UNIVERSITY OF HELSINKI
CAREER MONITORING REPORT –
MASTER’S GRADUATES OF
2003–2013

27 September 2019
Eric Carver and Tuukka Kangas
Strategic Services for Teaching
Institutional Research and Analysis

Basic information on the career monitoring surveys of Finnish universities

Report description

Support for the analysis: Basic information on the development of the academic job market in the 2000s

Results of career-tracking surveys of the University of Helsinki’s master’s graduates in 2003–2013:

- Respondents to career-tracking surveys
- Job market situation of 2013 graduates five years after graduation
- Key figures on graduates five years after graduation (career overview, entrepreneurship, unemployment)
- Correlation between education and employment (education requirements, satisfaction with degree)
- Factors affecting employment and professional skills needs
CAREER MONITORING AT FINNISH UNIVERSITIES

• Nationwide career monitoring surveys:
  • Surveys of master’s graduates five years after graduation
  • Surveys of doctoral graduates two or three years after graduation (three years in the most recent surveys)
• The career monitoring group of the Aarresaari network of university career services is responsible for the surveys, while universities are responsible for utilising their data.
• The data on the töissä.fi website are based on career monitoring: https://toissa.fi/home-en-us/.
• Further information on career monitoring: https://www.aarresaari.net/career_monitoring
• The latest career monitoring data on master’s graduates: 2013 graduates (responses October–November 2018)
• The latest career monitoring data on doctoral graduates: 2015 graduates (responses October–November 2018)
DATA COLLECTION IN CAREER MONITORING SURVEYS

• Career monitoring surveys are sent to all graduates in the relevant target group.
• The target group for master’s graduate career monitoring includes all master’s graduates as well as all those with a Bachelor of Science (Pharmacy) degree or a Bachelor of Arts (Education) degree in kindergarten teacher education.
• Doctoral graduate career monitoring surveys are sent to all graduates in the relevant target group.
• Information on the target group is obtained from the national VIRTA database (which combines data from the student records of Finnish universities).
• The background variables of respondents are supplemented with information from the student records (major subject, degree programme, department, faculty).
• Address details are retrieved from the Population Register.
• The 2018 surveys were sent to respondents by text message (to those whose phone number was known) or by mail (all others). Additionally, the universities distributed the survey by email to those in the target group whose details were found in alumni registers.
• The data were collected in a nationwide and central manner by Research Stats Service TUPA of the University of Tampere and CSC – the IT Centre for Science, in collaboration with the career monitoring group of the Aarresaari network.
• Responses are always processed confidentially and so that individual respondents cannot be identified.
The University of Helsinki uses the data obtained from career monitoring surveys, for example, to develop education, guide and counsel students, provide career guidance and conduct research.

Since 2016, career monitoring surveys have been conducted at the University through cooperation between several units. Career Services was previously responsible for coordinating the surveys, but this responsibility shifted to Strategic Services for Teaching at the beginning of 2019.

Composition of the University’s project group for career monitoring in the 2018–2019 academic year:

- Eric Carver, Strategic Services for Teaching
- Tuukka Kangas, Institutional Research and Analysis
- Miika Mertanen, Career Services
- Erkki Raulo, Research Services
- Kati Salmivaara, Communications

In addition, those participating in and supporting the group activities include the Centre for University Teaching and Learning (Tarja Tuononen), the Student Register and the alumni relations team at Communications and Community Relations.
USE OF CAREER MONITORING IN THE DEVELOPMENT OF EDUCATION (E.G., MASTER’S GRADUATE CAREER TRACKING)

200X–2013
Studies at the University

2013–2018
Early career of master’s graduates (five years after graduation)

Autumn
2018 survey

To be analysed in the changing context:
Trends in academic education, economic and job market developments, etc.
Cf. course feedback, National Bachelor’s Graduate Survey, HowULearn

Assessed against forecasts
1. Megatrends
2. Future scenarios
3. University’s own vision for education

Feedback: assessment, significance of activity during studies for employment, etc.
Career progress? Positions, employers?
Correlation between education and employment?
Required skills?
The report focuses on the latest career monitoring survey, conducted in autumn 2018.

The target group of the nationwide survey consisted of the master’s graduates of 2013 as well as those who completed a Bachelor of Science (Pharmacy) degree or a Bachelor of Arts (Education) degree in kindergarten teacher education in 2013.

The report also uses the results of previous career monitoring surveys (graduates of 2003–2012) to enable a temporal comparison.

The results of the University of Helsinki are reported in accordance with the faculty structures that have been in place since early 2017. In practice, this means that psychology and logopedics graduates are included in the results for the Faculty of Medicine, and phonetics and cognition science graduates are included in the results for the Faculty of Arts.

In comparing faculties, it should also be borne in mind that those who completed a Bachelor of Science (Pharmacy) degree or a Bachelor of Arts (Education) degree in kindergarten teacher education are included in their respective faculties’ results.

The University-level report compares faculties, while faculty reports compare groups of disciplines within each faculty.

There were significant differences in the response rates between those who graduated in 2013 from different faculties, with the rates ranging from 34% to 58%.
NOTES ON THE GRAPHS USED IN THE REPORT

• The graduates’ employer sector and the primary nature of employment are reported using a model in which only the major response options 4–6 are displayed. All other responses are categorised under ‘Other’. This solution makes it easier to interpret the graphs and identify the key response options.

• The University-level report on the career monitoring of master’s graduates mainly uses the results of the latest survey. The faculty reports add up the responses from 2011, 2012 and 2013. This enables more detailed reporting of results in fields with fewer graduates and survey respondents each year.

• In the career-tracking report for doctoral graduates, the graphs for the University and doctoral school levels focus on the responses of the graduates of 2015. The reporting of faculty-level results mainly incorporates the responses of the graduates of 2014–2015.

• In the case of questions with six or seven response options, the responses are reported by classifying them so that options 4–6 (fully agree, agree, slightly agree) are added up. This same principle has also been used for the breakdown of responses to compare faculties and disciplines.
SUPPORT FOR THE ANALYSIS: BASIC INFORMATION ON THE DEVELOPMENT OF THE ACADEMIC JOB MARKET SINCE 2000

Eric Carver
Specialist
Strategic Services for Teaching, University of Helsinki

In cooperation with
Heikki Taulu
Economist
Confederation of Unions for Professional and Managerial Staff in Finland (Akava)
KEY FINDINGS ON JOB MARKET TRENDS 2000–2018

- The number of higher education graduates has increased in the job market, while the number of individuals with basic education as their highest qualification has declined significantly.

- After the turn of the millennium, the number of bachelor’s graduates has increased the most, more than doubling. Meanwhile, the number of working-age individuals who have completed the lowest level of tertiary education has declined. This is due to the reform of Finnish universities of applied sciences in the early 1990s, after which the lowest level of tertiary degrees, or vocational college degrees, has no longer been offered.

- The number of doctoral graduates has roughly doubled in the 2000s.*

- The financial crisis of 2008–2009 and the subsequent period of stagnant economic growth (2010–2015) led to a significant decline in the job market and an increase in graduate unemployment.

- However, from late 2016 onwards, the job market has improved for all educational levels and fields. Graduate unemployment has been in a steep decline in 2017 and 2018.

- Relatively speaking, education has paid off in all economic situations. The higher the education level, the higher the employment rate.

- Differences in job market trends in various educational fields have been substantial in different economic situations. It is also important to note that some fields have enjoyed practically full employment since 2000, irrespective of economic cycles.

*NB! The classification of Statistics Finland also includes licentiate graduates in the researcher category, with the exception of Licentiates of Medicine, Licentiates of Dentistry and Licentiates of Veterinary Medicine, who are categorised as holders of a second-cycle (master’s level) university degree.
WORKFORCE (AGED 15–64) TRENDS BY EDUCATION LEVEL 1987–2017, SOURCE: STATISTICS FINLAND, EMPLOYMENT STATISTICS

No qualification after basic education
Upper secondary education/specialist vocational education
Lowest level of tertiary education/lower level tertiary education
Higher level tertiary education/doctoral education

Right-hand scale: Researcher level, doctoral and licentiate graduates
EMPLOYMENT RATES IN CERTAIN HIGHER EDUCATION FIELDS, AGED 15–64, 2002–2017
SOURCE: STATISTICS FINLAND, EMPLOYMENT STATISTICS

- Licentiate of Medicine
- Master of Arts (Education)
- Master of Social Sciences
- Master of Arts (Humanities)
- Bachelor and Master of Science (Pharmacy)
- Master of Science (Technology)
- Master of Science (Economics and Business and Administration)
- Researcher level
- Master of Science (Agriculture and Forestry)
- Master of Theology
- Master of Science (Agriculture and Forestry)
- Early childhood ed. teacher
- Master of Arts (Humanities)
- Master of Science
SHARE OF UNEMPLOYED GRADUATES IN THE WORKFORCE AT VARIOUS EDUCATION LEVELS 2004–2018, %

SOURCES: STATISTICS FINLAND, EMPLOYMENT STATISTICS; MINISTRY OF ECONOMIC AFFAIRS AND EMPLOYMENT, EMPLOYMENT SERVICE STATISTICS. 12-MONTH AVERAGE OF THE TOTAL NUMBER OF

- All unemployed
- Licentiate graduates
- Lower level tertiary education
- Higher level tertiary education
- Doctoral graduates
SHARE OF UNEMPLOYED GRADUATES IN THE WORKFORCE IN CERTAIN FIELDS OF EDUCATION IN 2004-2018

SOURCES: STATISTICS FINLAND, EMPLOYMENT STATISTICS; MINISTRY OF ECONOMIC AFFAIRS AND EMPLOYMENT, EMPLOYMENT SERVICE STATISTICS. 12-MONTH AVERAGE OF TOTAL NUMBER OF U

Arts subjects (second-cycle university degree)
Master of Arts (Humanities)
Master of Science
Master of Theology
Master of Social Sciences
Master of Science (Economics and Business and Administration)
Master of Science (Agriculture and Forestry)
Architect
Master of Science (Technology)
Master of Arts (Education)
Bachelor/Master of Laws
Bachelor of Science (Pharmacy)
Early childhood ed. teacher
Licentiate of Dentistry
Licentiate of Medicine
UNIVERSITY OF HELSINKI
CAREER MONITORING
REPORT
GRADUATES OF 2003–2013

Eric Carver
Strategic Services for Teaching

Tuukka Kangas
Institutional Research and Analysis
<table>
<thead>
<tr>
<th>Symbol</th>
<th>Meaning</th>
</tr>
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<tbody>
<tr>
<td>↑</td>
<td>Increase, statistically significant</td>
</tr>
<tr>
<td>↑</td>
<td>Increase, statistically insignificant</td>
</tr>
<tr>
<td>•–•</td>
<td>No change</td>
</tr>
<tr>
<td>↓</td>
<td>Decrease, statistically insignificant</td>
</tr>
<tr>
<td>↓</td>
<td>Decrease, statistically significant</td>
</tr>
<tr>
<td>Year of graduation (survey conducted)</td>
<td>Biological and Environmental Sciences</td>
</tr>
<tr>
<td>--------------------------------------</td>
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</tr>
<tr>
<td>2003 (2008)</td>
<td>83 (71%)</td>
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<tr>
<td>2005 (2010)</td>
<td>72 (52%)</td>
</tr>
<tr>
<td>2007 (2012)</td>
<td>69 (48%)</td>
</tr>
<tr>
<td>2009 (2014)</td>
<td>29 (54%)</td>
</tr>
<tr>
<td>2011 (2016)</td>
<td>39 (36%)</td>
</tr>
<tr>
<td>2012 (2017/2018)</td>
<td>65 (52%)</td>
</tr>
<tr>
<td>2013 (2018)</td>
<td>72 (58%)</td>
</tr>
<tr>
<td>Total</td>
<td>430</td>
</tr>
</tbody>
</table>
## RESPONSE RATES 2/2

<table>
<thead>
<tr>
<th>Year of graduation (survey conducted)</th>
<th>Arts</th>
<th>Educational Sciences</th>
<th>Law</th>
<th>Theology</th>
<th>Social Sciences</th>
<th>University total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003 (2008)</td>
<td>261 (49%)</td>
<td>243 (63%)</td>
<td>110 (50%)</td>
<td>62 (56%)</td>
<td>173 (52%)</td>
<td>1,478 (56%)</td>
</tr>
<tr>
<td>2005 (2010)</td>
<td>217 (48%)</td>
<td>187 (51%)</td>
<td>90 (45%)</td>
<td>85 (52%)</td>
<td>188 (53%)</td>
<td>1,305 (51%)</td>
</tr>
<tr>
<td>2007 (2012)</td>
<td>244 (48%)</td>
<td>216 (52%)</td>
<td>111 (42%)</td>
<td>85 (50%)</td>
<td>187 (54%)</td>
<td>1,425 (50%)</td>
</tr>
<tr>
<td>2009 (2014)</td>
<td>149 (47%)</td>
<td>115 (48%)</td>
<td>76 (42%)</td>
<td>43 (43%)</td>
<td>93 (48%)</td>
<td>794 (45%)</td>
</tr>
<tr>
<td>2011 (2016)</td>
<td>162 (40%)</td>
<td>119 (39%)</td>
<td>82 (34%)</td>
<td>52 (42%)</td>
<td>137 (41%)</td>
<td>917 (38%)</td>
</tr>
<tr>
<td>2012 (2017/2018)</td>
<td>214 (43%)</td>
<td>176 (46%)</td>
<td>68 (29%)</td>
<td>65 (42%)</td>
<td>144 (40%)</td>
<td>1,109 (40%)</td>
</tr>
<tr>
<td><strong>2013 (2018)</strong></td>
<td><strong>239 (42%)</strong></td>
<td><strong>169 (45%)</strong></td>
<td><strong>89 (34%)</strong></td>
<td><strong>70 (42%)</strong></td>
<td><strong>166 (47%)</strong></td>
<td><strong>1,242 (42%)</strong></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,486</strong></td>
<td><strong>1,224</strong></td>
<td><strong>627</strong></td>
<td><strong>462</strong></td>
<td><strong>1,088</strong></td>
<td><strong>8,271</strong></td>
</tr>
</tbody>
</table>
RESPONDENTS

- 76% of the respondents were women (72% of graduates).
- 97% of the respondents were Finnish citizens (94% of graduates).
- The average age of the respondents upon graduation was 30 (that of graduates was also 30).
JOB MARKET SITUATION OF 2013 GRADUATES FIVE YEARS AFTER GRADUATION

- 93% employed, 2% unemployed and 5% outside the workforce
- Share of employed in the workforce: 98%
- Most common employer sectors
  - Companies: 32%
  - Municipality/joint municipal authority: 28%
  - Organisations, foundations, parishes and similar (3rd sector): 12%
  - Universities: 11%
- Most common primary nature of work
  - Teaching or education: 21%
  - Work with clients/patients: 14%
  - Research: 13%
  - Administration, planning and development: 13%
- Median monthly salary: €3,300
### JOB MARKET SITUATION OF 2013 GRADUATES AT THE TIME OF THE SURVEY

<table>
<thead>
<tr>
<th>Share (%)</th>
<th>UH (N = 1,228)</th>
<th>All Finnish universities (N = 5,843)</th>
<th>Other Finnish universities (N = 4,615)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Permanent full-time job</td>
<td>56%</td>
<td>63%</td>
<td>65%</td>
</tr>
<tr>
<td>Fixed-term full-time job</td>
<td>20%</td>
<td>17%</td>
<td>16%</td>
</tr>
<tr>
<td>Part-time job</td>
<td>5%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>Self-employed/entrepreneur/freelancer</td>
<td>3%</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>Several parallel employment contracts</td>
<td>2%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Grant-funded work</td>
<td>3%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Family leave (with employment contract)</td>
<td>4%</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>Subsidised employment/practical training</td>
<td>0.1%</td>
<td>0.1%</td>
<td>0.1%</td>
</tr>
<tr>
<td><strong>Total employed</strong></td>
<td><strong>93%</strong></td>
<td><strong>94%</strong></td>
<td><strong>95%</strong></td>
</tr>
<tr>
<td>Unemployed jobseeker</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>Labour market training or equivalent</td>
<td>0.3%</td>
<td>0.3%</td>
<td>0.2%</td>
</tr>
<tr>
<td><strong>Total unemployed</strong></td>
<td><strong>2%</strong></td>
<td><strong>2%</strong></td>
<td><strong>2%</strong></td>
</tr>
<tr>
<td>Full-time study</td>
<td>3%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>Family leave (without employment contract)</td>
<td>2%</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>Outside the workforce</td>
<td>0%</td>
<td>0.02%</td>
<td>0.02%</td>
</tr>
<tr>
<td>Other</td>
<td>0.7%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td><strong>Total outside the workforce</strong></td>
<td><strong>5%</strong></td>
<td><strong>5%</strong></td>
<td><strong>4%</strong></td>
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# Job Market Situation of 2013 Graduates at the Time of the Survey

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</thead>
<tbody>
<tr>
<td>Permanent full-time job</td>
<td>31%</td>
<td>43%</td>
<td>64%</td>
<td>50%</td>
<td>64%</td>
<td>37%</td>
<td>60%</td>
<td>58%</td>
<td>71%</td>
<td>59%</td>
<td>63%</td>
<td>56%</td>
</tr>
<tr>
<td>Fixed-term full-time job</td>
<td>38%</td>
<td>18%</td>
<td>12%</td>
<td>17%</td>
<td>14%</td>
<td>34%</td>
<td>18%</td>
<td>24%</td>
<td>14%</td>
<td>22%</td>
<td>22%</td>
<td>20%</td>
</tr>
<tr>
<td>Part-time job</td>
<td>4%</td>
<td>18%</td>
<td>9%</td>
<td>6%</td>
<td>2%</td>
<td>15%</td>
<td>3%</td>
<td>3%</td>
<td>1%</td>
<td>6%</td>
<td>0.6%</td>
<td>5%</td>
</tr>
<tr>
<td>Self-employed/entrepreneur/freelancer</td>
<td>3%</td>
<td>11%</td>
<td>0%</td>
<td>4%</td>
<td>2%</td>
<td>2%</td>
<td>7%</td>
<td>0.8%</td>
<td>2%</td>
<td>2%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>Several parallel employment contracts</td>
<td>1%</td>
<td>4%</td>
<td>1%</td>
<td>3%</td>
<td>0%</td>
<td>2%</td>
<td>0%</td>
<td>0.8%</td>
<td>1%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>Grant-funded work</td>
<td>6%</td>
<td>0%</td>
<td>0%</td>
<td>4%</td>
<td>0.6%</td>
<td>1%</td>
<td>4%</td>
<td>5%</td>
<td>0%</td>
<td>3%</td>
<td>2%</td>
<td>3%</td>
</tr>
<tr>
<td>Family leave (with employment contract)</td>
<td>1%</td>
<td>7%</td>
<td>7%</td>
<td>5%</td>
<td>10%</td>
<td>8%</td>
<td>2%</td>
<td>2%</td>
<td>7%</td>
<td>0%</td>
<td>0.6%</td>
<td>4%</td>
</tr>
<tr>
<td>Subsidised employment/practical training</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0.8%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0.1%</td>
</tr>
<tr>
<td><strong>Total employed</strong></td>
<td><strong>85%</strong></td>
<td><strong>100%</strong></td>
<td><strong>93%</strong></td>
<td><strong>89%</strong></td>
<td><strong>93%</strong></td>
<td><strong>99%</strong></td>
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</tr>
<tr>
<td>Unemployed jobseeker</td>
<td>4%</td>
<td>0%</td>
<td>0%</td>
<td>5%</td>
<td>0%</td>
<td>0%</td>
<td>2%</td>
<td>0.8%</td>
<td>0%</td>
<td>2%</td>
<td>1%</td>
<td>2%</td>
</tr>
<tr>
<td>Labour market training or equivalent</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0.4%</td>
<td>0%</td>
<td>0%</td>
<td>0.9%</td>
<td>0.8%</td>
<td>0%</td>
<td>0%</td>
<td>0.6%</td>
<td>0.3%</td>
</tr>
<tr>
<td><strong>Total unemployed</strong></td>
<td><strong>4%</strong></td>
<td><strong>0%</strong></td>
<td><strong>0%</strong></td>
<td><strong>6%</strong></td>
<td><strong>0%</strong></td>
<td><strong>0%</strong></td>
<td><strong>3%</strong></td>
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<td><strong>0%</strong></td>
<td><strong>2%</strong></td>
<td><strong>2%</strong></td>
<td><strong>2%</strong></td>
</tr>
<tr>
<td>Full-time study</td>
<td>6%</td>
<td>0%</td>
<td>6%</td>
<td>3%</td>
<td>2%</td>
<td>0%</td>
<td>2%</td>
<td>3%</td>
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<td>2%</td>
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<td>3%</td>
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<td>0%</td>
<td>2%</td>
<td>5%</td>
<td>1%</td>
<td>1%</td>
<td>0.8%</td>
<td>0%</td>
<td>3%</td>
<td>2%</td>
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<tr>
<td>Outside the workforce</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
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<td>0%</td>
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<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Other</td>
<td>0%</td>
<td>0%</td>
<td>1%</td>
<td>0.4%</td>
<td>0.6%</td>
<td>0%</td>
<td>2%</td>
<td>0%</td>
<td>2%</td>
<td>2%</td>
<td>0%</td>
<td>0.7%</td>
</tr>
<tr>
<td><strong>Total outside the workforce</strong></td>
<td><strong>11%</strong></td>
<td><strong>0%</strong></td>
<td><strong>7%</strong></td>
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<tr>
<td>University of Helsinki (1195)</td>
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</tbody>
</table>

The graph displays information on the graduates of 2013. In brackets, the number of respondents is shown. Maximum 5 options is shown. The rest of the respondents are included in the category 'Other'.
The nature of the duties five years after graduation

Year of graduation: 2013 (1188), 2012 (1043), 2011 (852), 2009 (734), 2007 (1337), 2005 (1220), 2003 (1400)

- Education
- Work with customers/patients
- Planning/development/administrative duties
- Research
- Legal work
- Communications/media
- Management/supervisory duties
- Other

Number of respondents in brackets
Maximum 7 options is shown.
The rest of the respondents are included in the category 'Other'.
The nature of the duties five years after graduation

The graph displays information on the graduates of 2013. In brackets, the number of respondents is shown. Maximum 7 options is shown. The rest of the respondents are included in the category 'Other'.
Salary classification organised according to the median

The graph displays information on the graduates of 2013. In brackets, the number of respondents. The figures include those in full-time employment as well as entrepreneurs/self-employed/freelancers.
Options best describing employment after graduation:

- Several employers, fixed-term contracts or commissions or grant-funded work, few gaps: 39%
- Consecutive employment with the same employer or as an entrepreneur since graduation: 33%
- Various employers and duties, interspersed with gaps, studying or periods of unemployment: 15%

- Has been unemployed at some point after graduation: 33%
- Has been an entrepreneur, freelancer or self-employed: 23%
The best description of the careers of the graduates

Year of graduation

2013 (1232)
- Continuously working for the same employer or as an entrepreneur since graduation: 33%
- Working for several different employers or temporary jobs or assignments or working with a grant. Not many breaks: 39%
- Changing employers or duties, with breaks, studies or periods of unemployment in between: 15%
- Unemployment alternating with occasional temporary jobs, practical training and contract or freelance work: 9%
- Mainly outside the labour force: for example, studies and/or parental leave for most of the time: 7%
- Other: 7%

2012 (1102)
- Continuously working for the same employer or as an entrepreneur since graduation: 34%
- Working for several different employers or temporary jobs or assignments or working with a grant. Not many breaks: 39%
- Changing employers or duties, with breaks, studies or periods of unemployment in between: 15%
- Unemployment alternating with occasional temporary jobs, practical training and contract or freelance work: 7%
- Mainly outside the labour force: for example, studies and/or parental leave for most of the time: 7%
- Other: 7%

2011 (913)
- Continuously working for the same employer or as an entrepreneur since graduation: 38%
- Working for several different employers or temporary jobs or assignments or working with a grant. Not many breaks: 37%
- Changing employers or duties, with breaks, studies or periods of unemployment in between: 13%
- Unemployment alternating with occasional temporary jobs, practical training and contract or freelance work: 7%
- Mainly outside the labour force: for example, studies and/or parental leave for most of the time: 7%
- Other: 7%
The best description of the careers of the graduates

- Agriculture and Forestry (116):
  - Continuously working for the same employer or as an entrepreneur since graduation: 8%
  - Working for several different employers or temporary jobs or assignments or working with a grant. Not many breaks: 7%
  - Unemployment alternating with occasional temporary jobs, practical training and contract or freelance work: 7%
  - Mainly outside the labour force: for example, studies and/or parental leave for most of the time: 9%
  - Other: 11%

- Arts (236):
  - Continuously working for the same employer or as an entrepreneur since graduation: 11%
  - Working for several different employers or temporary jobs or assignments or working with a grant. Not many breaks: 11%
  - Unemployment alternating with occasional temporary jobs, practical training and contract or freelance work: 7%
  - Mainly outside the labour force: for example, studies and/or parental leave for most of the time: 11%
  - Other: 11%

- Biological and Environmental Sciences (72):
  - Continuously working for the same employer or as an entrepreneur since graduation: 11%
  - Working for several different employers or temporary jobs or assignments or working with a grant. Not many breaks: 11%
  - Unemployment alternating with occasional temporary jobs, practical training and contract or freelance work: 7%
  - Mainly outside the labour force: for example, studies and/or parental leave for most of the time: 11%
  - Other: 11%

- Educational Sciences (166):
  - Continuously working for the same employer or as an entrepreneur since graduation: 11%
  - Working for several different employers or temporary jobs or assignments or working with a grant. Not many breaks: 11%
  - Unemployment alternating with occasional temporary jobs, practical training and contract or freelance work: 7%
  - Mainly outside the labour force: for example, studies and/or parental leave for most of the time: 11%
  - Other: 11%

- Law (89):
  - Continuously working for the same employer or as an entrepreneur since graduation: 10%
  - Working for several different employers or temporary jobs or assignments or working with a grant. Not many breaks: 10%
  - Unemployment alternating with occasional temporary jobs, practical training and contract or freelance work: 7%
  - Mainly outside the labour force: for example, studies and/or parental leave for most of the time: 7%
  - Other: 11%

- Medicine (91):
  - Continuously working for the same employer or as an entrepreneur since graduation: 7%
  - Working for several different employers or temporary jobs or assignments or working with a grant. Not many breaks: 7%
  - Unemployment alternating with occasional temporary jobs, practical training and contract or freelance work: 7%
  - Mainly outside the labour force: for example, studies and/or parental leave for most of the time: 7%
  - Other: 11%

- Pharmacy (68):
  - Continuously working for the same employer or as an entrepreneur since graduation: 7%
  - Working for several different employers or temporary jobs or assignments or working with a grant. Not many breaks: 7%
  - Unemployment alternating with occasional temporary jobs, practical training and contract or freelance work: 7%
  - Mainly outside the labour force: for example, studies and/or parental leave for most of the time: 7%
  - Other: 11%

- Science (130):
  - Continuously working for the same employer or as an entrepreneur since graduation: 7%
  - Working for several different employers or temporary jobs or assignments or working with a grant. Not many breaks: 7%
  - Unemployment alternating with occasional temporary jobs, practical training and contract or freelance work: 7%
  - Mainly outside the labour force: for example, studies and/or parental leave for most of the time: 7%
  - Other: 11%

- Social Sciences (166):
  - Continuously working for the same employer or as an entrepreneur since graduation: 7%
  - Working for several different employers or temporary jobs or assignments or working with a grant. Not many breaks: 7%
  - Unemployment alternating with occasional temporary jobs, practical training and contract or freelance work: 7%
  - Mainly outside the labour force: for example, studies and/or parental leave for most of the time: 7%
  - Other: 11%

- Theology (70):
  - Continuously working for the same employer or as an entrepreneur since graduation: 7%
  - Working for several different employers or temporary jobs or assignments or working with a grant. Not many breaks: 7%
  - Unemployment alternating with occasional temporary jobs, practical training and contract or freelance work: 7%
  - Mainly outside the labour force: for example, studies and/or parental leave for most of the time: 7%
  - Other: 11%

- University of Helsinki (1232):
  - Continuously working for the same employer or as an entrepreneur since graduation: 9%
  - Working for several different employers or temporary jobs or assignments or working with a grant. Not many breaks: 9%
  - Unemployment alternating with occasional temporary jobs, practical training and contract or freelance work: 7%
  - Mainly outside the labour force: for example, studies and/or parental leave for most of the time: 9%
  - Other: 11%

- Veterinary Medicine (28):
  - Continuously working for the same employer or as an entrepreneur since graduation: 7%
  - Working for several different employers or temporary jobs or assignments or working with a grant. Not many breaks: 7%
  - Unemployment alternating with occasional temporary jobs, practical training and contract or freelance work: 7%
  - Mainly outside the labour force: for example, studies and/or parental leave for most of the time: 7%
  - Other: 11%

The graph displays information on the graduates of 2013. In brackets number of respondents.
Has been unemployed after graduation


Categories:
- Arts
- Educational Sciences
- Law
- Social Sciences
- Theology
- University of Helsinki
Has worked as an entrepreneur/freelancer after graduation

- Agriculture and Forestry
- Biological and Environmental Sciences
- Medicine
- Pharmacy
- Science
- University of Helsinki
- Veterinary Medicine
Has worked as an entrepreneur/freelancer after graduation

Share

Year of graduation

Arts
Educational Sciences
Law
Social Sciences
Theology
University of Helsinki
Has completed postgraduate research studies after graduation

Year of graduation

Art
Educational Sciences
Law
Social Sciences
Theology
University of Helsinki
Has pursued another university degree

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


Share
### FIVE YEARS IN THE JOB MARKET, 2013

#### GRADUATES BY FACULTY

<table>
<thead>
<tr>
<th>Faculty, number of respondents in brackets</th>
<th>Has been unemployed</th>
<th>Has been an entrepreneur/a freelancer/self-employed</th>
<th>Has done doctoral studies</th>
<th>Has pursued another master’s level university degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biological and Environmental Sciences (69–72)</td>
<td>51%</td>
<td>21%</td>
<td>36%</td>
<td>14%</td>
</tr>
<tr>
<td>Veterinary Medicine (27–28)</td>
<td>15%</td>
<td>75%</td>
<td>18%</td>
<td>7%</td>
</tr>
<tr>
<td>Pharmacy (68–70)</td>
<td>19%</td>
<td>4%</td>
<td>11%</td>
<td>17%</td>
</tr>
<tr>
<td>Arts (230–239)</td>
<td>43%</td>
<td>37%</td>
<td>18%</td>
<td>10%</td>
</tr>
<tr>
<td>Educational Sciences (158–169)</td>
<td>20%</td>
<td>15%</td>
<td>6%</td>
<td>11%</td>
</tr>
<tr>
<td>Medicine (81–91)</td>
<td>11%</td>
<td>20%</td>
<td>18%</td>
<td>4%</td>
</tr>
<tr>
<td>Agriculture and Forestry (110–116)</td>
<td>34%</td>
<td>23%</td>
<td>16%</td>
<td>13%</td>
</tr>
<tr>
<td>Science (125–132)</td>
<td>41%</td>
<td>11%</td>
<td>27%</td>
<td>13%</td>
</tr>
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<td>33%</td>
<td>21%</td>
<td>9%</td>
<td>11%</td>
</tr>
<tr>
<td>Theology (67–70)</td>
<td>43%</td>
<td>19%</td>
<td>9%</td>
<td>11%</td>
</tr>
<tr>
<td>Social Sciences (156–166)</td>
<td>35%</td>
<td>23%</td>
<td>13%</td>
<td>13%</td>
</tr>
<tr>
<td>University of Helsinki (1,179–1,242)</td>
<td>33%</td>
<td>23%</td>
<td>16%</td>
<td>11%</td>
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</tbody>
</table>
CORRELATION BETWEEN EDUCATION AND EMPLOYMENT AMONG 2013 GRADUATES

• Respondents used a six-level scale. The figures include response options 4–6 (fairly satisfied–very satisfied/slightly agree–fully agree).

• Requirements of current job matches well with academic qualifications: 81% of respondents

• Ability to use the knowledge and skills acquired at the University in current job: 84%

• Studies equipped sufficiently for working life: 63%

• Satisfied with the degree from the career perspective: 81%
The requirements of current job correspond well with academic qualifications

The graph displays information on the graduates of 2013.
In brackets number of respondents.
The skills and knowledge I learned at the university can be applied well in my current job

The graph displays information on the graduates of 2013. In brackets, number of respondents.
The studies equipped graduates sufficiently for working life

The graph displays information on the graduates of 2013. In brackets number of respondents.
I would recommend my education to others

The graph displays information on the graduates of 2013. In brackets number of respondents.
The graph displays information on the graduates of 2013. In brackets, the number of respondents.
Overall satisfaction with the degree in terms of career

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Share</th>
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</thead>
<tbody>
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<td>Law (89)</td>
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<td>Medicine (91)</td>
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<td>Pharmacy (70)</td>
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<td>Science (131)</td>
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<td>University of Helsinki (1237)</td>
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<td>Agriculture and Forestry (116)</td>
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<td>Arts (238)</td>
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<tr>
<td>Theology (69)</td>
<td></td>
</tr>
<tr>
<td>Biological and Environmental Sciences (70)</td>
<td></td>
</tr>
</tbody>
</table>

The graph displays information on the graduates of 2013. In brackets, the number of respondents.
Overall satisfaction with the degree in terms of career

The following response options are included in the share: Satisfied, Very satisfied, Slightly satisfied.
Overall satisfaction with the degree in terms of career

The following response options are included in the share: Satisfied, Very satisfied, Slightly satisfied
### CORRELATION BETWEEN EDUCATION AND EMPLOYMENT, 2013 GRADUATES BY FACULTY

<table>
<thead>
<tr>
<th>Faculty, number of respondents in brackets</th>
<th>Requirements of current job matches well with academic qualifications*</th>
<th>Able to use the knowledge and skills acquired at the University in the current job*</th>
<th>Studies equipped sufficiently for working life*</th>
<th>Satisfied with the degree from a career perspective*</th>
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</thead>
<tbody>
<tr>
<td>Biological and Environmental Sciences (64–71)</td>
<td>72%</td>
<td>81%</td>
<td>55%</td>
<td>67%</td>
</tr>
<tr>
<td>Veterinary Medicine (28)</td>
<td>93%</td>
<td>100%</td>
<td>86%</td>
<td>96%</td>
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<td>91%</td>
</tr>
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<td>Arts (224–238)</td>
<td>76%</td>
<td>79%</td>
<td>52%</td>
<td>74%</td>
</tr>
<tr>
<td>Educational Sciences (168–169)</td>
<td>84%</td>
<td>86%</td>
<td>68%</td>
<td>82%</td>
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<tr>
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<td>96%</td>
<td>81%</td>
<td>95%</td>
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<td>72%</td>
<td>79%</td>
<td>57%</td>
<td>76%</td>
</tr>
<tr>
<td>Science (127–131)</td>
<td>85%</td>
<td>87%</td>
<td>66%</td>
<td>85%</td>
</tr>
<tr>
<td>Law (89)</td>
<td>92%</td>
<td>90%</td>
<td>56%</td>
<td>97%</td>
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<td>71%</td>
</tr>
<tr>
<td>Social Sciences (160–166)</td>
<td>83%</td>
<td>85%</td>
<td>57%</td>
<td>80%</td>
</tr>
<tr>
<td>University of Helsinki (1,202–1,237)</td>
<td>81%</td>
<td>84%</td>
<td>63%</td>
<td>81%</td>
</tr>
</tbody>
</table>

*The figures include response options 4–6 (fairly satisfied–very satisfied/slightly agree–fully agree).
### CONNECTION BETWEEN SATISFACTION WITH DEGREE AND OTHER VARIABLES, 2013 GRADUATES

<table>
<thead>
<tr>
<th>Variable</th>
<th>Response*</th>
<th>Share of satisfied(^1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job requirements match education</td>
<td>Yes</td>
<td>90%</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>50%</td>
</tr>
<tr>
<td>Able to use the knowledge and skills acquired at the University</td>
<td>Yes</td>
<td>89%</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>47%</td>
</tr>
<tr>
<td>Education provided sufficient knowledge and skills for employment</td>
<td>Yes</td>
<td>90%</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>36%</td>
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<tr>
<td>Would recommend the education to others</td>
<td>Yes</td>
<td>92%</td>
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<tr>
<td></td>
<td>No</td>
<td>37%</td>
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<tr>
<td>Employers value the degree</td>
<td>Yes</td>
<td>89%</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>36%</td>
</tr>
<tr>
<td>All</td>
<td></td>
<td>81%</td>
</tr>
</tbody>
</table>

\(^1\) Options 4-6 (slightly satisfied/satisfied/very satisfied; slightly agree/agree/fully agree) on a six-level scale

\(^2\) Difference between groups, Z test, finite sample correction factor taken into account
## CONNECTION BETWEEN SATISFACTION WITH DEGREE AND OTHER VARIABLES, 2013 GRADUATES

<table>
<thead>
<tr>
<th>Variable</th>
<th>Response</th>
<th>Shared of satisfied&lt;sup&gt;1&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>Man</td>
<td>82%</td>
</tr>
<tr>
<td></td>
<td>Woman</td>
<td>81%</td>
</tr>
<tr>
<td>Has been unemployed</td>
<td>Yes</td>
<td>70%</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>86%</td>
</tr>
<tr>
<td>Has pursued another university degree</td>
<td>Yes</td>
<td>70%</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>83%</td>
</tr>
<tr>
<td>Has completed postgraduate research studies</td>
<td>Yes</td>
<td>87%</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>80%</td>
</tr>
<tr>
<td>All</td>
<td></td>
<td>81%</td>
</tr>
</tbody>
</table>

<sup>1</sup> Options 4-6 (fairly satisfied/satisfied/very satisfied) on a six-level scale

<sup>2</sup> Difference between groups, Z test, finite sample correction factor taken into account
FACTORS AFFECTING EMPLOYMENT AND PROFESSIONAL SKILLS NEEDS, 2013 GRADUATES

• Most important factors affecting employment*
  • Ability to describe one’s knowledge and skills: 80%
  • Other work experience: 65%
  • Subject combination of degree: 54%

• Most important skill areas in current job:
  • Ability to learn and take in new information
  • Self-direction/initiative
  • Theoretical skills
  • Information seeking
  • Analytical and systematic thinking skills

Share of respondents selecting options 4-6 (4=fairly important, 5=important, 6 =very important).
The factors that have affected employment

The graph displays information on the graduates of 2013. In brackets number of respondents.
### FACTORS AFFECTING EMPLOYMENT, 2013 GRADUATES*

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>86 %</td>
<td>67 %</td>
<td>77 %</td>
<td>78 %</td>
<td>87 %</td>
<td>62 %</td>
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<td>66 %</td>
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</tr>
<tr>
<td>Other work experience</td>
<td>64 %</td>
<td>46 %</td>
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<td>67 %</td>
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<td>46 %</td>
<td>64 %</td>
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<td>69 %</td>
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<td>65 %</td>
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<td>58 %</td>
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<tr>
<td>Contacts/networks</td>
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<td>33 %</td>
<td>57 %</td>
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<td>58 %</td>
<td>49 %</td>
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<tr>
<td>Practical training</td>
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<td>69 %</td>
<td>40 %</td>
<td>38 %</td>
<td>56 %</td>
<td>46 %</td>
<td>48 %</td>
<td>51 %</td>
<td>34 %</td>
<td>57 %</td>
<td>47 %</td>
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<tr>
<td>Other studies/training</td>
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<td>21 %</td>
<td>43 %</td>
<td>42 %</td>
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<td>17 %</td>
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<tr>
<td>International experience</td>
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<td>6 %</td>
<td>33 %</td>
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<td>27 %</td>
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<tr>
<td>Organisational work/hobbies</td>
<td>33 %</td>
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<td>11 %</td>
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<tr>
<td>Activity/profile in social media</td>
<td>20 %</td>
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<td>7 %</td>
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<td>5 %</td>
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<td>19 %</td>
<td>13 %</td>
</tr>
</tbody>
</table>

*Share of options 4–6 total (fairly important/important/very important) on a six-level scale. Color map criteria: the difference to the university share total is 10 % (if the university total share is over 50 %) or 20 % (if the university total share is under 50 %).
Osaamistutka, *Skills radar*, now also in English and Swedish!

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

The graph includes responses with the following limitations:
Graduates of 2013
Number of respondents: 1008-1227
The overall survey response rate increased by two percentage units from the previous year. The increase was five or more percentage units at several faculties.

The graduates of 2013 are in a good job market situation five years after graduating. The share of employed graduates in the workforce is 98%.

However, a third of the graduates have experienced unemployment in the same five-year period. Differences between fields of education are significant.

The most common description of early career stages is as follows: several employers, fixed-term contracts or commissions or grant-funded work, few gaps (39%). A third of the graduates have been in consecutive employment with the same employer or working as an entrepreneur since graduation.

Graduates from the University of Helsinki are primarily satisfied with the quality of their employment and the correlation between their education and employment. They state that their job requirements match their academic education (81%) and that they are able to use the knowledge and skills they have acquired at the University in their job (84%). The majority of the respondents (81%) are also satisfied with their degree from a career perspective. On the other hand, just 63% of graduates feel that their education has provided them with sufficient skills for employment. Differences between faculties are significant.

Satisfaction with one’s degree correlates significantly with perceptions of correlation between education and employment, the ability to use the knowledge and skills acquired during studies in one’s job and the sufficiency of the skills provided by the degree for employment. Respondents who have experienced unemployment or pursued another university degree are more dissatisfied than others with their degree from a career perspective.

From the perspective of professional skills requirements, the University’s education develops several key skills required for expert work, such as theoretical skills, analytical and systematic thinking skills, information acquisition skills, the ability to learn and take in new information, self-direction and initiative. However, the development of several common skills that can be used in various professional roles must be further promoted in academic education. Examples include stress management, cooperation and organisational, project management and negotiation skills. It is also important to draw attention to students’ ability to identify the skills that develop through studies, understand the related potential and verbalise it when seeking a job.
KEY DEVELOPMENT TARGETS IN THE LIGHT OF CAREER-TRACKING RESULTS

⇒ HAVE BEEN TAKEN INTO ACCOUNT IN THE DEVELOPMENT OF EDUCATION, FOR EXAMPLE, DURING THE UNIVERSITY’S DEGREE PROGRAMME REFORM IN 2016

1. Academic education in support of self-direction and self-management skills
   - Planning and assessment of one’s activities and related self-reflection
   - Self-direction and initiative
   - Ability to learn and take in new information, and to apply and verbalise what one has learned
   - Skills in recognising, handling and managing stress

2. Educational solutions in support of the development of transferable key specialist skills
   - Cooperation, presentation and networking skills
   - Organisational, negotiation and project management skills

3. Reinforcement of support for students’ career planning in degree programmes (teaching, guidance and supervision)
   - Ability to recognise, verbalise and communicate about one’s skills (⇒ relevance for employment, see Tuononen 2019)
   - Knowledge of the changing job market and various career options

4. Reinforcement of employer connections in education
   - Study-related practical training, project studies, alumni activities, other cooperation with professional organisations