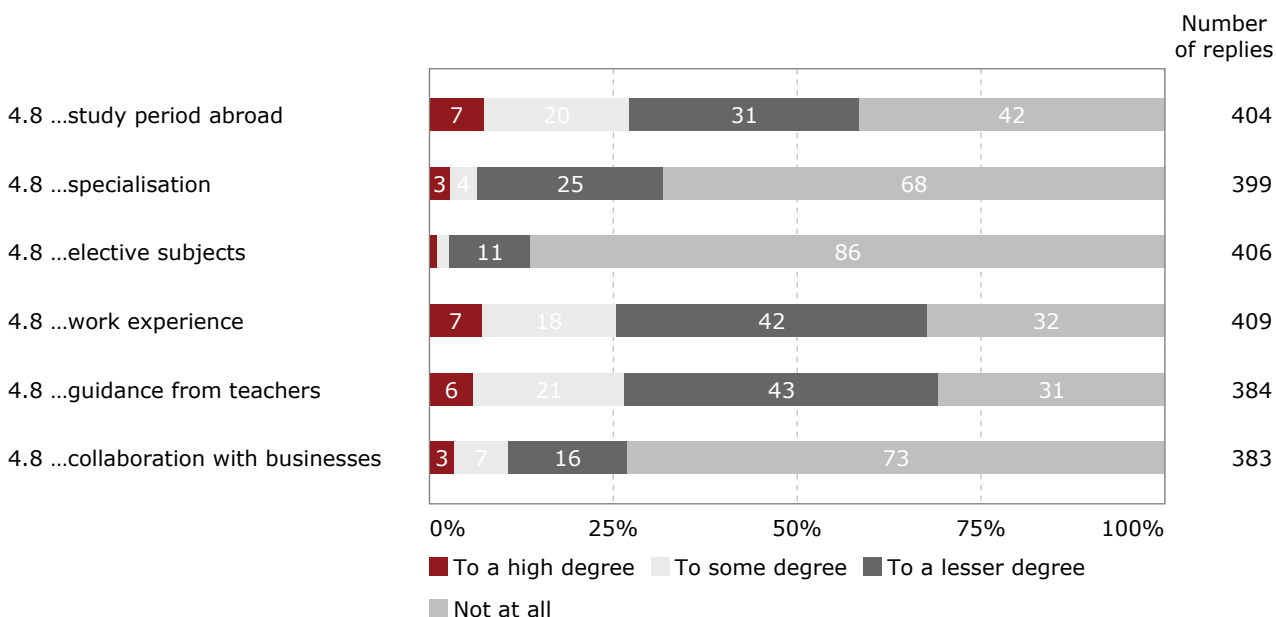


The distribution is shown as a percentage. The total number of respondents for each question is shown to the right of the figure.

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

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

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

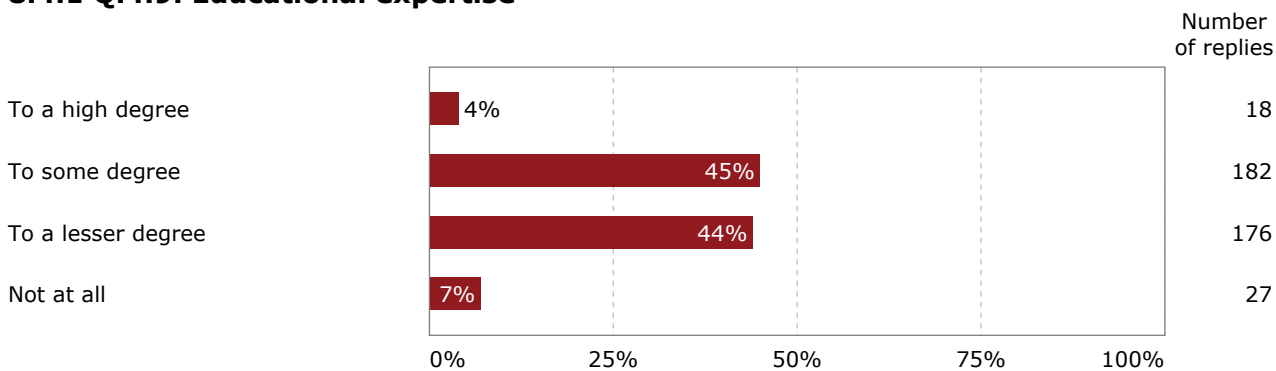


The distribution is shown as a percentage. The total number of respondents for each question is shown to the right of the figure.

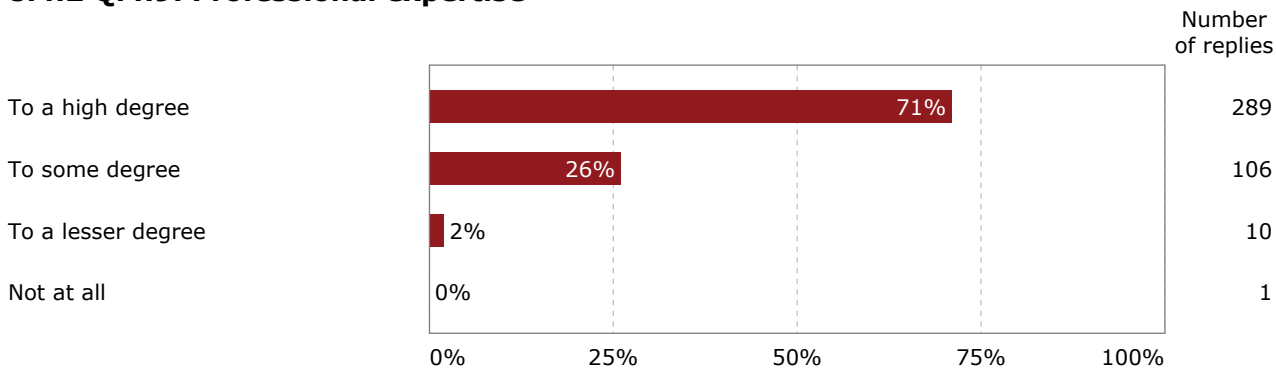
## 8.4 The teachers' professional and educational expertise

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

### 8.4.1 Q.4.9. Educational expertise



### 8.4.2 Q.4.9. Professional expertise



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

## 9 Bachelors' current job situation

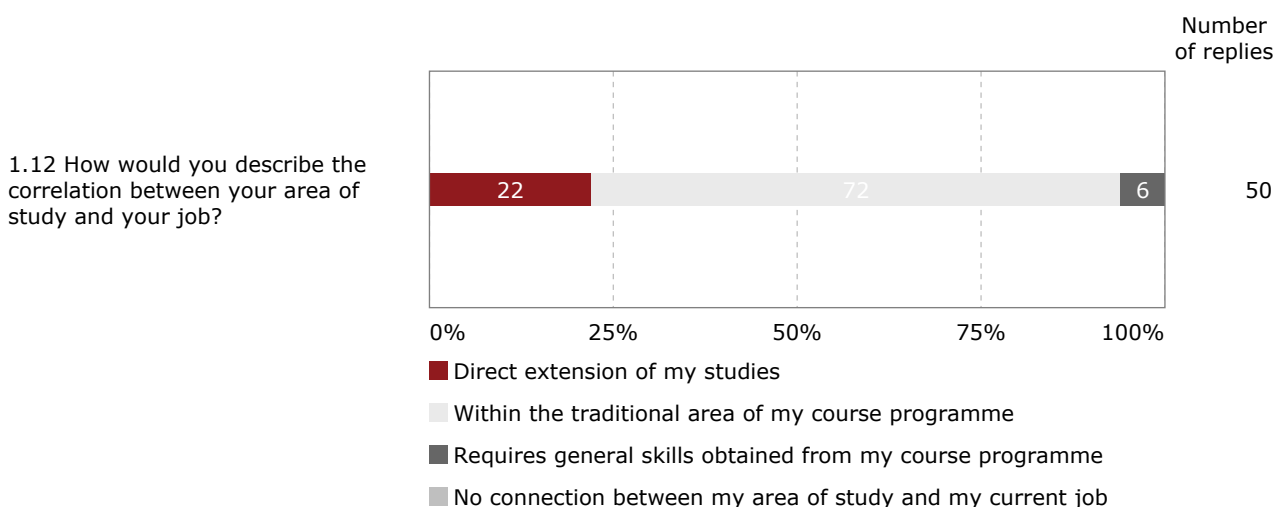
This chapter describes the job situation of Bachelor's graduates in their current position.

### 9.1 Employed bachelors

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

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

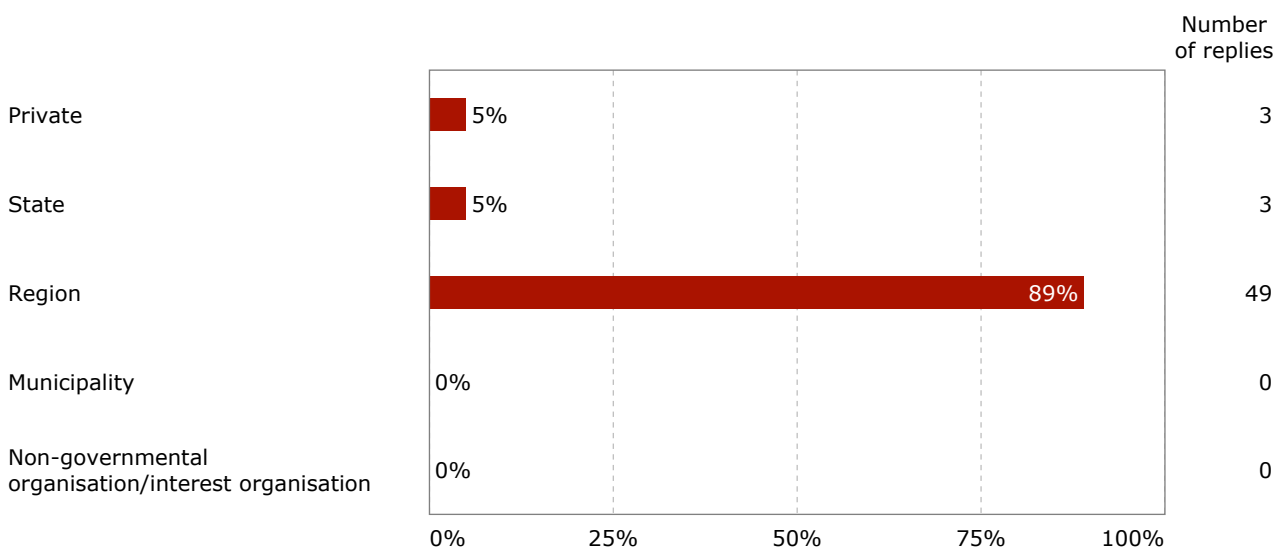
The figure for question Q.1.12. shows how the Bachelors assess the correlation between their area of study and their job.



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

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

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



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



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

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

	Private	State	Region	Municipality	Non-governmental organisation/interest organisation	Total %	Total n
Agriculture, hunting, forestry and fishing (e.g. plant nursery)	0%	0%	0%	0%	0%	0%	0
Raw material extraction (e.g. extraction of oil and gas)	0%	0%	0%	0%	0%	0%	0
Manufacturing firm (e.g. industry, food processing)	0%	0%	0%	0%	0%	0%	0
The supply of electricity, gas or heating	0%	0%	0%	0%	0%	0%	0
Water supply, sewerage, waste management, etc.	0%	0%	0%	0%	0%	0%	0
Construction company	0%	0%	0%	0%	0%	0%	0
Wholesale and retail trade	0%	0%	0%	0%	0%	0%	0
Freight transport and cargo handling (e.g. mail)	0%	0%	0%	0%	0%	0%	0
Lodging and restaurant business	0%	0%	0%	0%	0%	0%	0
Information and communication (e.g. publishing, film production, radio + TV)	0%	0%	0%	0%	0%	0%	0
Financial institute or financial company, etc. (e.g. insurance company, pension fund)	0%	0%	0%	0%	0%	0%	0
Real estate (leasing administrator, property agent)	0%	0%	0%	0%	0%	0%	0
Liberal profession, scientific and technical services (e.g. research assistant at a university, legal advice, complaints agency, town planning)	0%	33%	0%	0%	0%	2%	1
Public administration and defence; social security (e.g. public administration and social sector)	0%	0%	0%	0%	0%	0%	0
Teaching (e.g. upper secondary schools and adult education)	0%	0%	0%	0%	0%	0%	0
Health and social services (e.g. hospitals and drug or alcohol counselling)	100%	67%	100%	0%	0%	98%	52
Culture, entertainments and sport (e.g. theatre, libraries and museums)	0%	0%	0%	0%	0%	0%	0
Other services (e.g. business organisations and consumer organisations)	0%	0%	0%	0%	0%	0%	0
Extraterritorial organisations and bodies (e.g. FN and EU)	0%	0%	0%	0%	0%	0%	0
Number of replies	3	3	47	0	0	53	53

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	33%	33%	60%	0%	0%	57%	30
Region Zealand	33%	33%	30%	0%	0%	30%	16
Region of Southern Denmark	0%	0%	4%	0%	0%	4%	2
Central Denmark Region	0%	0%	2%	0%	0%	2%	1
North Denmark Region	0%	0%	4%	0%	0%	4%	2
All of Denmark	0%	0%	0%	0%	0%	0%	0
Nordic region (incl. Faroe Islands and Greenland)	0%	33%	0%	0%	0%	2%	1
Europe (not Nordic region)	0%	0%	0%	0%	0%	0%	0
North America	33%	0%	0%	0%	0%	2%	1
South America	0%	0%	0%	0%	0%	0%	0
Asia	0%	0%	0%	0%	0%	0%	0
Africa	0%	0%	0%	0%	0%	0%	0
Australia/Oceania	0%	0%	0%	0%	0%	0%	0
Number of replies	3	3	47	0	0	53	53

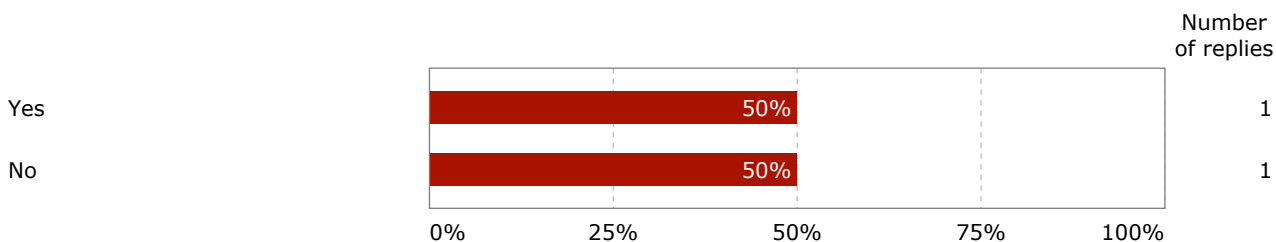
On the right in the table is a total column with the total percentage of respondents for each geographical location.

## 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)?

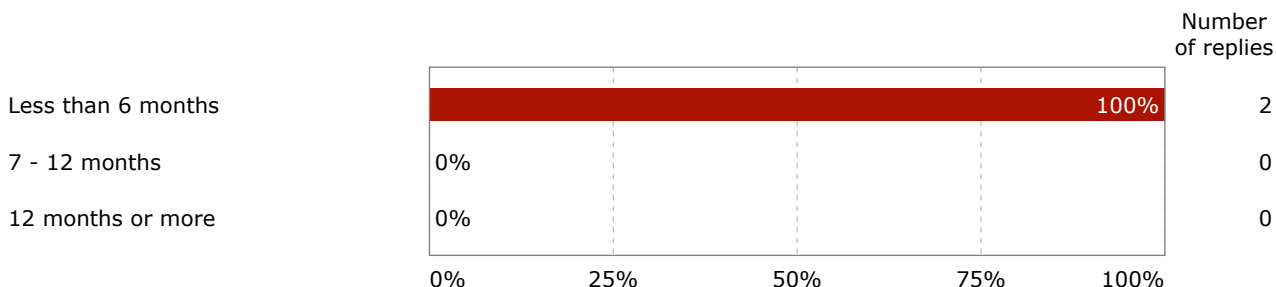
The figure for question Q.1.32. shows how many of the unemployed Bachelors have had one or several jobs since finishing their studies. They can choose between yes or no.



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.





## 9.3 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%	1%	0%	0%	0%	1%	2
Copenhagen Business School	0%	0%	0%	0%	0%	0%	0%	0
Technical University of Denmark (DTU)	0%	0%	0%	50%	0%	0%	0%	1
IT University of Copenhagen	0%	0%	0%	0%	0%	0%	0%	0
University of Copenhagen	100%	0%	99%	50%	0%	0%	99%	386
Roskilde University (RUC)	0%	0%	0%	0%	0%	0%	0%	0
University of Southern Denmark	0%	0%	0%	0%	0%	0%	0%	1
Danish School of Media and Journalism	0%	0%	0%	0%	0%	0%	0%	0
University College	0%	0%	0%	0%	0%	0%	0%	0
A university in another country than Denmark, please state	0%	0%	0%	0%	0%	0%	0%	0
Other, please state	0%	0%	0%	0%	0%	0%	0%	0
Number of replies	3	0	385	2	0	0	390	390

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











- Reservelæge, uklassificeret
- Reservelæge, uklassificeret stilling
- Reservelæge- Introduktionsstilling
- Reservelæge/Ph.D.-studerende
- Reservelæge/introlæge
- Reservlæge
- Reservlæge (Hoveduddannelse)
- ST lækare
- ST-lækare i akutsjukvård (hovedstilling)
- ST-lækare i allmänmedicin (hoveduddannelse i almen medicin)
- Sekretær
- Sygeplejevikar
- Uklassificeret læge
- Uklassificeret reservelæge
- Uklassificeret reservelæge
- Uklassificeret reservelæge
- Uklassificeret reservelæge
- Uklassificeret stilling, reservelæge
- Underlækare
- Undervisningsassistent
- Ventilator
- Videnskabelig Assistent
- i-stilling
- intro i intern medicin
- intro stilling
- introduktionstilling
- introduktionsstilling
- introduktionsstilling reservelæge
- introduktionsstilling, reservelæge
- introlæge
- introlæge
- introlæge gyn/obs
- introstilling
- kbu læge
- læge
- læge
- læge i i-stilling
- læge i introduktionsstilling
- phd studerende
- reservelæge
- reservelæge
- reservelæge
- reservelæge
- reservelæge
- reservelæge
- reservelæge
- reservelæge
- reservelæge
- reservelæge
- reservelæge i hoveduddannelse
- reservelæge i introduktionsstilling
- reservelæge, introduktionsstilling
- reservelæge/introlæge
- uddannelseslæge fase 1
- Aalborg Universitetssygehus
- Aalborg sygehus
- Aalborg universitetshospital gynækologisk afd
- Aasiaat, Grønland
- Aktuelt på barsel
- Almen Praksis

- Almen Praksis i Norge
- Almen praksis i Norge
- Almen praksis
- Almen praksis
- Almen praksis
- Almen praksis
- Almen praksis
- Almen praksis
- Almen praksis
- Almen praksis
- Almen praksis
- Almen praksis
- Almen praksis (KBU)
- Almen praksis i Thisted
- Almen praksis region H
- Almen praksis region sjælland
- Amager Hospital
- Amager Hospital
- Amager hospital
- Amager hospital
- Amager hospital
- Anæstesiologisk afdeling Holbæk
- Anæstesiologisk afdeling, Nykøbing F. Sygehus
- Arbejds og miljømedicinsk klinik, BBH
- B&U psyk. Bispebjerg
- BBH
- BBH ITA ZIT
- BBH afd M
- BUC Bispebjerg
- BUC Glostrup
- Barsel
- Bispebjerg Hospital
- Bispebjerg Hospital
- Bispebjerg Hospital
- Bispebjerg Hospital
- Bispebjerg Hospital
- Bispebjerg Hospital
- Bispebjerg Hospital, Lungemedicinsk
- Bispebjerg børne og ungdomspsykiatr
- Bispebjerg hospital
- Bispebjerg hospital
- Bispebjerg hospital
- Bispebjerg hospital
- Bispebjerg og Frederiksberg Hospital
- Borup Lægehus
- Brigham and Women's Hospital
- Brønshøj Lægecenter (dvs efter min barsel)
- Bu psyk region sjælland
- Børne og Ungdomspsykiatrisk Center, Risskov
- Børne og ungdomspsykiatrisk Center, Region Hovedstaden, Hillerød
- Børne- og Ungdomspsykiatrisk center, Glostrup
- Børne- og ungdomspsykiatri
- Børne- og ungdomspsykiatrien i Roskilde
- Børne-ungdomspsykiatrien Glostrup
- Capio citykliniken västra hamnen
- Center For Aktiv Sundhed, Rigshospitalet
- DC Silkeborg
- Dansk BørneAstma Center + Børnelægevagten ved Hvidovre Hospital
- FAM, sjællands universitets hospital, køge

- Forskningsenheden for Almen Praksis
- Forsvaret
- Forsvaret
- Forsvaret
- Frederiksberg hospital
- Ganløse almen praksis
- Gentofte
- Gentofte
- Gentofte Hospital
- Gentofte Hospital
- Gentofte Hospital
- Gentofte Medicinsk afdeling
- Glostrup
- Glostrup Hospital
- Glostrup Hospital
- Glostrup Hospital medicinsk afdeling
- Glostrup hospital
- Glostrup hospital
- Glostrup hospital
- Gyn/obs Hillerød
- Haslev Lægecenter
- Herlev Hospital
- Herlev Hospital
- Herlev Hospital
- Herlev Hospital
- Herlev Hospital
- Herlev Hospital
- Herlev Hospital
- Herlev Hospital
- Herlev Hospital
- Herlev Hospital, patologisk afdeling
- Herlev hospital
- Herlev- Gentofte hospital
- Hillerød Hospital
- Hillerød hospital
- Holbæk Sygehus
- Holbæk Sygehus
- Holbæk Sygehus
- Holbæk Sygehus
- Holbæk kirurgiske afd
- Holbæk sygehus
- Holbæk sygehus
- Holbæk sygehus
- Holbæk sygehus
- Holstebro sygehus
- Horsens sygehus
- Hvidovre Børneafdeling
- Hvidovre Hospital
- Hvidovre Hospital
- Hvidovre Hospital
- Hvidovre Hospital
- Hvidovre Hospital
- Hvidovre Hospital
- Hvidovre Hospital gyn/obs. afd.
- Hvidovre hospital
- Hvidovre hospital
- Hvidovre hospital
- Hvidovre hospital
- Höglandssjukhuset

- Inf med RH
- Infektionsmedicinsk afdeling, Hvidovre
- KU
- Kardiologisk afdeling Bispebjerg Hospital
- Kardiologisk, Nefrologisk og Endokrinologisk Afdeling Nordsjællands Hospital Hillerød
- Karkir RH
- Karolinska UniversitetsSjukhuset
- Kennedy Centret, Rigshospitalet
- Klinikum Schwabing, München
- Klinisk Biokemisk Afdeling, BBH-FH
- Klinisk Biokemisk Afdeling, Rigshospitalet
- Klinisk Farmakologisk Afd. Bispebjerg
- Klinisk Genetisk Klinik, Rigshospitalet, Kennedy Centret
- Klinisk farmakologisk afdeling, BBH
- Koege Sygehus
- Kolding
- Kolding Sygehus
- Kolding Sygehus
- Kortedala VC & BVC
- Kvinnokliniken, Lunds sjukhus
- KØGE
- Køge
- Køge Sygehus
- Køge Sygehus
- Køge Sygehus
- Køge Sygehus
- Køge Sygehus
- Køge Universitetshospital ØNH
- Køge sygehus
- Køge sygehus, radiologisk afdeling
- Landspítalinn - University Hospital, Reykjavík
- Landstinget Sörmland
- Lungemedicinsk afd, Gentofte Hospital
- Læge Birgit Kaarre Jensen
- Lægeklinikken Faxe
- Lægepraksis
- Lægerne Fredensvej i Rudkøbing
- Lægerne Postparken
- Lægerne Vestergade
- Medicinsk afdeling
- Medicinsk afdeling Glostrup
- Medicinsk afdeling, Glostrup
- Medicinsk enhed, Hvidovre hospital
- NFS, Region Sjælland
- NOH, Hillerød
- Nefrologisk Afd. Herlev Hospital
- Neurokirurgisk Klinik, Rigshospitalet
- Neurologisk Afdeling
- Neurologisk afd., Herlev Hospital
- NoH Hillerød
- Nordsjællands Hospital
- Nordsjællands hospital Hillerød
- Novo Nordisk
- Novo Nordisk HQ A/S
- Nykøbing Falster sygehus
- Nykøbing Falster sygehus akutafdeling
- Næstved Sygehus
- Næstved sygehus
- OUH
- Onkologisk



- Roskilde sygehus
- Roskilde sygehus, Kardiologisk afdeling
- SUH Køge, Ort.kir
- SUH roskilde
- SVS Esbjerg
- Sjællands Universitetshospital
- Sjællands Universitetshospital
- Sjællands Universitetshospital
- Sjællands universitetshospital
- Slagelse Akutafdeling
- Slagelse Sygehus
- Slagelse sygehus
- Slagelse sygehus
- Slagelse syghus
- South London and Maudsley NHS Foundation Trust (London, UK)
- Styrelsen for Patientsikkerhed
- Sundhedsstyrelsen, Enhed for Planlægning
- Sygehus Lillebælt, Vejle
- Sårcentrum Södersjukhuset Stockholm
- Universitetshospital Sjælland Roskilde
- Unumed ApS
- Urologi Roskilde syghus
- Urologisk afdeling shs
- Vejle Sygehus
- Viborg Regionshospital
- Videncenter for Sårheling, Bispebjerg hospital
- Wenckebach Sygehus, Berlin, Tyskland
- almen praksis
- bispebjerg gas.kir
- forsvaret
- hvidovre hospital
- hvidovre hospital
- hæg afd, herlev og gentofte hospital
- hæmatologisk afd
- køge sygehus
- køge sygehus
- ouh
- privatfirma, psykiatri
- psykiatrisk center Amager
- rigshospitalet, karkirurgisk afdeling
- ØNH afd. Nordsjællands hospital
- ØNH, Hillerød Hospital
- Øjenafdelingen, Aalborg Universitetshospital
- Øjenklinikken Glostrup
- åbenrå sygehus

## 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

- 4. semester kursets delelementer i form af fysiologiundervisningen + nyrefys på 5. Jeg er med på at vi skal kunne principperne bag fysiologien ift farmakologi og funktion, men at vi decideret skulle kunne regne OG blev eksamineret i komplekse formler for fx lungekapacitet ved forskellige arbejdsbelastninger, som ALDRIG er noget vi skal bruge i det virkelige liv - det bidrog på ingen tænkelig måde til andet end super meget stress.
- Alle laboratorieøvelserne på 2. Semester. Meget af detaljegraden på adskillige semestre især 2. i stedet for en mere klinisk / praktisk tilgang til det akademisk faglige
- Alt flueknepperiet...
- At man har kombineret kurser, der ikke har så meget med hinanden at gøre til en samlet eksamen. Således at alle kurser dumpes på en gang, hvis man fejler, eller at alle bestås hvis man scorer nok point i de enkelte. Det er til mit kendskab meget varierende fra eksamen til eksamen. Tidspunkter for eksamineringer kunne også være konsekvent når kurset er færdigt frem for i slutningen af semestret.
- Bacheloren på medicin er generelt præget af et ALT for stort fokus på bittesmå detaljer i biokemi, fys og anatomi, som vi aldrig kommer til at bruge som læger, og som heller ikke er relevant for læringsudbyttet. Vi burde på præseneteret et klinisk fokus tidligere på uddannelsen med fokus på mennesket og patienten, og frasortere noget af det ekstremt detaljeorienterede, som vi alligevel aldrig bruger.
- Bacheloren var meget teori præget uden kobling til den kliniske vigtighed.
- Biokemirapporter på de første semestre.  
Dårligt planlagte klinikophold, hvor det er op til de studerende selv at lære noget, fange en læge etc.
- De første semestre med undervisere der ikke underviser eksamensrelevant men baseret på egen forskning
- De mange forelæsninger
- De praktiske og obligatoriske øvelser på hhv. 1., 2., 4. og 5. semester på Medicin studiet kunne være mere pædagogisk relevante og gjort mere forståelige/pædagogisk anlagt.
- Den måde uddannelsen var struktureret og den type læring der var fordrer ikke hvordan arbejdet skal udføres når man er færdiguddannet.
- Der kunne godt ind tænkes mere gruppearbejde eller sparing, da det nogle gange kan føles lidt ensomt, og man ikke bliver forberedt på at komme ud og stå i en masse situationer hvor sparing er rigtig vigtig. Der er i høj grad fokus på en individuel præstation.
- Det er altså utilstrækkeligt, at forelæsninger ikke videooptages og gøres tilgængeligt på en undervisningsplatform (fx Absalon). Der er ét kursus, patologi, med visionær kursusledelse, som har en masse online tilbud til at supplere læsningen. Lægeuddannelsen på Københavns Universitet må træde ind i vores tid med den fleksibilitet og variation, som et forskningsbredbånd tillader. Og det med samtlige kurser, tak. "KU on demand" kunne I kalde det. Det kunne sættes i søen ved ansættelse af et lille studenterhold, som sætter teknikken op. Det ville blive smadder populært studiejob. -Man behøver ikke engang skulke. Vi koster ~150 kroner i timen. Det er et greb i lommen.

Kurset i cellens kemiske komponenter har man på første semester. Læringsudbyttet har grundlæggende karakter, og bliver først klinisk relevant på fjerde semester i forbindelse med Biokemiundervisningen. Da har mange studerende lykkeligt glemt hvad der karakteriserer en ester eller redoxproduktet af en aldehyd, og må starte fra bunden igen. :)

Jeg er tilhænger af integrerede kurser i anatomi, fysiologi og biokemi. Jeg kan forstå, at disse er adskilt i Århus, og det lyder jo helt fjollet. Jeg synes at opdelingen i organspecifikke semestre er uhensigtsmæssig i forhold til det sammenknyttede system mennesket er. Jeg så gerne, at

stueordningen byggede sfærisk udenpå i kurser af tiltagende avanceret humanbiologi fremfor "Lagkagestykker" af organsystemer.

I skal blive bedre til at formulere multiple choice spørgsmål. Det kan I blive ved at læse den her: [http://www.nbme.org/pdf/itemwriting\\_2003/2003iwgwhole.pdf](http://www.nbme.org/pdf/itemwriting_2003/2003iwgwhole.pdf)  
-og det er ganske gratis! :)

Men altså. Alt i alt er det jo meget godt, som det er. Langt de fleste optagne bliver læger, og dem der ikke gør finder noget andet de hellere vil. Det er altså ikke ordningerne på lægestudiet, der holder mig vågen om natten. I skulle hellere investere jeres talenter i folkeskolens udsatte/utlipassede børn.

Hvis nogen rent faktisk har læst hertil, skal du have tak. Når nu jeg bliver bedt om at svare på alle disse spørgsmål, ville jeg sætte pris på at få svar på to spørgsmål også:  
<https://goo.gl/forms/ykTlmAQ5gCXKB0dA2>

- Det er et antal mindre kurser og perifer aktiviteter der kunne Løkkes helt. Uddannelsen minder i høj grad om et kompromis imellem alle specialer, KU og sundhedsministeriet og i mindre grad som en gennemtænkt plan for uddannelsen af verdens bedste læger
- Det er et kompliceret spørgsmål hvilke kurser der er eksistensberettiget, men jeg havde flere gange under bachelorstudiet følelsen af at jeg ikke fik noget brugbart med fra det pågældende kursus.
- Det er for uspecifikt et spørgsmål til at kunne få et specifikt svar.
- Det giver ingen mening at placere TPK på 1. semester og ingen mening at placere sundhedspsykologi på andet semester, da det bare tager tid fra de tungere fag og man alligevel har glemt det når man rent faktisk skal have med patienter at gøre
- Detaljegraden i biokemi, cellebiologi, energiomsætning og neuroanatomi synes jeg er helt løsrevet fra den faglige virkelighed jeg har mødt i løbet af kandidaten.
- Detaljeringsgraden i nogle fag er så stor at den basale viden går tabt. For at blive en god forvagt (medicin) skal man kunne basis af det meste stof, men detaljeringsgraden inde enkelte fag er så omfattende at det ikke giver mening. Denne detaljeringsgrad er kun relevant for specialisten.
- Dårlige undervisere
- Flere af de "blødere" fag (etik, videnskabsteori, samtale med patienten, CAMES (6. semester)), som efter min overbevisning også er meget vigtige for den færdige læge, havde hverken nok eller kompetent nok undervisning - det virkede som om, at de ikke havde ressourcer nok og derfor endte udbyttet med at være lille.

Statistik kurset var meget kortfattet og man nåede ikke at forstå teorien - kun at benytte formlerne fra bogen.

- For mange holdsatte på et hold. Færre undervisningstimer. Mindre mulighed for at kunne træne sin objektive undersøgelse af patienter.  
Det er på sansefagene, medicin.
- For mange ligegyldige detaljer i undervisningen (fx underviseres forskningsprojekter)
- For stor variation imellem de forskellige SAU-undervisere.  
For stort fokus på unødige detaljer, og mangel på hele tiden forklare relevans og baggrund for elementer der skal læres.
- Forelæsere, som ikke har været klar over hvad læringsmålene har været for os studerende, så de har spildt vores tid med for detaljerige eller ligegyldige informationer.

Generelt dårligt struktureret forelæsninger, så bliver det for svært at bevare koncentrationen.

- Forelæsninger er for mange en dårlig måde at blive undervist på. Man lærer ikke særligt meget af det, slet ikke sat op imod hvor mange der typisk er planlagt.  
En ikke uvæsentlig andel af øvelserne i løbet af uddannelsen er meget læringsfattige.
- Forelæsninger uden interaktioner mellem underviser og de studerende.  
Forelæsere som ikke holder sig til kerne-pensum, men som hellere vil læse højt fra deres slides om



egne forskningsprojekter.

Forelæsninger bør være appetit-vækkere til den egentlige læsning og skabe et overblik over hvad der er essentielt/need-to-know og hvad der er nice-to-know. Det er meget sjældent at forelæseren har forstået dette og er i stand til at formidle til den laveste fællesnævner - der bør være en større frygt for at snakke over hovedet på de studerende, frem for at virke banal.

- Forstår ikke hvorfor vi har videnskabsteori, hvorfor statistikkurset er flyttet til kandidaten
- Fx kursus og eksamen i diagnostiske fag var dårligt tilrettelagt og gav dermed ikke stort fagligt udbytte
- Generelt er alle forelæsninger ikke spot on. Meget svingende udbytte ifht hvad der bliver spurgt om.
- I bakspejlet har jeg ikke draget fordel af at lære ret mange ting udenad. Anatomi kan jeg forstå, men molekylær biologi, biokemi, fysiologi med mere kan jeg ikke se ret meget mening med at lære udenad. Det ville have været bedre, hvis der var blevet lagt større vægt på konceptuel forståelse.
- I et i forvejen stort pensum, oplevede jeg flere gange et lidt for stort fokus på mindre relevante ting, eller i hvert fald uklarhed om de mindre relevante detaljer. Dette har jeg enkelte gange oplevet har medført at andre vigtige detaljer er mistet. Mit bud skulle være bedre og mere klart formuleret fokus på afgørende kernebegreber i pensum, samt beskrive hvornår man bevæger sig ud over pensum. Evt liste over "take-home messages" i forelæsninger og SAU-timer, så man er sikker på at have fået det vigtige med.
- Igen, omlægning af undervisningen til at bestå mere af forelæsninger og mindre af SAU bidrager bestemt ikke til læringsudbyttet. Jeg ved, disse koster LANGT mere, men jeg mener, det er en udgift, der er værd at tage. Nogle af pengene kunne måske spares på de meget dyre forsøg?
- Indimellem bliver detaljegraden vanvittig og decideret irrelevant for både videre uddannelse og karriere.
- Jeg fik meget lidt brugbar teoretisk viden ved laboratorieundersøgelserne, i hvert fald ikke viden jeg ikke kunne have haft ved at læse en bog.
- Jeg mener at bacheloren i medicin giver sublim kendskab til kroppen, både rask og syg, på et helt basic niveau, som man på kandidaten således kan bygge videre på. Jeg er sikker på, at den opfylder alle de faglige mål, der således er stillet for "læringsudbyttet" på bacheloren. Min anke kommer, endnu en gang, fordi jeg synes den akademiske tilgang til en videnskab som medicin mangler at prioriteres. Medicin er ikke bare et håndværk. Vi skal udover at mestre håndværket og lægekunsten også kunne manøvrere i et avanceret, evidensbaseret landskab, når vi er færdige, så det så jeg gerne, at vi fra start blev bedre rustet til. Bl.a. ved at der blev lagt større vægt på elementer som statistik (og også de dermed følgende nødvendige sociologiske og epidemiologiske værktøjer), når der skal sættes mål for læringsudbyttet på bachelordelen. Ikke at disse elementer ikke (også) bør indgå på kandidat-delen. Jeg synes bare, at man i større grad end nu, bør møde dem på en seriøs måde (ikke bare et klattet lille kursus i videnskabsteori, som de studerende ikke forstår alvoren af) tidligere i studietiden.
- Jeg synes at der var flere ting på bacheloren som jeg sidenhen ikke har brugt f.eks energiomsætning på 4 semester
- Jeg synes generelt alle "elementer" på bacheloren bidrog til et samlet mål, men mere relevante "elementer" kunne tages med, fx mere klinisk undervisning, kortere klinik ophold osv. Dette ville have givet mig mere motivation mht læsning og fordybelse af det noget teoretiske og tunge stof som man skal igennem på bacheloren, men som man på det tidspunkt kan have svært ved at se relevansen af.
- Laboratorie tests på 1- og 2. semester med lange dage og flere 100 siders vejledning uden at det fagligt gav stof til eftertanke eller relevant faglig viden til senere brug under udd.
- Laboratorieforsøg: alt for meget spildtid. Bedre hvis man havde en obligatorisk sau-undervisning og derefter skulle skrive rapporten. Evt med en sau-spørgetime som supplement.

Sau-undervisere: ofte har studenterunderviserne været klart bedst til at tilpasse niveauet, og lave nogle gode overblik. Det er dog stadig et problem at mange føler det nødvendigt at købe sig til ASPIRI-kurser (inkl. mig selv), fordi de er endnu bedre til et relevant overblik der er lettere at huske. Ærgerligt at disse overblik ikke i højere grad bliver brugt i undervisningen fra KU's side.

Specielt farma-tegninger er gode.

Hjælpemidler til eksamen: nogle gange har der ikke været klarhed over hvad man har adgang til, til eksamen. Jeg havde en sau-underviser på 4. semester som brugte de første mange gange på at lære os biokemiskemaet udenad, og det var først tæt på eksamen at det gik op for os, at det skulle vi ikke kunne. Vi skulle bare kunne forstå det ud fra skemaet. Det var under al kritik, da pensum i forvejen er stort!

Jeg havde også en sau-underviser i lungefysiologi der havde udledt sine egne formler, fordi han synes de var lettere at kunne i hovedet. Det forvirrede rigtig mange folk, fordi man jo får et formelark til eksamen, og de formler ikke stemte overens med dem vi havde brugt i undervisningen.

- Laboratorieøvelser som man alligevel ikke husker/bruger til noget som helst og som er enormt dyre og på bekostning af vigtige elementer såsom gode Sau timer med stud-undervisere samt på bekostning af senere klinik/undervisning.
- Læring af mange små detaljer, der er irrelevante for det fremtidige arbejde.
- MEGET dybdegående pensum hvoraf ikke alle elementer har klinisk relevans. Især i anatomi og farmakologi
- Man kunne med fordel have et endnu bedre samarbejde imellem akademikere og klinikere, så uddannelsens indhold i endnu højere grad kommer til at afspejle de færdigheder en læge har brug for.
- Mange af grundfagene var meget specifikke og ikke noget man reelt bruger i den kliniske hverdag, hverken direkte eller indirekte.
- Mange kurser gjorde mig ikke til god læge, for kort tid, det blev mere indlær til eksamen end indlær til lægekonference og forstå hvorfor
- Mange meget detaljerede elementer i undervisningen, som ikke giver mening at bruge tid på at lære, og kun læres fordi "det har man altid gjort", eller fordi underviserne er eksperter i området, og mener at deres område er det vigtigste.
- Mange skriftlige opgaver i starten, som mindede om hinanden
- Min holdning er, at bachelorudd. i medicin er alt for forskningsrettet i sit fokus på biokemi, laboratorieforsøg, enzym- og cellefysiologi i sin nuværende udstrækning - lad en del af det være tilvalgsfag for medicinstuderende, der ønsker at forske og integrér flere af de kliniske kurser allerede på bacheloren. Klinik og praksis burde være en større del af læringsudbyttet, da sammenhængskraften med de teoretiske bachelorfag for mange af de medicinstuderende forsvinder undervejs på kandidatudd. Jeg mener ikke, at de omtalte elementer er tidssvarende for det læringsudbytte, man som medicinstuderende ønsker sig efter have mødt den kliniske virkelighed.
- Minroskopi, mikrobiologi
- Nogen elementer kan virke ligegyldige på sigt, omend måske give en god grundforståelse. Der er efter min mening for lidt fokus på det akademiske, man lærer først meget sent at forholde sig til videnskabelige artikler, som nærmest er grundstenen i lægevidenskaben.
- Nogle emner er ikke jævnt fordelt i detaljegraden - det virker ikke på mig som studerende, at der er ensrettede ambitionsniveauer i de forskellige fag.
- Nogle enkelte fag. Fx videnskabsteori - har glemt alt kan slet ikke huske hvad det gik ud på samt patientsikkerhed.
- Nogle gange synes jeg, at forelæserne gik alt for meget op i bitte små detaljer, som jeg på ingen måde kan se formålet med, at man skal kunne som læge
- Nogle lærer bedst ved egen læsning, andre ved forelæsninger eller cases.
- Ofte for stort pensum og niche udenadslære. Desuden fik man ofte ikke meget ud af diverse laboratorieøvelser
- Pensum kunne opdateres, og muligvis og undervisning.
- SAU-undervisningen har været GULD VÆRD.
- SAUtimer med 50-60 studerende til samme klasseundervisning, hvor man skal undersøge en patient.
- Se den udbyggede kommentar tidligere.

Jeg mener ikke at bacheloren bidrager til fremtidige virke som læge. 6. semester er det første semester hvor man rent faktisk har noget lægefagligt.

- Se tidligere
- Se tidligere kommentar
- Se tidligere kommentarer. Tilføj også gerne flere klinikophold på bachelordelen, og sørg for at lægerne derude er klar til at tage hånd om deres studerende og at de alignes i forhold til mundtlige eksaminer.
- Se tidligere svar
- Spørgsmål 4.6 og 4.7 er dårligt formuleret. Uklart hvad der menes.
- Studiemålene på medicinuddannelsen er desværre meget meget vagt formulerede. Derfor er der til tider elementer af overraskelse til eksamener, hvilket er rimeligt irriterende ligesom man risikerer at læse meget op på noget, der viser sig ikke at være relevant eller pensum.
- Sundhedspsykologi blev for teoretisk og abstrakt, og kan kun i yderst ringe grad omsættes til noget brugbart i klinikken.
- Teori-delen fylder for meget. Det havde vært ideelt med mer praksis.
- Vi bliver eksamineret i hvert komma i bogen, hvilket er urealistisk - det giver ikke et stort udbytte. Hvorimod vi på kandidaten eksamineres i cases, og det basale dækkes med første spørgsmål og man så først til sidst når det absolutte detaljeniveau.
- Vi burde have mer etik og mer jura i vår dagligdag. Flere eksempler på de svære beslutninger, og svære beslutninger vi skal stå alene med. Bare et mer virkelighedsnært studium. Vi bliver ikke alle sammen forskere og PhD'er, ligesom mange af vores undervisere. Vi bliver praktiserende læger og en hel masse andet - man burde fokusere på overblikket, de mange fællestræk og de ting som kan ramme os alle.
- Vi havde meget lidt tid og information om bachelorprojektet. Det virkede ikke som en særligt godt inkorporeret del af studiet.
- Visse proffessorer lagde vægt på egen forskning og udviklede regnestykker frem for hvad der reelt var pensum og brugbart i klinikken.
- Vores klinikophold kunne gøre bedre. De kliniske færdigheder vi skal lære bliver meget spredt og man gør det lidt hist og her. Hvis man på en eller anden måde kunne blive koblet på en afdeling og så én uge kun ligge venflons, én uge kun tage blodprøver etc. ville det være langt bedre tror jeg. Der er ihvertfald et par procedurer jeg har prøvet et par gange for 1-1.5 år siden som jeg ikke føler mig specielt selvsikker at foretage når jeg starter i KBU efter sommer.
- bacheloren på medicin er meget fjernt fra det, som man skal bruge på afdelingerne som læge. det er ekstremt teoretisk og fokuseret på detaljer, som udelukkende har betydning for eksaminerne
- basal humanbiologi bidrager efter min mening ikke til det samlede mål, men bidrager til en behagelig/blød studiestart, men alt fra 1. Semester gentages senere på højere niveau. Og det er meget at bruge et helt semester på den bløde start frem for mere relevant undervisning.

Generelt flere basalfag indeholder læringsmål, som ikke er klinisk relevante, og som ikke nødvendigvis giver den underliggende videnskabelige forståelse, men blot en detaljegrad som ikke er nødvendig.

Fx udenadslære af mange receptorer i immunologi frem for forståelse.

- er beskrevet tidligere
- kemikurset har jeg aldrig brugt. Sundhedspsykologi var meget udefineret og ubrugbart.
- som nævnt, forsøg og rapporter omkring cellemembraner, aktionspotentiale, proteiner, mikrobiologi kursus (på 6. semester) mm. synes jeg ikke bidrog til den viden jeg føler jeg bør have idag når jeg ser patienter på hospitalet.

## 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: Det er u hensigtsmæssigt at socialmedicin, medicinsk sociologi og arbejds- og miljømedicin har en uforholdsmæssig stor del af studiet, sammenlignet med intern medicin og kirurgi.
- Kandidat: der manglede klinisk erfaring samt forskning med "hands-on" (gammel studieordning)
- Kandidat: Jf tidligere kommentar - struktur og bureaukrati
- Kandidat: Klinikophold med ringe faglig udbytte og for få undervisningstimer.
- Kandidat: Pas på med for meget udenadslære, der ikke bliver knyttet op på noget brugbart (cases), man glemmer det i såfald lige bagefter nemlig.
- Kandidat: nævnt i tidligere kommentarer
- Kandidat: Kliniske ophold samtidig med struktureret teoretisk undervisning er klart den bedste måde at have kurser på
- Kandidat: Alt for detaljeret anatomi og fysiologi..det giver ikke mening at skulle navngive bittesmå nervegrene i hånden som selv ikke håndkirurger kan... mere praktisk istedet tak!!
- Kandidat: Der var en del tema-dage på kandidaten som var helt hjernedøde.  
7 sem var som sagt en stor joke.  
Videnskabsteori på 4 sem (godt nok bachelor) var alt for ringe.
- Kandidat: -
- Kandidat: En del forelæsninger havde ingen eller kun lille værdi.

Forelæsninger kan også være studenteraktiverende.

- Kandidat: Kan ikke huske det nu
- Kandidat: Vekslende kvalitet af undervisning og ligeledes forventningerne til de studerende.
- Kandidat: se tidl
- Kandidat: dårlige klinik-ophold med uengagerede, travle læger, der ikke har tid til at lære fra sig. For mange studerende pr klinisk ophold - jeg har flere gange oplevet, at der var flere studerende end læger.
- Kandidat: Som angivet tidligere.
- Kandidat: Pas
- Kandidat: Klinikopholdet i socialmedicin var for kort og det var ikke tydeligt hvordan faget skulle gavne ens lægelige virke på lang sigt.
- Kandidat: Jeg forstår slet ikke spørgsmålet.
- Kandidat: Jeg synes at man skal have muligheden for at komme i klinik om det man bliver undervist om eller omvent. Det går ikke at have ophold på øre-næse-hals når man skal eksamineres i mave-tarm kirurgi. Det er to MEGET forskellige kirurgiske specialer fx
- Kandidat: For lidt praktik
- Kandidat: Der skal være mulighed for mere klinik og mere holdundervisning. Der var blevet skåret en hel del på begge fronter.
- Kandidat: Der var enkelte fag hvor udbyttet var ringe sammenlignet med hvad der forventes som læge. Kan for nuværende ikke huske detaljer, men receptskrivning og sundhedspsykologi (bach.) var ikke brugbart. Synes vores 7. semester med klinik var lidt for "let" forstået sådan at man kommer fra et stort pres fra mange fag og kommer i klinik med ikke så meget at lave efter observationer af kliniske færdigheder i hverdagen. Der var en forventning om at det ville komme, men hvis jeg skulle gøre det om, ville jeg have lagt selvvalgt ekstralæsning i dette semester. Alternativt fylde det ud fra KUs side, men mener strukturen også er ændret mht. tidl. 7. sem.?
- Kandidat: Kurser i epidemiologi med undervisere fra folkesundhedsvidenskab som ikke helt siger det samme som tidligere undervisning i epidemiologi fra bachelordelen.
- Kandidat: Detaljeret kemi på 1. Semester som jeg ikke har brugt siden. Sundhedspsykologi på 2. Semester.

- Kandidat: bachelor og kandidat opgaverne. Store dele af sundhedspsykologi og psykosomatikken blev der brugt meget tid på i forhold til, hvor relativt simpelt det er. Det er svært at give konkrete eksempler. Men mange af underviserne er/var gamle forskere. Det gør at der naturligt bliver lagt nogle skæve fokuser med ret meget irrelevant blandet ind. Det kan man jo ikke undgå, men man kan måske gentænke undervisningen lidt.
- Kandidat: Eksaminer hvor pensum er gennemgået for lang tid siden

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

