REPORTING OF THE GRADUATE SURVEY

Political Science

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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 Political Science.

Compared to previous reports in connection with the institution accreditation, the 2015 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

2.1 The graduate survey

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.

2.2 Reporting

This report is based on the graduate survey questionnaire data collected from graduates during the period 27 October to 27 November 2015. The purpose of the report is to provide a summary of the data. The table shows a summary of the data from the graduate study with response rates, etc. from Political Science graduates.

2.2.1 Table: Summary of collected data

	Bachelor	Master	Total
Invited	481	487	968
Completed	40%	48%	44%
Partially completed	6%	6%	6%
Total	45%	54%	49%
Did not wish to participate	4%	7%	6%
Did not reply	51%	39%	45%

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

2.3 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 Political Science 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

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

	Bachelor total	Bachelor participated	Master Candidatus total	Master Candidatus
Number	481	217	487	262
Percentage women	53%	57%	48%	49%
Foreign citizens	0%	0%	1%	2%
Average age upon graduation	24.3	24.2	28.1	28.2
- youngest	21.3	21.5	23.8	23.9
- eldest	54.2	43.9	59.7	46.9
Completion time (average years)	3.2	3.2	3.3	3.3
- shortest completion time	0.4	0.4	0.2	0.2
- longest completion time	10.4	10.4	11.8	11.1
Quota 2 at BA-entrance	9%	7%	10%	10%
Years from qualifying exam to commencement of study (average)	1.6	1.6	5.2	5.2
- shortest time from qualifying exam to commencement of study (average)	0	0	0	0
- longest time from qualifying exam to commencement of study (average)	46	46	29	23
Bachelor's programme as first priority	99%	99%	83%	84%
Grading of Bachelor's paper/Master's thesis (average)	8.9	9.1	9.6	9.6
- 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.

2.4 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 Political Science 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. The format of the report is also untraditional in the way that the tables and graphs are not numbered consecutively throughout the report. On the contrary, it was decided to let the numbering of the questions in the tables and graphs refer directly to the numbering of the questions in the questionnaire. The entire questionnaire is designed around the introductory question about the current job situation, which provides a good overview of the respondents included in this report. Depending on which answer the graduates give for their job status in Q.1.1 or Q.1.7, there will be a round of questions that the graduates have answered. A complete summary of the answers to the questions is shown in the following table:

2.4.1 Q.1.1./Q.1.7. 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.)	29% (64)	90% (236)
I am self-employed (including freelance)	1% (2)	2% (4)
I am unemployed (including on maternity leave without being under contract of employment)	7% (15)	3% (9)
I am in full-time education (e.g. Candidatus programme)	59% (128)	0% (0)
I am on a Ph.D programme	0% (0)	4% (11)
Other	4% (8)	1% (2)
Number of replies	217	262

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?

are only shown if at least three respondents have answered that question. Be aware that too 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.

	Number of replies
I am employed (including leave of absence, maternity leave, job with wage subsidies, part-time hiring...	90% — 236
I am self-employed (including freelance)	4
I am unemployed (including on maternity leave without being under contract of employment)	9
I am in full-time education (e.g. Candidatus programme)	0
I am on a Ph.D programme	11
Other	2

0%   25%   50%   75%   100%
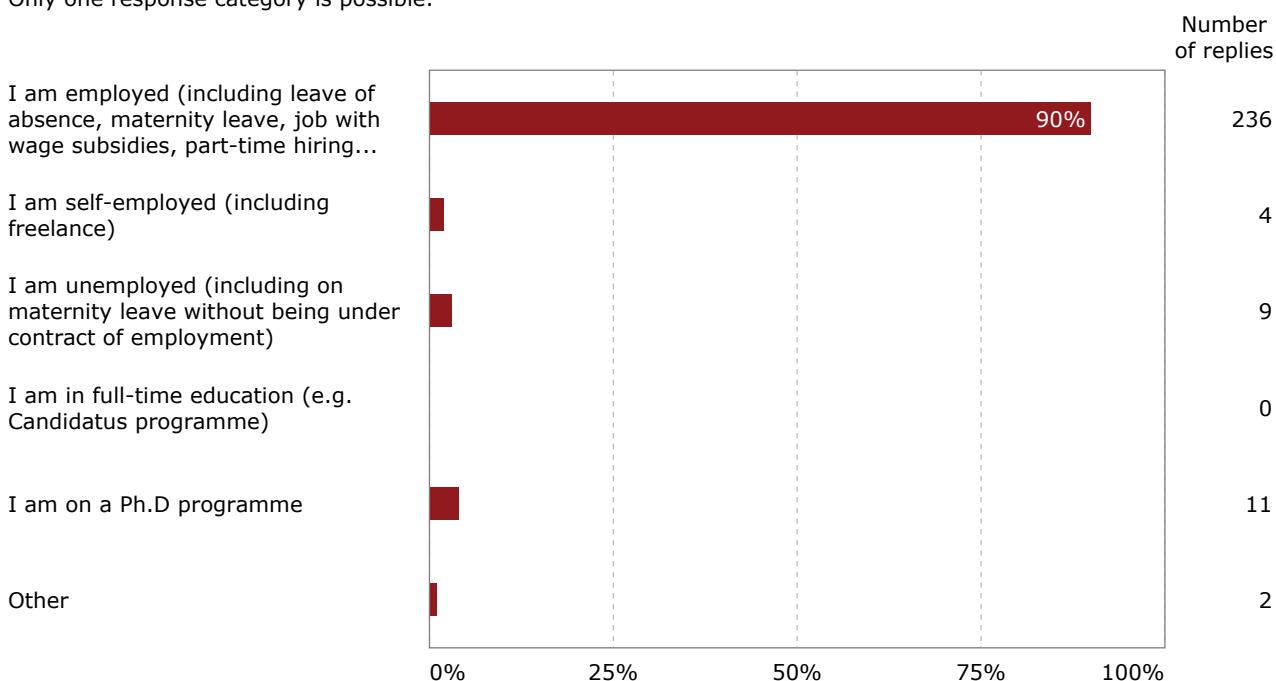
3.1.2 Q.1.3. What are the conditions of employment in your current job?

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.

		Number of replies
Fixed-term contract	85%	200
Hired on project basis/temporary contract	11%	27
Hired as substitute		8
Employed with wage subsidy		1

0%   25%   50%   75%   100%

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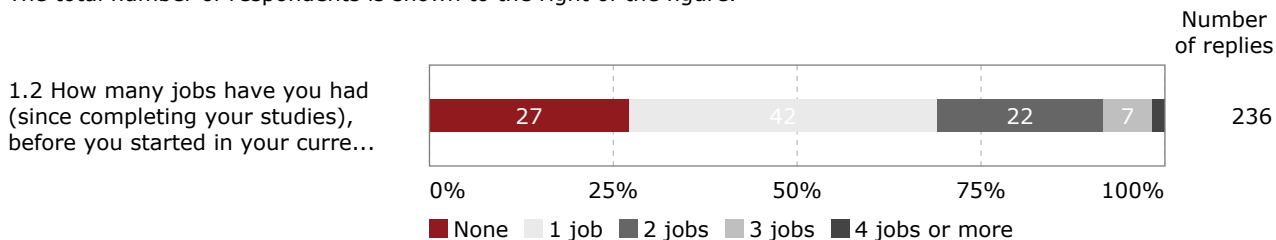
3.1.4 Q.1.8. Within which sector is your place of work?

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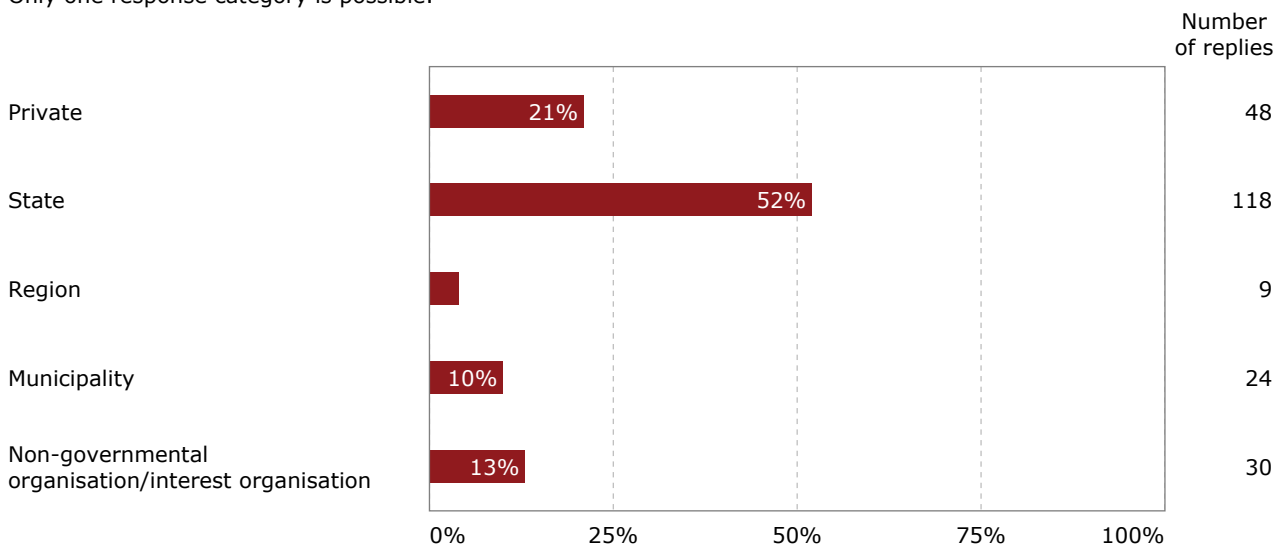
3.1.5 Q.1.9./Q.1.8. Which industry does your place of work belong to? by sector

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.

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.

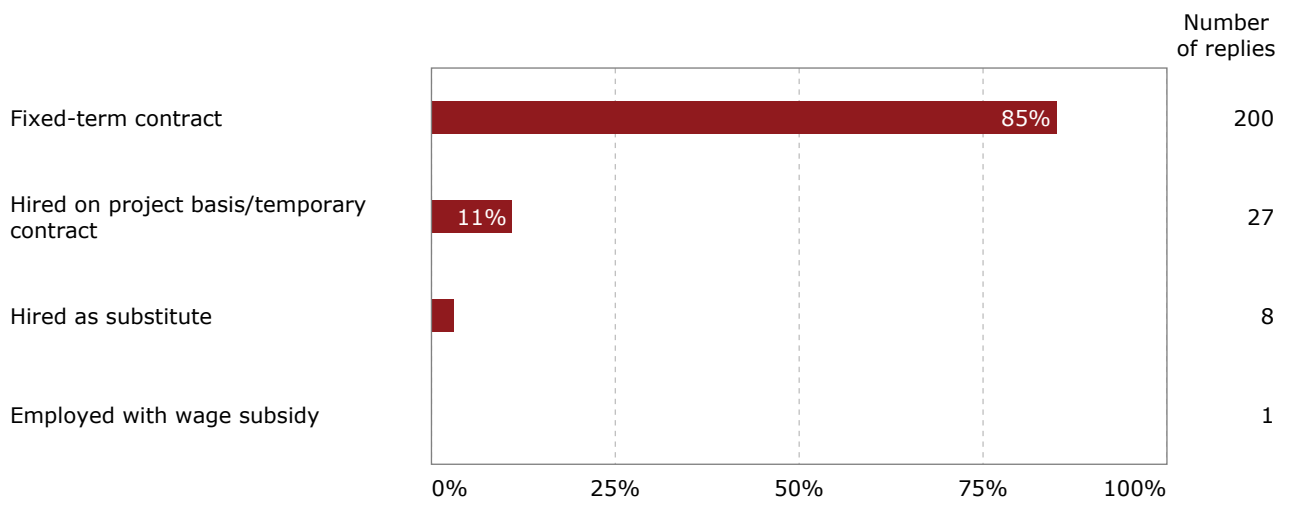|	Private	State	Region	Municipality	Non-governmental organisation/interest organisation	Total %	Total n
Agriculture, hunting, forestry and fishing (e.g. plant nursery)	0%	0%	0%	0%	0%	0%	0
Raw material extraction (e.g. extraction of oil and gas)	0%	1%	0%	0%	0%	0%	1
Manufacturing firm (e.g. industry, food processing)	12%	0%	0%	0%	0%	2%	5
The supply of electricity, gas or heating	0%	1%	0%	0%	4%	1%	2
Water supply, sewerage, waste management, etc.	0%	0%	0%	0%	0%	0%	0
Construction company	2%	0%	0%	0%	0%	0%	1
Wholesale and retail trade	5%	0%	0%	0%	0%	1%	2
Freight transport and cargo handling (e.g. mail)	5%	1%	0%	0%	0%	1%	3
Lodging and restaurant business	2%	0%	0%	0%	0%	0%	1
Information and communication (e.g. publishing, film production, radio + TV)	12%	1%	0%	0%	8%	4%	9
Financial institute or financial company, etc. (e.g. insurance company, pension fund)	5%	0%	0%	0%	0%	1%	2
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)	28%	2%	0%	0%	0%	6%	14
Public administration and defence; social security (e.g. public administration and social sector)	2%	79%	56%	88%	8%	55%	122
Teaching (e.g. upper secondary schools and adult education)	7%	9%	11%	0%	8%	8%	17
Health and social services (e.g. hospitals and drug or alcohol counselling)	0%	1%	22%	4%	0%	2%	4
Culture, entertainments and sport (e.g. theatre, libraries and museums)	0%	2%	0%	4%	0%	1%	3
Other services (e.g. business organisations and consumer organisations)	21%	0%	11%	4%	42%	10%	22
Extraterritorial organisations and bodies (e.g. FN and EU)	0%	4%	0%	0%	31%	6%	13
Number of replies	43	117	9	24	26	221	221

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.

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

	Private	State	Region	Municipality	Non-governmental organisation/interest organisation	Total %	Total n
Capital Region of Denmark	83%	84%	44%	79%	73%	80%	185
Region Zealand	11%	7%	22%	17%	0%	8%	19
Region of Southern Denmark	0%	0%	11%	4%	3%	1%	3
Central Denmark Region	0%	1%	0%	0%	0%	0%	1
North Denmark Region	0%	0%	11%	0%	0%	0%	1
All of Denmark	0%	3%	0%	0%	0%	2%	4
Nordic region (incl. Faroe Islands and Greenland)	2%	0%	0%	0%	0%	0%	1
Europe (not Nordic region)	2%	4%	11%	0%	10%	4%	10
North America	2%	0%	0%	0%	3%	1%	2
South America	0%	0%	0%	0%	0%	0%	0
Asia	0%	0%	0%	0%	10%	1%	3
Africa	0%	1%	0%	0%	0%	0%	1
Australia/Oceania	0%	0%	0%	0%	0%	0%	0
Number of replies	47	118	9	24	30	230	230

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.

Number of replies

| 1.14 Is your job covered by an academic collective agreement /occupational category? | 82 | 13 | 4 | 230 |

0%   25%   50%   75%   100%

■ Yes   ■ No   ■ Don't know/Would prefer not to say
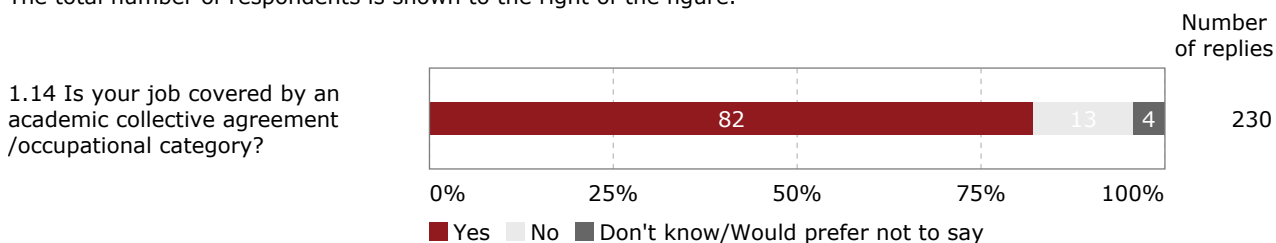
3.1.8 Q.1.11. What is your monthly salary?

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.

Salary	Non-academic	Academic	Total	Non-academic (n)	Academic (n)	Total (n)
Less than 20.000 dkr.	3	3	3	31	188	229
20.000-24.999	3			31	188	229
25.000-29.999	19	13	14	31	188	229
30.000-39.999	32	57	53	31	188	229
40.000-49.999	29	19	20	31	188	229
50.000-54.999	3	3	3	31	188	229
> 55.000	6	3	4	31	188	229

■ Non-academic ■ Academic ■ Total
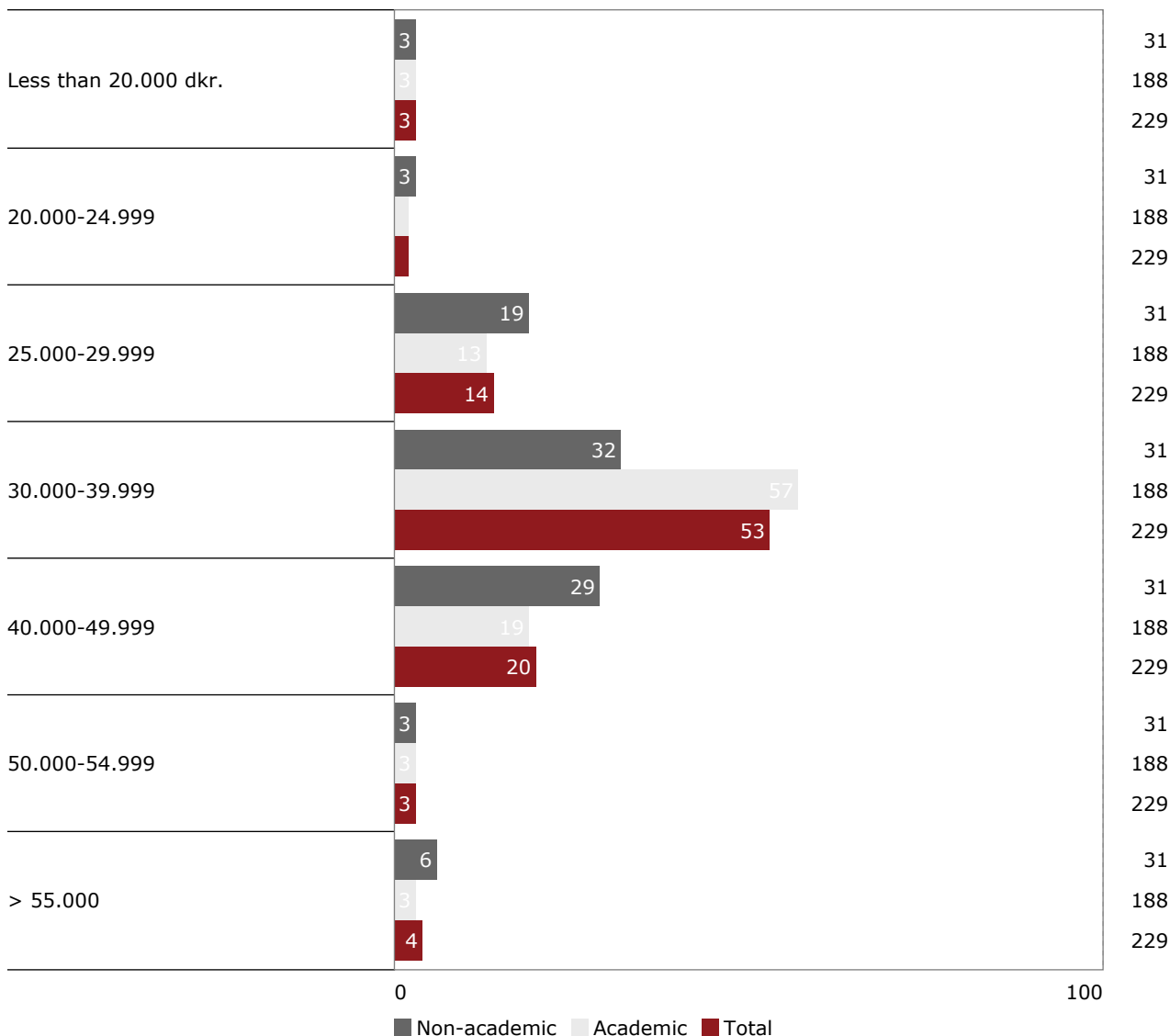
3.1.9 Q.1.16. Are you in charge of other employees?

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.

	Yes	No	Number of replies
1.16 Are you in charge of other employees?	7	93	227

■ Yes ■ No
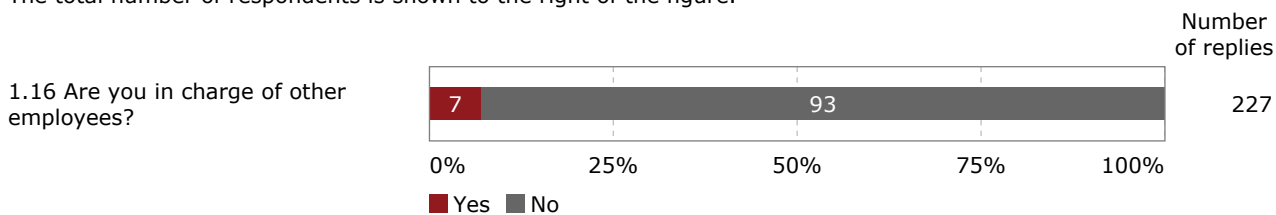
3.1.10 Q.1.16./Q.1.11. Are you in charge of other employees? by monthly salary

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.

Salary bracket	Yes	No	Number of replies
Under 20.000 kr.		100	7
Between 20.000 kr. - 24.999 kr.		100	4
Between 25.000 kr. - 29.999 kr.	10	90	31
Between 30.000 kr. - 39.999 kr.		99	119
Between 40.000 kr. - 49.999 kr.	13	87	46
Between 50.000 kr. - 54.999 kr.	25	75	8
55.000 kr. or more	50	50	8

Legend: ■ Yes ■ No
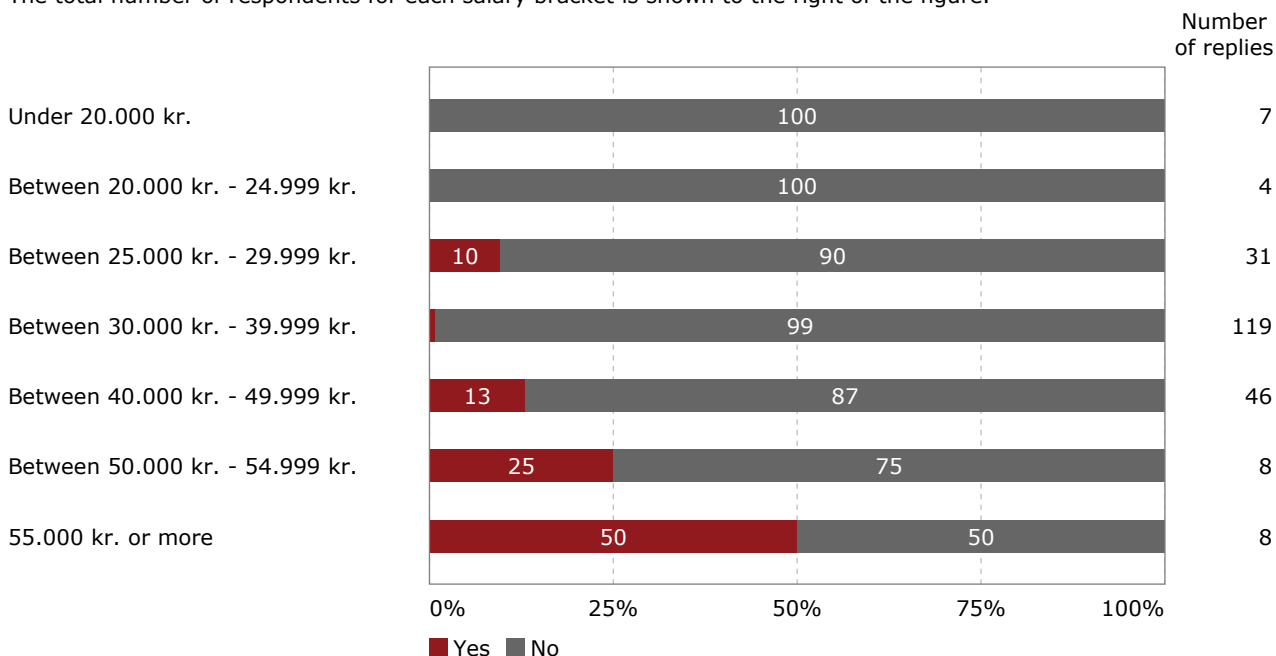
3.1.11 Q.1.17./Q.1.11. How many employees are you in charge of? by monthly salary

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.

Salary bracket	1-5	6-10	11-25	Number of replies
Between 25.000 kr. - 29.999 kr.	67%	33%		3
Between 30.000 kr. - 39.999 kr.	100%			1
Between 40.000 kr. - 49.999 kr.	100%			5
Between 50.000 kr. - 54.999 kr.	50%	50%		2
55.000 kr. or more	25%	50%	25%	4

Legend: ■ 1-5 ■ 6-10 ■ 11-25 ■ 26 - 50 ■ 51 - 100 ■ More than 100
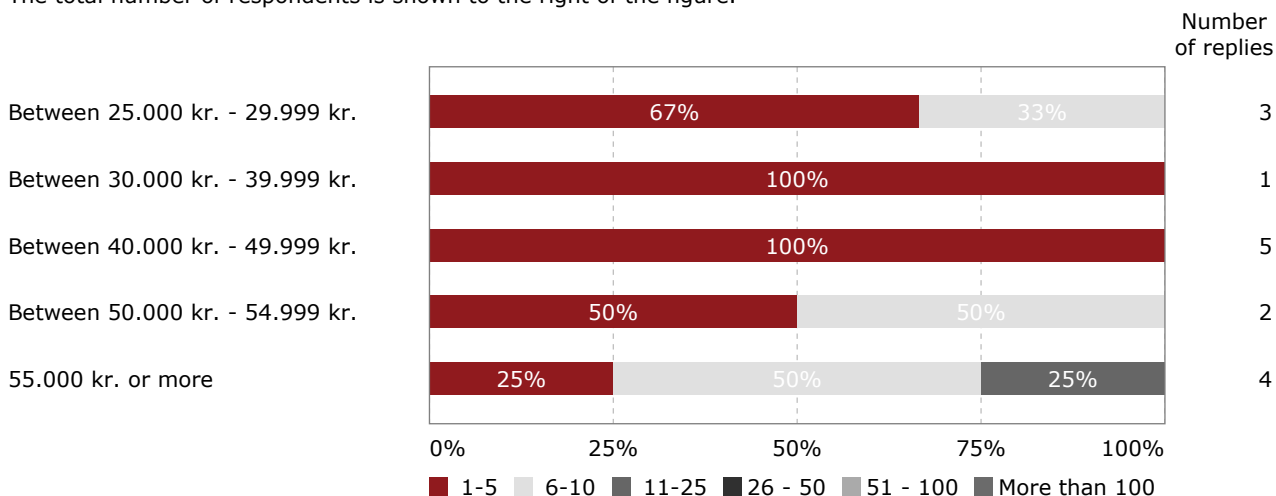
3.1.12 Q.1.18. Breakdown of your job functions. Top 10 over how much time the respondent spends on these job functions

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.

Job function	Average
Basic research	4.0
Other:	3.7
Project management	3.2
Production	3.2
Administration, case handling and secretarial duties	3.2
Text production	3.1
Analysis/evaluation	3.1
Counselling/advice	3.0
Sales	3.0
Development work	3.0
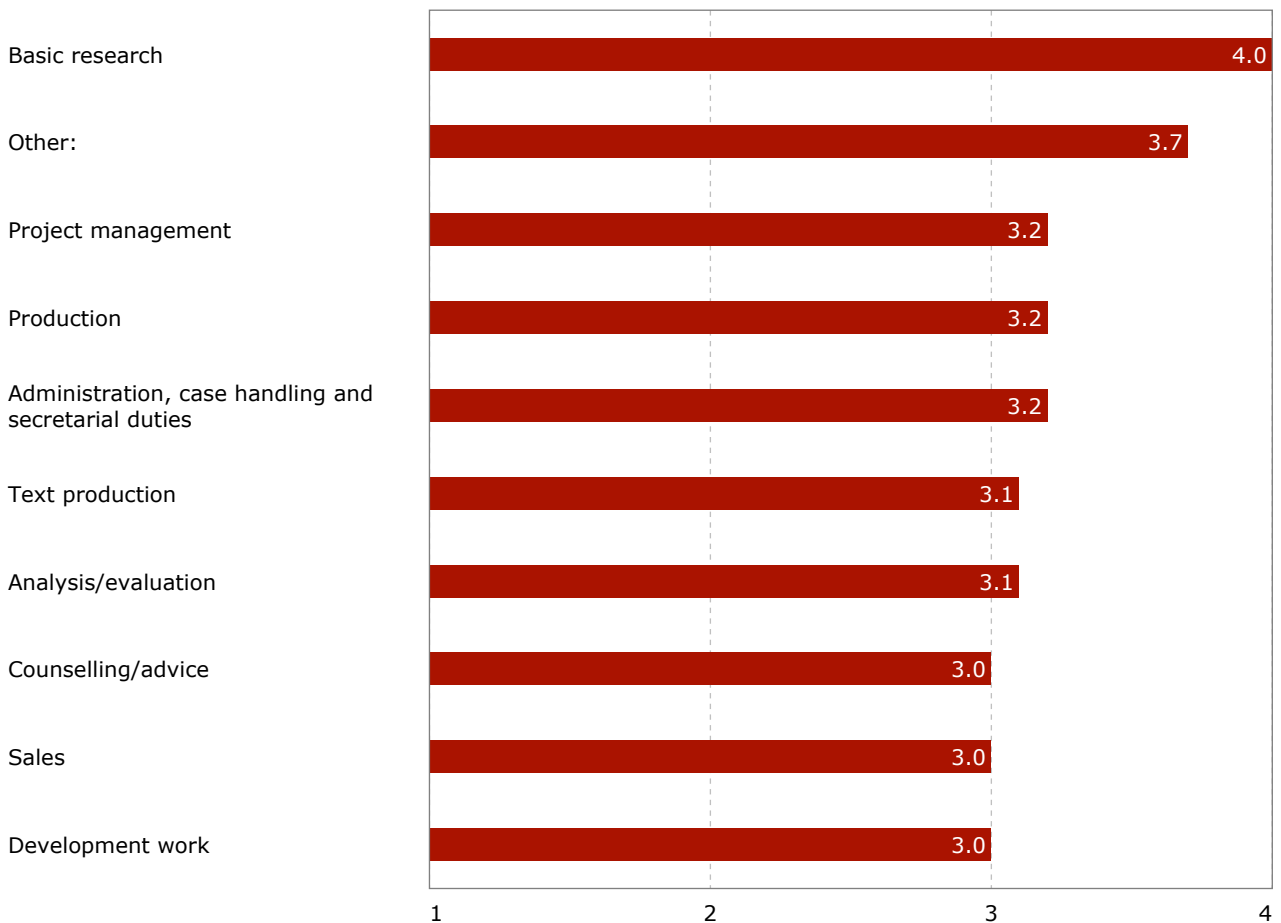
Note: The response distribution on the specific questions is shown in appendix 6.

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.

	Number of replies
Trade paper	4
Daily newspaper	0
Online job portal — 49%	111
LinkedIn, Facebook, etc.	10
Via a student job — 13%	29
Via work experience, project-oriented course or project partnership	10
Recruitment or temping agency	0
Via unsolicited enquiry from the employer — 8%	18
Via unsolicited enquiry to the employer	6
Via my unemployment insurance fund	1
Via the job centre	3
Via activation (job training, apprenticeship, or similar)	2
Via contacts from university — 7%	16
Via person contacts outside of the university — 16%	35
Via career/job fair or similar	0
Other, please state — 11%	24

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.

50 % started business alone, while 50 % 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.

Category	%
Realisation of ambitions/dreams	100.0
More/other professional and personal challenges	75.0
Better opportunities to organise my own working hours	50.0
View to greater level of responsibility	50.0
It was a condition for working within my professional sector	25.0
Other, please state	25.0
Desire to be my own boss	25.0
Expectations of a high income	
Don't know/Would prefer not to say	
I had a good idea for a new product/service	
I have been unable to find employment	

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.

		Number of replies
The business is a direct extension of my bachelor studies		0
The business is within the traditional area of my course programme, but not a direct extension of my bachel...		0
Running the business requires general skills obtained from my course programme, but is outside ...	50%	2
There is no connection between my area of study and my current business	50%	2

0% 25% 50% 75% 100%
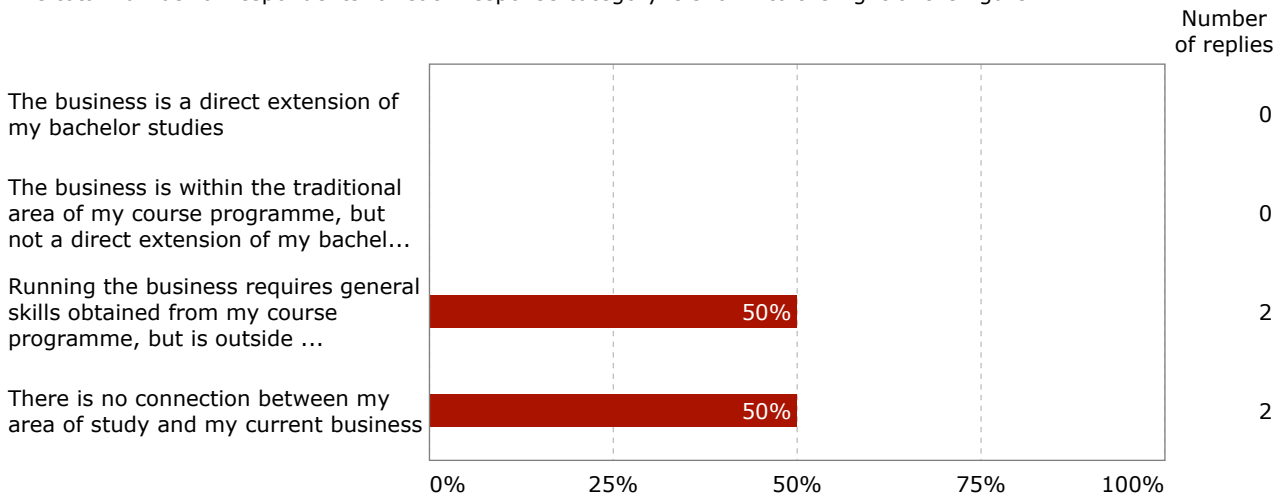
3.2.3 Q.1.28. How did you get the idea for your business?

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.

Category	Percentage	Number of replies
Trade paper		0
Daily newspaper		0
Online job portal		0
LinkedIn, Facebook, etc.		0
Via a student job		0
Via work experience, project-oriented course or project partnership	25%	1
Recruitment or temping agency		0
Via unsolicited enquiry from the employer		0
Via unsolicited enquiry to the employer		0
Via my unemployment insurance fund		0
Via the job centre		0
Via activation (job training, apprenticeship, or similar)		0
Via contacts from university		0
Via person contacts outside of the university	50%	2
Via career/job fair or similar		0
Other, please state	75%	3

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.

	Number of replies
None	2
1-5	1
6-10	0
11-25	1
26 - 50	0
51 - 100	0
More than 100	0
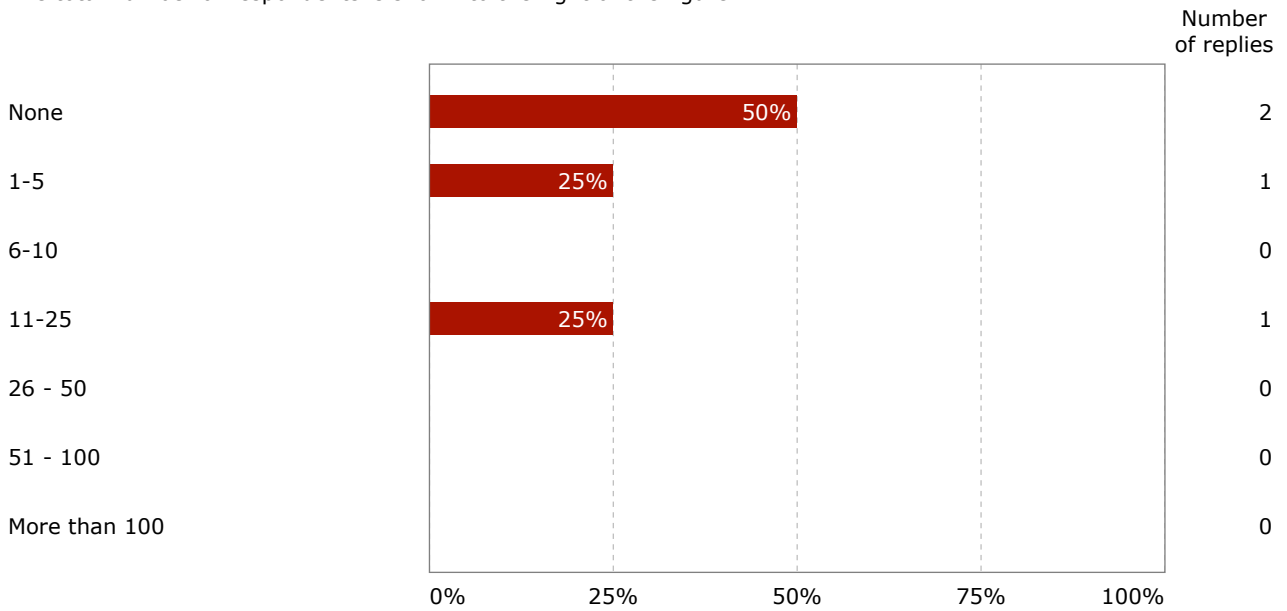
3.3 Unemployed, including maternity leave without being under employment contract

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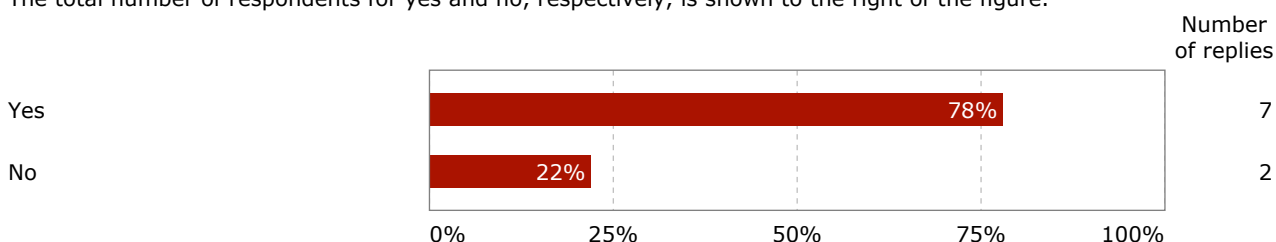
3.3.2 Q.1.34. How long have you been unemployed (current period of unemployment)?

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.

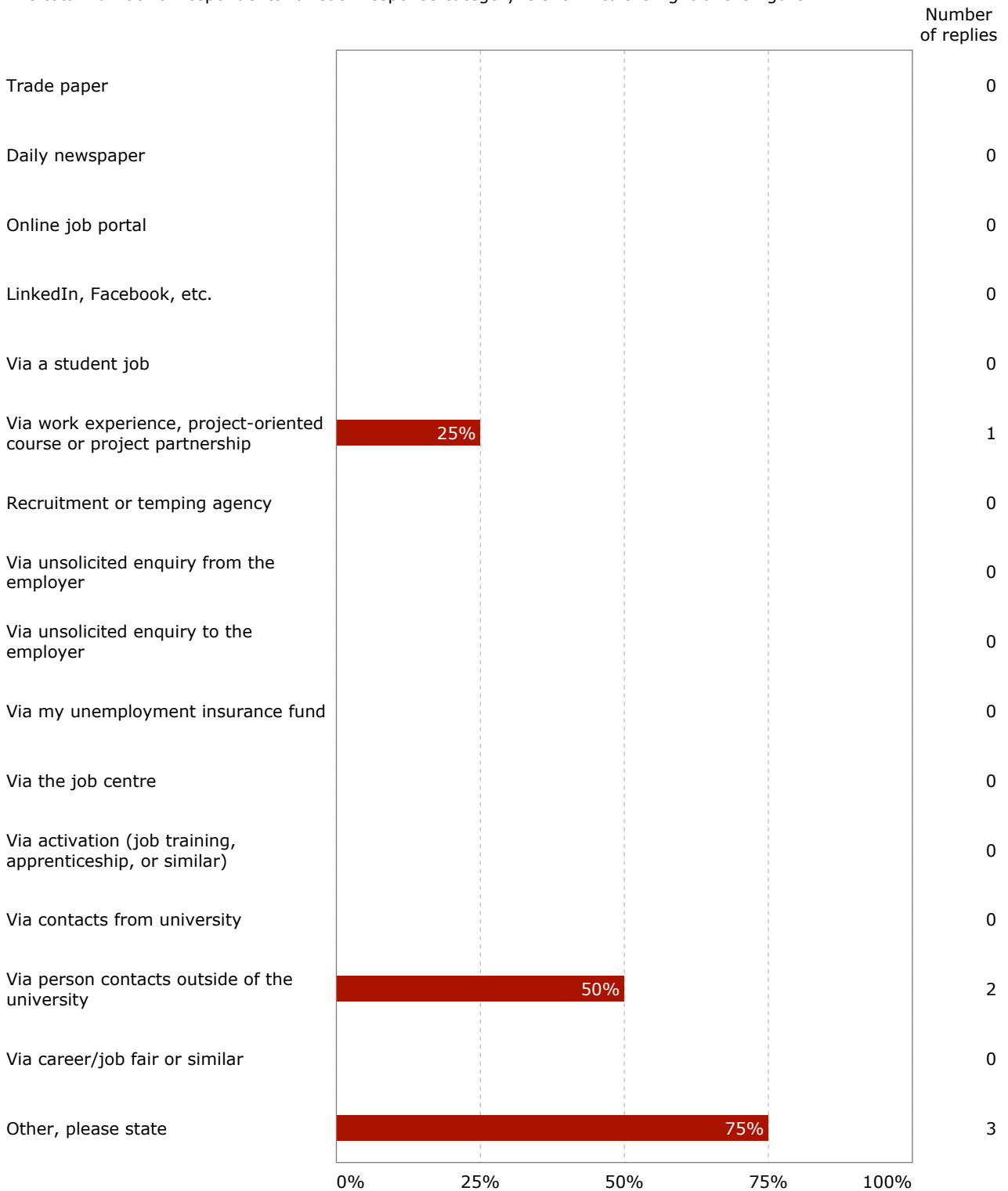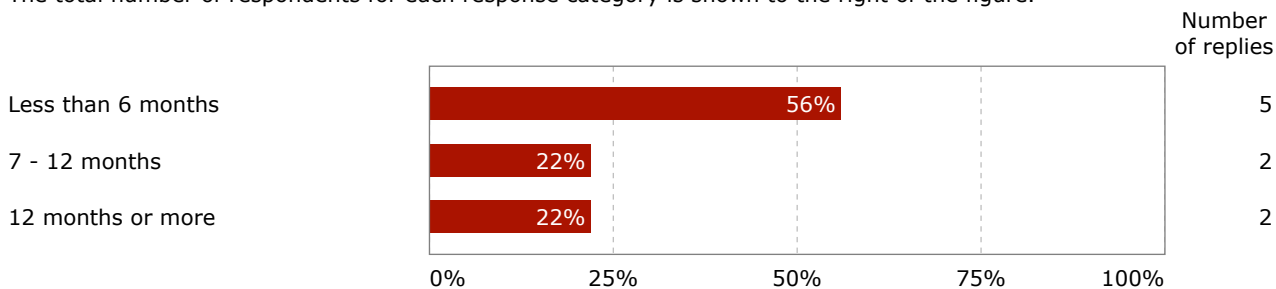### 3.3.3 Q.1.35. Do you receive unemployment benefits or social assistance benefits in connection with your unemployed status?

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.

22
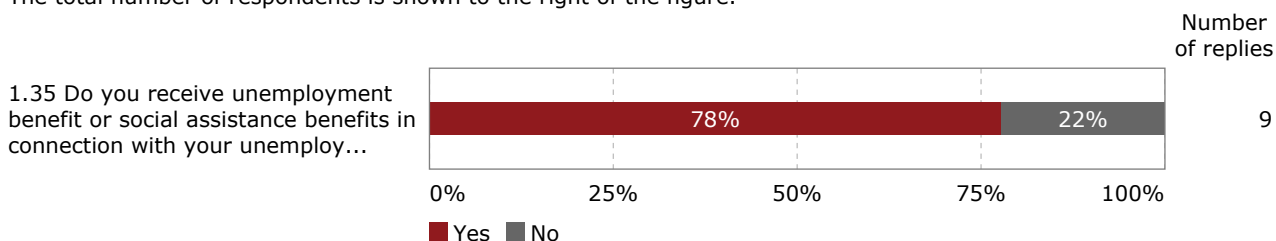
3.3.4 Q.1.34./Q.1.35 Do you receive unemployment benefits or social assistance benefits in connection with your unemployed status? by unemployment period

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.

		Number of replies
Less than 6 months	100%	5
7 - 12 months	50% / 50%	2
12 months or more	50% / 50%	2

0%   25%   50%   75%   100%

■ Yes ■ No
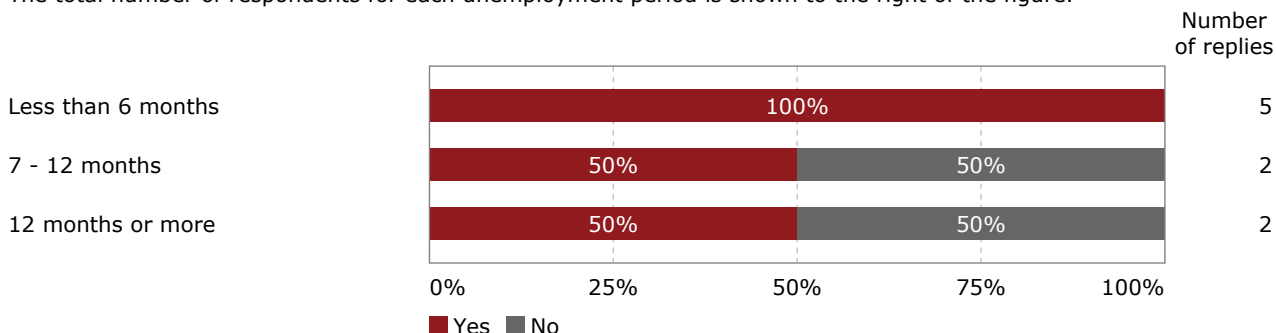
3.3.5 Q.1.36. Why do you think you do not have a job at the moment?

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.

	%
There is great competition for the jobs I apply for	77.8
I lack professional experience	55.6
I am not good enough at writing applications or attending interviews	44.4
My education has not provided me with the sought-after skills	33.3
Pregnancy/maternity leave or a lack of childcare options	22.2
I do not want to move geographically because of work	11.1
Other, please state	11.1
No jobs have been advertised within my area of academic expertise	
There have been no jobs that I have been interested in applying for	

10 20 30 40 50 60 70 80 90 100 %

3.4 Full-time education

This section describes the job situation for the Master's Candidatus/Professional 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.

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.

The table shows the percentage within each specific education.

The total number of respondents for each education is shown in the bottom row.

	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	18%	0%	0%	0%	0%	0%	18%	2
Copenhagen Business School	9%	0%	0%	0%	0%	0%	9%	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	64%	0%	0%	0%	0%	0%	64%	7
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	9%	0%	0%	0%	0%	0%	9%	1
Other, please state	0%	0%	0%	0%	0%	0%	0%	0
Number of replies	11	0	0	0	0	0	11	11

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.

		Number of replies
The Ph.D is a direct extension of my Master's thesis	18%	2
The Ph.D is within the traditional area of my previous programme of study, but not a direct extension of ...	64%	7
The Ph.D requires general skills obtained from my previous programme of study, but is outsi...	18%	2
There is no connection between my previous programme of study and my Ph.D		0

0%   25%   50%   75%   100%
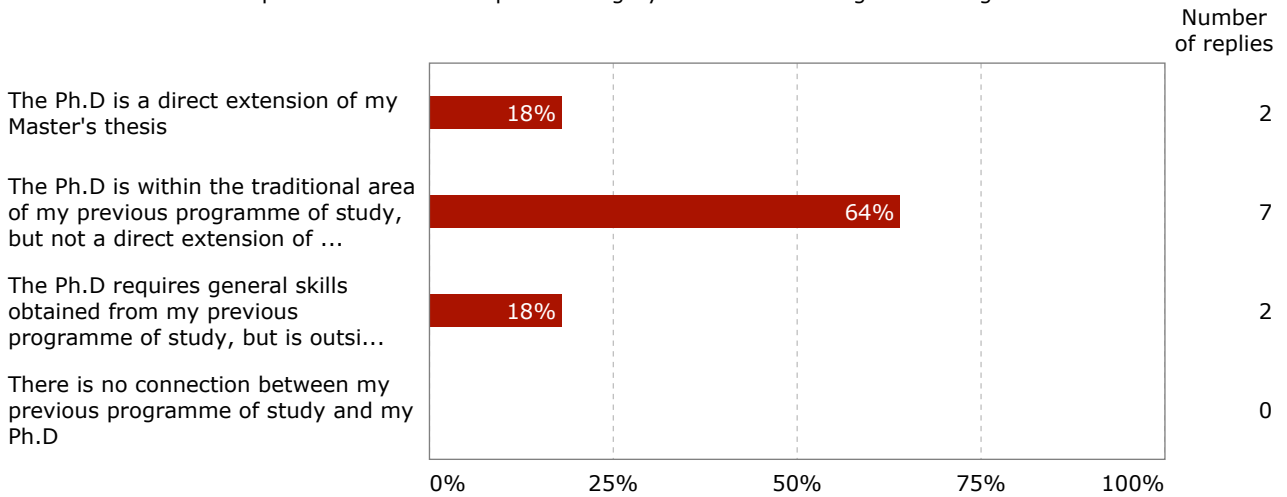
4 Correlation between Master's Candidatus/Professional Bachelor's education programmes and the job market

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.

Number of replies

Masters Candidatus	18% 59% 19%	230

0%   25%   50%   75%   100%

■ Direct extension of my studies

☐ Within the traditional area of my course programme

■ Requires general skills obtained from my course programme

☐ No connection between my area of study and my current job
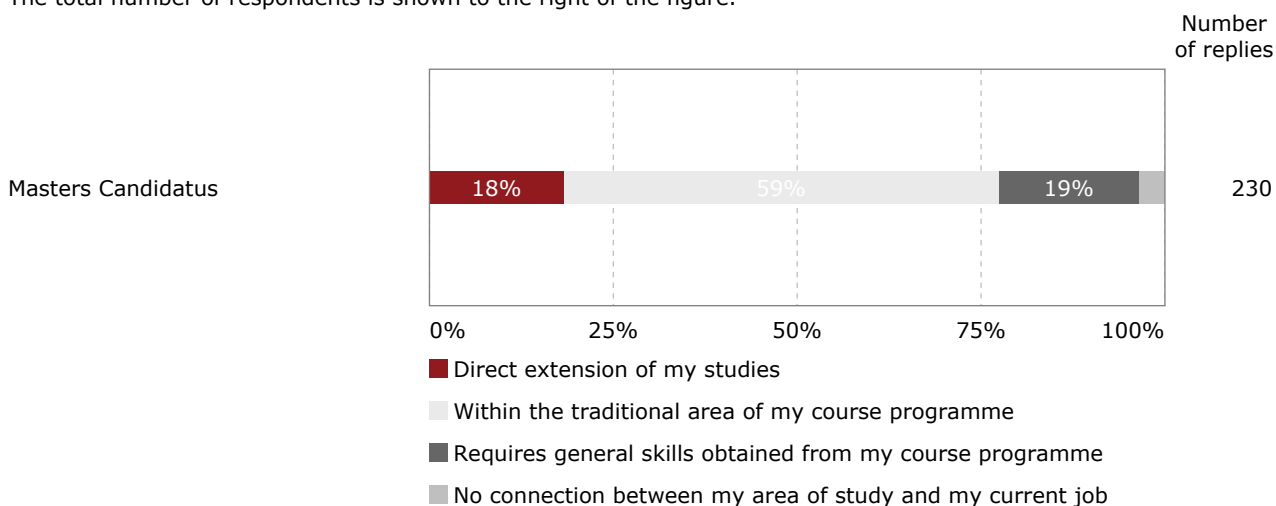
4.2 The ability of the study programme to prepare the graduates for working life

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.

Number of replies

To a high degree	30%	75
To some degree	61%	151
To a lesser degree	8%	20
Not at all		3

0%   25%   50%   75%   100%
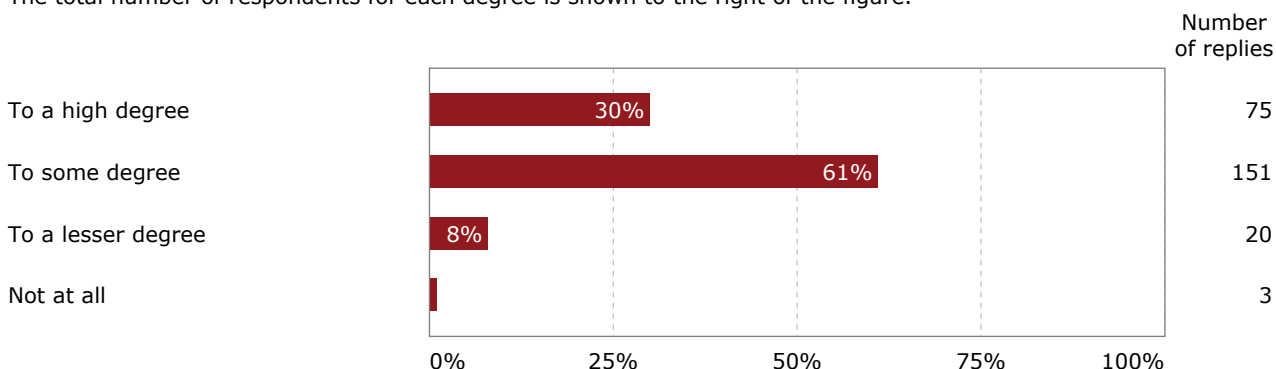
4.2.2 Q.2.4. How do you think the University of Copenhagen could improve upon how it prepares graduates for the demands of the labour market?

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.

Category	%
More/better opportunities for work experience, project-oriented courses or project partnerships with private ...	73.5
Solving tasks in collaboration with both private and public businesses/organisations	72.6
More actual case studies within the programme	69.2
More methodology/supplementary courses	47.9
More choice of courses that are aimed directly at private as well as public companies/organisations	47.9
More practical assignments and courses (e.g. languages, supplementary tools, communicatio...	46.6
More guest lecturers and teachers from both private and public businesses/organisations	44.0
Business-oriented teaching (e.g. basic business knowledge)	35.9
A higher degree of interdisciplinary studies within the course programme	34.2
Better guidance regarding the needs of both private and public businesses/organisations	29.9
More/better opportunities for study abroad	26.9
More/better study and career advice	20.9
More business/company-based presentations at the university	20.5
Other	10.7
More/better career fairs at the university	8.1
More theory within the course programme	

%

%

29

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.

	Low demand	High demand	
High acquisition		████	TOP 5 skills are skills with the highest average acquisition and the highest average demand.
Low acquisition		████	BOTTOM 5 skills are skills with the lowest average acquisition and the highest average demand.
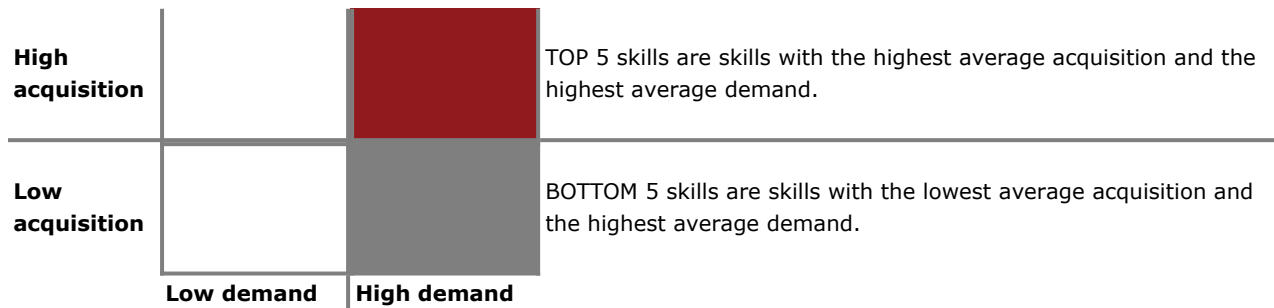
The numbers on the bars for the specific skills in the figure shows the average in the degree the respondents have answered to have acquired the following skills through their education measured on a scale from 1 to 4, where 1 is 'Not at all', 2 is 'to a lesser degree', 3 is 'to some degree' and 4 is '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.
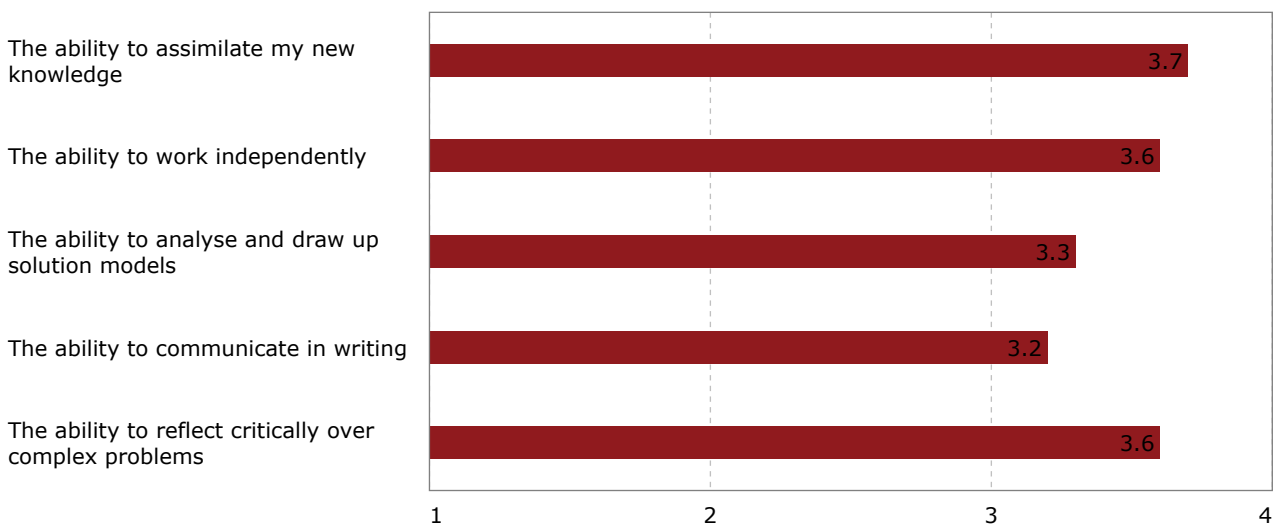
4.2.3.2 Bottom 5 skills

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.

	Value
Other	1.6
The ability to collaborate with a variety of professional groups	1.8
General business understanding	1.5
Convey expert knowledge using methods that retain and interest the target group	1.9
The ability to manage complex working and development situations	2.5
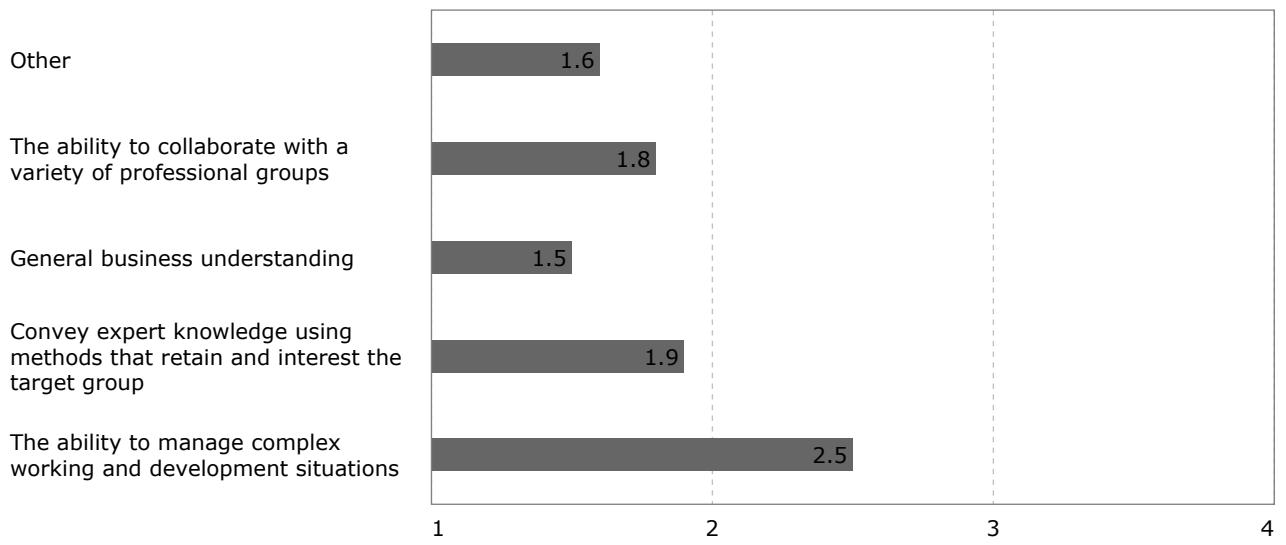
5 Master's Candidatus/Professional Bachelor's graduates routes to their first job

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.

The table shows the percentages of each time interval.

	Masters Candidatus
I got the job before completing my studies	45%
0 - 3 months	37%
4 - 6 months	10%
7 - 12 months	5%
More than 12 months	3%
Number of replies	231

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.

The table shows the percentage share of each group.

	Masters Candidatus
Before starting your Master's (Candidatus) thesis/final project or exam	16%
Before delivering your Master's (Candidatus) thesis/final project or exam	56%
After delivering your Master's (Candidatus) thesis/final project	20%
After passing your Master's (Candidatus) thesis/final project or exam	7%
Number of replies	220

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.

		Number of replies
Before starting your Master's (Candidatus) thesis/final project or exam	1.4	35
Before delivering your Master's (Candidatus) thesis/final project or exam	1.6	124
After delivering your Master's (Candidatus) thesis/final project	2.6	43
After passing your Master's (Candidatus) thesis/final project or exam	2.8	15
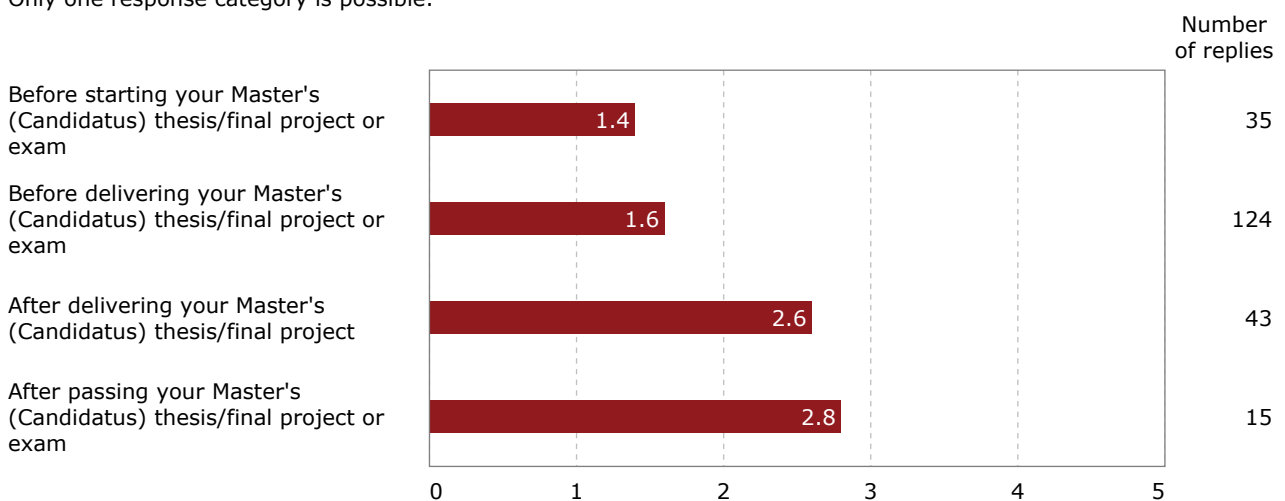
5.1.4 Q.3.2. What do you believe was the primary reason that you got your first job (including job with wage subsidies)?

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.

Category	Percentage
I had the correct experience from an internship	63.8
I possessed the right personal skills	62.5
I possessed the required academic qualifications (methodology, overview, analytical sense, etc.)	59.1
I made a good impression at the interview	45.7
I possessed the required professional qualifications	40.1
I had the right contacts	38.8
I had the correct experience from work experience or collaborative project, for example	36.6
I wrote a good application	36.2
I had good grades	26.7
I had the correct experience from voluntary work/working with associations or clubs	17.7
I had experience from residence/study abroad	14.2
I wrote my thesis/final paper within this professional field	11.2
Other	10.3
I was willing to move to get the job	6.5

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.

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

	Masters Candidatus
Yes	94%
No	6%
Number of replies	233

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.

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

	Masters Candidatus
Yes	41%
No	59%
Number of replies	217

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.

Question	Percentage
My student job gave me a number of skills that I did not get from my studies	95.0
My student job was relevant to my future working life	93.6
I chose my student job in order to improve my job and educational opportunities	89.8
My student job provided me with knowledge about the expectations and skills requirements of the labo...	86.1
My student job meant that I was better able to put my skills into words in my subsequent job search	77.7
I used the skills learned on my study programme in my student job	75.2
I used the network I formed on my student job in my subsequent job search	60.2
The experiences from my student job have had an influence on my course composition whilst studying	59.7
My student job provided me with inspiration to look for jobs that I would not otherwise have been awa...	55.2

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.

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

	Masters Candidatus
Yes	69%
No	31%
Number of replies	230

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.

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

	Masters Candidatus
Yes	24%
No	76%
Number of replies	156

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.

Statement	Percentage
The collaboration gave me a number of skills that I did not get from my studies	92.7
The collaboration was relevant to my future working life	90.7
I chose the collaboration in order to improve my job and educational opportunities	85.3
The collaboration provided me with knowledge about the expectations and skills requirements of the labo...	85.3
I used the skills learned on my study programme in the collaboration	81.9
The collaboration meant that I was better able to put my skills into words in my subsequent job search	73.8
The experiences from the collaboration have had an influence on my course composition whil...	66.2
I used the network I formed on the collaboration in my subsequent job search	59.1
The collaboration provided me with inspiration to look for jobs that I would not otherwise have been awa...	55.0
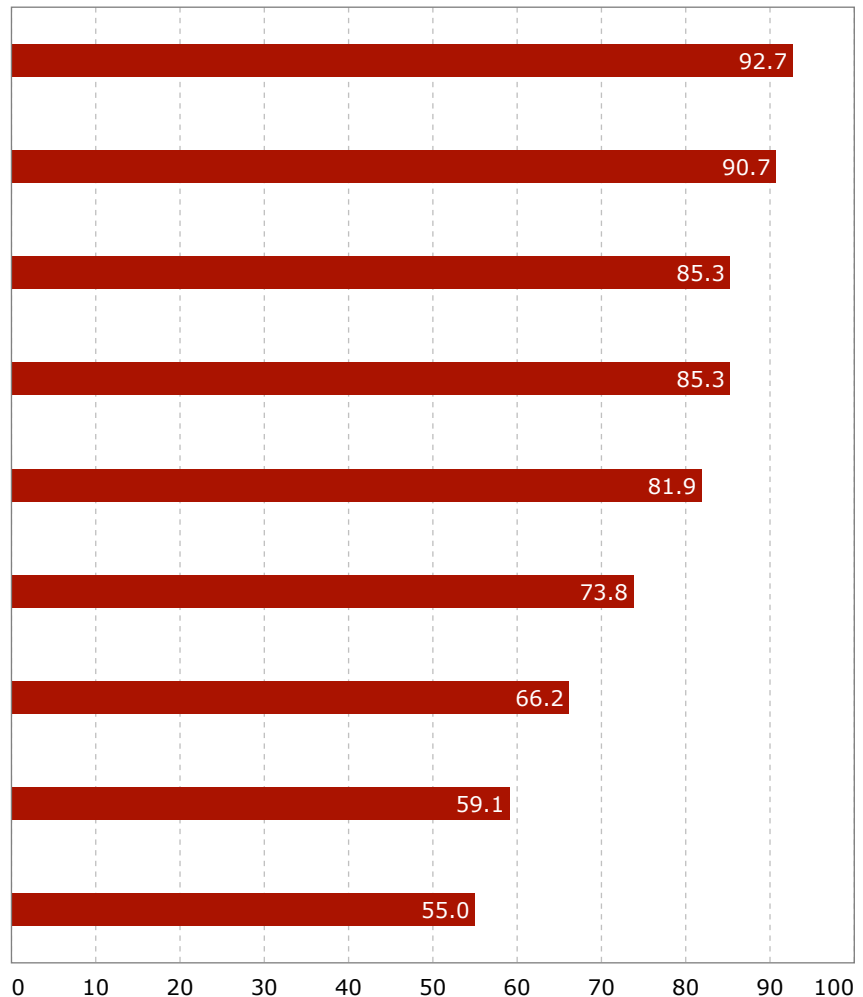
5.4 Study abroad

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.

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

	Masters Candidatus
Yes	61%
No	39%
Number of replies	231

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.

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

	Masters Candidatus
Yes	47%
No	53%
Number of replies	135

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.

The study period abroad gave me a number of skills that I did not get from the rest of my studies	90.0
I used the skills learned on the rest of my study programme in my study period abroad	83.9
I chose the study period abroad in order to improve my job and educational opportunities	70.5
The study period abroad was relevant to my future working life	69.3
The experiences from the study period abroad have had an influence on the rest of my course composition	68.6
The study period abroad meant that I was better able to put my skills into words in my subsequent job search	50.4
The study period abroad provided me with knowledge about the expectations and skills requiremen...	46.4
The study period abroad provided me with inspiration to look for jobs that I would not otherwise have been awa...	40.0
I used the network I formed on my study period abroad in my subsequent job search	35.0

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.

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

	Masters Candidatus
Yes	53%
No	47%
Number of replies	230

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.

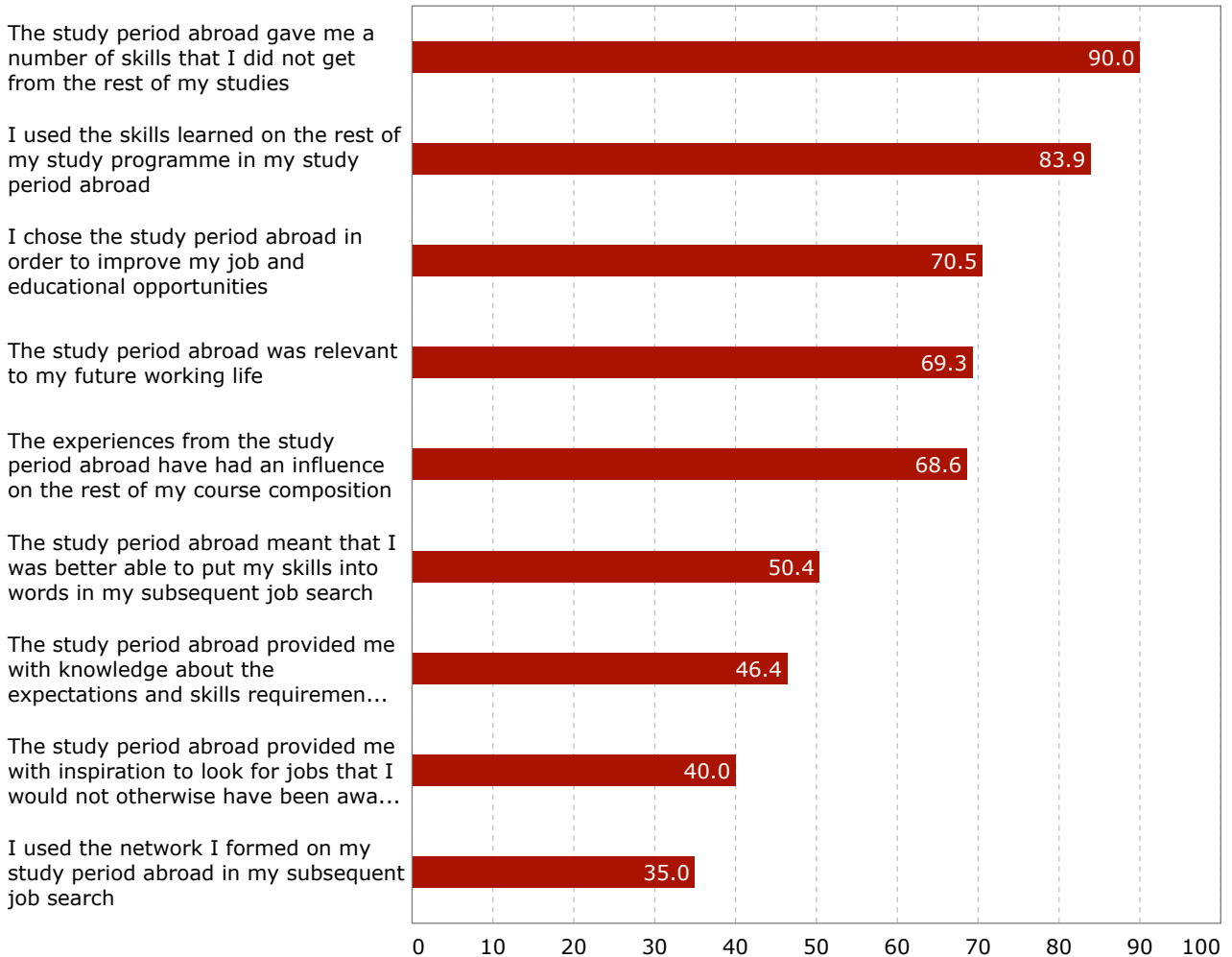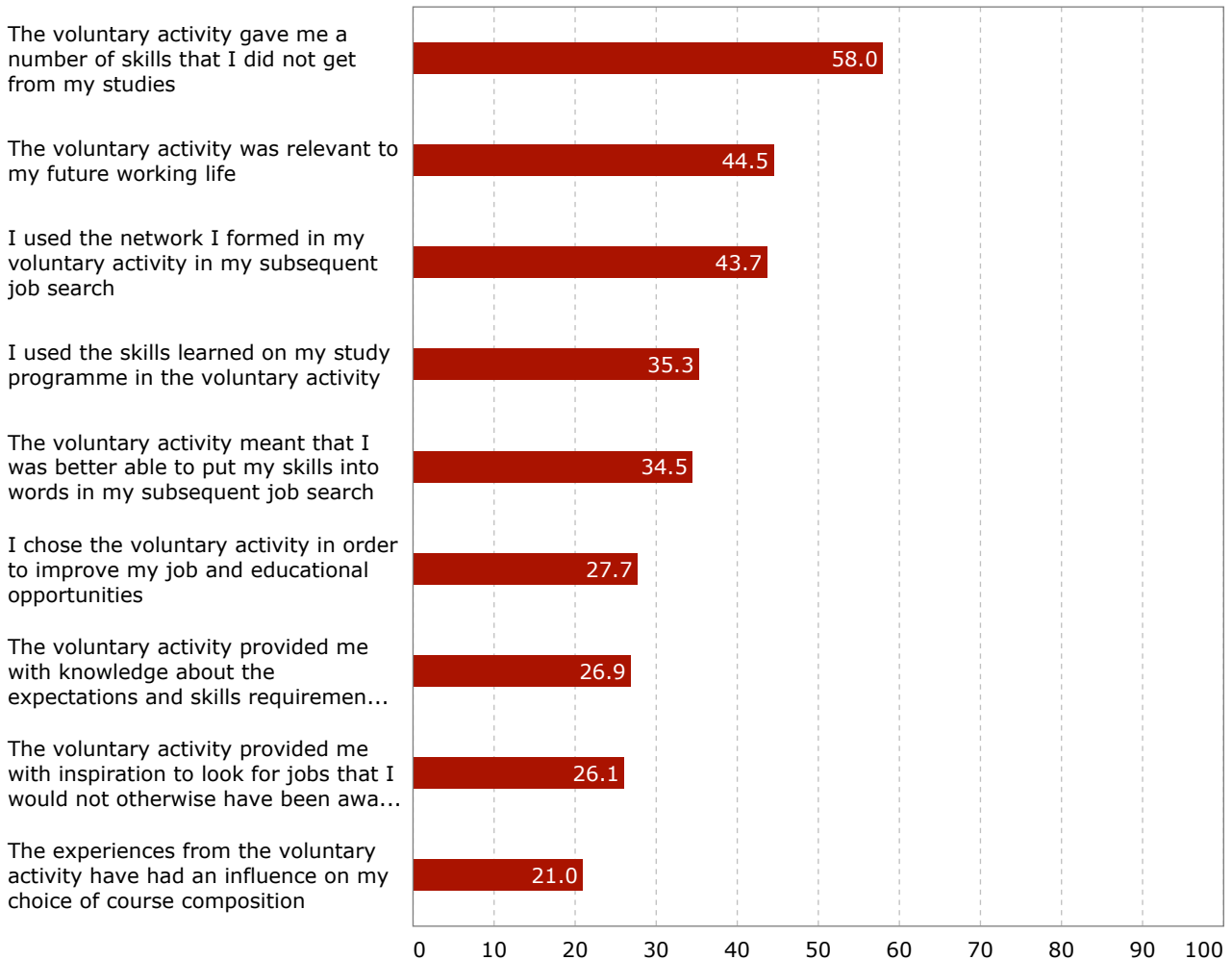The number divided between the two response categories of yes and no is shown in percentage.

	Masters Candidatus
Yes	47%
No	53%
Number of replies	114

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.

| Statement	Percentage
The voluntary activity gave me a number of skills that I did not get from my studies	58.0
The voluntary activity was relevant to my future working life	44.5
I used the network I formed in my voluntary activity in my subsequent job search	43.7
I used the skills learned on my study programme in the voluntary activity	35.3
The voluntary activity meant that I was better able to put my skills into words in my subsequent job search	34.5
I chose the voluntary activity in order to improve my job and educational opportunities	27.7
The voluntary activity provided me with knowledge about the expectations and skills requiremen...	26.9
The voluntary activity provided me with inspiration to look for jobs that I would not otherwise have been awa...	26.1
The experiences from the voluntary activity have had an influence on my choice of course composition	21.0

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.

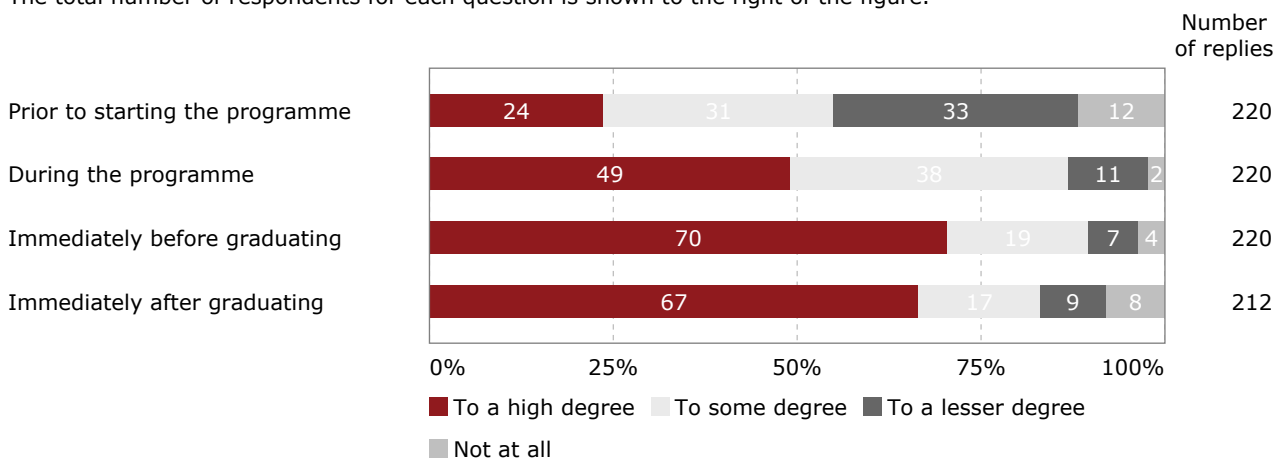The total number of respondents for each response category is shown to the right of the figure.

	Number of replies
To a high degree	88
To some degree	87
To a lesser degree	32
Not at all	7
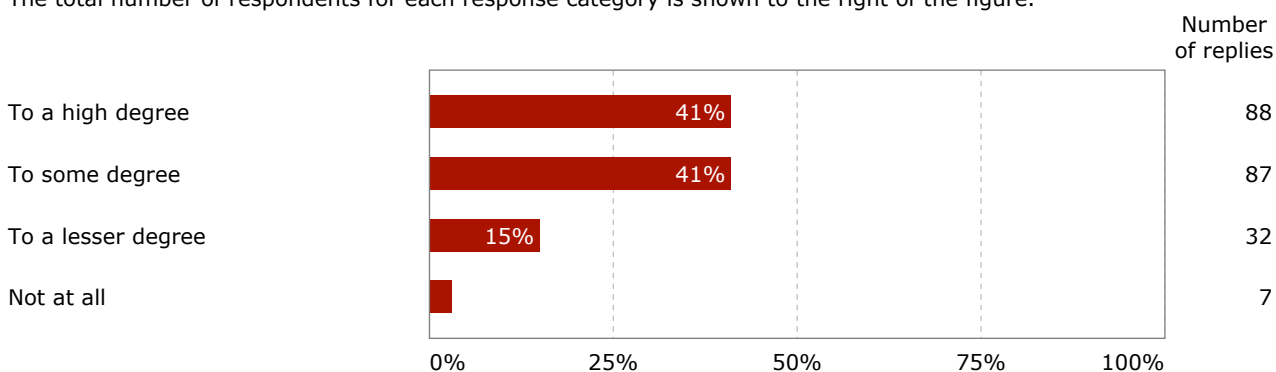
6.2 Q.3.16./3.16.X. When and to what degree did you consider to what kind of job your Master Candidatus/Professional Bachelor programme would lead?

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.

	Number of replies
Prior to starting the programme	220
During the programme	220
Immediately before graduating	220
Immediately after graduating	212

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

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 of more during their programme of study.

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.

	Masters Candidatus
Yes, once	14%
Yes, several times	71%
No	15%
Number of replies	155

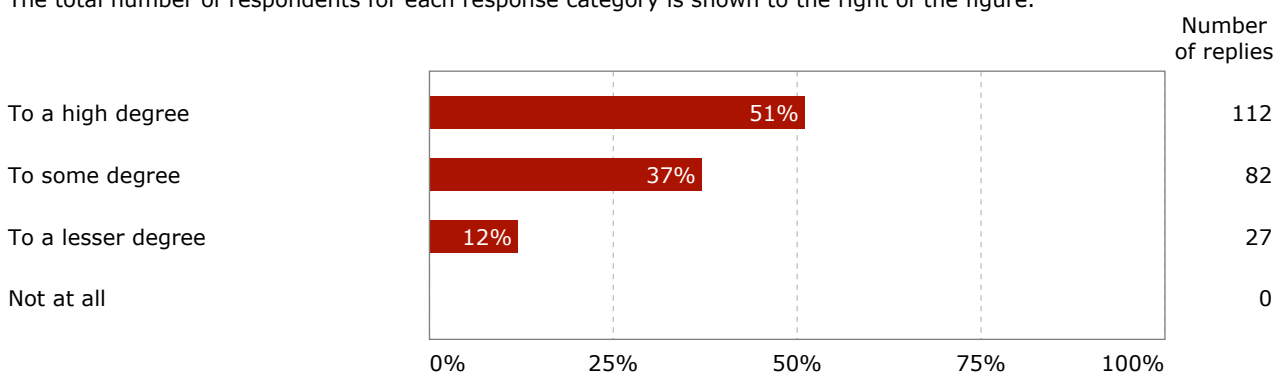# 7 The Master Candidatus graduates assessment of the study programme

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.

	Number of replies
To a high degree	112
To some degree	82
To a lesser degree	27
Not at all	0

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.

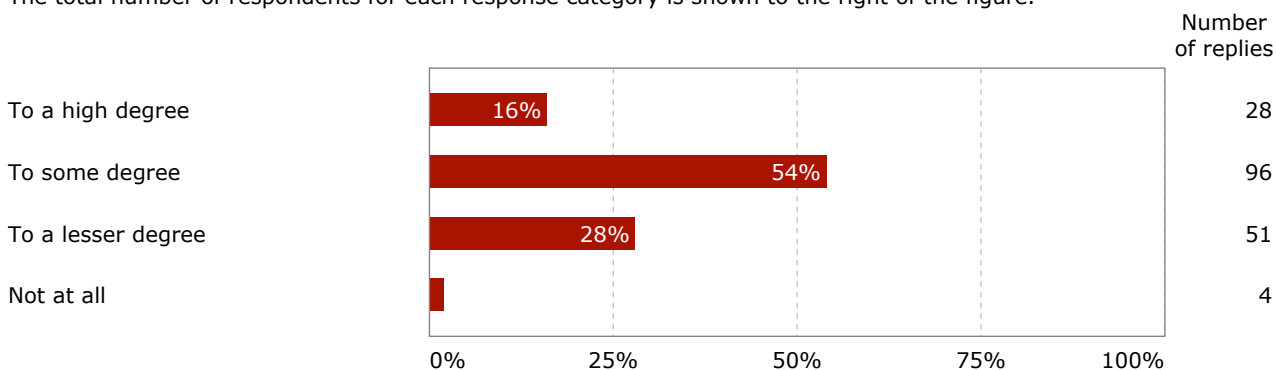|	Masters Candidatus
Bachelor degree from University of Copenhagen	85%
Bachelor degree from Aalborg University	0%
Bachelor degree from Aarhus University	10%
Bachelor degree from Copenhagen Business School	0%
Bachelor degree from Technical University of Denmark (DTU)	0%
Bachelor degree from IT University of Copenhagen	0%
Bachelor degree from Roskilde University (RUC)	0%
Bachelor degree from University of Southern Denmark	4%
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	231

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

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.
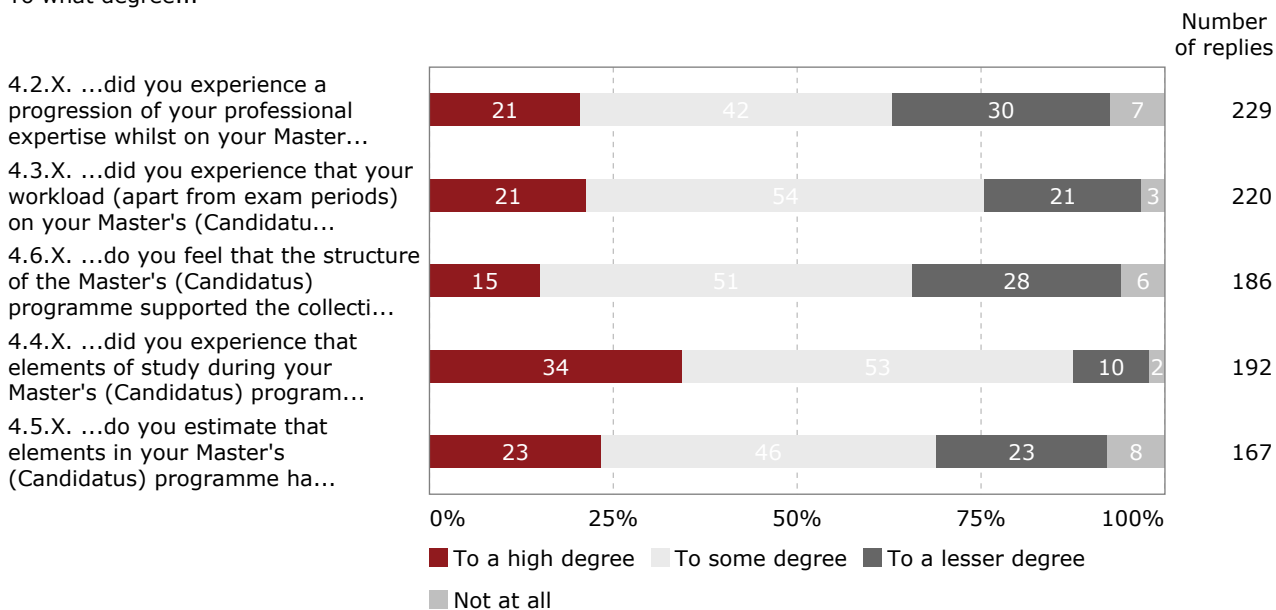
Number of replies

To a high degree — 16%	28
To some degree — 54%	96
To a lesser degree — 28%	51
Not at all	4

0% 25% 50% 75% 100%

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.

The distribution is shown as a percentage.

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

To what degree...

Number of replies

Question	To a high degree	To some degree	To a lesser degree	Not at all	Number of replies
4.2.X. ...did you experience a progression of your professional expertise whilst on your Master...	21	42	30	7	229
4.3.X. ...did you experience that your workload (apart from exam periods) on your Master's (Candidatu...	21	54	21	3	220
4.6.X. ...do you feel that the structure of the Master's (Candidatus) programme supported the collecti...	15	51	28	6	186
4.4.X. ...did you experience that elements of study during your Master's (Candidatus) program...	34	53	10	2	192
4.5.X. ...do you estimate that elements in your Master's (Candidatus) programme ha...	23	46	23	8	167

0% 25% 50% 75% 100%

■ To a high degree ■ To some degree ■ To a lesser degree
■ Not at all

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.
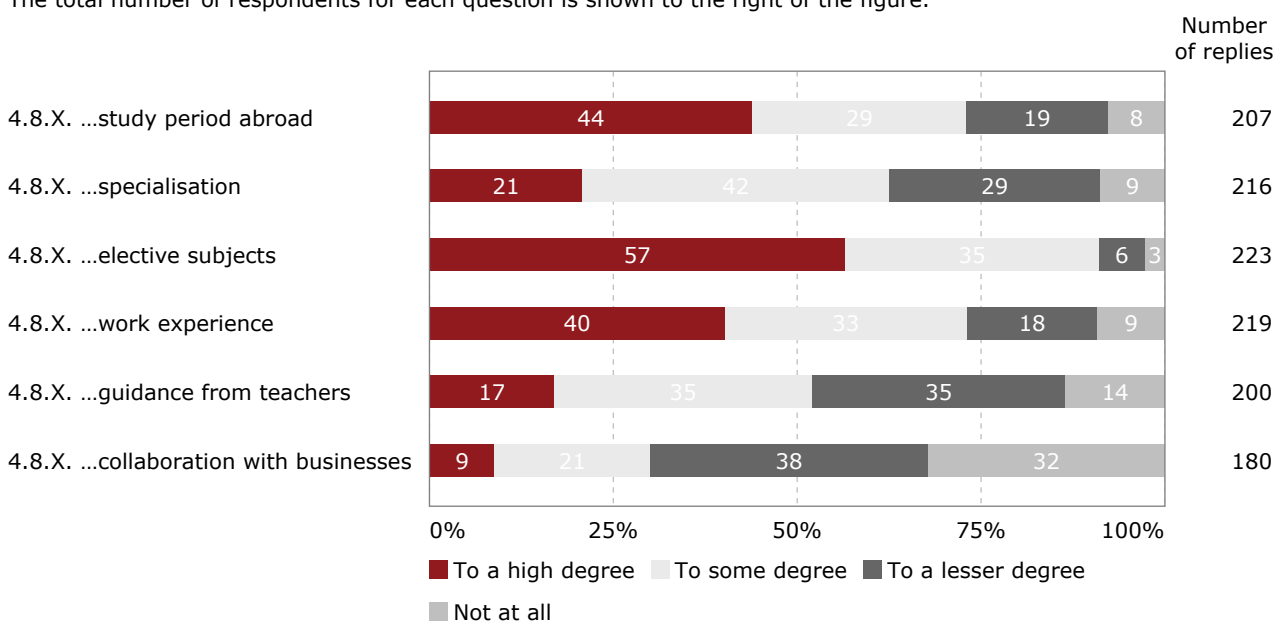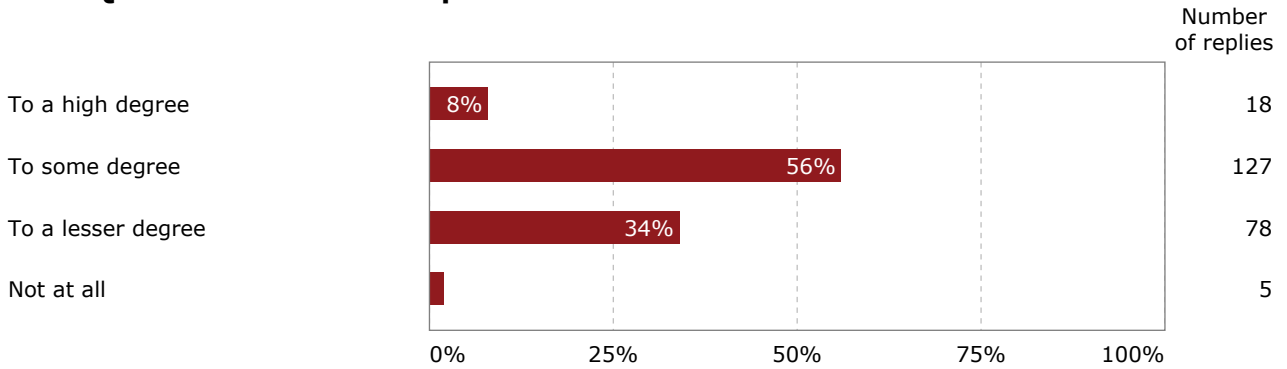
7.4 The teacher's professional and educational expertise

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

The distribution is shown as a percentage.

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

7.4.1 Q.4.9.X. Educational expertise

		Number of replies
To a high degree	8%	18
To some degree	56%	127
To a lesser degree	34%	78
Not at all		5

7.4.2 Q.4.9.X. Professional expertise

		Number of replies
To a high degree	61%	140
To some degree	34%	78
To a lesser degree		11
Not at all		0

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.
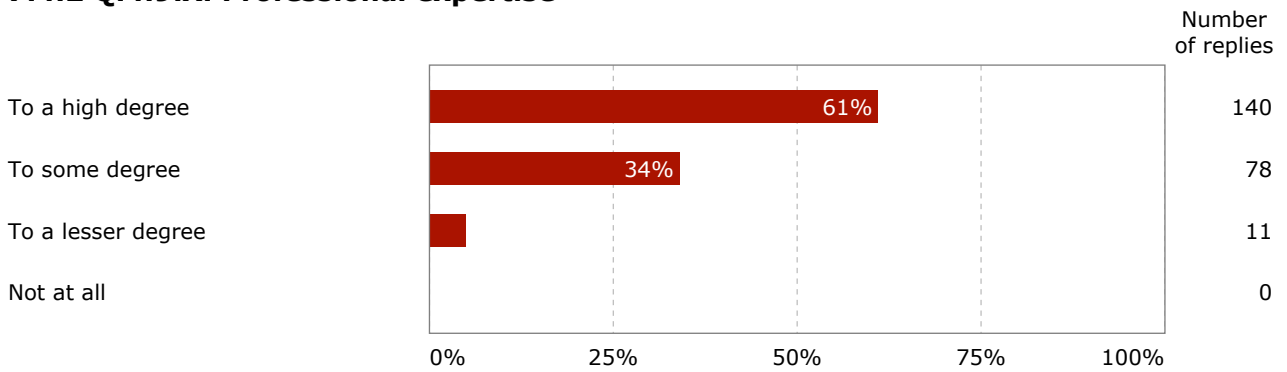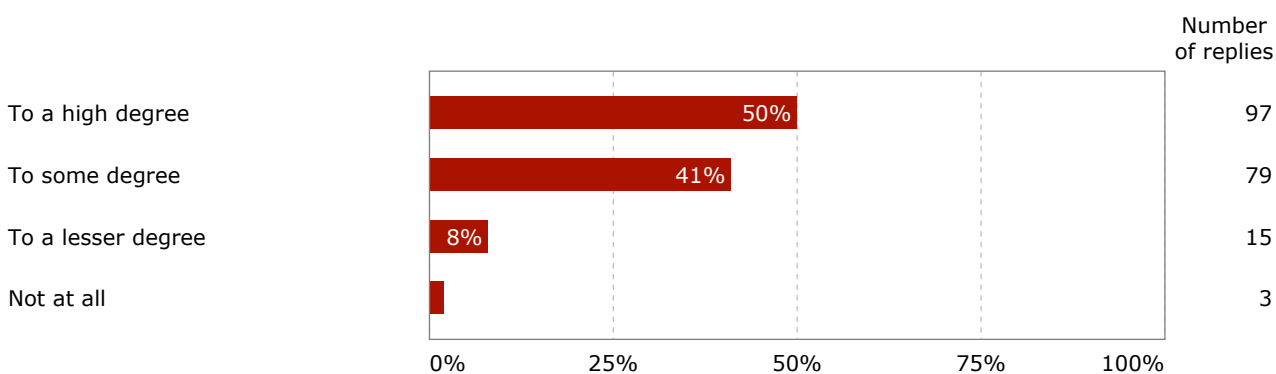
The distribution is shown as a percentage.

The total number of respondents for each response category is shown to the right of the figure.
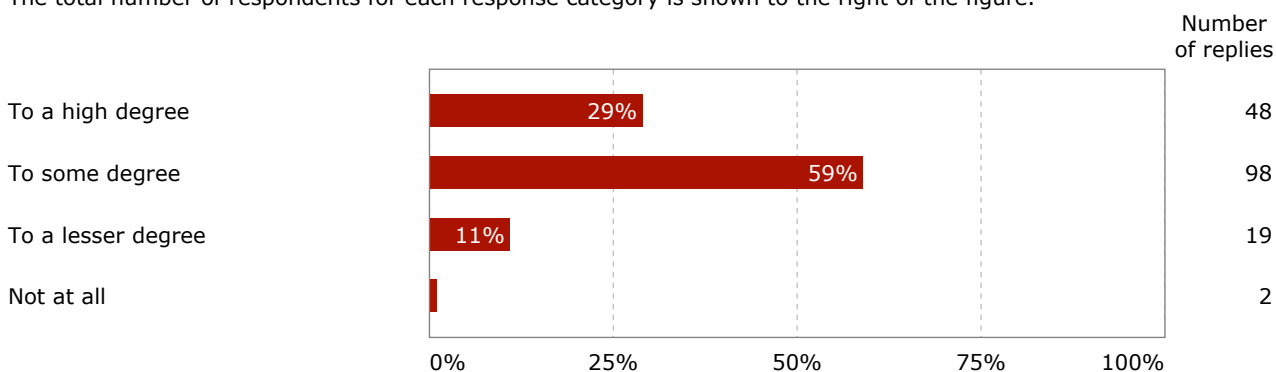
Number of replies

To a high degree	50%	97
To some degree	41%	79
To a lesser degree	8%	15
Not at all		3

0%   25%   50%   75%   100%

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.

Number of replies

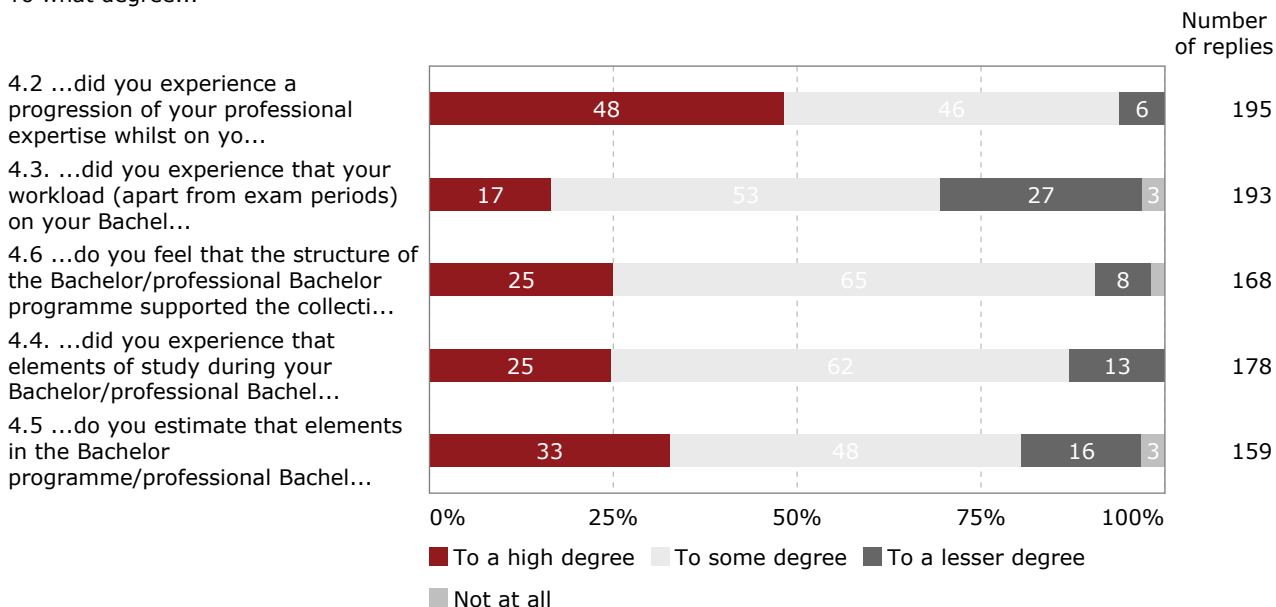|	
To a high degree	29%	48
To some degree	59%	98
To a lesser degree	11%	19
Not at all		2

0%   25%   50%   75%   100%

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.

The distribution is shown as a percentage.

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

To what degree...

		Number of replies
4.2 ...did you experience a progression of your professional expertise whilst on yo...	48 / 46 / 6	195
4.3. ...did you experience that your workload (apart from exam periods) on your Bachel...	17 / 53 / 27 / 3	193
4.6 ...do you feel that the structure of the Bachelor/professional Bachelor programme supported the collecti...	25 / 65 / 8	168
4.4. ...did you experience that elements of study during your Bachelor/professional Bachel...	25 / 62 / 13	178
4.5 ...do you estimate that elements in the Bachelor programme/professional Bachel...	33 / 48 / 16 / 3	159

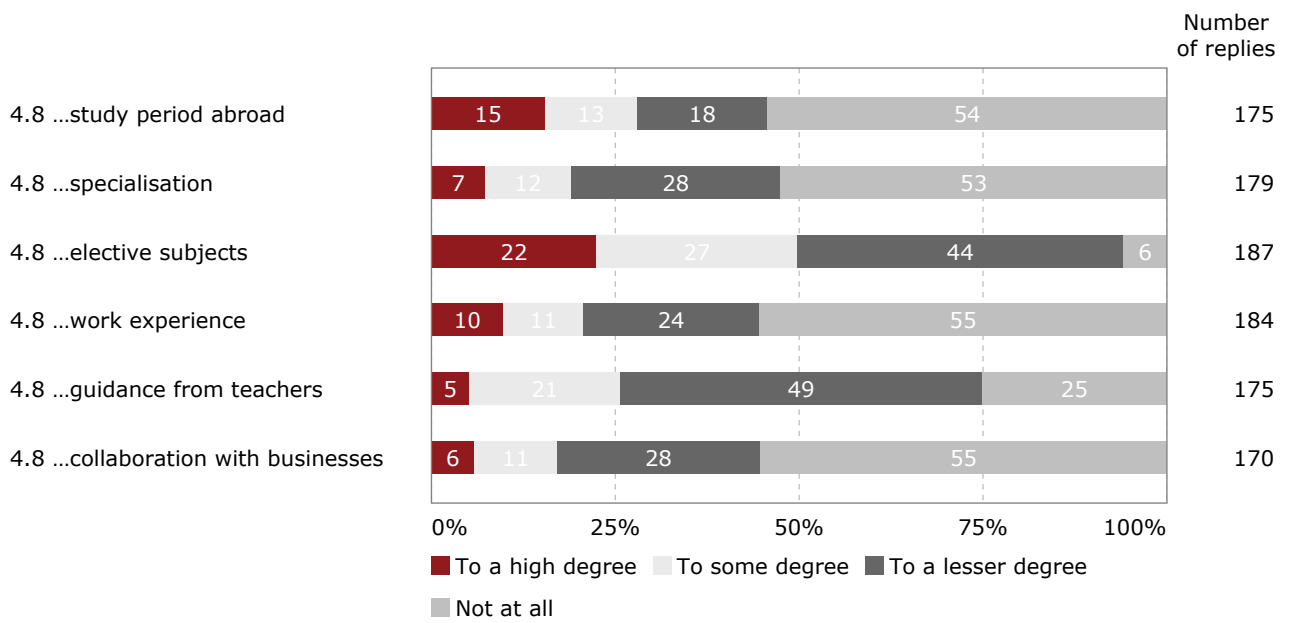Legend: To a high degree, To some degree, To a lesser degree, Not at all

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.

	Number of replies
4.8 …study period abroad	175
4.8 …specialisation	179
4.8 …elective subjects	187
4.8 …work experience	184
4.8 …guidance from teachers	175
4.8 …collaboration with businesses	170

- 4.8 …study period abroad: To a high degree 15, To some degree 13, To a lesser degree 18, Not at all 54
- 4.8 …specialisation: To a high degree 7, To some degree 12, To a lesser degree 28, Not at all 53
- 4.8 …elective subjects: To a high degree 22, To some degree 27, To a lesser degree 44, Not at all 6
- 4.8 …work experience: To a high degree 10, To some degree 11, To a lesser degree 24, Not at all 55
- 4.8 …guidance from teachers: To a high degree 5, To some degree 21, To a lesser degree 49, Not at all 25
- 4.8 …collaboration with businesses: To a high degree 6, To some degree 11, To a lesser degree 28, Not at all 55

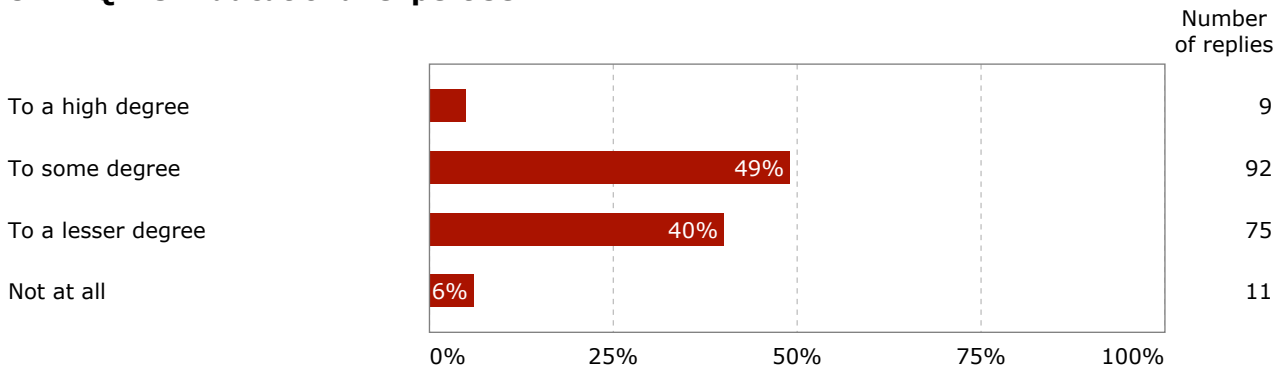To a high degree ■ To some degree ■ To a lesser degree ■ Not at all

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.
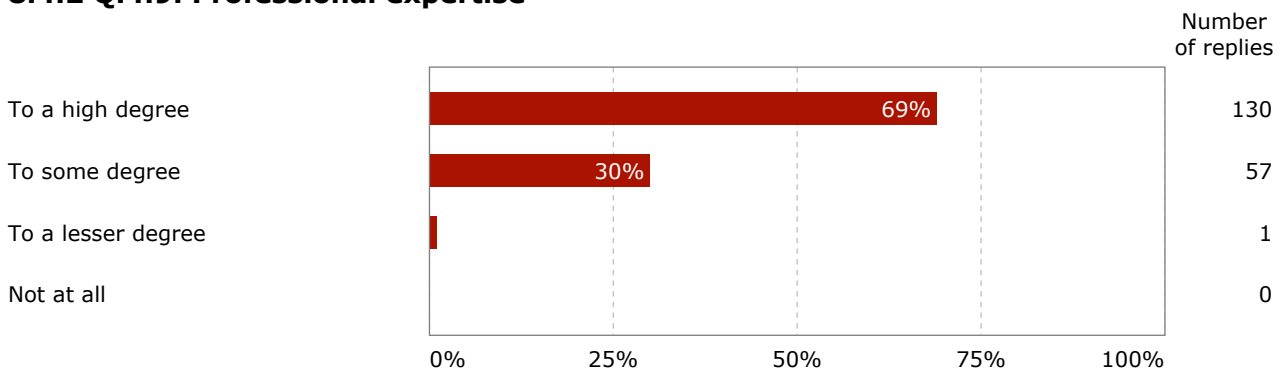
The distribution is shown as a percentage.

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

8.4.1 Q.4.9. Educational expertise

	Number of replies
To a high degree	9
To some degree 49%	92
To a lesser degree 40%	75
Not at all 6%	11

8.4.2 Q.4.9. Professional expertise

	Number of replies
To a high degree 69%	130
To some degree 30%	57
To a lesser degree	1
Not at all	0

9 Bachelors' current job situation

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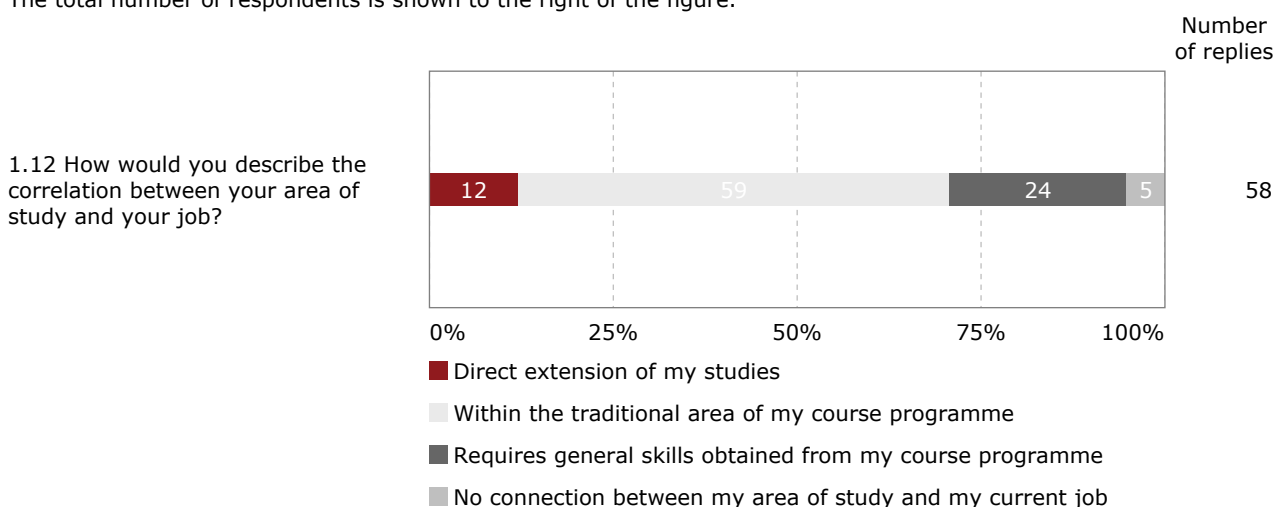
9.1 Employed bachelors

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.

Number of replies

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

| 12 | 59 | 24 | 5 | 58 |

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

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.

Number of replies

Private	27%	17
State	45%	28
Region		0
Municipality	6%	4
Non-governmental organisation/interest organisation	21%	13
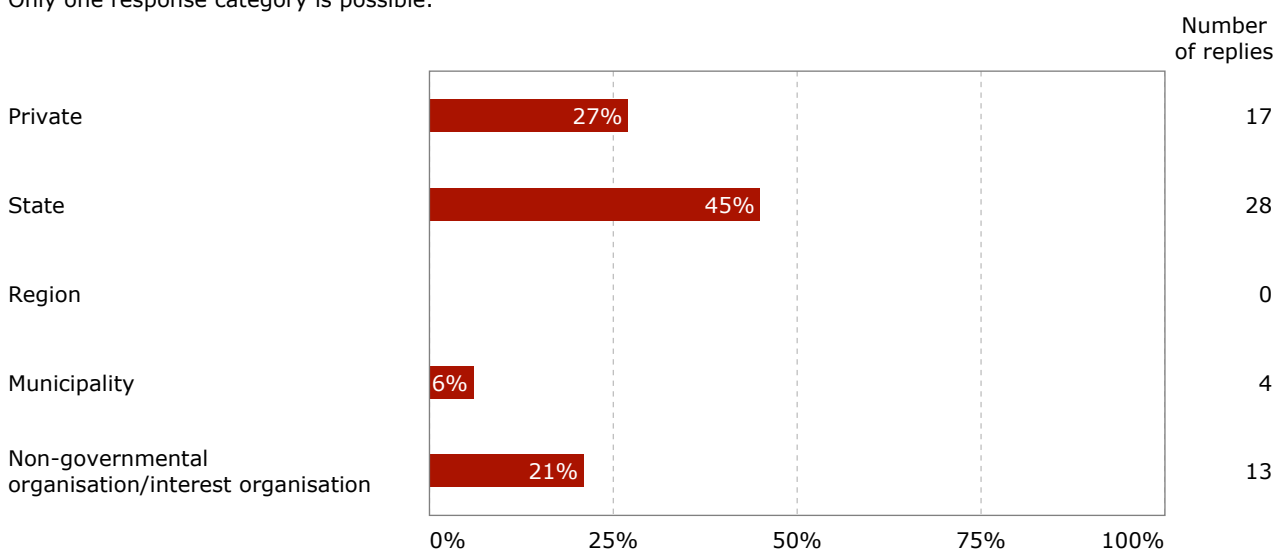
9.1.3 Q.1.8./Q.1.9. Which industry does your place of work belong to? by sector

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.

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

	Private	State	Region	Municipality	Non-governmental organisation/interest organisation	Total %	Total n
Agriculture, hunting, forestry and fishing (e.g. plant nursery)	0%	0%	0%	0%	0%	0%	0
Raw material extraction (e.g. extraction of oil and gas)	0%	0%	0%	0%	0%	0%	0
Manufacturing firm (e.g. industry, food processing)	0%	0%	0%	0%	0%	0%	0
The supply of electricity, gas or heating	6%	0%	0%	0%	0%	2%	1
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	13%	0%	0%	0%	0%	3%	2
Freight transport and cargo handling (e.g. mail)	0%	4%	0%	0%	0%	2%	1
Lodging and restaurant business	0%	0%	0%	0%	0%	0%	0
Information and communication (e.g. publishing, film production, radio + TV)	6%	4%	0%	0%	0%	3%	2
Financial institute or financial company, etc. (e.g. insurance company, pension fund)	6%	0%	0%	0%	0%	2%	1
Real estate (leasing administrator, property agent)	6%	0%	0%	0%	0%	2%	1
Liberal profession, scientific and technical services (e.g. research assistant at a university, legal advice, complaints agency, town planning)	25%	11%	0%	0%	0%	12%	7
Public administration and defence; social security (e.g. public administration and social sector)	13%	81%	0%	100%	31%	53%	32
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)	0%	0%	0%	0%	0%	0%	0
Culture, entertainments and sport (e.g. theatre, libraries and museums)	0%	0%	0%	0%	0%	0%	0
Other services (e.g. business organisations and consumer organisations)	25%	0%	0%	0%	62%	20%	12
Extraterritorial organisations and bodies (e.g. FN and EU)	0%	0%	0%	0%	8%	2%	1
Number of replies	16	27	0	4	13	60	60

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.

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

	Private	State	Region	Municipality	Non-governmental organisation/interest organisation	Total %	Total n
Capital Region of Denmark	82%	93%	0%	50%	85%	85%	52
Region Zealand	6%	7%	0%	50%	0%	8%	5
Region of Southern Denmark	0%	0%	0%	0%	0%	0%	0
Central Denmark Region	0%	0%	0%	0%	0%	0%	0
North Denmark Region	0%	0%	0%	0%	0%	0%	0
All of Denmark	0%	0%	0%	0%	0%	0%	0
Nordic region (incl. Faroe Islands and Greenland)	6%	0%	0%	0%	0%	2%	1
Europe (not Nordic region)	6%	0%	0%	0%	0%	2%	1
North America	0%	0%	0%	0%	8%	2%	1
South America	0%	0%	0%	0%	0%	0%	0
Asia	0%	0%	0%	0%	0%	0%	0
Africa	0%	0%	0%	0%	8%	2%	1
Australia/Oceania	0%	0%	0%	0%	0%	0%	0
Number of replies	17	27	0	4	13	61	61

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.

0% started business alone, while 100% 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.
18 graduates supplement their income earned from their primary occupation, 0% receives unemployment benefit or social assistance benefits, while 100% have other paid work.

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.

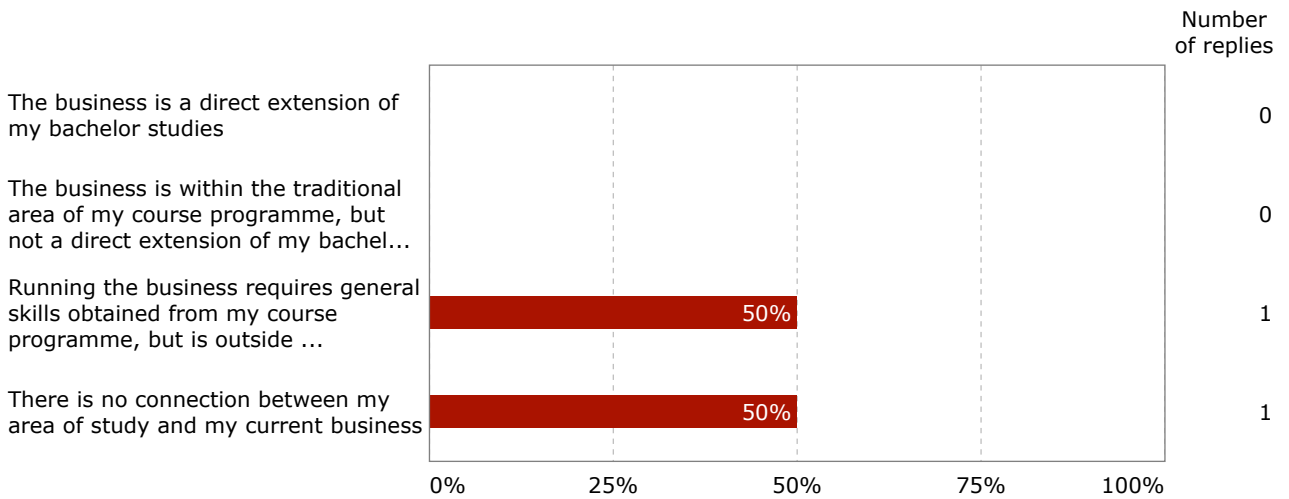The categories do not sum up to 100 as more categories were available for selection.
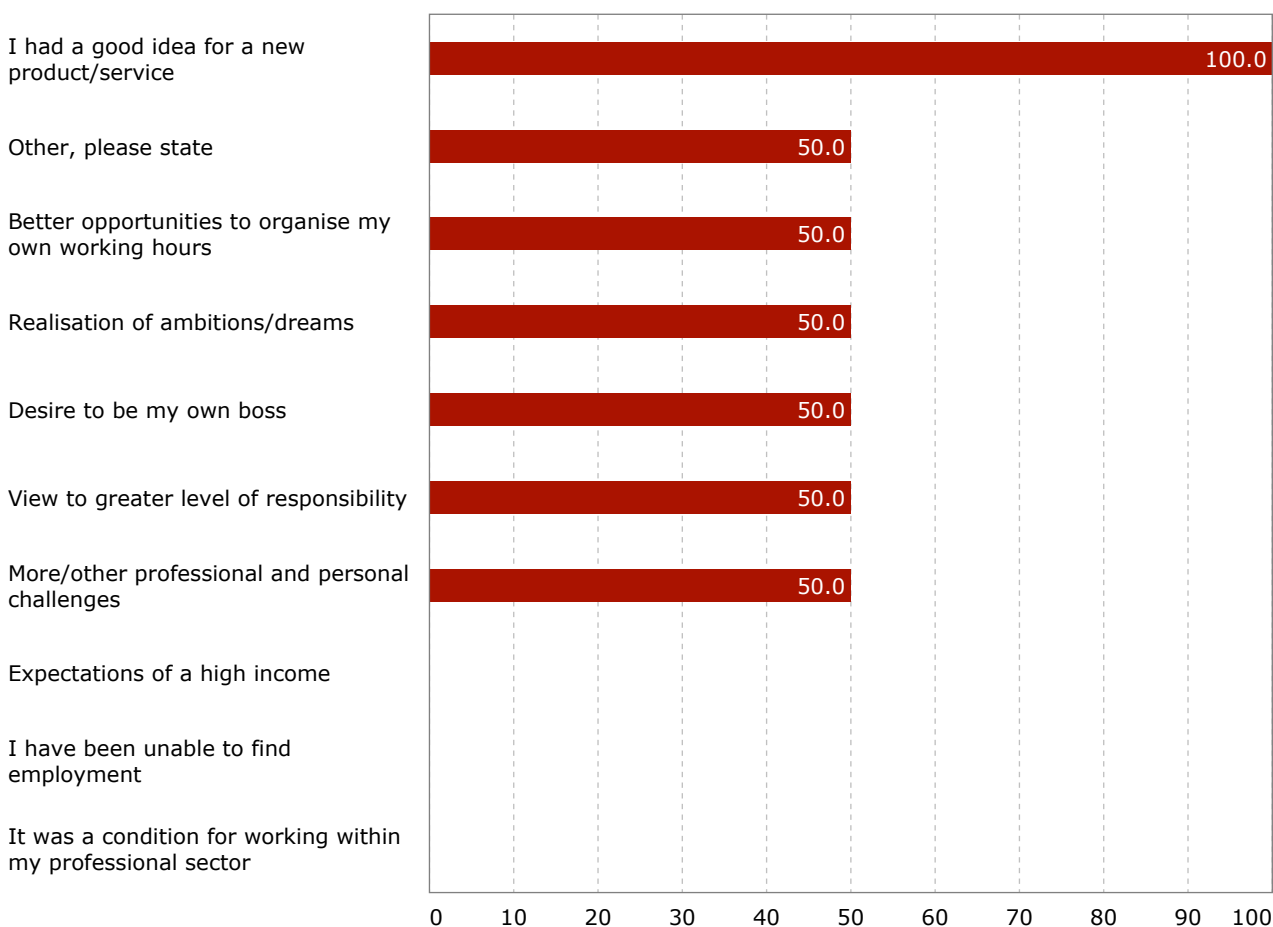
9.2.2 Q.1.26. How would you describe the correlation between your studies and your own business?

The figure for question Q.1.26. shows how the 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.

Number
of replies

The business is a direct extension of my bachelor studies		0
The business is within the traditional area of my course programme, but not a direct extension of my bachel...		0
Running the business requires general skills obtained from my course programme, but is outside ...	50%	1
There is no connection between my area of study and my current business	50%	1

0%   25%   50%   75%   100%

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.

		Number of replies
Trade paper		0
Daily newspaper		0
Online job portal		0
LinkedIn, Facebook, etc.		0
Via a student job		0
Via work experience, project-oriented course or project partnership		0
Recruitment or temping agency		0
Via unsolicited enquiry from the employer		0
Via unsolicited enquiry to the employer		0
Via my unemployment insurance fund		0
Via the job centre		0
Via activation (job training, apprenticeship, or similar)		0
Via contacts from university		0
Via person contacts outside of the university		0
Via career/job fair or similar	50%	1
Other, please state	50%	1

## 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.

		Number of replies
Yes	7%	1
No	93%	13

0%   25%   50%   75%   100%
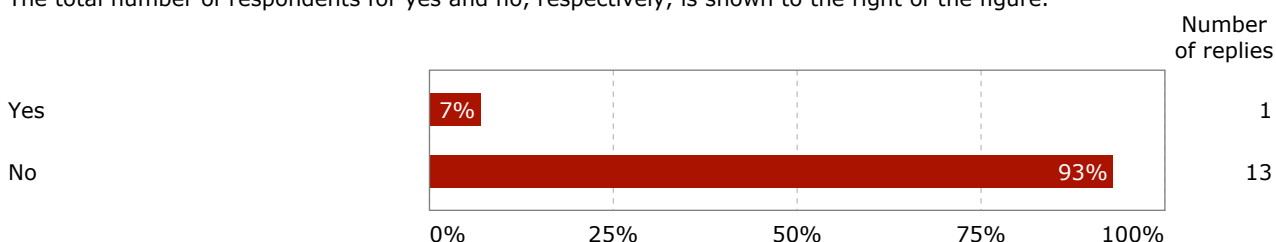
9.3.2 Q.1.34. How long have you been unemployed (current period of unemployment)?

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.

|		Number of replies
Less than 6 months	100%	15
7 - 12 months		0
12 months or more		0

0%   25%   50%   75%   100%
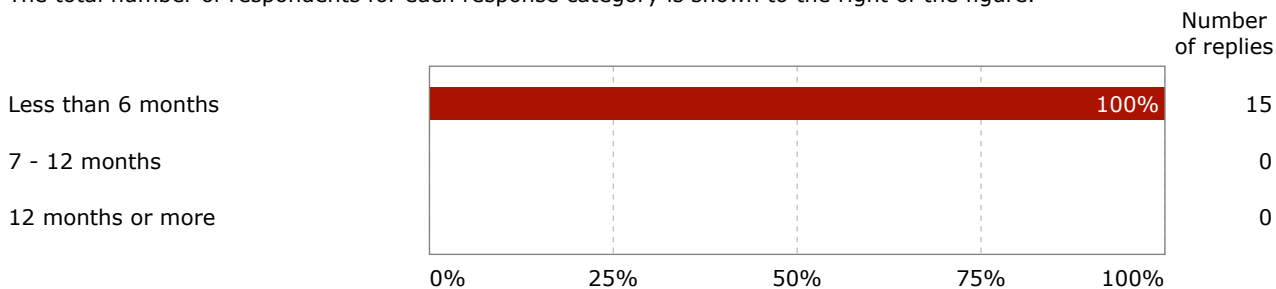
9.3.3 Q.1.35 Do you receive unemployment benefit or social assistance benefits in connection with your unemployed status?

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.

Number
of replies

1.35 Do you receive unemployment benefit or social assistance benefits in connection with your unemploy...

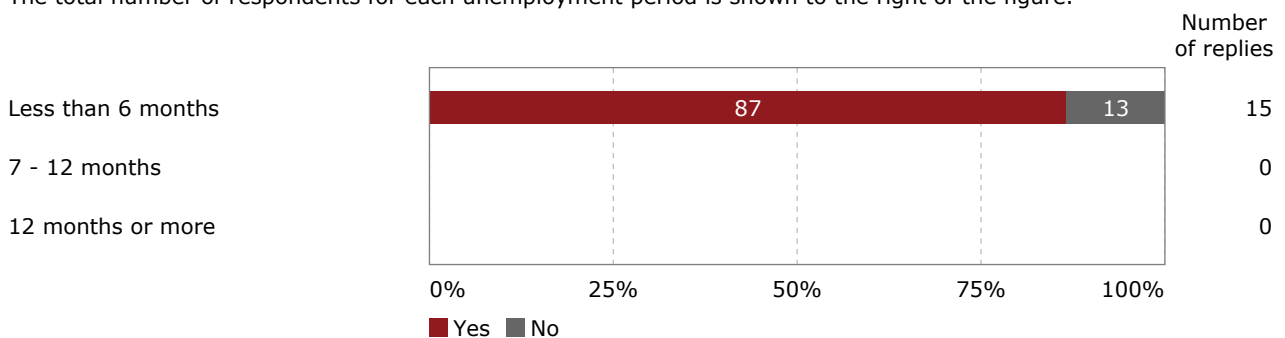| | 87 | 13 | 15 |

0%   25%   50%   75%   100%

■ Yes ■ No
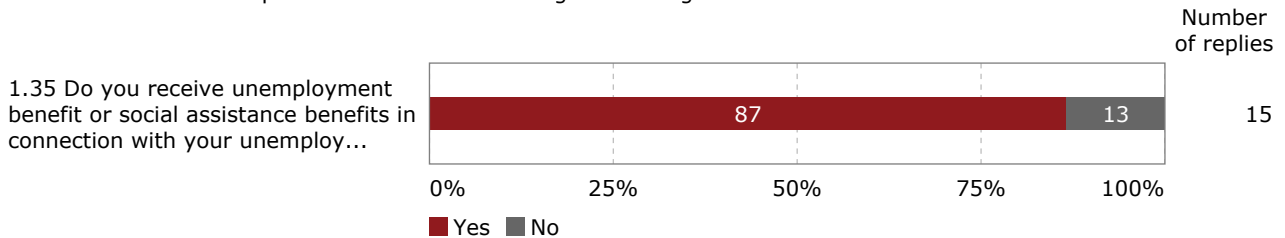
9.3.4 Q.1.34./Q.1.35. Do you receive unemployment benefit or social assistance benefits in connection with your unemployed status? by unemployment period

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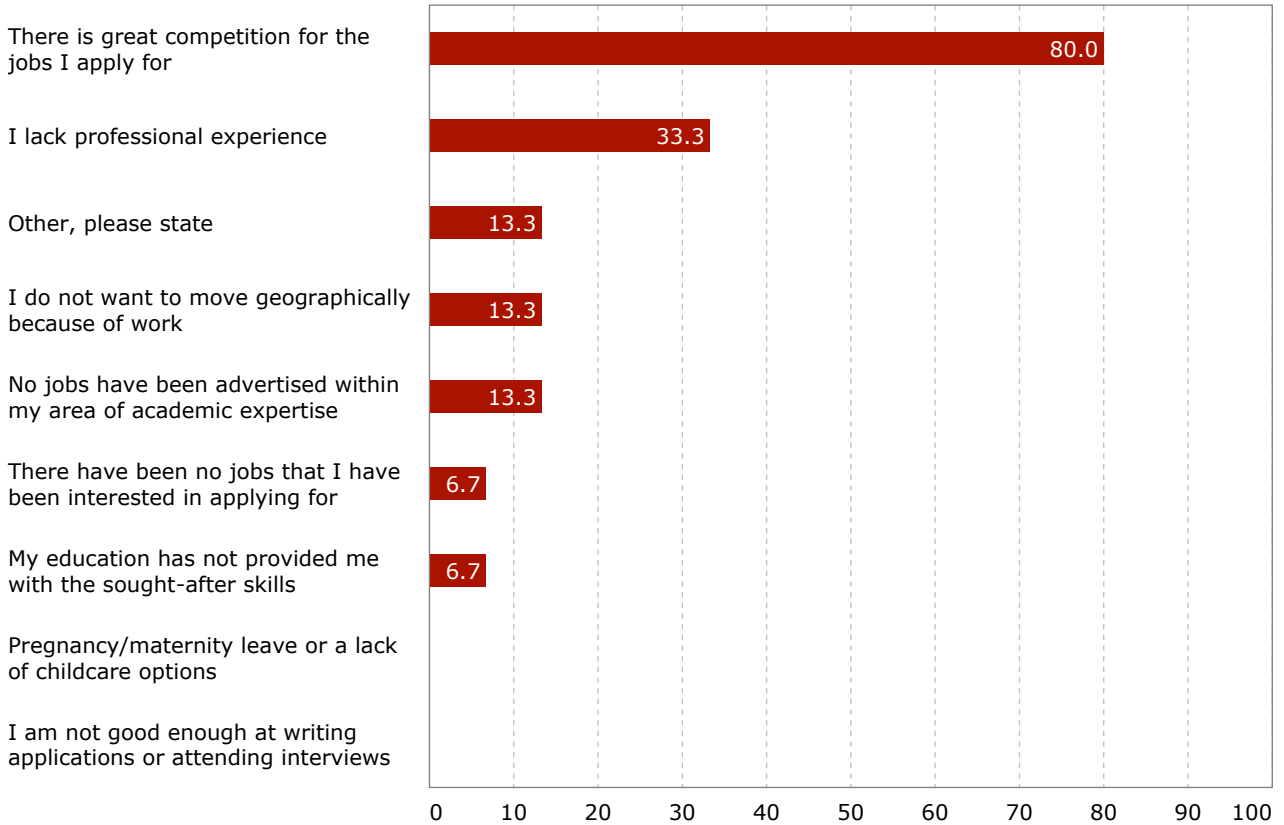
The total number of respondents for each unemployment period is shown to the right of the figure.

Number
of replies

Less than 6 months	87	13	15
7 - 12 months			0
12 months or more			0

0%   25%   50%   75%   100%

■ Yes ■ No

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.

Category	Percentage
There is great competition for the jobs I apply for	80.0
I lack professional experience	33.3
Other, please state	13.3
I do not want to move geographically because of work	13.3
No jobs have been advertised within my area of academic expertise	13.3
There have been no jobs that I have been interested in applying for	6.7
My education has not provided me with the sought-after skills	6.7
Pregnancy/maternity leave or a lack of childcare options	
I am not good enough at writing applications or attending interviews	

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 for question Q.1.39./Q.1.40. shows what education institutions the Bachelors in a full-time education are registered with.

The table shows the percentage within each specific education.

The total number of respondents for each education is shown in the bottom row.

	ph.d.	Master's (Candidatus) programme	(Academic) Bachelor's degree	Professional bachelor degree	Other programme of study, please state	Other programme of study, please state	Total %	Total n
Aalborg University	0%	0%	0%	0%	0%	0%	0%	0
Aarhus University	0%	0%	0%	0%	0%	0%	0%	0
Copenhagen Business School	0%	20%	0%	0%	0%	0%	2%	2
Technical University of Denmark (DTU)	0%	0%	0%	0%	0%	0%	0%	0
IT University of Copenhagen	0%	0%	0%	0%	0%	0%	0%	0
University of Copenhagen	0%	60%	0%	0%	0%	0%	95%	121
Roskilde University (RUC)	0%	0%	0%	0%	0%	0%	0%	0
University of Southern Denmark	0%	20%	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	0%	0%	0%	0%	0%	0%	2%	2
Other, please state	0%	0%	0%	0%	0%	0%	0%	0
Number of replies	0	5	0	0	0	0	127	127

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.1.0.	Q.2.1.	Q.3.1.	Q.4.1.
Q.1.1.	Q.2.2.	Q.3.2.	Q.4.1.X.
Q.1.2.	Q.2.3.	Q.3.3.	Q.4.1.Z.
Q.1.3.	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.1.16.		Q.3.12.	Q.4.6.
Q.1.17.		Q.3.13.	Q.4.7.
Q.1.18.1		Q.3.14	Q.4.6.X.
Q.1.19.		Q.3.15.	Q.4.7.X.
Q.1.21.		Q.3.16.	Q.4.8.
Q.1.23.		Q.3.16.X.	Q.4.8.X.
Q.1.26.		Q.3.17.	Q.4.9.
Q.1.27.		Q.3.19.	Q.4.9.X.
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

Job title

- AC Fuldmægtig
- AC Fuldmægtig
- AC-direktionssekretær
- AC-fuldmægtig
- AC-fuldmægtig
- AC-fuldmægtig
- AC-fuldmægtig
- AC-medarbejder
- Adjunkt
- Adjunkt
- Akademisk Direktør
- Akademisk Medarbejder
- Akademisk medarbejder
- Akkrediteringskonsulent
- Ambassadesekretær
- Analysekonsulent
- Analysekonsulent
- Analytiker
- Analytiker
- Analytiker
- Arbejdsmarkeds- og Ervhervskonsulent
- Associate
- Associate Consultant
- Associate Security Sector Reform Officer
- BI Analytiker
- Chefkonsulent
- Consultant
- Counsellor, political section
- Direktionsassistent
- Direktionskonsulent
- EU-rådgiver
- Faglig konsulent
- Forretningsspecialist
- Fuildmægtig
- Fukdmægtig
- Fuldmægtig
- Fuldmægtig
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- Fuldmægtig
- Fuldmægtig
- Fuldmægtig på orlov
- Generalsekretær
- Government Affairs Manager
- Government Affairs Manager
- Gruppesekretær og politisk rådgiver
- Gymasielærer i samfundsfag
- Gymnasielærer
- Gymnasielærer
- Højskolelærer
- Innovative partnership coordinator
- Junior Professional Officer/Programme Analyst
- Juniorkonsulent
- Kampagneleder
- Kommunikationskonsulent
- Konsulent
- Konsulent
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- Konsulent
- Konsulent
- Konsulent
- Konsulent
- Konsulent og Fondsadministrator
- Kvalitetskonsulent og direktionssekretær
- Københavns Universitet
- Management konsulent
- Management konsulent
- Market Advisor
- Medlem af Folketinget
- Ministersekretær
- Ministersekretær
- Mobility Consultant
- Organisationskonsulent
- PA for adm dir
- Partnerskabskoordinator
- Peace building M&E Specialist
- Ph.d. studerende
- Planlægger
- Political Officer
- Politisk konsulent
- Politisk konsulent
- Politisk rådgiver
- Postdoc
- Praktikant
- Principal
- Producer
- Programkoordinator
- Programleder
- Programme Officer (Advocacy)
- Projekt Leder
- Projektkoordinator
- Projektleder
- Projektleder
- Projektleder
- Projektleder
- Projektleder
- Projektleder
- Projektmedarbejder
- Projektmedarbejder
- Redaktør
- Rådgiver
- Sales Advisor
- Salgskoordinator
- Senior Konsulent
- Senior Research Manager

- Senior konsulent
- Seniorkonsulent
- Seniorkonsulent
- Seniorkonsulent
- Seniorkonsulent
- Seniorrådgiver
- Special Advisor
- Specialkonsulent
- Specialkonsulent
- Specialkonsulent
- Specialkonsulent
- Specialkonsulent
- Specialkonsulent
- Stabsmedarbejder
- Strategikonsulent
- Strategikonsulent
- Strategikonsulent
- Sustainability Officer
- Teamleder
- Uddannelsesofficer
- Udvalgssekretær
- Udviklingskonsulent
- Udviklingskonsulent
- Udviklingskonsulent
- Udviklingskonsulent
- Udviklingskonsulent
- adjunkt
- fuldmægtig
- fuldmægtig
- fuldmægtig
- konsulent
- management consultant
- ministersekretær
- novoGloW Business Data Analyst
- politisk rådgiver
- rådgiver
- sekretariatsleder
- strategisk konsulent
- udviklingskonsulent
- Økonomi Konsulent
- Økonomikonsulent
- Økonomisk konsulent

Place of work

- 3F
- ADRA Danmark
- ATP
- Aarhus Universitet
- AbbVie
- Accenture
- Alternativet Folketinget
- Arbejdsskadestyrelsen
- Arbejdsskadestyrelsen
- Aspire Mobility Group
- Aurehøj Gymnaisum
- Ballerup Kommune
- Beredskabsstyrelsen
- Beredskabsstyrelsen
- Beskæftigelses- og Integrationsforvaltningen, Københavns Kommune
- Beskæftigelses- og Integrationsforvaltningen, Københavns Kommune
- Beskæftigelsesministeriet
- Beskæftigelsesministeriet
- Bildungswerk der Bayerische Wirtschaft (bbw) gGmbH (Tyskland)
- Boligorganisatorisk Fællessekretariat
- British American Tobacco
- British Embassy Copenhagen
- British Embassy Denmark
- Centraladministrationen
- Community Resource Exchange New York
- Copenhagen EU Office
- DAMVAD Analytics
- DI
- DIS Study Abroad in Scandinavia
- DONG Energy
- DR
- DR
- DTU
- Danmarks Akkrediteringsinstitution
- Danmarks Akkrediteringsinstitution
- Danmarks Rejsebureau Forening
- Danmarks faste repræsentation ved EU/Udenrigsministeriet
- Dansk Energi
- Dansk Flygtningehjælp
- Dansk Metal
- Dansk Sygeplejerråd
- Dansk Tandplejerforening
- Danske Regioner
- Danske Regioner
- Danske Regioner
- Danske SOSU-skoler
- Deloitte
- Deloitte
- Deloitte
- Deloitte Consulting
- Deloitte Consulting

- Deloitte Consulting
- Deloitte Consulting
- Deloitte Consulting
- Den danske EU-repræsentation
- Departement
- Det Konservative Folkeparti
- Det Sundhedsvidenskabelige Fakultet, Københavns Universitet
- Digitaliseringsstyrelsen
- Digitaliseringsstyrelsen
- Digitaliseringsstyrelsen
- Digitaliseringsstyrelsen
- Digitaliseringsstyrelsen
- Digitaliseringsstyrelsen
- EU Delegation, Kyiv
- EU-Kommissionen
- EY
- EY
- Energi-, Forsynings- og Klimaministeriet
- Energi-, Forsynings- og Klimaministeriet
- Energi-, Forsynings- og Klimaministeriet
- Energinet.dk
- Energistyrelsen
- Energistyrelsen
- Erhvervs- og Vækstministeriet
- Erhvervs- og Vækstministeriet
- Erhvervs- og Vækstministeriet
- Erhvervs- og Vækstministeriet
- Erhvervs- og Vækstministeriet
- Erhvervs- og Vækstministeriet
- Erhvervsakademi Sjælland
- Erhvervsstyrelsen
- Europa-Parlamentet
- FN New York
- FN-forbundet
- FNs Mission i Sydsudan
- FOA
- FOA - Social- og Sundhedsafdelingen
- FSR - danske revisorer
- Faxe kommune
- Finansministeriet
- Finansministeriet
- Finansministeriet
- Finansministeriet
- Finansministeriet
- Finansministeriet
- Finansministeriet
- Finansministeriets departement
- Folkekirkens Nødhjælp
- Folketinget
- Folketinget
- Fonden Teknologirådet
- Food Organisation of Denmark

- Forsvaret
- Fredensborg Kommune
- Fuldmægtig
- Geelmuyden Kiese
- Gentofte HF
- Geodatastyrelsen
- Geomatic
- Gladsaxe Kommune
- Gladsaxe Kommune
- Gladsaxe Kommune
- Grant Thornton UK LLP
- Greve Kommune
- Greve Kommune
- Gymnasie
- H&M
- HK
- Helsingør Kommune
- Høje Taastrup
- Idrættens Analyseinstitut
- Implement Consulting Group
- JMW Consulting
- JP/Politikens Hus
- KL
- KL
- KL
- Kirstein A/S
- Krogerup Højskole
- Kulturministeriets departement
- Kulturstyrelsen
- Kulturstyrelsen
- Københavns Kommune
- Københavns Kommune
- Københavns Kommune
- Københavns Kommune
- Københavns Kommune
- Københavns Kommune, Beskæftigelses- og Integrationsforvaltningen
- Københavns Kommune, Kultur og Fritidsforvaltningen, Sekretariat og Presse
- Københavns Kommune, Kultur- og Fritidsforvaltningen, Økonomi & Strategi
- Københavns Politi
- Københavns Universitet
- Københavns Universitet
- Københavns kommune
- Københavns kommune
- Landbrug & Fødevarer
- Lolland Kommjne
- Lær for Livet signaturprojekt under Egmont Fonden
- MFVM
- Mellemfolkeligt Samvirke
- Mellemfolkeligt Samvirke
- Metroselskabet
- Metroselskabet og Hovedstadens Letbane
- Miljø- og Fødevaremininsteriet

- Miljø- og Fødevareministeriet
- Miljø- og Fødevareministeriet
- Miljø- og Fødevareministeriet
- Miljø- og Fødevareministeriet
- Miljø- og fødevareministeriet
- Ministeriet for Børn, Undervisning og Ligestilling
- Moderniseringsstyrelsen
- Moderniseringsstyrelsen
- Moderniseringsstyrelsen
- Moderniseringsstyrelsen
- Moderniseringsstyrelsen
- Moderniseringsstyrlesen/Finansministeriet
- Multi-Support Norge AS
- NaturErhvervstyrelsen
- NaturErhvervstyrelsen
- Naturstyrelsen
- Naturstyrelsen
- Naturstyrelsen
- Nordisk Ministerråd
- Novo Nordisk A/S
- Novozymes
- Ocean Agency
- Oxford Policy Management
- Oxford Research
- PA Consulting Group
- Policy Group
- Politi
- Presidents Institute
- Rambøll Management Consulting
- Region Hovedstaden
- Region Hovedstaden
- Region Nordjylland, Specialsektoren
- Region Sjælland
- Region Syddanmark
- Region hovedstaden
- Rigsrevisionen
- Rigsrevisionen
- Rigsrevisionen
- Rigsrevisionen
- Rigsrevisionen
- Roskilde Katedralskole
- Roskilde Universitet
- Roskilde Universitet
- SFOF
- SKAT
- SKAT
- ScanAvia
- Semler Gruppen
- Skatteministeriet
- Skatteministeriet
- Social- og Indenrigsministeriet
- Social- og Indenrigsministeriet

- Socialdemokraterne
- Socialdemokratiet
- Socialstyrelsen
- Spillemyndigheden
- Stanford University
- Statens Administration
- Statens It, Finansministeriet
- Struensee & Co.
- Styrelsen for Arbejdsmarked og Rekruttering
- Styrelsen for Arbejdsmarked og Rekruttering
- Styrelsen for Arbejdsmarked og Rekruttering
- Styrelsen for It og Læring
- Styrelsen for Videregående Uddannelser
- Styrelsen for videregående uddannelser
- Sundheds- og Ældreministeriet
- Sundhedsstaben, Kalundborg Kommune
- Søfartsstyrelsen
- Trafik- og Byggestyrelsen
- Transport- og Bygningsministeriet
- Transportministeriet
- TrygFonden
- Uddannelses- og Forskningsministeriet
- Uddannelses- og Forskningsministeriet - Styrelsen for Forskning og Innovation
- Uddannelses- og forskningsministeriet
- Udenrigsministeriet
- Udenrigsministeriet
- Udenrigsministeriet
- Udenrigsministeriet
- Udenrigsministeriet
- Udlændingestyrelsen
- Undervisningsministeriet
- Unicef Uganda
- United Nations Population Fund
- Varde Kommune
- ZBC Næstved
- rigsrevisionen
- skatteministeriet
- Økonomiforvaltningen, Københavns Kommune
- Øregård Gymnasium

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

- -
- - Eksamensformen med enormt pres til sidst i semestret, med eksamen i alle fag
  - Stor varierende kvalitet i undervisningen
  - Ringe pædagogiske evner hos særligt professorer
  - I tilfælde med valgfag, var der enormt dårlige muligheder for at vælge rigtigt fra start
  - Stærke incitamenter til at bruge for meget tid på studiejob
- Alt for lidt undervisningstimer, især på kandidaten. For lidt løbende evaluering (mindre opgaver, præsentationer) og for meget fokus på én endelig eksamen og én karakter i stedet for at give denne som en mellemting mellem indsats i semestret og afsluttende opgave.
- Bacheloruddannelsen i statskundskabs fokus på pensum, teorier og læren udenad, samt professorernes pressede forelæsninger uden tid til spørgsmål plus yderligere de få undervisningstimer bidrager, for mig at se, bestemt ikke til at skabe kritiske statskundskabsbachelorer med blik for politik, kritisk tænkning og formulering, gode argumenter og spørgsmål, strategisk tilgang og metodisk og analytisk ANVENDELSE - særligt ift. anvendelse sakker KU altså bagud!
- Den gamle formidlingstemauge var ikke 5 ECTS værd. Derudover så mener jeg, at der blev lagt op til for få præstationer i løbet af semestret og for meget koncentreret omkring eksamen.

  Jeg har ladet mig fortælle at fag som udgangspunkt er 7,5 ECTS i dag. For at gøre det nemmere at tage valgfag andre steder og for at komme op på kravet for ugentlige undervisningstimer. Der har jeg også hørt, at man har lavet ændringen uden at skære ned på pensum. Hvis det er sandt, er det for mig at se dumt og at springe over hvor gærdet er lavest. Der er ikke behov for flere tekster eller mere af den samme tavle-til-røv undervisning. Der er behov for aktiverende undervisning, der kræver, at man som studerende er nødt til at være inde i sit stof og tage stilling løbende.
- Der er alt alt for lidt kontakt til undervisere, og ingen form for feedback på afleveringer og opgaver.
- Der faglige indhold af uddannelsen er præget af interesser snarere end professionel/faglig relevans. Det er særligt tydeligt i et fag som International Politik. Det kan bedst beskrives som en gennemgang af teoretiske tilgange til at analysere internationale aktørernes handling. Om end spændende er det meget lidt relevant for en karriere i statsforvaltningen, det private erhvervsliv eller for den sags skyld EU (når fokus er så entydigt teoretisk).
  Man kunne udvide muligheden for at specialisere sig ned på bachelordelen også.
- Der var nogle fag, som var uhensigtsmæssig planlagt (mht til fagets opdeling eller manglen på samme). Det gav en ret stor mængde af pensum, man skulle eksamineres i. Det er dog mit indtryk, at de er rettet med nye studiereformer på instituttet.
- Det er ikke så meget enkeltelementer, men statskundskab er bare meget en kludetæppe uddannelse, hvor man ikke rigtig ender med et samlet hele, men en masse forskellige veje, man kan fortsætte af. På kandidaten kan man så specialisere sig yderligere.
- Det forjagede forløb med tonsvis af tilfældig og udplukket litteratur var absolut ikke befordrende for læringsudbyttet. Som studerende tilskikkes man til at betragte ens uddannelse som var det en supplerende projektlederuddannelse, hvis eneste formål er at opkvalificere én til arbejdsmarkedet. Og det er ikke fordi, jeg er imod læsning. Tværtimod. Der var simpelthen for lidt læsning, hvis man forstår det som læsning af bøger, tanker og indsigter. Læringsudbyttet består og bestod udelukkende i at fralægge sig enhver ambition om samme.
- Det kan ofte være forvirrende at være statskundskabs studerende, da der er så mange forskellige fag, der er meget forskellige. Der burde være flere eksempler i undervisning på hvordan man bruger faget i virkeligheden. Ligesom International forvaltning gjorde.

  Endvidere er det svært at vide, hvad man evt. skal gøre bedre i en skriftlig opgave, når man ingen

feedback får, men kun en karakter.

- Det ville være bedre, hvis der var mere feedback på uddannelsen. Derudover har jeg allerede nævnt, at der kunne være flere opgaver og bedre fag. Jeg synes godt man kunne være lidt mere ambitiøs på de studerendes vegne.
- Fag som formidlingstemauge var komplet overflødigt
- Faget International Forvaltning var ikke struktureret særlig godt og læringsmål for faget var uklart, hvorfor det ikke bidrog i samme omfang som andre fag.
- Faget international forvaltning gav mig ikke noget særligt udbytte. Og så havde vi et 20 ects-fag på andet semester, som var alt muligt blandet statskundskabsteori, som når jeg ser tilbage virkede ret mudret. Men det er vidst delt op i to fag i dag.
- Flere af fagene var så hurtigt overstået med relativt få timer, at det var svært undervejs at stoppe op og tænke over, hvad man får ud af undervisningen. Hvilket så nok også bidrager til, at den viden, man gerne skulle få ud af et givent fag, bliver lidt overfladisk.
- For flere af fagene generelt, var de faglige krav og ambitionsniveau for de studerende for lavt. Dette gælder både fag med interne lektorer, men især for flere fag med eksterne lektorer, hvor der ofte var undervisere, som ikke havde den faglige dybde, der skulle til, eller stillede tilstrækkelige krav til de to studerende.
  For lidt skriftlige opgaver og alt for meget læsning
- For lidt undervisning. For lidt aktiv inddragelse. For lidt feedback. For lidt struktur/skema. For meget
- selvstudie. For dårlige undervisere.
  For stort fokus på eksamen, for lidt undervisning og især for lav prioritering af den enkeltes udvikling
- - herunder ordentlig feedback på opgaver mm.

Hvis kvaliteten skal op, må der nødvendigvis være et forhold mellem undervisning og selvstudium, der er mere realistisk. Derudover er det urealistisk at forvente, at studerende arbejder 15-20 timer ugentligt og samtidig er fuldtidsstuderende.

- Forelæsninger er en billig, men ikke nødvendigvis god undervisningsform i forhold til læringsudbyttet.

Det meste holdundervisning gennemføres af ældre elever, der kun ved en my mere end man selv gør, hvilket gør det svært at få afklaret usikkerheder gennem undervisningen, og gør afstanden til V.I.P'erne større.

Undervisningen aktivere ikke os studerende og den tvinger os ikke til aktivt at forholde os til undervisningsmaterialet i løbet af semesteret.

- Formidlingstemauge samt et smalt udbud af fag på kandidaten, særligt inden for forvaltningsområdet
- Formidlingstemauge.
  Manglende feedback i løbet af undervisningen og efter endt eksamen.
  Faget International Forvaltning (for abstrakt, for bredt)
  Metode kom for sent på uddannelsen ift. at redskaber skulle bruges i andre eksamensopgaver
- Gerne flere praksisorienterede forløb/opgaver
- Husker ikke.
- Igen pensummængden
- Igen, det overordnede læsepres på den studerende mindskede muligheden for reelt at få teorier og praksiser ind under huden. Måske det er meningen at det først skal ske ude i arbejdslivet, i så fald bør det fremsættes klarere over for de studerende.
  Strukturen er fint opbygget, og læringskurven stejl (!), men jeg synes Aarhus Universitet har en god praksis med at få de statskundsskabsstuderende til at skrive flere små opgaver løbende henover semesteret: det giver mere plads til at fejle (som de studerende på KU er så bange for), og det giver i højere grad mulighed for feedback (fra instruktorerne, der retter opgaverne på AAU).

- Ikke alle fag var lige relevante. Undervisningsformen (kun forelæsninger)
- Ikke nok praksis, så man søger den praktiske erfaring ved siden af studierne for at bruge det, man lærer, før det er glemt
- Jeg forstår ikke helt, hvad I lægger i ordet læringsudbytte.
- Jeg havde gerne set, at der blev anvendt lidt mindre tid på selvstændig hjemmelæsning, og i stedet mere tid på deltagelsesbaseret undervisning. En to timers gennemgang af pensum, man allerede har læst én gang, giver sjældent mening. Uddybning og anvendelse af pensum "i virkeligheden" giver meget god mening.
- Jeg mener generelt, at mange fagenen "vil for meget". Man får så at sige ikke lov til at fordybe sig nok, men skal kunne lidt af det hele.
- Jeg mener, at kurset Politologisk Grundkursus burde udgå mod at fremtidige studerende skal have samfundsfag på A-niveau med fra gymnasiet. Dette ville frigive vigtig undervisningstid til andre af uddannelsens elementer. Ligeledes mener jeg, at faget International Forvaltning burde udgå til fordel for et rent EU-fag (bredt introducerende). IF bør være et valgfag.
- Jeg synes generelt at IP var for pensumorienteret, og at eksaminatorerne var for optaget af om man kunne sit pensum - helt ned i enkelttekster og modeller (udenadslære) - end om man kunne forholde sig kritisk til sin case og 'den virkelige verden'.
  International Forvaltning var generelt ikke tilfredsstillende og var forvirret opbygget. Nu er det er par år siden jeg tog faget, men det var mit generelle indtryk, at de studerende ikke helt vidste hvad faget egentlig gik ud på (ud over de EU-relaterede forelæsninger), eller hvad de skulle bruge det til.
- Jeg synes generelt der var for få timer på bacheloren og at der blev brugt meget tid på gennemgang at tekster.

  Det var svært at blive rigtigt motiveret af måden studiet var struktureret på.
- Jeg synes generelt valgfagene har meget lavere kvalitet end de obligatoriske fag. Det virker dårligt koordineret med instituttet og tilfældigt hvad der skal til, for at klare sig godt.
- Mangel på feedback:
  Jeg husker lidt feedback fra første år, lidt feedback fra økonomi, metode og IP, men ellers ikke meget. Som 7-tals studerende er det svært at blive bedre uden feedback. Jeg skal selv opsøge feedback fra min undervisning, da det ikke er en del af studiestrukturen - det synes jeg er meget trist.
  Jeg er pt på udveksling, hvor jeg oplever mere deltagelse og langt flere afleveringer, hvor jeg får feedback - det har jeg virkelig savnet på min uddannelse på statskundskab. For jeg ved at niveauet er højt i København og lærerne er gode, men de får knap lov til at udnytte deres potentiale, når de skal følge en bestemt undervisnings-/fagstruktur og eksamensform.
  Stringent fagstruktur:
  Giv dem mere frihed. Lad dem dele karakteren op i deltagelse, opgave, fremlæggelse, eksamen etc. Hvorfor skal hele karakteren hænge på ens præstationtil eksamen?
  Hvorfor skal der kun være skriftlig eller synopsiseksamener?
  Hvorfor SKAL man læse 1100-1300 sider per fag - er det virkelig alle fag man lærer mest af ved at læse?
- Manglende fokus på skriveelementer i løbet af undervisningen.
- Mere anvendelse af teori og casearbejde i undervisningen, diskussioner af teorier i stedet for gennemgang.
- Måske skulle vi først vide, hvad målet er - sådan helt uden fluffy ord som "udvikling" og "perspektivering"
  Derfor bliver det svært at svare på. Alt? Intet?
- Uddannelsens cases og opgaver lagde mærke op til, at man fortsatte i det akademiske miljø end i det private.

  I dag, når jeg hyrer folk, er jeg 90% af tiden fuldstændig ligeglad med, hvilken teoretiker og i hvilket år teoretikeren skrev

- Vi burde have flere selv strukturerede projekter - man er meget uforberedt når man når til bachelor projektet.
- formidlingstemauge
- ingen mulighed for udlandsophold + begrænsede valgfrie elementer
- opbygningen og udvalget af valgfag. Det var virkelig tidskrævende at finde ud af, hvilke alternative valgfag jeg kunne tage på andre institutter end ifs. Derfor valgte jeg at vælge inden for dem instituttet selv udbød.
- snik snak fag som sociologi og IP
- Økonomifaget på statskundskab

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: Flere fag blev holdt på så overordnedet og lavt niveau, at det ikke var meget man fik ud af undervisningen.
- Kandidat: Kandidatuddannelsen på statskundskab skal man selv strukturere og der er ganske få timer, ingen feedback fra underviser og ingen tvungen mødepligt eller opgaver (udover eksamen) - det er således op til en selv at man når læringsudbyttet.
- Kandidat: Spredningskrav gav mindre mulighed for specialisering. 2 20 Ects fag gav ikke samme udbytte som 4 10 ecrs fag ville have gjort.
- Kandidat: Ikke gode nok udbudte hold og undervisere. Jeg tog til Paris, for at kunne studere politisk økonomi
- Kandidat: Var på gammel studieordning, som krævede ects point fordelt på flere fagområder hvilket på sin vis forhindrer specialisering og det betyder at jeg har brugt point på 2 fag jeg intet udbytte har haft af i mit arbejdsliv
- Kandidat: Jeg er i tvivl hvilket læringsudbytte der henvises til. Men mit ønskede læringsudbytte havde fokus på arbejdmarkedet og derfor brød jeg mig ikke om spredningskrav eller manglen på fag med mere praksisfokus fx projektledelse
- Kandidat: På kandidaten når man at have mange fag, når de kun fylder 10 ECTS hver. Det gav mange afbrudte forsøg med fokus på en eksamen og god karakter. Det havde givet bedre mening med længere forøb eller større fag, så man kunne komme mere i dybden. Det var også svært at finde spændende fag til en hel kandidat, medmindre man har et stort ønske om at ramme mange forskellige faglige retninger. Hvis man "specialiserer" sig i en retning, er udbuddet begrænset.
- Kandidat: - Manglende forsvar af speciale
  - For få undervisningstimer
  - For meget læsning. Det bliver alligevel ikke gennemgået
  -
- Kandidat: Mærkbare besparelser med for lidt undervisning som konsekvens. Dertil manglende kobling til arbejdsmarkedet undervejs i uddannelsen, som kunne understøtte både mere læring og netværksdannelse.
- Kandidat: For lavt ambitionsniveau hos underviserne.
- Kandidat: Jeg har ikke helt overblik over mål for uddannelsen. Jeg læste Statskundskab og det er en meget bred uddannelse. Derfor kan jeg ikke som sådan give eksemler på noget, der bidrog eller ikke bidrog til at opfylde vores læringsmål.
- Kandidat: Frie opgaver eller praktikopgaver som der ikke modtages feedback på.

  Meget meget begrænsede undervisningstimeantal/arbejdsbyrde.
- Kandidat: Der var ikke nogen.
- Kandidat: Mangel på organisationsteori og case-arbejde.
- Kandidat: Som nævnt før, mener jeg at der var for lidt undervisning og for lidt arbejde+feedback i løbet af semestrene til at man reelt kan kalde det en fuldtidsuddannelse.
- Kandidat: Det var næsten frit at sammensætte fag, og derved skrev man sig ikke ind på en specialisering / linje
- Kandidat: Formidlingstemauge, fag uden karakterer,
- Kandidat: Meget fragmenteret og manglende sammenhæng
- Kandidat: Jeg synes at kandidaten var meget fragmenteret kun med valgfag
- Kandidat: Meget få fag, meget få timer, ikke særlig relevant for videre arbejdsliv.
- Kandidat: Udbuddet af fag var ikke nødvendigvis dækkende i forhold til de kompetencer, som er væsentlige at tilegne sig på kandidaten.

De ekstremt få undervisningstimer betød, at man ikke opnåede et tilstrækkeligt fagligt niveau på kandiaten.

Fagene stikkede i alle mulige retninger, så det var svært, at få en samlet linje i sin fagsammensætning.

Jeg var i hhv. praktik, udlandsophold og speciale i forårssemestrene, mens jeg tog fag om efteråret. Det betød, at der var en lang række fag, som jeg ikke havde mulighed for at tage. Blandt andet et fag om vælgervandringer som havde min højeste interesse og også var det område, som jeg skrev speciale inden for. Jeg forsøgte at få det samtidig med min praktik, men det fik jeg ikke pga. manglende anciennitet. Var ærgerligt, da det var det eneste relevante fag på området.

- Kandidat: så lidt undervisning
- Kandidat: Eksamensformerne var givet på forhånd og ikke tilpasset læringsmålene. Flere fag lagde lidt for meget op til en eksamen frem for "reel" undervisning. Man startede tit med for lange brush up perioder i fagene, hvor viden fra Bacheloruddannelsen gentoges i stedet for at antage at folk kunne sit stof.
- Kandidat: Jeg synes, kandidatdelen er skandaløs dårlig. Jeg tog på udveksling og i praktik for at meningsfuldt fagligt input i stedet for fragmenterede valgfag med meget lidt undervisning med ukvalificerede eksterne lektorer.
- Kandidat: Krav om fagspredning og kursustyper
- Kandidat: Hele fag
- Kandidat: Alt for megen undervisning fokuserede på fortiden - uden blik for betydningen I nutiden.
- Kandidat: En del valgfag var ufokuserede og bidrag ikke med forståelse for de situationer og organisationer, som venter på den anden side - selvom de var rettet imod konkrete arbejdssituationer.
- Kandidat: Alt for lille kombling til virkeligheden og reelle arbejdsprocesser og opgaver.
- Kandidat: Det var ikke helt klart for mig, hvad meningen var med kandidatuddannelsen. Det fastcementerede og udbyggede blot, hvad jeg lærte på bacheloren. Det er selvfølgelig supernyttigt at kunne specialisere sig og blive endnu dygtigere på kandidaten, men der var ikke som sådan noget kvalitativt nyt ift. bachelordelen.
- Kandidat: For få undervisningstimer, for meget selvstudie, for få redskabsfag, for lidt inddragelse af virkeligheden (cases, rigtige projektorienterede forløb, inddragelse af undervisere udenfor CSS osv.)
- Kandidat: Alt for lidt dialog og for meget selvstudie. Det er kedeligt og fremmer ikke indlæring og refleksion. Og det fremmer bestemt ikke evnen til at fremlægge mundtligt. I USA blev man hele tiden trænet i at præsentere, argumentere sagligt og altså fordøje komplekst materiale, men stadig gøre det relevant for et givent publikum. Det manglede totalt på KU. Derudover oplevede jeg generelt professorerne på KU som uinteresserede i eleverne (med få undtagelser).
- Kandidat: Der var alt for få undervisningstimer. Det havde bidraget mere til læringsudbyttet, hvis vi havde haft flere undervisningsgange.
- Kandidat: Der var stadig et spredningskrav i fagsammensætningen, da jeg læste på kandidaten, hvilket betød, at man skulle tage fag indenfor områder, man ikke rigtigt fandt interessante.
- Kandidat: Læringsudbyttet?
- Kandidat: Seminaropgaver ved slutningen af semesteret. Bedre at have smaa opgaver loebende
- Kandidat: For få undervisningstimer, for lidt feedback fra undervisere - både mundtligt og skriftligt, manglende løbende mundtligt og skriftlige opgaver (udover på seminarer). En mulighed kunne være at droppe ekstern censur på det hele for at give mere plads til netop feedback.
- Kandidat: Der var meget få krav til, hvilke fag man valgte på kandidaten (spredningskrav og krav til antal seminarer). Der kunne godt være flere krav til, hvilke fag man skal tage for at opnå en bestemt retning/specialisering eller mere undervisningstid.
- Kandidat: Valgfag med lille fagligt udbytte.
- Kandidat: Studiefag var alle folks 2. prioritet ved siden af studiejob og projekter. Den holdning fandtes også hos underviserne.

- Kandidat: Mål for læringsudbyttet er måske ikke uklart, men så tilpas generelt formuleret, at mange elementer kan puttes deri.
- Kandidat: For mig gav det utroligt stort udbytte at jeg frit kunne vælge, hvilke kandidatfag jeg ville have, inklussiv fag på andre institutter. Derved kunne jeg specialisere mig og få lige den profil jeg gerne ville have. Men jeg kender andre fra studiet der ikke har været så gode til at vælge fag de
- kunne bruge til noget efterfølgende, så det er ikke sikkert det er en god løsning for alle.
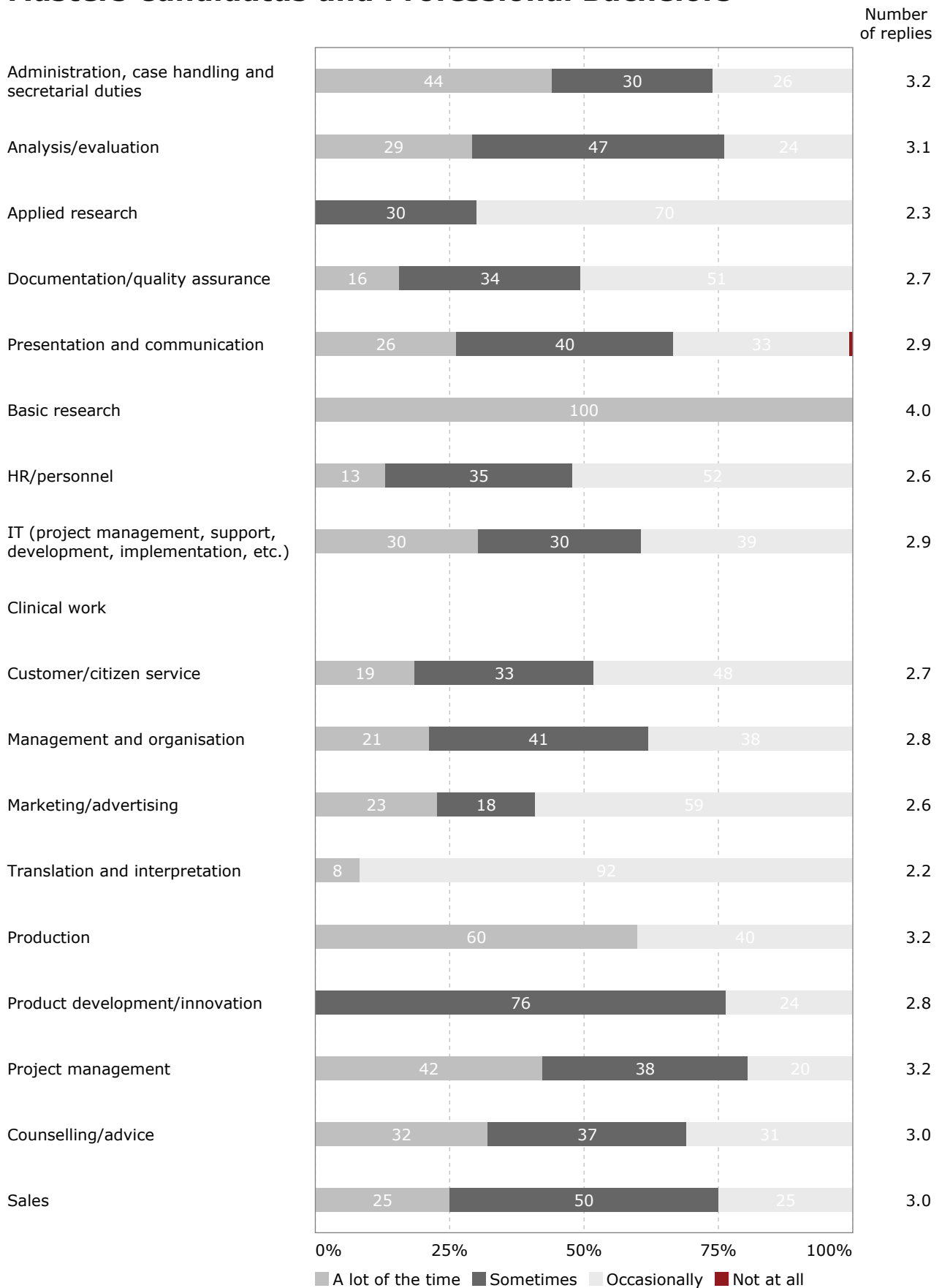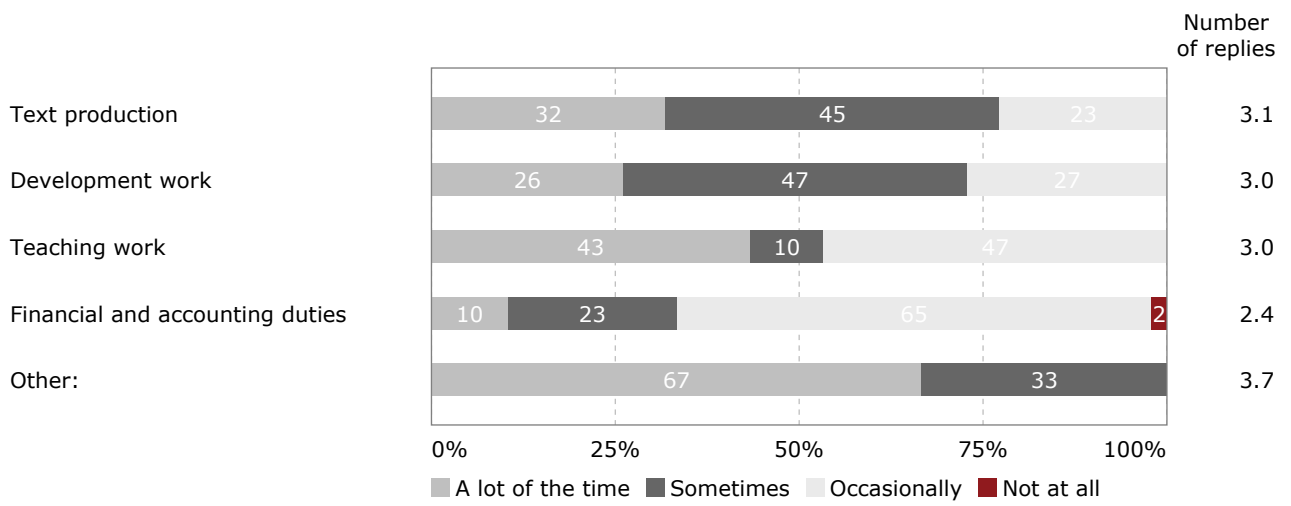 Kandidat: Meget lidt reel underviserkontakt, medmindre meget aktiv opsøgelse.

-

Ringe sammenhæng mellem fag og mange fag af for lavt niveau eller uklart formål både ift. det overordnede studie og arbejdsmarked.

For lidt forudsigelse i hvilke fag, der blev udbudt på hvilke tidspunkter og deres relation til hinanden.
- Kandidat: Hele kandidatuddannelsen var et samensurium af enkeltfag uden en strukrureret sammenheng. Hvert enkelt fag var en ø for sig selv i et stort hav, uden formål mtp karriære.
- Kandidat: Spredningskrav
- Kandidat: For få lektioner.
- Kandidat: Alt for få timer skaber en studiekultur, hvor den primære beskæftigelse findes uden for studiet, hvilket decimerer kandidatstuderendes tid og dedikation til studiet.
- Kandidat: Generelt få timer om ugen.
- Kandidat: For dårlig kobling mellem teori og virkelighed.
- Kandidat: Undervisningen var generelt for virkelighedsfjern.
- Kandidat: -
- Kandidat: I forbindelse med specialeforløbet var de planlagte specialeseminarer direkte demotiverende og kunne betragtes som spildtid, da de ikke gav noget fagligt udbytte i forhold til skriveprocessen.
- Kandidat: Kandidatens fagudbud og regler for sammensætning var tilfældig og begrænsende
- Kandidat: Specialet fylder for meget
- Kandidat: Der var kun fire undervisningstimer.

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

Number of replies

Category	A lot of the time	Sometimes	Occasionally	Not at all	Number of replies
Administration, case handling and secretarial duties	44	30	26		3.2
Analysis/evaluation	29	47	24		3.1
Applied research		30	70		2.3
Documentation/quality assurance	16	34	51		2.7
Presentation and communication	26	40	33	▮	2.9
Basic research	100				4.0
HR/personnel	13	35	52		2.6
IT (project management, support, development, implementation, etc.)	30	30	39		2.9
Clinical work					
Customer/citizen service	19	33	48		2.7
Management and organisation	21	41	38		2.8
Marketing/advertising	23	18	59		2.6
Translation and interpretation	8		92		2.2
Production	60		40		3.2
Product development/innovation		76	24		2.8
Project management	42	38	20		3.2
Counselling/advice	32	37	31		3.0
Sales	25	50	25		3.0

Legend: ▮ A lot of the time ▮ Sometimes ▯ Occasionally ▮ Not at all

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		Number of replies
Text production	32 / 45 / 23	3.1
Development work	26 / 47 / 27	3.0
Teaching work	43 / 10 / 47	3.0
Financial and accounting duties	10 / 23 / 65 / 2	2.4
Other:	67 / 33	3.7

0%　25%　50%　75%　100%

■ A lot of the time　■ Sometimes　□ Occasionally　■ Not at all

16 Appendix 7: Masters' Candidatus qualifying exams from University of Copenhagen

	%	n
Social studies	2%	3
Political Science	98%	193
Number of replies		196