



EUROPEAN
Higher Education Area

**National Report regarding
the Bologna Process
implementation
2012-2015**

Sweden

Data entry: (VIII QUESTIONNAIRE DETAILS)

For which country have you completed the questionnaire?

Sweden

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

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Contributors to the report:

• Government representatives "yes"

Contributors to the report:

• Employer representatives "no"

Contributors to the report:

• Student representatives "yes"

Contributors to the report:

• Academic and other staff representatives "yes"

Contributors to the report:

• Other representatives (please specify) "National agencies for HE"

Data entry: (I_Degrees_qualifications)

I.1. Do your higher education steering documents address demographic projections for your country?

Yes

I.1.1. How do these projections affect higher education policy planning?

The Government sets funding caps for the HEIs each year (by budget proposal and annual budget documents to the single HEIs). Those numbers also sider current demographic aspects as well as trends.

I.2. Please indicate the types of higher education institutions that exist in your country.

- Universities
- Higher education institutions other than universities

I.2.1. Please specify

In Sweden there are both universities and university colleges in the HE system. The main difference between the two is that the universities have extensive rights to award doctoral degrees in all subject areas. There are also smaller, private, and specialist HEIs, e.g. for nursing and teology.

I.3. Which of the following statements correspond to structural distinctions in your national higher education system?

- Higher education institutions are either academically or professionally oriented
- The profile of higher education programmes is either academic or professional
- Higher education institutions are either public or private
- Other distinction between higher education institutions or programmes (Please specify in the text field on the right!)
 - None of the above

I.3.1. What is the number of institutions in the categories identified?

34 HEI is considered public and 13 private.

I.4. Comments

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

180 ECTS "99"

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

210 ECTS "1"

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

240 ECTS "0"

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

Other duration ""

I.5.1. What other duration do bachelor programmes have, if it is not 180, 210 or 240 ECTS?

I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

180 ECTS "99"

I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

210 ECTS "1"

I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

240 ECTS "0"

I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

Other duration ""

I.6.1. Please specify

I.7. Please note that short cycle programmes are treated in a separate section below.

I.8. Are there differences in the structure of programmes depending on whether they are academically or professionally oriented (or are located in HEIs that are academically or professionally oriented)?

No

I.9. Do degree programmes exist with more than 240 ECTS which are considered as first cycle programmes?

No

I.9.1. In which study fields do these study programmes exist?

I.9.2. What is the typical duration of these degree programmes outside the Bologna model?

L9.3. What percentage of first cycle students is enrolled in these programmes?

L10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

60-75 ECTS "20"

L10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

90 ECTS "0"

L10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

120 ECTS "80"

L10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

Other duration ""

L10.1. What other duration do second cycle programmes have, if it is not 60-75, 90 or 120 ECTS?

L11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

60-75 ECTS "20"

L11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

90 ECTS "0"

L11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

120 ECTS "80"

L11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

Other duration ""

L11.1. Please specify

L12. Do integrated/long programmes leading to a second cycle degree exist?

Yes ▾

L12.1. Is the duration of the above programmes calculated in...

ECTS credits (or other credits)

L12.2. What is the typical duration of these degree programmes?

300 ECTS

L12.3. In which study fields do these study programmes exist?

Architecture, law, medicine, dental surgery, pharmacy, psychology, medical physics, secondary education, business and economics, speech and language pathology

L12.4. What percentage of first cycle students is enrolled in these programmes?

28 % of all beginners (2011/12) started an integrated/long programme leading towards a second cycle (professional) degree.

These programmes/students are not calculated in the question above about second cycle programmes/students, that question only comprise our 1- resp 2- years master-programmes.

L13. Do second cycle degree programmes exist outside the typical Bologna model (i.e. other than 60-120 ECTS and/or calculated in years rather than credits)?

No ▾

L13.1. What is the typical duration of these second cycle programmes outside the Bologna model?

L13.2. What percentage of second cycle students is enrolled in these programmes?

L13.3. In which study fields do these study programmes exist?

L14. Is the minimum total duration of the Bachelor & Master programmes set nationally in your country?

Yes ▾

L14.1. What is the minimum duration of the Bachelor & Master together?

300 ECTS

L15. Comments

The number of programmes/students on first respective second cycle is an estimation based on the number of full time equivalents.

L16. What percentage of first cycle programmes give access to at least one second cycle study programme?

100%

All first cycle programmes comprising 180 ECTS give access to second cycle studies.

L16.1. Please provide a source for this information.

Higher education ordinance

L17. What percentage of first cycle graduates continue to study in a second cycle study programme (within one year)?

26-50%

L17.1. Please provide a source for this information.

L18. What are the requirements for holders of a first cycle degree to access a second cycle programme?

L18.1. All students...

- ...must sit an entrance exam Yes No In some cases No answer
- ...must complete additional courses Yes No In some cases No answer
- ...must have work experience Yes No In some cases No answer
- ...must meet other requirements (please specify below) Yes No In some cases No answer

L18.2. If other requirements apply and/or requirements apply only in some cases, please specify:

The HEI can set specific requirements

L18.3. Holders of a first cycle degree from a different study field...

- ...must sit an entrance exam Yes No In some cases No answer
- ...must complete additional courses Yes No In some cases No answer
- ...must have work experience Yes No In some cases No answer
- ...must meet other requirements (please specify below) Yes No In some cases No answer

L18.4. If other requirements apply and/or requirements apply only in some cases, please specify:

The HEI can set specific requirements

L18.5. Holders of a first cycle degree from the same study field coming from a different higher education institution...

- ...must sit an entrance exam Yes No In some cases No answer
- ...must complete additional courses Yes No In some cases No answer
- ...must have work experience Yes No In some cases No answer
- ...must meet other requirements (please specify below) Yes No In some cases No answer

L18.6. If other requirements apply and/or requirements apply only in some cases, please specify:

The HEI can set specific requirements

L18.7. Holders of a professionally oriented first cycle degree seeking access to an academically oriented second cycle programme...

- ...must sit an entrance exam Yes No In some cases No answer
- ...must complete additional courses Yes No In some cases No answer
- ...must have work experience Yes No In some cases No answer
- ...must meet other requirements (please specify below) Yes No In some cases No answer

L18.8. If other requirements apply and/or requirements apply only in some cases, please specify:

The HEI can set specific requirements

L19. What percentage of all second cycle programmes give access without further studies to third cycle studies?

100%
The HE ordinance regulates the requirements for access. The access to a second cycle programme is a first cycle degree. In addition each HEI can set specific requirements for admission to a programme.

L19.1. Please provide a source for this information.

Higher Education Ordinance, chapter 7 §39

L20. What percentage of second cycle graduates eventually enter into a third cycle programme?

5.0000000000

L20.1. Please provide a source for this information.

Statistics from The Swedish Higher Education Authority

L21. Is it possible for first cycle graduates to enter a third cycle programme without a second cycle degree?

Yes, for all graduates

L21.1. Please specify the criteria

L21.2. What percentage of third cycle students enter without a second cycle qualification?

1-5%

L22. If you would like to make any additional comments on the progression between cycles, please provide them here

The HE ordinance states that graduates can enter a third cycle programme without a second cycle degree if they have substantially equivalent knowledge to a second cycle degree. Moreover, the student has to have at least 240 ECTS of which 60 ECTS were gained in second cycle studies.

L23. Do higher education steering documents mention doctoral education/training?

Yes

L23.1. Please provide a reference to the relevant steering document(s):

Higher Education law, Higher education ordinance

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Traditional supervision-based doctoral education ""

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Structured doctoral programmes "100"

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Professional doctoral programmes ""

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Industrial doctoral programmes ""

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Other ""

L24.1. Please specify which other types of doctoral programmes exist

L25. Do doctoral and/or graduate schools exist in your higher education system?

Yes

L25.1. What are the main features of these schools and how many doctoral schools are there?

The 21 national doctoral schools, in collaboration with several HEI, that have been initiated by the Government are characterised by a clear organisational structure, an emphasis put on supervision as well as courses which are frequently shared by departments, taught elements are decided beforehand. There is also doctoral training organised in the form of doctoral schools at the individual institutions, but here is no national statistics covering them as statistical entities.

L25.2. Please provide an estimate of the share of doctoral candidates who study in doctoral/graduate schools

1-25%

L26. What is the most common length of full-time third cycle (PhD) study programmes?

In theory / according to regulations: "4"

L26. What is the most common length of full-time third cycle (PhD) study programmes?

In empirical reality: "4,2"

L27. Are doctoral studies included in your country's qualifications framework?

Yes

L28. Apart from doctoral degrees, are there other degrees /qualifications referenced to level 3 of the QF-EHEA (level 8 EQF) in your national qualifications framework?

Yes

L28.1. Please specify

What are the names of such degrees? "licentiate"

L28.1. Please specify

What is the typical duration of programmes leading to such degrees? "120 ECTS"

L28.1. Please specify

What is the purpose/function of those degrees? "The licentiate degree is historically set. It was implemented as an intermediate step before the Phd, and as a measure for capacity building and for lifelong learning for those already employed, e.g. nurses, teachers and engineers. The licentiate gives the students the opportunity to interrupt their third cycle studies and continue later. The 120 ECTS awarded will be recognised for the Phd."

L29. Are ECTS credits used in doctoral programmes?

Yes

L30. Comments

A part of the ECTS must be gained in taught courses.

L31. In your system, do short cycle programmes linked to the first cycle of higher education exist?

Yes

L31.1. Please specify the name(s) of the qualification(s) awarded at completion of short cycle programme(s)

Higher Education Diploma

L32. How are short cycle HE programmes linked to the Bachelor-Master structure?

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

L33. Are short cycle programmes legally considered to be an integral part of your higher education system?

Yes, part of higher education

L34. Comments

They are considered to be first cycle degrees since they meet the learning outcomes for the first cycle.

L35. Do your steering documents mention the concept of student-centred learning?

Yes

L35.1. How do steering documents in your country define student-centred learning in higher education?

All degrees are regulated in the Higher Education Ordinance and they all regulate the learning outcomes that the students must achieve in order to get a degree.

L35.2. How important are the following elements of student-centred learning in your steering documents in a scale from 0 (not important) to 5 (very important)?

- Independent learning 0 1 2 3 4 5 No answer
Learning in small groups 0 1 2 3 4 5 No answer
Training in teaching for staff 0 1 2 3 4 5 No answer
Assessment based on learning outcomes 0 1 2 3 4 5 No answer
Recognition of prior learning 0 1 2 3 4 5 No answer
Learning outcomes 0 1 2 3 4 5 No answer
Student/staff ratio 0 1 2 3 4 5 No answer
Student evaluation of teaching 0 1 2 3 4 5 No answer
Other 0 1 2 3 4 5 No answer

L35.2b. Please evaluate the following elements of student-centred learning in a scale from 0 (not important) to 5 (very important)

- Independent learning 0 1 2 3 4 5 No answer
Learning in small groups 0 1 2 3 4 5 No answer
Training in teaching for staff 0 1 2 3 4 5 No answer
Assessment based on learning outcomes 0 1 2 3 4 5 No answer
Recognition of prior learning 0 1 2 3 4 5 No answer
Learning outcomes 0 1 2 3 4 5 No answer
Student/staff ratio 0 1 2 3 4 5 No answer
Student evaluation of teaching 0 1 2 3 4 5 No answer

L35.3. Please specify which other elements of student-centred learning are referred to in your steering documents.

L35.4. Please provide a reference for your steering documents on student-centred learning

Higher education Act and Ordinance

L36. Comments

L37. In your country, do you use...

a national credit system incompatible with ECTS

L37.1. Please provide details of how your national credit system is linked to ECTS and describe its main characteristics (e.g. how credits are calculated and whether the system is based on learning-outcomes)

L37.2. Please describe the main characteristics of your national credit system (e.g. how credits are calculated and whether the system is based on learning-outcomes)

It is based on learning outcomes. 1 week of study, 40 hours, is 1,5 ECTS.

L38. In your country, what percentage of higher education institutions and programmes use ECTS for accumulation and transfer for all elements of study programmes?

Percentage of higher education institutions 100 % 76-99 % 51-75 % 1-50 % 0 % No answer

Percentage of programmes 100% 76-99% 51-75% 1-50% 0% No answer

L39. In the majority of higher education INSTITUTIONS in your country, what is the basis to award ECTS?

Combination of learning outcomes achieved and student workload: student has fulfilled the prescribed workload AND has achieved the expected learning outcomes

L39.1. Please specify

L40. In the majority of higher education PROGRAMMES in your country, what is the basis to award ECTS?

Combination of learning outcomes achieved and student workload: student has fulfilled the prescribed workload AND has achieved the expected learning outcomes

L40.1. Please specify

L41. If student workload is part of the award of ECTS credits, is there a standard measure of the number of hours per credit?

Yes

L41.1. What is the number of hours per credit?

1,5 credit points approximately correspond to 40 hours (taught hours and independent studies by the student)

L42. 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

L43. Does national policy steer and/or encourage the use of learning outcomes in developing curricula?

Yes, this is done through compulsory measures (law, regulations, etc.)

L43.1. Does your country take specific support measures on the national level?

The National Bologna Expert Group receives complementary funding from the Government. The national quality assurance system focus on achieved learning outcomes.

L44. Does national policy steer student assessment procedures to focus on learning outcomes?

Yes, this is done through compulsory measures (law, regulations, etc.)

L45. 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

L45.1. Please indicate the approximate percentage that participate

No data

L45.2. Please specify for which members of academic staff training programmes are offered

This is decided by each HEI individually

L46. Is the use of learning outcomes in curricula development and student assessment monitored by Quality Assurance procedures?

Yes

L46.1. Please explain how, and provide a reference to further information

The QA procedures are based on the assessment of learning outcomes. See uka.se (quality assurance)

L47. If you would like to make any additional comments on ECTS and/or learning outcomes, please provide them here

L48. Is the Diploma Supplement issued in higher education institutions and to BA/MA students in all fields of study?

The Diploma Supplement is issued..

...automatically to all students:by 100% of HEIs	<input type="text" value="1"/>
...automatically to all students:by 76-99% of HEIs	<input type="text" value="0"/>
...automatically to all students:by 51-75% of HEIs	<input type="text" value="0"/>
...automatically to all students:by 26-50% of HEIs	<input type="text" value="0"/>
...automatically to all students:by 1-25% of HEIs	<input type="text" value="0"/>
...automatically to all students:by 0% of HEIs	<input type="text" value="0"/>
...automatically to some students:by 100% of HEIs	<input type="text" value="0"/>
...automatically to some students:by 76-99% of HEIs	<input type="text" value="0"/>
...automatically to some students:by 51-75% of HEIs	<input type="text" value="0"/>
...automatically to some students:by 26-50% of HEIs	<input type="text" value="0"/>
...automatically to some students:by 1-25% of HEIs	<input type="text" value="0"/>
...automatically to some students:by 0% of HEIs	<input type="text" value="0"/>
...upon request:by 100% of HEIs	<input type="text" value="0"/>
...upon request:by 76-99% of HEIs	<input type="text" value="0"/>
...upon request:by 51-75% of HEIs	<input type="text" value="0"/>
...upon request:by 26-50% of HEIs	<input type="text" value="0"/>
...upon request:by 1-25% of HEIs	<input type="text" value="0"/>

- ...upon request:by 0% of HEIs
- ...in certain fields of study:by 100% of HEIs
- ...in certain fields of study:by 76-99% of HEIs
- ...in certain fields of study:by 51-75% of HEIs
- ...in certain fields of study:by 26-50% of HEIs
- ...in certain fields of study:by 1-25% of HEIs
- ...in certain fields of study:by 0% of HEIs
- ...to no students :by 100% of HEIs
- ...to no students :by 76-99% of HEIs
- ...to no students :by 51-75% of HEIs
- ...to no students :by 26-50% of HEIs
- ...to no students :by 1-25% of HEIs
- ...to no students :by 0% of HEIs

L48.1. Please specify to which students

L48.2. Please identify the fields of study in which the Diploma Supplement is issued

L49. Is the Diploma Supplement issued to graduates in the third cycle?

Yes, for all graduates of these programmes

L49.1. Please specify

L50. Is there any monitoring of how employers use the Diploma Supplement?

No

L50.1. Please provide the most recent results regarding the level of satisfaction of employers:

L50.2. Please provide a reference to the source of this information:

L51. Is there any monitoring of how higher education institutions use the Diploma Supplement?

No

L51.1. Please provide the most recent results regarding the level of satisfaction of institutions:

L52. In what language(s) is the Diploma Supplement issued?

English

L53. The Diploma Supplement is issued...

free of charge

L53.1. Please specify the categories of students

L53.2. Please provide the amount and the reason for the fee

L54. Comments

L55. Do national higher education steering documents mention joint or double degrees?

Yes

L55.1 Please provide a reference to the legislation and/or cite the relevant articles

Higher education act, section 17

L56. Does higher education legislation explicitly allow:

- Establishing joint programmes Yes No Legislation not clear Legislation does not mention joint degrees No answer
- Awarding joint degrees Yes No Legislation not clear Legislation does not mention joint degrees No answer
- Recognition of QA decisions on joint degrees Yes No Legislation not clear Legislation does not mention joint degrees No answer

L57. Please estimate the percentage of institutions in your country that award joint degrees / are involved in at least one joint programme.

- Award joint degrees 100 % 76-99 % 51-75 % 26-50 % 11-25 % 6-10 % 1-5 % 0 % No answer
- Participate in joint programmes 100 % 76-99 % 51-75 % 26-50 % 11-25 % 6-10 % 1-5 % 0 % No answer

L58. Please estimate the percentage of students in your country that graduated in the academic year 2012/13...

- ...with a joint degree >10 % >7.5-10 % >5-7.5 % >2.5-5 % >0-2.5 % 0 % No answer
- ...from a joint programme >10 % >7.5-10 % >5-7.5 % >2.5-5 % >0-2.5 % 0 % No answer

L59. Please estimate the share of joint programmes in the three cycles

First cycle (%) "50"

L59. Please estimate the share of joint programmes in the three cycles

Second cycle (%) "50"

L59. Please estimate the share of joint programmes in the three cycles

Third cycle (%) "0"

L60. Do you have information about study fields in which joint programmes / joint degrees are most common?

No ▼

L60.1. Please explain briefly and mention/link to the source of this information

L61. Comments

We have no national monitoring of joint programmes. It is therefore difficult to estimate the answers to the questions above.

L62. The BFUG working group on qualification frameworks has developed the following steps to assess the progress made in establishing an NQF. Please choose below the stage that best describes your national situation.

11: The final NQF and the self-certification report can be consulted on a public website

L62.1. Please provide the date when the step was completed.

04-15-2014 ...

L62.2. Is information on the development and/or revision of your NQF available through a national QF website?

Please choose.. ▼

L62.3. Please provide the link to the website:

uhr.se

L63. At what level of the European Qualifications Framework (EQF) do you place school leaving qualifications giving standard access to higher education?

EQF levels are not considered
Sweden has not yet decided/implemented the EQF

L64. Have you referenced your higher education qualifications against EQF levels?

No: EQF levels are not considered
Sweden has not yet decided/implemented the EQF

L64.1. Please provide a reference to official documents

L65. Have you referenced your short-cycle higher education qualifications against EQF levels?

No: EQF levels are not considered
Sweden has not yet decided/implemented the EQF

L65.1. Please provide a reference to official documents

L66. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of ACADEMIC STUDY in your country?

Higher education institution whose decision is made without ENIC/NARIC centre advice

L67. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of PROFESSIONAL EMPLOYMENT in your country?

National ENIC/NARIC centre

L68. Which of the following statements is specified in national legislation?

- Applicant's right to fair assessment of qualification
- Recognition of qualification provided that no substantive differences can be proven
- Where recognition is not granted or is granted only partly, demonstration of substantial differences by the competent authority
- Where recognition is not granted or is granted only partly, the applicant has the right to appeal
- None of the above

L68.1. Please provide a reference to the relevant legislation

HE Ordinance, chapter 5, 6, 7 and 12

L68.2. What measures exist to ensure that these legal statements are implemented in practice?

Through regular legal supervision by the HE Authority and the right to appeal.

L69. How is a foreign qualification giving access to first cycle higher education in another country considered in an application for a first cycle higher education programme in your country?

The qualification is considered in the same way as the qualification in the national context
If the foreign qualification gives access to HE in the country where it was issued it gives access in Sweden if the applicant has documented skills in maths, english on a comparable level as the general requirements for HE in Sweden.

L69.1. Please specify

L70. How is a foreign qualification giving access to second cycle higher education in another country considered in an application for a second cycle higher education programme in your country?

The qualification is considered in the same way as the qualification in the national context
If the qualification gives access in the country where it was issued and fulfils the requirements of language skills it generally gives access also in Sweden, provided that there are no substantial differences concerning the qualification level.

L70.1. Please specify

L71. How is a foreign qualification giving access to third cycle higher education in another country considered in an application for a third cycle higher education programme in your country?

The qualification is considered in the same way as the qualification in the national context

L71.1. Please specify

L72. Do higher education institutions typically:

make recognition decisions at central level (this may include employing or involving experts who are competent in various HE systems and recognition of qualifications, a decision making body consisting of members belonging to various parts of the HEI who have experience in credential evaluation; or other)

L72.1. Please explain

L72.2. If you wish, please comment on the (possibly several) practical procedures of recognition at institutional level

a. Recognition of periods of study on free-mover basis is handled in cooperation at central level/faculty level.

b. Recognition for access to HE: All applications are handled in through the joint national admission system. Applications with foreign credentials, credentials which don't fit into computerized assessment and applications to master programmes are then assessed according to nationally agreed principles for level recognition and language requirements by the central admission office at the HEIs. Assessment of specific requirements for master programmes is handled by the respective departments responsible for the courses/programmes.

L73. What measures exist to ensure that higher education institutions have fair recognition procedures for study and training periods abroad?

ENIC/NARIC office provide information about the Lisabon convention etc.

L74. Comments

Data entry: (II_Quality_assurance)

II.1. Which situation applies in your country?

A single independent national agency for quality assurance has been established

II.1.1. Please specify

II.2. 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

II.2.1. For each of the agencies, what is the main outcome of an external review?

II.2.2. Please specify

II.3. Does the outcome of an external review normally have an impact on the funding of the institution or programme?

Yes

II.3.1. Please specify the normal impact of an external review

2 percent of the annual budget for education on bachelor and master level allocates on the basis of the outcome of The Swedish Higher Education Authority's quality assurance activities. The amount is decided by the Government.

II.4. Does the agency cover:

All higher education institutions

II.4.1. Considered together, do the agencies cover:

II.5. Do the agencies cover:

II.5.1. Please specify:

II.6. What is the main focus of the external evaluations undertaken?

Programmes

II.6.1. Are all institutions included?

Please choose.. ▾

II.6.2. Please specify

II.6.3. Are all programmes in all cycles included?

No ▾

II.6.4. Please specify

Not third cycle (PhD programmes).

II.6.5. Are all institutions and all programmes included?

II.7. Are the outcomes of Quality Assurance evaluations made available to the public?

All reports are publically available

II.8. Are the following issues typically included in external Quality Assurance Evaluations?

- | | | | | |
|--|--------------------------------------|-------------------------------------|--|---------------------------------|
| Teaching | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Research | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Student support services | <input type="radio"/> Yes | <input checked="" type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Lifelong learning provision | <input type="radio"/> Yes | <input checked="" type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Admissions processes | <input type="radio"/> Yes | <input type="radio"/> No | <input checked="" type="radio"/> In some cases | <input type="radio"/> No answer |
| Student progression, drop-out and completion | <input type="radio"/> Yes | <input checked="" type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Employability | <input type="radio"/> Yes | <input checked="" type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Internal Quality Assurance / Management system | <input type="radio"/> Yes | <input checked="" type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Recognition policy and practice | <input type="radio"/> Yes | <input checked="" type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |

II.8.1. Please specify

II.8.2. For those issues that are typically included in external QA evaluation, please provide details on the criteria used. Please also provide the full reference to relevant documents

See english version on QA.

II.8.3. Additional comments

The quality assurance activities main focus is the outcome of the programme. Not the processes or pre-requisites.

II.9. Does your national Quality Assurance system or legislative framework explicitly allow higher education institutions to choose a Quality Assurance Agency from outside your country as part of the initial and/or periodic external QA review?

No

II.9.1. Please explain the differences

II.9.2. Please specify which institutions are able to choose

II.10. Which conditions apply to the choice of a Quality Assurance Agency for cross border review?

II.10.1. How many higher education institutions have used this opportunity?

II.11. In the case of international joint and double degree programmes, are quality assurance decisions of QA agencies registered abroad recognised in your country?

Other (e.g. the agency must be also a member of the European Association for Quality Assurance in Higher Education (ENQA)).

The IIEI are responsible for the quality and recognition of quality assurance decisions of QAA abroad for the "joint part" of the programme. The Swedish QAA always evaluate the Swedish part of the programmes.

II.11.2. Please specify

II.12. Additional comments

II.13. Does your legislation or steering documents encourage your national QA agency(ies) to be:

- Listed in EQAR
- Member of ENQA
- There is no specification within the current legislation or steering documents
 - Yes, for an application to EQAR
 - Yes, for the purpose of ENQA membership
 - Yes, for other purposes
- An evaluation is planned before the 2015 Ministerial Meeting in Yerevan but has not yet taken place
 - No

II.15. Is there a formal requirement that students are involved

- | | | | | | |
|---|--|--|-------------------------------------|-------------------------------------|---------------------------------|
| In governance structures of national QA agencies | <input checked="" type="radio"/> Yes, it is compulsory | <input type="radio"/> Yes, it is advised | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| As full members in external review teams | <input checked="" type="radio"/> Yes, it is compulsory | <input type="radio"/> Yes, it is advised | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| As observers in external review teams | <input type="radio"/> Yes, it is compulsory | <input type="radio"/> Yes, it is advised | <input checked="" type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| In the preparation of self evaluation reports | <input checked="" type="radio"/> Yes, it is compulsory | <input type="radio"/> Yes, it is advised | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| In the decision making process for external reviews | <input type="radio"/> Yes, it is compulsory | <input type="radio"/> Yes, it is advised | <input checked="" type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| In follow-up procedures | <input type="radio"/> Yes, it is compulsory | <input type="radio"/> Yes, it is advised | <input checked="" type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |

II.15.1. Please specify

II.16. Is there a formal requirement that international peers/experts are involved?

- | | | | | | |
|---|--|---|-------------------------------------|-------------------------------------|---------------------------------|
| In governance structures of national QA agencies? | <input checked="" type="radio"/> YES, it is compulsory | <input checked="" type="radio"/> YES, it is advised | <input type="radio"/> NO | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| As full members in external review teams | <input checked="" type="radio"/> YES, it is compulsory | <input checked="" type="radio"/> YES, it is advised | <input type="radio"/> NO | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| As observers in external review teams | <input checked="" type="radio"/> YES, it is compulsory | <input checked="" type="radio"/> YES, it is advised | <input checked="" type="radio"/> NO | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| In the decision making process for external reviews | <input checked="" type="radio"/> YES, it is compulsory | <input checked="" type="radio"/> YES, it is advised | <input checked="" type="radio"/> NO | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| In follow-up procedures | <input checked="" type="radio"/> YES, it is compulsory | <input checked="" type="radio"/> YES, it is advised | <input checked="" type="radio"/> NO | <input type="radio"/> In some cases | <input type="radio"/> No answer |

II.16.1. Please specify

II.17. Is there a formal requirement that academic staff are involved

- | | | | | | |
|---|--|--|-------------------------------------|-------------------------------------|---------------------------------|
| In governance structures of national QA agencies? | <input type="radio"/> Yes, it is compulsory | <input type="radio"/> Yes, it is advised | <input checked="" type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| As full members in external review teams | <input checked="" type="radio"/> Yes, it is compulsory | <input type="radio"/> Yes, it is advised | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| As observers in external review teams | <input type="radio"/> Yes, it is compulsory | <input type="radio"/> Yes, it is advised | <input checked="" type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| In the decision making process for external reviews | <input type="radio"/> Yes, it is compulsory | <input type="radio"/> Yes, it is advised | <input checked="" type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| In follow-up procedures | <input type="radio"/> Yes, it is compulsory | <input type="radio"/> Yes, it is advised | <input checked="" type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |

II.17.1. Please specify

II.18. Is there a formal requirement that employers are involved

- In governance structures of national QA agencies?** Yes, it is compulsory Yes, it is advised No In some cases No answer
- As full members in external review teams** Yes, it is compulsory Yes, it is advised No In some cases No answer
- As observers in external review teams** Yes, it is compulsory Yes, it is advised No In some cases No answer
- In the decision making process for external reviews** Yes, it is compulsory Yes, it is advised No In some cases No answer
- In follow-up procedures** Yes, it is compulsory Yes, it is advised No In some cases No answer

II.18.1. Please specify

II.20. Are there formal requirements for higher education institutions to develop internal quality assurance systems?

Yes

II.20.1. Please specify these requirements and the relevant source

Higher Education Act.

II.21. Who is primarily responsible for deciding the focus of internal quality assurance processes?

Higher education institutions

II.21.1. Please specify

II.22. Are there formal requirements for students to be involved in internal quality assurance systems?

Yes

II.22.1. Please specify

II.23. Is there a requirement for students to be involved in the preparation of self evaluation reports?

- Yes
 No
 In some cases

II.23.1. Please specify

II.24. Is there a requirement for students to be involved in decision-making as an outcome of evaluation?

Yes

II.24.1. Please specify

II.25. How many higher education institutions have published a strategy/policy for the continuous enhancement of quality in the past 5 years?

100%

II.26. How many higher education institutions have arrangements in place for the internal approval, monitoring and periodic review of programmes and awards?

100%

II.26.1. Please describe what kind of arrangements are in place.

II.27. How many higher education institutions publish up to date and objective information about the programmes and awards offered?

100%

II.28. How many higher education institutions publish critical and negative outcomes of Quality Assurance evaluations?

100%

Freedom of Information Acts stipulates that everything published by a public institution is for public use. The outcomes of an evaluation is published on the websites of the Agency and the HEI.

II.29. Are higher education institutions' recognition policy and practice typically evaluated in Internal Quality Assurance processes within the institution?

Sometimes

II.29.1. Please explain

The HEIs are responsible for high quality in all their operations. We don't have systematic data on how they conduct their internal QA process, but it has been shown in some policies for quality enhancements.

Data entry: (III_Social_dimension)

III. Policy background: In the framework of the Bologna Process, the ministers responsible for higher education agreed that the student body entering, participating in and completing higher education at all levels should reflect the diversity of the population living in the different European regions (London Communiqué, 18 May 2007).

III.1. How is the objective of widening participation reflected in steering documents of your country?

It is reflected through general policy statements but no concrete measures have been put in place
The objective of widening participation is reflected in the Higher Education Act and the Higher Education ordinance.

III.1.1. Please indicate these measures in the form of bullet points:

III.2. Do steering documents of your country refer to any quantitative objectives to be reached regarding the population entering, participating in and/or completing higher education?

Yes, there are quantitative objectives WITHOUT reference to any underrepresented groups of the student population

III.2.1. Please indicate which statement(s) best describe(s) your country-specific situation: The quantitative objectives are formulated in terms of...

- student population entering HE
- student population participating in HE
- student population completing HE
- graduates entering the labour market

III.2.2. Please specify the quantitative objectives and the period they cover. Please also indicate the steering documents in which they are stipulated (reference and link).

Note that Sweden has a target (with reference to Europe 2020) saying that 40–45 per cent of the 30–34 age cohort shall have at least two years of tertiary education in 2020. However, tertiary education includes not HE only. It also includes other post-secondary education.

III.2.3. Please indicate which underrepresented groups are covered by the quantitative objectives, what they are and which period they cover. Please also indicate the steering documents in which they are stipulated (reference and link).

Students with disabilities:Objective set and period covered

Students with disabilities:Policy document (reference and link)

Adults/mature students:Objective set and period covered

Adults/mature students:Policy document (reference and link)

Students from lower socio-economic background/lower socio-economic group:Objective set and period covered

Students from lower socio-economic background/lower socio-economic group:Policy document (reference and link)

Male/female (gender groups):Objective set and period covered

Male/female (gender groups):Policy document (reference and link)

Ethnic, cultural, religious or linguistic minorities (please specify):Objective set and period covered

Ethnic, cultural, religious or linguistic minorities (please specify):Policy document (reference and link)

Students living in specific geographical areas (e.g. rural areas):Objective set and period covered

Students living in specific geographical areas (e.g. rural areas):Policy document (reference and link)

Migrants:Objective set and period covered

Migrants:Policy document (reference and link)

Migrants' children:Objective set and period covered

Migrants' children:Policy document (reference and link)

Other groups:Objective set and period covered

Other groups:Policy document (reference and link)

III.2.4. Comments

III.3. Are there any mechanisms in your country, which encourage or oblige higher education institutions to participate in a systematic monitoring of the composition of the student body?

Yes

III.3.1. Please provide a short description of the mechanisms in place:

Ordinance (1993:1153) "Förordning om redovisning av studier m.m. vid universitet och högskolor" This ordinance states for example that every HEI is obliged to keep a record of their students (e.g. including entry requirements, entry, degree/diploma etc.)

III.4. Please indicate the stages at which the composition of the student body is subject to systematic monitoring and the student characteristics which are taken into account at these stages. If there is no systematic monitoring at the given stage, please tick "not applicable".

Disability:At entry to HE

Disability:During HE studies

Disability:At graduation

Disability:After graduation

Labour market status prior to the entry to HE:At entry to HE

Labour market status prior to the entry to HE:During HE studies	<input type="text" value="0"/>
Labour market status prior to the entry to HE:At graduation	<input type="text" value="0"/>
Labour market status prior to the entry to HE:After graduation	<input type="text" value="0"/>
Age:At entry to HE	<input type="text" value="1"/>
Age:During HE studies	<input type="text" value="1"/>
Age:At graduation	<input type="text" value="1"/>
Age:After graduation	<input type="text" value="1"/>
Type and level of qualification achieved prior to entry to HE:At entry to HE	<input type="text" value="1"/>
Type and level of qualification achieved prior to entry to HE:During HE studies	<input type="text" value="0"/>
Type and level of qualification achieved prior to entry to HE:At graduation	<input type="text" value="0"/>
Type and level of qualification achieved prior to entry to HE:After graduation	<input type="text" value="0"/>
Socio-economic background:At entry to HE	<input type="text" value="1"/>
Socio-economic background:During HE studies	<input type="text" value="0"/>
Socio-economic background:At graduation	<input type="text" value="0"/>
Socio-economic background:After graduation	<input type="text" value="0"/>
Gender:At entry to HE	<input type="text" value="1"/>
Gender:During HE studies	<input type="text" value="1"/>
Gender:At graduation	<input type="text" value="1"/>
Gender:After graduation	<input type="text" value="1"/>
Ethnic, cultural, religious or linguistic minority status (please specify in comments):At entry to HE	<input type="text" value="0"/>
Ethnic, cultural, religious or linguistic minority status (please specify in comments):During HE studies	<input type="text" value="0"/>
Ethnic, cultural, religious or linguistic minority status (please specify in comments):At graduation	<input type="text" value="0"/>
Ethnic, cultural, religious or linguistic minority status (please specify in comments):After graduation	<input type="text" value="0"/>
Religion:At entry to HE	<input type="text" value="0"/>
Religion:During HE studies	<input type="text" value="0"/>
Religion:At graduation	<input type="text" value="0"/>
Religion:After graduation	<input type="text" value="0"/>
Migrant status (migrants or migrants' children):At entry to HE	<input type="text" value="1"/>
Migrant status (migrants or migrants' children):During HE studies	<input type="text" value="1"/>
Migrant status (migrants or migrants' children):At graduation	<input type="text" value="0"/>
Migrant status (migrants or migrants' children):After graduation	<input type="text" value="0"/>
Other characteristics:At entry to HE	<input type="text" value="0"/>
Other characteristics:During HE studies	<input type="text" value="0"/>
Other characteristics:At graduation	<input type="text" value="0"/>
Other characteristics:After graduation	<input type="text" value="0"/>
Not applicable (no systematic monitoring at the given stage):At entry to HE	<input type="text" value="0"/>
Not applicable (no systematic monitoring at the given stage):During HE studies	<input type="text" value="0"/>
Not applicable (no systematic monitoring at the given stage):At graduation	<input type="text" value="0"/>
Not applicable (no systematic monitoring at the given stage):After graduation	<input type="text" value="0"/>

III.4.1. Please specify how ethnic, cultural, religious or linguistic minority status is taken into account:

III.4.2. Please specify which other student characteristics are taken into account in the monitoring:

III.4.3. Comments

By systematic monitoring we mean regularly follow-ups (e.g. annual). In addition we monitor some student body characteristics occasionally (these are not indicated above).

III.5. Please specify who monitors the composition of the student body

HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):At entry to HE	<input type="text" value="0"/>
HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):During HE studies	<input type="text" value="0"/>
HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):At graduation	<input type="text" value="0"/>
HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):After graduation	<input type="text" value="0"/>
HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):At entry to HE	<input type="text" value="1"/>
HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):During HE studies	<input type="text" value="1"/>
HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):After graduation	<input type="text" value="1"/>

agency/office):At graduation	
HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):After graduation	<input type="text" value="0"/> ▼
Ministry/governmental body:At entry to HE	<input type="text" value="1"/> ▼
Ministry/governmental body:During HE studies	<input type="text" value="1"/> ▼
Ministry/governmental body:At graduation	<input type="text" value="1"/> ▼
Ministry/governmental body:After graduation	<input type="text" value="1"/> ▼
Independent bodies/agencies:At entry to HE	<input type="text" value="0"/> ▼
Independent bodies/agencies:During HE studies	<input type="text" value="0"/> ▼
Independent bodies/agencies:At graduation	<input type="text" value="0"/> ▼
Independent bodies/agencies:After graduation	<input type="text" value="0"/> ▼
Other:At entry to HE	<input type="text" value="0"/> ▼
Other:During HE studies	<input type="text" value="0"/> ▼
Other:At graduation	<input type="text" value="0"/> ▼
Other:After graduation	<input type="text" value="0"/> ▼
No systematic monitoring:At entry to HE	<input type="text" value="0"/> ▼
No systematic monitoring:During HE studies	<input type="text" value="0"/> ▼
No systematic monitoring:At graduation	<input type="text" value="0"/> ▼
No systematic monitoring:After graduation	<input type="text" value="0"/> ▼

III.5.1. Please specify which other organisation monitors the composition of the student body

III.5.2. If at certain stages you chose several options, please explain the distribution of responsibilities between different parties involved:

HE institutions report information about the student body to Statistics Sweden. Statistics Sweden and the Swedish Higher Education Authority (responsible for official statistics on higher education) publish data of the student body.

III.5.3. Comments

III.6. In your country, are there legal restrictions on collecting or publishing data on certain student characteristics (e.g. ethnic background of students)?

...collect data on certain student characteristics No legal restrictions apply to... Some legal restrictions apply to... No answer

...publish data on certain student characteristics No legal restrictions apply to... Some legal restrictions apply to... No answer

III.6.1. Please specify which data cannot be collected or published and why.

III.7. Are the results of monitoring activities related to different stages (i.e. at entry, during studies, at graduation, after graduation) publicly available?

▼

III.7.1. How are these results published?

Information is shown for each individual higher education institution
You can find both aggregated information and information for each individual HEL.

III.7.2. Please provide details on where the results of the monitoring activities can be consulted.

Information regarding the composition of the student body can be found on the web site of The Swedish Higher Education Authority: <http://www.uk-ambetet.se/>
http://www.uk-ambetet.se/download/18.4149f55713bbd917563800012269/UF0205_2011L12E_SM_UF20SM1301.pdf
http://www.scb.se/Statistik/UF/UF0205/2010L11G/UF0205_2010L11G_SM_UF19SM1201.pdf
http://www.scb.se/Statistik/UF/UF0205/2011L12D/UF0205_2011L12D_SM_UF20SM1204.pdf

or on the web site of Statistics Sweden: <http://www.scb.se/>

III.8. From the data collected in your monitoring system, what have been the main changes in the composition of the student body during the last ten years?

The main changes during the last ten years have been in the composition of the age and migrant status (foreign background) among new entrants.

Among new entrants at HEIs the proportion of young students (19–21) has increased. One reason is that the number of young people in the population has increased. Another reason is that a larger proportion of the very young (19-year-old) began university education in the 2009/2010–20011/12 academic years compared to earlier academic years.

Among new entrants at HEIs the proportion of students with foreign background has increased. At the age of 25 a larger share of those with Swedish background had begun higher education compared to those with foreign background (referring to the 1985 birth cohort). However, the difference between the two groups has decreased during the last ten years (birth cohorts 1976–1985). (Foreign background among students is defined as a student who is either born abroad or a student born in Sweden whose parents were both born abroad).

III.9. Please choose the statement that best describes your country-specific situation:

Individuals that meet standard entry requirements have...

a guaranteed right to higher education in ALL fields and they are commonly accepted to the institution of their own (first) choice:Universities ▼

a guaranteed right to higher education in ALL fields and they are commonly accepted to the institution of their own (first) choice:HEIs other than universities ▼

a guaranteed right to higher education in ALL fields but they are often offered a place at an institution that is NOT their own (first) choice:Universities ▼

a guaranteed right to higher education in ALL fields but they are often offered a place at an institution that is NOT their own (first) choice:HEIs other than universities ▼

a guaranteed right to higher education in SOME fields and they are commonly ▼

accepted to the institution of their own (first) choice:Universities

a guaranteed right to higher education in SOME fields and they are commonly accepted to the institution of their own (first) choice:HEIs other than universities

a guaranteed right to higher education in SOME fields but they are often offered a place at an institution that is NOT their own (first) choice:Universities

a guaranteed right to higher education in SOME fields but they are often offered a place at an institution that is NOT their own (first) choice:HEIs other than universities

no guaranteed right to higher education:Universities

no guaranteed right to higher education:HEIs other than universities

III.9.1. Please specify which fields are excluded:

III.9.2. Comments

III.10. Please explain on what basis higher education institutions most commonly select students:

Level of achievement in standard entry requirements:Universities

Level of achievement in standard entry requirements:HEIs other than universities

Entry examinations for all programmes:Universities

Entry examinations for all programmes:HEIs other than universities

Entry examinations for some programmes, and level of achievement in standard entry requirements for others:Universities

Entry examinations for some programmes, and level of achievement in standard entry requirements for others:HEIs other than universities

Other:Universities

Other:HEIs other than universities

III.10.1. Please specify which other criteria apply:

III.10.2. Comments

III.11. 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).

Route 1 "School leaving certificate"

III.11. 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).

Route 2 "Vocational education certificate"

III.11. 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).

Route 3 "Without formal certification"

III.11. 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).

Route 4 "Swedish Scholastic Aptitude Test (högskoleprovet)"

III.11. 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).

Route 5 ""

III.12. The different routes are opening access to...

{III_11_SQ001} all HEIs /HE programmes some HEIs / HE programmes No answer

{III_11_SQ002} all HEIs /HE programmes some HEIs / HE programmes No answer

{III_11_SQ003} all HEIs /HE programmes some HEIs / HE programmes No answer

{III_11_SQ004} all HEIs /HE programmes some HEIs / HE programmes No answer

{III_11_SQ005} all HEIs /HE programmes some HEIs / HE programmes No answer

III.12.1. For routes that only open access to some HEIs or programmes, please specify to which institutions/programmes they do open access and to which institutions/programmes they do not open access:

Although a school leaving certificate gives general entry requirements it might not give specific entry requirements – it all depends on the type of school leaving certificate (field of study) in combination with the requirements of specific higher education programme (specific entry requirements differ between higher education programmes).

The Swedish Scholastic Aptitude Test (route 4) is a selection test. It always needs to be combined with the fulfilment of entry requirements (general and specific).

III.13. Please provide the percentages of students entering through each access route. If you cannot provide the exact percentages, please provide at least approximate data (estimates). Please indicate in the appropriate text field whether the information is based on official data or an estimate.

{III_11_SQ001};% of students entering HE through this access route

{III_11_SQ001};Official data based on central level monitoring, including surveys

{III_11_SQ001};Estimates

{III_11_SQ001}:Impossible to say (no official data and impossible to estimate)	Impossible to say (...)
{III_11_SQ002}:% of students entering HE through this access route	
{III_11_SQ002}:Official data based on central level monitoring, including surveys	
{III_11_SQ002}:Estimates	
{III_11_SQ002}:Impossible to say (no official data and impossible to estimate)	Impossible to say (...)
{III_11_SQ003}:% of students entering HE through this access route	
{III_11_SQ003}:Official data based on central level monitoring, including surveys	
{III_11_SQ003}:Estimates	
{III_11_SQ003}:Impossible to say (no official data and impossible to estimate)	Impossible to say (...)
{III_11_SQ004}:% of students entering HE through this access route	
{III_11_SQ004}:Official data based on central level monitoring, including surveys	
{III_11_SQ004}:Estimates	
{III_11_SQ004}:Impossible to say (no official data and impossible to estimate)	Impossible to say (...)
{III_11_SQ005}:% of students entering HE through this access route	
{III_11_SQ005}:Official data based on central level monitoring, including surveys	
{III_11_SQ005}:Estimates	
{III_11_SQ005}:Impossible to say (no official data and impossible to estimate)	

III.13.1. Please indicate the source of the official data:

III.13.2. Comments

According to the Higher Education Ordinance the access routes of the students should be: at least 1/3 of the students from route 1 and 2 together (School leaving certificate or Vocational education certificate), at least 1/3 from route 4 (Swedish Scholastic Aptitude Test) and no more than 1/3 from route 3 (without formal certification).

III.14. Are there any incentives for higher education institutions to admit non-traditional students?

No ▼

III.14.1. Please indicate which incentives exist and how they operate.

Do they apply to all HEIs or only to some HEIs? If they only apply to some HEIs, please indicate to which ones.

III.15. Comments

No, no incentives.

However, the Higher Education Act states that (Chapter 1, section 5): "Equality between women and men shall always be taken into account and promoted in the operations of higher education institutions. — Higher education institutions shall also actively promote and widen recruitment to higher education."

In the selection process the HEIs have a legal right to select a maximum of 1/3 of the students without formal education and determine selection criteria comprising for example "knowledge, professional or vocational experience or other experience that is of particular merit for the course or study programme applied for" (HEO, Chapter 7, section 23).

III.16. In your country, are there any bridging programmes for HE candidates who do not possess standard qualification(s) opening access to higher education?

- Yes, such programmes exist and they are targeted at those who left school prior to the completion of any type of upper secondary education.
- Yes, such programmes exist and they are targeted at those who have completed an upper secondary programme which does not allow direct access to higher education.
- No, such programmes do not exist.

III.16.1. Please provide details on these programmes, the qualifications they lead to (e.g. standard upper secondary school leaving certificate, qualification/certificate that differs from the standard upper secondary school leaving certificate) and the number of participants completing the courses (latest available statistics):

The main bridging programmes:

Adult education at upper-secondary level (gymnasial vuxenutbildning):

In general, the local government is responsible for this education. 3 831 participants left this education in 2012 with final school grades (source: The National Agency for Education, Skolverket, table "Elever som fått slutbetyg från komvux på gymnasial nivå 2012").

Foundation year programme (basår):

Access program of a maximum of one year and the HEIs are responsible. This education gives the student requirement and access to a specific 1st cycle programme. It's not possible to provide numbers of participants completing the foundation year programme. However, 5 180 students followed this programme in the academic year 2011/12.

Folk high school/Independent adult education college (folkhögskola)

The objective of this education is primarily educative but it can also give entry requirements to HEIs. 28 369 participants followed a course of two weeks or longer (länga kurser, see Table 2b in <http://www.folkbildning.se/globalassets/statistik/folkhogskola/statistiska-meddelanden/scb-stat-fhsk-2012.pdf?epiditmode=true>) in autumn term 2012.

III.17. Comments

III.18. Can higher education candidates without standard qualifications be admitted to higher education on the basis of the recognition of their prior non-formal and informal learning?

Yes, this is possible in all higher education institutions/programmes.

III.18.1. Please indicate the steering documents on which admission to HE on the basis of recognition of prior non-formal and informal learning is based (if any):

Higher Education Ordinance

III.19. Please choose the statement that best applies to your country-specific situation:

Access to the recognition procedures is a legal right for candidates and all/some HEIs (as indicated above) must provide relevant procedures.

III.20. In your country, do steering documents refer to any specific requirements for HE candidates who would like to gain access to HE based on the recognition of their non-formal and informal learning?

- Yes, steering documents refer to specific age requirements

- Yes, steering documents refer to requirements related to the duration of prior professional experience
 Yes, steering documents refer to other requirements
 No, there is no reference in steering documents to any requirements

III.20.1. If steering documents contain references to specific requirements, please provide the details on the exact formulation here:

III.20.2. Please also provide the full reference(s) to relevant document(s) here:

III.21. Based on official statistics or estimates please indicate the proportion of students entering higher education through the recognition of non-formal and informal learning (i.e. without standard HE entry qualifications):

Information impossible to provide (no official data available and impossible to estimate)

III.21.1. Please indicate the source of this information

Please choose

III.21.2. Please specify:

III.22. Comments

III.23. Is student retention and/or completion defined as an objective in the steering documents in your country?

Yes ▼

III.23.1. Please specify how this objective is defined:

The answer is yes and no. There is no objective in the steering documents that specifically single out student completion. However, in the budget bill of 2014 one of the indicators measuring the effectiveness of HEIs is a performance indicator.

III.23.2. Please also provide the full reference(s) to all relevant document(s).

Regeringens proposition 2013/14:1 (Budget bill 2013/14:1).

III.24. In your country, are targets set to measure progress regarding student retention and/or completion?

No ▼

III.24.1. Please describe the targets:

III.24.2. Please also provide the full reference(s) to all relevant document(s).

III.25. Are under-represented groups of students specifically targeted in your policies to increase completion rates?

Not applicable (No such objective exists in the country)

III.25.1. Please specify the groups of students that are targeted:

III.25.2. Please also provide the full reference(s) to all relevant document(s):

III.26. In your country, are there any specific measures to improve retention rates of first year students?

No ▼

III.26.1. Please describe the measures:

III.26.2. Please also provide the full reference(s) to all relevant document(s):

III.27. Are there any incentives in your country encouraging students to complete their studies within a limited period of time (e.g. 3-4 years for a bachelor degree)?

Yes, there are financial incentives encouraging students to complete their studies within a limited period of time

III.27.1. Please provide details on the incentives that exist in your country:

If a student's living is based on student finance (studiemedel) he/she must perform every academic year – there's a lowest level of performance to be fulfilled in order to continue receiving student finance. There's also a limited number of years for which one can receive student finance. For some teacher-students the students will receive a premium (money) after completing their studies.

III.27.2. Please also provide the full reference(s) to all relevant document(s):

Student support ordinance, csn.se

III.28. Does the improvement of completion/drop-out rates have an impact on HEIs' funding?

- Yes, within a funding formula
 Yes, as a performance-based mechanism
 No

III.28.1. Please provide details how:

“The funding for first (undergraduate) and second cycle (Masters') courses and study programmes is based on the number of full-time equivalent students and the annual performance equivalent. The amount of funding varies depending on the disciplinary domain. There is also a funding cap that limits the size of funding a HEI may receive.” <http://english.uk-ambetet.se/highereducation/funding.4.4149f55713bbd917563800011054.html>

III.28.2. Please also provide the full reference(s) to all relevant document(s):

Universitet och högskolor. Årsrapport 2013, chapter “Ekonomi och forskningsfinansiering” (2013, The Swedish Education Authority) (in Swedish)

III.29. Are there any other non-financial mechanisms/incentives in place to help HEIs improve student completion rates?

No ▼

III.29.1. Please provide details:

III.29.2. Please also provide the full reference(s) to all relevant document(s).

III.30. Comments

III.31. Are student completion rates systematically measured in your country?

- Yes, at the end of the 1st cycle
 Yes, at the end of the 2nd cycle
 No, completion rates are not measured

III.31.1. Please also provide the full reference(s) to relevant document(s):

Universitet och högskolor. Genomströmning och resultat på grundnivå och avancerad nivå till och med 2011/12. (2013, The Swedish Education Authority and Statistics Sweden)

III.31.2. Comments

General programmes leading to a Higher Education Diploma or a Degree of Bachelor are measured at the end of 1st cycle. General programmes leading to a Degree of Master (one or two years) are measured at the end of 2nd cycle.

Programmes leading to a professional qualification are measured after their normal completion time (some programmes are finished at the end of 1st cycle and some at the end of 2nd cycle).

III.32. In your country, are completion rates calculated for underrepresented groups of students?

Yes

III.32.1. Please specify for which underrepresented groups data is calculated:

- (1) Gender (men are more often underrepresented compared with women, but in some programmes women are underrepresented).
(2) Occasionally reports have been published about other underrepresented groups. For instance regarding lower social background (lower level of parental education, e.g. compulsory school).

III.32.2. Please also provide the full reference(s) to relevant document(s):

- (1) Universitet och högskolor. Genomströmning och resultat på grundnivå och avancerad nivå till och med 2011/12. (2013, The Swedish Higher Education Authority and Statistics Sweden)
(2) Social bakgrund och genomströmning i högskolan. En studie av långa och medellånga yrkesexamensprogram. (2013, The Swedish Higher Education Authority)

III.33. Based on your official data, please provide the following information:

Completion rate of 1st cycle programmes, most recent available year:% according to official data based on central level monitoring	Higher Education Diploma: 34 % (this completion rate also includes other diplomas/degrees than Higher Education Diploma). (follow-up year 2011/12). Note that only students with a diploma or a degree are included in the percentage (34 %). Those students who actually completed the programme but didn't graduate (they decided not to take out their diploma/degree), are not included in the percentage. This note is true for all programmes described in this table (see below). Percentage of completion of Degree of Bachelor will be available in 2014.
Completion rate of 1st cycle programmes, most recent available year:Year	2011/12
Completion rate of 1st cycle programmes, most recent available year:not available	
Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):% according to official data based on central level monitoring	
Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):Year	
Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):not available	Not available
Completion rate of 2nd cycle programmes, most recent available year:% according to official data based on central level monitoring	Degree of Master (one year): 58 % (includes other degrees than Degree of Master one year) (follow-up year 2010/11). Degree of Master (two years): 68 % (includes other degrees than Degree of Master two years) (follow-up year 2011/12).
Completion rate of 2nd cycle programmes, most recent available year:Year	2010/11 and 2011/12
Completion rate of 2nd cycle programmes, most recent available year:not available	
Completion rate of 2nd cycle programmes 5 years earlier:% according to official data based on central level monitoring	
Completion rate of 2nd cycle programmes 5 years earlier:Year	
Completion rate of 2nd cycle programmes 5 years earlier:not available	Not available
Completion rate of programmes not divided into two cycles, most recent available year:% according to official data based on central level monitoring	Programmes leading to a professional qualification. The completion rates vary between programmes (these percentages only include a degree from the specified programme): between 41 % (Degree of Bachelor of Science in Engineering, first-year student in 2006/07) and 91 % (Degree of Master of Science in Veterinary Medicine, first-year student in 2003/04).
Completion rate of programmes not divided into two cycles, most recent available year:Year	2006/07 and 2003/04
Completion rate of programmes not divided into two cycles, most recent available year:not available	
Completion rate of programmes not divided into two cycles 5 years earlier :% according to official data based on central level monitoring	See above
Completion rate of programmes not divided into two cycles 5 years earlier :Year	
Completion rate of programmes not divided into two cycles 5 years earlier :not available	

III.34. Comments

III.35. Are student drop-out rates systematically measured in your country?

Yes, at the end of the 1st year
New university entrants are followed up after their second term.

III.35.1. Please also provide the full reference(s) to relevant document(s):

Universitet och högskolor. Genomströmning och resultat på grundnivå och avancerad nivå till och med 2011/12. Page 7. (2013, The Swedish Education Authority and Statistics Sweden)

III.36. In your country, are drop-out rates calculated for underrepresented groups of students?

No

III.36.1. Please specify for which groups data is calculated:**III.36.2. Please also provide the full reference(s) to relevant document(s):****III.37. In your country, how are students who change study programme considered?**

Other

III.37.1. Please specify

New university entrants are followed up after their second term. The follow-up consists of different categories: not registered in any programme, registered in the programme in which a student enrolled and registered in a different programme. You can only be new once and therefore these students are only counted as "drop-outs" from the programme in which they enrolled.

Programmes leading to a professional qualification: students are followed up after completion time for the programme in which they enrolled plus three years. Drop-out students correspond to those without a degree and not registered at any HEI programme. If a student changes to another professional programme than he/she will be followed up also in that cohort.

III.38. Are data on drop-out rates publicly available in your country?

Yes

III.38.1. Please specify by which organisation and how frequently:

The Swedish Education Authority and Statistics Sweden.
Published every other year.

III.38.2. Please also provide the full reference(s) to relevant document(s) or websites:

Universitet och högskolor. Genomströmning och resultat på grundnivå och avancerad nivå till och med 2011/12. (2013, The Swedish Education Authority and Statistics Sweden)

III.39. Based on your official data, please provide the following information:

Drop-out in first year of 1st cycle programmes, most recent available year:% according to official data based on central level monitoring	Not available, but all new university entrants are followed up. After their first year the drop-out rate is around 10 % among new entrants following a professional degree programme or a general programme. Beginners autumn semester 2011 were followed up until spring semester 2012.
Drop-out in first year of 1st cycle programmes, most recent available year:Year	Beginners autumn semester 2011 were followed up until spring semester 2012.
Drop-out in first year of 1st cycle programmes, most recent available year:not available	
Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):% according to official data based on central level monitoring	The statistics were presented in a different way 5 years ago. However, among new entrants following a program (professional degree programme or a general programme) the drop-out rate was 12 %. Beginners autumn semester 2005 were followed up until spring semester 2006.
Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):Year	Beginners autumn semester 2005 were followed up until spring semester 2006.
Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):not available	
Drop-out in 1st cycle programmes, most recent available year:% according to official data based on central level monitoring	
Drop-out in 1st cycle programmes, most recent available year:Year	
Drop-out in 1st cycle programmes, most recent available year:not available	Not available
Drop-out in 1st cycle programmes 5 years earlier:% according to official data based on central level monitoring	
Drop-out in 1st cycle programmes 5 years earlier:Year	
Drop-out in 1st cycle programmes 5 years earlier:not available	Not available
Drop-out in 2nd cycle programmes, most recent available year:% according to official data based on central level monitoring	
Drop-out in 2nd cycle programmes, most recent available year:Year	
Drop-out in 2nd cycle programmes, most recent available year:not available	Not available
Drop-out in 2nd cycle programmes 5 years earlier:% according to official data based on central level monitoring	
Drop-out in 2nd cycle programmes 5 years earlier:Year	
Drop-out in 2nd cycle programmes 5 years earlier:not available	Not available
Drop-out in programmes not divided into two cycles, most recent available year:% according to official data based on central level monitoring	Programmes leading to a professional qualification: The percentage of drop-outs varies between programmes (e.g. in the follow-up year 2011/12 the percentages of dropouts were 6 percent in the programme leading to a Degree of Master of Science in Medicine and 28 percent in the programme leading to a Degree of Master of Science in Engineering)
Drop-out in programmes not divided into two cycles, most recent available year:Year	
Drop-out in programmes not divided into two cycles, most recent available year:not available	
Drop-out in programmes not divided into two cycles 5 years earlier :% according to official data based on central level monitoring	It varies between programmes (see above).
Drop-out in programmes not divided into two cycles 5 years earlier :Year	
Drop-out in programmes not divided into two cycles 5 years earlier :not available	

III.40. Comments

Regarding question "In your country, are drop-out rates calculated for underrepresented groups of students?":

The answer is no, although gender (men and women) is shown.

Reference to relevant document:

Universitet och högskolor. Genomströmning och resultat på grundnivå och avancerad nivå till och med 2011/12. Page 7. (2013, The Swedish Education Authority and Statistics Sweden)

III.41. Note: While higher education institutions offer multiple services, in the following questions the focus lies on academic guidance services, career guidance services and psychological guidance services.

III.42. What kind of student services are commonly provided by higher education institutions?

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

III.42.1. Please specify

III.43. In your country, can prospective higher education students receive professional advice about their further studies and careers?

Yes, advice is available to ALL prospective students

III.44. Information, advice and guidance services are provided to prospective HE students...

- by upper secondary schools:free of charge
- by upper secondary schools:for a fee
- by higher education institutions:free of charge
- by higher education institutions:for a fee
- by external services:free of charge
- by external services:for a fee
- by other service providers:free of charge
- by other service providers:for a fee

III.44.1. Please specify which other service providers offer information, advice and guidance services:

III.44.2. If steering documents refer to professional advice about further studies and careers for prospective students, please provide the details on the exact formulation here:

The Education Act (skollag 2013:800, chapter 2, section 29) (loosely translated from Swedish): Pupils have the right to meet staff with the competence of providing professional advice about further studies and careers.

The Higher Education Ordinance (chapter 6, section 3, Study guidance and information): "Students shall be provided with study and career guidance. Higher education institutions shall ensure that those intending to begin a course or study programme have access to the information about it that is required. Higher education institutions shall also ensure that the admission regulations are available. The admission regulations comprise the regulations that apply at the higher education institution to applications, entry requirements, selection, and admission, as well as how decisions are made and how appeal can be made against them. Ordinance (2010:1064)."

III.44.3. Comments

III.45. Do information, advice and guidance services specifically target certain categories of prospective higher education students? If yes, please provide details on the groups targeted and the services provided:

No, there are no national initiatives in this respect although HEIs may choose to provide information etc. to certain categories of prospective students.

III.46. Are there any measures/incentives in your country encouraging HEIs to provide support for the transition of newly admitted students to higher education?

III.46.1. There are measures/incentives encouraging HEIs to provide...

- introductory courses
- tutoring or mentoring programmes
- support to acquire learning skills and/or organisational skills
- other measures / incentives

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

introductory courses ""

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

tutoring or mentoring programmes ""

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

support to acquire learning skills and/or organisational skills ""

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

other measures / incentives ""

III.46.3. Comments

III.47. In your country, is public funding allocated to improve career guidance services in HEIs?

- Yes, to career guidance services for current students
- Yes, to career guidance services for graduates/alumni

No

III.47.1. Please provide the details here:

The public funding is a block grant which also should cover costs for career guidance. This means that there is no categorical grant or earmarked funding to improve career guidance services in HEI. The IIEI decides on how much they want to spend on this.

III.47.2. Please also provide the full reference(s) to relevant document(s):

Budget bill

III.48. In your country, are there any career guidance services targeting underrepresented groups of students?

III.48.1. Please provide the details on such services here:

III.48.2. Please also provide the full reference(s) to relevant document(s):

Data entry: (IV_Fees_support_portability)

IV. The focus of the questions is on all first and second cycle students and is not limited to full-time daytime students. 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.

IV.1. 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!)

No

IV.2. Which home students at public higher education institutions have to pay fees?

- 1st cycle All students Specific groups of students No students No answer
2nd cycle All students Specific groups of students No students No answer

IV.3. Which amount of fees do home students at public higher education institutions pay in the first and second cycle?

1st cycle:Most common amount

1st cycle:Minimum amount

1st cycle:Maximum amount

2nd cycle:Most common amount

2nd cycle:Minimum amount

2nd cycle:Maximum amount

IV.3.1. Which amount of fees do home students at public higher education institutions pay in the first cycle?

1st cycle:Most common amount

1st cycle:Minimum amount

1st cycle:Maximum amount

IV.3.2. Which amount of fees do home students at public higher education institutions pay in the second cycle?

2nd cycle:Most common amount

2nd cycle:Minimum amount

2nd cycle:Maximum amount

IV.4. Which of the following criteria determine whether a student has to pay fees?

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

IV.5. Concerning fees, are international students treated differently in your country from home students?

Yes

IV.6. Which amount of fees do international students pay in the first and second cycle?

1st cycle international students:Most common amount Approximately 80000-140000 SEK/YEAR

1st cycle international students:Minimum amount Approximately 80000 SEK/YEAR

1st cycle international students:Maximum amount Approximately 200000 SEK/YEAR

2nd cycle international students:Most common amount Approximately 80000-140000 SEK/YEAR

2nd cycle international students:Minimum amount Approximately 80000 SEK/YEAR

2nd cycle international students:Maximum amount Approximately 200000 SEK/YEAR

IV.7. Who defines the fee amounts?

- 1st cycle home students HEIs HEIs, within limits set by government Government Other No answer
2nd cycle home students HEIs HEIs, within limits set by government Government Other No answer
1st cycle international students HEIs HEIs, within limits set by government Government Other No answer
2nd cycle international students HEIs HEIs, within limits set by government Government Other No answer

IV.7.1. Please specify

No fees are charged for home students

IV.8. Comments

Regarding question "Who defines the fee amount?":

1st cycle home students:

No fees are charged for home students.

2nd cycle home students:
No fees are charged for home students.

1st cycle international students:
The HEIs are required to charge tuition fees that cover their costs in full for these students. Tuition fees have been introduced for education at undergraduate and advanced level. Doctoral level studies remain free of charge, also for third country students.

2nd cycle international students:
The HEIs are required to charge tuition fees that cover their costs in full for these students. Tuition fees have been introduced for education at undergraduate and advanced level. Doctoral level studies remain free of charge, also for third country students.

IV.9. This section concerns only 1st and 2nd cycle studies. Only national support should be taken into account. Support from EU programmes or private initiatives are not within the scope of this section.

IV.10. Please shortly describe what kinds of student financial support are offered in your country.

Study support (studiemedel) is for students who will be attending a college or university (in Sweden or abroad). It constitutes of two parts: grant and loan. The total amount for full-time studies is 9776 SEK per study month (2013).

In some cases, students may also receive extra child allowance (tilläggsbidrag), supplementary loan (tilläggslån) and additional loan (merkostnadslån).

- The extra child allowance is for students with children and constitutes of a differentiated support depending on the number of children.
- The supplementary loan is for students who turn 25 (or older) during the year of their studies and have worked previously and had a certain minimum income.
- The additional loan is for students who have extra costs while they are studying.

IV.11. Please shortly describe what student financial support arrangements from your home country can students use if they study abroad.

The study support described above is fully portable.

IV.12. Do at least some students receive public financial support in the form of grants/scholarships?

First cycle Yes No No answer

Second cycle Yes No No answer

IV.13. What is the proportion of students receiving grants/scholarships by cycle?

% of students receiving grants:First cycle See comment

% of students receiving grants:Second cycle See comment

IV.14. Can students use grants/scholarships for studying abroad?

All grants are portable

IV.15. Are there any additional requirements for using the grant/scholarship abroad?

Yes ▼

IV.16. Which additional requirements need to be met for using the grant/scholarship abroad? Please check any that apply.

Citizenship:Grant 1 ▼

Citizenship:Grant 2 ▼

Citizenship:Grant 3 ▼

Citizenship:Grant 4 ▼

Residency:Grant 1 ▼

Residency:Grant 2 ▼

Residency:Grant 3 ▼

Residency:Grant 4 ▼

Recognised HEIs/programmes only:Grant 1 ▼

Recognised HEIs/programmes only:Grant 2 ▼

Recognised HEIs/programmes only:Grant 3 ▼

Recognised HEIs/programmes only:Grant 4 ▼

Course load (e.g. full-time):Grant 1 ▼

Course load (e.g. full-time):Grant 2 ▼

Course load (e.g. full-time):Grant 3 ▼

Course load (e.g. full-time):Grant 4 ▼

Only certain countries:Grant 1 ▼

Only certain countries:Grant 2 ▼

Only certain countries:Grant 3 ▼

Only certain countries:Grant 4 ▼

Only certain study programmes (e.g. where mobility is mandatory):Grant 1 ▼

Only certain study programmes (e.g. where mobility is mandatory):Grant 2 ▼

Only certain study programmes (e.g. where mobility is mandatory):Grant 3 ▼

Only certain study programmes (e.g. where mobility is mandatory):Grant 4 ▼

Equivalency condition:Grant 1 ▼

Equivalency condition:Grant 2 ▼

Equivalency condition:Grant 3 ▼

Equivalency condition:Grant 4

Programme not available in the national system:Grant 1

Programme not available in the national system:Grant 2

Programme not available in the national system:Grant 3

Programme not available in the national system:Grant 4

Other:Grant 1

Other:Grant 2

Other:Grant 3

Other:Grant 4

IV.16.1. If there is more than one type of grant, please specify:

Citizenship, Grant 1:

Swedish students and EU and EEA-nationals that are being treated as Swedish citizens are entitled to Swedish study support for studies outside Sweden.

Residency, Grant 1:

The student may be entitled to study support outside Sweden if he/she has been a resident in Sweden for two consecutive years during the last five years.

Recognised HEIs/programmes only:

Only recognised HEIs.

Course load (e.g. full-time):

Minimum 50 percent course load.

IV.16.2. Which other requirements exist?

IV.17. Can at least some students take publicly subsidised or guaranteed student loans to cover their expenses during their higher education studies?

First cycle Yes No No answer

Second cycle Yes No No answer

IV.18. What is the proportion of students who take out student loans? Please provide link(s) or full reference(s) to relevant document(s).

We do not have any statistics corresponding to the question; however, the proportion of students with study support who take out study loans is: $319\,682 / 471\,950 = 0,677$

CSNs årsredovisning (annual report) 2013: <http://www.csn.se/om-csn/organisation/styrning-resultat/arsredovisning-budget-1.4371>

IV.19. Can students use loans for studying abroad?

All loans are portable

IV.20. Are there any additional requirements for using the loan abroad?

IV.21. Which additional requirements need to be met for using the loan abroad? Please check any that apply.

Citizenship:Loan 1

Citizenship:Loan 2

Citizenship:Loan 3

Citizenship:Loan 4

Residency:Loan 1

Residency:Loan 2

Residency:Loan 3

Residency:Loan 4

Recognised HEIs/programmes only:Loan 1

Recognised HEIs/programmes only:Loan 2

Recognised HEIs/programmes only:Loan 3

Recognised HEIs/programmes only:Loan 4

Course load (e.g. full-time):Loan 1

Course load (e.g. full-time):Loan 2

Course load (e.g. full-time):Loan 3

Course load (e.g. full-time):Loan 4

Only certain countries:Loan 1

Only certain countries:Loan 2

Only certain countries:Loan 3

Only certain countries:Loan 4

Only certain study programmes (e.g. where mobility is mandatory):Loan 1

Only certain study programmes (e.g. where mobility is mandatory):Loan 2

Only certain study programmes (e.g. where mobility is mandatory):Loan 3

Only certain study programmes (e.g. where mobility is mandatory):Loan 4

- Equivalency condition:Loan 1
- Equivalency condition:Loan 2
- Equivalency condition:Loan 3
- Equivalency condition:Loan 4
- Programme not available in the national system:Loan 1
- Programme not available in the national system:Loan 2
- Programme not available in the national system:Loan 3
- Programme not available in the national system:Loan 4
- Other:Loan 1
- Other:Loan 2
- Other:Loan 3
- Other:Loan 4

IV.21.1. If there is more than one type of loan, please specify:

Citizenship, Loan 1:

Swedish students and EU and EEA-nationals that are being treated as Swedish citizens are entitled to Swedish study support for studies outside Sweden.

Residency, Loan 1:

The student may be entitled to study support outside Sweden if he/she has been a resident in Sweden for two consecutive years during the last five years.

Recognised HEIs/programmes only, Loan 1:

Only recognised HEIs.

Course load (e.g. full-time), Loan 1:

Minimum 50 percent course load.

IV.21.2. Which other requirements exist?

IV.22. Additional comments on public grants and loans

Regarding question: "What is the proportion of students receiving grants/scholarships by cycle?":

We do not have any statistics corresponding to the question; however, in year 2012 there were 502 310 students studying with study support. 336 590 of these students were studying at post-secondary level (eftergymnasial nivå).

IV.23. This section concerns only outbound mobility, namely the opportunities to take financial support from the home country for studies abroad. It includes only 1st and 2nd cycle studies, for which both credit mobility and degree mobility are considered. Only national support should be taken into account.

Additional support for studying abroad in this context means funding that is available from national sources in addition to regular student grants or loans that might be portable.

IV.24. Is there any additional public financial support for studying abroad?

IV.25. What kinds of additional public financial support are available for studying abroad?

Grants/scholarships for...

- 1st cycle credit mobility:Study costs/ fees abroad (host institution)
- 1st cycle credit mobility:Travel costs
- 1st cycle credit mobility:Living cost difference
- 1st cycle credit mobility:Language courses
- 1st cycle credit mobility:Other
- 2nd cycle credit mobility:Study costs/ fees abroad (host institution)
- 2nd cycle credit mobility:Travel costs
- 2nd cycle credit mobility:Living cost difference
- 2nd cycle credit mobility:Language courses
- 2nd cycle credit mobility:Other
- 1st cycle degree mobility:Study costs/ fees abroad (host institution)
- 1st cycle degree mobility:Travel costs
- 1st cycle degree mobility:Living cost difference
- 1st cycle degree mobility:Language courses
- 1st cycle degree mobility:Other
- 2nd cycle degree mobility:Study costs/ fees abroad (host institution)
- 2nd cycle degree mobility:Travel costs
- 2nd cycle degree mobility:Living cost difference
- 2nd cycle degree mobility:Language courses
- 2nd cycle degree mobility:Other

IV.25.1. Please specify which other additional public grants/scholarships are available:

No additional public grants/scholarships

IV.26. Higher loans for...

1st cycle credit mobility:Study costs/ fees abroad (host institution)	<input type="text" value="1"/>
1st cycle credit mobility:Travel costs	<input type="text" value="1"/>
1st cycle credit mobility:Living cost difference	<input type="text" value="1"/>
1st cycle credit mobility:Language courses	<input type="text" value="0"/>
1st cycle credit mobility:Other	<input type="text" value="0"/>
2nd cycle credit mobility:Study costs/ fees abroad (host institution)	<input type="text" value="1"/>
2nd cycle credit mobility:Travel costs	<input type="text" value="1"/>
2nd cycle credit mobility:Living cost difference	<input type="text" value="1"/>
2nd cycle credit mobility:Language courses	<input type="text" value="0"/>
2nd cycle credit mobility:Other	<input type="text" value="0"/>
1st cycle degree mobility:Study costs/ fees abroad (host institution)	<input type="text" value="1"/>
1st cycle degree mobility:Travel costs	<input type="text" value="1"/>
1st cycle degree mobility:Living cost difference	<input type="text" value="1"/>
1st cycle degree mobility:Language courses	<input type="text" value="0"/>
1st cycle degree mobility:Other	<input type="text" value="0"/>
2nd cycle degree mobility:Study costs/ fees abroad (host institution)	<input type="text" value="1"/>
2nd cycle degree mobility:Travel costs	<input type="text" value="1"/>
2nd cycle degree mobility:Living cost difference	<input type="text" value="1"/>
2nd cycle degree mobility:Language courses	<input type="text" value="0"/>
2nd cycle degree mobility:Other	<input type="text" value="0"/>

IV.26.1. Please specify which other additional public loans are available for studying abroad:

IV.27. Additional comments

IV.28. Are there any specific eligibility criteria for receiving additional public financial support?

IV.29. Please specify the eligibility criteria for receiving additional public financial support.

If there are more types of additional support, please add them in the text field below.

Need-based criteria:Grant/loan 1	<input type="text" value="0"/>
Need-based criteria:Grant/loan 2	<input type="text" value="0"/>
Need-based criteria:Grant/loan 3	<input type="text" value="0"/>
Need-based criteria:Grant/loan 4	<input type="text" value="0"/>
Merit-based criteria:Grant/loan 1	<input type="text" value="0"/>
Merit-based criteria:Grant/loan 2	<input type="text" value="0"/>
Merit-based criteria:Grant/loan 3	<input type="text" value="0"/>
Merit-based criteria:Grant/loan 4	<input type="text" value="0"/>
Course load (e.g. full time):Grant/loan 1	<input type="text" value="0"/>
Course load (e.g. full time):Grant/loan 2	<input type="text" value="0"/>
Course load (e.g. full time):Grant/loan 3	<input type="text" value="0"/>
Course load (e.g. full time):Grant/loan 4	<input type="text" value="0"/>
Criteria based on field of studies:Grant/loan 1	<input type="text" value="0"/>
Criteria based on field of studies:Grant/loan 2	<input type="text" value="0"/>
Criteria based on field of studies:Grant/loan 3	<input type="text" value="0"/>
Criteria based on field of studies:Grant/loan 4	<input type="text" value="0"/>
Other criteria (e.g. age, disability, parenthood, other):Grant/loan 1	<input type="text" value="1"/>
Other criteria (e.g. age, disability, parenthood, other):Grant/loan 2	<input type="text" value="1"/>
Other criteria (e.g. age, disability, parenthood, other):Grant/loan 3	<input type="text" value="0"/>
Other criteria (e.g. age, disability, parenthood, other):Grant/loan 4	<input type="text" value="0"/>

IV.29.1. If there is more than one type of grant or loan, please specify:

Other criteria, Grant/loan 1:

Same general criteria's as for the regular loan.

In addition, the student has to be 25 years or older and have had a certain minimum income before the studies commence.

Other criteria, Grant/loan 2:

Same general criteria's as for the regular loan.

IV.29.2. If there are more than 4 types of additional support, please specify and provide details on the eligibility criteria here:

IV.30. Please provide links and/or full references to relevant documents related to public funding of grants and loans:

csn.se

studyinsweden.se

IV.31. Additional comments

IV.32. What is the typical status of a candidate preparing a third cycle (PhD) qualification?

Employee with an employment contract with a HEI

IV.32. What is the typical status of a candidate preparing a third cycle (PhD) qualification?

IV.33. What are the main funding sources for candidates preparing a third cycle (PhD) qualification?

Salary, 61 % of the Phd students have an employment contract giving the same social benefits as for other employees at the HEI.

IV.34. Please explain any differences in the fees that third cycle candidates 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.

There are no fees for third cycle candidates but sepcific grants for Phd students as commented below.

IV.35. Additional comments on doctoral education

There are several funding opportunities for Phd students. Apart from the major employment contract with salary (61%) there are also specific doctoral grants (8%) which convert into an employment contract after 1 year, external stipends. Other funding opportunities are employment as associate professor (5%), industrial Phd students (4%), employment as MD's or other external employment (10%).

Data entry: (V_Employability)

V.1. Do higher education steering documents focus on issues related to employability (e.g. higher education institutions' need to respond to labour market demands, involving employers, their responsibility in educating graduates who can find employment soon after graduation, etc.)?

Yes ▾

V.1.1. Please provide the details on the exact formulation here, including references to the 1st or the 2nd cycle if necessary. Please also provide the full reference(s) to relevant document(s).

In the annual public service agreements to the HEIs the Government states that the higher education offer should correspond to the demands of students and the needs of the labour market: <http://www.csv.se/sv/Verktyg-stod/Statsliggaren/Regleringsbrev/?RBJD=15418>

The Higher Education Act, chapter 1, also stipulates that the students should be prepared to deal with changes in working life and that the education should develop the students' potential for professional activities that demand considerable autonomy, or for research and development work.

<http://www.uhr.se/sv/Information-in-English/Laws-and-regulations/The-Swedish-Higher-Education-Act/#Chapter1>

In Annex 2 to the Higher Education Ordinance it is also described what qualifications the students should reach in order to be able to get a certain type of degree. These descriptions also include professional competencies depending on the degree:

<http://www.uhr.se/sv/Information-in-English/Laws-and-regulations/The-Higher-Education-Ordinance/Annex-2/>

V.1.2. Are there references made to under-represented groups of students in connection with employability issues in the steering documents?

No ▾

V.1.3. Please define the under-represented groups of students mentioned in relation to the above issues and indicate the nature of the connection. Please also provide the full reference(s) to relevant document(s).

V.2. In your country, are there any initiatives in the area of labour market/skills forecasting?

Yes ▾

V.2.1. Are there initiatives in labour market/skills forecasting on national level?

Yes ▾

V.2.1.1. Is forecasting on national level done in regular intervals or on an ad hoc basis?

- In regular intervals
 On an ad hoc basis

V.2.1.2. Are there initiatives in labour market/skills forecasting on regional level?

No ▾

V.2.1.3. Is forecasting on regional level done in regular intervals or on an ad hoc basis?

- In regular intervals
 On an ad hoc basis

V.2.1.4. Please provide the details here (institutional mechanisms, sectors included, regularity, scope of forecasting studies, etc.). Please also provide the full reference(s) to relevant document(s).

There are two reports, issued by the Swedish Higher Education Authority and Statistics Sweden (in Swedish) that calculate the need for higher education degree holders. The first report is biannual and the second one is published once every three years:

1. Higher education and labour market. Every two years. Swedish Higher Education Authority. 2012:22 R. <http://www.hsv.se/download/18.782a298813a88dd0dad80009507/1222R-planeringsunderlag-arbetsmarknad-2013-2014.pdf>

2. Trends and Forecasts 2011, population, education and labour market in Sweden – outlook to year 2030. Every three years. Statistics Sweden. 2011. <http://www.scb.se/sv/Hitta-statistik/Publiceringskalender/Visa-detaljrad-information/?publobjid=17406>

V.2.2. Do educational authorities systematically take account of their results in higher education programme planning or for other purposes?

No ▾

V.2.2.1. Please specify which educational authorities use this kind of labour market information and indicate the mechanisms through which such information is used (e.g. through quantitative targets for study fields in the 1st or the 2nd cycle etc.). Please also provide the full reference(s) to relevant document(s).

V.3. In your country, are employers involved in higher education planning and management?

Yes ▾

V.3.1. How are they involved?

- | | | | | |
|--|---|--|--|---------------------------------|
| Curriculum development in higher education | <input type="radio"/> Employers have to be involved | <input checked="" type="radio"/> Employers can be involved | <input type="radio"/> Employers are not involved | <input type="radio"/> No answer |
| Teaching | <input type="radio"/> Employers have to be involved | <input checked="" type="radio"/> Employers can be involved | <input type="radio"/> Employers are not involved | <input type="radio"/> No answer |
| Participation in sectoral/national/regional bodies that influence decision-making in higher education institutions | <input type="radio"/> Employers have to be involved | <input checked="" type="radio"/> Employers can be involved | <input type="radio"/> Employers are not involved | <input type="radio"/> No answer |
| Participation in governing bodies of HEIs | <input type="radio"/> Employers have to be involved | <input checked="" type="radio"/> Employers can be involved | <input type="radio"/> Employers are not involved | <input type="radio"/> No answer |

V.3.2. Please provide the details and the source of evidence here.

The former National Agency for Higher Education (Högskoleverket) monitored the activities of the higher education institutions to involve representatives of the labour-market. The report showed that there are extensive activities at the individual institutions but there are also room for improvement in certain areas:

Kontaktiviteter, Högskolornas verksamheter för utbildningarnas arbetslivsanknytning, Rapport 2012:23 R
<http://www.hsv.se/download/18.782a298813a88dd0dad80008323/1223R-kontaktiviteter.pdf>

V.3.3. If employers can be, or they have to be involved in other ways than described in the previous question, please provide the details and the source of evidence here.

V.3.4. In your country, is public funding allocated into cooperation projects between the higher education sector and business?

Yes

V.3.5. Please provide the details on how public funding aims to facilitate university-business cooperation projects. Please also provide the full reference(s) to relevant document(s).

One example is VINNOVA - Swedish Governmental Agency for Innovation Systems – that finances large and long-term programmes which are aimed at pooling of resources by connecting actors within different industries and areas of knowledge and where societal challenges are the driving force for innovation. Several of the programmes require actors to merge to jointly manage research, development and innovation activities.

<http://www.vinnova.se/en/Our-activities/Cross-border-co-operation/>

Another example is that the Government finances Innovation Offices at certain universities.

V.3.6. In your country, are there any specific degree programmes that have been developed with the close involvement of employers?

Yes

V.3.7. Please describe these specific higher education degree programmes here. Please also provide the full reference(s) to relevant document(s).

Please see "Kontaktiviteter" 2012:23 R at www.uka.se.

Kontaktiviteter, Högskolornas verksamheter för utbildningarnas arbetslivsanknytning, Rapport 2012:23 R
<http://www.hsv.se/download/18.782a298813a88dd0dad80008323/1223R-kontaktiviteter.pdf>

V.4. Within the European Union, Directive 2013/55/EU on the recognition of professional qualifications regulates the insertion of practical training into certain, professionally oriented study programmes (these programmes lead to the following professions: doctor/specialised doctor, midwife, nurse responsible for general care, dental practitioner/specialised dental practitioner, veterinary surgeon, pharmacist and architect).

In your country, are there requirements on the inclusion of work placements/practical training in higher education programmes leading to other qualifications?

Yes, requirements exist regarding the inclusion of work placements/practical training in other programmes

V.4.1. Please provide the details on the regulatory framework here. Please also provide the full reference(s) to relevant document(s).

In Annex 2 to the Higher Education Ordinance the requirements to be able to get a degree include workplace training in some areas, primarily nursing and teaching:
<http://www.uhr.se/sv/Information-in-English/Laws-and-regulations/The-Higher-Education-Ordinance/Annex-2/>

At the HEIs there might also be additional requirements concerning workplace training that the individual institutions decide upon.

V.4.2. Please provide the (approximate) proportion of students participating in work placements/practical training during their studies as part of the programme they are studying in for the latest available year.

1st cycle 0% 1-10% 11-30% 31-50% 51-70% 71-99% 100% Not available No answer
2nd cycle 0% 1-10% 11-30% 31-50% 51-70% 71-99% 100% Not available No answer
1st and 2nd cycle combined 0% 1-10% 11-30% 31-50% 51-70% 71-99% 100% Not available No answer

V.4.2.1. Please provide the source information here.

Not available.

V.4.3. In your country, are there any incentives given to higher education institutions to include work placements/practical training for students in the 1st or 2nd cycle or both in higher education programmes (e.g. through covering the costs of internships by public funding)?

Yes, in all higher education institutions/programmes

V.4.3.1. Please provide the details on the incentives given. Please also specify if initiatives target under-represented groups of students. Please also provide the full reference(s) to relevant document(s).

The HEI receive financial support.
The students get credits and can receive study grants and loans.

V.4.3.2. Please provide the details on the incentives given. Please also specify if initiatives target under-represented groups of students. Please also provide the full reference(s) to relevant document(s).

V.5. Besides quality assurance (QA), are there any other mechanisms to evaluate the employability performance of higher education institutions/programmes?

Yes

V.5.1. Please provide the details on these mechanisms, their compulsory/optional nature and the consequences of evaluation (financial or other). Please also provide the full reference(s) to relevant document(s).

The Swedish Higher Education Authority does not – strictly speaking – evaluate the institutions according to their employability performance, but the Authority follows-up the establishment of students in the labour-market one and a half year after graduation. This information is also obtained for the individual HEIs:

<http://www.ukambetet.se/arkiv/rapporter/etableringenpaarbetsmarknaden2011/examineradelasaret200910.5.575a959a141925e81d11e4a.html>

V.5.2. Do graduate employment rates have an impact on higher education institutions' funding?

- Yes, within a funding formula
 Yes, as a performance-based mechanism
 Yes, within a different funding mechanism (please specify)
 No

V.5.2.1. Please provide details how. Please also provide the full reference(s) to all relevant document(s).

V.6. In your country, is the labour market situation of recent graduates examined through graduate tracking/tracer studies?

Yes ▼

V.6.1. Are there tracer studies conducted on national level?

Yes ▼

V.6.1.1. Are tracer studies conducted in regular intervals or on an ad hoc basis?

- In regular intervals
 On an ad hoc basis

V.6.1.2. Are there tracer studies conducted on regional level?

No ▼

V.6.1.3. Are tracer studies conducted in regular intervals or on an ad hoc basis?

- In regular intervals
 On an ad hoc basis

V.6.1.4. Are there tracer studies conducted on institutional level?

No ▼

V.6.1.5. Are tracer studies conducted in regular intervals or on an ad hoc basis?

- In regular intervals
 On an ad hoc basis

V.6.1.6. Please provide the details about tracer studies here. Please also provide the full reference(s) to relevant document(s), especially to results published.

1. Swedish Higher Education Authority
2. Every two years
3. The establishment on the labour market of all students graduating from higher education is measured one and a half years after graduation
4. -
5. Establishment on the labour market 2011 – graduated 2009/10
<http://www.uk-ambetet.se/arkiv/rapporter/etableringenpaarbetsmarknaden2011/examineradelasaret200910.5.575a959a141925e81d11e4a.html>

V.6.2. Do educational authorities systematically take account of their results in higher education programme planning or for other purposes?

Yes ▼

V.6.2.1. Please specify which educational authorities use information on the labour market situation of graduates and indicate the mechanisms through which such information is used (e.g. through performance evaluation/payment by results/Quality Assurance). Please also provide the full reference(s) to relevant document(s).

The HEI use the report on establishment on the labourmarket from the National HE Authority when planning which courses and programmes to offer.
Establishment on the labour market 2011 – graduated 2009/10
<http://www.uk-ambetet.se/arkiv/rapporter/etableringenpaarbetsmarknaden2011/examineradelasaret200910.5.575a959a141925e81d11e4a.html>

Data entry: (VI_Lifelong_learning)

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

No ▾

VI.1.1. Please provide the details on the exact formulation here (including references to relevant steering documents):

VI.1.2. Please explain the common understanding of lifelong learning in higher education in your country:

Learning and education should be and is open to everybody in Sweden. Restriction due to age is seen as discrimination thus lifelong learning must not be steered separately but is inherent.

VI.2. Is lifelong learning a recognised mission of higher education institutions?

Yes, all institutions

VI.2.1. Please indicate whether there are any legal requirements for higher education institutions to offer lifelong learning provision. Please also provide references to relevant steering documents:

There are no legal requirements dealing with this aspect.
Learning and education should be and is open to everybody in Sweden. Restriction due to age is seen as discrimination thus lifelong learning must not be steered separately but is inherent.

VI.2.2. Please provide details on the institutions for which it is/it is not a recognised mission:

VI.2.3. If necessary, please provide comments here:

VI.3. What are the main forms of lifelong learning in which higher education institutions are involved? For each form, please indicate approximate % of institutions involved.

- | | |
|---|---|
| Formal HE programmes provided under flexible arrangements | <input type="radio"/> 0% (no institution involved) <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-99% <input checked="" type="radio"/> 100% (all institutions involved) <input type="radio"/> % impossible to provide <input type="radio"/> No answer |
| Non-formal courses open to all (e.g. languages) | <input type="radio"/> 0% (no institution involved) <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-99% <input checked="" type="radio"/> 100% (all institutions involved) <input type="radio"/> % impossible to provide <input type="radio"/> No answer |
| Preparatory courses for HE entrance examinations | <input type="radio"/> 0% (no institution involved) <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-99% <input checked="" type="radio"/> 100% (all institutions involved) <input type="radio"/> % impossible to provide <input type="radio"/> No answer |
| Professionally-oriented upgrading of already achieved qualifications | <input type="radio"/> 0% (no institution involved) <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-99% <input checked="" type="radio"/> 100% (all institutions involved) <input type="radio"/> % impossible to provide <input type="radio"/> No answer |
| Tailor-made provision for industry | <input type="radio"/> 0% (no institution involved) <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-99% <input checked="" type="radio"/> 100% (all institutions involved) <input type="radio"/> % impossible to provide <input type="radio"/> No answer |

VI.3.1. Are there any other forms of lifelong learning in which higher education institutions are involved?

No ▾

VI.3.2. Please specify which forms and provide % of HE institutions involved.

VI.3.3. If you have any comments regarding different forms of lifelong learning in which HE institutions are involved, please provide them here.

VI.4. Are there legal restrictions or constraints for higher education institutions to offer lifelong learning provision?

No ▾

VL4.1. Please explain these restrictions.

VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

General public higher education budget (%) "97"

VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Special budget for lifelong learning (%) "0"

VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Private contributions from students (%) "0"

VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Private contributions from business and industry (%) "3"

VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Other (%) "0"

VL5.1. If relevant, please specify the option "other" here. You can also use this space to provide any comments regarding the previous question.

VL5.2. If you have any further comments regarding this section, please provide them here:

Regarding question "Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.":

Since lifelong learning is part of the mission of all HEIs and the block grants for financing higher education thus should cover lifelong learning as well, the estimate above is based on the financing of all higher education in Sweden.

VL6. In your higher education policy, is there a focus on promoting the flexible provision of higher education studies/programmes (e.g. changing the intensity of study programmes according to personal circumstances)?

No, there is no specific focus in HE policy on promoting the flexible provision of HE studies/programmes

VL6.1. Please provide a short description of specific policy measures that exist in your country.

VL7. Which of the statements on student statuses best describes the situation in your country?

There is only one status for all students (i.e. the status of student) without any further distinctions

VL7.1. Please explain what student statuses exist in your country and how you define them.

VL7.2. If there is only one student status without any further distinctions, please specify whether HE students in your country can change the pace of their studies (e.g. apply for a limited number of credits) and follow de facto part-time studies.

Yes, HE students can change the pace of their studies and follow de facto part-time studies

VL7.3. Please indicate which fees apply to students studying part-time.

VL7.4. Please indicate which fees apply to de facto part-time students.

No fees for any category of students

Since 2011, fees have to be paid by students coming from outside the EEA and Switzerland. Nevertheless in this regard there is no differentiation between full and part-time students.

VL7.5. Please indicate the amount of financial support, to which are eligible students holding a formal alternative student status.

VL7.6. Please indicate the amount of financial support, to which are eligible de facto part-time students.

De facto part-time students are eligible for the same amount of financial support for the same volume of study (i.e. the same number of credits) as students following typical study arrangements BOTH alternative 1 and 2.

The financial support is reduced according to the mode of studying. Students studying 75% (24 ECTS per semester/ 1.125 ECTS per week) are only eligible for 75% of the maximum financial support, students studying 50% (15 ECTS per semester/ 0.75 ECTS per week) for 50%. Students studying less than 50% are not eligible. The maximum time of funding is six years/ 12 semesters. Some students therefore can get the same amount of money for the same volume of study in total (e.g. students studying a 3-year Bachelors programme in 50% part-time get the same amount of money in 6 years as students studying the same Bachelors programme in full-time in 3 years.)

VL8. Are there any higher education programmes in your country designed as 'part-time' programmes?

Yes ▼

VL8.1. Please provide details on these programmes (in particular, how they differ from conventional higher education programmes). Please also specify whether students following these programmes pay the same amount of fees (or higher/lower fees) and are eligible for the same amount of support (or higher/lower support) as students enrolled in conventional programmes.

Basically the difference just lies in the amount of time. There is no difference between conventional and part time higher education programmes regarding contents. Before stated regulations concerning fees and student support apply here as well.

VL9. Which of the following statements best describes the extent to which HE institutions offer part-time studies or other alternative forms of study?

Higher education institutions have autonomy to decide but most of them offer part-time studies or other alternative forms of study

VL9.1. If you have any further comments regarding this section, please provide them here:

VL10. In your country, can prior non-formal and informal learning be taken into account/accredited towards fulfilment of a higher education study programme?

Yes

VL10.1. Please choose the statement that best applies to your country-specific situation.

It is a legal right for candidates to have their prior non-formal and informal learning recognised towards fulfilment of a HE study programme and HE institutions must provide relevant procedures

VL10.2. Please specify whether the process can lead to a complete award of a higher education qualification or whether it can only lead to a limited number of credits.

Recognition of non-formal and informal learning can only lead to a limited number of credits (please use comments to specify the maximum amount of credits)
There is no such maximum amount of credits. Autonomous HEI's can decide on their own how many credits they will recognize.

VL10.2.1. Please specify whether this possibility applies to all higher education qualifications or only to some higher education qualifications.

Please also specify whether this possibility is commonly used in practice.

VL10.3. If your answers to the three preceding questions were based on steering documents please specify the source (i.e. title of the document and link). If they are based on other sources (e.g. common practice of HE institutions), please specify it as well.

Higher Education Ordinance; Chapter 6
<http://www.uhr.se/sv/Information-in-English/Laws-and-regulations/The-Higher-Education-Ordinance/>

VL10.4. Do steering documents in your country refer to any specific requirements towards those HE candidates/students who would like to fulfil their higher education modules/programme through the recognition of non-formal and informal learning?

No

VL10.4.1. Please specify these requirements.

Specific age requirements (please specify)

Requirements related to the duration of prior professional experience (please specify)

Other (please specify)

VL10.5. Is it possible to provide data on the proportion of HE institutions which commonly use the recognition of prior non-formal and informal learning as a means of progression in HE studies (i.e. towards fulfilment of studies)?

There are no official data and it is impossible to provide estimates

VL10.5.1. Please indicate the proportion of higher education institutions which use the recognition of prior non-formal and informal learning as a means of progression in HE studies (i.e. towards fulfilment of studies).

VL10.5.2. Please indicate the source and the reference year.

VL10.6. Is it possible to provide data on the number of students who participated in the recognition of non-formal and informal learning and were exempted from some/all HE programme requirements?

There are no official data and it is impossible to provide estimates

VL10.6.1. Please indicate the number of students who participated in the recognition of non-formal and informal learning and were exempted from some/all HE programme requirements.

VL10.6.2. Please indicate the source and the reference year.

VL10.7. Are there any plans to create such a possibility? If yes, please provide details on the on-going debates.

VL10.6.3. If you have any further comments regarding this section, please provide them here:

VL11. Besides the approaches mentioned throughout the LLL section, are there any other approaches to enhancing lifelong learning and flexibility of higher education in your country?

Yes ▼

VL11.1. Please specify what they are.

Employees are allowed a leave of absence to study and guaranteed the same or an equivalent employment when they return.

Data entry: (VII_Internationalisation_mobility)

7.1. Do higher education steering documents refer to internationalisation of higher education?

Yes ▾

7.1.1. In your higher education steering documents, there are:

- Clear aims and objectives regarding internationalisation of higher education
- Concrete measures for implementing internationalisation of higher education

7.1.2. Please specify:

7.2. Which national level public institutions are involved in the internationalisation of higher education in your country?

- No designated institution
- Specific Department in the Ministry responsible for Higher Education
- Agency for the internationalisation of higher education
- Stakeholder organisations
- Other

7.2.1. Please specify the name and provide a link to its website (if available) and a brief description of its main activities:

7.3. Does your country have a formal national strategy for internationalisation of higher education?

Yes ▾

7.3.1. Please provide a reference and link to the document (if available, also in English):

<http://www.regeringen.se/sb/d/108/a/124191>

<http://www.regeringen.se/sb/d/108/a/46320>

7.3.2. Has the impact of the strategy been assessed?

No ▾

7.3.2.1. Please specify by whom, and provide a reference/link:

7.3.3. What percentage of higher education institutions have adopted an internationalisation strategy?

76-99%

7.3.3.1. Please provide a source for this information:

Eurypedia, The Swedish Higher Education Institutions application for the Erasmus Charter for Higher Education.

7.3.4. What percentage of higher education institutions are engaged in internationalisation actions without having adopted a formal strategy?

1-25%

7.3.4.1. Please provide a source for this information:

Estimation based on the Swedish Higher Education Institutions application for the Erasmus Charter for Higher Education.

7.4. Has your country defined targets for mobile students (if yes, please state the target)?

Credit mobility:Outgoing mobility x

Credit mobility:Incoming mobility

Degree mobility:Outgoing
mobility

Degree mobility:Incoming mobility

7.4.1. Has your country defined targets for incoming international students with a first degree obtained outside the EHEA?

No ▾

7.4.1.1. Please specify:

7.4.2. Has your country defined other targets related to the internationalisation of higher education (e.g. mobile academic staff, types of partnership in higher education and research etc.)?

No ▾

7.4.2.1. Please specify:

7.5. Is there a specific budget for funding internationalisation activities in higher education in your country?

Yes ▾

7.5.1. Please specify:

Grants for incoming and outgoing students and staff

7.6. Are there other incentives for higher education institutions to engage in internationalisation activities in your country?

No ▾

7.6.1. Please name and describe them:

7.7. Does your country provide specific, additional funding to higher education institutions for the development and implementation of joint/double degree programmes?

No

7.7.1. Please explain this funding, and how it is allocated:

7.8. Is there a legal requirement for higher education institutions to publish vacancy notices for academic staff in media operating outside your country?

No, such practice is not required, but is nevertheless common

7.8.1. Please provide a reference:

7.9. Do any higher education institutions have campuses abroad?

No

7.9.1. How many campuses do your higher education institutions have abroad?

7.9.2. In which countries do they have these campuses?

7.10. Do any higher education institutions (HEIs) in your country offer massive open online courses (MOOCs) in your country?

Yes

7.10.1. Please provide:

The percentage of HEIs offering MOOCs (%) "1"

7.10.1. Please provide:

The number of MOOCs currently offered (1,2,3 n) "4"

7.11. Does your country have main regions of operation for international student mobility?

Yes

7.11.1. Which are the main regions of operation for student mobility?

- EHEA
- Non EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and southern Africa
- Australia, New Zealand
- Other

7.11.2. Please specify

7.11.3. Does your country have main regions of operation for joint/double degrees?

Yes

7.11.4. What are the main regions of operation for joint/double degree programmes?

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.5. Please specify

7.11.6. Does your country have main regions of operation for campuses abroad?

No

7.11.7. What are the main regions of operation for campuses abroad?

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America

- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.7.1. Please specify

7.11.8. Does your country have main regions of operation for international cooperation in research?

Yes

7.11.9. What are the main regions of operation for international cooperation in research?

- EHEA
- Non EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.9.1. Please specify

7.11.10. Does your country have main regions of operation for other forms of internationalisation (please specify the forms)?

No

7.11.11. What are the main regions of operation for other forms of internationalisation (please specify the form)?

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.11.1. Please specify

7.12. Comments:

7.13.1. Please tick the three most important obstacles to incoming student mobility for your country.

- Funding
- Recognition
- Language
- Curriculum/Study organisation
- Legal issues
- Motivating and informing students
- Personal and family life

7.13.1.1. Please specify:

Immigration - regulation and practical issues

7.13.2. Please tick the three most important obstacles to outgoing student mobility for your country:

- Funding
- Recognition
- Language
- Curriculum/study organisation
- Legal issues
- Motivating and informing students
- Personal and family life

7.13.2.1. Please specify:

7.14. Are at least some of the obstacles that you ranked above particularly important in / relevant for:

Specific study cycles Yes No No answer

Specific fields of studies Yes No No answer

Credit mobility Yes No No answer

Degree mobility Yes No No answer

7.14.1. Please specify:

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

Grants for fee-paying incoming students from Third countries. Establishment of Forum for Internationalisation - a special working group of organisations and Government Authorities with the task to remove barriers for internationalisation.

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

Yes ▼

7.16.1. Please provide information on how this monitoring is undertaken:

Who is responsible (which institution(s)) "The Swedish Higher Education Authority"

7.16.1. Please provide information on how this monitoring is undertaken:

How regularly is monitoring conducted (annually, biannually, etc.) "2011,2012"

7.16.1. Please provide information on how this monitoring is undertaken:

The most recent results (please specify) "The development of incoming fee-paying students after the fees were introduced."

7.17. Comments:

7.18. Do you have a central website which provides information about all mobility schemes for national and international students?

Yes ▼

7.18.1. Please provide a link to the website:

studera.nu (national students)

studyinsweden.se (international students)

7.18.2. Is the website linked to Bologna website?

No ▼

7.19. Do your national institutions/agencies responsible for internationalisation:

Provide information on the EHEA, with links to other national systems and European programmes

7.19.1. Please provide a link to such information:

studera.nu
uhr.se
universityadmission.se
utbyten.se
sise
studyinsweden.se

7.20. Do higher education programmes taught in widely spoken, non-native languages fall under the same legal regime as programmes taught in official languages of the country?

Yes ▼

7.20.1. Do students have to pay additional fees?

Please choose.. ▼

7.20.2. Are there any other differences? Please specify:

7.21. Comments:

7.22. Since 2012, has your higher education minister participated in:

- the 2012 Bologna Policy Forum
- other bilateral and/or multilateral ministerial dialogues
- international events other than ministerial meetings

7.22.1. Please specify with which countries:

7.22.2. What were the main higher education issues addressed in these events?

7.23. Comments:

7.25. Are there national policy goals regarding staff mobility in higher education?

No

7.25.1. Please specify and provide reference:

7.26. Are there any national mobility programmes for higher education staff?

- Researchers Yes No No answer
- Teaching staff Yes No No answer
- Doctoral candidates Yes No No answer
- Technical staff Yes No No answer
- Administrative staff Yes No No answer
- International officers Yes No No answer
- Guidance counsellors Yes No No answer
- Others Yes No No answer

7.26.1. Please provide details and a link for further information on relevant programmes

stint.se (researchers)
vinnova.se (researchers)
utbyten.se (teaching staff/doctoral candidates)

7.27.1. Does your country define quantitative targets for any incoming staff mobility?

- Researchers Yes No No answer
- Teaching staff Yes No No answer
- Doctoral candidates Yes No No answer
- Technical staff Yes No No answer
- Administrative staff Yes No No answer
- International officers Yes No No answer
- Guidance counsellors Yes No No answer
- Others Yes No No answer

7.27.1.1. Please specify any targets that exist:

No targets

7.27.2. Does your country define quantitative targets for any outgoing mobility?

- Researchers Yes No No answer
- Teaching staff Yes No No answer
- Doctoral candidates Yes No No answer
- Teaching staff Yes No No answer
- Administrative staff Yes No No answer
- International officers Yes No No answer
- Guidance counsellors Yes No No answer
- Others Yes No No answer

7.27.2.1. Please specify any targets that exist:

No targets

7.28. For each staff group, is information collected on participation rates in mobility?

- Researchers Yes No No answer
- Teaching staff Yes No No answer
- Doctoral candidates Yes No No answer
- Technical staff Yes No No answer
- Administrative staff Yes No No answer
- International officers Yes No No answer
- Guidance counsellors Yes No No answer
- Others Yes No No answer

7.28.1. Which organisation(s) collect this information? Please provide a link.

7.29. Are there any mechanisms to reward staff who participate in mobility?

- Career development advantages Yes No No answer
- Financial benefits Yes No No answer
- Non-financial benefits Yes No No answer

Other Yes No No answer

7.29.1. Please specify how staff who participate in mobility are rewarded:

No national set rewards, might be at an individual HEI.

7.30. Is there a website which provides information about all international mobility schemes for staff?

No

7.30.1. Please provide a link:

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Immigration restrictions "0"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Recognition issues "0"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Language issues "0"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Lack of funding "0"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Administrative burden "0"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Lack of personal motivation and interest "0"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Incompatibility of pension and/or social security systems "0"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Legal issues "0"

7.31.1.1. Additional comments:

We lack systematic knowledge about the obstacles

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Immigration restrictions "0"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Recognition issues "0"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Language issues "0"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Lack of funding "0"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Administrative burden "0"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Lack of personal motivation and interest "0"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Incompatibility of pension and/or social security systems "0"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Legal issues "0"

7.31.2.1. Additional comments:

We lack systematic knowledge about the obstacles

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

Establishment of Forum for Internationalisation, see previous answer

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

No

7.33.1. Please provide information on how this monitoring is undertaken:

Who is responsible (which institution(s)) ""

7.33.1. Please provide information on how this monitoring is undertaken:

How regularly is monitoring conducted (annually, biannually, etc.) ""

7.33.1. Please provide information on how this monitoring is undertaken:

The most recent results (please specify) ""

7.34. Please provide any additional comments on internationalisation and mobility that should be taken into consideration: