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 HP"
Data entry: (I_Degrees_qualifications)

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

   Yes

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 consider current demographic aspects as well as trends.

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

   ☐ Universities
   ☐ Higher education institutions other than universities

2.1. Please specify

In Sweden, there are both universities and university colleges in the HEI 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 theology.

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
   ☐ Other distinction between higher education institutions or programmes (Please specify in the text field on the right!)

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

34 HEIs consist of public and 13 private.

4. Comments

L5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

180 ECTS "99"

L5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

210 ECTS "11"

L5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

240 ECTS "09"

L5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

Other duration **

L5.1. What other duration do bachelor programmes have, if it is not 180, 210 or 240 ECTS?

L6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

180 ECTS "99"

L6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

210 ECTS "11"

L6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

240 ECTS "09"

L6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

Other duration **

L6.1. Please specify

L7. Please note that short cycle programmes are treated in a separate section below.

L8. 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

L9. Do degree programmes exist with more than 240 ECTS which are considered as first cycle programmes?

No

L9.1. In which study fields do these study programmes exist?

L9.2. What is the typical duration of these degree programmes outside the Bologna model?
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>L9.3. What percentage of first cycle students is enrolled in these programmes?</td>
<td></td>
</tr>
<tr>
<td>L10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:</td>
<td></td>
</tr>
<tr>
<td>60-75 ECTS &quot;20&quot;</td>
<td></td>
</tr>
<tr>
<td>L10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:</td>
<td></td>
</tr>
<tr>
<td>90 ECTS &quot;0&quot;</td>
<td></td>
</tr>
<tr>
<td>L10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:</td>
<td></td>
</tr>
<tr>
<td>120 ECTS &quot;80&quot;</td>
<td></td>
</tr>
<tr>
<td>L10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:</td>
<td></td>
</tr>
<tr>
<td>Other duration **</td>
<td></td>
</tr>
<tr>
<td>L10.1. What other duration do second cycle programmes have, if it is not 60-75, 90 or 120 ECTS?</td>
<td></td>
</tr>
<tr>
<td>L11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:</td>
<td></td>
</tr>
<tr>
<td>60-75 ECTS &quot;20&quot;</td>
<td></td>
</tr>
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<td></td>
</tr>
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<td></td>
</tr>
<tr>
<td>120 ECTS &quot;80&quot;</td>
<td></td>
</tr>
<tr>
<td>L11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:</td>
<td></td>
</tr>
<tr>
<td>Other duration **</td>
<td></td>
</tr>
<tr>
<td>L11.1. Please specify</td>
<td></td>
</tr>
<tr>
<td>L12. Do integrated/long programmes leading to a second cycle degree exist?</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>
| 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 380 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?**

16.5%

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 initiative by the government are characterized 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-HEA (level 8 EQF) in your national qualifications framework?

Yes

L28.1. Please specify

What are the names of such degrees? "Licentiates"

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 licentiates 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 either 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 (<30%) 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-centered 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)?

<table>
<thead>
<tr>
<th>Element</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent learning</td>
<td>0</td>
</tr>
<tr>
<td>Learning in small groups</td>
<td>0</td>
</tr>
<tr>
<td>Training in teaching for staff</td>
<td>0</td>
</tr>
<tr>
<td>Assessment based on learning outcomes</td>
<td>0</td>
</tr>
<tr>
<td>Recognition of prior learning</td>
<td>0</td>
</tr>
<tr>
<td>Learning outcomes</td>
<td>0</td>
</tr>
<tr>
<td>Student/staff ratio</td>
<td>0</td>
</tr>
<tr>
<td>Student evaluation of teaching</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Element</th>
<th>Rating</th>
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<tbody>
<tr>
<td>Independent learning</td>
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<td>0</td>
</tr>
<tr>
<td>Student evaluation of teaching</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
</tr>
</tbody>
</table>

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?

<table>
<thead>
<tr>
<th>Percentage of higher education institutions</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>0</td>
</tr>
<tr>
<td>76-99%</td>
<td>0</td>
</tr>
<tr>
<td>51-75%</td>
<td>0</td>
</tr>
<tr>
<td>1-50%</td>
<td>0</td>
</tr>
<tr>
<td>0%</td>
<td>0</td>
</tr>
</tbody>
</table>

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 focuses on achieving 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 ulas.ee (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...
<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>L48.1. Please specify to which students</td>
<td></td>
</tr>
<tr>
<td>L48.2. Please identify the fields of study in which the Diploma Supplement is issued</td>
<td></td>
</tr>
<tr>
<td>L49. Is the Diploma Supplement issued to graduates in the third cycle?</td>
<td>Yes, for all graduates of those programmes</td>
</tr>
<tr>
<td>L49.1. Please specify</td>
<td></td>
</tr>
<tr>
<td>L50. Is there any monitoring of how employers use the Diploma Supplement?</td>
<td>No</td>
</tr>
<tr>
<td>L50.1. Please provide the most recent results regarding the level of satisfaction of employers:</td>
<td></td>
</tr>
<tr>
<td>L50.2. Please provide a reference to the source of this information:</td>
<td></td>
</tr>
<tr>
<td>L51. Is there any monitoring of how higher education institutions use the Diploma Supplement?</td>
<td>No</td>
</tr>
<tr>
<td>L51.1. Please provide the most recent results regarding the level of satisfaction of institutions:</td>
<td></td>
</tr>
<tr>
<td>L52. In what language(s) is the Diploma Supplement issued?</td>
<td>English</td>
</tr>
<tr>
<td>L53. The Diploma Supplement is issued</td>
<td>Fee of charge</td>
</tr>
<tr>
<td>L53.1. Please specify the categories of students</td>
<td></td>
</tr>
<tr>
<td>L53.2. Please provide the amount and the reason for the fee</td>
<td></td>
</tr>
<tr>
<td>L54. Comments</td>
<td></td>
</tr>
<tr>
<td>L55. Do national higher education steering documents mention joint or double degrees?</td>
<td>Yes</td>
</tr>
<tr>
<td>L55.1. Please provide a reference to the legislation and/or cite the relevant articles</td>
<td>Higher education act, section 17</td>
</tr>
<tr>
<td>L56. Does higher education legislation explicitly allow:</td>
<td></td>
</tr>
<tr>
<td>Establishing joint programmes</td>
<td>Yes</td>
</tr>
<tr>
<td>Awarding joint degrees</td>
<td>Yes</td>
</tr>
<tr>
<td>Recognition of QA decisions on joint degrees</td>
<td>Yes</td>
</tr>
<tr>
<td>L57. Please estimate the percentage of institutions in your country that award joint degrees / are involved in at least one joint programme.</td>
<td></td>
</tr>
<tr>
<td>Award joint degrees</td>
<td>100 %</td>
</tr>
<tr>
<td>Participate in joint programmes</td>
<td>100 %</td>
</tr>
<tr>
<td>L58. Please estimate the percentage of students in your country that graduated in the academic year 2013/14...</td>
<td></td>
</tr>
<tr>
<td>...with a joint degree</td>
<td>10 %</td>
</tr>
<tr>
<td>...from a joint programme</td>
<td>10 %</td>
</tr>
<tr>
<td>L59. Please estimate the share of joint programmes in the three cycles</td>
<td>First cycle (%) “50”</td>
</tr>
<tr>
<td>L59. Please estimate the share of joint programmes in the three cycles</td>
<td></td>
</tr>
</tbody>
</table>
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 BFGU 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.

04-13-2014

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:

uhre

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

No: EQF levels are not considered

Sweden has not yet decided/implement 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 ACADRMIC 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 but 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 foreign 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 HEI 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 fee-paying basis is handled in cooperation at central level/faculty level.

b. Recognition for access to HEI: All applications are handled 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 Lisbon 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?

II.6.2. Please specify

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

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 publicly available

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

- Teaching  Yes  No  In some cases  No answer
- Research  Yes  No  In some cases  No answer
- Student support services  Yes  No  In some cases  No answer
- Lifelong learning provision  Yes  No  In some cases  No answer
- Admissions processes  Yes  No  In some cases  No answer
- Student progression, drop-out and completion  Yes  No  In some cases  No answer
- Employability  Yes  No  In some cases  No answer
- Internal Quality Assurance / Management system  Yes  No  In some cases  No answer
- Recognition policy and practice  Yes  No  In some cases  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

www.uka.se
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 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 IIEC are responsible for the quality and recognition of quality assurance decisions of QAAs abroad for the "joint part" of the programme. The Swedish QAA always evaluate the Swedish part of the programme.

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:

<table>
<thead>
<tr>
<th>In governance structures of national QA agencies</th>
<th>Yes, it is compulsory</th>
<th>Yes, it is advised</th>
<th>No</th>
<th>In some cases</th>
<th>No answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>As full members in external review teams</td>
<td>Yes, it is compulsory</td>
<td>Yes, it is advised</td>
<td>No</td>
<td>In some cases</td>
<td>No answer</td>
</tr>
<tr>
<td>As observers in external review teams</td>
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<td>Yes, it is advised</td>
<td>No</td>
<td>In some cases</td>
<td>No answer</td>
</tr>
<tr>
<td>In the preparation of self evaluation reports</td>
<td>Yes, it is compulsory</td>
<td>Yes, it is advised</td>
<td>No</td>
<td>In some cases</td>
<td>No answer</td>
</tr>
<tr>
<td>In the decision making process for external reviews</td>
<td>Yes, it is compulsory</td>
<td>Yes, it is advised</td>
<td>No</td>
<td>In some cases</td>
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</tr>
<tr>
<td>In follow-up procedures</td>
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<td>Yes, it is advised</td>
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</table>

II.15.1. Please specify

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

<table>
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<tr>
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II.16.1. Please specify

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

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<td>In some cases</td>
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</tbody>
</table>

II.17.1. Please specify
II.18. Is there a formal requirement that employers are involved

<table>
<thead>
<tr>
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<td>In some cases</td>
<td>No answer</td>
</tr>
</tbody>
</table>

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 stipulate that everything published by a public institution is for public use. The outcomes of an evaluation are published on the websites of the Agency and the HIE.

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 HIEs 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 enhancement.
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:

- Student population entering HE
- Student population participating in HE
- Student population completing HE
- Graduates entering the labour market

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 40–65 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 (1999:1153) "Förordning om rekrytering 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: 0
- Disability: During HE studies: 0
- Disability: At graduation: 0
- Disability: After graduation: 0
- Labour market status prior to the entry to HE: At entry to HE: 0
| Labour market status prior to the entry to HE | 0 0 |
| Labour market status prior to the entry to HE | 0 0 |
| Labour market status prior to the entry to HE | 0 0 |
| Age: At entry to HE | 1 1 |
| Age: During HE studies | 1 1 |
| Age: At graduation | 1 1 |
| Age: After graduation | 1 1 |
| Type and level of qualification achieved prior to entry to HE: At entry to HE | 1 1 |
| Type and level of qualification achieved prior to entry to HE: During HE studies | 0 0 |
| Type and level of qualification achieved prior to entry to HE: At graduation | 0 0 |
| Type and level of qualification achieved prior to entry to HE: After graduation | 0 0 |
| Socio-economic background: At entry to HE | 0 0 |
| Socio-economic background: During HE studies | 0 0 |
| Socio-economic background: At graduation | 0 0 |
| Socio-economic background: After graduation | 0 0 |
| Gender: At entry to HE | 1 1 |
| Gender: During HE studies | 1 1 |
| Gender: At graduation | 1 1 |
| Gender: After graduation | 1 1 |
| Ethnic, cultural, religious or linguistic minority status (please specify in comments): At entry to HE | 0 0 |
| Ethnic, cultural, religious or linguistic minority status (please specify in comments): During HE studies | 0 0 |
| Ethnic, cultural, religious or linguistic minority status (please specify in comments): At graduation | 0 0 |
| Ethnic, cultural, religious or linguistic minority status (please specify in comments): After graduation | 0 0 |
| Religion: At entry to HE | 0 0 |
| Religion: During HE studies | 0 0 |
| Religion: At graduation | 0 0 |
| Religion: After graduation | 0 0 |
| Migrant status (migrants or migrants' children): At entry to HE | 1 1 |
| Migrant status (migrants or migrants' children): During HE studies | 1 1 |
| Migrant status (migrants or migrants' children): At graduation | 0 0 |
| Migrant status (migrants or migrants' children): After graduation | 0 0 |
| Other characteristics: At entry to HE | 0 0 |
| Other characteristics: During HE studies | 0 0 |
| Other characteristics: At graduation | 0 0 |
| Other characteristics: After graduation | 0 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**

| HEDs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office): At entry to HE | 0 0 |
| HEDs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office): During HE studies | 0 0 |
| HEDs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office): At graduation | 0 0 |
| HEDs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office): After graduation | 0 0 |
| HEDs. WITH obligation to submit data to another body (e.g. ministry, statistical agency/office): At entry to HE | 1 1 |
| HEDs. WITH obligation to submit data to another body (e.g. ministry, statistical agency/office): During HE studies | 0 0 |
| HEDs. WITH obligation to submit data to another body (e.g. ministry, statistical agency/office): After graduation | 1 1 |
III.5.1. Please specify which other organization 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?

Yes ☐ No ☑

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 HEI.

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.ukembetet.se/

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 migration 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 (19-23 years) began university education in the 2009-2010-2011/12 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 1989 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 either has one parent 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 (first) choice: Universities ☐ No ☑

a guaranteed right to higher education in ALL fields and they are commonly accepted to the institution of their (first) choice: HEIs other than universities ☐ No ☑

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 ☐ No ☑

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 ☐ No ☑

a guaranteed right to higher education in SOME fields and they are commonly accepted... ☐ No ☑
accepted to the institution of their own (first) choice: Universities 0 ▼

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 0 ▼

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 0 ▼

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 0 ▼

no guaranteed right to higher education: Universities 1 ▼

no guaranteed right to higher education: HEIs other than universities 1 ▼

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 1 ▼

Level of achievement in standard entry requirements: HEIs other than universities 1 ▼

Entry examinations for all programmes: Universities 0 ▼

Entry examinations for all programmes: HEIs other than universities 0 ▼

Entry examinations for some programmes, and level of achievement in standard entry requirements for others: Universities 0 ▼

Entry examinations for some programmes, and level of achievement in standard entry requirements for others: HEIs other than universities 0 ▼

Other: Universities 0 ▼

Other: HEIs other than universities 0 ▼

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" 0 ▼

Route 2: "Vocational education certificate" 0 ▼

Route 3: "Without formal certification" 0 ▼

Route 4: "Swedish Scholastic Aptitude Test (högfärdstprov)" 0 ▼

Route 5: "" 0 ▼

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 percentage 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) |
| III.11.SQ002: | Estimates |
| III.11.SQ002: | Official data based on central level monitoring, including surveys |
| III.11.SQ003: | Impossible to say (no official data and impossible to estimate) |
| III.11.SQ003: | Estimates |
| III.11.SQ004: | Impossible to say (no official data and impossible to estimate) |
| III.11.SQ004: | Estimates |
| III.11.SQ005: | Impossible to say (no official data and impossible to estimate) |
| III.11.SQ005: | Estimates |
| III.11.SQ006: | Impossible to say (no official data and impossible to estimate) |
| III.11.SQ006: | Estimates |

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?

□ Yes
□ 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 I, 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 minimum 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 (lastest available statistics):

The main bridging programmes:

- Adult education at upper-secondary level (gymnasial vuxunbibliotek):
  In general, the local government is responsible for this education. 1 831 participants left this education in 2012 with final school grades (source: The National Agency for Education, Skolverket, table "Elever som lätt sublyfter frim komvälj fått gymnasial nivå 2012").

- Foundation year programme (basisk):
  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 (longa kamer, see Table 2b in http://www.socialstyrelsen.se/statistik/foh: http://www.socialstyrelsen.se/statistik/foh/2012/pdf/episochomode-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 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
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 HE is a performance indicator.

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

Regerings 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 (stundentvåd) he/she must finish every academic year – there is a lowest level of performance to be fulfilled in order to continue receiving student finance. There is 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 here:

"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-ambrotet.se/highereducation-funding:4/4/5557746a9b5f1755db00011054.html

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

Universitet och högskolor. Årsrapport 2013, chapter "Ekonomin 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):


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):

(2) Social bakgrund och genomströmning i högskolan. En studie av längr och medellängd yrkesexaminemprogram. (2013, The Swedish Higher Education Authority)

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

<table>
<thead>
<tr>
<th>Completion rate of 1st cycle programmes, most recent available year: % according to official data based on central level monitoring</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion rate of 1st cycle programmes, most recent available year: not available</td>
<td>Not available</td>
</tr>
<tr>
<td>Completion rate of 1st cycle programmes 5 years earlier (than most recent available year): % according to official data based on central level monitoring</td>
<td>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).</td>
</tr>
<tr>
<td>Completion rate of 1st cycle programmes 5 years earlier: not available</td>
<td>2010/11 and 2011/12</td>
</tr>
<tr>
<td>Completion rate of 2nd cycle programmes, most recent available year: % according to official data based on central level monitoring</td>
<td>Not available</td>
</tr>
<tr>
<td>Completion rate of 2nd cycle programmes, most recent available year: not available</td>
<td>Programs 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).</td>
</tr>
<tr>
<td>Completion rate of 2nd cycle programmes 5 years earlier: not available</td>
<td>2006/07 and 2003/04</td>
</tr>
</tbody>
</table>

III.34. Comments

III.35. Are student dropout rates systematically measured in your country?

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

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 (2006:1064).”

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?

☐ No

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/ALV

☐ No
### III.47. 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 HEI decides on how much they want to spend on this.

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

<table>
<thead>
<tr>
<th>Budget bill</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>No</th>
</tr>
</thead>
</table>

#### 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  
- 1st cycle: Specific groups of students  
- 1st cycle: No students  
- 1st cycle: No answer  
- 2nd cycle: All students  
- 2nd cycle: Specific groups of students  
- 2nd cycle: No students  
- 2nd cycle: 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/Fulltime/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  
- 1st cycle international students: Minimum amount  
- 1st cycle international students: Maximum amount  
- 2nd cycle international students: Most common amount  
- 2nd cycle international students: Minimum amount  
- 2nd cycle international students: Maximum amount

IV.7. Who defines the fee amounts?  
- 1st cycle home students  
- 1st cycle international students  
- 2nd cycle home students  
- 2nd cycle international students

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 (studieremedi) 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 (billeskspridning), supplementary loan (billeskrökt) 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?

<table>
<thead>
<tr>
<th>First cycle</th>
<th>Yes</th>
<th>No</th>
<th>No answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second cycle</td>
<td>Yes</td>
<td>No</td>
<td>No answer</td>
</tr>
</tbody>
</table>

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

See comment

% of students receiving grants:
First cycle
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
### 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?**

<table>
<thead>
<tr>
<th>First cycle</th>
<th>Yes</th>
<th>No</th>
<th>No answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second cycle</td>
<td>Yes</td>
<td>No</td>
<td>No answer</td>
</tr>
</tbody>
</table>

**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 = 0.477

CSN’s arsredovisning (annual report) 2013: [http://www.csn.se/emt-csn/organisation/styrmeg-result/arstredovisning-budget-14371](http://www.csn.se/emt-csn/organisation/styrmeg-result/arstredovisning-budget-14371)

**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?**

- Yes

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

<table>
<thead>
<tr>
<th>Citizenship</th>
<th>Loan 1</th>
<th>Loan 2</th>
<th>Loan 3</th>
<th>Loan 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Residency</td>
<td>Loan 1</td>
<td>Loan 2</td>
<td>Loan 3</td>
<td>Loan 4</td>
</tr>
<tr>
<td>Recognised HEIs/programmes only</td>
<td>Loan 1</td>
<td>Loan 2</td>
<td>Loan 3</td>
<td>Loan 4</td>
</tr>
<tr>
<td>Course load (e.g. full-time)</td>
<td>Loan 1</td>
<td>Loan 2</td>
<td>Loan 3</td>
<td>Loan 4</td>
</tr>
<tr>
<td>Only certain countries</td>
<td>Loan 1</td>
<td>Loan 2</td>
<td>Loan 3</td>
<td>Loan 4</td>
</tr>
<tr>
<td>Only certain study programmes (e.g. where mobility is mandatory)</td>
<td>Loan 1</td>
<td>Loan 2</td>
<td>Loan 3</td>
<td>Loan 4</td>
</tr>
</tbody>
</table>
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 (after gymnasial level).

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?

Yes

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) 0 0
1st cycle credit mobility: Travel costs 0 0
1st cycle credit mobility: Living cost difference 0 0
1st cycle credit mobility: Language courses 0 0
1st cycle credit mobility: Other 0 0
2nd cycle credit mobility: Study costs/fees abroad (host institution) 0 0
2nd cycle credit mobility: Travel costs 0 0
2nd cycle credit mobility: Living cost difference 0 0
2nd cycle credit mobility: Language courses 0 0
2nd cycle credit mobility: Other 0 0
1st cycle degree mobility: Study costs/fees abroad (host institution) 0 0
1st cycle degree mobility: Travel costs 0 0
1st cycle degree mobility: Living cost difference 0 0
1st cycle degree mobility: Language courses 0 0
1st cycle degree mobility: Other 0 0
2nd cycle degree mobility: Study costs/fees abroad (host institution) 0 0
2nd cycle degree mobility: Travel costs 0 0
2nd cycle degree mobility: Living cost difference 0 0
2nd cycle degree mobility: Language courses 0 0
2nd cycle degree mobility: Other 0 0

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) | ✓  |
| 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.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?

**Yes**

### 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 | ✓  |
- Need-based criteria: Grant/Loan 2 | ✓  |
- Need-based criteria: Grant/Loan 3 | ✓  |
- Need-based criteria: Grant/Loan 4 | ✓  |
- Merit-based criteria: Grant/Loan 1 | ✓  |
- Merit-based criteria: Grant/Loan 2 | ✓  |
- Merit-based criteria: Grant/Loan 3 | ✓  |
- Merit-based criteria: Grant/Loan 4 | ✓  |
- Course load (e.g. full-time): Grant/Loan 1 | ✓  |
- Course load (e.g. full-time): Grant/Loan 2 | ✓  |
- Course load (e.g. full-time): Grant/Loan 3 | ✓  |
- Course load (e.g. full-time): Grant/Loan 4 | ✓  |
- Criteria based on field of studies: Grant/Loan 1 | ✓  |
- Criteria based on field of studies: Grant/Loan 2 | ✓  |
- Criteria based on field of studies: Grant/Loan 3 | ✓  |
- Criteria based on field of studies: Grant/Loan 4 | ✓  |
- Other criteria (e.g. age, disability, parenthood, others): Grant/Loan 1 | ✓  |
- Other criteria (e.g. age, disability, parenthood, others): Grant/Loan 2 | ✓  |
- Other criteria (e.g. age, disability, parenthood, others): Grant/Loan 3 | ✓  |
- Other criteria (e.g. age, disability, parenthood, others): Grant/Loan 4 | ✓  |

### 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:
<table>
<thead>
<tr>
<th>IV.30. Please provide links and/or full references to relevant documents related to public funding of grants and loans:</th>
</tr>
</thead>
<tbody>
<tr>
<td>casse.</td>
</tr>
<tr>
<td>studyinsweden.se</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IV.31. Additional comments</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>IV.32. What is the typical status of a candidate preparing a third-cycle (PhD) qualification?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee with an employment contract with a HEI</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IV.33. What is the typical status of a candidate preparing a third-cycle (PhD) qualification?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee with an employment contract giving the same social benefits as for other employees at the HEI</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are no fees for third cycle candidates but specific grants for PhD students as commented below.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IV.35. Additional comments on doctoral education</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are several funding opportunities for PhD students. Apart from the major employment contract with salary (66%) 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 MDs or other external employment (10%).</td>
</tr>
</tbody>
</table>
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.sv.se/sv/Verktyg-sod/Statsliggare/Regleringsbrev/?RIBD=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.kehru.se/sv/Information-in-English/Laws-and-regulations/The-Swedish-Higher-Education-Act/#Chapter 1

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:

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 □
don 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 □
don 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:


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 | Employers have to be involved □ Employers can be involved □ Employers are not involved □ No answer □ |
| Participation in sectoral/national/regional bodies that influence decision-making in higher education institutions | Employers have to be involved □ Employers can be involved □ Employers are not involved □ No answer □ |
| Participation in governing bodies of HEIs | Employers have to be involved □ Employers can be involved □ Employers are not involved □ 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.

Kontakttjest, Högskoleomr den verksamhet för utbildningarna arbetstvarens, Rapport 2012/23 R
http://www.hsv.se/download/18.782a298813a86cd4a80008323/1223R-kontakttjest.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.

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 where. Please also provide the full reference(s) to relevant document(s).

Please see "Kontakttjest" 2012/23 R at www.uka.se.

Kontakttjest, Högskoleomr den verksamhet för utbildningarna arbetstvarens, Rapport 2012/23 R
http://www.hsv.se/download/18.782a298813a86cd4a80008323/1223R-kontakttjest.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 in 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:

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

Not available.

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.ukaambetet.se/arkiv/reports/settingupacchetsmarknaden2015exameninledasamt2009105.579e859a14192641d11e4a.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?

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?
   - Yes
   - In regular intervals
   - On an ad hoc basis

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

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

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

V.6.1.5. Are tracer studies conducted in regular intervals or on an ad hoc basis?
   - Yes
   - 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/reporte/charteringenpaarbetsmarknaden2011examineradenlassaret200910-5.575a959a141925e81d11d74a.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 IHE use the report on establishment on the labour market 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/reporte/charteringenpaarbetsmarknaden2011examineradenlassaret200910-5.575a959a141925e81d11d74a.html
### Data entry: (VI_Lifelong_learning)

**VL1. Do steering documents for higher education in your country contain a definition of lifelong learning?**

- **No**

**VL1.1. Please provide the details on the exact formulation here (including references to relevant steering documents):**

**VL1.2. 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 be steered separately but is inherent.

**VL2. Is lifelong learning a recognised mission of higher education institutions?**

Yes, all institutions

**VL2.1. 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 be steered separately but is inherent.

**VL2.2. Please provide details on the institutions for which it is it is not a recognised mission:**

**VL2.3. If necessary, please provide comments here:**

**VL3. What are the main forms of lifelong learning in which higher education institutions are involved? For each form, please indicate approximate % of institutions involved.**

<table>
<thead>
<tr>
<th>Form</th>
<th>% of institutions involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal HE programmes provided under flexible arrangements</td>
<td>0% (no institution involved)</td>
</tr>
<tr>
<td>Non-formal courses open to all (e.g. languages)</td>
<td>0% (no institution involved)</td>
</tr>
<tr>
<td>Preparatory courses for HE entrance examinations</td>
<td>0% (no institution involved)</td>
</tr>
<tr>
<td>Professionally-oriented upgrading of already achieved qualifications</td>
<td>0% (no institution involved)</td>
</tr>
<tr>
<td>Tailor-made provision for Industry</td>
<td>0% (no institution involved)</td>
</tr>
</tbody>
</table>

**VL3.1. Are there any other forms of lifelong learning in which higher education institutions are involved?**

- **No**

**VL3.2. Please specify which forms and provide % of HE institutions involved.**

**VL3.3. If you have any comments regarding different forms of lifelong learning in which HE institutions are involved, please provide them here.**

**VL4. Are there legal restrictions or constraints for higher education institutions to offer lifelong learning provision?**

- **No**
VI.4. Please explain these restrictions.

VI.5. 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”

VI.5. 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”

VI.5. 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”

VI.5. 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”

VI.5. 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”

VI.5.1. If relevant, please specify the option “other” here. You can also use this space to provide any comments regarding the previous question.

VI.5.2. 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

VI.6. 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

VI.6.1. Please provide a short description of specific policy measures that exist in your country.

VI.7. 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

VI.7.1. Please explain what student statuses exist in your country and how you define them.

VI.7.2. 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

VI.7.3. Please indicate which fees apply to students studying part-time.

VI.7.4. 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 (BOT) 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 Bachelor programme in 50% part-time get the same amount of money in 6 years as students studying the same Bachelor 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.

Basic 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).

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.chr.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 utilise 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 fulfillment 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 fulfillment 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:

Barupedia, 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 |

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?

- BHEA
- Non EU BHEA
- BI 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?

- BHEA
- No EU BHEA
- BI 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?

- BHEA
- No EU BHEA
- BI only
- USA/Canada
- Latin America
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

7.11.10. 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

7.12. 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. 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
- Specific fields of studies
- Credit mobility
- 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 organizations 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, biennially, 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:

- studermu (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:

Provision of information on the EHEA, with links to the national system and European programmes

7.19.1. Please provide a link to such information:

- studernu
- uhre.se
- universityadmission.se
- utfytten.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/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?
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
   - svt.no (researchers)
   - vitiv.no (researchers)
   - ulbyvien.no (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
   - 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

7.27.2.1. 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
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"
- Recognition issues "0"
- Language issues "0"
- Lack of funding "0"
- Administrative burden "0"
- Lack of personal motivation and interest "0"
- Incompatibility of pension and/or social security systems "0"
- 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"
- Recognition issues "0"
- Language issues "0"
- Lack of funding "0"
- Administrative burden "0"
- Lack of personal motivation and interest "0"
- Incompatibility of pension and/or social security systems "0"
- 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))?

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

The most recent results (please specify)
7.34. Please provide any additional comments on internationalisation and mobility that should be taken into consideration: