CONTENTS OF THE CAREER MONITORING REPORT

1. Introduction: Basic information about the career monitoring survey and development of reporting on career monitoring at the University of Helsinki 2016–17

2. Support for analysis: Key figures about the development of the labour market situation of higher degree holders since 2000


Reference:
Introduction: Basic information about the career monitoring survey and development of reporting on career monitoring at the University of Helsinki 2016–17

Eric Carver
Project Responsible, LATUA project
Career Counselor,
University of Helsinki
Universities' career monitoring surveys

• Master’s level degree holders are surveyed 5 years after graduation and PhD’s 2–3 years after graduation.
• The network of University Career Services, Aarresaari, coordinates the national surveys. Each university is responsible for using their own survey data.
• The material on Töissä.fi is based on career monitoring: [http://www.toissa.fi/](http://www.toissa.fi/).
• Further information on career monitoring: [https://www.aarresaari.net/career_monitoring](https://www.aarresaari.net/career_monitoring)
• The latest career monitoring material for Master’s degree holders: 2011 graduates (responses from autumn 2016)
• The latest career monitoring data for PhDs: 2012–13 graduates (responses from autumn 2015)

The higher education institutions develop their career monitoring in three projects. The University of Helsinki is involved in the LATUA and Töissä.fi projects
The 2016 career monitoring survey

- Information on 2011 graduates was gathered from the national VIRTA database (data from student registers of Finnish universities). Background information about respondents was supplemented using the UH student register (faculty, major).
- Addresses were retrieved from the population register (96% of addresses were found nationwide).
- Surveys were posted to homes at the beginning of October. Reminder letters were posted in November and December. Reminder emails were also sent to those in the alumni register.
- Information was gathered nationally and centrally at the University of Tampere Research Services (Finnish: TUPA).
- The recipients were second-cycle degree holders, i.e., Master’s degree holders, doctors of veterinary medicine, dentistry, and medicine; and graduates of pharmacy and early childhood education.
- The problem in career monitoring (as with practically all surveys) is the decline in response rates. The latest survey response rate at the UH is 38%. However, the number of respondents increased by 100 compared to the survey of 2009 graduates (800→900), because there were fewer in 2009 graduates than in 2011.
UH's career monitoring processes are developed as part of the national LATUA project 2016–17.

The aims are a deeper analysis of the survey data, more user-driven reporting, a higher level of data usage, and influence on the University's activities.

Involved in the development work are

• Career Services (coordination responsibility), project group Eric Carver, Tuukka Kangas
• Student Register, Eija Airio
• Strategic Services for Teaching, Anu Ritola
• Data Production and Analysis Services for Management, Aki Hagelin
• Centre for University Teaching and Learning HYPE, Tarja Tuononen
• University feedback group and Academic Affairs Council (ONE)
• Research Services
• Teaching and research staff, vice-deans for education, senior lecturers in university pedagogy, heads of academic affairs, education planning officers, doctoral school coordinators
• Centre for Information Technology (TIKE)
Main contents of the development work

SPRING 2016

• Wide-ranging national report from the LATUA project on the user needs of the career tracking data. (in Finnish). This was also the basis for UH's development work.
• Content update of the Master’s graduates' career monitoring survey and a reform of its implementation
• UH faculties will have workshops based on career monitoring data and concentrating on the degree programme reform. The UH will also analyse and report on the career monitoring of doctoral degree holders and use these results in developing doctoral programmes.

AUTUMN 2016

• All survey materials combined
• Developed a new kind of analysis and reporting practices with users of the data (including 6 coaching sessions and 2 test reports)
• The Skills Radar application was developed to support the analysis of the skills questions.

SPRING 2017

• Career monitoring data exported to Rapo, the reporting system of University of Helsinki
• Updated analysis and reporting of results
• Presenting the results in all faculties
Support for analysis: Key figures about the development of the labour market situation of higher degree holders since 2000

Results

Key figures – 5 years after graduation
Situation at the time of response
Relationship between work and education
Satisfaction with degree and career
Education, work and skills

Independent use/analysis of the material (currently only in Finnish)

Excel Online -tool
Nationwide comparison (graduates of 2011)

Rapo
Reporting system of University of Helsinki
Main figures (inter-faculty comparison, requires UH logins)
Graduates between 2003-2011

Explanations of satisfaction with the completed degree

Which skills should students develop for the working life of the future?

Essay-style written responses analysed in the faculties (answers processed and reported in way that protects the anonymity of respondents)

Skills Radar App (Osaamistutka)
For analysis of: questions about skills needed in work and on how the university developed those skills (faculties & area of studies). Graduates between 2003-2011

Prepared reports (UH+ 11 faculties)
Graduates between 2003-2011

Research use of the material also possible (contact Career Services)
Use of career monitoring survey data in developing education

Data should be analysed in a proper context:
- Development of university education, development of the economy and the labour market situation...
- Comparison with course feedback, feedback from Bachelor's graduates, HowULearn

Reflect with foresight knowledge
1. Megatrends
2. Possible futures
3. University vision for education
Support for analysis:
Key figures about the development of the labour market situation of higher degree holders since 2000

Preparation of materials included cooperation with Akava trade union confederation, the Confederation of Finnish Industries (EK), the Federation of Finnish Enterprises and Statistics Finland.

Akava slides are included here with Akava's permission.

Eric Carver
Project Responsible, LATUA project
Career Counsellor,
University of Helsinki
Key trends in the labour market situation of higher degree holders in Finland since 2000

- Education has been worth it in good and bad times. The higher the level of education, the lower the risk of unemployment.
- The rise in the level of education in the working-age population of Finland has continued since 2000.
- Unemployment among higher degree holders increased, both in absolute and relative terms after the 2008 financial and Eurozone crisis.
- The main explanatory factor in the weakening of the labour market situation is the sharp contraction of the economy in 2008-2009 and, after that, a long period of continued weak economic development.
- Good news: During 2016, economic development was, fortunately, positive. In November 2016 unemployment among the highly educated started to decline for the first time in five years. Unemployment has continued to decrease during spring 2017.
**Tertiary level education** (higher degree holders)
- Researcher level:
  - PhD and Licenciate
- Master’s level
  (in statistics incl. Licenciate level degrees, Doctors of Medicine, Dentistry and Veterinary)
- Bachelor level
- Short-cycle tertiary education
  (few new degrees awarded since the Polytechnic/University of Applied Sciences reform of 1993)

**Upper secondary level education**

**Basic education**

---

Source of picture:
Finnish education in a nutshell
Finnish National Agency for Education
<table>
<thead>
<tr>
<th>Year</th>
<th>Basic level</th>
<th>Upper secondary level</th>
<th>Short-cycle tertiary education</th>
<th>Bachelor level</th>
<th>Master’s level</th>
<th>Researcher level</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>945485</td>
<td>1417533</td>
<td>481599</td>
<td>189881</td>
<td>213059</td>
<td></td>
</tr>
<tr>
<td>2001</td>
<td>613353</td>
<td>1554905</td>
<td>318356</td>
<td>421937</td>
<td>349086</td>
<td></td>
</tr>
</tbody>
</table>

**Change 2000-2015, %**

- Basic level: -35%
- Upper secondary level: +10%
- Short-cycle tertiary education: -34%
- Bachelor level: +122%
- Master’s level: +64%
- Researcher level: +60%

(Source: Statistics Finland)
The share of employed of the working age population (18-64-olds) by the level of education, years 2000-2015

- Basic level
- Upper secondary level
- Short-cycle tertiary education
- Bachelor level
- Master's level
- Researcher level
Age of slow economic growth, 2008-2016
Gross domestic product per capita of Finland, years 1975-2016
B1GMHT2/VI Gross domestic product, *volume index, 2010=100*
(Source: Statistics Finland / Annual national accounts)
The share of the unemployed from workforce (%) by education level 2003 - 2016, %

Source: Statistics Finland, Ministry of Economic Affairs and Employment. Akava
Workforce 18-64-olds (employed + unemployed), by degree, years 2002 – 2015

- Master of Science in Technology
- Master of Science, Economics
- Master of Arts (Humanities)
- Master of Arts (Education)
- Master of Science (Natural Sciences)
- Master of Social Sciences
- PhD (all fields)
- Licentiate of Medicine
- Master of Laws
- Bachelor of Arts (Early childhood ed.)
- Master of Arts (Art, Music, Theater.)
- Master of Science (Agric.& Forestry)
- Master of Theology
- Licentiate of Dentistry
- Bachelor of Science in Pharmacy
- Master of Science in Architecture

Source: Statistics Finland. Akava.
Workforce 18-64-olds (employed + unemployed), by degree, years 2002 – 2015

Source: Statistics Finland. Akava.
The share of the unemployed from workforce, by degree (18-64-olds) 2003 - 2016, %

- Master of Arts (Art, Music, Theater etc.)
- Master of Arts (Humanities)
- Master of Science (Natural Sciences)
- Master of Theology
- Master of Social Sciences
- Master of Science, Economics
- Master of Science (Agric.& Forestry)
- Master of Science in Technology,
- Master of Science in Architecture
- PhD (All fields)
- Master of Arts (Education)
- Bachelor of Science in Pharmacy
- Master of Laws
- Bachelor of Arts (Early childhood ed.)
- Licentiate of Medicine
- Licentiate of Dentistry

UNIVERSITY OF HELSINKI
CAREER MONITORING
REPORT


Tuukka Kangas & Eric Carver
University of Helsinki Career Services

More information
Eric Carver
eric.carver@helsinki.fi
gsm. 050 5935019
STRUCTURE AND CONTENT OF THE REPORT

The report divides the faculties into two parts, for the sake of clarity of the graphs and tables. The basis for this division is the geographic divide between the city centre campus and other campuses.

The breakdown into faculties is based on the faculty structure in 2017. Consequently, some majors have been moved retroactively to their current faculties (Psychology and Logopaedics to the Faculty of Medicine, Phonetics and Cognitive Science to the Faculty of Arts).

NB! In this report, the survey results of graduates of Pharmacy and Early Childhood Education are included in the result of their faculties, even though they are bachelor level degree holders.

The survey results are reported according to the year of graduation. Career monitoring surveys are always done 5 years after graduation. So the surveys for the graduates of 2003-2011 have been conducted in 2008-2016.
## NUMBER AND RESPONSE PERCENTAGE OF RESPONDENTS 1/2

<table>
<thead>
<tr>
<th>Year of graduation (survey conducted)</th>
<th>Faculty of Agriculture and Forestry</th>
<th>Faculty of Biological and Environmental Sciences</th>
<th>Faculty of Medicine</th>
<th>Faculty of Pharmacy</th>
<th>Faculty of Science</th>
<th>Faculty of Veterinary Medicine</th>
<th>University total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003 (2008)</td>
<td>117 (53 %)</td>
<td>83 (71 %)</td>
<td>116 (63 %)</td>
<td>131 (53 %)</td>
<td>149 (58 %)</td>
<td>33 (56 %)</td>
<td>1478 (56 %)</td>
</tr>
<tr>
<td>2005 (2010)</td>
<td>83 (43 %)</td>
<td>72 (52 %)</td>
<td>96 (54 %)</td>
<td>104 (55 %)</td>
<td>153 (53 %)</td>
<td>30 (63 %)</td>
<td>1305 (51 %)</td>
</tr>
<tr>
<td>2007 (2012)</td>
<td>107 (51 %)</td>
<td>69 (48 %)</td>
<td>110 (49 %)</td>
<td>100 (47 %)</td>
<td>170 (53 %)</td>
<td>26 (63 %)</td>
<td>1426 (50 %)</td>
</tr>
<tr>
<td>2009 (2014)</td>
<td>40 (44 %)</td>
<td>29 (54 %)</td>
<td>75 (38 %)</td>
<td>70 (40 %)</td>
<td>72 (42 %)</td>
<td>32 (53 %)</td>
<td>794 (45 %)</td>
</tr>
<tr>
<td>2011 (2016)</td>
<td>75 (39 %)</td>
<td>39 (36 %)</td>
<td>63 (30 %)</td>
<td>47 (26 %)</td>
<td>120 (44 %)</td>
<td>21 (55 %)</td>
<td>917 (38 %)</td>
</tr>
<tr>
<td>Total</td>
<td>292</td>
<td>142</td>
<td>452</td>
<td>460</td>
<td>664</td>
<td>422</td>
<td>5920</td>
</tr>
<tr>
<td>Year of graduation (survey conducted)</td>
<td>Faculty of Arts</td>
<td>Faculty of Educational Sciences</td>
<td>Faculty of Law</td>
<td>Faculty of Social Sciences</td>
<td>Faculty of Theology</td>
<td>University total</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>----------------</td>
<td>--------------------------------</td>
<td>----------------</td>
<td>--------------------------</td>
<td>---------------------</td>
<td>-----------------</td>
<td></td>
</tr>
<tr>
<td>2003 (2008)</td>
<td>261 (51%)</td>
<td>243 (63%)</td>
<td>110 (50%)</td>
<td>173 (52%)</td>
<td>62 (56%)</td>
<td>1478 (56%)</td>
<td></td>
</tr>
<tr>
<td>2005 (2010)</td>
<td>217 (50%)</td>
<td>187 (51%)</td>
<td>90 (45%)</td>
<td>188 (53%)</td>
<td>85 (52%)</td>
<td>1305 (51%)</td>
<td></td>
</tr>
<tr>
<td>2007 (2012)</td>
<td>244 (49%)</td>
<td>216 (52%)</td>
<td>111 (42%)</td>
<td>187 (54%)</td>
<td>85 (50%)</td>
<td>1426 (50%)</td>
<td></td>
</tr>
<tr>
<td>2009 (2014)</td>
<td>149 (47%)</td>
<td>115 (48%)</td>
<td>76 (42%)</td>
<td>93 (48%)</td>
<td>43 (43%)</td>
<td>794 (45%)</td>
<td></td>
</tr>
<tr>
<td>2011 (2016)</td>
<td>162 (41%)</td>
<td>119 (39%)</td>
<td>82 (34%)</td>
<td>137 (41%)</td>
<td>52 (42%)</td>
<td>917 (38%)</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1033</td>
<td>880</td>
<td>469</td>
<td>778</td>
<td>327</td>
<td>5920</td>
<td></td>
</tr>
</tbody>
</table>

Some response activity bias per gender, age and education field

Post-stratification with the aid of education field and age modified results by no more than 3%.

Confidence intervals for results for the entire University are about 3 percentage points in each direction (α = 0.05).

Applies to questions that were proposed to be included in the funding model* of universities.

In some questions, such as “Are you unemployed?”, there was a significant amount of item non-response.

* A working group nominated by the Ministry for Education and Culture proposed that answers to certain career monitoring survey questions (incl. satisfaction with degree, work level match with level of education) would be indicators for the quality of employment of graduates – that will be included in the universities’ funding model.
KEY FIGURES – 5 YEARS AFTER GRADUATION

Average number of employers: 2.4

23% have worked as entrepreneurs/freelancers

Studies after graduation
(not necessarily completed)
  Second academic degree 10%
  Scientific postgraduate studies 18%

Have been unemployed after graduation 33%
Number of employers in 5 years, 2003-2011 graduates

- Faculty of Agriculture and Forestry: 34% (141), 33% (138), 21% (88), 11% (47)
- Faculty of Arts: 34% (332), 28% (281), 19% (184), 19% (187)
- Faculty of Biological and Environmental Sciences: 35% (102), 34% (99), 13% (38), 17% (49)
- Faculty of Educational Sciences: 47% (411), 29% (254), 13% (116), 10% (89)
- Faculty of Law: 23% (106), 36% (167), 26% (121), 15% (69)
- Faculty of Medicine: 16% (73), 26% (118), 25% (112), 33% (150)
- Faculty of Pharmacy: 33% (148), 32% (143), 20% (89), 16% (70)
- Faculty of Science: 41% (271), 32% (212), 16% (102), 11% (69)
- Faculty of Social Sciences: 31% (238), 31% (241), 22% (166), 16% (120)
- Faculty of Theology: 27% (86), 33% (103), 22% (68), 18% (56)
- Faculty of Veterinary Medicine: 13% (18), 26% (36), 9% (13), 52% (74)
- University of Helsinki: 33% (1928), 31% (1795), 19% (1098), 17% (980)
<table>
<thead>
<tr>
<th>Faculty</th>
<th>Have worked as an entrepreneur or freelancer</th>
</tr>
</thead>
<tbody>
<tr>
<td>University total (N=903)</td>
<td>23 %</td>
</tr>
<tr>
<td>Agriculture and Forestry (N=74)</td>
<td>15 %</td>
</tr>
<tr>
<td>Biological and Environmental Sciences (N=39)</td>
<td>26 %</td>
</tr>
<tr>
<td>Medicine (N=63)</td>
<td>24 %</td>
</tr>
<tr>
<td>Pharmacy (N=47)</td>
<td>4 %</td>
</tr>
<tr>
<td>Science (N=120)</td>
<td>19 %</td>
</tr>
<tr>
<td>Veterinary Medicine (N=21)</td>
<td>71 %</td>
</tr>
<tr>
<td>Faculty</td>
<td>Have worked as an entrepreneur or freelancer</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>University total (N=903)</td>
<td>23 %</td>
</tr>
<tr>
<td>Arts (N=158)</td>
<td>37 %</td>
</tr>
<tr>
<td>Educational Sciences (N=117)</td>
<td>15 %</td>
</tr>
<tr>
<td>Law (N=81)</td>
<td>19 %</td>
</tr>
<tr>
<td>Social Sciences (N=135)</td>
<td>25 %</td>
</tr>
<tr>
<td>Theology (N=48)</td>
<td>13 %</td>
</tr>
</tbody>
</table>
### ENTREPRENEURSHIP IN MORE DETAIL (2011 GRADUATES)

Shares reported are from all answers (share of entrepreneurs)

<table>
<thead>
<tr>
<th>Entrepreneurship</th>
<th>University total (N=903)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have not worked as an entrepreneur.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>77 %</td>
</tr>
<tr>
<td>Yes; most/all of my income comes from work carried out as an entrepreneur/freelancer.</td>
<td>5 % (23 %)</td>
</tr>
<tr>
<td>Most of my earnings used to come from entrepreneurship, now I am a salary earner.</td>
<td>2 % (9 %)</td>
</tr>
<tr>
<td>Yes; I occasionally have (had) assignments/freelance jobs, but they are not my main source of income, since I also have a regular job.</td>
<td>14 % (60 %)</td>
</tr>
<tr>
<td>Yes; I have assignment/freelance jobs, but they do not provide me with sufficient income, and I do not have a regular job.</td>
<td>2 % (8 %)</td>
</tr>
</tbody>
</table>
# FURTHER EDUCATION, 2011 GRADUATES 1/2

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Second academic degree *</th>
<th>Scientific postgraduate studies *</th>
</tr>
</thead>
<tbody>
<tr>
<td>University total (N=917)</td>
<td>10 %</td>
<td>18 %</td>
</tr>
<tr>
<td>Agriculture and Forestry (N=75)</td>
<td>9 %</td>
<td>24 %</td>
</tr>
<tr>
<td>Biological and Environmental Sciences (N=39)</td>
<td>8 %</td>
<td>18 %</td>
</tr>
<tr>
<td>Medicine (N=63)</td>
<td>0 %</td>
<td>21 %</td>
</tr>
<tr>
<td>Pharmacy (N=47)</td>
<td>13 %</td>
<td>11 %</td>
</tr>
<tr>
<td>Science (N=120)</td>
<td>9 %</td>
<td>29 %</td>
</tr>
<tr>
<td>Veterinary Medicine (N=21)</td>
<td>0 %</td>
<td>24 %</td>
</tr>
</tbody>
</table>

* The participant has participated in further education, but has not necessarily completed it.
FURTHER EDUCATION, 2011 GRADUATES 2/2

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Second academic degree *</th>
<th>Scientific postgraduate studies *</th>
</tr>
</thead>
<tbody>
<tr>
<td>University total (N=917)</td>
<td>10 %</td>
<td>18 %</td>
</tr>
<tr>
<td>Arts (N=162)</td>
<td>12 %</td>
<td>19 %</td>
</tr>
<tr>
<td>Educational Sciences (N=119)</td>
<td>9 %</td>
<td>11 %</td>
</tr>
<tr>
<td>Law (N=82)</td>
<td>13 %</td>
<td>10 %</td>
</tr>
<tr>
<td>Social Sciences (N=137)</td>
<td>11 %</td>
<td>15 %</td>
</tr>
<tr>
<td>Theology (N=52)</td>
<td>12 %</td>
<td>13 %</td>
</tr>
</tbody>
</table>

• The participant has participated in further education, but has not necessarily completed it.
## UNEMPLOYMENT, GRADUATES 2011 1/2

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Unemployed since graduation, share of respondents</th>
<th>Average and median duration of unemployment over five years among those who have been unemployed</th>
<th>Average number of unemployment periods among those who have been unemployed</th>
</tr>
</thead>
<tbody>
<tr>
<td>University total</td>
<td>33 % (N=754)</td>
<td>11 months (M), 6 M (N=243)</td>
<td>1,9 (N=227)</td>
</tr>
<tr>
<td>Agriculture and Forestry</td>
<td>40 % (N=62)</td>
<td>12,5 M, 6 M (N=24)</td>
<td>1,7 (N=22)</td>
</tr>
<tr>
<td>Biological and Environmental Sciences</td>
<td>51 % (N=35)</td>
<td>10,5 M, 5 M (N=17)</td>
<td>1,8 (N=18)</td>
</tr>
<tr>
<td>Medicine</td>
<td>14 % (N=50)</td>
<td>6,5 M, 2,5 M (N=7)</td>
<td>1,0 (N=6)</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>15 % (N=41)</td>
<td>13,5 M, 3 M (N=6)</td>
<td>(N=5)</td>
</tr>
<tr>
<td>Science</td>
<td>38 % (N=106)</td>
<td>9 M, 3 M (N=39)</td>
<td>1,8 (N=34)</td>
</tr>
<tr>
<td>Veterinary Medicine</td>
<td>17 % (N=18)</td>
<td>(N=3)</td>
<td>(N=3)</td>
</tr>
</tbody>
</table>
### UNEMPLOYMENT, 2011 GRADUATES 2/2

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Unemployed since graduation, share of respondents</th>
<th>Average and median duration of unemployment over five years among those who have been unemployed</th>
<th>Average number of unemployment periods among those who have been unemployed</th>
</tr>
</thead>
<tbody>
<tr>
<td>University total</td>
<td>33 % (N=754)</td>
<td>11 months (M), 6 M (N=243)</td>
<td>1,9 (N=227)</td>
</tr>
<tr>
<td>Arts</td>
<td>50 % (N=132)</td>
<td>12 M, 6 M (N=64)</td>
<td>2,5 (N=60)</td>
</tr>
<tr>
<td>Educational Sciences</td>
<td>26 % (N=82)</td>
<td>9 M, 3,5 M (N=21)</td>
<td>1,5 (N=19)</td>
</tr>
<tr>
<td>Law</td>
<td>13 % (N=70)</td>
<td>13 M, 5 M (N=8)</td>
<td>1,4 (N=7)</td>
</tr>
<tr>
<td>Theology</td>
<td>33 % (N=42)</td>
<td>17 M, 5 M (N=14)</td>
<td>2,4 (N=10)</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>36 % (N=116)</td>
<td>8,5 M, 5,5 M (N=38)</td>
<td>1,5 (N=38)</td>
</tr>
</tbody>
</table>
Have been unemployed after graduation

Year of graduation

Share [%]

Faculty
- Faculty of Biological and Environmental Sciences
- Faculty of Veterinary Medicine
- Faculty of Pharmacy
- Faculty of Medicine
- Faculty of Science
- Faculty of Agriculture and Forestry
- University of Helsinki

Faculty
- Faculty of Biological and Environmental Sciences
- Faculty of Veterinary Medicine
- Faculty of Pharmacy
- Faculty of Medicine
...
Have been unemployed after graduation

Year of graduation

Share [%]

Faculty
- Faculty of Arts
- Faculty of Educational Sciences
- Faculty of Law
- Faculty of Theology
- Faculty of Social Sciences
- University of Helsinki

- Faculty of Arts
- Faculty of Educational Sciences
- Faculty of Law
- Faculty of Theology
- Faculty of Social Sciences
- University of Helsinki
## OVERALL CAREER AFTER GRADUATION, 2011 GRADUATES

<table>
<thead>
<tr>
<th>Category</th>
<th>University total (N=913)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuously working for the same employer or as an entrepreneur since graduation.</td>
<td>38 %</td>
</tr>
<tr>
<td>Working for several different employers, temporary jobs or assignments or working with a grant. Not many breaks.</td>
<td>37 %</td>
</tr>
<tr>
<td>Changing employers and duties, with breaks, studies or periods of unemployment in between.</td>
<td>13 %</td>
</tr>
<tr>
<td>Unemployment alternating with occasional temporary jobs, practical training and contract or freelance work.</td>
<td>1 %</td>
</tr>
<tr>
<td>Mainly outside the workforce: (for example parental leave)</td>
<td>3 %</td>
</tr>
<tr>
<td>Other</td>
<td>7 %</td>
</tr>
</tbody>
</table>
SITUATION OF 2011 GRADUATES AT THE TIME OF SURVEY IN 2016

85% employed and 4% unemployed
- Working with a grant 2% ja full-time studies 2%.
- Family leave 6 % (3% from employment relationship/ contract, 3% without employment relationship/ contract)
- 90 % employed, working with a grant or on family leave from employment relationship/ contract.

Most important employers:
• Company 33%
• Municipality 29%
• State 12%

Most common main nature of work duties:
• Teaching or education 16%
• Research 15%
• Customer or patient work 15%

Average salary €3,772/month
Labor market situation at the time of the survey, graduates 2007-2011

Categories:
- Other
- Working with a grant
- Family leave
- Full-time studies
- Unemployed
- Employed

Share [%]

- Faculty of Agriculture and Forestry:
  - Employed: 76% (168), Other: 4% (9), Working with a grant: 13% (73), Family leave: 10% (34), Full-time studies: 3% (4), Unemployed: 2% (2), Employed: 77% (401)
- Faculty of Arts:
  - Employed: 77% (104), Other: 13% (13), Working with a grant: 10% (13), Family leave: 13% (13), Full-time studies: 2% (2), Unemployed: 1% (1), Employed: 77% (362)
- Faculty of Educational Sciences:
  - Employed: 81% (207), Other: 2% (2), Working with a grant: 87% (304), Family leave: 82% (304), Full-time studies: 4% (14), Unemployed: 1% (1), Employed: 77% (333)
- Faculty of Law:
  - Employed: 83% (177), Other: 1% (1), Working with a grant: 82% (304), Family leave: 85% (304), Full-time studies: 3% (14), Unemployed: 4% (4), Employed: 77% (136)
- Faculty of Pharmacy:
  - Employed: 80% (333), Other: 3% (3), Working with a grant: 77% (333), Family leave: 72% (136), Full-time studies: 4% (14), Unemployed: 4% (4), Employed: 80% (2488)
- Faculty of Social Sciences:
  - Employed: 72% (57), Other: 3% (3), Working with a grant: 77% (333), Family leave: 72% (136), Full-time studies: 4% (14), Unemployed: 4% (4), Employed: 80% (2488)
- Faculty of Veterinary Medicine:
  - Employed: 2% (2), Other: 2% (2), Working with a grant: 10% (10), Family leave: 10% (10), Full-time studies: 3% (3), Unemployed: 3% (3), Employed: 77% (362)
- University of Helsinki:
  - Employed: 80% (2488), Other: 3% (3), Working with a grant: 77% (333), Family leave: 72% (136), Full-time studies: 4% (14), Unemployed: 4% (4), Employed: 80% (2488)
Employer sector at the time of the survey, graduates 2007-2011

Luokat

- Company
- Municipality or joint municipal authority
- University of applied sciences
- State
- University
- Non-governmental organization, foundation, congregation or similar
- Own company/ self-employed

Faculty of Agriculture and Forestry (N 198)
- Company: 50%
- Municipality or joint municipal authority: 13%
- University of applied sciences: 13%
- State: 13%
- University: 8%
- Non-governmental organization, foundation, congregation or similar: 7%
- Own company/ self-employed: 7%

Faculty of Arts (N 426)
- Company: 29%
- Municipality or joint municipal authority: 14%
- University of applied sciences: 12%
- State: 10%
- University: 7%
- Non-governmental organization, foundation, congregation or similar: 3%
- Own company/ self-employed: 2%

Faculty of Biological and Environmental Sciences (N 120)
- Company: 27%
- Municipality or joint municipal authority: 32%
- University of applied sciences: 7%
- State: 20%
- University: 7%
- Non-governmental organization, foundation, congregation or similar: 3%
- Own company/ self-employed: 1%

Faculty of Educational Sciences (N 412)
- Company: 72%
- Municipality or joint municipal authority: 5%
- University of applied sciences: 0%
- State: 2%
- University: 1%
- Non-governmental organization, foundation, congregation or similar: 3%
- Own company/ self-employed: 3%

Faculty of Law (N 220)
- Company: 53%
- Municipality or joint municipal authority: 32%
- University of applied sciences: 4%
- State: 2%
- University: 2%
- Non-governmental organization, foundation, congregation or similar: 5%
- Own company/ self-employed: 15%

Faculty of Medicine (N 218)
- Company: 70%
- Municipality or joint municipal authority: 5%
- University of applied sciences: 5%
- State: 2%
- University: 1%
- Non-governmental organization, foundation, congregation or similar: 1%
- Own company/ self-employed: 15%

Faculty of Pharmacy (N 192)
- Company: 79%
- Municipality or joint municipal authority: 2%
- University of applied sciences: 1%
- State: 3%
- University: 2%
- Non-governmental organization, foundation, congregation or similar: 1%
- Own company/ self-employed: 11%

Faculty of Science (N 312)
- Company: 44%
- Municipality or joint municipal authority: 18%
- University of applied sciences: 3%
- State: 11%
- University: 18%
- Non-governmental organization, foundation, congregation or similar: 20%
- Own company/ self-employed: 20%

Faculty of Social Sciences (N 336)
- Company: 33%
- Municipality or joint municipal authority: 18%
- University of applied sciences: 2%
- State: 16%
- University: 20%
- Non-governmental organization, foundation, congregation or similar: 8%
- Own company/ self-employed: 60%

Faculty of Theology (N 152)
- Company: 1%
- Municipality or joint municipal authority: 12%
- University of applied sciences: 14%
- State: 37%
- University: 12%
- Non-governmental organization, foundation, congregation or similar: 8%
- Own company/ self-employed: 1%

Faculty of Veterinary Medicine (N 50)
- Company: 36%
- Municipality or joint municipal authority: 10%
- University of applied sciences: 10%
- State: 30%
- University: 30%
- Non-governmental organization, foundation, congregation or similar: 30%
- Own company/ self-employed: 30%

University of Helsinki (N 2634)
- Company: 34%
- Municipality or joint municipal authority: 10%
- University of applied sciences: 10%
- State: 10%
- University: 34%
- Non-governmental organization, foundation, congregation or similar: 34%
- Own company/ self-employed: 34%
Main work duties at the time of the survey, graduates 2007-2011

Categories:
- Research
- Education
- Management and supervisory duties
- Consulting or training
- Work with customers/patients
- Marketing and sales
- Planning, development or administrative duties
- Communications and media
- Office work
- Artistic work
- Legal work
- Ecclesiastical work
- Finances and financial administration
- Other
84% work corresponded with level of education/qualifications or was more demanding (cf. total, all Finnish universities 84%)

→ 15% work was more demanding than level of education/qualification (14%)

For 71% the degree completed in 2011 was an eligibility requirement for the current job.

58% could apply the knowledge and skills learned at the university continuously in their work (cf. total, all Finnish universities 53%)*
## WORK & EDUCATION LEVEL MATCH, 2011 GRADUATES 1/2

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Work matches education level/qualifications (or is more demanding)</th>
<th>Work is more demanding than the education level/qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>University total (N=863)</td>
<td>84 %</td>
<td>15 %</td>
</tr>
<tr>
<td>Agriculture and Forestry (N=70)</td>
<td>81 %</td>
<td>14 %</td>
</tr>
<tr>
<td>Biological and Environmental Sciences (N=34)</td>
<td>76 %</td>
<td>9 %</td>
</tr>
<tr>
<td>Medicine (N=62)</td>
<td>97 %</td>
<td>21 %</td>
</tr>
<tr>
<td>Pharmacy (N=46)</td>
<td>85 %</td>
<td>26 %</td>
</tr>
<tr>
<td>Science (N=114)</td>
<td>80 %</td>
<td>15 %</td>
</tr>
<tr>
<td>Veterinary Medicine (N=20)</td>
<td>100 %</td>
<td>40 %</td>
</tr>
</tbody>
</table>
### WORK & EDUCATION LEVEL MATCH, 2011 GRADUATES 1/2

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Work matches education level/qualifications (or is more demanding)</th>
<th>Work is more demanding than the education level/qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>University total (N=863)</td>
<td>84 %</td>
<td>15 %</td>
</tr>
<tr>
<td>Arts (N=142)</td>
<td>79 %</td>
<td>11 %</td>
</tr>
<tr>
<td>Educational Sciences (N=112)</td>
<td>83 %</td>
<td>14 %</td>
</tr>
<tr>
<td>Law (N=82)</td>
<td>95 %</td>
<td>11 %</td>
</tr>
<tr>
<td>Social Sciences (N=134)</td>
<td>83 %</td>
<td>14 %</td>
</tr>
<tr>
<td>Theology (N=47)</td>
<td>87 %</td>
<td>21 %</td>
</tr>
</tbody>
</table>
Work corresponded with level of education/qualifications or was more demanding
Work corresponded with level of education/qualifications or was more demanding
The degree was an eligibility requirement for the survey time job.
The degree was an eligibility requirement for the survey time job.
How well can apply the knowledge and skills learned at the university at survey time work, graduates 2011

**Categories**
- Cannot apply them
- Almost at all
- Somewhat/partly
- Apply them continuously

**Faculty of Agriculture and Forestry (N 71)**
- 46% Cannot apply them
- 47% Almost at all
- 7% Somewhat/partly
- 0% Apply them continuously

**Faculty of Arts (N 147)**
- 56% Cannot apply them
- 36% Almost at all
- 9% Somewhat/partly
- 0% Apply them continuously

**Faculty of Biological and Environmental Sciences (N 34)**
- 66% Cannot apply them
- 26% Almost at all
- 8% Somewhat/partly
- 0% Apply them continuously

**Faculty of Educational Sciences (N 114)**
- 64% Cannot apply them
- 34% Almost at all
- 2% Somewhat/partly
- 0% Apply them continuously

**Faculty of Law (N 80)**
- 76% Cannot apply them
- 23% Almost at all
- 0% Somewhat/partly
- 0% Apply them continuously

**Faculty of Medicine (N 62)**
- 88% Cannot apply them
- 12% Almost at all
- 0% Somewhat/partly
- 0% Apply them continuously

**Faculty of Pharmacy (N 46)**
- 71% Cannot apply them
- 27% Almost at all
- 2% Somewhat/partly
- 0% Apply them continuously

**Faculty of Science (N 115)**
- 57% Cannot apply them
- 37% Almost at all
- 6% Somewhat/partly
- 0% Apply them continuously

**Faculty of Social Sciences (N 134)**
- 47% Cannot apply them
- 46% Almost at all
- 7% Somewhat/partly
- 0% Apply them continuously

**Faculty of Theology (N 47)**
- 59% Cannot apply them
- 31% Almost at all
- 9% Somewhat/partly
- 0% Apply them continuously

**Faculty of Veterinary Medicine (N 20)**
- 91% Cannot apply them
- 7% Almost at all
- 0% Somewhat/partly
- 0% Apply them continuously

**University of Helsinki (N 870)**
- 62% Cannot apply them
- 33% Almost at all
- 5% Somewhat/partly
- 0% Apply them continuously
Could apply the knowledge and skills learned at the university continuously at their survey time work.
Could apply the knowledge and skills learned at the university continuously at their survey time work.
SATISFACTION WITH DEGREE

• Career monitoring surveys have for a long time asked whether respondents are satisfied with their degree in terms of their career.

• 58% of 2011 graduates in 2011 were satisfied or very satisfied (cf. 62% total, all Finnish universities).

• 6% of 2011 graduates were dissatisfied or extremely dissatisfied (6%).

• The 2011 survey also included a new set of questions which measured satisfaction with degrees from different perspectives.
How satisfied are you overall with the degree you completed in 2011 in terms of your career?

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Share [%]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty of Agriculture and Forestry (N 75)</td>
<td>13% 32% 33% 11% 7%</td>
</tr>
<tr>
<td>Faculty of Arts (N 161)</td>
<td>13% 32% 33% 16% 5%</td>
</tr>
<tr>
<td>Faculty of Biological and Environmental Sciences (N 38)</td>
<td>8% 24% 32% 26% 11%</td>
</tr>
<tr>
<td>Faculty of Educational Sciences (N 119)</td>
<td>15% 50% 23% 9%</td>
</tr>
<tr>
<td>Faculty of Law (N 82)</td>
<td>33% 39% 21% 7%</td>
</tr>
<tr>
<td>Faculty of Medicine (N 63)</td>
<td>41% 37% 21% 2%</td>
</tr>
<tr>
<td>Faculty of Pharmacy (N 47)</td>
<td>19% 43% 28% 6%</td>
</tr>
<tr>
<td>Faculty of Science (N 120)</td>
<td>19% 46% 22% 9%</td>
</tr>
<tr>
<td>Faculty of Social Sciences (N 137)</td>
<td>9% 44% 30% 9% 7%</td>
</tr>
<tr>
<td>Faculty of Theology (N 51)</td>
<td>10% 49% 20% 8% 12%</td>
</tr>
<tr>
<td>Faculty of Veterinary Medicine (N 21)</td>
<td>24% 38% 19% 10% 10%</td>
</tr>
<tr>
<td>University of Helsinki (N 914)</td>
<td>18% 40% 26% 10% 2%</td>
</tr>
</tbody>
</table>
Assess the degree you completed in 2011 based on the following statements, University of Helsinki (N 909-911)

- **Entrepreneurship was presented as a career option during the studies**
  - Fully disagree: 2%
  - Disagree: 17%
  - Slightly disagree: 32%
  - Slightly agree: 36%

- **The studies equipped me sufficiently for the working life.**
  - Fully disagree: 5%
  - Disagree: 26%
  - Slightly disagree: 31%
  - Slightly agree: 22%
  - Agree: 11%

- **The learning objectives were made clear during the studies.**
  - Fully disagree: 6%
  - Disagree: 22%
  - Slightly disagree: 35%
  - Slightly agree: 22%
  - Agree: 12%

- **I would recommend my studies to others**
  - Fully disagree: 21%
  - Disagree: 35%
  - Slightly disagree: 26%
  - Slightly agree: 10%

- **Employers value my degree**
  - Fully disagree: 29%
  - Disagree: 35%
  - Slightly disagree: 21%
  - Slightly agree: 7%

**Share [%]**
FACTORS AFFECTING EMPLOYMENT

The survey of 2011 graduates included a new set of questions which examined which various factors have affected employment five years after graduation.

The most important factors for university graduates were (important and quite important in total), nationwide figures in brackets

- Ability to tell people about your skills 62% (63%)
- Other work experience 56% (56%)
- Combination of subjects in your degree 42% (48%)
The factors that have affected employment after graduation, graduates 2011, University of Helsinki

- Ability to tell people about your skills: 62% important or very important, 28% important, 8% not important at all
- Other work experience: 56% important or very important, 27% important, 14% not important at all
- Combination of subjects in your degree: 42% important or very important, 32% important, 21% not important at all or only slightly important, 5% not important at all
- Contacts/networks: 42% important or very important, 29% important, 24% not important at all or only slightly important, 5% not important at all
- Practical training: 38% important or very important, 25% important, 27% not important at all or only slightly important, 10% not important at all
- Other studies or training (not part of the 2011 degree): 25% important or very important, 23% important, 34% not important at all or only slightly important, 19% not important at all
- International experience: 19% important or very important, 21% important, 32% not important at all or only slightly important, 28% not important at all
- Experience relating to organisational work or hobbies: 15% important or very important, 24% important, 49% not important at all or only slightly important, 13% not important at all
- Activity and profiling in social media: 6% important or very important, 21% important, 62% not important at all or only slightly important, 12% not important at all
- Other: 19% important or very important, 4% important, 19% not important at all or only slightly important, 58% not important at all

Categories:
- This doesn't concern me
- Not important at all
- Or only slightly important
- Somewhat or moderately important
- Important or very important
In terms of developing education, the most valuable part of the career monitoring surveys is the set of questions in which graduates from five years ago assess the skills produced by university education and the skills requirements in working life.

Career Services trainee Tuukka Kangas coded an application in R to enable the examination of answers to skills questions by faculty and education field group. Surveys of 2003, 2005, 2007, 2009 and 2011 graduates.* (application currently in Finnish only)

https://hyurapalvelut.shinyapps.io/osaamistutka/

The respondents judged that of the skills areas needed in working life, the following, among others, were well-developed at the University:

- theoretical knowledge
- information retrieval skills
- analytical and systematic thinking skills
- communication in Finnish
- the ability to learn and adopt new things
- self-direction/initiative

Of the skill areas needed in working life, the following, among others, were less well developed:

- stress tolerance
- cooperation skills
- organization and coordination skills
- negotiation skills
- networking skills
- project management skills

* The set of questions were updated for the survey of 2011 graduates.
How important are the following knowledge and skills in your current job?

1 = not important at all  
2 = only slightly important  
3 = somewhat important  
4 = moderately important  
5 = important  
6 = very important

How did your university studies develop these skills for the working life?

1 = not at all  
2 = only a little  
3 = somewhat  
4 = moderately  
5 = much  
6 = very much
Main development targets in the light of career monitoring results
Which are already strongly invested in during the University of Helsinki's education programme reform - and which have also been invested in earlier.

Focus on skills based education:
• Clear definition of and adherence to learning objectives in education programmes, study modules and courses
• Pedagogy and assessment which is consistent and based on learning objectives

Transferrable working life skills in studies
• in learning objectives and pedagogy, made visible for students
• Educational solutions that support the development of project skills and communication skills, among others
• Instead of separate "skills courses", the most important thing is to integrate various work methods into teaching.

Links with working life during study
• Traineeship as part of studies
• Project courses carried out with cooperation partners & other cooperation during studies
• Thesis cooperation

Career planning support and career skills development during studies
• The ability to conceptualise and express skills and competences and understand their potential in different jobs and sectors. These career skills become even more significant in the future.
• The UH has integrated the teaching of career skills with studies at the last degree programme reform, when work life orientation studies became part of all degrees (Career Services was involved in the implementation).
• About 100 alumni and 480 students have been involved in the group mentoring which began at the UH in 2012. Alumni have also been closely involved in career courses as guest speakers and as interviewees.
• Career planning support in all degree departments has been included in the principles of education programming reform.