



EUROPEAN
Higher Education Area

**National Report regarding the Bologna
Process implementation
2009-2012**

Sweden

Part 1.0 BFUG Data Collection: administrative information

For which country do you fill in the questionnaire?

Sweden

Name(s) of the responsible BFUG member(s)

Email address of the responsible BFUG member(s)

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Contributors to the report

Government representatives = X

Contributors to the report

Employer representatives =

Contributors to the report

Student representatives = X

Contributors to the report

Academic and other staff representatives = X

Contributors to the report

Other (please specify) = National agency for LLP, Quality Assurance Agency

Part 1.1 BFUG Data Collection on Context and Structures

1. Do your steering documents for higher education policy explicitly take account of demographic projections for your country?

Yes

2. How do these projections affect higher education policy planning?

The share of 19-21 year olds in the Swedish population is currently very high. Combined with the situation on the labour market, this has motivated extra investments from the Government in education. However, the share of 19-21 year olds will decrease in a couple of years and HEIs will have to take this into account in their planning. HEIs have substantial freedom in allocating the resources internally.

3. Which of the following statements correspond to your higher education system?

- Higher education institutions can be either academically or professionally oriented
- Higher education institutions are only academically oriented
- Higher education institutions are either public or private Most private HEIs are very small. All private HEIs receive public funding. The vast majority of students attend public HEIs.
- All higher education institutions are public
- Comment: All HEIs have both general and professional academic programmes.

4. What is the number of institutions in the categories identified?

52

5. GENERAL DATA ON HIGHER EDUCATION SYSTEMS

5.1. Please provide the (approximate) percentages of first cycle study programmes across the following categories:

180 ECTS = 88

240 ECTS = 0

Other number of ECTS = 12

5.2. Please provide the (approximate) percentage of the total number of first cycle students enrolled in programmes of the following length:

180 ECTS = 69

240 ECTS = 0

Other number of ECTS = 31

5.3. Do degree programmes exist outside the typical Bologna 180-240 ECTS first cycle model (and/or calculated in years rather than credits)?

These may include integrated/long programmes leading either to a first or a second cycle degree.

Yes

5.4. In which study fields do these study programmes exist?

All study programmes in Sweden are calculated in credits. General qualifications: Higher Education Diploma, and Higher Education Diploma in fine, applied and performing arts. Professional qualifications: Higher Education Certificate in Folk High School Education; Higher Education Diplomas in Dental Hygiene, Military Studies, Veterinary Nursing, Equine Science, Agricultural and Rural Management, Forest Management as well as Horticultural Management. However, there are a number of longer programmes leading to professional qualifications. These programmes involve first-cycle courses as well as second-cycle courses. The degree as such is placed in the second cycle. You cannot receive a first cycle degree after the initial years, although these contain first cycle courses. You can only receive a second cycle degree after these programmes. However, all these programmes follow all other Bologna characteristics such as learning outcomes, progression between cycles, ECTS, etc. Examples of these longer, professional qualifications programmes are dentist, doctors of medicine (MD), architect, teacher, diploma engineer.

5.5. What is the typical length of these degree programmes outside the Bologna 180-240 ECTS model?

* Typical length of the shorter programmes: 120 credits * Typical length of the longer programmes: 300 credits

5.6. What (approximate) percentage of all students studying for a first degree (including students enrolled in the Bologna cycle structures) is enrolled in these programmes?

31

5.7. Please provide the (approximate) percentage of second cycle (master) programmes of the following length:

60-75 ECTS = 15

90 ECTS = 8

120 ECTS = 74

Other = 3

5.8. Please provide the percentages of the total number of second cycle students enrolled in programmes of the following length.

60-75 ECTS = 35

90 ECTS = 15

120 ECTS = 48

Other = 2

5.9. Do second cycle degree programmes exist in your country *outside* the typical Bologna model (i.e. other than 60-120 ECTS and/or calculated in years rather than credits)?

No

5.10. What is the typical length of these second cycle programmes outside the typical Bologna model?

5.11. What percentage of all second cycle students is enrolled in these programmes?

52

5.12. In which study fields to these programmes exist?

Se above

5.13. Please provide any additional relevant comments for consideration regarding general data on your country's higher education system.

See above about the longer, consecutive programmes, that include both first cycle and second cycle courses. The degree is placed in the second cycle.

6. PROGRESSION BETWEEN CYCLES

6.1. What percentage of first cycle programmes give access to at least one second cycle programme?

>75%-<100%

There is a small number of first cycle programmes that are only two years/120 credits. However, these can be complemented so that students can have access to the second cycle.

6.1.1. Please provide a source for this information.

The Higher Education Ordinance.

6.2. What percentage of first cycle students continue to study in a second cycle *programme* after graduation from the first cycle (within two years)?

>25-50 %

In addition to this group, there are the students who are in a long, integrated programme (see above).

6.2.1. Please provide the source for this information.

Statistics Sweden (SCB)

6.3. What are the requirements for holders of a first cycle degree to access a second cycle programme?

All students (Scale 1) Yes No Some No answer

All students (Scale 2) Yes No Some No answer

Holders of a first degree from a different study field (Scale 1) Yes No Some No answer

Holders of a first degree from a different study field (Scale 2) Yes No Some No answer

Holders of a first degree from a different higher education institution (Scale 1) Yes No Some No answer

Holders of a first degree from a different higher education institution (Scale 2) Yes No Some No answer

6.3.1. When you selected 'some' in any of the answers above, please explain.

A first cycle qualification is sufficient in principle to access the second cycle, but the number of credits in the field chosen for the second cycle may not be sufficient.

6.4. What percentage of all second cycle programmes give access without further studies to third cycle studies?

100 %

6.4.1. Please provide a source for this information.

The Higher Education Ordinance.

6.5. What percentage of second cycle graduates eventually enter into a third cycle programme?

Approximately 6%.

6.6. Is it possible for first cycle graduates to enter a third cycle programme without a second cycle degree?

Yes, for some graduates

6.6.1. Under which criteria is this possible?

The earlier system (pre July 1 2007) allowed direct access from first cycle to third cycle. Transitional rules are valid up until and including 2015. Validation is also possible. If a holder of a first cycle degree has completed second cycle courses to a minimum of 60 ECTS, no second cycle degree is needed for access to the third cycle.

6.7. What percentage of third cycle students enter into that cycle without a second cycle qualification?

0%

National statistical data are not sufficiently comprehensive to answer this question.

6.8. Please provide any additional relevant comments for consideration regarding the progression between cycles.

Decisions on admission to second and third cycle are the responsibility of the individual HEI. Therefore, local (HEI) rules and requirements may differ. However, there is national legislation setting up the framework defining the scope of manoeuvre of HEIs. The individual HEI can demand more to accept a student to a second cycle programme. For instance, most HEIs require nurses (who have a first cycle qualification) to have a year's practical experience before they can be accepted at a specialisation programme (which is a second cycle programme). Access to second cycle studies requires a first cycle qualification, while access to third cycle studies requires either a second cycle qualification or a corresponding number of credits from second cycle courses. If first cycle studies do not include a sufficient number of credits in the field chosen for the second cycle, additional credits may be required.

7. LINKING BOLOGNA AND NON-BOLOGNA PROGRAMMES

7.1. Is access to degree programmes outside the typical Bologna model organised in a different manner than for Bologna first cycle programmes?

No

7.1.1. Please explain the differences.

7.2. Is access to the second cycle specifically regulated for students holding a degree from a programme outside the typical Bologna model?

No

7.2.1. Please specify how it is regulated.

7.3. Is it possible for graduates of a first cycle degree outside the typical Bologna model to enter a third cycle programme without a second cycle degree?

Yes, for some graduates of these programmes

7.3.1. Please specify for which graduates.

Please see above, answer to question "Is it possible for first cycle graduates to enter a third cycle programme without a second cycle degree?"

8. DEVELOPMENT OF THIRD CYCLE PROGRAMMES

8.1. What types of doctoral programmes exist in your higher education system? (These may include, but are not restricted to, traditional supervision-based doctoral education, structured doctoral programmes, professional doctoral programmes etc).

The Higher Education Ordinance only describes two third cycle qualifications (general and in the fine, applied and performing arts, respectively) and one set of admission rules. The decision to admit and examine students is made by a university, or university college with specific rights. The actual studies may be carried out at the HEI, at a research institute, in industry etc. Doctoral education is organised through structured doctoral programmes at HEIs.

8.2. Do doctoral and/or graduate schools exist in your higher education system?

Yes

8.2.1. What are the main features of these schools and how many doctoral schools are there?

They have a clear organisation, put a lot of effort into supervision, taught elements are decided beforehand and courses are frequently shared by departments within an HEI or between HEIs. There are 16 national doctoral schools set up and paid for by the Government. However, the majority of the doctoral candidates are within structured programmes organised by HEIs.

8.3. Is the length of full-time third cycle (PhD) study programmes defined in your steering documents?

Yes

8.3.1. Please specify the number of years.

Four years.

8.3.2. What is the average length (in years) of full-time third cycle (PhD) study programmes?

4

8.4. Are doctoral studies included in your country's qualifications framework?

Yes

8.5. Are ECTS credits used in doctoral programmes?

Yes

8.6. Please provide any additional relevant comments for consideration regarding development of third cycle programmes.

In the Swedish Higher Education Ordinance there are two third cycle qualifications. In addition to the four-year Doctoral degree, there is a two-year degree, the Licentiate degree.

9. TREATMENT OF SHORT CYCLE HIGHER EDUCATION PROGRAMMES

9.1. In your system, do short cycle programmes linked to the first cycle of higher education exist?

Yes

9.2. How are short cycle higher education programmes linked to the Bologna structures? Please tick the most appropriate case(s) for your country.

Holders of short cycle qualifications when continuing their studies in the same field towards a bachelor degree....

- gain full credit for their previous studies
- gain full credit, but only if there is agreement between the institution providing the short cycle programme and the institution where the bachelor programme is taught
- gain full credit for their previous studies but in professional bachelor programmes only
- gain substantial (>50%) credit for their previous studies

- gain some (<50%) credit for their previous studies
- gain little (<5%) or no credit for their previous studies

9.3. Are short cycle programmes legally considered to be an integral part of your higher education system?

Yes, part of higher education

9.4. Please provide any additional relevant comments for consideration regarding the treatment of short cycle higher education programmes.

10. INTERNATIONAL JOINT DEGREES AND PROGRAMMES

10.1. Does national higher education legislation mention joint degrees?

Yes

10.1.1. Please provide a reference to the legislation and/or cite the relevant articles.

The Higher Education Act.

10.2. Does higher education legislation allow:

- | | | | | |
|-------------------------------|--------------------------------------|--------------------------|---|---|
| Establishing joint programmes | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> Legislation not clear | <input type="radio"/> Legislation doesn't mention joint degrees |
| | <input type="radio"/> No answer | | | |
| Awarding joint degrees | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> Legislation not clear | <input type="radio"/> Legislation doesn't mention joint degrees |
| | <input type="radio"/> No answer | | | |

10.3. Please estimate the percentage of institutions in your country that award joint degrees / are involved in at least one joint programme.

- | | | | | | | |
|---------------------------------|--|--------------------------------|--------------------------------|---|-------------------------------|---|
| Award joint degrees | <input type="radio"/> > 75-100% | <input type="radio"/> > 50-75% | <input type="radio"/> > 25-50% | <input type="radio"/> > 10-25% | <input type="radio"/> > 5-10% | <input checked="" type="radio"/> > 0-5% |
| | <input type="radio"/> 0% <input type="radio"/> No answer | | | | | |
| Participate in joint programmes | <input type="radio"/> > 75-100% | <input type="radio"/> > 50-75% | <input type="radio"/> > 25-50% | <input checked="" type="radio"/> > 10-25% | <input type="radio"/> > 5-10% | <input type="radio"/> > 0-5% |
| | <input type="radio"/> 0% <input type="radio"/> No answer | | | | | |

10.4. Please estimate the percentage of students in your country that graduated in the academic year 2009/10 ...

- | | | | | | | | |
|------------------------|-----------------------------|---------------------------------|--------------------------------|--------------------------------|--|-------------------------------------|---------------------------------|
| with a joint degree | <input type="radio"/> < 10% | <input type="radio"/> > 7.5-10% | <input type="radio"/> > 5-7.5% | <input type="radio"/> > 2.5-5% | <input type="radio"/> > 0 -2.5% | <input checked="" type="radio"/> 0% | <input type="radio"/> No answer |
| from a joint programme | <input type="radio"/> < 10% | <input type="radio"/> > 7.5-10% | <input type="radio"/> > 5-7.5% | <input type="radio"/> > 2.5-5% | <input checked="" type="radio"/> > 0 -2.5% | <input type="radio"/> 0% | <input type="radio"/> No answer |

10.5. Do you have information about study fields in which joint programmes / joint degrees are most common?

No

10.5.1. Please explain briefly.

10.6. Please provide any additional relevant comments for consideration regarding your joint degrees and programmes.

It has only been possible to award joint degrees since January 1, 2010. Therefore, there is no available information on the number of degrees. However, SE HEIs participate in joint programmes and are very active in, for example, Erasmus Mundus.

Part 1.2 BFUG Data Collection on student-centred learning

1. Do your steering documents mention the concept of student -centred learning?

Yes

1.1. How do steering documents in your country define student-centred learning in higher education?

The Government Bill Ny värld - ny högskola, prop. 2004/05:162, states that student-centered learning should be at the core of education programmes and courses. Learning outcomes are defined in the System of Qualifications in the Higher Education Ordinance. The HEIs are responsible for refining the student-centered learning and learning outcomes.

1.2. How important ('1' not important, '5' very important) are the following categories in your steering documents and national policies?

- | | | | | | | | | | | |
|--|-----------------------|---|----------------------------------|---|----------------------------------|---|-----------------------|---|----------------------------------|---|
| Independent learning | <input type="radio"/> | 1 | <input type="radio"/> | 2 | <input type="radio"/> | 3 | <input type="radio"/> | 4 | <input checked="" type="radio"/> | 5 |
| Learning in small groups | <input type="radio"/> | 1 | <input checked="" type="radio"/> | 2 | <input type="radio"/> | 3 | <input type="radio"/> | 4 | <input type="radio"/> | 5 |
| Initial or in-service training in teaching for staff | <input type="radio"/> | 1 | <input type="radio"/> | 2 | <input checked="" type="radio"/> | 3 | <input type="radio"/> | 4 | <input type="radio"/> | 5 |
| Assessment based on learning outcomes | <input type="radio"/> | 1 | <input type="radio"/> | 2 | <input type="radio"/> | 3 | <input type="radio"/> | 4 | <input checked="" type="radio"/> | 5 |
| Recognition of prior learning | <input type="radio"/> | 1 | <input type="radio"/> | 2 | <input type="radio"/> | 3 | <input type="radio"/> | 4 | <input checked="" type="radio"/> | 5 |
| Learning outcomes | <input type="radio"/> | 1 | <input type="radio"/> | 2 | <input type="radio"/> | 3 | <input type="radio"/> | 4 | <input checked="" type="radio"/> | 5 |
| Student/staff ratio | <input type="radio"/> | 1 | <input type="radio"/> | 2 | <input checked="" type="radio"/> | 3 | <input type="radio"/> | 4 | <input type="radio"/> | 5 |
| Student evaluation of teaching | <input type="radio"/> | 1 | <input type="radio"/> | 2 | <input type="radio"/> | 3 | <input type="radio"/> | 4 | <input checked="" type="radio"/> | 5 |

1.3. Are there any other important concepts on student-centred learning in your steering documents?

Yes

1.4. Please specify.

The Higher Education Act as well as the System of Qualifications in the Higher Education Ordinance, state that all learning outcomes should be focusing on students' knowledge, skills and abilities.

2. Please provide a reference for your steering documents covering student-centred learning.

The Government Bill Ny värld - ny högskola, prop. 2004/05:162, the Higher Education Act and the System of Qualifications in the Higher Education Ordinance.

3. Please provide any additional relevant comments for consideration regarding the student-centred learning.

4. LEARNING OUTCOMES

4.1. Are learning outcomes defined in your national steering documents? If so, please provide the definition.

The Government Bill Ny värld - ny högskola, prop. 2004/05:162, describes the core principle of learning outcomes as: the planning of educational programmes and courses must be based on descriptions of the skills students are expected to have acquired at the end of the programme or course.

4.2. Are ECTS credits linked with learning outcomes in higher education programmes in your country?
(This means that learning outcomes are formulated for all programme components and credits are awarded only when the stipulated learning outcomes are actually acquired.)

In all programmes

4.3. Does national policy steer and/or encourage the use of learning outcomes in developing curricula?

Yes, this is done through advisory measures (guidelines, recommendations etc)

4.3.1. Does your country provide specific support measures on the national level?

The National Bologna Expert Group receives complementary funding from the Government.

4.4. Does national policy steer student assessment procedures to focus on learning outcomes?

Yes, this is done through advisory measures (guidelines, recommendations etc)

4.5. Is there an offer of training programmes on topics such as student-centred learning and learning outcomes for academic staff?

- Compulsory Yes for all academic staff Yes for some academic staff No No answer
- Voluntary Yes for all academic staff Yes for some academic staff No No answer

4.5.1. Please specify for whom and give approximate % that participate.

4.6. Is the use of learning outcomes in curricula development and student assessment monitored by Quality Assurance procedures?

Yes

4.6.1. Please explain how, and provide a reference to further information.

External QA (by the Swedish National Agency for Higher Education) focuses on achieved learning outcomes. The report "The Swedish National Agency for Higher Education's quality evaluation system 2011-2014" is enclosed for reference.

4.6. Please provide any additional relevant comments for consideration regarding learning outcomes.

5. IMPLEMENTATION OF THE EUROPEAN CREDIT TRANSFER AND ACCUMULATION SYSTEM (ECTS)

5.1. In your country, do you use

a national credit system compatible with ECTS

5.1.1. Please provide details of how it is linked to ECTS (when applicable) and its main characteristics (e.g. how credits are calculated and whether the system is based on learning-outcomes).

1,5 credits approximately corresponds to one week of study. One academic year equals 40 weeks full time, 60 ECTS credits.

5.2. In your country, what percentage of higher education institutions use ECTS for accumulation and transfer for all elements of study programmes?

100%

5.3. In your country, what percentage of programmes use ECTS for accumulation and transfer for all elements of study programmes?

100%

5.4. In the majority of higher education institutions and/or programmes, what is the basis to award ECTS in your country?

Combination of learning outcomes achieved and student workload

5.4.1. Please specify.

5.4.2. For student workload, is there a standard measure for the number of hours per credit?

Yes

5.4.3. What is the number of hours per credit?

27

5.4.4. What is the number of student teacher contact hours per credit?

5.4.5. Please provide any additional relevant comments for consideration regarding ECTS implementation.

There are learning outcomes defined nationally for qualifications. Each HEI defines what learning outcomes must be achieved at what intervals. In addition, student workload is defined by length of study: one week of full-time study corresponds to 1,5 credits. This is a guideline and HEIs have the autonomy to plan and structure the educational programmes and courses. Thus, there may be differences in actual workload.

6. DIPLOMA SUPPLEMENT

6.1. Is the Diploma Supplement issued in higher education institutions and to students in all fields of study?

- | | | | | | | |
|----------------------------|---|--------------------------------------|--------------------------------------|-------------------------------------|-------------------------------------|---------------------------------|
| All students | <input checked="" type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs | <input type="radio"/> 0% | <input type="radio"/> No answer |
| Some students | <input type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs | <input checked="" type="radio"/> 0% | <input type="radio"/> No answer |
| Upon request | <input type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs | <input checked="" type="radio"/> 0% | <input type="radio"/> No answer |
| In certain fields of study | <input type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs | <input checked="" type="radio"/> 0% | <input type="radio"/> No answer |
| No students | <input type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs | <input checked="" type="radio"/> 0% | <input type="radio"/> No answer |

6.1.1. Please identify those fields.

6.1.2. Please specify to which students.

6.2. Is there any monitoring of how employers use the Diploma Supplement?

Yes

6.2.1. Please provide the most recent results regarding the level of satisfaction of employers.

According to a survey conducted by The International Programme Office for Education and Training and The Confederation of Swedish Enterprise among 1000 employers only 10 percent of the private employers and 16 percent of the public employers were familiar with the Diploma Supplement. However, among the employers that knew about the Diploma Supplement, 72 percent of the public and 38 percent of the private employers was of the opinion that it helped in understanding a degree.

6.3. Is there any monitoring of how higher education institutions use the Diploma Supplement?

No

6.3.1. Please provide the most recent results regarding the level of satisfaction of institutions.

6.4. In what language(s) is the Diploma Supplement issued?

English

6.5. Is the Diploma Supplement issued

free of charge

6.5.1. Please provide the amount and the reason for the fee.

6.6. Please provide an example of your national Diploma Supplement (in pdf or similar format) and send it to data.collectors@chea.info

6.7. Please provide any additional relevant comments for consideration regarding your diploma supplement.

Diploma Supplement has been issued since 2003. The format was developed in cooperation with "Ladok", the national system used for documentation of academic information at higher education institutions in Sweden. This system, together with regulations issued by the Swedish National Agency for Higher Education, ensures uniformity of the issued diploma supplements.

7. NATIONAL QUALIFICATIONS FRAMEWORKS (NQFs)

7.1. Have you started the process to develop a National Qualification Framework in your country?

Yes

7.2. The BFUG working group on qualification frameworks has developed the following steps to assess the progress made in establishing a national qualification framework.

Please choose below the stage that best describes your national situation.

9. Qualifications have been included in the NQF

The certification process is under way.

7.2.1 Please provide the date when the step was completed.

18.11.2008

7.2.2. Please provide a reference for the decision to start developing a NQF.

The Swedish National Agency for Higher Education was given the assignment in the Government's public service agreement for 2007.

7.2.3. Please provide a reference outlining the purpose of the NQF.

7.2.4. Please provide a reference to a document establishing or outlining the process of NQF development. Please also report, which stakeholders have been identified and which committees have been established.

7.2.5. Please provide a reference describing the agreed level structure, level descriptors and credit ranges.

7.2.6. Please provide a reference outlining the form and the results of the consultation. Please provide a reference for the design of the NQF as agreed by the stakeholders.

7.2.7. Which stakeholders have been consulted and how were they consulted?

7.2.8. Please provide a reference document for the adoption of the NQF.

7.2.9. Are ECTS included in the NQF?

Please choose..

7.2.10. Please provide a reference for the decision to start the implementation of the NQF, including a reference to the roles of the different stakeholders.

7.2.11. Please provide a reference for the redesign of study programmes based on learning outcomes.

7.2.12. Please provide a reference outlining how qualifications have been included in the NQF.

"Nationell referensram för examina" Reviderad oktober 2010 (reg nr 12-5202-10). English version on www.hsv.se.

7.2.13. Please provide a reference to the self-certification report.

7.3. Does a website exist in your country on which the National Qualification Framework can be consulted?

Yes

7.3.1. Please provide the link to that website.

www.hsv.se

8. RECOGNITION OF QUALIFICATIONS

8.1. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of academic study and work in your country?

- Recognition for academic study
- Higher education institution
 - Central government authority (e.g. ministry)
 - Regional government authority (e.g. ministry)
 - National ENIC/NARIC centre
 - Regional/local specialised independent institution
 - Social partner organisation (employers' organisation, trade union etc)
 - Individual employers
 - Other
 - No answer
- Recognition for professional employment
- Higher education institution
 - Central government authority (e.g. ministry)
 - Regional government authority (e.g. ministry)
 - National ENIC/NARIC centre
 - Regional/local specialised independent institution
 - Social partner organisation (employers' organisation, trade union etc)
 - Individual employers
 - Other
 - No answer

8.1.1. Please specify.

There are various national “competent authorities” that recognize the qualifications of regulated professions in accordance with EU/EEA directive 2005/36/EC. For non-regulated professions individual employers decide on recognition. The Department of Qualifications Recognition at the Swedish National Agency for Higher Education issues assessment statements for purpose to facilitate entry into employment.

8.2. Which of the following statements is specified in national legislation?

Recognition of qualification provided that no substantive differences can be proven

Foreign higher education has to be recognized according to the Lisbon convention provided that no substantive differences can be proven.

8.2.1. Please provide a reference to the relevant legislation.

Higher Education ordinance, chapter 6 Section 6 If a student at a higher education institution in Sweden has successfully completed a higher education course or study programme, she or he is entitled to transfer the credits awarded for a course or study programme at another higher education institution. This does not apply, however, if there is a substantial difference between these courses or study programmes. The same applies for students who have successfully completed a course or study programme: 1. at a university or higher education institution in Denmark, Finland, Iceland or Norway or a signatory to the Council of Europe's Convention of 11 April 1997 on the Recognition of Qualifications concerning Higher Education in the European Region (Swedish Treaty Series 2001:46), or 2. at Nordiska högskolan för folkhälsovetenskap (NHV — The Nordic School of Public Health). Section 7 A student is entitled to transfer credits from a course or study programme other than that laid down in Section 6 if the nature and extent of the knowledge and skills cited by the student are such that they correspond on the whole to the course or study programme for which the credits are to be recognised. A student may also be given credit for corresponding knowledge and skills acquired in a vocational or professional capacity.

8.3. What measures exist to ensure that these legal statements are implemented in practice?

To some extent, the Dept of Legal Affairs at the Swedish National Agency for Higher Education follows up on implementation. Applicants have right to appeal negative decisions to the Higher Education Appeals Board. This right constitutes our strongest

measure.

8.4. Do higher education institutions typically:

Other

8.4. Do higher education institutions typically:

See answer to the last question.

8.5. Are higher education institutions' recognition policy and practice typically evaluated in external Quality Assurance processes?

No

8.5.1. Please explain.

8.6. What measures exist to ensure that higher education institutions have fair recognition procedures for study and training periods abroad?

Periodical follow-up by the Agency's Legal dept, but it does not constitute a strong measure. The Department for Qualification Recognition of the Swedish Agency for Higher Education maintains an information portal for higher education institutions which includes guidelines for recognition of qualifications from specific countries.

8.7. Please provide any additional relevant comments for consideration regarding your system of recognition of qualifications.

The Department of Qualifications Recognition at the Swedish National Agency for Higher Education is the Swedish ENIC/NARIC office and in this capacity • supports higher education institutions with the expertise required for recognition of higher education qualifications from abroad • acts also as a contact point for directive 2005/36/EC • is responsible for implementation of Diploma Supplement in Sweden The Higher Education Appeals Board, an independent body within the Agency, is responsible for hearing appeals about decisions reached within the higher education sector and post-secondary education and training. The Board is the final appeal body and its decisions may not be challenged. Explanation to "Other" in previous question: 1.Periods of study: Decisions on whether elective courses can be included in the requirements for a qualification will be made by a central body within the HEI. Recognition by substitution of courses etc. within a student's required coursework will be decided at a lower level. 2.Admission decision are made at a central level.

Part 1.3 BFUG Data Collection on Quality Assurance

1. CHARACTER OF EXTERNAL QUALITY ASSURANCE SYSTEM

1.1. Which situation applies in your country?

A government-dependent agency or ministry has responsibility for quality assurance.

1.1.1. Please explain the main elements of your external quality assurance system. Which ministry or government-dependent agency is responsible for quality assurance? How is this responsibility managed in practice? If there are external evaluations of institutions and/or programmes, by whom are these evaluations undertaken, how often, and how are the outcomes of evaluation used?

The Swedish National Agency for Higher Education is responsible for external quality assurance of higher education. The operations of the Agency are subject to instructions from the Swedish Government. The Government's annual public service agreement stipulates the direct government funding allocated to the Agency as well as the targets to be reached, specific tasks to be undertaken and how the results of activities must be reported.

1.1.2. Please explain the main elements of your external quality assurance system (if it exists). If there is no system of quality assurance, please state this explicitly.

1.2. What are the main outcomes of an external review undertaken by the different QA agencies?

Please choose..

1.3. What is the main outcome of an external review?

A decision granting permission for the institution or programme to operate, or that is a pre-requisite for the institution or programme to operate

1.4. Does the outcome of an external review normally have an impact on the funding of the institution or programme?

Yes

1.4.1. Please specify the normal impact of an external review.

A new quality evaluation system is introduced in 2011. A small proportion of the funding allocated by the government will be based on the results of the evaluation.

1.5. Does the agency cover:

All higher education institutions

1.5.1. Collectively, do the agencies cover:

Please choose..

1.6. What is the main "object" of the external evaluations undertaken?

Programmes

1.6.1. Are all institutions subject to external evaluation?

Please choose..

1.6.1.1. Please specify

1.6.2. Are all programmes in all cycles subject to external evaluation?

No

1.6.2.1. Please specify

Everything is evaluated, including subject areas, except for a minority of higher education diploma programmes and short programmes (normally comprising two years' study). Also, newly established programmes are exempted.

1.6.3. Are all institutions and all programmes subject to external evaluation?

Please choose..

1.6.3.1. Please specify

1.7. How are the positive outcomes of Quality Assurance evaluations made available to the public?

The results are published in reports as well as on the web site of the Swedish National Agency for Higher Education.

1.8. How are the negative outcomes of Quality Assurance evaluations made available to the public?

The results are published in reports as well as on the web site of the Swedish National Agency for Higher Education.

1.9. Which of the following issues are typically included in external quality assurance evaluations?

- Teaching Teacher qualifications
- Student support services
- Lifelong Learning provision
- Research
- Employability
- Internal Quality Assurance/Management system
- Other (please specify) Achieved learning outcomes and to some extent students' preconditions.

1.9.1. For those issues that are typically included in external Quality Assurance evaluation, please briefly explain the approach.

In the new quality evaluation system starting in 2011, the Swedish National Agency for Higher Education will evaluate the results of courses and programmes. 'Results' refers to how well the specific courses and programmes comply with the requirements laid down in the Higher Education Act and the qualification descriptors in the ordinances that are linked to it. The Agency will assess to what extent students' achieved learning outcomes correspond to the intended learning outcomes.

1.10. Please provide any additional relevant comments for consideration regarding your external Quality Assurance system.

The evaluations will be carried out by external assessment panels that include both subject experts and representatives of students and the labour market. Their appraisals are based on the students' independent projects (degree projects), the higher education institution's own self-evaluations, questionnaires sent to previous students and the students' impression of the outcomes of their

courses and programmes in relationship to the outcomes laid down in the qualification descriptors. The students' independent projects together with the learning outcomes accounted for in the self-evaluations provide the main basis for the overall evaluations. A three-grade scale is used for these overall evaluations and a small proportion of the funding allocated by the government will be based on them. Since no evaluation has been concluded as of March 2011, funding has not yet been effected. Courses and programmes that fail to meet the quality requirements for higher education may receive conditional extension of their degree awarding powers. After one year the Agency will conduct a review of this conditional extension and then decide whether or not this entitlement should be revoked completely.

2. CROSS-BORDER EVALUATION

2.1. Does your national quality assurance system or legislative framework allow higher education institutions to choose a quality assurance agency from outside your country (instead of your national quality assurance agency)?

No

2.1.1. If some institutions are able to choose, please specify which ones.

2.1.2. If no, please go to section XVII.

2.2. Which conditions apply to the choice of a quality assurance agency from another country?

Other (please specify)

Since HEIs cannot choose QA agencies from outside the country, no conditions can be specified.

2.3. Please provide any additional relevant comments for consideration regarding Cross-Border Evaluation.

The Swedish National Agency for Higher Education has been involved in several European and Nordic initiatives related to the development of evaluation methodologies of joint programmes. Reports are available on the ENQA website, as well as on the websites of NOQA and ECA. See http://www.nokut.no/Documents/NOQA/Reports/2009_NOQA_Joint_Masters_Programmes.pdf

3. EVALUATION OF THE EXTERNAL QUALITY ASSURANCE SYSTEM AGAINST THE STANDARDS AND GUIDELINES FOR QUALITY ASSURANCE IN THE EUROPEAN HIGHER EDUCATION AREA (ESG)

3.1. Has the agency been evaluated against the European Standards and Guidelines?

- Yes, for the purpose of ENQA membership
- Yes, for an application to EQAR
- Yes, independently of ENQA/EQAR
- Such an evaluation is planned but has not yet taken place
- No

3.2. If an evaluation has been conducted, was the application successful?

Yes.

4. INVOLVEMENT OF STAKEHOLDERS IN EXTERNAL QUALITY ASSURANCE

4.1. Is there a formal requirement that students are involved in any of the following? For each answer, please specify the relevant source.

- Student involvement in governance structures of national quality assurance agencies
- As full members in external review teams
- As observers in external review teams
- In the preparation of self evaluation reports
- In the decision making process for external reviews
- In follow-up procedures
- Other, please specify

4.2. Is there a formal requirement that international peers/experts are involved in any of the following:

- In governance structures of national QA agencies
- As full members in external review teams
- As observers in external review teams
- In the decision making process for external reviews
- In follow-up procedures
- Other (please specify)

4.3. Is there a formal requirement that academic staff are involved?

- In governance structures of national QA agencies
- As full members in external review teams
- As observers in external review teams
- In the preparation of self evaluation reports
- In the decision making process for external reviews
- In follow-up procedures
- Other (please specify)

4.4. Are there any formal requirements regarding the involvement of employers in external QA processes.

Yes

It is stated in the Government bill, establishing the new system, that the view of employers should be taken into account through reference groups and making them part of peer review teams.

4.5. Please provide any additional relevant comments for consideration regarding the involvement of stakeholders in external QA.

Students, academic experts and practitioners are always members of the external review teams, as well as involved in the preparation of self evaluation reports. These are not formal requirements, in the sense that they are regulated by law, but rather the guidelines of the Swedish National Agency for Higher Education.

5. INTERNAL QUALITY ASSURANCE

5.1. Are there formal requirements for higher education institutions to develop internal quality assurance systems?

Yes

5.1.1. Please specify these requirements and the relevant source.

Higher Education Act, chapter 1, paragraph 4 states that quality assurance is a joint responsibility of both staff and students of the HEI.

5.2. Who is primarily responsible for deciding the focus of internal quality assurance processes?

Higher education institutions

5.2.1. Please specify.

5.3. Are there formal requirements for students to be involved in internal quality assurance systems?

Yes

5.3.1. Please go to Question 5.6.

5.3.2. Is there a requirement for students to be involved in the preparation of self evaluation reports?

Yes

5.3.2.1. Is there a requirement for students to be involved in decision-making as an outcome of evaluation?

Yes

5.4. How many higher education institutions have published a strategy/policy for the continuous enhancement of quality in the past 5 years?

More than 75%

5.5. How many higher education institutions have arrangements in place for the internal approval, monitoring and periodic review of programmes and awards?

More than 75%

5.5.1. Please describe what kind of arrangements are in place.

Varies between virtually non-existing and very comprehensive arrangements. The latter may include internal audits at department and faculty level, with auditors invited from other HEIs.

5.6. How many higher education institutions publish up to date and objective information about the programmes and awards offered?

All

5.7. How many higher education institutions publish critical and negative outcomes of quality assurance evaluations?

1-25%

5.7.1. Please provide a source for this information, and links to examples of critical/negative evaluations.

Not all HEIs publish reports but the reports of the QAA (National Agency for Higher Education) are public and can be found on www.studera.nu - the official higher education portal. An example from a HEI: <http://www.su.se/om-universitetet/press-media-nyheter/nyheter/ny-ansokan-om-grundlararexamen-1.10611>

5.8. Please provide any additional relevant comments for consideration regarding Internal Quality Assurance.

According to the Higher Education Act,” the operations of higher education institutions shall be arranged to ensure that high standards are attained in courses and study programmes as well as in research, and artistic research and development. The resources available shall be used effectively to sustain a high standard of operation. Quality assurance procedures are the shared concern of staff and students at higher education institutions.”

Part 1.4 BFUG Data Collection on Lifelong Learning

1. Do steering documents for higher education in your country contain a definition of lifelong learning?

No

2. How do your steering documents define lifelong learning?

3. What is the common understanding of lifelong learning in your country?

Recurring education through life.

4. What are the main forms of lifelong learning provision in which higher education institutions are involved in your country?

Sweden has worked with life long learning for a long time and the concept is well established and a natural part of the HE system. Traditionally, individual courses are offered rather than programmes. There is part-time study, and an increasing number of courses are offered as distance learning. There is no age restriction on admission. Individuals can receive student aid up until the age of 54. The system allows individuals to exit and enter higher education throughout their whole life.

5. Is lifelong learning a recognised mission of higher education institutions?

Yes, of all institutions

6. For which institutions is lifelong learning a recognised mission?

7. Are there legal requirements for higher education institutions to offer lifelong learning provision?

No

8. Please provide a reference to the relevant legislation or regulation.

9. Are there legal restrictions or constraints for higher education institutions to offer lifelong learning provision?

No

10. Please explain these restrictions, and provide a reference to relevant legislation/regulations

11. Which are the three (maximum) most significant groups of intended users of lifelong learning services offered by higher education institutions?

- Adults in employment
- Unemployed adults
- Retired citizens
- Part-time students
- Adults without higher education qualifications

Other, please specify

Intended users are not normally specified. As individual courses are offered, there is a wide range of choices for those who enter the system (or come back to higher education) later in life.

12. Where does the funding of lifelong learning provision in higher education come from?

- general higher education budget
- special budget for lifelong learning
- private contributions from students
- private contributions from business and industry Through contract education.

13. To what degree is the provision of lifelong learning in higher education funded from the public budget?

LLL provision is not separated in the public education budget. Contract education only constitutes a small fraction (approx. 3%) of the total education budget.

Part 2.1 BFUG Data Collection on policies to widen participation and increase flexibility

1. Do you want to answer this section now or later?

Now

2. Do individuals that meet higher education entry standards have a guaranteed right to higher education?

No

2.1 Please specify.

3. Which statement best describes your country's policy approach regarding the goal that the student body entering, participating and completing higher education should reflect the diversity of the population?

There is a general policy approach to increase and widen participation and to overcome obstacles to access. Measures are not targeted at particular societal groups.

4. UNDERREPRESENTED GROUPS

4.1. Please describe how your country's steering documents define underrepresented groups (e.g. based on socio-economic status, gender, ethnicity, disability, geography, other).

4.2. For each of these groups, please briefly describe the national/regional policies and measures that are put in place to address under-representation. These may include, but are not restricted to laws, regulations, campaigns, incentives, other actions etc.

4.3. How does your higher education system determine whether an individual belongs to a particular group (e.g. self-declaration)?

4.4. Is there any funding reserved for measures to increase participation of under-represented groups?

Please choose..

4.4.1. Please specify.

4.5. Do you have national targets/goals for participation of those groups that you identify as under-represented in higher education?

Please choose..

4.5.1. Please explain these targets briefly and name the groups to which they apply.

4.6. Does your country offer more public funding to higher education institutions to stimulate access for underrepresented groups?

Please choose..

4.6.1. Please specify and identify variation between different groups, where they exist.

4.7. Is the effect of measures to increase participation of each of the groups monitored in your country?

Please choose..

4.7.1. Please specify.

4.8. Please provide details on how the higher education participation and graduation of each of the groups that you identify as underrepresented is monitored in your country.

4.8.1. What data is collected?

4.9. Is there a system to monitor the composition of the student body (in terms of groups identified as under-represented) by subject?

Please choose..

4.10. When are data generally collected?

Please choose..

4.10.1. Where an approach different from the general approach is used for any group, please specify.

4.11. Where is information provided by this monitoring system published (provide a reference and link)?

5. GENERAL POLICY APPROACH TO WIDENING PARTICIPATION

5.1. If your country has a general policy approach to increase and widen participation and to overcome obstacles to access, please explain your approach briefly and provide reference to relevant documents.

HEIs have been enjoined to "actively promote and widen recruitment to higher education" since 2001. HEIs should actively work towards gender equality. Relevant documents: 1. The Bill Den öppna högskolan 2001/02:15 and 2.Higher Education Act, chapter 1, section 5. Higher education legislation allows recognition of informal and non-formal learning.

5.2. How does your country's policy explicitly identify the obstacles that it addresses?

A recent investigation has proposed a number of actions in the area of gender equality (Final report of the Delegation for Gender Equality in Higher Education, SOU2011:1).

5.3. What are the criteria used to measure and evaluate the success of specific initiatives and measures?

The National Agency for Higher Education has the responsibility to compile statistics for the HEI sector. The statistics are always reported on male/female. Statistics are also compiled looking at the level of education of the parents of students.

5.4. In your country, is the composition of the student body monitored according to certain criteria?

Yes

5.4.1. Who monitors on the basis of which criteria?

The National Agency for Higher Education has the responsibility to compile statistics for the HEI sector. The statistics are always reported on male/female. Statistics are also compiled looking at the level of education of the parents of students.

5.5. How is this data used in higher education policy?

Since the composition of the student body is not monitored according to certain criteria, there is no data to use. However, the recent study Eurostudent compiled various data on the composition of the student body.

5.6. How are measures to remove obstacles to access primarily funded? If your country has a mixed system, please choose all adequate boxes. Please only indicate the most important source(s).

- From the general higher education budget
- From a specific budget
- From university budget
- There are no measures to remove obstacles to access

6. DIFFERENT APPROACH TO WIDENING PARTICIPATION

6.1. Please explain the characteristics of your country's policy to achieve the goal that the student body reflects the diversity of the population.

6.2. Does your country's policy approach explicitly identify obstacles to higher education?

Please choose..

6.2.1. Please describe these obstacles.

6.3. Does your country's policy approach make reference to parts/groups in the population?

Please choose..

6.3.1. Please describe these groups.

6.4. What measures does your country's policy take?

6.5. How does your country assess whether its policy has been successful?

7. COMPLETION OF STUDIES

7.1. Does your country have policies aiming to increase the level of completion of studies?

No

7.1.1. Please describe the main features of these policies.

7.2. Are student completion rates monitored in your country?

Yes, at the level of higher education institutions

7.2.1. What use is then made of the data?

The data forms the basis of statistical analyses. These may inform the educational policy of the Government, as well as the planning of the HEIs. Statistics on completion rates are analysed on a national level. For example annual reports and specific studies.

7.3. Are there any incentives for higher education institutions to improve student completion rates?

Yes

7.3.1. Please specify the nature of these incentives.

HEIs receive funding per student and per credit the students achieve. Therefore, there is an interest from the HEIs' side to support students in achieving the goals and advancing through their studies. The student grant and loan system is also related to how many credits the student achieves every year. The student has to achieve a certain number of credits each year to be allowed the grant and loan for the next academic year. Students are not awarded a degree certificate automatically but they have to ask for it. Generally, students are not very motivated to ask for a degree certificate when they have the required number of credits, which brings down the completion rates. This does not apply, however, to those graduates who require a certificate to receive a professional status qualification before they can practice (e.g. nurses, dentists).

7.3.2. Are there any other incentives (e.g. it is a subject covered in external quality assurance procedures)?

8. STUDENT SERVICES

While higher education institutions offer multiple services, in the following questions, the focus lies on academic guidance services, career guidance services and psychological counselling services.

8.1. What kind of student services are commonly provided by higher education institutions?

- Academic guidance services
- Career guidance services
- Psychological counselling services
- Other
- No services

8.1.1. Please specify.

HEIs are required to provide health care, including psychological counselling.

8.2. Who are the main users of the services?

All students

8.2.1. Please specify.

8.3. Please provide the main source(s) of funding.

There is no specific allocation, general funding defrays the costs for student services.

8.4. What are the main tasks of the services?

Guidance service is normally either central or local. Central guidance focuses a more general discussion of the student's options and interests. Local guidance, at the department level, is more geared at specific information about programmes etc. Student health care supplements, rather than replaces, public health care. Primarily, it aims to prevent study-related problems, and deals more with stress and other types of psycho-social issues than with somatic problems.

8.5. Please provide any additional relevant comments for consideration regarding your national policies to widen participation.

From 2011, HEIs have been given more responsibility for widening participation and national steering has been toned down. Life long learning has been an important issue in Sweden for several decades. It is built into the system which allows for great flexibility with - for example - shorter, concentrated course modules, or part time courses and programmes. This makes it easier for all groups in society to participate in HE. The HEIs are spread over the country. HEIs can use other admission criteria than grades and the national test for up to a third of the students admitted to a programme or course. These other criteria can, for example, be work experience or other competences that are deemed to be valuable for the education.

9. Do you want to answer this section now or later?

Now

10. Does your country's higher education policy focus on promoting the flexible provision of higher education (e.g. changing the intensity of study programmes according to personal circumstance through part-time study, distance learning and e-learning)?

Yes

10.1. Please provide details of specific policy measures.

HEIs are the ones to plan the education programmes and courses. HEIs decide the intensity of study programmes, part time education, distance learning etc. There is a possibility for students to study part time and still have access to the grant and loan system.

11. Does your country's policy on flexible provision of higher education contain a special focus linked to the goal of widening participation for underrepresented groups?

No

11.1. Please explain how higher education policy aims to attain this goal.

12. Are there regulations or other policy measures regarding the relationship between employers and higher education institutions in fostering flexible learning?

No

13. Please provide details of these measures.

14. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification) and, if possible, provide approximate percentages of students entering through this route in parenthesis (.). If less than five main routes exist, please write "n/a" in the remaining fields.

Route 1: = Final school grades (30%)

Route 2: = Scholastic Aptitude Test (60%)

Route 3: = Students with foundation year studies (5%)

Route 4: = Validation of prior learning (2%)

Route 5: = Folk high school (1%)

15. Do higher education regulations and steering documents promote flexible entry to higher education, e.g. through alternative access routes?

Yes

15.1. Please briefly describe these measures.

Through the Higher Education Ordinance, the Swedish Government has decided that students may be accepted to first cycle studies based on practical experience or other circumstances, as long as s/he has the potential to benefit from studies.

16. PART-TIME STUDY

16.1. In your country, is there any official status other than full-time student?

No

16.1.1. If yes, what formal status does exist?

16.1.2. How do you define it?

16.1.3. What are the reasons for offering a different student status?

16.1.4. How are these students treated differently (e.g. fees, student support, etc.)?

16.1.5. Please describe the most common understanding/concept of part-time studies.

Studies aimed at achieving on average less than 1,5 credits per week during a term.

16.2. In your country, do you have an explicit policy to encourage part-time study provision by higher education institutions?

No

16.2.1. Please describe briefly the main elements and provide the source.

16.3. Which one of the following statements best describes the current situation in your country?

Higher education institutions have autonomy to decide, but most of them offer part-time studies

16.3.1. Please specify

17. RECOGNITION OF PRIOR LEARNING

17.1. In your country, is there a legislation regulating recognition of prior non-formal and informal learning?

Yes

17.1.1. How does your legislation in higher education define prior learning?

According to the Higher Education Ordinance, a person meets the general entry requirements for courses or study programmes that begin in the first cycle if he or she has the potential to benefit, by virtue of a Swedish education or education abroad, practical experience or some other circumstance. Also, a student may also be given credit for non-formal education as well as knowledge and skills acquired in a vocational or professional capacity. HEIs are obliged to assess whether credits can be awarded.

17.1.2. Do your steering documents in higher education define prior learning?

Please choose..

17.1.3. How do your steering documents in higher education define prior learning?

17.2. In your country, apart from formal learning, what can be taken into account and recognised as prior learning in higher education?

- Prior non-formal learning (e.g. various non-certified courses)
- Prior informal learning (e.g. work experience)

17.3. Prior learning as defined by your steering documents can ...

- be used to gain admission to a higher education study programme
- be taken into account as partial fulfilment of a higher education study programme (e.g. to reduce the required amount of courses to be taken/credits to be gained)

17.4. Based on your steering documents or legislation, can applicants for higher education have prior non-formal or informal learning assessed and recognised?

Legislation expressly obliges higher education institutions to implement procedures for validation of non-formal and informal learning

17.5. If recognition of prior non-formal or informal learning is permitted by legislation but is not a right, is it:

Please choose..

17.6. What measures are in place to ensure that assessment of learning is based on reliable and valid evidence?

17.7. Is institutional practice in recognition of prior learning explicitly included in the quality assurance processes used to evaluate institutions and/or programmes?

No

17.8. Please provide any additional relevant comments for consideration regarding flexibility of higher education studies.

Part 2.2 BFUG Data Collection on student contributions and support

1. STUDENT FEES AND CONTRIBUTIONS

The focus of the questions is on students, and is not limited to full-time daytime students. Furthermore, all first and second cycle students are included. Third cycle students are excluded except when explicitly mentioned. Similarly, the focus is on home students or equivalent. International students are only included when explicitly mentioned.

1.1. Do you want to answer this section now or later?

2. In your country, does any higher education home student at a public higher education institution have to pay a fee of any kind?

Contributions to student unions are not included!

3. In which currency are contributions to higher education institutions and other study costs paid in your country?

4. In principle, which home students at public higher education institutions have to pay fees?

During studies All students Specific groups of students No answer

After studies All students Specific groups of students No answer

4.1. Which main exemptions to this principle exist in your country?

4.2. Which of the following criteria determine whether a student has to pay fees?

 Need Merit Part-time/Full-time/Distance learning Field of study

5. With regard to fees, are home students in the second cycle treated differently to those in the first cycle?

5.1. In principle, which second cycle students at public higher education institutions have to pay fees?

During studies All students Specific groups of students No answer

After studies All students Specific groups of students No answer

5.2. What main exemptions to this principle exist in your country?

5.3. Which of the following criteria determine whether a student has to pay fees?

- Need
- Merit
- Part-time/Full-time/Distance learning
- Field of study

6. What is the minimum, maximum and most common amount of fees payable by home students in the first cycle? Please multiply any annual fees (including registration, tuition, administration, graduation and other fees) by the most common length of programmes in this cycle and add fees to be paid only once to that amount.

Minimum amount =

Maximum amount =

Most common amount =

6.1. Which home students pay the minimum and the maximum amount in the first cycle? (e.g. students in certain subjects, students in need, students with good academic performance, part-time students, other...)

6.2. Please provide the percentage of students paying the minimum and the maximum amount in the first cycle. If precise data are not available, please provide an estimate.

7. What is the minimum, maximum and most common amount of fees payable by home students in the second cycle? Please multiply any annual fees (including registration, tuition, administration, graduation and other fees) by the most common length of programmes in this cycle and add fees to be paid only once to that amount.

Minimum amount =

Maximum amount =

Most common amount =

7.1. Which home students pay the *minimum* amount in the second cycle? (e.g. students in certain subjects, students in need, students with good academic performance, part-time students, other...)

7.2. Which home students pay the *maximum* amount in the second cycle? (e.g. students in certain subjects, students in need, students with good academic performance, part-time students, other...)

No home students pay tuition fees.

7.3. Please provide the (approximate) percentage of students paying the minimum and the maximum amount in the second cycle. If precise data are not available, please provide an estimate.

8. Concerning fees, are international students treated differently in your country from home students?

Please choose..

8.1. What is the minimum, maximum and most common amount of fees (including registration, tuition, administration and graduation fees) payable by international students in the first cycle?

Minimum amount =

Maximum amount =

Most common amount =

8.2. According to your country's steering documents, students from which countries are considered international students?

9. Who defines the fee amounts for any student in the first cycle?

- Each higher education institution defines its own fees
- Higher education institutions can define their fees, but there are limits set by the central/regional authority
- Higher education institutions can define their fees, but they have to be approved by the central/regional authority
- Central/regional authority defines the value range of fees

10. Who defines the fee amounts for any student in the second cycle?

- Each higher education institution defines its own fees
- Higher education institutions can define their fees, but there are limits set by the central/regional authority
- Higher education institutions can define their fees, but they have to be approved by the central/regional authority
- Central/regional authority defines the value range of fees

11. Do students have to pay compulsory contributions to student unions/representations?

No

11.1. Please provide the payable amounts and explain differences between cycles and students, where they exist.

12. Do you want to answer this section now or later?

Now

12.1. Please identify the main focus of your country's student support system.

A combination of grants and loans for students

12.2. The following questions deal with public grants and loans separately. If there is a combined system of grants and loans in your country, please provide information about your system here. In this case, please still answer the questions on grants/scholarships and loans, keeping in mind the relevant parts of your combined system.

The Swedish study support system is a combined system, with the same legislative framework.

13. PUBLIC GRANTS AND SCHOLARSHIPS

13.1. Does any student receive public financial support in the form of grants and/or scholarships?

Yes, students of all cycles

In all statistics, first and second cycle students are considered as one group, the answers will be the same.

13.2. Which first cycle students are eligible for grants and/or scholarships?

All students

13.2.1. Which groups of students receive grants and/or scholarships?

- Need-based
- Merit-based
- Part-time/Full-time/Distance learning
- Field of study

13.2.2. What percentage of first cycle students receives a grant and/or scholarship?

67

13.3. What is the minimum, maximum and most common value of **grants/scholarships** available to first cycle students in higher education?

Minimum = 0

Maximum = EUR 73,45 per week

Most common = EUR 73,45 per week

13.4. Which second cycle students are eligible to receive grants and/or scholarships?

All students

13.4.1. Which groups of students receive grants and/or scholarships?

- Need
- Merit
- Part-time/Full-time/Distance learning
- Field of study

13.4.2. What percentage of second cycle students receives a grant and/or scholarship?

67

13.4.3. What is the minimum, maximum and most common value of **grants/scholarships** available to second cycle students in higher education?

EUR 73,45 per week

13.5. What percentage of all students receives a grant and/or scholarship?

14. STUDENT LOANS

14.1. In your country, can any student take out publicly subsidised or guaranteed loans to cover their expenses of higher education studies?

Yes, students of all cycles

14.2. Are all first cycle students eligible to receive loans?

Yes

14.2.1. On what criteria are the groups of first cycle students eligible for loans differentiated?

- Need-based criteria
- Merit-based criteria
- Full-time, part-time, distant learners, etc.
- Field of studies
- Based on cycle the student is enrolled in

14.2.2. What is the minimum, maximum and most common value of loans that first cycle students receive? Please provide the amount per year.

Minimum first cycle = 0

Most common first cycle = EUR 148,40 per week

Maximum first cycle = EUR 148,40 per week

14.2.3. Are all second cycle students eligible to receive loans?

Yes

14.2.4. On what criteria are the groups of second cycle students eligible for loans differentiated?

- Need-based criteria
- Merit-based criteria
- Full-time, part-time, distant learners, etc.
- Field of studies
- Based on cycle the student is enrolled in

14.2.5. What is the minimum, maximum and most common value of loans that second cycle students receive? Please provide the amount per year.

Minimum second cycle = 0

Most common second cycle = EUR 148,40 per week

Maximum second cycle = EUR 148,40 per week

14.3. If different types of loans exist in your country, please provide the details here.

Besides the "regular" study loan the student can under certain circumstances be eligible to an extra loan. This is if the student is at least 25 years old and have had a certain income previous to his or her studies and is entitled to study support for the same period. The amount is 423 kronor (about 40 euros) per week (2010). The maximum time that a student may receive a supplementary loan is 120 weeks. If a student has certain extra costs related to the studies he or she may apply for an extra loan for additional costs. The terms of the loan and the amount available depends on the type of cost. An additional loan may be granted for costs such as - journeys related to the studies, the internship, or when the student is writing an essay or a thesis - double housing - music instruments - distance studies and certain other costs

14.4. What percentage of students takes out loans?

In the first cycle = 47

In the second cycle = 47

Of all students = 47

14.5. Are student loans publicly subsidised or guaranteed?

Yes

14.5.1. Please explain the form of this guarantee/subsidy.

In case of death, long-term illness, low income or old age (65-67) the loans are written off, costs taken over the state budget. The interest rate on the loan is also subsidised by the government.

14.5.2. What conditions govern the cancellation or reduction of a state guaranteed/subsidised debt incurred by students after completion of their study period?

- Income too low
- Studies successfully completed on time
- Exceptional merit in studies
- Age or length of period in debt
- Disability
- Parenthood
- Death
- Early repayment of loan
- No debt cancellation
- No debt reduction

14.6. Please provide any additional relevant comments for consideration regarding your grants and loan system.

Earlier in the survey we have stated that all students are eligible for study support (question 31, 35) and that all students can take out the study loan (question 41, 42). The student must, however, fulfil certain basic requirements. He or she • must be attending a school/higher education institution or course that qualifies him or her for study support. • must be studying at least half-time. • must study for at least three weeks. There is also an element of follow up of the student's study results (achieved credits) in the

study support system. Students are considered to be adults and financially independent from their parents. Thus, the possibility of being eligible for student grants and loans has nothing to do with the income of the parents. However, there is a ceiling as to how much a student himself/herself can earn during the semester without risking that the grant/loan is reduced.

15. Do you want to answer this section now or later?

Now

16. Do any student's parents receive tax-related benefits (tax relief of any kind, which is not limited to income tax) for tertiary education expenses?

1st cycle Yes No No answer

2nd cycle Yes No No answer

17. Which students' parents are eligible to receive such non-tax based benefit?

Please choose..

17.1. What are the criteria upon which eligibility is decided?

- Income of parents too low
- Income of student too low
- Age of student (child)
- Disability
- Parenthood of student (child)
- Other

17.1.1. Please specify.

17.2. Are parents of students in the first or in the second cycle treated differently?

Please choose..

17.2.1. Please explain the difference.

18. Can the parents of any student enrolled at a higher education institution receive tax-based financial benefits (tax relief)?

Please choose..

19. What are the forms and values of the granted tax relief? The information you enter may be an absolute amount or a share of a person's taxable income expressed as percentage.

19.1. Is there a difference for parents whose children are first or second cycle students?

Please choose..

19.2. Please explain the difference.

20. Please provide any additional relevant comments for consideration regarding your benefits for students' parents (including guardians).

21. Do you want to answer this section now or later?

Now

22. Does any student receive tax-related benefits (tax relief of any kind, which is not limited to income tax) for tertiary education expenses?

1st cycle Yes No No answer

2nd cycle Yes No No answer

22.1. What are the criteria to determine who is eligible?

They are enrolled as a student at a recognised higher education institution

They are under a certain age (please specify)

They have another particular civil status (e.g. married, parenthood, other)

Income-dependent

23. In your country, do any forms of public non-cash student support exist?

1st cycle Yes No No answer

2nd cycle Yes No No answer

24. What forms of public non-cash student support exist?

Subsidised accommodation: 1st cycle

Subsidised accommodation: 2nd cycle

Subsidised health insurance: 1st cycle

Subsidised health insurance: 2nd cycle

24.1. Please specify the details of existing subsidies.

25. Who is eligible to receive such non-cash support?

Subsidised accommodation All students Specific groups of students based on pre-defined criteria No answer

Subsidised health insurance All students Specific groups of students based on pre-defined criteria No answer

Other subsidies All students Specific groups of students based on pre-defined criteria No answer

25.1. What are the criteria to determine who is eligible?

Income of parents too low

Income of student too low

- Age of student
- Disability
- Parenthood of student

25.2. Is there a difference in eligibility between first and second cycle students?

Please choose..

25.3. Please explain the difference.

26. Please provide any additional relevant comments for consideration regarding public non-cash student support.

27. Do you want to answer this section now or later?

Now

28. What is the typical status of a candidate preparing a third cycle (PhD) qualification?

- Student
- They hold an employment contract with a HEI

28.1. Please explain why you selected multiple options?

They are considered students, but many of them (60%) are employed within a HEI, or elsewhere. Those who are not employed have a grant or a stipend, with very few exceptions. All third cycle students should be financed when they are admitted.

28.2. Are there differences between students of different subject areas?

Yes

28.3. Please explain the difference.

There are variations in how third cycle students are financed, between HEIs as well as between departments within the same HEI.

29. What are the main funding sources for candidates preparing a third cycle (PhD) qualification?

Research and third cycle studies are jointly funded by the state. There is no national record of the share allocated to each. Direct state funding is a little over half the total funding for research and third cycle studies. Total state funding (i.e. including from research councils etc) is over 80% of total funding.

30. Please explain any differences in the fees they are required to pay, compared to your answers for first and second cycle students, as well as differences in grants, loans and other support that may be provided.

No students pay tuition fees in the third cycle. Approximately two thirds of third cycle students are employed. The vast majority have a specific doctoral student employment. Third cycle students who are not employed normally have either a grant or a stipend.

31. Please explain the nature of the contracts candidates preparing a PhD have with their higher education institution.

Third cycle studies normally take four years (full time) to complete. A majority of the students have a doctoral student employment at the latest when two years remain. Such an employment offers a better insurance coverage (illness, unemployment etc.).

32. Please specify any fees third cycle candidates that are typically neither "fully student" nor "fully employee" have to pay, as well as any support that may be provided.

No students pay tuition fees in the third cycle. No specific support is provided.

33. Please provide any additional relevant comments for consideration regarding your doctoral education.

Questionnaire on student and staff mobility

A Preliminary remarks

In the Leuven/Louvain-la-Neuve Communiqué, the European Ministers responsible for higher education agreed that “mobility shall be the hallmark of the European Higher Education Area”. They called upon each country to increase mobility of students, , to ensure its high quality and to diversify its types and scope. At least 20% of those graduating in the European Higher Education Area should have had a study or training period abroad in 2020”. They also called for mobility of teachers, early-stage researchers and staff. At the same time, the Ministers underlined the importance of more balanced mobility across the European Higher Education Area. The findings of the Bologna Process Independent Assessment which were presented on the occasion of Bologna Ministerial Anniversary Conference in Budapest/Vienna on 11/12 March 2010 again underlined the need for action to enhance and better balance student and staff mobility.

This questionnaire on mobility is part of the general questionnaire used to collect information for the 2012 integrated implementation report. To give the BFUG Working Group on Mobility sufficient time and the necessary material to fulfil its terms of reference of drafting a European Higher Education Area Strategy for Mobility to be decided by the Ministers in 2012, the questions on mobility are being asked a few months earlier than the questions on the other themes. However, when the general questionnaire is sent out in early 2011, each country will have the opportunity to update its responses to the mobility questions should any significant changes have occurred.

When completing this questionnaire, please pay particular attention to the following two points:

- Information provided in this questionnaire should be supported by references whenever they are available. Please include the title and internet links, where available, for all publications and texts (national policy documents, national and/or international empirical surveys etc) which you have used to provide your responses to the specific questions.
- When providing a response for your country, please be aware that different stakeholders in the higher education system may have varying opinions or experience with regard to the issue at hand. Please make every effort to consult with stakeholders before finalising your answers to ensure that a balanced and consensual response is provided.

Please return this questionnaire to the Bologna Secretariat until 30 September, 2010 at the latest. If you have any queries on the questionnaire, please contact: secretariat@ehea.info.

B Details on the completion of the questionnaire

B.1. Who contributed to the completion of this report? Please provide the names and functions.

B.1.a Government representatives

Myrna Smitt, The Ministry of Education and Research

Per Magnusson, The Ministry of Education and Research

B.1.b Stakeholder representatives

Anders Ahlstrand, The International Programme Office for Education and Training (IPK) – expert on mobility within Erasmus and other EU-programmes

B.1.c Other contributors

Gunnar Enequist, The Swedish National Agency for Higher Education (HSV) – main contributor and coordinator

Anders Wiberg, The Swedish National Agency for Higher Education (HSV) – responsible for statistics on mobility

C National strategies and action plans

The following questions look at national quantitative targets and at policies aiming to foster mobility.

C.1. Does your country have national strategies or action plans to foster mobility?

Yes

No → please continue with section C.6.

C.1.a If yes, please provide a reference.

Ny värld - ny högskola (New World - New University) Govt. Bill 2004/2005:162

C.1.b If yes, when was the national strategy or action plan adopted, and when was the most recent revision?

Adopted: 23-02-2006

Most recent revision: 10-06-2009

Gränslös kunskap - högskolan i globaliseringens tid (Knowledge without borders - higher education in the era of globalisation) Govt Bill 2008/09:175

C.2. Does the strategy include national quantitative targets for the different forms of student mobility in higher education?

Please specify the target, including the date, in the appropriate box (e.g. 20% by 2020).

	All forms of mobility	Credit mobility ¹	Degree mobility ²
Inbound	"The mobility should increase"		
Outbound	"The mobility should increase"		
No target			

C.2.a Please provide a reference for the target.

Ny värld - ny högskola (New World - New University) Govt. Bill 2004/2005:162

¹ Mobility to a different country in the context of a programme in the home institution for which credits are awarded

² Mobility for an entire degree programme

C.2.b Are these targets the same for students in all cycles or are there differences?

- Same
 Differences

C.2.b.i If there are differences according to the degree cycle, please specify.

--

C.3. Does your country's national strategy/action plan include staff mobility in higher education?

- Yes
 No

C.3.a If yes, does it include quantitative targets for staff mobility?

- Yes
 No

C.3.a.i If yes, please specify

"The mobility should increase"

C.4. Does your national strategy/action plan prioritise particular geographic regions for student and/or staff mobility?

- Yes
 No

C.4.a If yes, please complete the following table by ticking the boxes where applicable.

Priority Region	Incoming students	Outgoing students	Incoming staff	Outgoing staff
EHEA	--	X	--	--
USA/Canada	--	X	--	--
Latin America	--	X	--	--
Australia, New Zealand	--	X	--	--
Middle East	--	X	--	--
Africa	--	X	--	--
Asia	--	X	--	--
Other (please specify)	--	--	--	--

C.4.b If you have regional priorities, please give reasons.

A lot of resources are invested in mobility within the EHEA, but the Government has also recently decided on a new programme for mobility outside EES and Switzerland serving as a complement to the EU-programmes primarily designed for mobility within the EU.

C.5. Does your country monitor the impact of your national strategy or action plan?

Yes

No

C.5.a If yes, please provide information on how this monitoring is undertaken. Who is responsible, how regularly is monitoring conducted, and what have been the most recent results?

In their annual report for 2009 each and every Higher Education Institution (HEI) in Sweden had to give information to the Government about the mobility.

The International Programme Office for Education and Training(IPK) reports annually to the Government on participation in Erasmus and other programmes for mobility.

C.6. Are there, in your country, any strategies or programmes below the national level (e.g. regional, institutional) to foster mobility?

Yes

No

C.6.a If yes, please explain and/or give examples.

Most of the Swedish HEIs have a strategy for internationalisation and in these strategies methods for enhancing mobility is usually an important part. Many HEIs also manage their own bilateral programmes for mobility to and from partner institutions in other countries.

C.7. Can national students who study in a higher education institution in another country receive a grant/scholarship under the same conditions as students studying in the country?

Yes, for degree mobility

Yes, for credit mobility

Yes, for both

No

C.7.a If yes, do the following restrictions apply?

	Degree mobility	Credit mobility
Grants/scholarships are restricted to specific countries (if so, please specify which countries, e.g. EU member states, EHEA countries, other countries/world regions)	--	--
Grants/scholarships are restricted to specific programmes (if so, please specify)	--	--
Other restrictions apply (please specify)	Grants and scholarships are only given for studies at HEIs accredited in their home country.	Grants and scholarships are only given for studies at HEIs accredited in their home country.
No restrictions apply	--	--

C.8. Has your country implemented any of the following financial support measures to foster student mobility?

Measure	Credit mobility	Degree mobility
loans for incoming students	--	--
grants/scholarships for incoming students	There are special grants for students from developing countries and from year 2011 also grants for specially talented students from countries outside the EEA.	There are special grants for students from developing countries and from year 2011 also grants for specially talented students from countries outside the EEA.
Loans for outgoing students	Since many years Swedish students can get loans and grants for studies abroad. The loans and grants are given without regard to the social situation of the student, his or her family income etc.	Since many years Swedish students can get loans and grants for studies abroad. The loans and grants are given without regard to the social situation of the student, his or her family income etc.
Grants/scholarships for outgoing students	Since many years Swedish students can get loans and grants for studies abroad. The loans and grants are given without regard to the social situation of the student, his or her family income etc.	Since many years Swedish students can get loans and grants for studies abroad. The loans and grants are given without regard to the social situation of the student, his or her family income etc.
Other: (please specify)	--	--

C.9. Has your country implemented other support measures or programmes to foster student mobility? (Measures may include, but are not restricted to, accommodation/transport subsidies for international students, improvements in recognition practice, exchange programmes, targeted guidance services etc.)

Several support measures are implemented. Among these are

* improved practices for recognition of studies abroad at the majority of the

HEIs

* new scholarships for exchange among students and teachers

* improved support to outgoing students in terms of information provided via Internet and personal guidance at the HEIs

D Identifying and removing obstacles to mobility

D.1. Has your higher education policy been informed by any surveys or research that have considered obstacles to student mobility?

Yes

No

D.1.a If yes, please provide references to those surveys and/or research that have influenced your policy on mobility?

1.

"The Internationalisation of Higher Education in Sweden" Report 2005:27 R, the Swedish National Agency for Higher Education /In English/

<http://www.hsv.se/reports/2005/theinternationalisationofhighereducationinsweden.5.539a949110f3d5914ec800069370.html>

2.

"En högskola i världen - internationalisering för kvalitet" (A university in the world - internationalisation for quality) Report 2008:15 R, the Swedish National Agency for Higher Education -- A follow up to the report above /In Swedish/

3.

"Free-movers i Sverige 2007" (Free movers in Sweden 2007), Swedish Institute and Swedish National Agency for Higher Education -- A survey among international students in Sweden /In Swedish/.

4.

"Utländska studenter i Sverige" (International students in Sweden) Report 2008:7 R the Swedish National Agency for Higher Education /In Swedish/

5.

Free-movers i Sverige 2008 (Free Movers in Sweden 2008), Swedish Institute -- A survey among international students in Sweden /In Swedish/

6.

Survey 2008 among students/heads of departments/university teachers, The International Programme Office for Education and Training /In Swedish/

http://www.programkontoret.se/Global/material/statistik/erasmus/Sifo_Student_Report_EN.pdf

http://www.programkontoret.se/Global/material/statistik/erasmus/Sifo_Head_of_Dpt_Report_EN.pdf

http://www.programkontoret.se/Global/material/statistik/erasmus/Sifo_Teacher_Report_EN.pdf

7.

STARS - Study Abroad Report System -- A system for students to report about their experiences during studies abroad and a database with the answers /In Swedish and English/

<http://www.lu.se/international-office/partners-coordinators/stars---study-abroad-report-system>

8.

Sveriges deltagande i Erasmus (Swedish participation in Erasmus) -- The International Programme Office for Education and Training /In Swedish/

http://www.programkontoret.se/Global/material/rapporter/erasmusrapport_2002.pdf

9.

Program för högre utbildning (Programmes for higher education) -- The International Programme Office for Education and Training -- An annual report /In Swedish/

http://www.programkontoret.se/Global/material/rapporter/Arsrapport_hogskola_IPK_2009.pdf

D.2. In this context, please rank the three most important obstacles to incoming and outgoing student mobility addressed in national programmes and measures? (Most important = 1, second most important = 2, and third most important = 3)

Obstacles to student mobility	Incoming mobility	Outgoing mobility
Funding		
Recognition		
Language	1	
Curriculum/Study organisation		3
Legal issues		
Motivating and informing students		2
Other, please specify:		1 (for specification, see question D.4.a)

D.3. Are at least some of the obstacles that you ranked above particularly important in specific study cycles?

Yes

No

D.3.a If yes, please specify.

D.4. Are at least some of the obstacles that you ranked above particularly important in specific fields of studies?

Yes

No

D.4.a If yes, please specify.

Outgoing no. 1: The social situation where students don't want to/can't leave the family is of great importance when it comes to teacher education and training. That is probably due to the fact that the students in this field of education are fairly old.

Outgoing no. 2: This obstacle is mainly about information. In a survey carried out for IPK (no. 6 in question D.1.a) many students were critical about the information on the possibilities of studying abroad. According to the same survey the motivation is not a problem.

Outgoing no. 3: Some HEIs state that in certain academic programmes it is very difficult to find possibilities for outgoing mobility. Another side of this is that some HEIs in Sweden report that in certain countries it is not possible for Swedish students to do 30 ECTS points during one semester. This is mainly concerning credit mobility within exchange studies.

D.5. Are the obstacles that you ranked above particularly relevant for credit mobility?

Yes

No

D.5.a If yes, please specify.

See obstacle no. 3 above.

D.6. Are the obstacles that you ranked above particularly important for degree mobility?

Yes

No

D.6.a If yes, please specify.

D.7. What measures/programmes has your country implemented to tackle and remove the obstacles to student mobility that you mentioned?

Incoming no. 1: Courses in Swedish are offered to incoming students

Outgoing no. 2: The International Programme Office for Education and Training (IPK) has implemented a campaign in order to increase the number of outgoing students within the

Erasmus programme. IPK has also done a study on effects of mobility on employability. It is mainly concerned with attitudes among employers towards mobility.

Worth mentioning is also the so called "Forum on internationalisation". The Swedish National Agency for Higher Education and The International Programme Office for Education and Training has been given the assignment to organise a meeting point for organisations at the national level working with internationalisation of higher education and/or with questions that in one way or another are connected to internationalisation. The task is to identify and if possible remove obstacles to internationalisation. The Forum is an initiative from the Government.

D.8. Has your country monitored the effects of these measures/programmes?

Yes

No

D.8.a If yes, please provide information on how this monitoring is undertaken. Who is responsible, how regularly is monitoring conducted, and what have been the most recent results?

The Erasmus Campaign mentioned above has been followed up in a special study of how well the message was received in the target group. One of the results is that the number of outgoing students has increased.

D.9. Has your higher education policy been informed by any surveys or research that have considered obstacles to staff mobility?

Yes

No

D.9.a If yes, please provide references to those surveys or research that have influenced your policy on staff mobility?

See item 1, 2, 6, 8 and 9 in the answer to question D.1.a

D.10. In this context, please rank the three most important obstacles to incoming and outgoing staff mobility? (Most important = 1, second most important = 2, and third most important = 3)

Obstacles to staff mobility	Incoming mobility	Outgoing mobility
Immigration restrictions		
Recognition issues		1
Language issues	1 ?	3
Incompatibility of pension and/or social security systems		
Legal issues		
Other, please specify:		2 (for specification, see question D.11)

D.11. What measures/programmes has your country implemented to tackle and remove the obstacles to staff mobility that you mentioned?

Incoming no. 1: The language issue is not regarded as a major obstacle but obviously very few people outside Sweden speak our language. As there is clearly a limited number of courses given in English the language issue might therefore be seen as an important obstacle.

Outgoing no. 1: The main obstacle for staff mobility is "internal" recognition, meaning that the teachers do not get credit for mobility in their academic career and, moreover, have to work hard to catch up with tuition when they return to their home institution. These questions can only be handled by the HEIs. However HSV has identified and highlighted the problem in at least two reports (se item 1 and 2 in the answer to question D.1.a)

Outgoing no. 2: Funding is a problem despite the scholarships that are provided by programmes like Erasmus. A new scheme has therefore been set up by the Government (Govt. bill 2008/2009:175), providing extra resources for staff mobility.

Outgoing no. 3: Language is an obstacle, especially for many teachers that are supposed to teach in another language during their stay abroad. This problem is handled by many of the HEIs through special courses in English and at some institutions also courses on how to teach students from foreign and/or different cultures.

D.12. Has your country monitored the effects of these measures/programmes?

Yes

No

D.12.a If yes, please provide information on how this monitoring is undertaken. Who is responsible, how regularly is monitoring conducted, and what have been the most recent results?

Outgoing no. 2: The scheme mentioned above is a brand new one and the monitoring process will therefore have to wait a couple of years.

E Balanced student mobility flows

When looking at global and intra-European mobility flows, significant imbalances between continents, countries, regions and institutions become visible. In the Leuven/Louvain-la-Neuve Communiqué, the European Ministers therefore asked the BFUG to consider how balanced mobility could be achieved within the EHEA. With the 2009 Bologna Policy Forum Statement, Ministers from across the world declared that they “advocate a balanced exchange of teachers, researchers and students between [their] countries and promote fair and fruitful ‘brain circulation’”.

The following questions aim at collecting information on the understanding of the term “balanced mobility and on national strategies and measures to achieve more balanced mobility.

E.1. Which of the following situations for student mobility applies to your country?

	Total mobility	Credit mobility	Degree mobility
more incoming than outgoing students	X	?	?
more outgoing than incoming students			
approximately the same number of incoming and outgoing students			
No information available			

E.1.a What is the statistical source for this information? Please supply statistical data.

International mobility in higher education from a Swedish perspective 2008/09, UF 20 SM 1001. -- Annual statistics compiled by the Swedish National Agency for Higher Education and Statistics Sweden. /In Swedish but with a list of terms and table headings in English/.

Due to different definitions statistics can't be provided for credit and degree mobility, only for total mobility

<http://www.hsv.se/download/18.7b9d013127a9e59c048000505/UF20SM1001.pdf>

Data for the academic year 2008/09:

Total mobility: 24 400 outgoing, 36 600 incoming

Exchange students: 13 100 incoming, 5 000 outgoing

E.2. Is the situation described above regarded as balanced mobility?

Yes

No

E.2.a Please explain and include a definition of “balanced mobility” as it is used in your country.

Balanced mobility is not discussed very often or publicly but would mean roughly the same number of outgoing and ingoing persons.

E.3. Does your country have significant imbalances of student mobility flows with particular countries or regions?

Yes

No

E.3.a If yes, with which countries or regions are mobility flows most imbalanced?

Some example of imbalances:

Academic year 2008/09

Country	Incoming students	Outgoing students	Difference
China	3 147	563	2 584
Pakistan	2 344	0	2 344
Germany	2 903	835	2 068
Finland	1 814	237	1 577
Iran	1 415	9	1 406
India	980	60	920
Bangladesh	807	0	807
France	1 964	1290	674

Spain	1 158	1558	-400
Australia	411	1656	-1 245
Denmark	306	1973	-1 667
US	925	4111	-3 186
Great Britain and Northern Ireland	468	4642	-4 174

E.4. Does your mobility strategy/action plan for higher education address the issues of balance of student mobility flows?

Yes

No

E.4.a If yes, what are the main concerns addressed?

The strategy states that there has to be reciprocity in the outgoing and incoming mobility, but there are no specific targets.

E.4.b If yes, which measures have been undertaken to address these concerns regarding the balance of student mobility flows?

Space for Comments:

E.4.b

A new scheme has been set up by the Government (Govt. bill 2008/2009:175), providing extra resources in order to promote increased outgoing mobility among Swedish students.

About question no. D.2.

From the different surveys mentioned in the answer to question D.1.a we have a fairly good knowledge of the obstacles that Swedish students experience. The most important ones can be derived from the last round of the Eurostudent-survey. According to the preliminary results the biggest obstacles to outgoing mobility are 1) the social situation where students don't want to/can't leave the family (remember that Swedish students are relatively old!), 2) the extra burden that mobility would mean to the students economic situation and 3) lack of motivation for mobility.



Ministry of Education and Research Sweden

Errata annex to the National Report regarding the Bologna Process implementation 2009-2012, Sweden.

BFUG Data Collection on Quality Assurance

4. Involvement of stakeholders in external quality assurance

4.1 Level of student participation in quality assurance

In Sweden students participate in four of the five levels mentioned in the scorecard indicator 5 and therefore SE should be light green when it comes to country score in the Bologna process implementation report.

4.2 Level of international participation in external quality assurance

For accurate data please see Scorecard indicator 6: Level of international participation in external quality assurance, in the Bologna process implementation report.

6. Diploma supplement

Stage of the implementation of the diploma supplement

For accurate data please see Scorecard indicator 7: on the Stage of the implementation of the diploma supplement, in the Bologna process implementation report.