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# REPORTING OF THE GRADUATE SURVEY

*Veterinærmedicin*

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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 Veterinærmedicin.

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	438	462	900
Completed	34%	27%	30%
Partially completed	1%	4%	3%
Number of replies	35%	31%	33%
Did not wish to participate	0%	0%	0%
Did not reply	65%	69%	67%

Appendix 1 shows a summary of the questions from the questionnaire used in this report.

## 2.2 Background data from the study administrative system STADS

The individual graduates in the survey have been linked to the variables from the study administrative system STADS described in Appendix 2. The Table shows how representative the data is for Veterinærmedicin 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	438	154	462	142
Percentage women	84%	86%	87%	88%
Foreign citizens	9%	3%	23%	7%
Average age upon graduation	25.5	25.5	28.1	28
- youngest	21.3	21.3	21.3	21.3
- eldest	53.7	53.7	53.7	53.7
Completion time (average years)	3.3	3.3	3	3.1
- shortest completion time	1.4	1.4	1.4	1.4
- longest completion time	30.4	30.4	30.4	30.4
Quota 2 at BA-entrance	13%	13%	1%	1%
Years from qualifying exam to commencement of study (average)	2	2	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)	32	32	32	32
Bachelor's programme as first priority	91%	96%	74%	90%
Grading of Bachelor's paper/Master's thesis (average)	9.8	9.8	10.2	10.5
- 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 Veterinærmedicin 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.)	14% (21)	73% (103)
I am self-employed (including freelance)	1% (1)	4% (5)
I am unemployed (including on maternity leave without being under contract of employment)	6% (9)	9% (13)
I am in full-time education (e.g. Candidatus programme)	73% (112)	0% (0)
I am on a Ph.D programme	2% (3)	11% (15)
Other	5% (8)	4% (6)
Number of replies	154	142

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

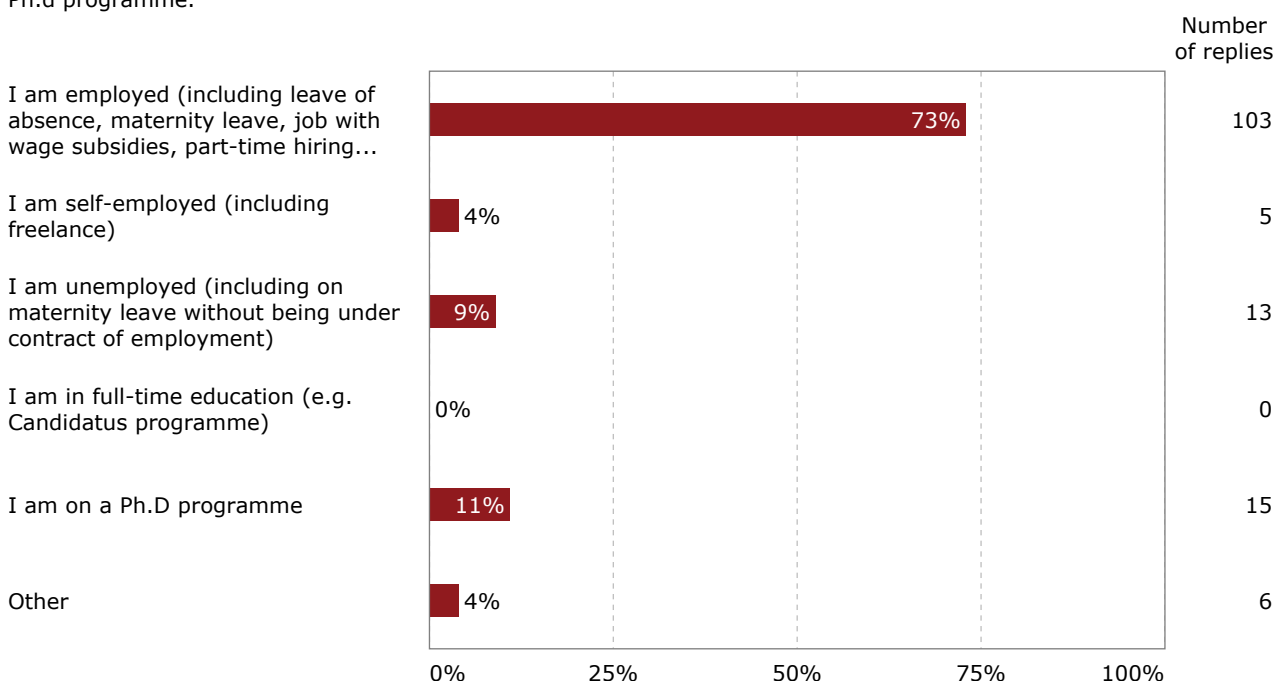
This chapter describes the job situation of Master’s Candidatus/Professional Bachelor’s graduates in their current position. The chapter includes sections on whether the graduates are in work, self-employed, unemployed or in full-time education.

#### 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?

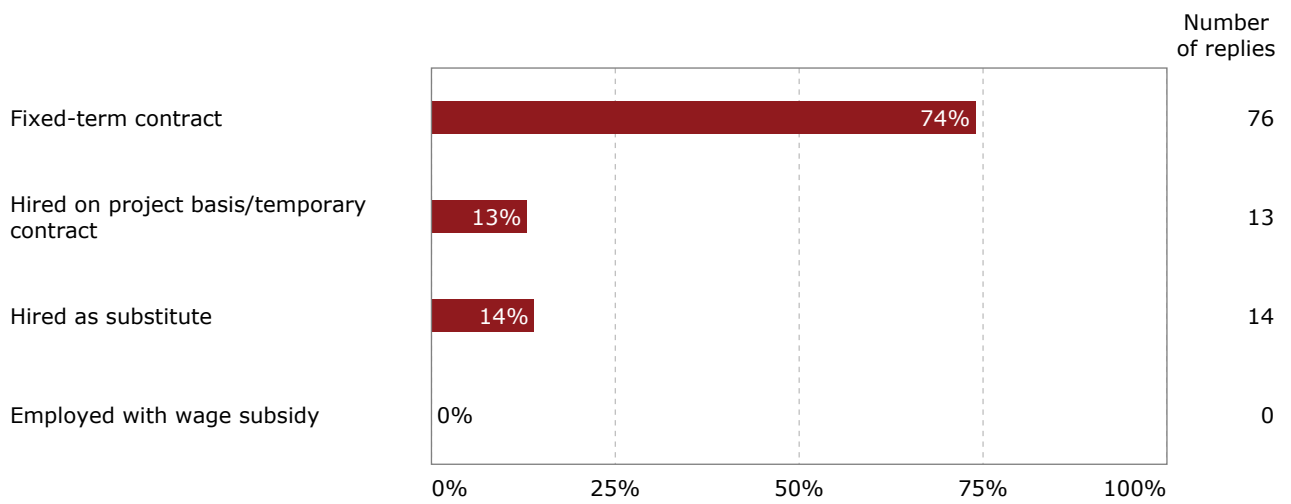
The figure for question Q.1.1. shows the Master's Candidatus/Professional Bachelor's graduates' current job situation, where the response categories show if they are in work, self-employed, unemployed, in full-time education, or on a Ph.d programme.



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?

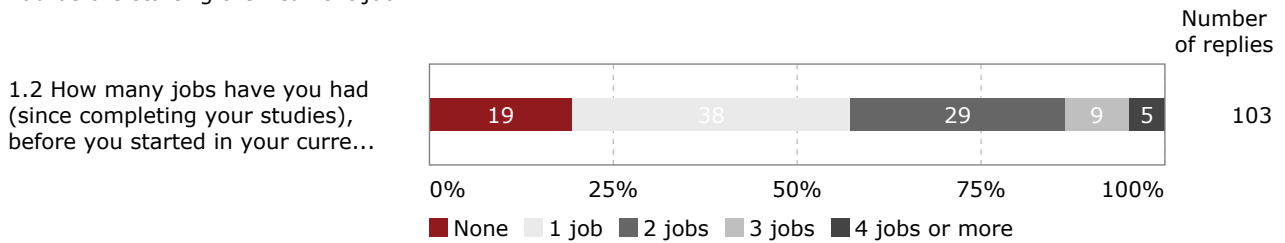
The figure for question Q.1.3. shows the conditions of employment for the Masters Candidatus/Professional Bachelors in work, where the response categories show if they are hired on a fixed-term contract, hired on a project/temporary contract, hired as a substitute, or employed with wage subsidy.



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?

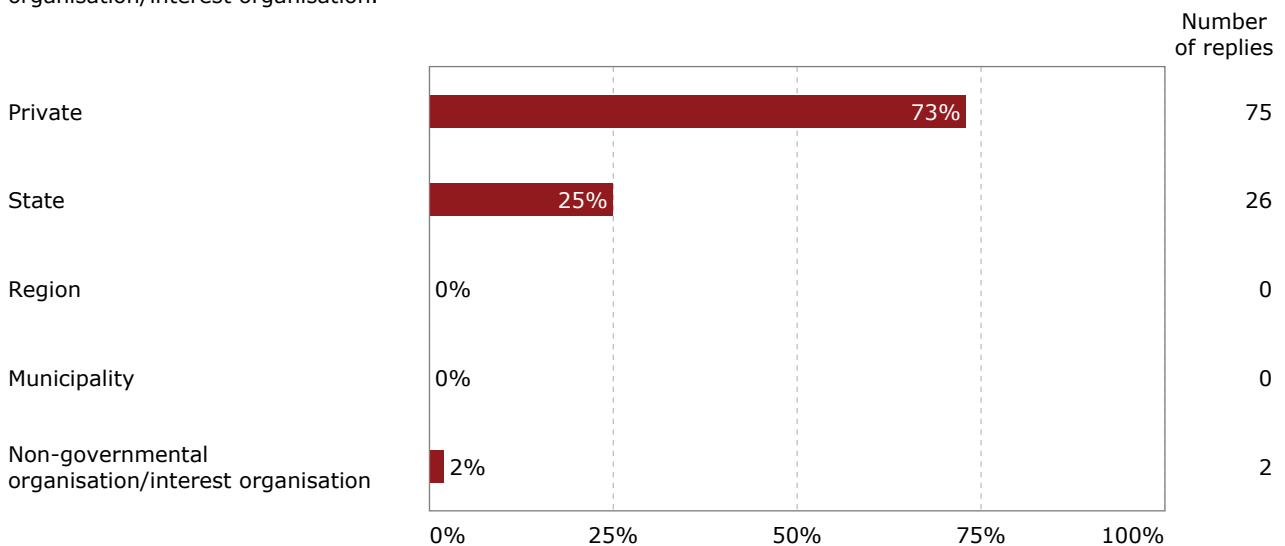
Figure Q.1.2. shows the number of jobs Master's Candidatus/Professional Bachelor's graduates in employment have had before starting their current job.



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)	31%	10%	0%	0%	50%	25%	18
Raw material extraction (e.g. extraction of oil and gas)	0%	0%	0%	0%	0%	0%	0
Manufacturing firm (e.g. industry, food processing)	10%	0%	0%	0%	0%	7%	5
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)	8%	25%	0%	0%	0%	13%	9
Public administration and defence; social security (e.g. public administration and social sector)	0%	20%	0%	0%	0%	6%	4
Teaching (e.g. upper secondary schools and adult education)	0%	10%	0%	0%	0%	3%	2
Health and social services (e.g. hospitals and drug or alcohol counselling)	39%	35%	0%	0%	0%	37%	26
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)	12%	0%	0%	0%	50%	10%	7
Extraterritorial organisations and bodies (e.g. FN and EU)	0%	0%	0%	0%	0%	0%	0
Number of replies	49	20	0	0	2	71	71

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

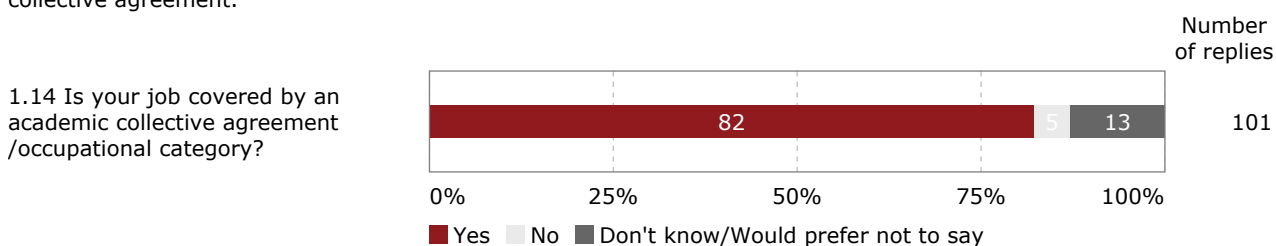
The table shows the geographical location for the Masters' Candidatus/Professional Bachelors' place of work from question Q.1.10. distributed among the various sectors from question Q.1.8.

	Private	State	Region	Municipality	Non-governmental organisation/interest organisation	Total %	Total n
Capital Region of Denmark	11%	58%	0%	0%	100%	25%	25
Region Zealand	24%	4%	0%	0%	0%	19%	19
Region of Southern Denmark	9%	12%	0%	0%	0%	10%	10
Central Denmark Region	18%	8%	0%	0%	0%	15%	15
North Denmark Region	15%	0%	0%	0%	0%	11%	11
All of Denmark	0%	0%	0%	0%	0%	0%	0
Nordic region (incl. Faroe Islands and Greenland)	15%	19%	0%	0%	0%	16%	16
Europe (not Nordic region)	7%	0%	0%	0%	0%	5%	5
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	1%	0%	0%	0%	0%	1%	1
Australia/Oceania	0%	0%	0%	0%	0%	0%	0
Number of replies	74	26	0	0	2	102	102

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

### 3.1.7 Q.1.14. Is your job covered by an academic collective agreement /occupational category?

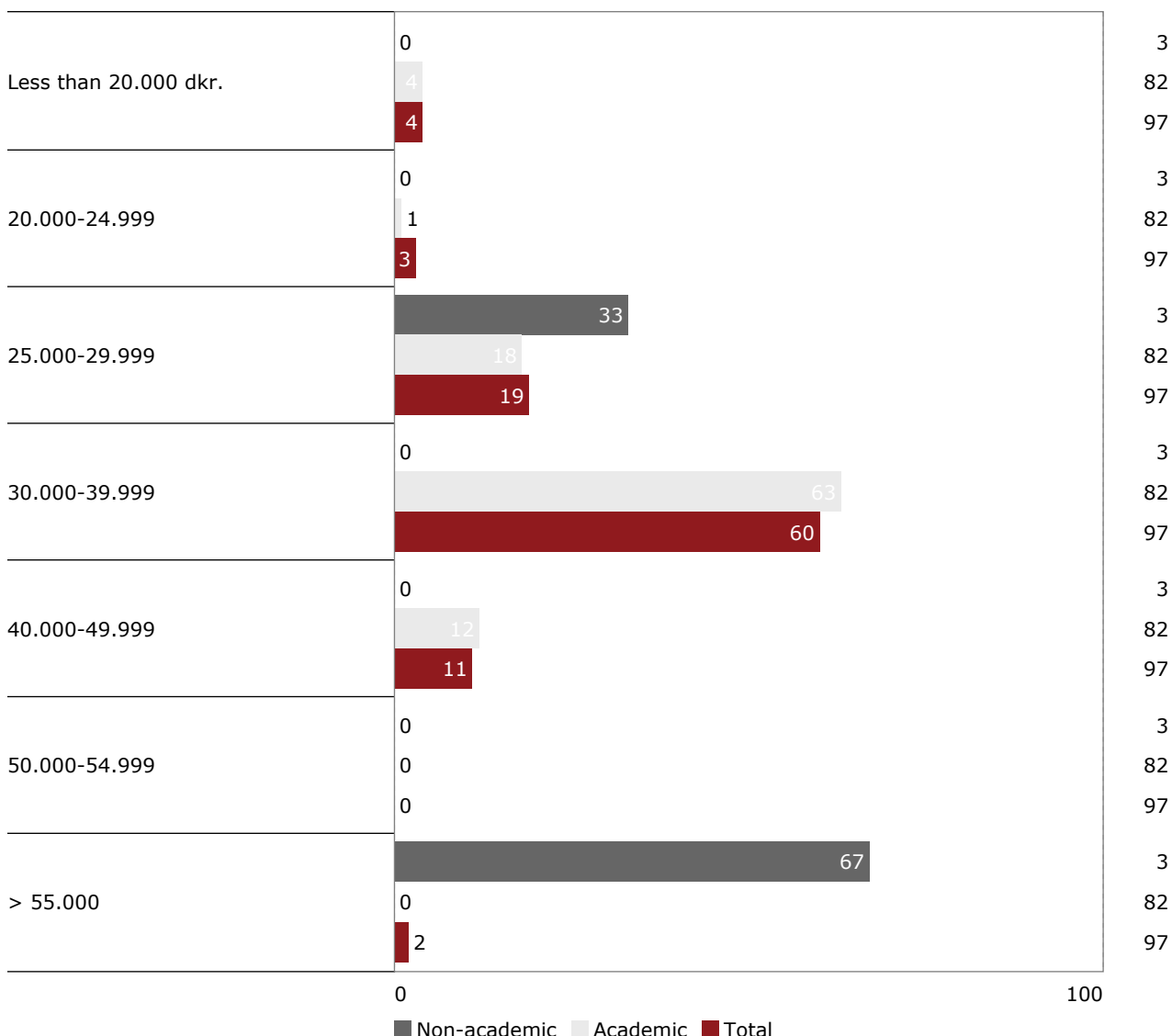
Figure Q.1.14. shows the Master's Candidatus distribution across academic collective agreement/non-academic collective agreement.



There is only one response category as they are either on an academic collective agreement or not. The total number of respondents is shown to the right of the figure.

### 3.1.8 Q.1.11. What is your monthly salary?

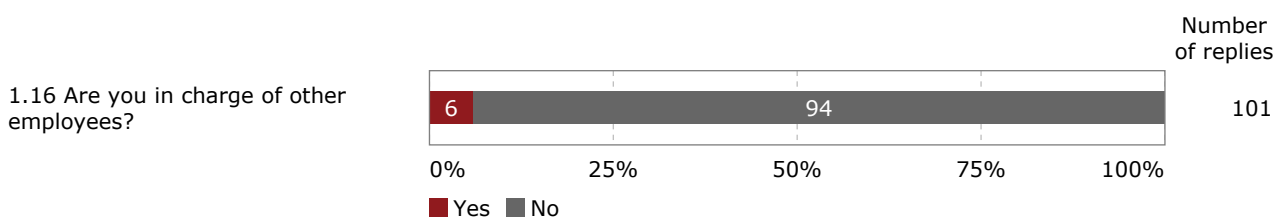
The figure for question Q.1.11. shows the Master's Candidatus/Professional Bachelor's monthly salary. The levels of salary are shown for graduates on a non-academic collective agreement, graduates on an academic collective agreement, Professional Bachelors as well as a total.



The numbers state the percentages and sum up to 100 within the specific categories. To the right of the figure, the total numbers of responses that provide the basis for the percentage rates are shown.

### 3.1.9 Q.1.16. Are you in charge of other employees?

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



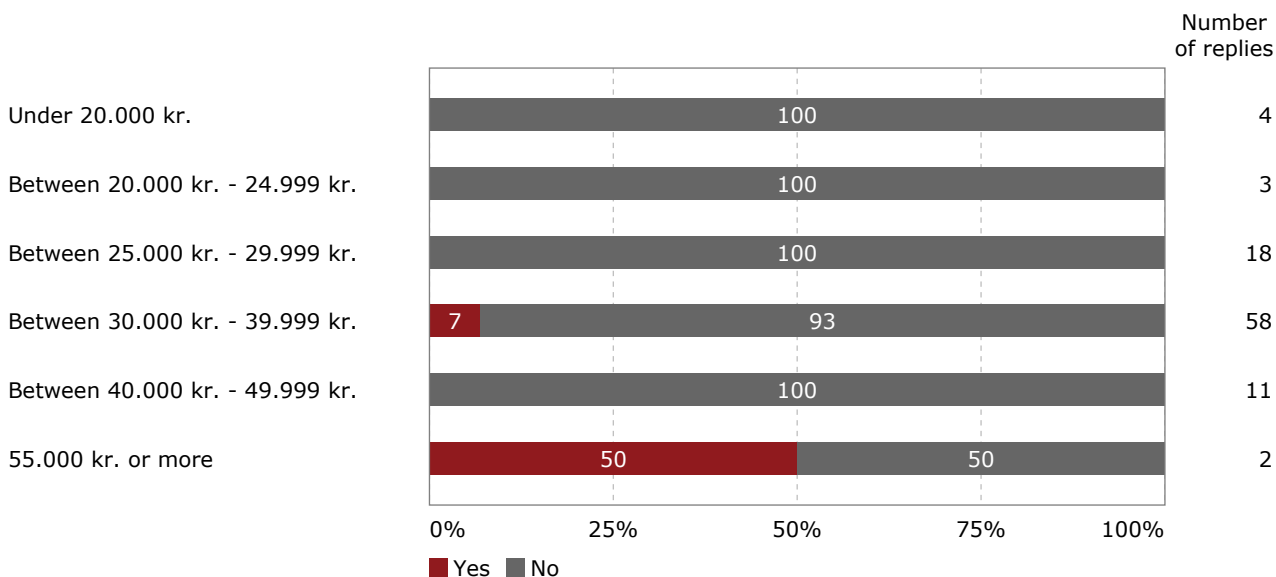
The distribution is shown in percentages. The total number of respondents is shown to the right of the figure.





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

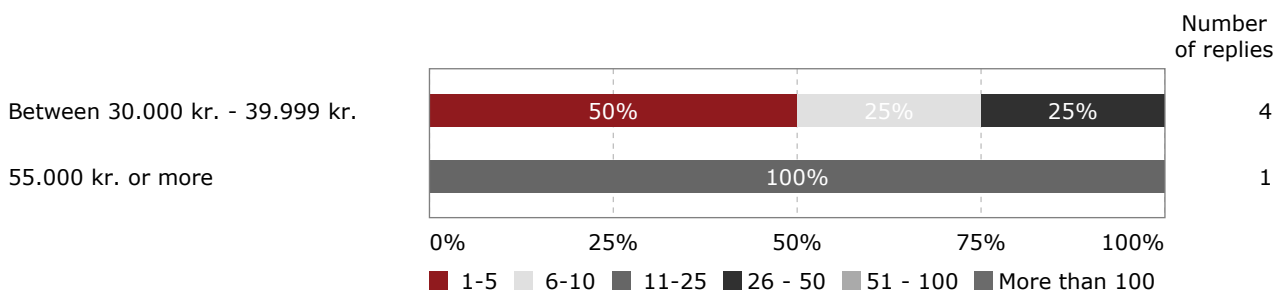
The figure for question Q.1.16. crossed with question Q.1.11. shows the distribution of Masters Candidatus/Professional Bachelors that are/aren't in charge of employees within each of the salary brackets.



Results are only displayed for the relevant salary brackets. The distribution is shown in percentages and sums up to 100 within each salary bracket. The total number of respondents for each salary bracket is shown to the right of the figure.

### 3.1.11 Q.1.17./Q.1.11. How many employees are you in charge of? by monthly salary

The figure for question Q.1.17. shows how many employees the Masters Candidatus/Professional Bachelors are in charge of within each of the salary brackets. The response categories show if the number of employees they are in charge of is either 1-5, 6-10, 11-25, 26-50, 51-100 or more than 100 employees. The results are shown for each of the salary brackets within which the graduates are in charge of employees.

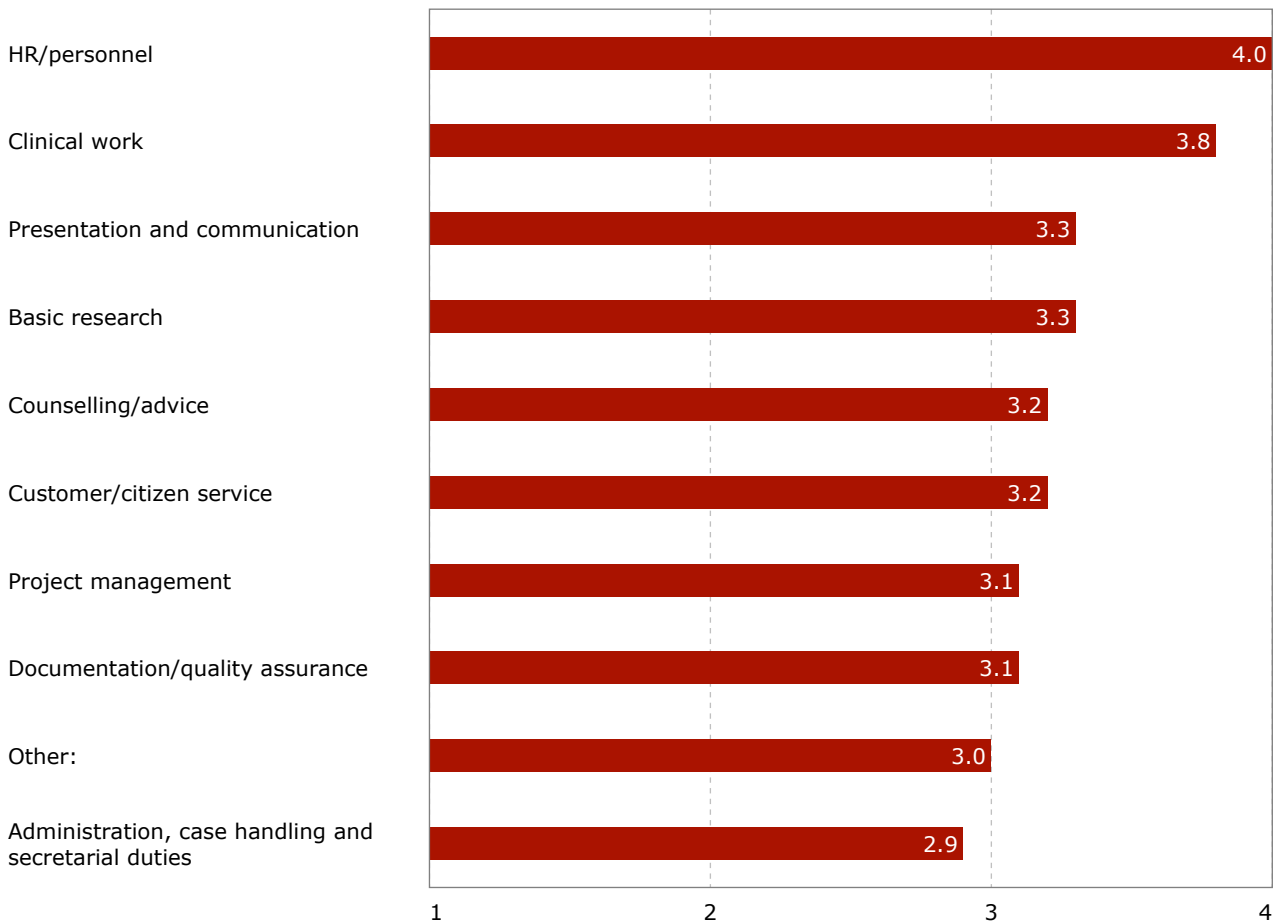


The distribution is shown in percentages and sums up to 100 within each salary bracket. The total number of respondents is shown to the right of the figure.

### 3.1.12 Q.1.18. Breakdown of your job functions. Top 10 over how much time the respondent spends on these job functions

The figure for question Q.1.18. shows which job functions the respondents spend time on as well as how much time they spend on the specific categories.

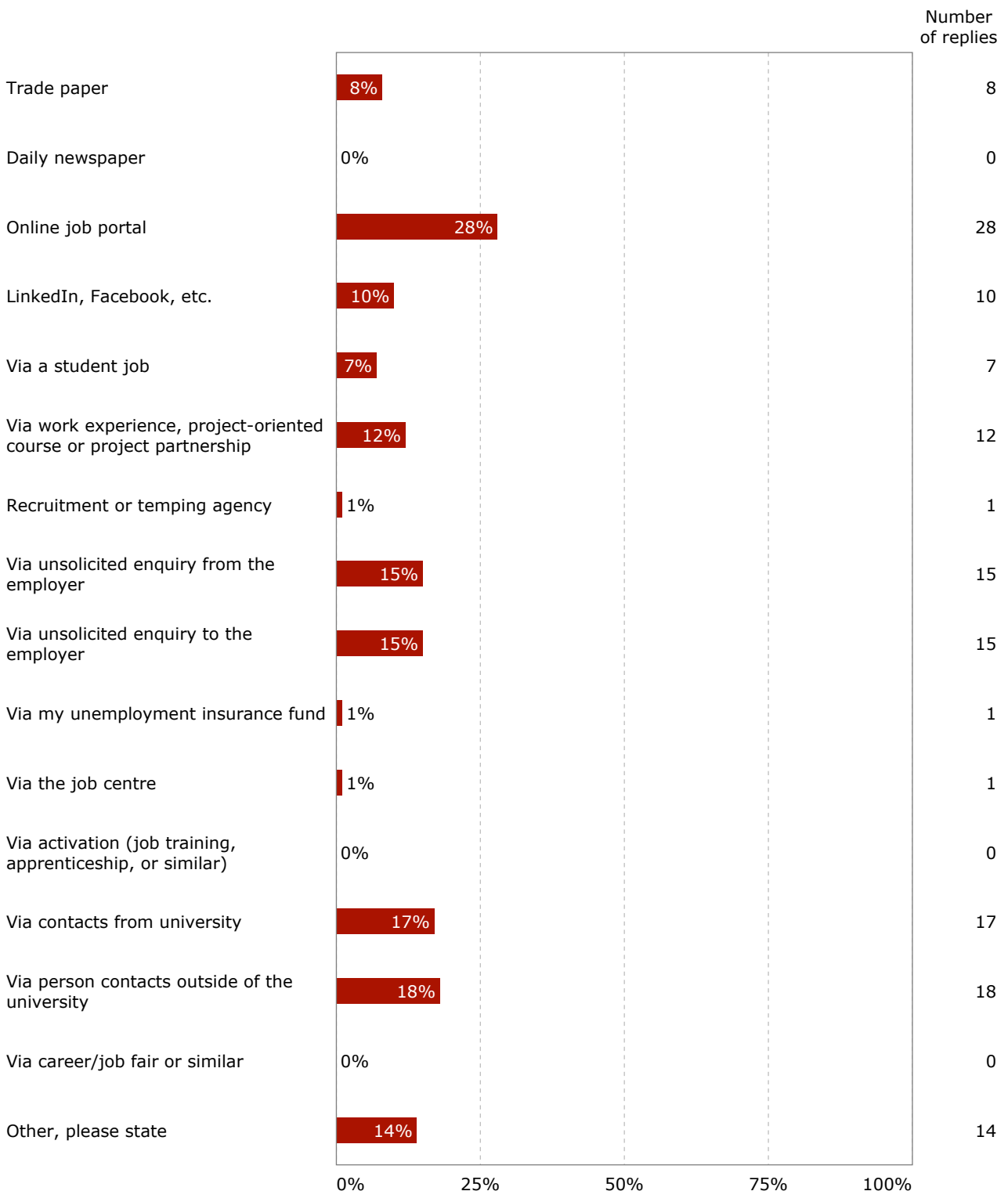
Below is shown the ten job functions the Masters Candidatus/Professional Bachelors spend the most time on.



The figure shows an average on a scale from 1 to 4, where 1 corresponds to 'Not at all', 2 corresponds to 'Occasionally', 3 corresponds to 'Sometimes' and 4 corresponds to 'A lot of the time'. From this scale the average time consumption is shown for each specific bar. The response distribution on the specific questions is shown in appendix 6.

### 3.1.13 Q.1.19. How did you find your current job?

The figure for question Q.1.19. shows how the Masters Candidatus/Professional Bachelors found their current job.



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

### 3.2 Self-employed (including freelance)

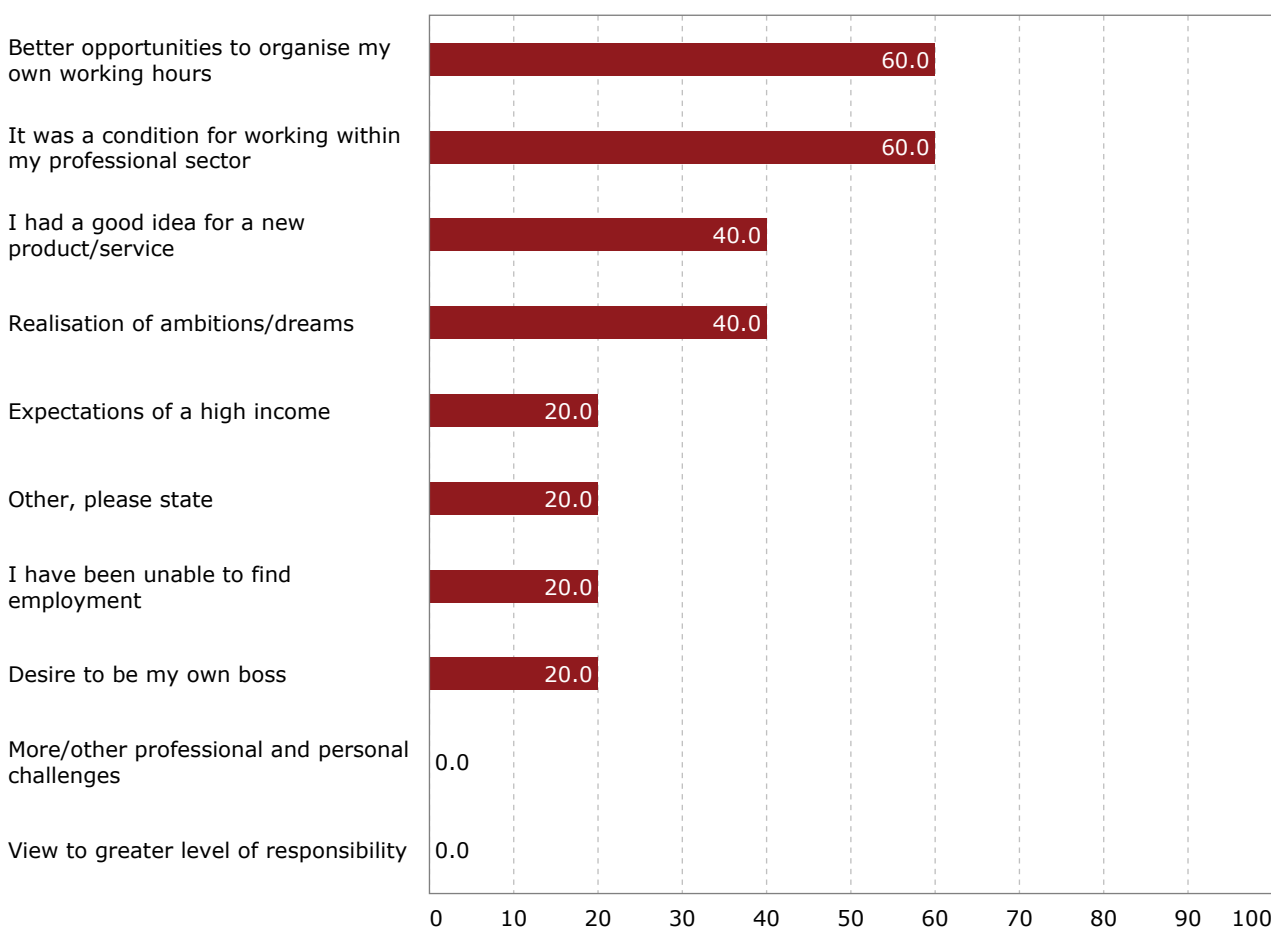
This section describes the job situation for the Master’s Candidatus/Professional Bachelor’s graduates who answered that they have chosen to become self-employed or work freelance in the introductory question Q.1.1.1.

80 % started business alone, while 20 % started business in collaboration with one or more partners.

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

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

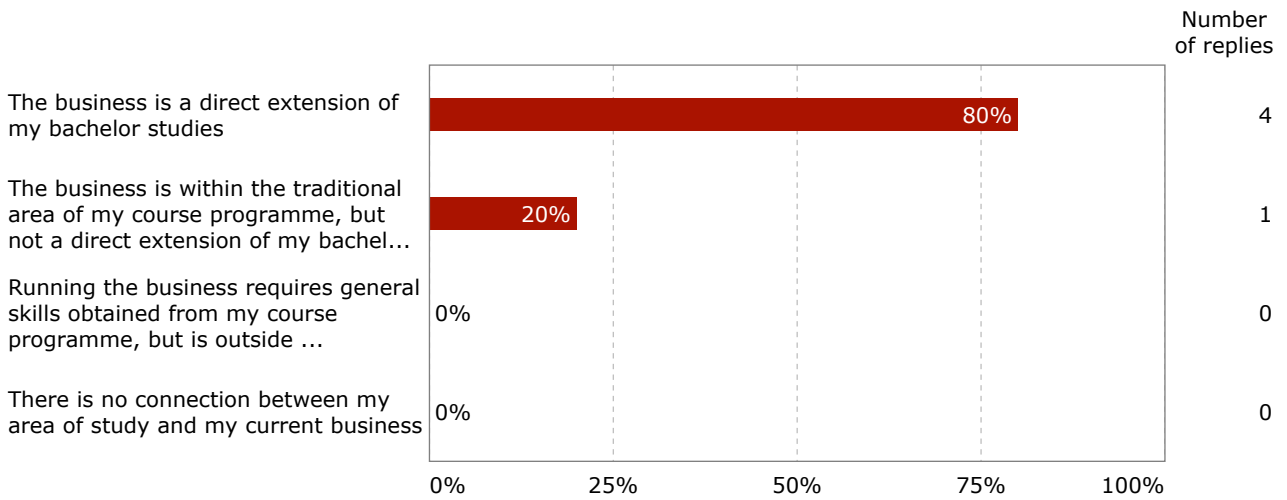
The figure for question Q.1.23. shows in order of priority why the Masters Candidatus/Professional Bachelors chose to start up independently/freelance.



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

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

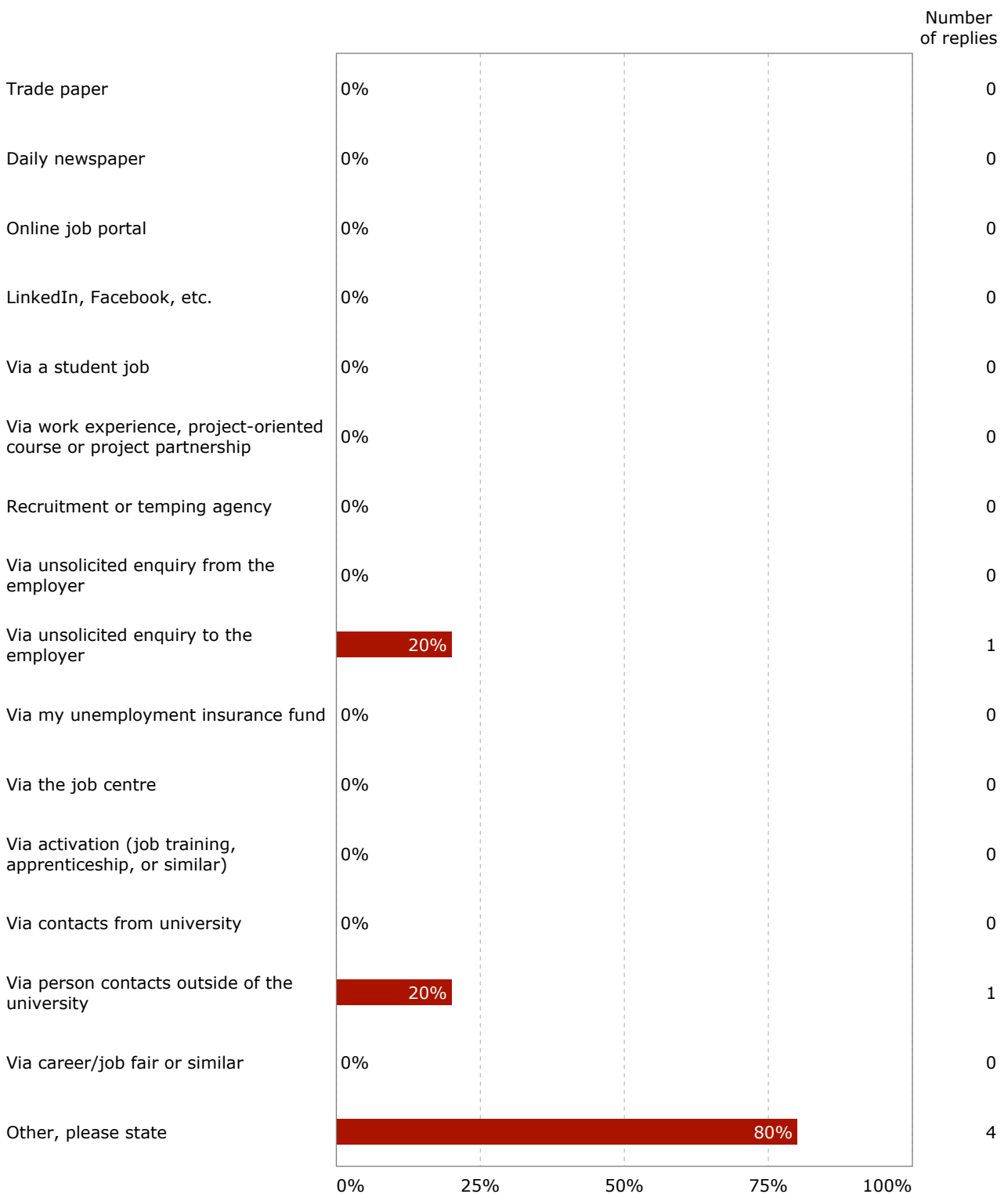
The figure for question Q.1.26./Q.1.27. shows how the Masters Candidatus/Professional Bachelors assess the correlation between their studies and their business.



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

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

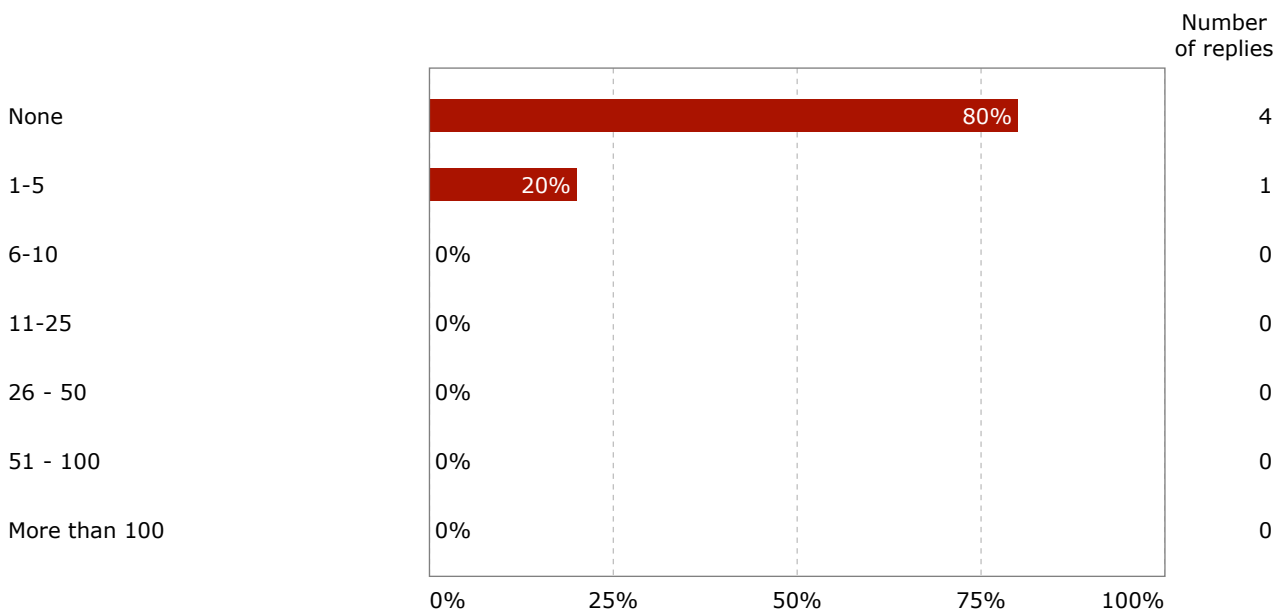
The figure for question Q.1.28. shows how the Masters Candidatus/Professional Bachelors got the idea for their business. More options were available.



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

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

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



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

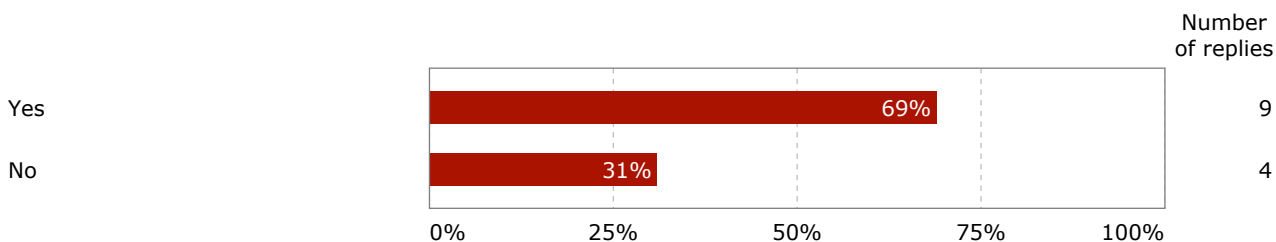
The total number of respondents is shown to the right of the figure.

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

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

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

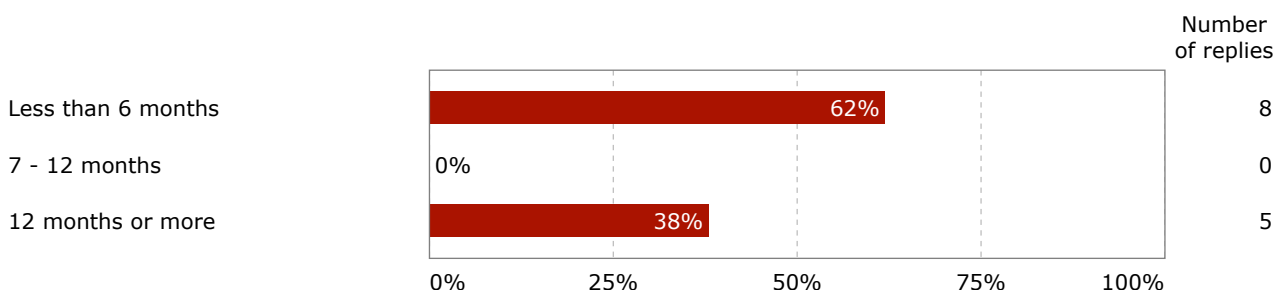
The figure for question Q.1.32. shows how many of the unemployed Masters Candidatus/Professional Bachelors have had one or several jobs since finishing their studies. They can choose between yes or no.



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

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

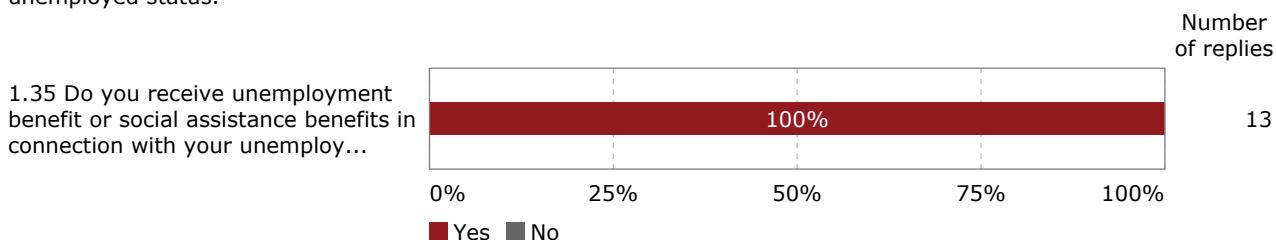
The figure for question Q.1.34. shows for how long the Masters Candidatus/Professional Bachelors have been unemployed in their current unemployment period, the response categories showing either less than 6 months, 7-12 months, and 12 months or more.



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

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

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

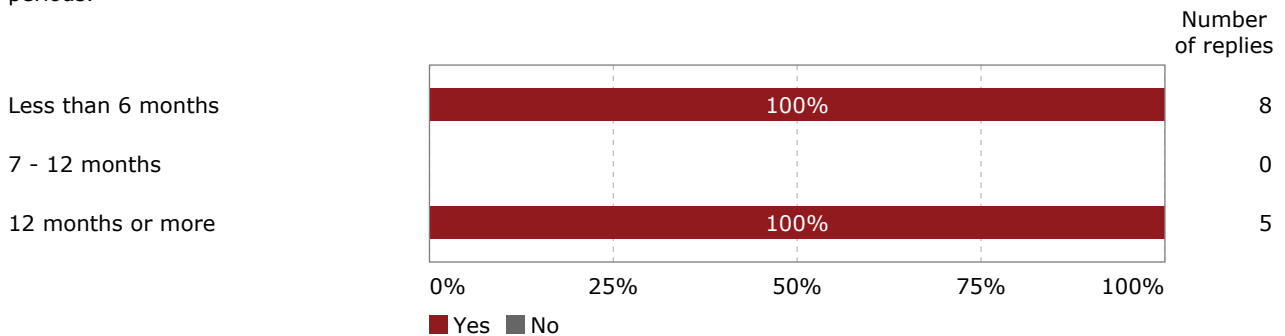




The distribution is shown as a percentage. The total number of respondents is shown to the right of the figure.

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

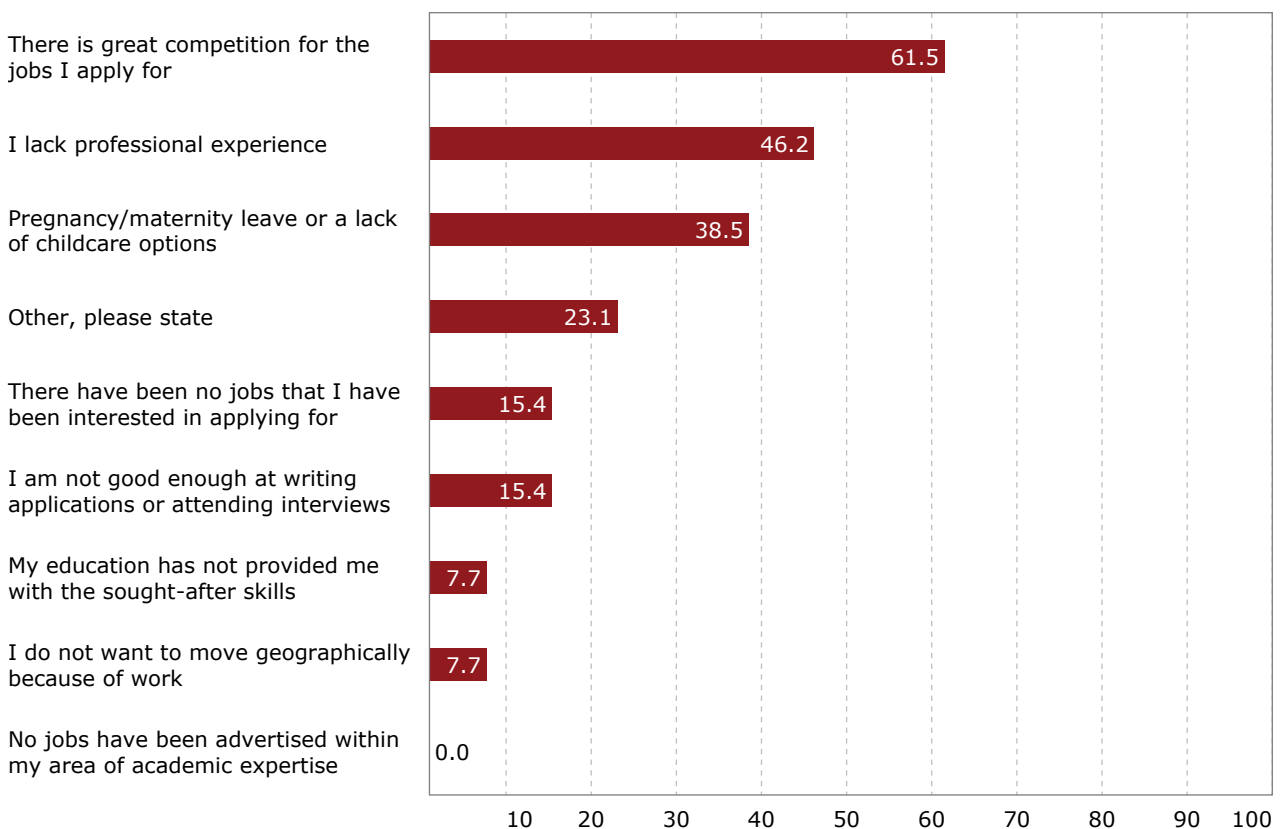
The figure for question Q.1.34./Q.1.35. shows the distribution of unemployed Masters Candidatus/Professional Bachelors who either receive or do not receive unemployment benefit/social assistance benefits, by unemployment periods.



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

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

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



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

### 3.4 Full-time education

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

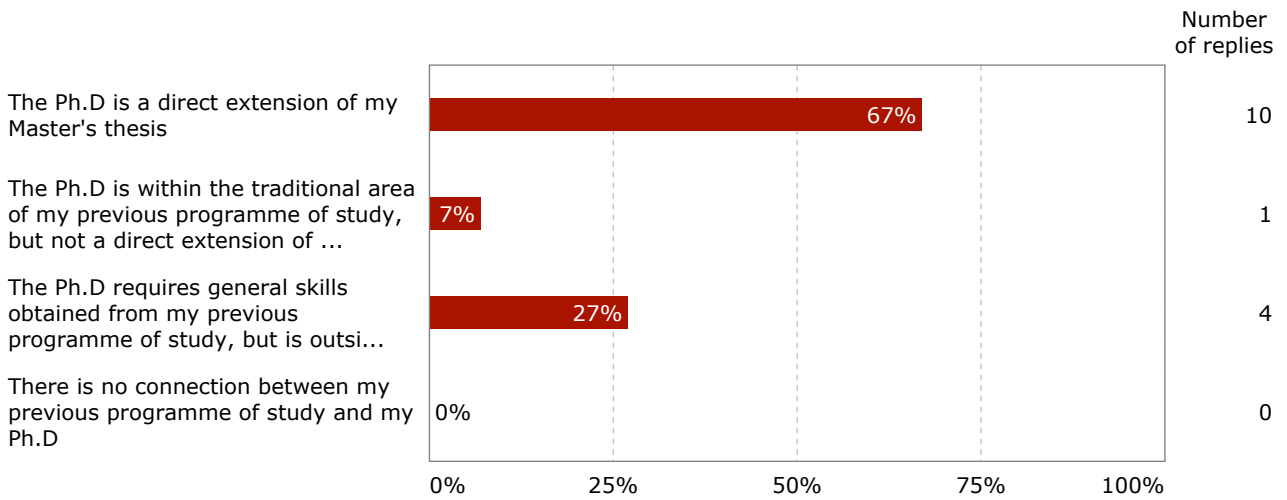
The table for question Q.1.39./Q.1.40. shows which education institutions the Masters Candidatus/Professional Bachelors in a full-time education are registered with.

	ph.d.	Master's (Candidatus) programme	(Academic) Bachelor's degree	Professional bachelor degree	Professional bachelor degree	Anden uddannelse	Total %	Total n
Aalborg University	0%	0%	0%	0%	0%	0%	0%	0
Aarhus University	0%	0%	0%	0%	0%	0%	0%	0
Copenhagen Business School	0%	0%	0%	0%	0%	0%	0%	0
Technical University of Denmark (DTU)	7%	0%	0%	0%	0%	0%	7%	1
IT University of Copenhagen	0%	0%	0%	0%	0%	0%	0%	0
University of Copenhagen	93%	0%	0%	0%	0%	0%	93%	14
Roskilde University (RUC)	0%	0%	0%	0%	0%	0%	0%	0
University of Southern Denmark	0%	0%	0%	0%	0%	0%	0%	0
Danish School of Media and Journalism	0%	0%	0%	0%	0%	0%	0%	0
University College	0%	0%	0%	0%	0%	0%	0%	0
A university in another country than Denmark, please state	0%	0%	0%	0%	0%	0%	0%	0
Other, please state	0%	0%	0%	0%	0%	0%	0%	0
Number of replies	15	0	0	0	0	0	15	15

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

### 3.4.2 Q.1.42. How would you describe the correlation between your previous programme of study and your Ph.D?

The figure for question Q.1.42. shows how the Masters Candidatus/Professional Bachelors registered on a PhD programme assess the correlation between their previous programme of study and their PhD.



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

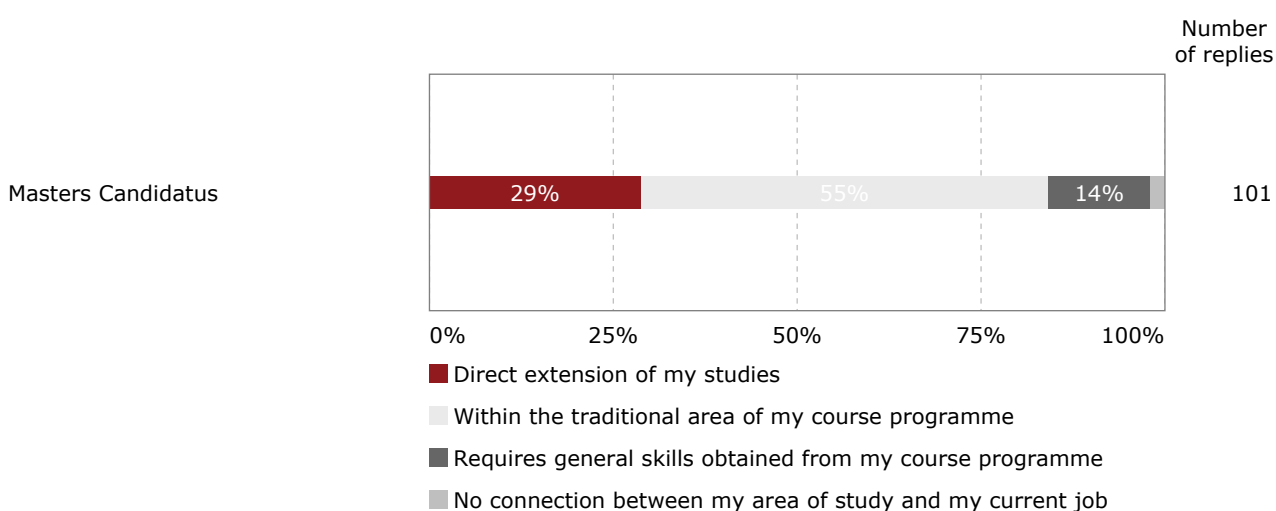
## 4 Correlation between Master's Candidatus/Professional Bachelor's education programmes and the job market

A main element in the educational programmes offered by the faculty is that they prepare the graduates as well as possible for the job market by giving them the skills that are sought after by employers. The graduate surveys of the University of Copenhagen can thus gather information on the graduates' assessment of how much the educational programmes have prepared them for the job market. The question is whether the Master's Candidatus/Professional Bachelor's graduates experience that there is agreement between the skills they are expected to possess on the job market and the skills they have acquired during their education at the University of Copenhagen.

### 4.1 Academic correlation between studies and job

#### 4.1.1 Q.1.12./Q.1.13. How would you describe the correlation between your area of study and your job?

The figure for question Q.1.12./Q.1.13. shows how the Masters Candidatus/Professional Bachelors assess the correlation between their education and their job.

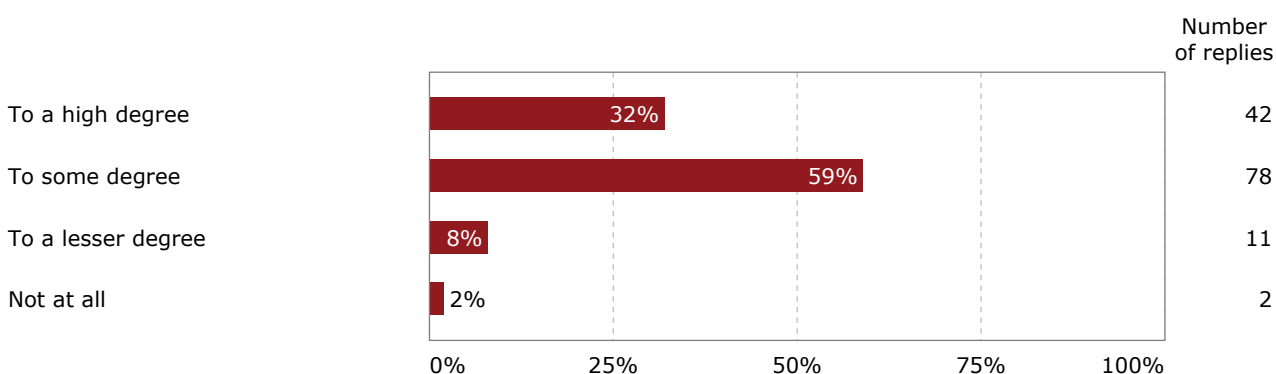


The distribution is shown as a percentage. The total number of respondents is shown to the right of the figure.

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

#### 4.2.1 Q.2.1. To what degree do you feel that your programme of study has adequately prepared you for your working life?

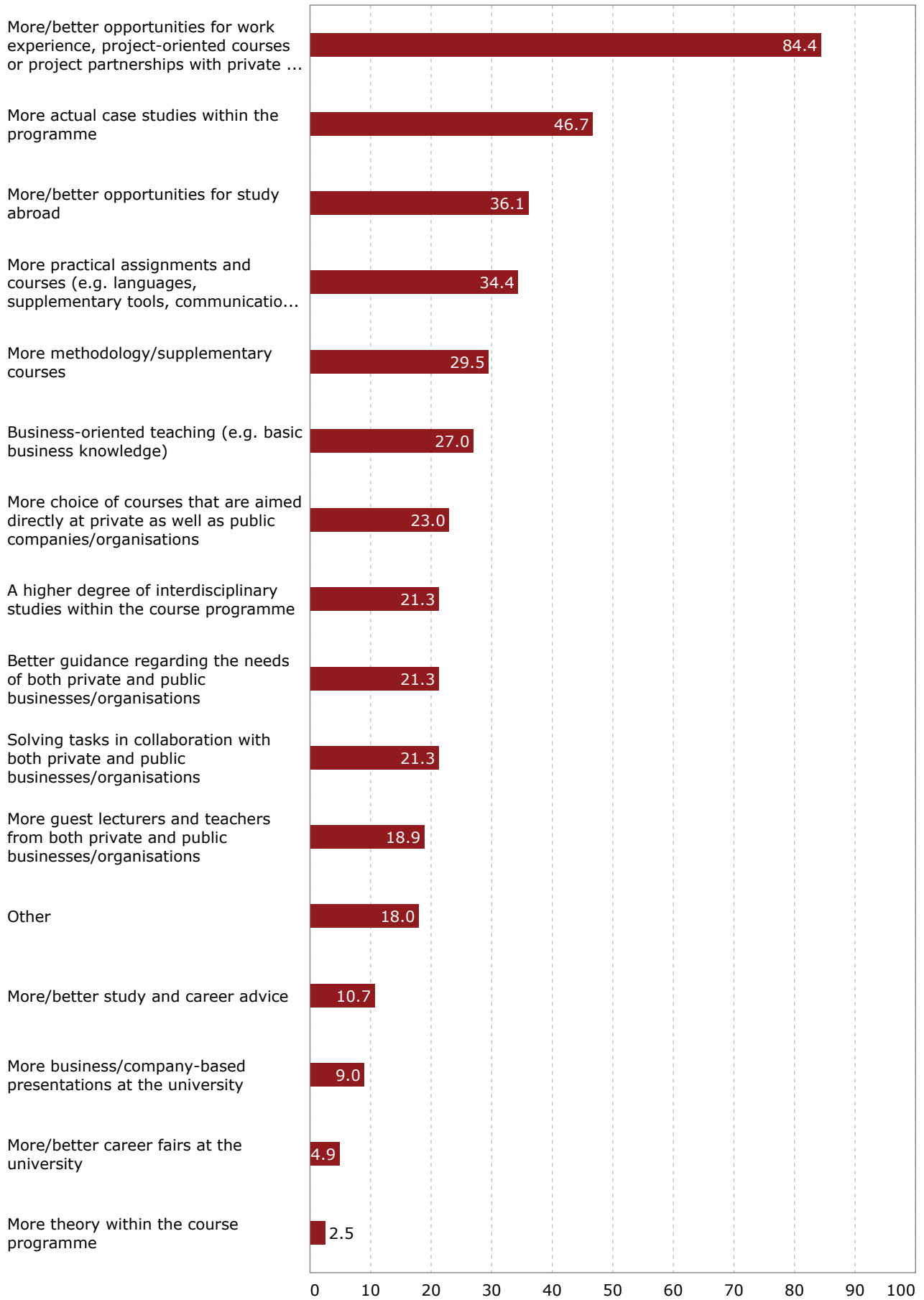
The figure for question Q.2.1. shows to what degree the Masters Candidatus/Professional Bachelors feel that their programme of study adequately has prepared them for their working life. The response categories show either to a high degree, to some degree, to a lesser degree or not at all.



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

**4.2.2 Q.2.4. How do you think the University of Copenhagen could improve upon how it prepares graduates for the demands of the labour market?**

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



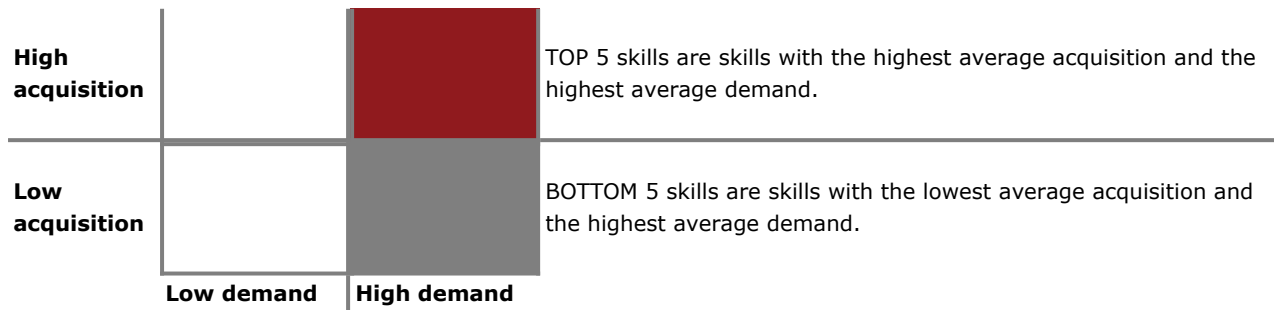
The figure shows what percentage of the Masters Candidatus/Professional Bachelors that have chosen the specific category. The categories do not sum up to 100 as several categories are available for selection.





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

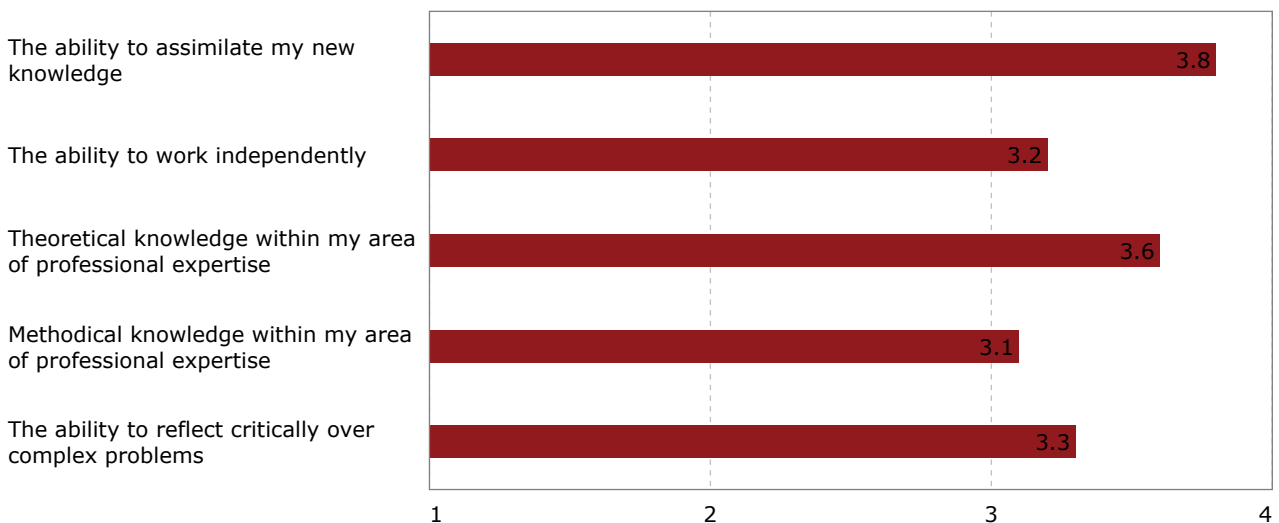
The figure shows the labour market demanded skills from question Q.2.3. out the x-axis and acquired skills from question Q.2.2. up the y-axis.



The numbers on the bars for the specific skills in the figure shows the average in the degree the respondents have answered to have acquired the following skills through their education measured on a scale from 1 to 4, where 1 is 'Not at all', 2 is 'to a lesser degree', 3 is 'to some degree' and 4 is 'to a high degree'.

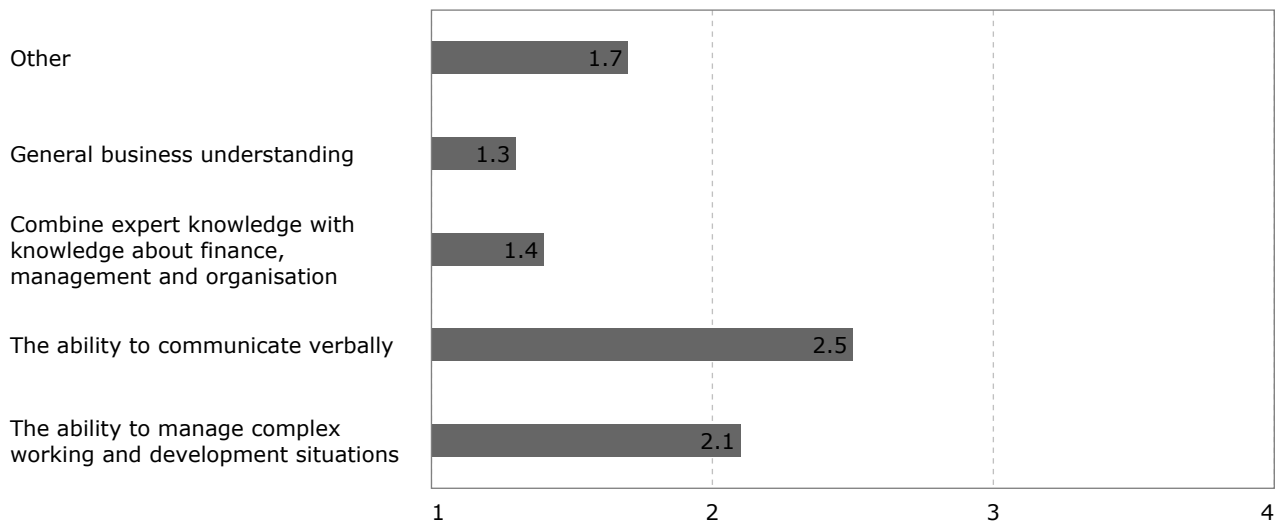
#### 4.2.3.1 Top 5 skills

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



#### 4.2.3.2 Bottom 5 skills

Figure 2 for question Q.2.2. shows the 5 skills the Masters Candidatus/Professional Bachelors feel they have acquired to the least degree through their programme of study and that they think the labour market to the highest degree demands. The responses for each skill are shown with a bar.



## 5 Master's Candidatus/Professional Bachelor's graduates routes to their first job

This section deals with the Master's Candidatus/Professional Bachelor's graduates' first job. There are several interesting questions in this regard, such as: How long did it take them to get a job? When did they start actively looking for jobs? What factors are relevant to getting a job as a recent graduate?

### 5.1 Master's Candidatus/Professional Bachelor's graduates first job

#### 5.1.1 Q.3.1. How long time did you have to wait between graduating and obtaining your first job (incl. job with wage subsidies)?

The table for question Q.3.1. shows how long time the Masters Candidatus/Professional Bachelors had to wait to obtain their first job.

Masters Candidatus	
I got the job before completing my studies	32%
0 - 3 months	44%
4 - 6 months	16%
7 - 12 months	6%
More than 12 months	2%
Number of replies	118

The table shows the percentages of each time interval.

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

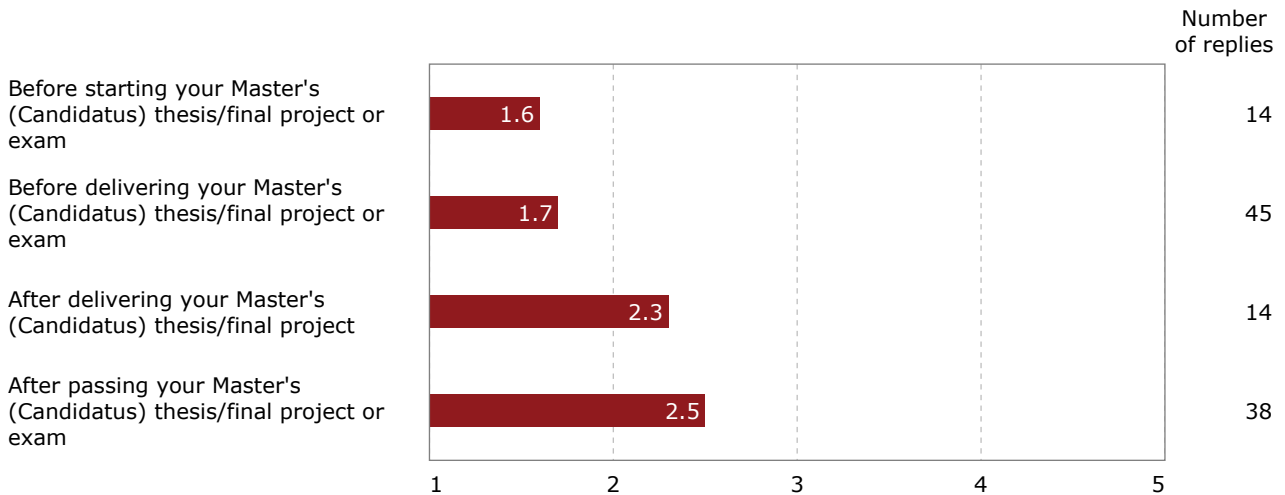
The table for question Q.3.19. shows when the Masters Candidatus/Professional Bachelors actively started looking for a job.

Masters Candidatus	
Before starting your Master's (Candidatus) thesis/final project or exam	12%
Before delivering your Master's (Candidatus) thesis/final project or exam	40%
After delivering your Master's (Candidatus) thesis/final project	12%
After passing your Master's (Candidatus) thesis/final project or exam	36%
Number of replies	115

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.



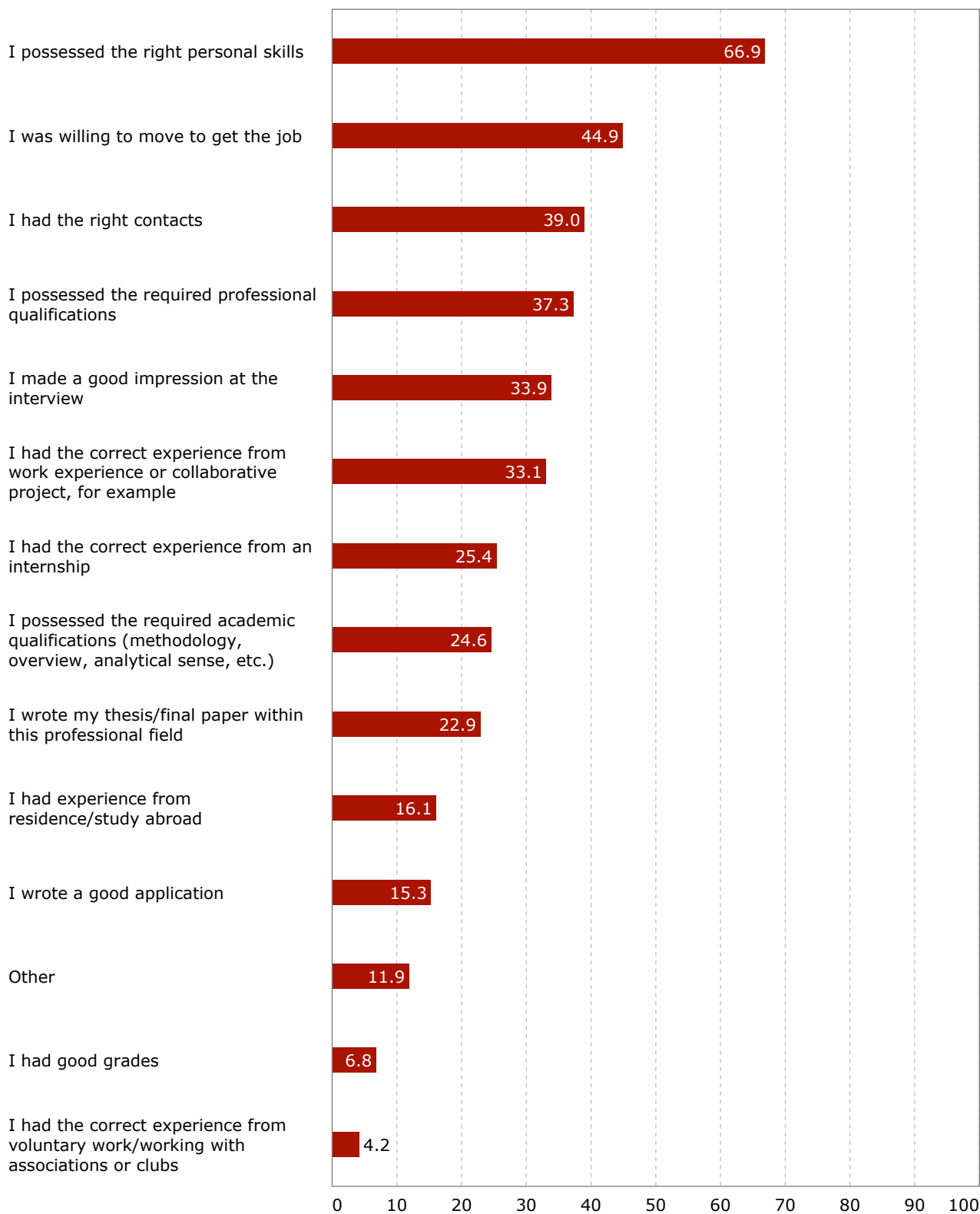
The average is calculated on a scale from 1 to 5 where

- 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	74%
No	26%
Number of replies	122

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.

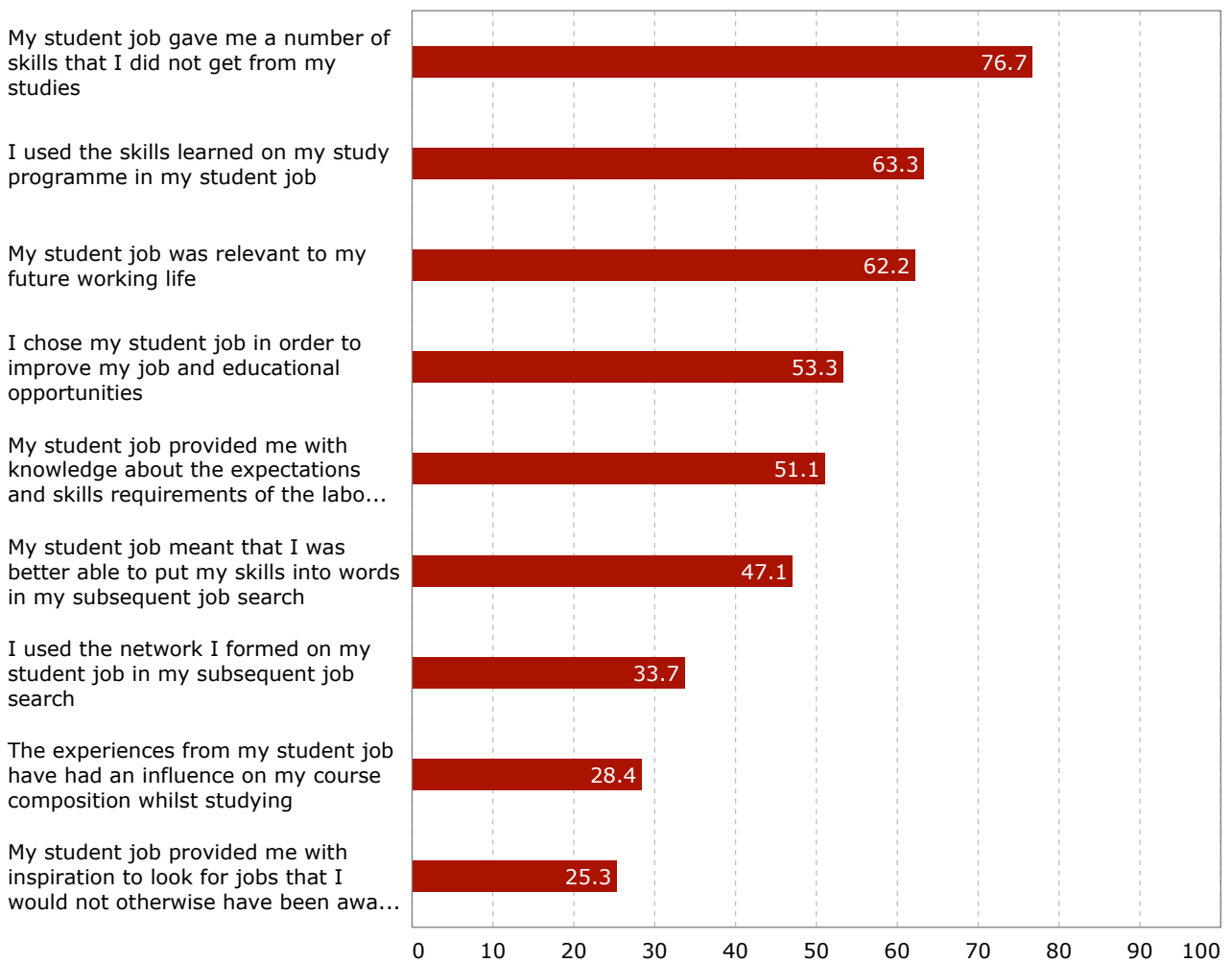
Masters Candidatus	
Yes	20%
No	80%
Number of replies	90

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	75%
No	25%
Number of replies	122

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?

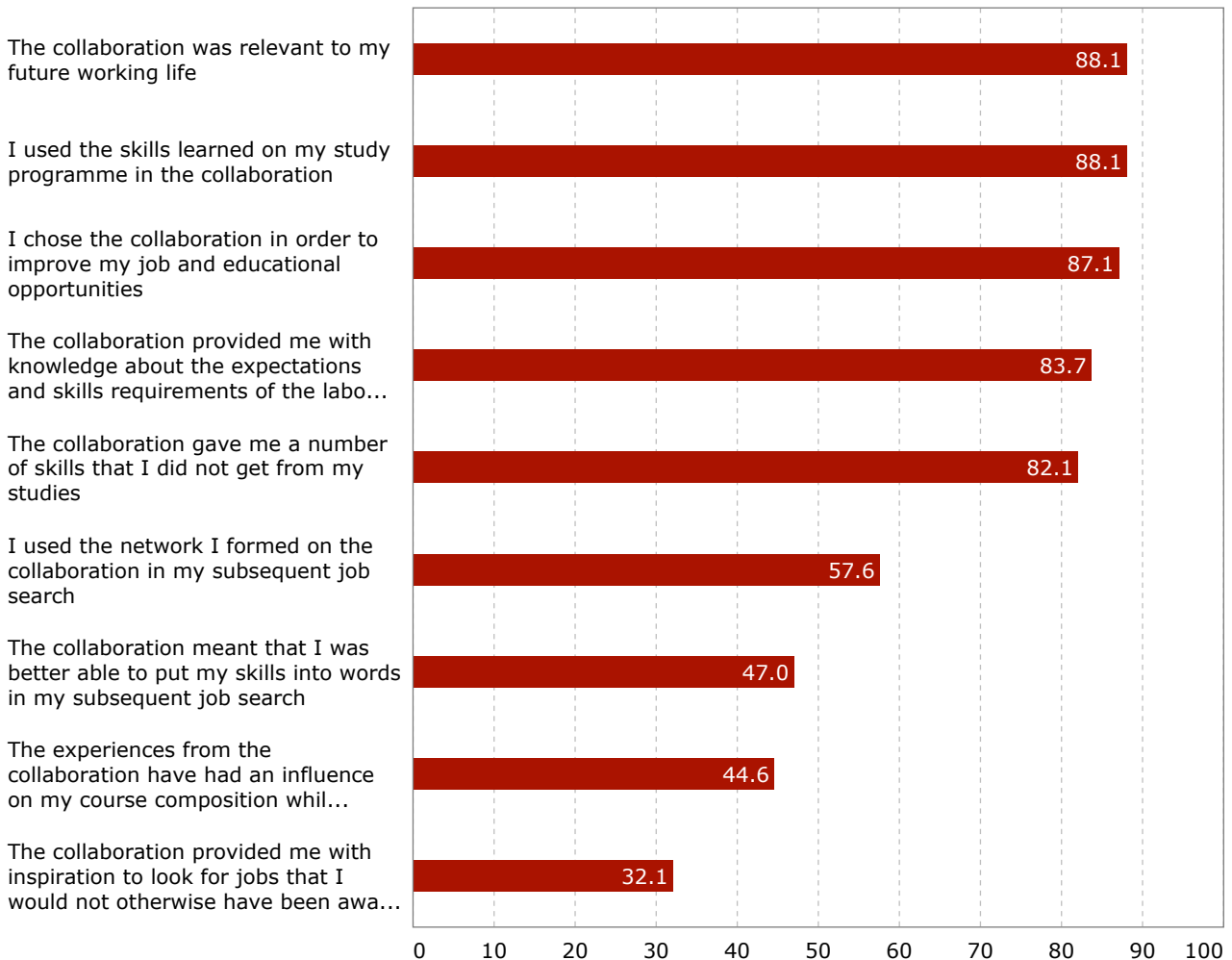
The table for question Q.3.8. shows how big a part of the Masters Candidatus/Professional Bachelors that have obtained non-obligatory work experience, project-oriented coursework or collaborative projects with private or public companies/organisations over the course of their studies, and subsequently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

Masters Candidatus	
Yes	27%
No	73%
Number of replies	90

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	44%
No	56%
Number of replies	122

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?

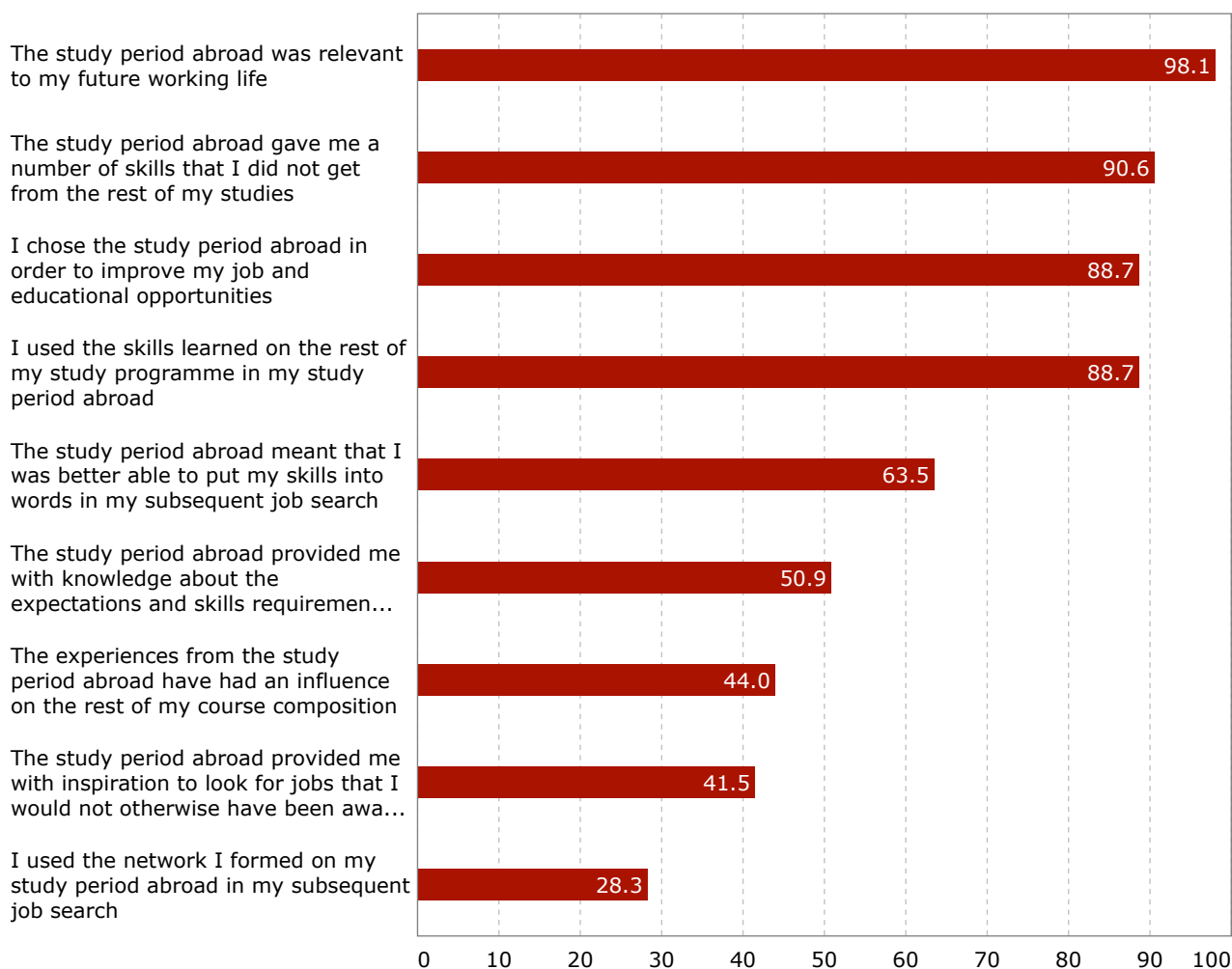
The table for question Q.3.11. shows the percentage of Masters Candidatus/Professional Bachelors having spent time studying abroad during their programme of study, and that subsequently assess that their studying abroad has played a significant role in their job situation.

Masters Candidatus	
Yes	60%
No	40%
Number of replies	50

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	47%
No	53%
Number of replies	121

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?

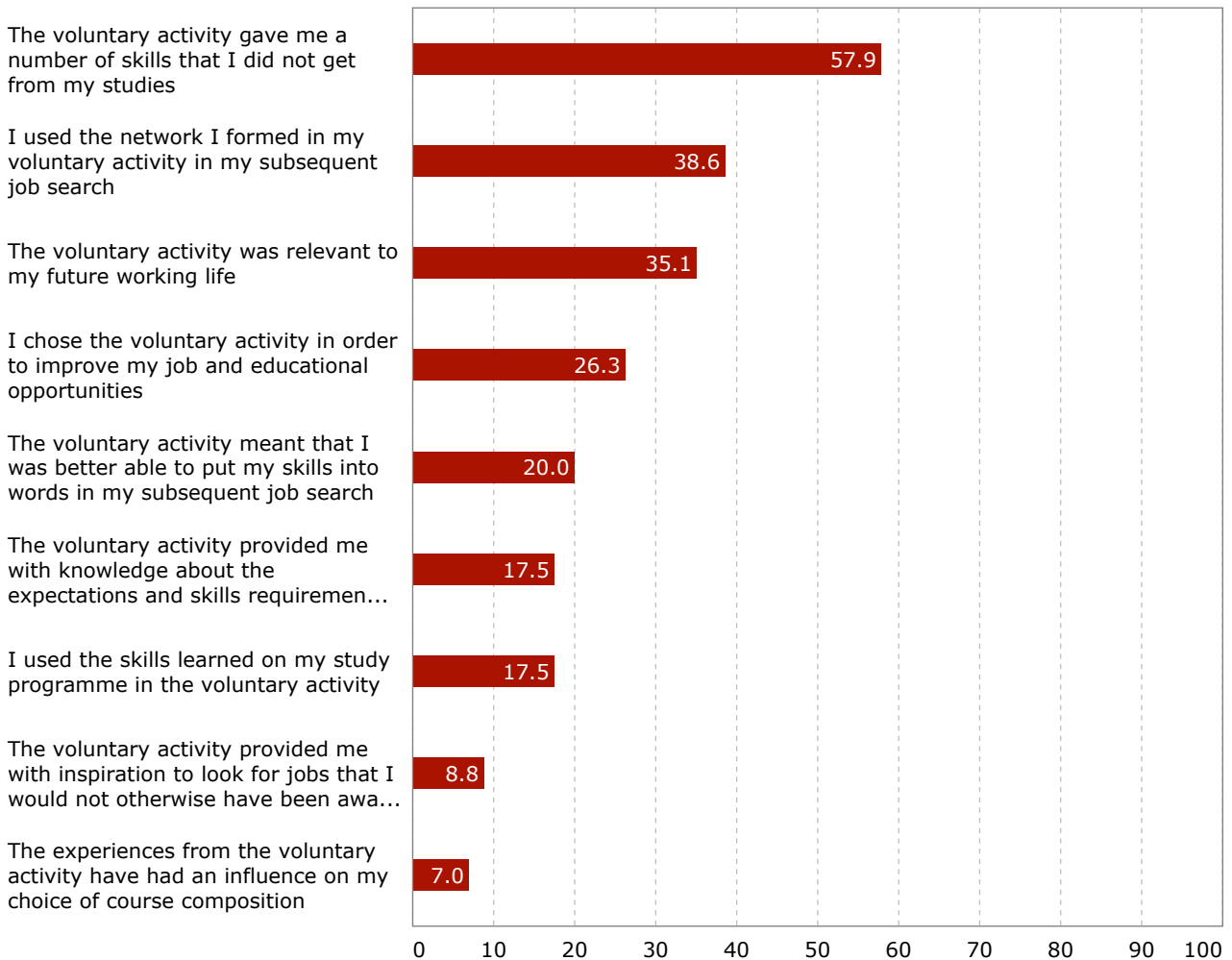
The table for question Q.3.14. shows how great a percentage of the Masters Candidatus/Professional Bachelors having participated in voluntary activities such as student politics, alumni associations or for example acted as arranger of social activities during their programme of study, and that simultaneously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

Masters Candidatus	
Yes	53%
No	47%
Number of replies	49

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

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

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

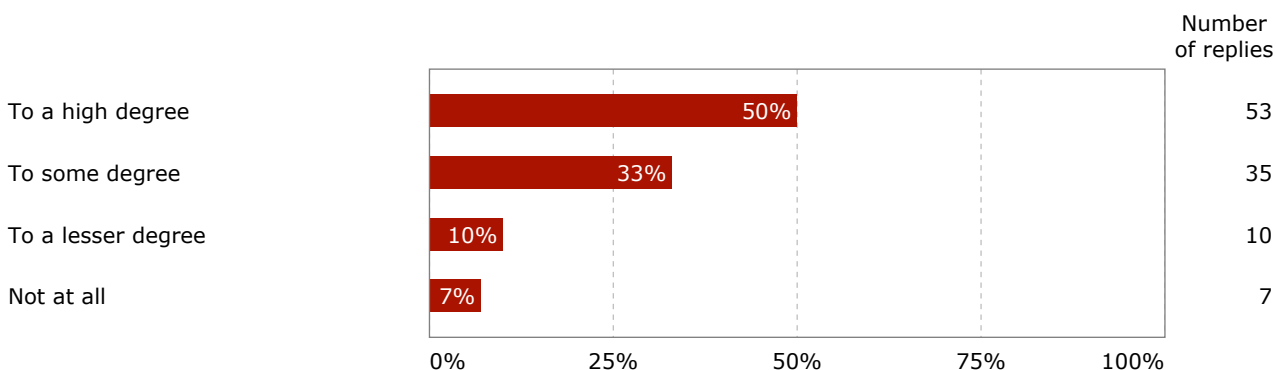


The figure shows the percentage of Masters Candidatus/Professional Bachelors that have answered 'To some degree' or 'To a high degree' to the specific questions.

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

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

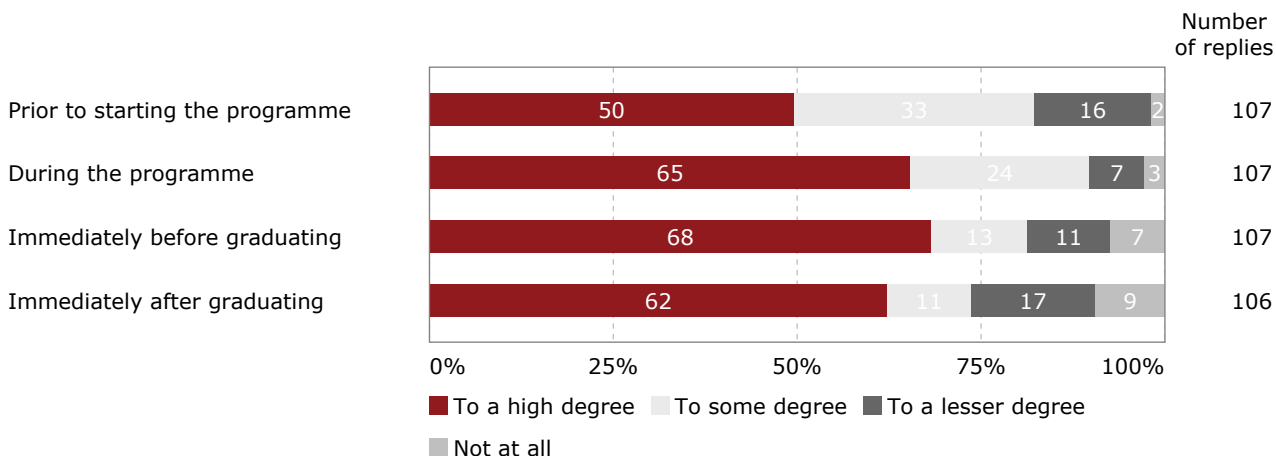
The figure for question Q.3.15. shows to what degree Masters' Candidatus/Professional Bachelors' current occupation live up to the career expectations that they had whilst studying.



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

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

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



The distribution is shown as a percentage.

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

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

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



<b>Masters Candidatus</b>	
Yes, once	20%
Yes, several times	35%
No	45%
Number of replies	110

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

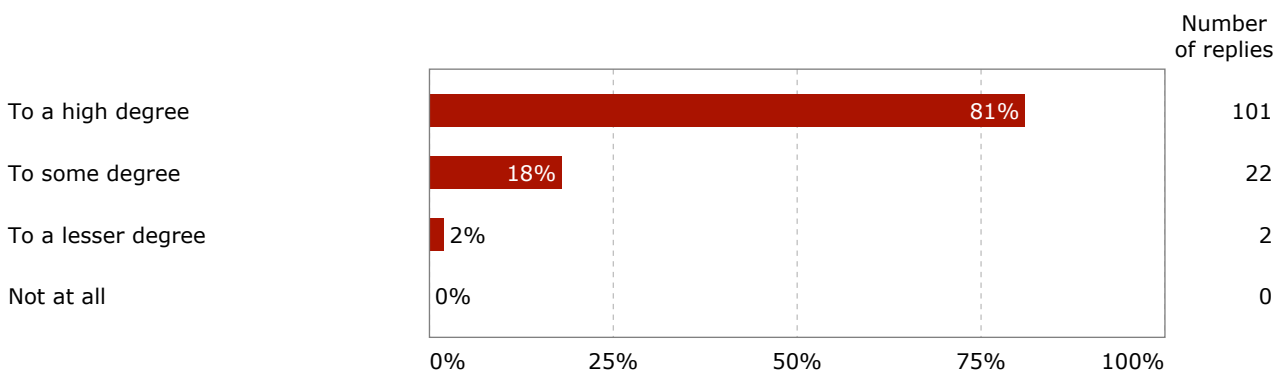
Only one response category has been available for selection.

## 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.

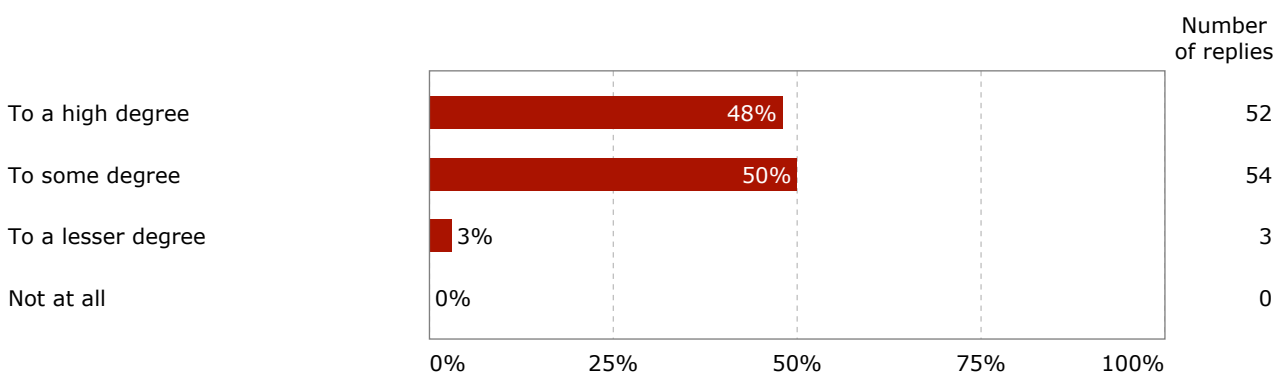
	Masters Candidatus
Bachelor degree from University of Copenhagen	99%
Bachelor degree from Aalborg University	0%
Bachelor degree from Aarhus University	0%
Bachelor degree from Copenhagen Business School	0%
Bachelor degree from Technical University of Denmark (DTU)	0%
Bachelor degree from IT University of Copenhagen	0%
Bachelor degree from Roskilde University (RUC)	0%
Bachelor degree from University of Southern Denmark	0%
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	1%
Number of replies	126

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

	%	n
Veterinary medicine	99%	124
Number of replies		125

### 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.

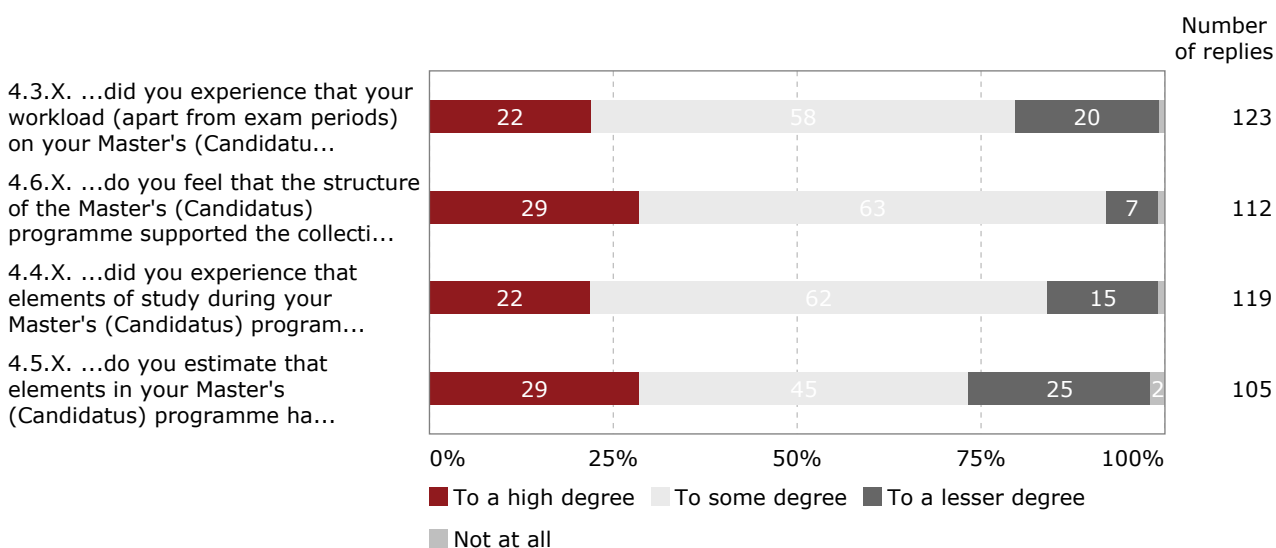


The distribution is shown as a percentage. The total number of respondents for each response category is shown to the right of the figure.

## 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...

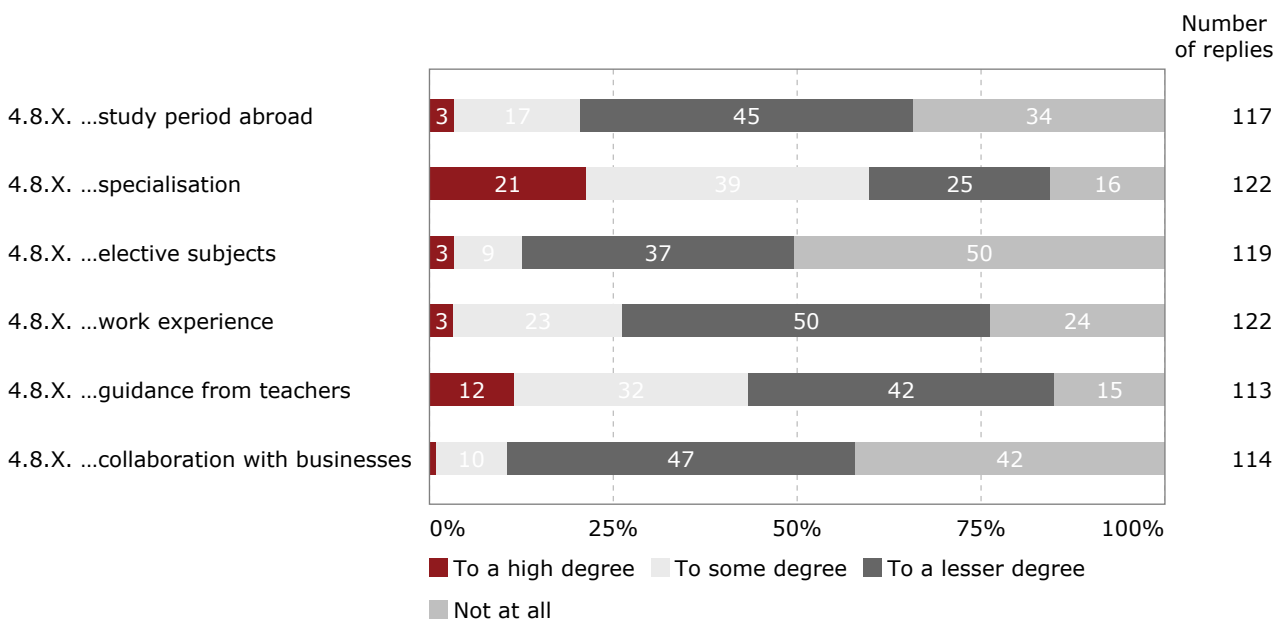


The distribution is shown as a percentage. The total number of respondents for each question is shown to the right of the figure.

## 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.

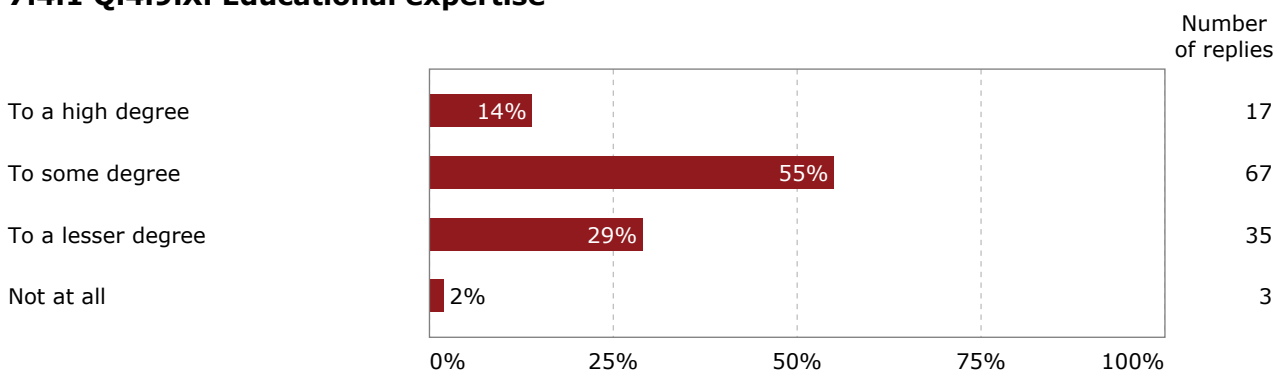


The distribution is shown as a percentage. The total number of respondents for each question is shown to the right of the figure.

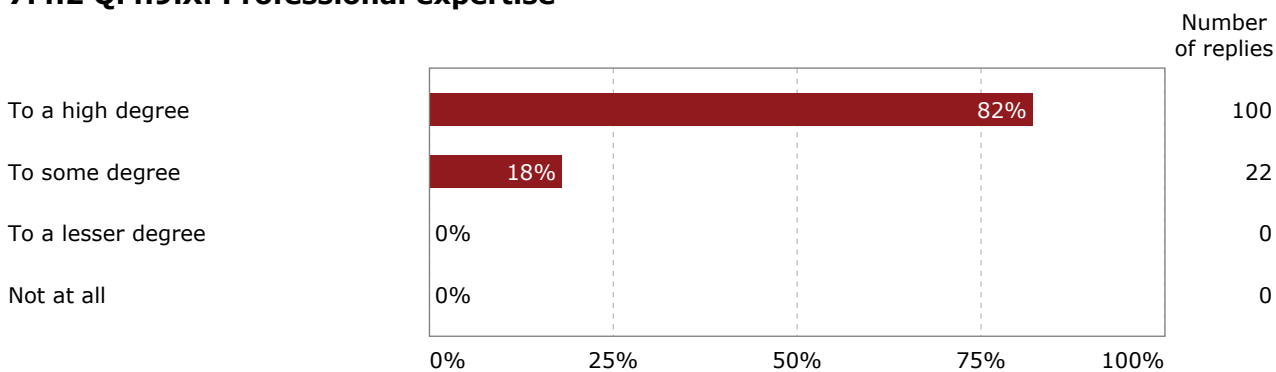
## 7.4 The teacher's professional and educational expertise

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



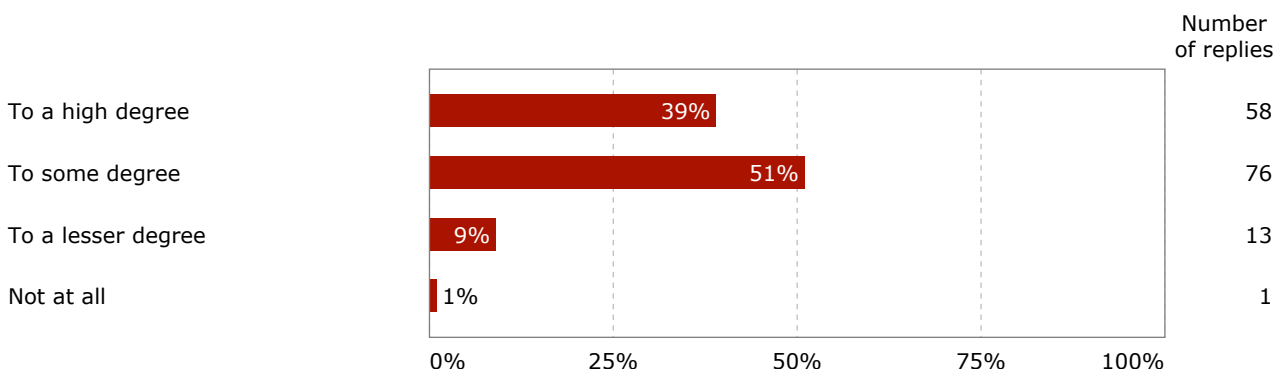
The distribution is shown as a percentage. The total number of respondents for each response category is shown to the right of the figure.

## 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?

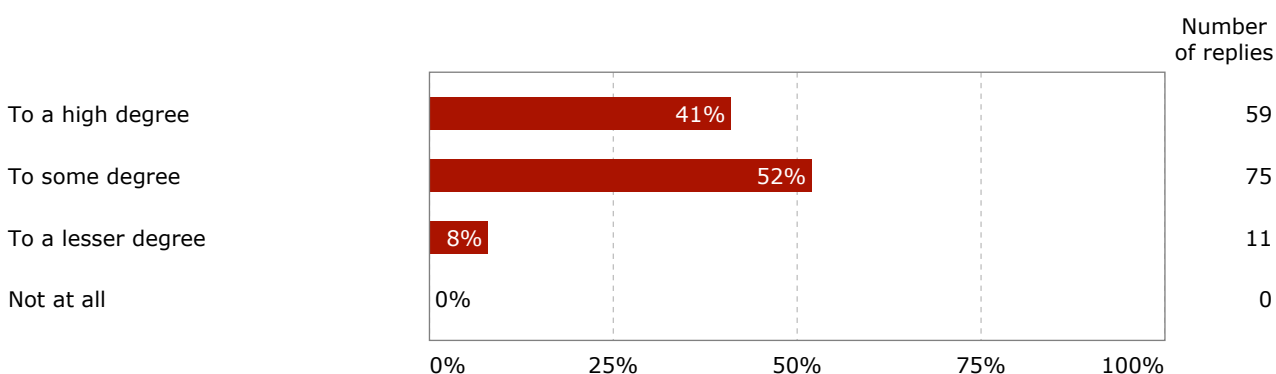
The figure for question Q.4.1. shows to what degree the Bachelors/Professional Bachelors assess that the teaching on their programme of study was organised at a suitable level in relation to the entry requirements.



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.

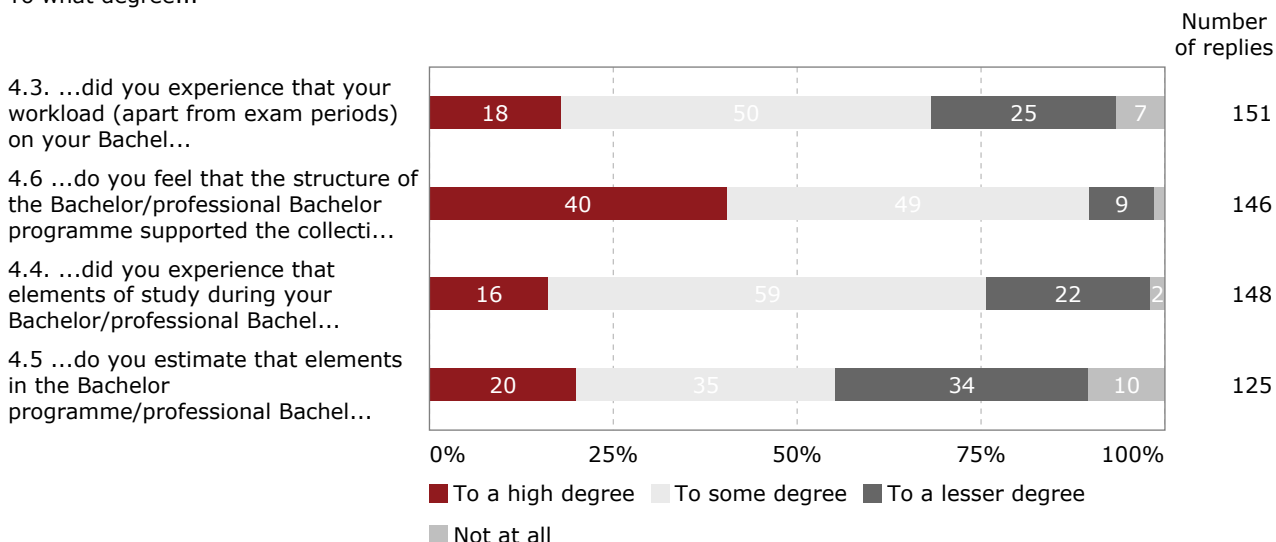


The distribution is shown as a percentage. The total number of respondents for each response category is shown to the right of the figure.

## 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...

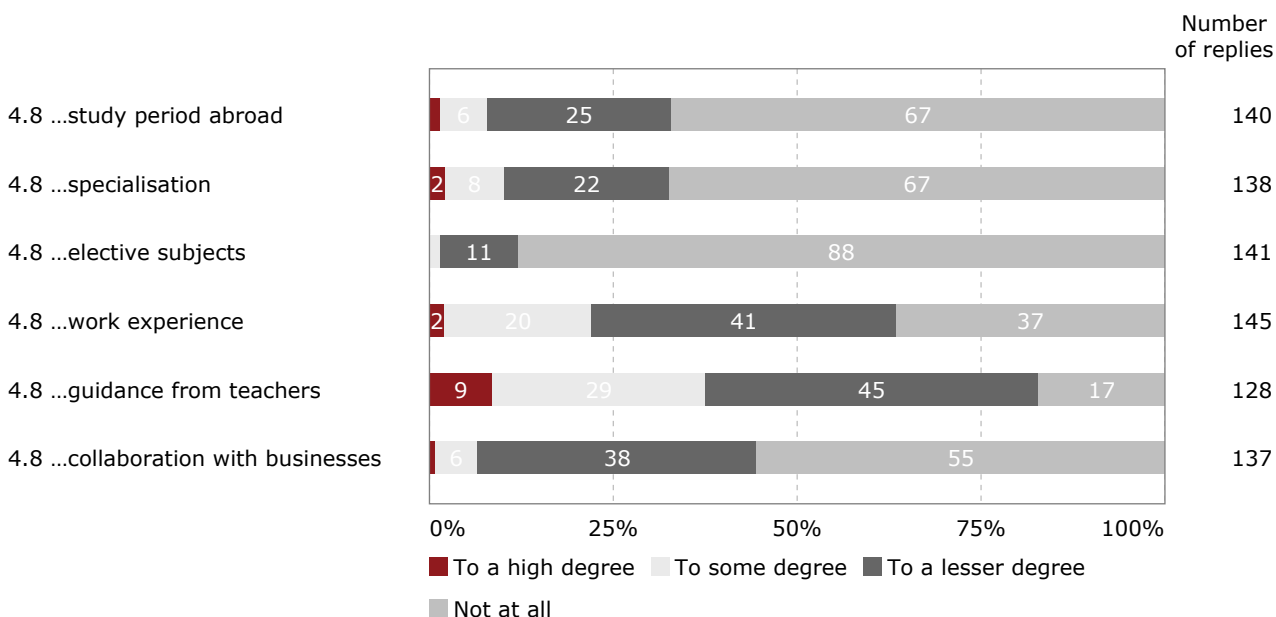


The distribution is shown as a percentage. The total number of respondents for each question is shown to the right of the figure.

## 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.

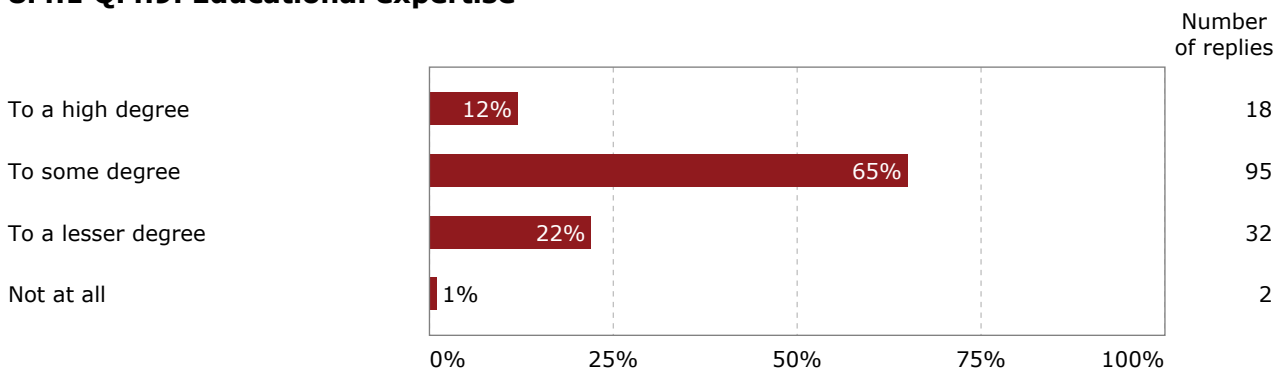


The distribution is shown as a percentage. The total number of respondents for each question is shown to the right of the figure.

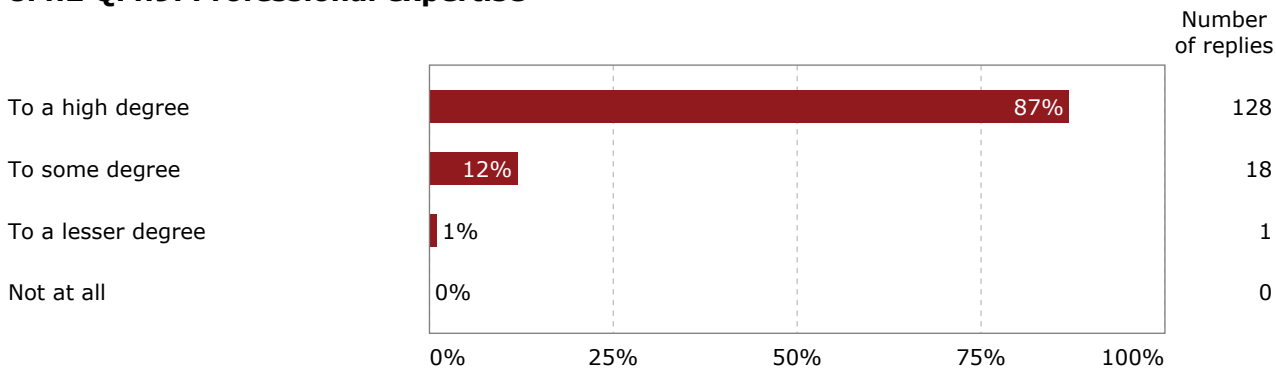
## 8.4 The teachers' professional and educational expertise

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

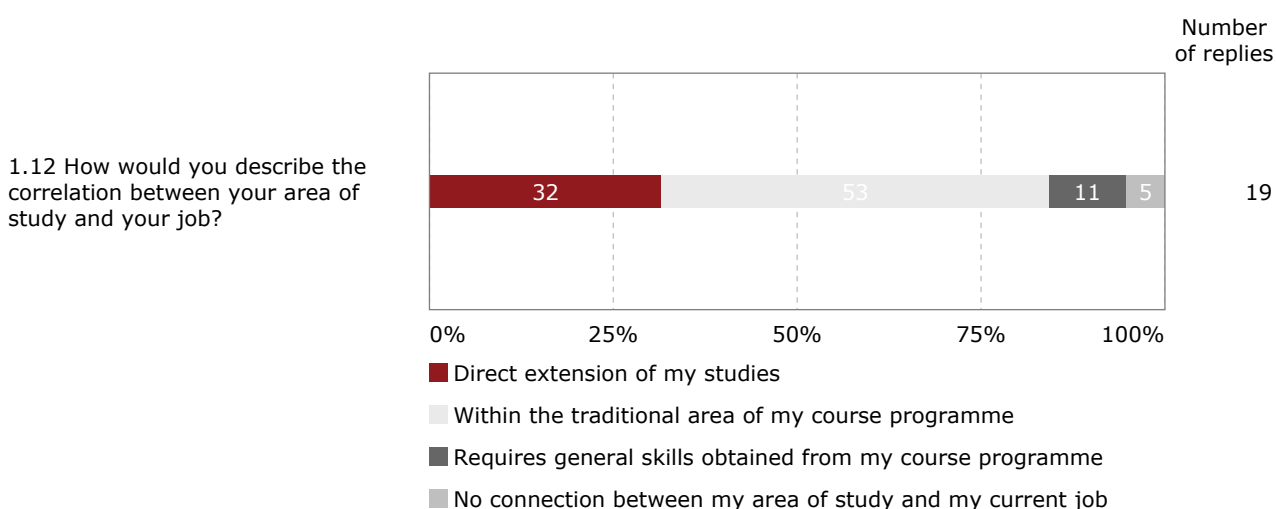
This chapter describes the job situation of Bachelor's graduates in their current position.

### 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?

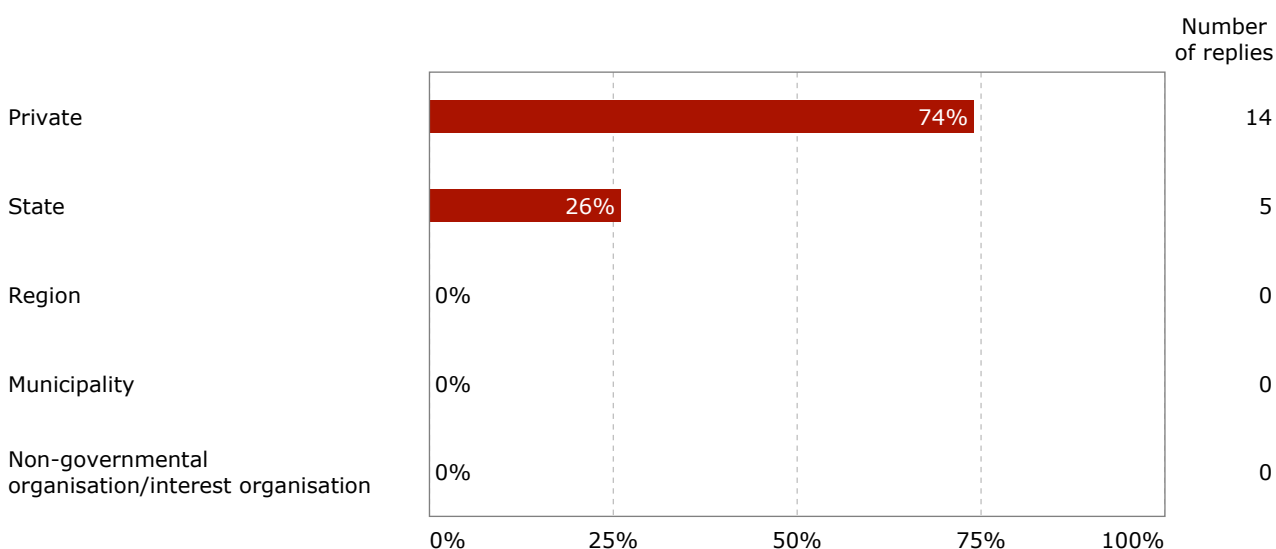
The figure for question Q.1.12. shows how the Bachelors assess the correlation between their area of study and their job.



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)	9%	25%	0%	0%	0%	13%	2
Raw material extraction (e.g. extraction of oil and gas)	0%	0%	0%	0%	0%	0%	0
Manufacturing firm (e.g. industry, food processing)	0%	0%	0%	0%	0%	0%	0
The supply of electricity, gas or heating	0%	0%	0%	0%	0%	0%	0
Water supply, sewerage, waste management, etc.	0%	0%	0%	0%	0%	0%	0
Construction company	0%	0%	0%	0%	0%	0%	0
Wholesale and retail trade	0%	0%	0%	0%	0%	0%	0
Freight transport and cargo handling (e.g. mail)	0%	0%	0%	0%	0%	0%	0
Lodging and restaurant business	0%	0%	0%	0%	0%	0%	0
Information and communication (e.g. publishing, film production, radio + TV)	0%	0%	0%	0%	0%	0%	0
Financial institute or financial company, etc. (e.g. insurance company, pension fund)	0%	0%	0%	0%	0%	0%	0
Real estate (leasing administrator, property agent)	0%	0%	0%	0%	0%	0%	0
Liberal profession, scientific and technical services (e.g. research assistant at a university, legal advice, complaints agency, town planning)	0%	0%	0%	0%	0%	6%	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)	73%	75%	0%	0%	0%	69%	11
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)	18%	0%	0%	0%	0%	13%	2
Extraterritorial organisations and bodies (e.g. FN and EU)	0%	0%	0%	0%	0%	0%	0
Number of replies	11	4	0	0	0	16	16

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	0%	20%	0%	0%	0%	11%	2
Region Zealand	33%	20%	0%	0%	0%	28%	5
Region of Southern Denmark	0%	0%	0%	0%	0%	0%	0
Central Denmark Region	33%	0%	0%	0%	0%	22%	4
North Denmark Region	33%	0%	0%	0%	0%	22%	4
All of Denmark	0%	0%	0%	0%	0%	0%	0
Nordic region (incl. Faroe Islands and Greenland)	0%	60%	0%	0%	0%	17%	3
Europe (not Nordic region)	0%	0%	0%	0%	0%	0%	0
North America	0%	0%	0%	0%	0%	0%	0
South America	0%	0%	0%	0%	0%	0%	0
Asia	0%	0%	0%	0%	0%	0%	0
Africa	0%	0%	0%	0%	0%	0%	0
Australia/Oceania	0%	0%	0%	0%	0%	0%	0
Number of replies	12	5	0	0	0	18	18

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

## 9.2 Self-employed (including freelance)

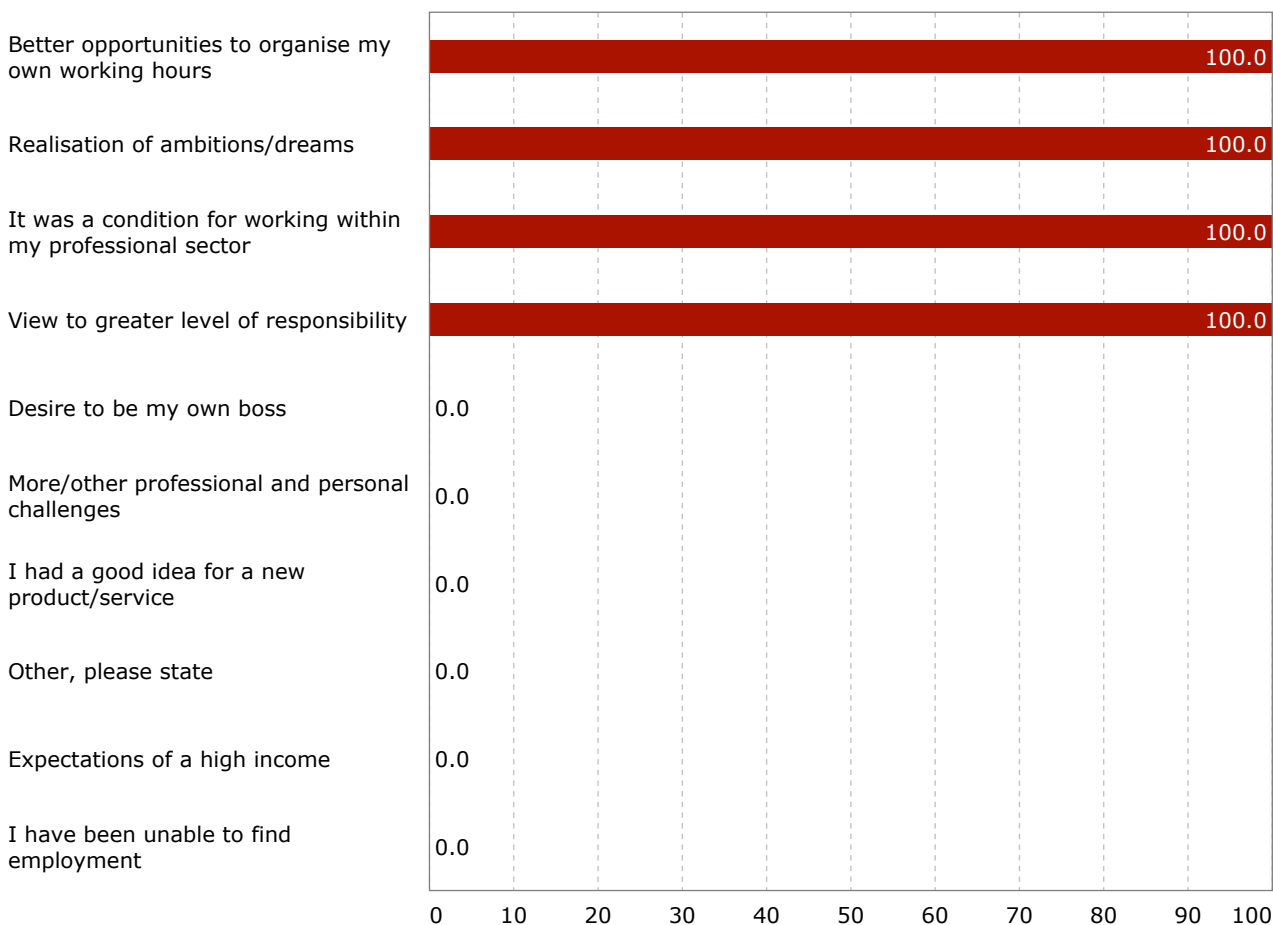
This section describes the job situation for the Bachelor's graduates who answered that they have chosen to become self-employed or work freelance in the introductory question Q.1.1.1.

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

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

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

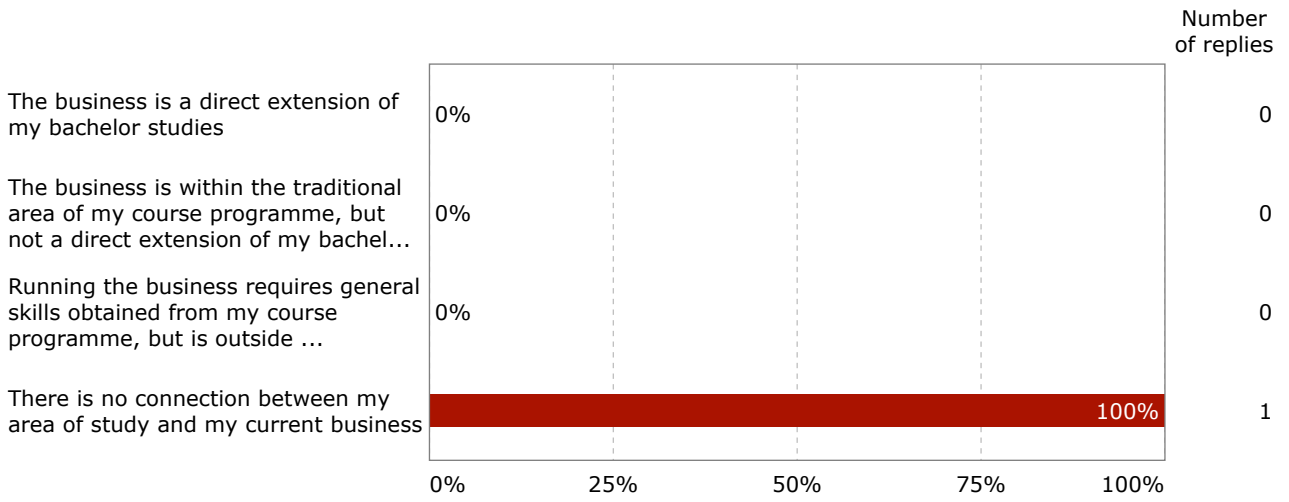
The figure for question Q.1.23. shows in order of priority why the Bachelors chose to start up as self-employed/freelance.



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

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

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



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

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



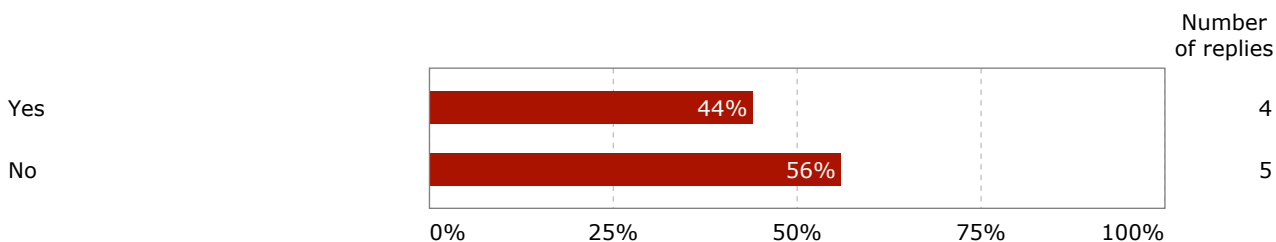
The figure shows the percentage of the Bachelors that have chosen the specific category. The categories do not sum up to 100, as more categories were available for selection. The total number of respondents for each response category is shown to the right of the figure.

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

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

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

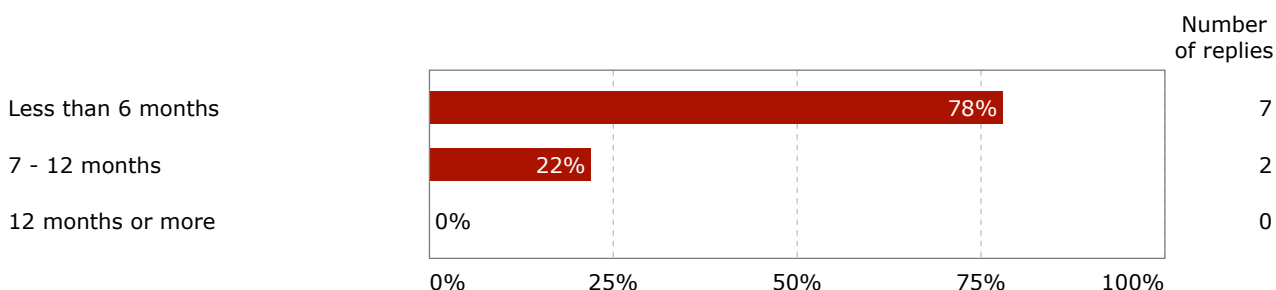
The figure for question Q.1.32. shows how many of the unemployed Bachelors have had one or several jobs since finishing their studies. They can choose between yes or no.



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.

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

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

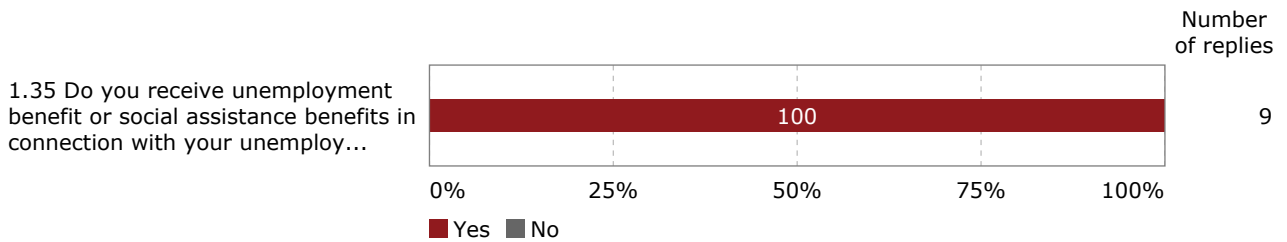


The distribution is shown as a percentage. The total number of respondents for each response category is shown to the right of the figure.



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

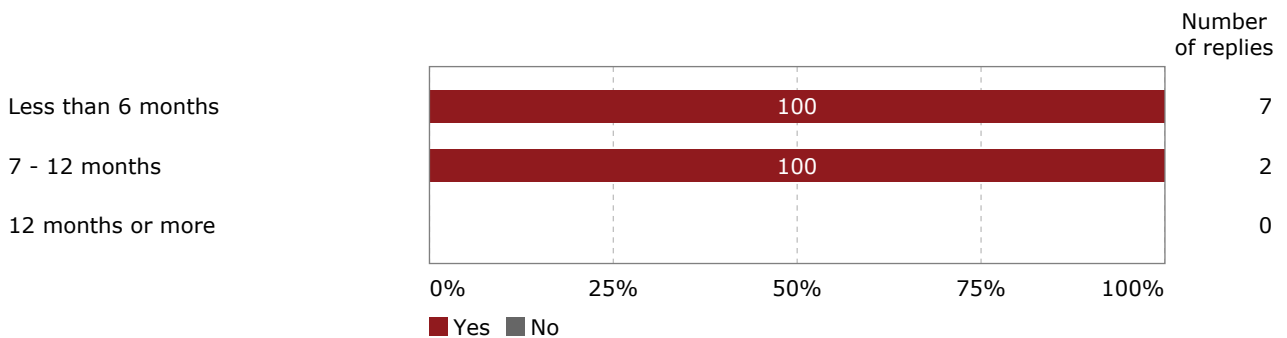
The figure for question Q.1.35. shows the distribution among unemployed Bachelors that receive and do not receive unemployment benefit or social assistance benefits in connection with their unemployed status.



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

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

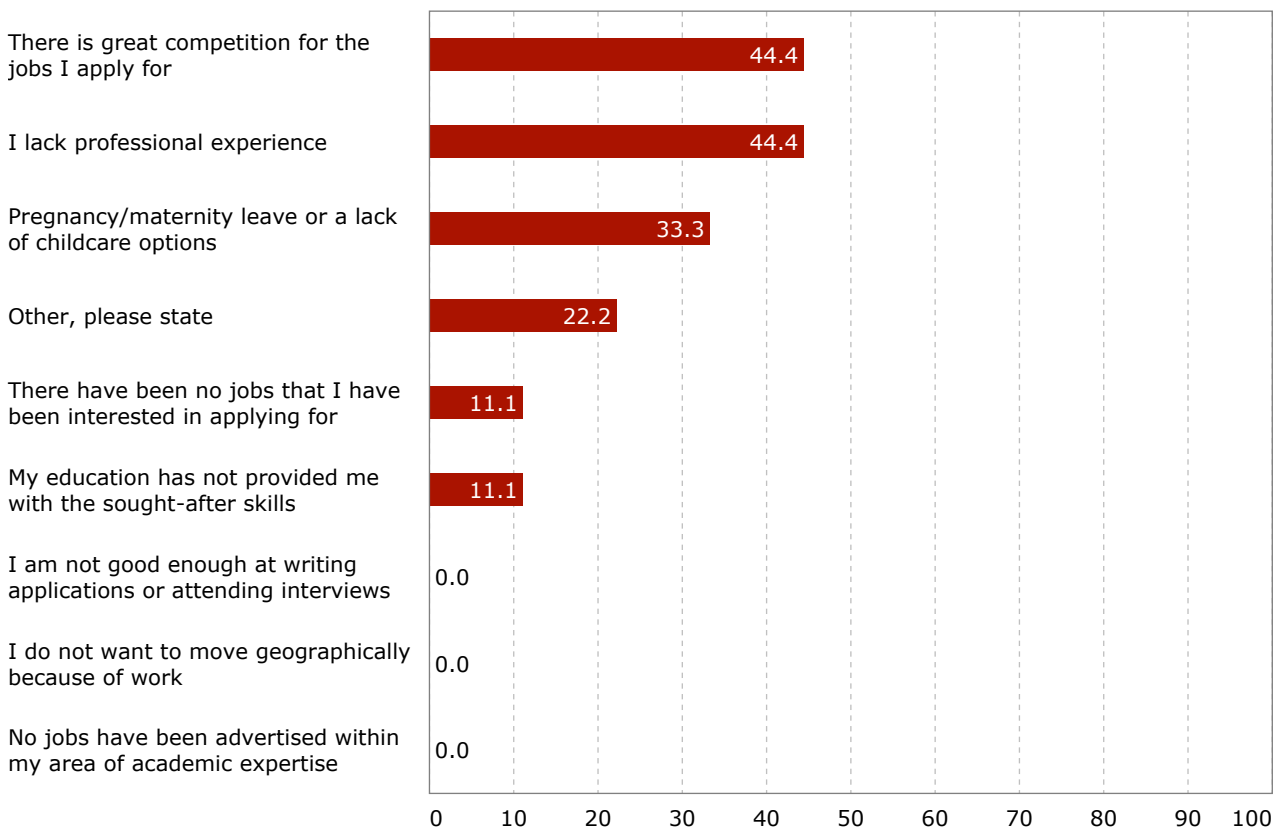
The figure for question Q.1.34./Q.1.35. shows the distribution of unemployed Bachelors who either receive or do not receive unemployment benefit/social assistance benefits, by unemployment periods.



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

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

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



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

## 9.4 Full-time education

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

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

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

The table shows what education institutions the Bachelors in a full-time education are registered with.

	ph.d.	Master's (Candidatus) programme	(Academic) Bachelor's degree	Professional bachelor degree	Other programme of study, please state	Other programme of study, please state	Total %	Total n
Aalborg University	33%	0%	0%	0%	0%	0%	1%	1
Aarhus University	0%	0%	0%	0%	0%	0%	0%	0
Copenhagen Business School	0%	0%	0%	0%	0%	0%	0%	0
Technical University of Denmark (DTU)	0%	0%	1%	0%	0%	0%	1%	1
IT University of Copenhagen	0%	0%	0%	0%	0%	0%	0%	0
University of Copenhagen	33%	0%	99%	0%	0%	0%	97%	112
Roskilde University (RUC)	0%	0%	0%	0%	0%	0%	0%	0
University of Southern Denmark	0%	0%	0%	0%	0%	0%	0%	0
Danish School of Media and Journalism	0%	0%	0%	0%	0%	0%	0%	0
University College	0%	0%	0%	0%	0%	0%	0%	0
A university in another country than Denmark, please state	33%	0%	0%	0%	0%	0%	1%	1
Other, please state	0%	0%	0%	0%	0%	0%	0%	0
Number of replies	3	0	112	0	0	0	115	115

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

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

- Akademisk medarbejder, dyrlæge
- Assistent
- Assistent
- Assistent
- Assistent
- Assisterende dyrlæge
- Assisterende dyrlæge
- Assisterende smådyrsdyrlæge
- Associate Manager
- Beredskabsassistent
- Dyrlæge
- Dyrlæge
- Dyrlæge
- Dyrlæge
- Dyrlæge
- Dyrlæge
- Dyrlæge
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- Dyrlæge
- Dyrlæge
- Dyrlæge
- Dyrlæge
- Dyrlæge
- Dyrlæge
- Dyrlæge
- Dyrlæge (heste)
- Dyrlæge Assistent
- Dyrlæge assistent
- Dyrlæge assistent
- Dyrlæge i blandet praksis
- Dyrlæge i klinisk blandet praksis
- Dyrlæge, assistent
- Dyrlæge/Dyrlægeassistent
- Dyrlægeassistent
- Dyrlægeassistent
- Dyrlægeassistent
- Embedsdyrlæge
- Embedsdyrlæge
- Embedsdyrlæge
- Fagpolitisk konsulent
- Forsøgsdyrlæge
- Førsteinspektør
- Internship
- Kemiker/akademiker
- Klinikchef, dyrlæge
- Klinikdyrlæge
- Klinikdyrlæge
- Klinikdyrlæge
- Klinikdyrlæge i internship
- Klinikveterinär
- Klinikveterinær
- Klinikveterinær
- Konsulent
- Kvægdyrlæge

- Kvægdyrlæge
- Kvægdyrlæge
- Leg. Veterinär
- Miljøsupporter i aseptisk produktion
- Pharmacovigilance & Regulatory Affairs Officer
- Pharmacovigilance Officer
- Pharmacovigilance Officer
- Phd studerende
- Praktiserende Dyrlæge
- Produktspecialist
- På barsel
- QA kemiker. Kvalitets medarbejder
- QA proffesional, QP delegate
- Seniordyrlæge
- Seniordyrlæge i kirurgi
- Svinedyrlæge
- Svinedyrlæge
- Technical Key Account Manager
- Veterinary surgeon
- Veterinär
- Veterinär
- Veterinär
- Veterinær
- Veterinær
- Veterinær
- Veterinær
- Veterinær
- Veterinær
- Veterinær
- Veterinær
- Veterinær assistent
- Videnskabelig assistent
- ansat veterinær i klinisk praksis
- dyrlæge
- dyrlæge
- dyrlæge smådyr
- klinikdyrlæge
- klinikveterinær
- praktiserende dyrlæge i blandet praksis
- veterinær
- videnskabelig assistent
- Aabybro Dyrehospital
- Aalborg Dyrehospital
- Anicura Sydvet Dyrehospitaler
- Anicura dyresykehus Tromsø
- Beredskabsstyrelsen Sjælland
- Biersted Dyrehospital
- Billev Pharma ApS
- Boehringer Ingelheim
- Bohusläns Smådjursklinik (Sverige)
- Byens Dyreklinik, Nakskov
- DTU Veterinærinstituttet
- Den Danske Dyrlægeforening
- Distriktsveterinärerna Flyinge
- Distriktsveterinärerna
- Distriktsveterinärerna
- Distriktsveterinärerna Sundsvall
- Distriktsveterinärerna Forsheda
- Dyreklinikken Rungstedvej
- Dyreklinikken centrum
- Dyrlægegruppen Vestjylland
- Dyrlægerne i Bredsten, Jelling og Billund

- Evidensia Dahlgaard Dyreklinik
- Evidensia Djursjukhuset Göteborg
- Evidensia Djursjukhuset Malmö
- Evidensia Höllviken & Trelleborg
- Evidensia Næstved Dyrehospital
- Evidensia Vordingborg dyrehospital
- Familiedyrlægerne
- Fiskehelse og miljø AS
- Fødevarestyrelsen
- Fødevarestyrelsen
- Fødevarestyrelsen, Kødkontrollen
- Holstebro Dyrehospital
- Horsedoc.dk
- Hospitalet for store husdyr
- Humlebæk Dyreklinik
- KU SUND
- KU, AEM
- Kasernens Hesteklinik
- Klinisk praksis, Dyrlægeringen Fyn
- Ku
- Kvægdyrlægerne Kronborg
- Kvægdyrlægerne Midt ApS i Bording
- Kvægdyrlægerne midt ApS
- Københavns Universitet
- Københavns universitet
- Københavns universitet
- LVK
- Lægemiddelstyrelsen
- Lægemiddelstyrelsen
- Løkken Dyreklinik
- Market Hall Vets, UK
- Mattilsynet (Som Fødevarestyrelsen) i Norge: dyrehelse, dyrevelfærd og kødkontrol
- Mälaren Hästklinik, Sverige
- Møldrup Dyreklinik
- Naalakkersuisut/Grønlands Selvstyre
- Nordfyns Dyreklinik
- Novo Nordisk
- Novo Nordisk
- Novo Nordisk A/S
- Novo nordisk
- Nørager Dyrehospital
- Odsherreds Dyrehospital / Nykøbing Dyreklinik
- Ramcon
- Rebild Hestepraksis
- Ribeegnens Dyrlæger
- Rynkeby Hesteklinik
- Seges svineproduktion
- Silkeborg Dyrehospital
- Sindal Dyrehospital/ Bindslev Dyrehospital
- Smådyrsklinik
- Smådyrsklinik i Sverige
- Syddansk Universitet
- Thorsager Dyrlægeklinik
- Trehøje Dyrlæger
- Udlandet, Tyskland
- Universitetshospital for familiedyr, KU
- Universitetshospitalet Tåstrup
- Universitetshospitalet for Familiedyr
- Universitetshospitalet for Familiedyr



- Universitetshospitalet for Familiedyr
- Valby Dyreklinik
- VeterinærNord
- Vettris Toftanäs
- Vodskov Dyreklinik
- distriktveterinær sverige
- novo nordisk kalundborg
- smådyrshospital
- tvingstrup dyreklinik
- universitetshospitalet for familiedyr
- Ø-vet A/S
- Ølby Dyrehospital ApS
- Ølstykke Dyreklinik

## 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

- -
- Bachelor opgaven er ikke særlig relevant for et praktisk fag som veterinærmedicin er. Heller ikke super smart at have statistik på 2. år af bacheloren, når det først for alvor skal bruges til specialet på 6. år.
- Biofysikken var helt hen i vejret. Og bachelorprojektet er spild af tid. Samme med specialet for mange af os. Giv os muligheden for at lave et erhvervsprojekt eller noget vi måske føler vi kan bruge til noget.
- Blokstrukturen bidrager ikke til øget udbytte af undervisning
- Der er noget læring fra 1. års-fagene man aldrig kommer til at bruge igen, måske det er vigtigt for den almene dannelse men ike særligt for studiet
- Det første fag Ang. Zoologi og avl og ernæring synes jeg ikke fungerede særlig godt
- Dårlige forelæsere, ikke nok øvelsestimer.  
Af og til var kommunikationen dårlig.  
Ikke god nok tid til at lære det hele (og lagre det), men i stedet ender man med at terpe tingene så godt man kan, uden helt at lære det ordentligt og i dybden!
- Faget biofysik fyldte forholdsvis meget på første år, og jeg har siden da kun haft anvendelse af få elementer fra undervisningen.
- For lidt praktisk, der kunne koble teorien.  
En del basis-viden, som fokuserede på relevans i "det virkelige liv", specielt ved udenadslære (anatomi og fysiologi - små dimmedutter på knoglerne som slet ikke er vigtig ift hvad vi ellers kunne fokusere på. Eller paraklinik - hvor relevant er det at kende virkningsmekanismer på produkter som for længst er forældet? Eller som man har fundet ud af ikke virker på dyr (men ja ja, det virker på mennesker))
- Forelæsninger bidrager ikke til god indlæring. Mere holdundervisning.
- Forelæsninger er der rigtig meget af, men dette er en dårlig læringmetode. Især forelæsninger som over overstiger 2-3 timer. Det er ikke muligt at koncentrere sig så meget i så lang tid om en envejskommunikation.
- Fysik for veterinærer (faget fylder mindre nu, end da jeg havde det, så det er allerede "rettet").
- Generelt for meget teori og for lidt praktisk erfaring.
- Hvis fagene kunne glide sammen med klinisk praksis, så det hele ikke var så opdelt og kasse tænkt. Medicin og biologi er en kompleks mekanisme, det er derfor svært at lære alle delelementerne hver for sig også bare selv skal finde ud af sammenhængen. Det er godt at lære delelementernes basis separat, men derefter bør der være afsat tid til at lære det som en del af en helhed. Og ikke bare når man efter 3 år kommer i klinisk rotation, der er fysiologien fra første år meget langt væk. Kombiner dem.
- Ingen kommentar
- Jeg mener at der bør lægges større vægt på day one kompetencer og akut medicin. At alle elementer i fx. Speciel farmakologi tillægges ens betydning giver ingen mening. Fx skal vi have samme viden om et farmaka der bruges måske en gang årligt som et der bruges i akuttten hver dag. Nogle eksamener kunne med fordel deles op i en del med hjælpemidler (hvor vi så kunne lave nogle ordentlige noter til at tage med videre) og en del uden hjælpemidler hvor vi skal kunne de vigtige hverdags kompetencer udenad. For at få mere tid til day one kompetencer kunne man med fordel også skure lidt ned for alt specialiseringen, og bruge mindre tid på helt specifikke specialiserede områder, disse kan vi lære mere om på videre uddannelse.
- Jeg mener, at man ikke har nok fokus på dag 1 kompetencer - dvs at vi bruger tid på at udvide vores horisont med viden, som ikke hjælper os den dag vi er færdige - og for lidt tid på at blive fortrolige med de færdigheder vi vitterlig har brug for når vi er færdiguddannede. Her kan nævnes i flæng - håndtering af kanyler/injektioner, medicindosering, mønstergenkendelse/de mest

almindelige diagnoser man støder på i smådyr og stordyrpraksis.

- Jeg tror, det var i faget besætnings sundhed, hvor vi lærte om sammensætning af jord, og om hvor, hvornår og hvordan man måtte sprede gylle.
- MKR. En lille multiple choice eksamen for små dyr og en stor tung eksamen for store husdyr gjorde at man prioriterede store dyr og derfor var dårligt klædt på til at start på de elementer der indeholdt smådyr på rotationerne. Desuden synes jeg der skal være større fokus på biomedicin for de af os der ønsker at gå den vej.
- Mange fag var overflødige, fx zoologi. Og mange fag lærte man så overfladisk at man i sidste ende ikke kan bruge det til noget heller, udover kendskab til at området eksisterer, hvilket gør man i virkeligheden bare kunne informeres om eksistensen og så bruge resten af tiden på at gøre sig bedre til andre ting - fx ernæring, genetik, store husdyr hvis man har smådyrs interesse og omvendt, fødevarevidenskab ....
- Meget undervisning der ikke målrettet klinisk praksis.  
Jeg går ikke ind for en enhedsuddannelse!
- Mere tid til de store relevante fag i stedet for fx zoologi, biofysisk.
- Nogle fag er vigtigere end andre. Og man burde måske ligge mere vægt på dag et kompetencer frem for at man skal kunne alt. Flere valgfag ville også gavne da man så kan få lidt adspredelse i de færdiguddannede.
- Tiden man ahr til de enkelte fag/mner er for kort. Man læser for at bestå sin eksamen men ikke for at lære stoffet. Der er simpelthen ikke altid nok tid til at man kan lære stoffet, huske stoffet og forstå stoffet og dermed også bedre vil kunne implementere og anvende stoffet senere hen i praksis og teori. Læring kun for at bestå en eksamen er utilfredsstillende, stressende, skuffende og giver en følelse af utilstrækkelighed både i den aktuelle situation emn i særdeleshed senere på studiet (i fag der bygger på det man burde have lært/forstået/husket fra tidligere) men også i de praktiske situationer på arbejdsmarkedet for man har ikke lært at implementere stoffet, blot at lagre det i sin kortttidshukkommelse og i mange tilfælde kun lige nøjagtig lært sig det nødvendige for at ebstå eksamen. Det er meget utilfredsstillende og unyttig læringsform/struktur.
- Undervisning i fiske sygdomme er kun relevant for ganske få og spild af tid for os andre.  
Husdyrernæring er et ekstremt relevant emne, men faget er (eller var da jeg fulgte det) sammensat helt forkert og gjorde det meget uinteressant og nærmest ligegyldigt, det samme kan siges om Husdyravl.
- Visse elementer i uddannelsen var udelukkende teoretiske, hvilket ikke afspejler det arbejde, størstedelen af de studerende kommer til at have som færdiguddannede.
- etik og zoologi er ikke fag der har bidraget til mit læringsudbytte
- for lange dage og deraf manglende koncentration og optimalt læringsudbytte
- fx at skulle kunne benævne alle anatomiske strukturer på en græshoppe til infektionsmikrobiologi. at man skulle lære om gylle og slam i besætnings og folkesundhed...
- man har ikke tiden til at fordybe sig
- n/a
- på første år blev der undervist i fag som skulle skabe et godt naturvidenskabeligt fundament for os studerende, men jeg synes disse fag endte med at fylde for meget. det havde været fint med 2 intro-uger fremfor 2 blokke. jeg synes det er en fin idé, men når man så gennem hele uddannelsen mærker et vist tidspres for at nå alt det som er vigtigt, så synes jeg de indledende fag havde begrænset betydning for mit samlede læringsudbytte

## 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: For mange studerende og for få patienter, hvilket giver for lidt hands on og praktisk erfaring
- Kandidat: Der burde gives mere tid til klinisk træning
- Kandidat: For lidt kliniktid.
- Kandidat: Antallet af studerende i forhold til uddannelsens faciliteter
- Kandidat: Kernekurserne virker fragmenterede elementer
- Kandidat: Den praktiske del af undervisningen var for mit vedkommende det der bidrog mest til læringsudbyttet. Det at få omsat det teoretiske til "real life application" var meget givtigt
- Kandidat: Kommer an på hvad man vil arbejde med. Vores uddannelse er alt for bred.
- Kandidat: som forrige spørgsmål, så mener jeg at de 8 uger og mange fag oveni hinanden gør, at mange studerende blot lærer sig fagene til at de kan bestå eksamen, stoffet sætter sig ikke rigtig fast hos folk. Samtidig er det en skændsel så lidt praksis orienteret undervisning om svin, når det er så mega svært at være dyrlæge i en specialiseret svinepraksis i rivende udvikling og med så mega høje krav til dyrlægen fra landmændene.
- Kandidat: For lidt praktik  
For meget hospitals-læring på heste/stordyrshospitalet  
For mange diagnostiske muligheder på hospitaler, hvilket begrænser ens forudsætning for at behandle ud fra den manglende diagnose i klinisk praksis, hvor alle ejere ikke er villige til alle tests.
- Kandidat: Der var megen information, lidt hjælp til hvad der var vigtigst at fokusere på som studerende (specielt de første år), kunne have resulteret i større udbytte. Vigtig viden, som stod mere present, når man blev kastet ud i arbejdslivet.
- Kandidat: Jeg var utrolig skuffet over den kliniske undervisning i stordyrpraksis. Der var for få patienter/cases og problemstillingerne var alt for langt fra virkeligheden.
- Kandidat: Jeg mener generelt at uddannelsen er skruet forkert sammen. Jeg tror indlæringen ville være markant bedre og forståelsen højere hvis man i stedet for at have Anatomi, fysiologi, farmakologi, almen funktion, sygdomslære i stedet opdelte det i organsystemer så man ligesom på human medicin har kredsløb, neurologi, gastrointestinalt mm og så har både fysiologi, patologi og sygdomslære omkring dette specifikke felt og går til eksamen i 1 organsystem på alle dyr.
- Kandidat: epidemiologi, statistik, etologi, retsmedicin - spild af tid  
kursus fiskesygdomme og fjerkræ var alt for kort.
- Kandidat: Niveaueet på differentieringen "Produktionsdyr" er for lavt!
- Kandidat: Der skal være mere tid i klinikken og mere klinisk undervisning. Drop 6 måneders speciale,. Det er ikke relevant for fremtidig arbejdsmuligheder.
- Kandidat: For meget vægt på teori, fremfor mere fokus på cases og praktisk anvendelse af teoretisk viden.
- Kandidat: For lidt praktisk erfaring!
- Kandidat: det arbejde man lavede i klinisk patologi/laboratoriearbejde i de kliniske fag. De var indsat som element, men jeg mener at man skulle arbejde med tingene i længere tid, hvis man skulle oparbejde en rutine i analyserne. ellers lugter det mere af en rundvisning i laboratoriet. På samme måde med især billeddiagnostiske fag. Det var megen metodik på raske patienter og kig-med elementer. hvis man fx vil have at studerende skal kunne ultralydsscanne en abdomen, så skal de gentage det mange gange (+10-20-30 gange) for at se normalvariationer samt patologiske cases. Hvis man får vist maskinen og laver én scanning har man ikke lært noget som helst.
- Kandidat: For lidt tid i praktiske / kliniske rotationer, især på stordyrshospitalet

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

