

Report 2011:15 R

# Swedish Universities & University Colleges

Short Version of Annual Report 2011



In English







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Short Version of Annual Report 2011



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## Swedish Universities & University Colleges

### Short Version of Annual Report 2011

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Mid Sweden University

Photo **Tina Stafren**



# INTRODUCTION

**THIS SUMMARY OF** the Swedish Universities and University Colleges Annual Report 2011 gives an outline picture of higher education activities in Sweden. Initially, the report presents some indicators for Swedish higher education in an international perspective and, under the heading Facts about higher education in Sweden, provides a basic description of the structure of higher education in Sweden and the regulatory framework. The report then summarizes developments prior to and including the fiscal year of 2010 for public-sector and independent universities and university colleges. The subsequent sec-

tion presents key data about students, staff and finance for each university and university college. Analysis in the Annual Report is mainly based on statistical information supplied by Statistics Sweden and the Swedish National Agency for Higher Education (Högskoleverket). ■



Lars Haikola

The University Chancellor

Karlstad University

Photo **Hans M Karlsson**



Luleå University of Technology

Photo **Mats Kahström**



# AN INTERNATIONAL PERSPECTIVE

**HIGHER EDUCATION IN** a number of countries is described by the OECD with the help of various statistical measurements. This makes it possible to place higher education in Sweden in an international context. Comparisons of this kind provide an important basis for assessment of Sweden's ability to compete with the surrounding world.

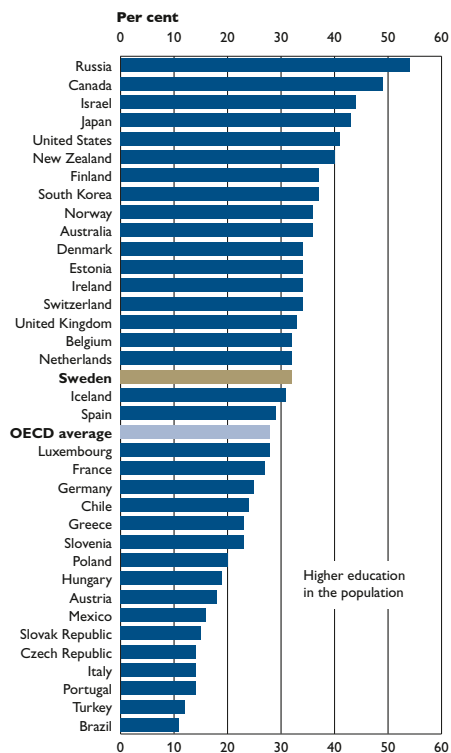
#### THE EDUCATIONAL LEVEL OF THE POPULATION

In *Education at a Glance* the OECD discusses the importance of education for growth and prosperity. In it the OECD points out that investment in education is central to the policy of most countries. There are several measures of education that can be used for comparisons, one of them the proportion of the population with higher education qualifications.

Figure 1 shows the proportion of the population in the 25–64 age range with higher education qualifications in 2008. The average figure for the OECD area was 28 per cent. In Sweden the proportion was 32 per cent, which can be compared with the other Nordic countries, which ranged from 31 per cent (Iceland) to 37 per cent (Finland). This comparison is affected by the combination of ISCED groups 5A, 5B and 6 in this table. 5B comprises not only short higher education programmes but also includes different forms of professional tertiary programmes as well as others.

#### MAJOR DIFFERENCES IN THE AGE OF HIGHER EDUCATION ENTRANTS

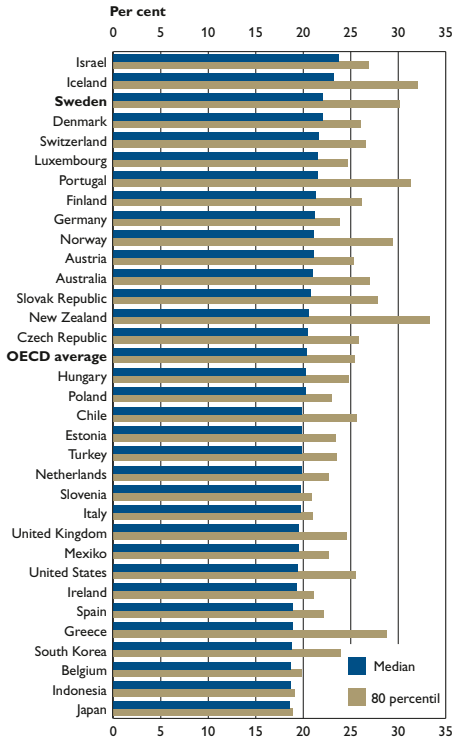
In the OECD countries higher education usually begins straight after the completion of upper-secondary schooling. Figure 2 presents both the median age of beginners in 2008 and



**Figure 1. Proportion the total population in the 25–64 age range with higher education qualifications in 2008.** These figures include ISCED groups 5A, 5B and 6.

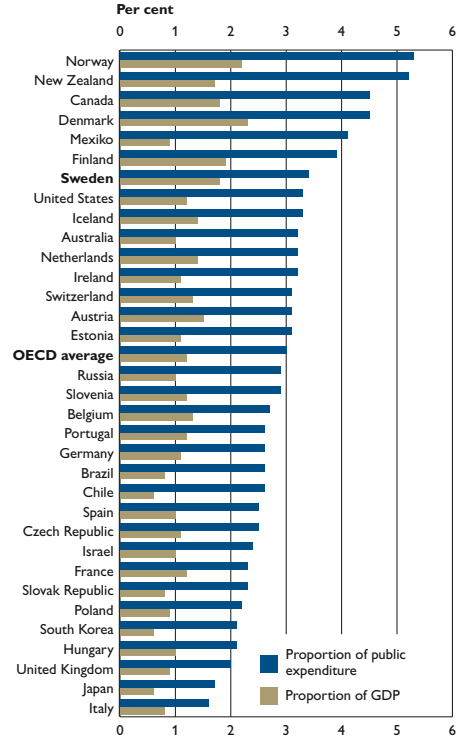
the 80th percentile, which indicates the age exceeded by only 20 per cent of higher education entrants. The average for the OECD countries in 2008 was 20.4 years. Sweden had a higher median age than other OECD countries, 22.1 years. One explanation is that incoming students are defined as entrants but can mainly be found in second-cycle programmes in Sweden, which raises the median age of students counted among this group.

The differences between countries in the age at which higher education begins reflects social differences and differences in educational systems. One of these differences re-



**Figure 2. Median age and 80th percentile for higher education entrants 2008.**

lates to the social role of higher education. According to the OECD, countries that have older entrants, like Sweden, can be described as having a higher education system that is more flexible and adapted to a greater extent to different student groups and therefore different social needs. This means that a more flexible higher education system is important for what is called lifelong learning, one area to which priority is given in the Bologna process. Lifelong learning plays a greater role in Sweden's higher education system.



**Figure 3. Public expenditure for higher education both as a proportion of total public expenditure and as a proportion of the GDP. Note that the statistics are from 2007.**

#### EXPENDITURE ON HIGHER EDUCATION IN DIFFERENT COUNTRIES

The OECD presents a number of economic indicators to measure the resources devoted to education by different countries. Two of these indicators are presented in figure 3: public expenditure on higher education as a proportion of total public expenditure as well as the proportion of the gross domestic product, GDP. Expenditure on higher education comprises direct government allocations to the HEIs for the education, research etc. that they undertake, as well as the funds to other organisations or agencies responsible for education. Public grants to households, for in-

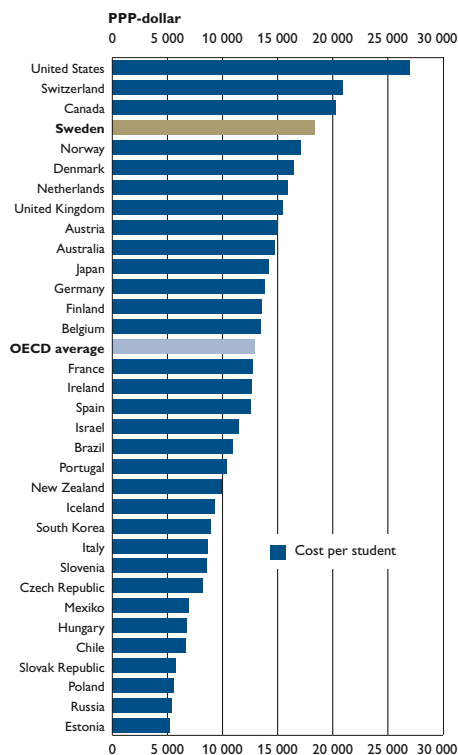
stance scholarships and student loans, are also included. The most recent figures available are for 2007.

On average the OECD countries devoted 3.0 per cent of their public expenditure to higher education. Sweden allocated 3.4 per cent of its public funding, or 1.8 per cent of its GDP, to higher education in 2007.

#### COSTS PER STUDENT

The expenditure on education can also be specified per student. Figure 4 shows the total amount of public and private funding at HEIs in relation to the number of full-time student equivalents (FTEs). The amounts are expressed in US dollars adjusted for purchasing power, PPP dollars. The figure shows that the USA devoted considerably larger resources per student than other countries, 27,000 dollars per year. Sweden came fourth with 18,000 dollars.

The expenditure of the HEIs can be divided into three types: core educational costs (like teaching and administration), support measures (like student accommodation administered by the HEIs) and research and development. A great deal of the difference in the expenditure of HEIs in different countries can be explained by what proportion of all research is undertaken at HEIs instead of independent institutes for instance. It should be observed that the statistics presented in the figure are for 2007.



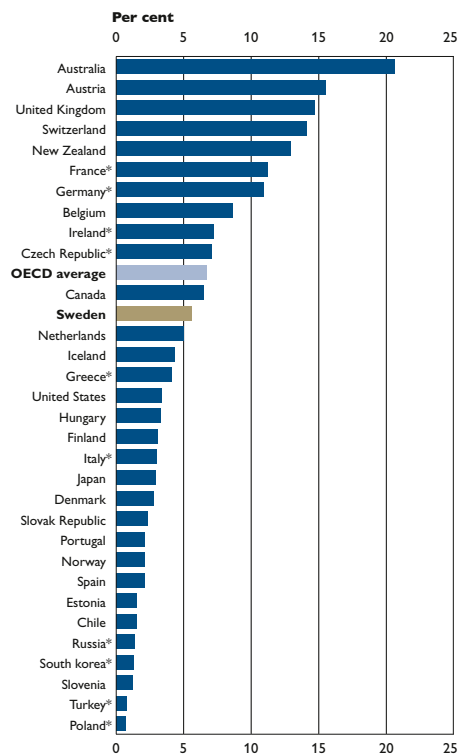
**Figure 4. Expenditure by HEIs for higher education in relation to the total number of FTE's, 2007.** Amounts expressed in PPP dollars.

#### GREAT STUDENT MOBILITY BETWEEN COUNTRIES

In 2008 there were over 3.3 million students studying abroad. Compared with the previous year this means an increase of just over 8 per cent. If the comparison is made over a longer period, since the beginning of the century, the rise is 70 per cent. The largest numbers of students left China or In-

dia. Five countries received half of the total numbers studying abroad: Australia, France, Germany, the UK and the USA.

Figure 5 shows the proportion of international students (students who have come to a country specifically to study) of the total student population in 2008. Some countries account instead for students with foreign citizenship. The average for the OECD was 6.7 per cent in 2008, Sweden is somewhat higher. In Australia, Austria, the UK, Switzerland, New Zealand, France and Germany international students or alternatively students with foreign citizenship comprised between 10 and 20 per cent of their student populations. ■



**Figure 5. International students as a proportion of the student populations in each country in 2008.** Countries that account for students with foreign citizenship instead of international students are indicated by an asterisk.

Linköping University

Photo **Peter Holgersson**



# FACTS ABOUT HIGHER EDUCATION IN SWEDEN

## HIGHER EDUCATION IN SWEDEN OVERALL RESPONSIBILITY

In Sweden, overall responsibility for higher education and research rests with the Riksdag (Swedish Parliament) and the Government. They decide on the regulations that apply to the higher-education area. They also determine objectives, guidelines and the allocation of resources for the area.

The Ministry of Education and Research is responsible for issues relating to schools, higher education institutions (HEIs), research, adult education, popular education and student aid. The public-sector HEIs are public agencies accountable to the Ministry of Education and Research. One exception is Sveriges Lantbruksuniversitet (Swedish University of Agricultural Sciences), which is accountable to the Ministry of Rural Affairs. Other agencies, such as Skolverket (Swedish National Agency for Education), Högskoleverket (Swedish National Agency for Higher Education) and Vetenskapsrådet (Swedish Research Council), are also accountable to the Ministry of Education and Research.

## HIGHER EDUCATION INSTITUTIONS

All higher education is offered by public-sector HEIs or by independent education providers granted degree-awarding powers by the Government. Third-cycle courses and programmes are offered by universities and university colleges that have been granted entitlement to award third-cycle qualifications.

There are 13 public-sector universities and 20 public-sector university colleges in Sweden. In addition there are three independent HEIs that are entitled to award third-cycle qualifications: Chalmers University of Technology, the Stockholm School of Economics

and Jönköping University Foundation. There are also eleven independent education providers entitled to award first-cycle, and in some cases second-cycle, qualifications as well as five course providers entitled to award qualifications in psychotherapy.

The Riksdag decides which public-sector HEIs are to exist. The Government can decide whether a HEI may use the title of university.

## THE REGULATIONS THAT GOVERN HIGHER EDUCATION INSTITUTIONS

In Sweden, public-sector HEIs are agencies in their own right that report directly to the Government. The operations of HEIs are regulated by the laws and statutes that apply to the area of higher education. As government agencies, the HEIs are also subject to administrative and labourmarket legislation and the provisions of the Instrument of Government. Their operations are also governed by the parameters and funding decided by the Riksdag and the Government.

The mission of the HEIs is to offer education based on an academic or artistic footing and proven experience. They must also undertake development work, including research and artistic development. In addition, the HEIs must cooperate with their surrounding communities and provide information about their operations.

Higher education in Sweden is governed by the Higher Education Act and the Higher Education Ordinance.

The Higher Education Act is enacted by the Riksdag and contains regulations about the operations of HEIs. These are often supplemented by the provisions laid down in the Higher Education Ordinance. The Higher

Education Act contains basic regulations about the courses and programmes offered by HEIs. For instance, it sets out what should characterise these courses and programmes at the different levels and stipulates freedom of research. It provides a frame-work for the organisation and governance of the HEIs, and states that every HEI must have a board of governors and a vice-chancellor. It also has regulations about the duties of professors, senior lecturers and other teaching staff, and contains provisions about student influence.

The Higher Education Ordinance is laid down by the Government and is linked to the provisions of the Higher Education Act. For instance, the Ordinance states that students must be able to influence their courses and programmes and that HEIs must foster equality of opportunity and broaden recruitment. It contains regulations on entrance qualifications and selection for courses and programmes, as well as the appointment of teachers and doctoral students. It also includes regulations on course and programme syllabuses, grades and qualifications.

Annex 2 to the Higher Education Ordinance and the annexes to the Ordinances on the Swedish University of Agricultural Sciences and the Ordinance on the Swedish National Defence College are qualification ordinances that contain the descriptors for all qualifications.

Within these parameters, the HEIs have relatively great liberty to decide on their own organisation, allocation of resources and course offerings. The system is based on the principle of management by objectives.

The Government lays down the directives for operations at the HEIs in their annual public-service agreements. The Swedish National Agency for Higher Education exercises supervision of the HEIs, which means ensuring their compliance with the statutes and regulations that apply to the higher-education area. The Swedish National Agency for Higher Education also reviews the quality of higher education.

#### ALLOCATION OF RESOURCES TO HIGHER EDUCATION INSTITUTIONS

The Riksdag decides on funding for the HEIs. Resources are allocated to the institutions for first and second-cycle courses and programmes on the basis of the number of students admitted to each cycle, expressed in terms of full-time equivalents (FTEs) and the number of credits attained (annual performance equivalents). Every year the Government determines a funding cap for the institutions, which lays down the maximum amount that can be paid to each HEI.

The direct funding for research and third-cycle courses and programmes is based mainly on past allocations, but since 2009 10 per cent of the funding and new resources are allocated on the basis of two quality indicators. These are citations and research funding from external sources.

The Swedish University of Agricultural Sciences has a special budgeting and reporting system in which funding for research, courses and programmes is allocated for a three-year period together with the educational targets for the same period.

## DEGREE-AWARDING POWERS

In order to be able to award a specific qualification, the institution organising a programme – whether it is accountable to the state or independent – is required to have degree-awarding powers, i.e. special permission to award this particular qualification.

Universities are entitled to award first, second and third-cycle general qualifications. The public-sector university colleges have a general entitlement to award Higher Education Diplomas, Bachelor's degrees and one-year Master's degrees. Those granted entitlement to award third-cycle qualifications within a specified field according to the new regulations that apply from 2010 are also entitled to award two-year Master's degrees in the field specified.

In other cases the Government or the Swedish National Agency for Higher Education decides on entitlement to award general qualifications. In the case of first and second-cycle professional qualifications and qualifications in the fine, applied and performing arts in every cycle, both universities and university colleges have to apply to the Swedish National Agency for Higher Education for degree-awarding powers. In addition, university colleges have to apply to the Swedish National Agency for Higher Education for entitlement to award third-cycle qualifications.

Independent education providers have to apply to the Government for degree-awarding powers. This is also the case for the Swedish University of Agricultural Sciences and the National Defence College. The qualifications that may be awarded are listed in the National Qualifications Ordinance.

## THE STRUCTURE OF PROGRAMMES AND QUALIFICATIONS

The Swedish Higher Education Act and Higher Education Ordinance have been amended in accordance with the agreements reached within the framework of the Bologna Process, including the European Qualifications Framework (QF-EHEA). These amendments apply to courses and programmes offered from 1 July 2007 as well as to qualifications awarded after that date. Courses and programmes that started earlier are subject to transitional provisions.

### CYCLES

All courses, programmes and qualifications are ascribed to three cycles: first, second and third. There is progression, i.e. each cycle is based on the former. The formal requirements that distinguish these cycles are specified in the Higher Education Act.

All first and second-cycle educational offerings consist of courses. These courses can be combined to form programmes.

### HIGHER-EDUCATION CREDITS

An academic year that comprises 40 weeks of full-time study corresponds to 60 credits. The number of credits awarded for each course is determined by the amount of study normally required to attain its objectives.

This credit system applies from 1 July 2007. When converting from the previous higher-education credit system, 1 credit in the old system corresponds to 1.5 credits in the current system.

The credits awarded in higher education in Sweden can be compared to European Credit

Transfer and Accumulation System (ECTS) credits, where 60 ECTS credits are attained after one academic year of full-time study.

## CATEGORIES OF QUALIFICATIONS

There are three categories of qualifications:

1. General qualifications
2. Qualifications in the fine, applied and performing arts
3. Professional qualifications.

Professional qualifications are awarded within the first and second cycles and mainly in the regulated professions on the basis of the appropriate requirements.

Both general qualifications and qualifications in the fine, applied and performing arts are assigned to the first, second or third cycle. Third-cycle qualifications in the fine, applied and performing arts were introduced on 1 January 2010.

Of the professional qualifications awarded in the second cycle, the Postgraduate Diplomas in Midwifery, Specialist Nursing, Psychotherapy, Special Needs Teaching and Special Educational Needs require a previous qualification. Other programmes that lead to the award of a professional qualification in the second cycle are undivided, i.e. are not split between the cycles. The Swedish system differs from many others in this respect. In addition to the programmes that lead to the award of qualifications, higher education in Sweden offers a wide range of freestanding courses.

| First-cycle qualifications  |
|---|
| <i>General qualifications</i>   |
| Higher Education Diploma (120 HE credits)   |
| Degree of Bachelor (180 HE credits)   |
| <i>Qualifications in the fine, applied and performing arts</i>  |
| Higher Education Diploma (120 HE credits)   |
| Degree of Bachelor of Fine Arts (180 HE credits)  |
| <i>Professional qualifications</i>  |
| There are 29 different professional degrees, for example Degree of Bachelor of Science in Nursing (180 HE credits), Degree of Bachelor of Science in Engineering (180 HE credits) and Higher Education Diploma in Dental Hygiene (120 HE credits) |
| Second-cycle qualifications   |
| <i>General qualifications</i>   |
| Degree of Master (60 credits)   |
| Degree of Master (120 credits)  |
| <i>Qualifications in the fine, applied and performing arts</i>  |
| Degree of Master of Fine Arts (60 credits)  |
| Degree of Master of Fine Arts (120 credits)   |
| <i>Professional qualifications</i>  |
| There are 21 different professional degrees, for example Degree of Master of Architecture (300 HE credits), Postgraduate Diploma in Midwifery (90 HE credits) and Degree of Master of Science in Medicine (330 HE credits)                        |
| Third-cycle qualifications  |
| <i>General qualifications</i>   |
| Degree of Licentiate (120 HE credits)   |
| Degree of Doctor of Philosophy (240 HE credits)   |
| <i>Qualifications in the fine, applied and performing arts</i>  |
| Degree of Licentiate in Fine Arts (120 HE credits)  |
| Degree of Doctor in Fine Arts (240 HE credit)   |

**Table 1. Structure of Swedish higher education qualifications.**

## **ADMISSION TO HIGHER EDUCATION**

Sweden has a more uniform system of admission to higher education than many other countries. National admission regulations are laid down in the Higher Education Act, the Higher Education Ordinance and the regulations issued by the Swedish National Agency for Higher Education. The detailed national regulations apply mainly to the admission of higher education entrants to first-cycle courses and programmes. There are also regulations on admission to second and third-cycle courses and programmes, but these are less comprehensive.

Specific prior knowledge is required for admission to higher education. Those who have the required knowledge qualify for entry. Entry requirements can be either general or specific. The general entry requirements apply to all courses and programmes in higher education; specific (additional) entry requirements are also demanded for many courses and programmes.

All first-cycle courses and programmes, apart from those that lead to the award of a qualification in the fine, applied and perform-

ing arts, use more or less the same selection criteria. Selection is based mainly on grades or results from the Swedish Scholastic Aptitude Test.

The Higher Education Ordinance stipulates the general entry requirements that apply for all courses and programmes, as well as listing any selection criteria that may be invoked. It also contains regulations on the evaluation of final school grades.

The Government has decided that the Swedish National Agency for Higher Education should issue regulations in a number of areas, for example applicants with foreign grades. These regulations supplement and clarify the provisions of the Higher Education Act and the Higher Education Ordinance.

HEIs decide on the admission of students. An appeal may be made to the Higher Education Appeals Board against an HEI's admission decision regarding eligibility but not regarding selection.

The vast majority of admissions are pooled. Verket för Högskoleservice (The National Agency for Services to Universities and University Colleges (VHS)) is responsible for pooled admissions on behalf of the HEIs.

## **TUITION FEES**

For a long time Sweden was one of the few countries in Europe in which higher education was completely free of charge for both Swedish students and those from other countries. In June 2010 the Riksdag enacted a provision in the Higher Education Act that means that higher education is free for Swedish citizens and for citizens of the EEA countries and Switzerland. Citizens of other countries, “third country students” have to pay an application fee and tuition fees for higher education starting from the autumn semester of 2011. The HEIs are required to charge tuition fees that cover their costs in full for these students.

## **STUDENT AID**

It is possible for students to obtain state support. Student aid consists of a combination of study grants and study loans. The grant portion of student aid for an academic year of nine months amounts to SEK 27,200 and the loan ceiling to SEK 59,560. The maximum total available government-sponsored student aid for an individual student pursuing full-time studies thus amounts to SEK 86,760 per annum. Study assistance can be paid for a maximum of 12 semesters or 6 academic years.

Repayment of the loan element is based on an annuity system and in normal cases the total debt should have been repaid in 25 years or before the borrower reaches the age of 60. ■

Swedish University of  
Agricultural Sciences

Photo **Julio Gonzalez**



# TRENDS AND DEVELOPMENTS

## **EDUCATION AT FIRST AND SECOND-CYCLE LEVELS**

The academic year of 2009/2010 was in many ways a record year for first and second cycle courses and study programmes. The number of higher education entrants – i.e. students who had not previously taken courses in higher education – was higher than ever before, which was largely due to the increasing numbers of young entrants. The total numbers of students and FTEs were also at a record level. In addition the numbers graduating rose after declining for three years in succession. Only the number of applicants to higher education for the autumn semester of 2010 went down, but nevertheless this number was at a historically high level.

### **INCREASE IN NUMBER OF APPLICANTS IN THE PRECEDING YEAR CAME TO A HALT**

There was a marked rise in the number of applicants for the autumn semester of 2009, which was the highest number ever with 121,000 applicants with no previous studies in higher education. This increase came to a halt, however, in the autumn of 2010, when the number of applicants with no previous studies in higher education declined somewhat to 120,000. Seen in a longer perspective the number of applicants was still, however considerably higher than for previous autumn semesters.

The gender distribution of applicants with no prior studies in higher education has been the same for a long time but from the autumn semester of 2009 and onwards the gender balance became more even than it had been for many years. The same gender distribution applies for the autumn semester of 2010 –

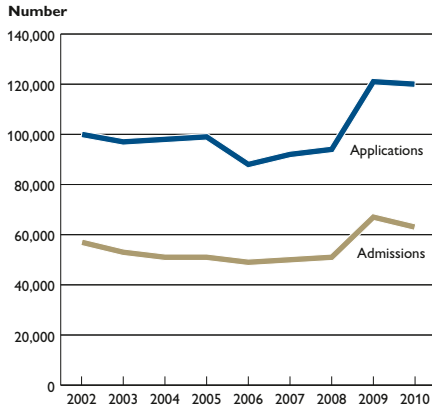
57 per cent of entrants were women and 43 per cent men.

In the two special “international admission rounds” – which are specifically intended for international students – the number of applicants rose markedly for the autumn semester of 2009. This increase continued for the autumn semester of 2010. The number of applicants rose by 20 per cent in the admission round for international master’s programmes compared to the autumn semester of 2009. The admission round for international courses and study programmes (above all first-cycle programmes) saw a rise in the number of applicants of 12 per cent compared to the preceding year. Some of this increase can possibly be explained by the introduction of application and tuition fees for citizens of countries outside the EEA and Switzerland in the autumn of 2011, which meant that the admission rounds in 2010 were the last that were free of charge.

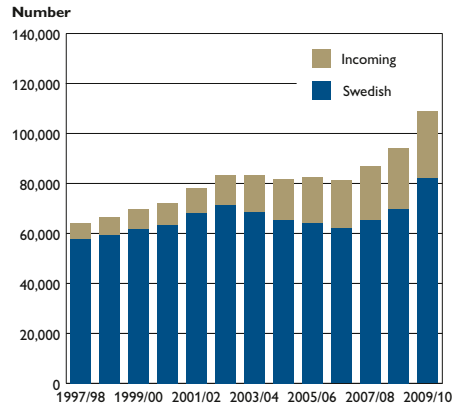
The numbers of applicants with no previous studies in higher education admitted for the autumn of 2009 also rose markedly, but this rise came to a halt for the autumn of 2010. Instead the numbers admitted dropped by 5 per cent compared to the previous autumn. Admitted means here that applicants were enrolled for a course or a study programme irrespective of whether they then began to study or not.

### **MORE NEW ENTRANTS THAN EVER BEFORE**

Those who begin a course or programme of study – and who have not previously studied in higher education – are called higher education entrants. In the academic year 2009/10



**Figure 6. Applications and admissions for students with no previous studies in higher education, autumn semester 2002–2010.** Only the Swedish population is included. A new coordinated admissions system has applied from 2007. Some double entries occurred prior to 2007 and some caution should therefore be exercised when making comparisons over time.



**Figure 7. Higher education entrants in the academic years 1997/98–2009/10.** The number who began to higher education studies for the first time in Sweden was 109,000 in the academic year 2009/10. A quarter were incoming international students participating in exchange pro-programmes at Swedish HEIs or free movers, i.e. students who arranged their own studies in Sweden.

their number rose to the highest level ever – 109,000 individuals who had never previously studied in higher education in Sweden began their studies. This was a rise of 16 per cent compared to the academic year 2008/09.

For the first time for ten years it was Swedish entrants who accounted for the major part of this increase. The number of Swedish entrants rose by 18 per cent to just over 80,000 individuals. The greatest increase was among 19-year-old entrants, in other words those who went straight into higher education after completing upper-secondary school. The median age among the Swedish entrants was 20.2, which is lower than ever before.

There was also a rise in the number of incoming entrants by 11 per cent to almost 27,000. This means that incoming students comprised one quarter of the entrants in the academic year 2008/10. The large proportion of incoming students among entrants affect

the gender balance among them. Women constituted 55 per cent of all entrants and men 35 per cent, which can be compared with 58 per cent women and 42 per cent men if the incoming students are excluded.

All pupils who have completed upper secondary education are eligible for higher education if they fulfil the general entry requirements. Traditionally, the higher education initial participation rate (HEIPR), is based on the proportion of those who have completed upper-secondary education and who go on to higher education within three years. Of the pupils who completed upper-secondary education in the school year 2006/07 42.5 per cent had begun higher education by the academic year of 2009/10. The highest participation rate was noted for pupils who had completed the upper-secondary school programme in the natural sciences, of whom 81 per cent had been admitted to higher education within three years.

As in the past the initial participation rate was higher among women than men. 48 per cent of the women who completed their secondary education in the school year 2006/07 had gone on to higher education within three years. The corresponding figure for men was 37 per cent.

The tendency to begin higher education also depended on parental educational levels. Individuals whose parents had attained a high educational level were still overrepresented among entrants while those with parents whose educational attainments were low were underrepresented. The proportion of entrants with non-Swedish backgrounds was lower than for the population as a whole.

#### RISE IN HIGHER EDUCATION ENTRANTS IN ALMOST ALL PROGRAMMES

The number of entrants rose in almost all the major professional training programmes in higher education in the academic year 2009/10 compared to the preceding year. There was a particularly large increase in master's programmes in business and economics and in engineering, where the number of entrants rose by more than 30 per cent. In terms of numbers the greatest rise was in programmes in education with 2,000 more entrants in the academic year 2009/10 than in 2008/09. Only the nursing and specialist nursing programmes saw a decline in the number of entrants compared with the year before, which may partly be because the entitlement of some HEIs to award these qualifications was revoked.

Between 2008/09 and 2009/10 there was also a major rise in the number of entrants in all programmes leading to the award of general qualifications, i.e. Higher Education

|   | Number of university entrants 2009/10 | Change from previous year | Percentage proportion of women/men |
|---|---------------------------------------|---------------------------|------------------------------------|
| Programmes in Education                 | 12,590                                | +19                       | 74/26                              |
| M.Sc. Engineering programmes            | 6,790                                 | +13                       | 29/71                              |
| B.Sc. Nursing programmes                | 4,840                                 | -5                        | 84/16                              |
| B.Sc. Engineering programmes            | 4,340                                 | +33                       | 24/76                              |
| B.Sc. Social work programme             | 3,110                                 | +3                        | 83/17                              |
| M.Sc. Business and economics programmes | 3,000                                 | +39                       | 50/50                              |
| Master of laws programmes               | 2,050                                 | +16                       | 56/44                              |
| Specialist nursing programmes           | 1,950                                 | -12                       | 85/15                              |
| M. Sc. Medicine programmes              | 1,380                                 | +16                       | 53/47                              |

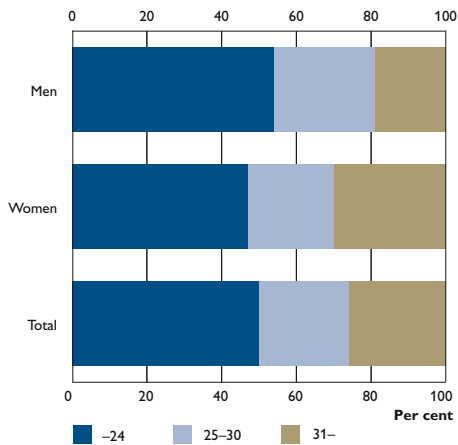
**Table 2. New entrants to professional programmes with more than 1,000 entrants.**

Diplomas, Bachelor's and one and two-year Master's Degrees. The largest percentage rise in entrants was in two-year Higher Education Diplomas with 32 per cent. In two-year Master's programmes the rise in entrants was 27 per cent while the same figure for both Bachelor's and one-year Master's programmes was 21 per cent.

The proportion of incoming students among entrants in programmes leading to the award of a second-cycle general qualification continued to be high. In one-year Master's programmes 52 per cent of the entrants were incoming students and in two-year Master's programmes this figure was 60 per cent in the academic year 2009/10.

#### RECORD TOTAL NUMBER OF STUDENTS

Higher education entrants form one category in the total student population. In addition to those beginning their higher education studies the total number of students also comprises those continuing their studies as well as those returning to higher education after some time away. In the autumn semester there were just over 369,000 first and second-cycle students at HEIs in Sweden. This is the largest



**Figure 8. Age distribution of students registered in higher education programmes autumn semester 2010.** About half of the students were 24 years old or younger.

number ever and an increase of two per cent compared to the autumn semester of 2009. Women accounted for 59 per cent of the total student population and men for 41 per cent. About one-tenth were incoming students.

Half of all the students in the autumn semester of 2010 were 24 years old or younger while those between 25 and 30 and those who were 31 or older accounted for one quarter each. The oldest age group contained a considerably larger proportion of women than men.

#### INCREASING NUMBERS OF DISTANCE STUDENTS

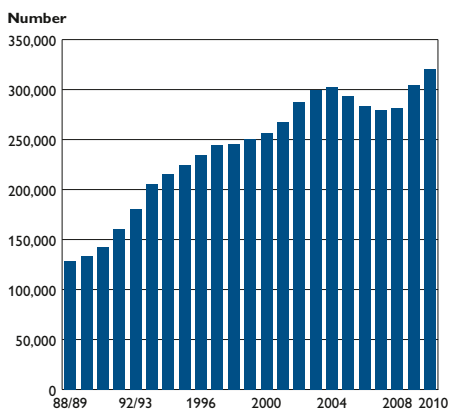
During the first decade of the 21st century the number of students pursuing distance studies has risen. In the academic year 2009/10 there were just over 134,000 higher education students taking distance courses, which

can be compared to 36,000 in the academic year 2000/01. In all, those studying distance courses – either alone or in combination with on-campus studies – constituted almost one-third of the total student population in 2009/10. Of the 134,000 distance students in 2009/10 a total of 84,000 were only pursuing distance studies while 50,000 were combining distance course with on-campus study during the year.

About two-thirds of all distance students were women, which is a larger proportion than in the student population as a whole. On average, distance students are older than on-campus students, which is linked to the fact that they have often already completed a higher education programme.

#### MORE FULL-TIME EQUIVALENT STUDENTS THAN EVER BEFORE

2010 was a record year for first and second-cycle programmes also in terms of the volume of programmes measured by the number of full-time equivalent students (FTEs). The number of FTEs is calculated by assessing the total number of registered students in terms of full-time study attainment. As not all students are registered for full-time programmes, the total of FTEs corresponds to about 70 per cent of the total number of individuals who have been registered at some time during an academic year. In 2010 the number of FTEs was the highest ever – 321,000 – which represents an increase of 17,000 FTEs compared to 2009.



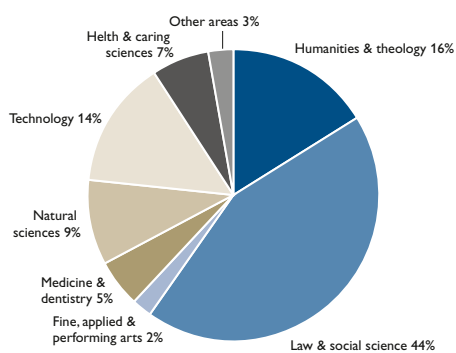
**Figure 9. Number of FTEs, 1988/89 – 2010.**  
The total number of FTEs in 2010 was 321,000 – the highest ever.

A total of 60 per cent of all FTEs were studying in the subject areas of law and social science or the humanities and theology. The distribution of FTEs between different subject areas varies for women and men. Nearly half of all women students, measured in FTEs, were to be found in law and social science, 17 per cent in the humanities and theology and 10 per cent in health and caring sciences. Among the men just under 40 per cent were studying law and social sciences, 24 per cent technology and 15 per cent the humanities and theology.

The number of FTEs rose most – by 11,000 FTEs – in the subject areas of law and social sciences. There was a rise of 5,000 FTEs in the humanities and theology and of 4,700 FTEs in technology between the academic year 2008/09 and 2009/10.

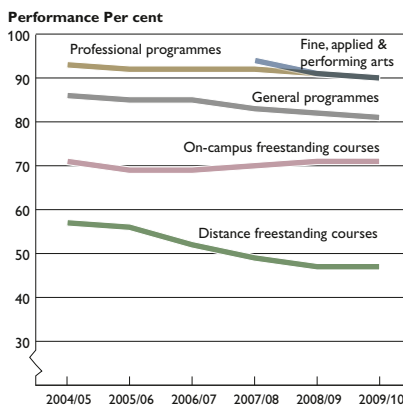
#### LOWER PERFORMANCE

The performance indicator – calculated by relating the number of annual performance equivalents to the number of FTEs in an academic year – has declined from 83 per cent



**Figure 10. Number of FTE students in the academic year 2009/10 by subject area.** 60 per cent of the total number of FTEs were in law and social sciences together with the humanities and theology.

in 2004/05 to 78 per cent in 2009/10. Performance indicators have declined gradually in both general programmes and freestanding distance courses during the last five academic years. On the other hand they have remained unchanged in professional programmes and on-campus courses during the same period.



**Figure 11. Performance indicators for programmes in the fine, applied and performing arts, professional programmes, general programmes together with on-campus and distance freestanding courses in the academic years 2004/05–2009/10.** There has been a gradual decline in these indicators, above all for freestanding distance courses and also for programmes leading to the award of a general qualification.

## MORE STUDENTS GRADUATING

During the academic year 2009/10 the number of students graduating rose after three successive years of decline. The total number graduating amounted to 51,700, which means an increase of just over 1,300 graduates compared to academic year 2008/09. The number of degree certificates issued also rose compared to the preceding year.

The difference between the number of students graduating and degree certificates issued also increased. This is because it has become increasingly common during the last decade for students to apply for double degree certificates – usually for a professional qualification and a general qualifications – on the basis of the same credits. The most frequently issued combined double degree certificate during the academic year 2009/10 was for a

nursing qualification and a Bachelor's degree received by 2,300 individuals.

## 65 PER CENT OF THOSE GRADUATING ARE WOMEN

In the academic year 2008/09, women accounted for 65 per cent of the qualifications awarded and men 35 per cent. Ten years ago, 60 per cent of those graduating were women. One major reason why women account for almost two-thirds of the qualifications awarded is that they constitute 60 per cent of the student population. In addition, a higher proportion of women than men apply for degree certificates. This is partly because women predominate in programmes in the health and caring sciences, which have high graduation rates, and also because the graduation rate for women in most subjects is higher than for men.

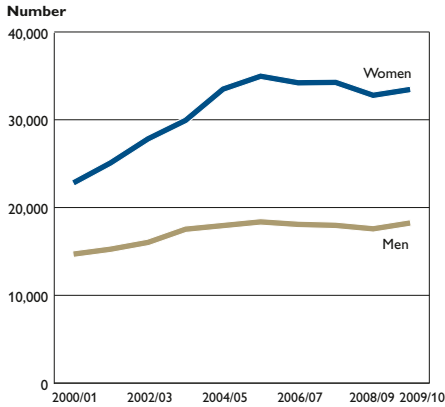
### **The graduation rate is not always a satisfactory measure of student completion**

For many students, the purpose of higher education studies is to complete a programme that leads to a qualification and subsequently to a career. But this does not apply to all students – many study in order to obtain the knowledge required for their own personal development, or to supplement their previous education to meet the requirements of working life. But this does not necessarily mean that they want to take exams or take a degree.

Students who embark on programmes may be assumed to intend, at least initially, to complete the entire programme and graduate. But the aims of students who take freestanding courses clearly differ and many of them have no intention of acquiring a qualification. If the student's aim is not to graduate – or even take course examinations – the tradi-

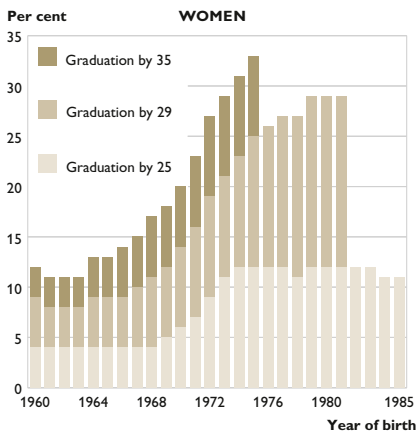
tional completion rate indicators such as the graduation rate or the years of study required for a qualification become meaningless.

There are considerable variations in the proportion of entrants who graduate (the graduation rate) from programmes leading to professional qualifications. Generally speaking, programmes that lead to a regulated professional qualification in the health care sector have higher graduation rates than other programmes. The Bachelor's programme in engineering has the lowest graduation rate. In this particular – large – programme, however, many students complete all or virtually all of their courses without applying for a degree certificate. In other words, the graduation rate is not always a good measure of student completion.



**Figure 12. Number of men and women awarded first or second-cycle qualifications or their counterparts in the academic years 2000/01–2009/10.** The number of women graduating is almost twice as large as the number of men.

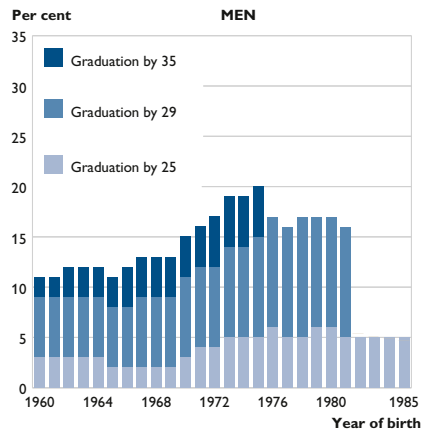
There is a marked difference between the cycles in which women and men are awarded qualifications. Of the women graduating in the academic year 2009/10 40 per cent were awarded second-cycle qualifications or their counterparts in the previous degree system. The corresponding figure for men was almost 60 per cent.



### 27 PER CENT OF AN AGE COHORT HAVE GRADUATED BY THE AGE OF 35

The expansion of higher education and the ensuing rise in the number of graduates has meant that the proportion of an age cohort graduating by the age of 35 has risen markedly during the last decade. In the age cohort graduating by the age of 35 has risen markedly during the last decade. In the age cohort born in 1965 12 per cent had earned a qualification after at least three years of higher education by the age of 35, i.e. the academic year 1999/2000. The corresponding figure for those born in 1975 was 27 per cent when they became 35 in the academic year 2009/10. It is mainly between the ages 26–29 that this increase has taken place, while the proportion of an age cohort that have graduated by the age of 25 has declined in recent years.

There are also gender differences in the graduation rate for different age cohorts. Of those who became 35 in 2009/2010 33 per cent of the women had graduated after at least three years of higher education while the corresponding figure for men was only 20 per cent.



**Figure 13. Proportion of age cohorts born 1960–1985 graduating after at least three years of higher education by the age of 25, 29 and 35, divided between women and men.** 33 per cent of the women who became 35 in the academic year 2008/09 had graduated after at least three years of study while the corresponding figure for men was 20 per cent.

### **Evaluation and assessment of qualifications from educational programmes outside Sweden**

Approximately 50,000 persons are awarded qualifications in Sweden every year. In addition, the Swedish labour market benefits from persons with higher education from other countries who have emigrated to Sweden. The National Agency for Higher Education and the National Board of Health and Welfare evaluate or assess the qualifications provided by educational programmes outside Sweden.

**EVALUATION:** People who have taken programmes in higher education in another country, with the exception of programmes in the health care and , teaching sectors, are entitled to evaluation of their studies by the National Agency for Higher Education. This evaluation involves comparison with qualifications awarded in the Swedish system.

During 2010, the National Agency for Higher Education issued 3,495 evaluations. The most frequent comparisons concerned Bachelor's degrees. More than 2,100 of the programmes concerned were considered to correspond to a Swedish Bachelor's degree or a Bachelor's degree in the fine, applied or performing arts. Just over 340 programmes were considered to correspond to a Higher education diploma, approximately 720 to a one-year Master's degree, about 250 to a two-year Master's degree and about 90 to a PhD. Most of the professional qualifications evaluated were in engineering: about 360 were considered to correspond to a Swedish Bachelor's degree in engineering and about 160 to a Master's degree in engineering.

The applications received concerned programmes in 139 countries. Most of them came from Iraq (855). These were followed by Russia (272), Iran (248), Poland (210), the UK (182), the USA (172) and Germany (143).

**PROFESSIONAL STATUS QUALIFICATIONS:** If a foreign education programme offers preparation for practice in the health care and medical sector for which a professional status qualification is required, evaluation is undertaken by the National Board of Health and Welfare, which issues the appropriate endorsement. In 2010 the Board endorsed the qualifications gained by approximately 1,700 individuals outside Sweden, of which two-thirds were in medicine.

**ASSESSMENT OF TEACHING QUALIFICATIONS:** People who have teaching qualifications from another country may have them evaluated to allow them to teach in the Swedish educational system. During 2010 212 qualified teacher status certificates were issued, most of them for teaching in the upper-secondary schools. Up until 30 June 2011 this evaluation was made by the National Agency for Higher Education. On 1 July the responsibility for assessing teaching qualifications from abroad was transferred to the National Agency for Education, which has been given the task of managing the teaching certificate system to be introduced in the autumn of 2012.

Overall, this means that 5,900 evaluations, professional status qualifications and qualified status certificates were issued in 2010 to individuals with qualifications from another country.

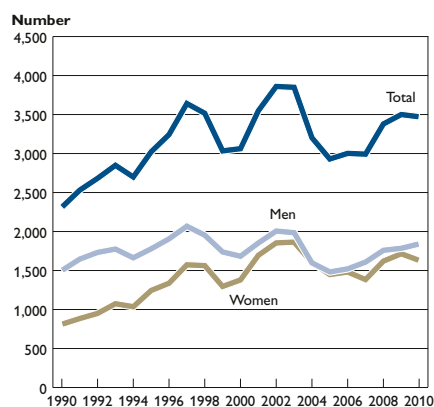
## EDUCATION AT THIRD-CYCLE LEVEL

In 2010 the number of students taking third-cycle programmes totalled 17,700, which is more or less the same as in the previous year. Of this total 49 per cent were women and 51 per cent men. There was relatively little change in the number of third-cycle entrants in 2010 compared to the preceding year and this amounted to almost 3,500. In a longer perspective – the period 1990–2010 – the number of entrants to doctoral programmes has risen by 52 per cent, even though there have been major variations at times. Almost half of the entrants – or 47 per cent – were women. About 30 per cent of the third-cycle entrants were doctoral students from abroad.

As in first and second-cycle programmes, students whose parents had advanced educational qualifications were overrepresented in third-cycle programmes and students whose parents had low educational attainments were underrepresented. Students whose parents had completed doctoral programmes were particularly overrepresented.

### 30 PER CENT OF THIRD-CYCLE ENTRANTS CAME FROM OTHER COUNTRIES

Among the almost 3,500 entrants to third-cycle programmes just over 1,000 were international doctoral students, i.e. 30 per cent. International doctoral students are individuals who were born outside Sweden and who come to Sweden in order to take a third-cycle programme. Between 1997 and 2010 the proportion of international doctoral students has risen from 14 to 30 per cent. The proportion of women among international doctoral students entering third-cycle programmes is lower than for Swedish entrants, 39 compared to 51 per cent.



**Figure 14. Entrants to doctoral programmes, 1990–2010.** Almost 3,500 doctoral students began third-cycle programmes in 2010. Compared to the previous year this means more or less the same intake to these programmes. The gender distribution among entrants remains on the whole even.

Half of the international entrants to third-cycle programmes came from Asia, where China was the most frequent country of origin. After Asia the largest numbers came from the EU excluding the Nordic countries, from which almost one-third originated.

### Highest number of entrants in medicine and technology

The largest numbers of entrants can be found in third-cycle programmes in medicine, 30 per cent of the total, and technology, 28 per cent in 2010. These were followed by the natural sciences, social sciences and humanities. The five largest disciplinary domains accounted for 90 per cent of all entrants to third-cycle programmes.

The gender balance in the different disciplinary domains varies. It is most uneven in technology (with 71 per cent men and 29 per cent women), medicine (with 59 per cent women and 41 per cent men) and social sci-

ence (with 57 per cent women and 43 per cent men).

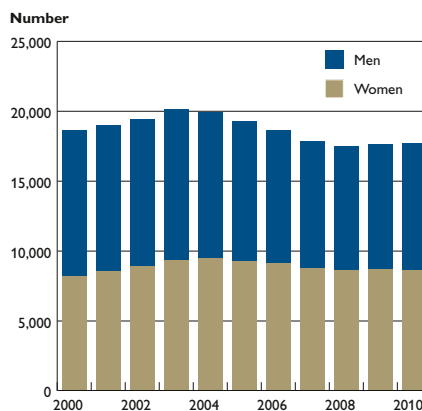
There is also a difference in the choice of subject area between international and Swedish third-cycle entrants. Just over four out of every ten international entrants began third-cycle study in technology compared to three out of every ten Swedish entrants. International doctoral students were also much more likely to enter programmes in the natural sciences and less often those in the humanities, medicine and social science. The high proportion of men among international entrants can be largely explained by the large numbers of incoming doctoral students in the male-dominated discipline of technology.

#### THE TOTAL NUMBER OF DOCTORAL STUDENTS VIRTUALLY UNCHANGED

A majority of doctoral students, 59 per cent, were studying full-time. Full-time is defined as an activity rate of 80–100 per cent. It was slightly more common for men to study full-time (59 per cent) compared to 56 per cent of the women. A somewhat larger proportion of women had an activity rate of 41–79 per cent.

About one in five of the doctoral students had an activity rate of less than 40 per cent. This may to some extent be because some doctoral students study on a part-time basis while working in some other capacity. The number of men and women who devoted a maximum of 40 per cent of their time to third-cycle studies was virtually the same.

In the autumn of 2010 56 per cent of all third-cycle students had been appointed to doctoral studentships. The next most frequent source of income was a doctoral grant, 10 per cent, and then scholarships, which 9 per cent of the third-cycle students had been



**Figure 15. Number of doctoral students autumn semesters 2000-2010.** In the autumn of 2010 there were 17,700 doctoral students. The number has remained at more or less the same level over the last four years.

awarded. Women had been appointed to doctoral studentships to almost the same extent as men during the autumn of 2010. On the other hand men were more frequently employed externally as doctoral students or awarded scholarships while doctoral grants and other forms of external employment were more usual for women.

#### FEWER GRADUATES

During 2010 2,600 PhDs and 700 licentiate degrees were awarded. In recent years there has been a decline in the numbers of licentiate degrees and PhDs. One explanation for this decline could be that new admissions to third-cycle programmes dropped between 2003 and 2005. In a longer perspective, however, the number of PhDs has risen markedly during the last two decades. Half of the PhDs awarded in 2010 were to women.

The nominal length of a PhD programme is four years (eight semesters) of full-time study. The net programme length for PhDs

awarded in 2010 was 8.4 semesters. Net programme length is the time actively devoted to third-cycle study. Gross programme length, on the other hand, refers to the total time spent on a programme when all degrees of activity are taken into account. On average this was 12 semester for those graduating in 2010.

The median age for those taking PhDs in 2010 was 35 and for licentiate degrees 31. Women were somewhat older, on the whole, than their male counterparts on graduation.

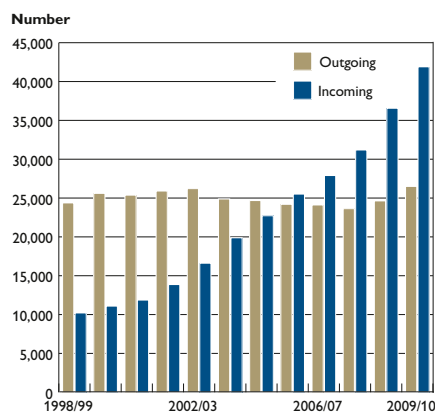
### INTERNATIONAL MOBILITY

Overall, student mobility over Sweden's national borders is continuing to increase. There is, however, a considerable difference between the number of incoming and outgoing students. During the last 10 years, the number of incoming students has more than tripled while the number of Swedish students studying abroad has declined somewhat, apart from during last two years.

#### MORE SWEDISH STUDENTS STUDYING ABROAD

In the academic year 2009/10 26,500 Swedish students were studying in higher education abroad, which means an increase of nine per cent compared to the preceding year. Just over 60 per cent of those studying abroad were women.

European countries are the most common destination for Swedish students who choose to study in other countries. Almost two out of three outgoing students pursue their studies in Europe, and this has been the case for the last six years. For many years, the primary destination in Europe has been the UK, which accounted for 19 per cent of all outgoing Swedish



**Figure 16. Incoming and outgoing students.**

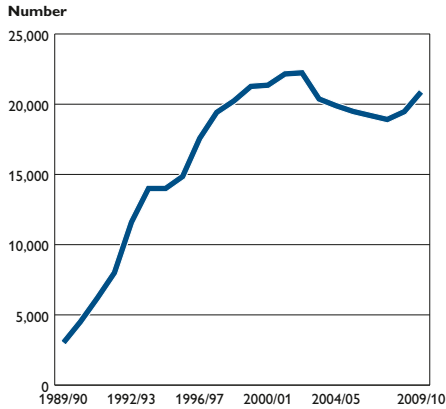
The number of students who come to Sweden to study is considerably greater than the number of Swedish students leaving to study in other countries. More than 42,000 students from other countries were studying in Sweden in the academic year 2009/10. This figure has more than tripled over ten years.

students in the academic year 2009/10. Considerable numbers of Swedish students also study in several countries outside Europe. The largest of these is the USA, which welcomed 16 per cent of these students in 2010.

The previous tendency for more students to choose Asia seems to be continuing. Almost 2,300 Swedish students were studying in Asia in the academic year 2009/10, which is more than twice as many as five years ago. The Asian proportion of incoming international students now amounts to almost 9 per cent.

5,000 of the outgoing Swedish students studied within the framework of exchange programmes organised by the Swedish HEI at which they were studying. The number of students who made their own arrangements – “free-movers” – totalled 20,900.

The most common disciplines chosen by outgoing free-movers in the academic year 2009/10 were, as previously, the humanities,



**Figure 17. Outgoing free-mover students.** After changes in the rules on student aid in 1989, the number of outgoing students who received it rose each year until 2002/03. Subsequently the number declined for several years. This figure increased again by almost 11 per cent between the academic years 2007/08 and 2009/10.

where a large number are studying languages. The proportion of free-movers opting for the humanities was 36 per cent. The next most frequent areas were social science, business administration and economics and law with 26 per cent. The third largest discipline was medicine and health and caring sciences, mainly as a result of the large numbers studying programmes in medicine abroad. The proportion of free-movers in this subject has more than tripled since the academic year 2001/02 and amounted to 18 per cent in the academic year 2009/10.

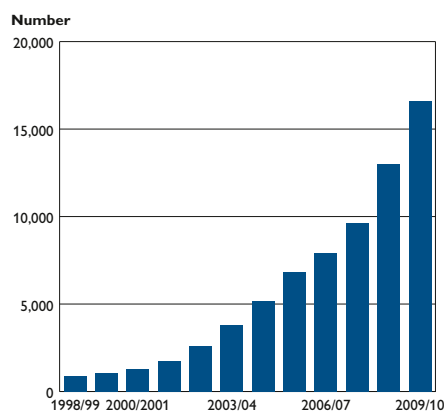
#### NUMBER OF INCOMING STUDENTS CONTINUED TO RISE IN 2009/10

Roughly 42,000 international students were participating in first or second-cycle programmes in Swedish higher education in the

academic year 2009/10. This is an increase of more than 15 per cent, or 5,300 students, in comparison with the preceding academic year. During the last decade the number of incoming students has risen on average by 13 per cent. In the same period the proportion of the student population represented by incoming students has risen from just under 3 to just over 10 per cent. Among incoming students free-movers totalled 28,000. This group has increased almost fivefold during the last decade.

Among the free-movers in Sweden in the academic year 2009/10 59 per cent were men and 41 per cent women, which means that this group differs from the Swedish student population where women are in the majority. Just under half, 45 per cent, came from European countries. The proportion of free-movers from Europe has gradually declined in recent years. Five years previously, in the academic year 2004/05, the figure was 65 per cent. In the same period, the proportion of students from Asian countries increased from 24 per cent to 45 per cent. The major countries of origin in Asia in the academic year 2009/10 were China, Pakistan, Iran, Bangladesh and India, and the most common discipline chosen technology and manufacturing, which attracted about a third of the incoming free-mover students in Sweden.

| Country of origin                                      | All incoming students | of which free-movers | of which exchange students |
|--|-----------------------|----------------------|----------------------------|
| Denmark  | 340                   | 190                  | 160                        |
| Finland  | 1 820                 | 1 340                | 490                        |
| Iceland  | 220                   | 170                  | 50                         |
| Norway   | 530                   | 380                  | 150                        |
| <b>Nordic countries</b>                                | <b>2 910</b>          | <b>2 070</b>         | <b>850</b>                 |
| Belgium  | 320                   | 20                   | 300                        |
| France   | 2 130                 | 380                  | 1 770                      |
| Greece   | 290                   | 180                  | 110                        |
| Italy  | 790                   | 170                  | 630                        |
| Lithuania  | 280                   | 130                  | 140                        |
| Netherlands  | 750                   | 110                  | 650                        |
| Poland   | 460                   | 140                  | 320                        |
| Russia   | 500                   | 380                  | 120                        |
| Switzerland  | 260                   | 50                   | 210                        |
| Spain  | 1 240                 | 220                  | 1 050                      |
| United Kingdom   | 540                   | 150                  | 400                        |
| Czech Republic   | 230                   | 30                   | 200                        |
| Turkey   | 850                   | 500                  | 360                        |
| Germany  | 3 120                 | 820                  | 2 320                      |
| Ukraine  | 250                   | 200                  | 60                         |
| Austria  | 470                   | 70                   | 400                        |
| Other European countries apart from Nordic countries   | 1 640                 | 760                  | 900                        |
| <b>Europe excl. Nordic countries</b>                   | <b>14 120</b>         | <b>4 460</b>         | <b>9 810</b>               |
| <b>Origin unknown in Nordic and European countries</b> | <b>5 980</b>          | <b>5 980</b>         | <b>0</b>                   |
| Ethiopia   | 290                   | 290                  | 0                          |
| Cameroon   | 390                   | 390                  | 0                          |
| Nigeria  | 350                   | 350                  | 0                          |
| Other African countries                                | 670                   | 560                  | 120                        |
| <b>Africa</b>  | <b>1 690</b>          | <b>1 580</b>         | <b>120</b>                 |
| Canada   | 560                   | 230                  | 330                        |
| Mexico   | 310                   | 170                  | 140                        |
| USA  | 1 040                 | 450                  | 600                        |
| Other North and Central American countries             | 100                   | 70                   | 30                         |
| <b>North and Central America</b>                       | <b>2 010</b>          | <b>930</b>           | <b>1 090</b>               |
| Brazil   | 170                   | 100                  | 80                         |
| Other Latin American Countries                         | 330                   | 210                  | 110                        |
| <b>Latin America</b>                                   | <b>500</b>            | <b>300</b>           | <b>190</b>                 |
| Bangladesh   | 1 140                 | 1 140                | 0                          |
| India  | 1 750                 | 1 450                | 310                        |
| Iran   | 2 030                 | 2 030                | 0                          |
| Japan  | 280                   | 130                  | 150                        |
| China  | 3 910                 | 3 220                | 730                        |
| Pakistan   | 2 950                 | 2 930                | 20                         |
| Singapore  | 310                   | 30                   | 280                        |
| South Korea  | 260                   | 70                   | 190                        |
| Thailand   | 350                   | 300                  | 50                         |
| Vietnam  | 210                   | 150                  | 60                         |
| Other Asian countries                                  | 1 100                 | 180                  | 930                        |
| <b>Asia</b>  | <b>14 290</b>         | <b>12 370</b>        | <b>1 980</b>               |
| Australia  | 380                   | 60                   | 320                        |
| Other countries in Oceania                             | 40                    | 20                   | 30                         |
| <b>Oceania</b>   | <b>420</b>            | <b>80</b>            | <b>340</b>                 |
| <b>Total</b>   | <b>41 910</b>         | <b>27 780</b>        | <b>14 380</b>              |



**Figure 18. The number of free-mover students from countries outside the EU/EEA and Switzerland.** The number of students from third countries (i.e. countries that will be affected by tuition fees) has increased significantly over the last 10 years – there were 16,700 in 2009/10.

#### TUITION FEES FROM THE AUTUMN SEMESTER OF 2011 AND ONWARDS

In the autumn semester of 2011 application fees and tuition fees were introduced in Sweden for students who are citizens of countries outside the EEA area and Switzerland. The number of students coming from countries that will be affected by these tuition fees has risen markedly during the last decade. In the academic year 2009/10 60 per cent of the free-movers in Sweden came from these countries. The major countries of origin in Asia in the academic year 2009/10 were China, Pakistan, Iran, Bangladesh and India. The number of applications to international Master's pro-

**Table 3. The number of international students coming to Sweden in 2009/10.** 45 per cent of the international students come from European countries, which is a reduction compared to the previous academic year. The predominant country of origin is China, which accounts for almost 10 per cent of all incoming students.

grammes declined from 91,800 for the preceding autumn semester to 25,100 for the autumn semester of 2011, the first time fees were charged. Denmark and the Netherlands have recently introduced corresponding fees and their experience is that the number of applications declines dramatically, at least initially.

#### INTERNATIONAL MOBILITY AMONG DOCTORAL STUDENTS

The HEIs report that during 2010 almost 1,100 doctoral students travelled abroad for student exchanges of at least three months. Comparison with previous years shows the number of outgoing doctoral students was the highest since 1999 in 2010, when the collection of comparable data began. At the same time Sweden was the host country for almost 800 doctoral students, which is the same level as in the preceding year. Half of the incoming exchange doctoral students came from a EU member-state and just as large a proportion, 45 per cent, of the outgoing doctoral students chose to study in one of the EU member states. Outgoing doctoral students came mainly from technology, the natural sciences and the humanities and social science. The incoming doctoral students came mainly from programmes in technology.

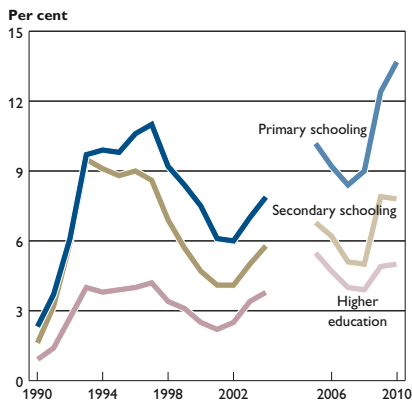
#### EDUCATION AND EMPLOYMENT

The majority of those graduating from HEIs establish themselves in the labour market relatively quickly. On average, 80 per cent of the graduates from first and second-cycle programmes or their counterparts had gained a footing in the labour market 1–1.5 years after graduation and 75 per cent were both established and had employment that normally requires a higher education qualification. Of those awarded PhDs in 2000 and 2002 almost nine out of ten were established in the labour market in 2008 as were eight out of ten of those who awarded PhDs in 2005.

#### LOWER UNEMPLOYMENT AMONG GRADUATES

For most people, higher education entails improvement of their status in the labour market. Unemployment statistics indicate that the unemployment rate was lowest for people with qualifications from higher education throughout the period 1991–2010. In particular during the economic decline in the 1990s unemployment was markedly lower among graduates compared to those with upper-secondary or primary schooling. The same seems to be true during the economic decline of 2009–2010.

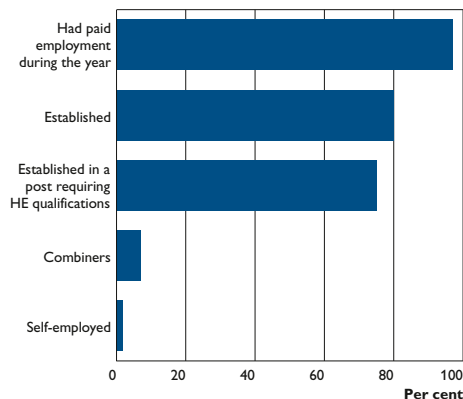
Eight of ten of those graduating from HEIs in the academic year 2006/07 (the latest graduates studied) had attained an established position in the labour market 1–1.5 years after graduation. A larger proportion of men had established themselves than women, 84 per cent compared to 78. An “established position” is defined as having employment in November 2008 with an earned income corresponding to at least SEK 16,000 per month, with no period of unemployment or partic-



**Figure 19. Unemployment (per cent) in relation to educational attainment for those aged 16–64 in the labour market.** During the entire period unemployment has been lowest for graduates. The data are taken from Statistics Sweden’s labour market surveys (AKU). In 2005 the definition of unemployed was altered, which means that figures on unemployment up until 2004 cannot be compared with figures from 2005 onwards. The data in the figure are based on a Swedish definition of unemployed which means that full-time students who are seeking jobs and able to take them are not considered unemployed. The graduate group also includes qualifications from post-secondary education that are not awarded by HEIs.

ipation in labour-market policy measures, not participating in studies and resident in Sweden.

There was a high degree of establishment among recent graduates in the fields of medicine/dentistry, technology and health and caring sciences, 93, 89 and 84 per cent. Fields such as education, law/social science and agriculture and silviculture were also close the mean with establishment rates of 77, 79 and 81 per cent. The natural sciences, humanities and theology as well as the fine, applied and performing arts were well under the average figure for establishment. These three fields accounted, however, for just under one-tenth of the graduates in the academic year 2006/07.



**Figure 20. Labour market status in 2008 for graduates in the academic year 2006/07.** The proportions of the total of 42,600 graduates who belonged to the categories: established, has had paid employment during the year, established in a post that required higher education qualifications, combiners and self-employed. Combiners are those who have paid employment as their main source of income but also have earnings from self-employment.

A large majority, 75 per cent, had attained an established status in the labour market and also had a job that normally requires a higher education qualification. This applies in particular to those awarded certain professional qualifications in the fields of health care and technology, where at least 80 per cent were established in posts that demanded qualifications from higher education. The lowest figures can mainly be found for those graduating in the humanities or theology, the fine, applied or performing arts as well as certain social science and natural science subjects.

#### FOREIGN BACKGROUND COMPLICATES ESTABLISHMENT IN SOME FIELDS

In the academic year 2006/07 13 per cent of those graduating had foreign backgrounds,

| Graduate field                    | Number in follow-up | Proportion outside labour market (per cent) | Proportion established (per cent) |
|-----------------------------------|---------------------|---|-----------------------------------|
| Education                         | 9 352               | 0.9   | 77.0                              |
| Health and caring sciences        | 8 202               | 1.1   | 83.5                              |
| Medicine –dentistry               | 1 566               | 1.2   | 92.8                              |
| Agriculture and silviculture      | 238                 | 2.5   | 81.1                              |
| Technology                        | 6 587               | 3.2   | 88.6                              |
| Fine, applied and performing arts | 431                 | 3.7   | 42.9                              |
| Law–social science                | 11 765              | 3.8   | 79.4                              |
| Natural sciences                  | 1 349               | 4.6   | 69.2                              |
| Humanities–theology               | 1 911               | 7.1   | 59.7                              |
| <b>Total</b>                      | <b>42 628</b>       | <b>2.6</b>                                  | <b>79.7</b>                       |

**Table 4. Proportion of graduates (percentage) and the number involved in the follow-up in nine different fields.** The table comprises graduates in 2006/07 and their labour market status in 2008. These fields include various general and professional qualifications.

the remainder Swedish. The proportion established in the labour market in the survey was 7 per cent higher for those with Swedish backgrounds, 81 per cent compared to 75. The differences were particularly large among graduates in law and social science, the natural sciences, and technology. On the other hand

there were only small differences in health and caring sciences and in education.

#### THE ESTABLISHMENT OF PHDS

Just over 6,000 individuals awarded PhDs in 2000, 2003 and 2005 have been monitored up to and including 2008, i.e. eight, six and three years after their graduation. This reveals that 88 per cent of those who graduated in 2000 and 2002 had established themselves in the labour market by 2008 while this figure was 80 per cent for those who graduated in 2005.

There were no differences in the establishment of women and men who graduated in 2000 and 2002, whereas men who graduated in 2005 had a four per cent higher establishment rate than women graduates from the same year. Establishment was almost 10 per cent higher for PhD with Swedish backgrounds than for those with foreign backgrounds.

About one-third of those awarded PhDs had become teachers in higher education and one in five was working as a specialist in the health and medical care, mainly as physicians. As in earlier cycles, a large proportion of graduates in medicine and technology were established while this was true of a relatively small proportion of graduates in the humanities and the natural sciences.

### **Fewer regulations about appointing teachers from 2011 on-wards**

The statistics in this chapter refer to the categories of teachers appointed according to the regulations in the Higher Education Ordinance that applied until 1 January 2011 – professors, senior lecturers, post-doctoral research fellows, lecturers as well as visiting lecturers and part-time fixed-term lecturers. Since 1 January 2011 only two categories of teachers – senior lecturers and professors – are subject to the provisions of the Higher Education Act. Other teacher categories are no longer included in the Higher Education Act or Ordinance and instead the HEIs have the scope to establish their own categories. The HEIs must also determine what possibilities of promotion are open to teachers.

In addition an invitation procedure has been introduced for appointments to professorships. This means that someone qualified to hold a professorship may be appointed by invitation if she or he is particularly important for some aspect of the institution's operations.

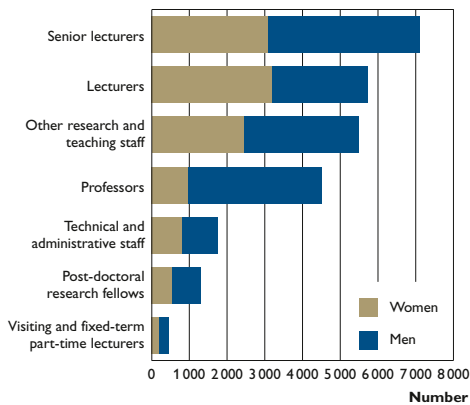
Fixed-term appointments have also been deregulated. In fine, applied and performing arts lecturers as well as adjunct and visiting professors may still be appointed for a fixed term subject to the special regulations on fixed-term appointments in the Higher Education Ordinance. On the other hand, other fixed-term appointments are no longer included,

### **TEACHERS AND RESEARCHERS**

The staff of the HEIs constitute about one quarter of all those employed by the Swedish state. In 2010 they amounted to 70,100 individuals or 55,100 full time equivalents, which is the highest figure ever. The proportion with research or teaching functions was 57 per cent of the entire staff or 26,400 FTEs. This is a rise of 5 per cent compared with 2009 and means that the number of teaching and research staff is larger than ever before. The largest staff category comprised senior lecturers, who amounted to about 27 per cent of the teaching and research staff. They are followed by lecturers (22 per cent), other research and teaching staff (21 per cent) and professors (17 per cent). A smaller group consists of technical and administrative staff with research or teaching duties, post-doctoral research fellows and visiting lecturers and part-time fixed-term lecturers.

### **INCREASINGLY EVEN GENDER BALANCE AMONG TEACHERS AND RESEARCHERS**

The gender balance among teachers and researchers has evened out even more. In 2010 43 per cent of research and teaching staff were women and 57 per cent men (calculated in FTEs). This can be compared with 37 per cent women and 63 per cent men in 2001. There are, however, major differences between various staff categories. The proportion of women was greatest among lecturers with 57 per cent in 2010 and lowest among professors with 21 per cent. There has nevertheless been a major increase in the number of women professors during the last decade. Since 2001, when the percentage of women professors was 14 per cent, the number has risen from 461 to 965 FTEs, in other words it has doubled in nine years.



**Figure 21. The number of women and men in different research and teaching categories (FTEs) in 2010.** Lecturers and senior lecturers were the two largest groups, comprising 27 and 22 per cent, of the total.

There are also differences in the gender balance between the subject areas. Technology and the natural sciences have particularly large proportions of male teachers and researchers (75 and 64 per cent) while the proportion of men was low (21 per cent) in the major area classified as miscellaneous research areas, which includes the caring sciences.

#### CHANGES IN STAFF CATEGORIES OVER TIME

Between 2009 and 2010 there was an increase in the number of teachers and researchers of just over 1,400 FTEs. This increase affected every category except lecturers, where the total continued to decline slowly, as it has done since 2003.

There has been a significant rise in the number of professors during the last decade. This mainly due to the promotion reform in 1998 when senior lecturers qualified to hold professorships were allowed to apply for the title without having to seek an advertised post.

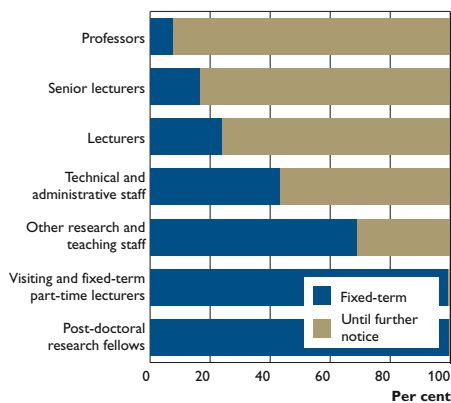
Alongside the professors the category of other research and teaching staff has grown markedly, particularly during the last two years. This increase coincides with the rise in research revenues at the HEIs in recent years. The group consists mainly of staff employed to work on research, for example researchers and post-doctoral research fellows. This category also includes other post-doctoral appointments.

The largest number of teachers and researchers are working in social science, followed by technology and medicine. Between 2009 and 2010 the greatest increase in the number of teachers and researchers took place in the humanities and religious studies, followed by technology and social science. From a longer perspective, social science and medicine are the subject areas in which there has been the greatest increase in the number of research and teaching staff between 2001 and 2010.

#### TWO-THIRDS EMPLOYED UNTIL FURTHER NOTICE

In 2010 about two-thirds of the research and teaching staff were employed until further notice and one-third had fixed-term appointments (in FTEs). Overall the proportion on fixed-term appointments in 2010 was the same as in the previous year.

The most frequent form of employment varies between the different staff categories. Virtually all post-doctoral research fellows and visiting or part-time lecturers have fixed-term appointments, which is also how they should have been employed according to the Higher Education Ordinance. Fixed-term appointments were also frequent in the category of other research and teaching staff.



**Figure 22. Forms of employment in various categories of research and teaching staff (FTEs) in 2010.** Fixed-term employment is most common for post-doctoral research fellows and least common for professors.

A larger proportion of women than men had fixed-term appointments in 2010, 39 compared to 32 per cent. This kind of gender difference could be found in several staff categories. The largest difference was in the category of other research and teaching staff, where 72 per cent of the women and 66 per cent of the men were on fixed-term appointments.

On average teachers and researchers devote about 40 per cent of their working hours to research and about 25 per cent to teaching. Nearly half of the time that remains is spent on administration. There are, however, major differences between various categories in the proportion of the time spent on different tasks. Women spend more time on average on other duties than research and teaching than men do, and this applies especially to acting as referees and in elected positions, which seem to be particularly onerous for women professors.

## FINANCE AND RESEARCH FUNDING

The operations of the HEIs are expanding. Expenditure on teaching and research amounted to SEK 54.8 billion in 2010. This is SEK 2.7 billion or five per cent more than the previous year in current prices. This is the third year in succession that expenditure has increased by this magnitude. Despite this, the HEIs reported a major surplus for the second year running – revenues have increased even more than expenditure. This surplus amounted to SEK 2.8 billion for 2010.

### 89 PER CENT OF REVENUES COME FROM THE PUBLIC PURSE

In 2010 the HEIs' aggregate revenues amounted to SEK 57.6 billion. In current prices this is SEK 3.5 billion or 6.5 per cent more than in the preceding year. This was the second successive year in which revenues rose significantly after standing still for several years. The increase consisted almost exclusively of major rises in direct state funding. The revenues of the HEIs rose for both first and second-cycle programmes and for research and third-cycle programmes, but the rise was somewhat higher for the second category.

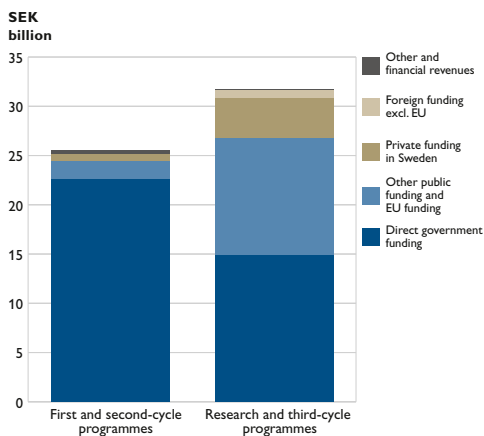
Direct state funding to the HEIs for both teaching and research amounted to SEK 37.5 billion in 2010. This corresponds to 65 per cent of the total revenues. In addition to direct state funding, the state provided SEK 9.4 billion to fund the operations of the HEIs through different state agencies such as local authorities and county councils, the EU and public research foundations. In all, different public sources accounted for 89 per cent of the total funding.

Swedish companies and non-profit organisations in Sweden accounted for SEK 4.8 billion of HEI funding in 2010, which is the same level as the preceding year. This means that their share of the total funding has declined somewhat to 8 per cent. The revenues of the HEIs from companies and non-profit organisations in other countries totalled SEK 0.9 in 2010.

The funding picture differs for education and research. First and second-cycle programmes are largely (87 per cent) financed by direct state funding, while less than half of the finance (47 per cent) for research and third-cycle education takes this form.

#### HIGHER REVENUES FOR FIRST AND SECOND-CYCLE PROGRAMMES

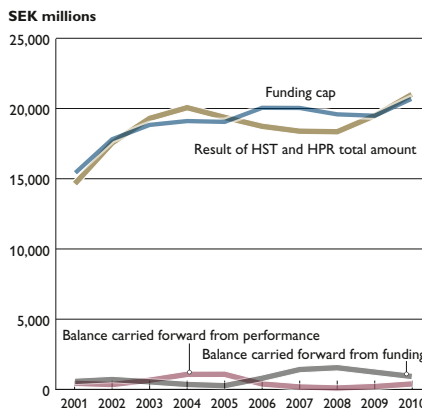
In 2010 the aggregate revenues for first and second-cycle programmes amounted to SEK 25.6 billion. Most of this, SEK 20.7 billion, consisted of the funding to the HEIs for their



**Figure 23. Funding for education and research in 2010, SEK billion.** 88 per cent of first and second-cycle programmes are financed by direct state funding, while research and third-cycle programmes are funded from several different sources. Less than half takes the form of direct state funding.

educational commitments, the “funding cap”. This is the maximum funding a HEI may receive for the students it registers (FTEs) and the credits they attain (annual performance equivalents). For the second year running admissions were so high that most of the HEIs were able to draw on their entire funding caps after several years with unfilled student places.

The number of students was considerably larger in 2010 than in the preceding year and at the same time the number of places the HEIs were entitled to offer rose, so that they were able to claim funding for more students than before. To meet the growing demand from students the Riksdag has decided to allocate extra funding to the HEIs corresponding to 10,000 FTEs for the period 2010–2011. In addition the HEIs have the possibility of carrying over funding that has not been used from one year to the next (maximum 10 per cent of the funding cap). During 2010 the HEIs have therefore been able to claim fund-



**Figure 24. Funding cap and funding cap outcomes 2001–2010, SEK millions, 2010 prices.** After three years with unfilled student places the number of places on offer (outcome full-time equivalents – FTEs and annual performance equivalents – APEs) has been on par with the total funding caps.

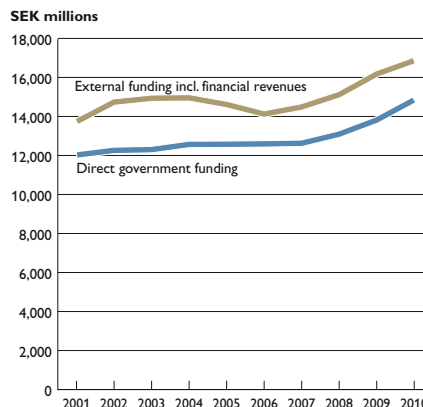
ing for FTEs and annual performance equivalents that were not included in their annual allocation.

#### MAJOR RISE IN REVENUES FOR RESEARCH

Much of the publicly funded research in Sweden is carried out at HEIs. In 2010 their aggregate revenues for research and third-cycle programmes totalled SEK 31.7 billion. In fixed prices this is SEK 1.7 billion or just over 5 per cent more than in 2009. Both direct state funding and revenues from external funding sources rose. One explanation for this increase is the state investments in research in recent years.

Direct state funding amounted to SEK 14.9 billion in 2010, which was a rise of SEK 1 billion or 7 per cent in fixed prices compared to the previous year. Since 2007 direct state funding has risen by SEK 2.2 billion in fixed prices, or 18 per cent. Before then it was virtually unchanged for many years and ranged from SEK 12 to 12.5 billion.

The external revenues come mainly from the Government or other public sources. The HEIs' revenues from external funding agencies have risen in recent years and have now reached record levels historically. In 2010 revenues from external funding agencies totalled SEK 16.7 billion. Compared to 2009 these revenues have risen by SEK 0.7 in fixed prices or five per cent. In a longer perspective there has been considerably more variation in external revenues than in state funding, but they have never been as high as in 2010.



**Figure 25. HEI revenues for research and third-cycle programmes 2001–2010.**

The HEIs' revenues totalled SEK 31.7 in 2010. Both direct government funding and funds from external funding agencies have risen.

#### RECORD LARGE FINANCIAL SURPLUS

Developments in 2010 continued to take the same course as in the preceding year with more students and increasing revenues for research. All HEIs but five reported positive results, which in most cases were 5 per cent or more of their turnover. The total surplus for HEIs in 2010 was SEK 2.8 billion. This corresponds to 5 per cent of their aggregate turnover.

This surplus was divided evenly between first and second-cycle programmes and research and third-cycle programmes. In both areas the outcome was a surplus of SEK 1.4 billion. For first and second-cycle programmes this figure was just under 6 per cent of turnover and for research and third-cycle programmes just under 5 per cent. ■

Stockholm University

Photo **Orasis foto**



Lund University

Photo **Mikael Risedal**



# KEY FIGURES FOR HIGHER EDUCATION INSTITUTIONS

Higher education is offered at about fifty universities, university colleges and other institutions that vary greatly in size and degree of specialisation. The accompanying table presents quantitative data to describe the differences and similarities between the HEIs. (The smallest institutions that are not run by the state have been excluded.)

### **FIRST AND SECOND-CYCLE PROGRAMMES AND COURSES**

**NEW ENTRANTS TO HIGHER EDUCATION AT THE INSTITUTION.** These figures indicate the number of individuals beginning to study for the first time at the institution in the academic year 2009/10 and also for the first time in any higher education in Sweden.

**MEDIAN AGE OF NEW ENTRANTS.** Median age of new entrants at the HEIs, academic year of 2009/10.

**PROPORTION OF MEN.** The proportion of men among new entrants.

**TOTAL NUMBER OF STUDENTS.** Total number of students, autumn semester 2010.

**EDUCATION PROFILE.** The number of FTEs in some subject areas divided by all FTEs, 2010.

**THE PROPORTION OF FTES IN SECOND-CYCLE PROGRAMMES AND COURSES.** The number of FTEs studying in the second cycle divided by all first and second-cycle FTEs, 2010.

**TOTAL NUMBER OF QUALIFICATIONS AWARDED.** The total number of qualifications awarded, academic year of 2009/10.

### **THIRD-CYCLE PROGRAMMES AND COURSES**

**NEW THIRD CYCLE STUDENTS.** New students in third-cycle studies, 2010.

**TOTAL NUMBER OF THIRD-CYCLE STUDENTS.** The number of active third-cycle students, autumn semester 2010. Active students are those who have reported at least 10 per cent of full-time study activity.

**PHD DEGREES.** The number of PhD degrees, 2010.

**LICENTIATE DEGREES.** The number of licentiate degrees, 2010.

### **TEACHING AND RESEARCH STAFF**

**TEACHING AND RESEARCH STAFF.** The number of teaching and research staff (in full-time equivalents), 2010. The figures include professors, senior lectures, lecturers, post-doctoral research fellows, visiting lecturers, fixed-term part-time lecturers and other research and teaching staff.

**PROPORTION OF WOMEN.** The proportion of women among teaching and research staff.

**PROPORTION OF TEACHING AND RESEARCH STAFF WITH PHDS.** The proportion with PhD degrees among teaching and research staff.

### **FUNDING**

**TOTAL EXPENDITURE.** Total expenditure (million SEK), 2010.

**PROPORTION OF FIRST AND SECOND-CYCLE PROGRAMMES AND COURSES** The proportion of expenditure for first and second-cycle programmes and courses related to total expenditure, 2010..

First and second cycle

| University/University College                             | New entrants at the institution | Median age (%) | Proportion of men (%) | Total number of students (autumn semester) | Humanities/theology (%) |
|---|---------------------------------|----------------|-----------------------|--|-------------------------|
| Total   | 199 816                         | 21.8           | 46                    | 369 291                                    | 16.0                    |
| Uppsala University  | 12 311                          | 21.3           | 45                    | 26 341                                     | 19.9                    |
| Lund University   | 14 033                          | 21.4           | 47                    | 31 851                                     | 15.5                    |
| University of Gothenburg                                  | 13 800                          | 21.6           | 37                    | 32 764                                     | 21.3                    |
| Stockholm University                                      | 17 740                          | 21.4           | 39                    | 36 065                                     | 25.4                    |
| Umeå University   | 14 032                          | 22.0           | 43                    | 21 583                                     | 14.7                    |
| Linköping University                                      | 8 394                           | 21.7           | 51                    | 20 882                                     | 13.8                    |
| Karolinska Institutet                                     | 2 716                           | 22.7           | 30                    | 7 333                                      | 0.4                     |
| KTH Royal Institute of Technology                         | 8 078                           | 22.7           | 71                    | 15 146                                     | 3.8                     |
| Chalmers University of Technology                         | 3 378                           | 21.9           | 71                    | 9 466                                      | 2.2                     |
| Luleå University of Technology                            | 5 725                           | 21.6           | 54                    | 9 796                                      | 11.2                    |
| Stockholm School of Economics                             | 728                             | 22.1           | 57                    | 1 731                                      | 2.8                     |
| Swedish University of Agricultural Sciences               | 2 547                           | 22.9           | 43                    | 5 058                                      | 0.1                     |
| Karlstad University                                       | 6 033                           | 21.6           | 40                    | 11 424                                     | 13.8                    |
| Linnaeus University                                       | 14 986                          | 21.9           | 44                    | 20 728                                     | * 19.7                  |
| Örebro University   | 6 472                           | 21.5           | 40                    | 12 713                                     | 10.7                    |
| Mid Sweden University                                     | 13 446                          | 22.9           | 41                    | 12 586                                     | 15.1                    |
| Blekinge Institute of Technology                          | 5 404                           | 23.7           | 62                    | 5 645                                      | 9.5                     |
| Jönköping University                                      | 6 783                           | 21.6           | 44                    | 11 870                                     | 17.0                    |
| Malmö University  | 8 550                           | 21.9           | 36                    | 15 182                                     | 11.2                    |
| Mälardalen University                                     | 4 874                           | 22.0           | 40                    | 9 857                                      | 12.4                    |
| The Swedish School of Sport and Health Sciences           | 387                             | 21.1           | 33                    | 476  |                         |
| University of Borås                                       | 5 160                           | 22.1           | 37                    | 8 043                                      | 13.4                    |
| Dalarna University  | 9 777                           | 22.7           | 46                    | 11 058                                     | 34.0                    |
| Gotland University  | 4 977                           | 23.2           | 55                    | 4 431                                      | 51.4                    |
| University of Gävle                                       | 7 093                           | 22.1           | 41                    | 9 592                                      | 13.4                    |
| Halmstad University                                       | 6 290                           | 21.9           | 44                    | 6 854                                      | 17.5                    |
| Kristianstad University                                   | 6 534                           | 22.2           | 32                    | 8 277                                      | 10.6                    |
| University of Skövde                                      | 5 134                           | 22.9           | 50                    | 7 022                                      | 11.5                    |
| University West   | 4 548                           | 22.5           | 40                    | 6 741                                      | 7.4                     |
| Södertörn University                                      | 5 533                           | 21.4           | 33                    | 10 021                                     | 35.1                    |
| Swedish National Defence College                          | 517                             | 21.7           | 77                    | 636  | 9.6                     |
| University of Dance and Circus                            | 111                             | 22.4           | 33                    | 213  |                         |
| University College of Film, Radio, Television and Theatre | 95                              |                | 75                    | 195  |                         |
| University College of Arts, Crafts and Design             | 300                             | 24.9           | 41                    | 732  |                         |
| Royal Institute of Art                                    | 83                              |                | 47                    | 238  |                         |
| Royal College of Music in Stockholm                       | 426                             | 23.8           | 44                    | 999  |                         |
| University College of Opera, Stockholm                    | 16                              |                | 100                   | 39   |                         |
| Stockholm Academy of Dramatic Arts                        | 78                              |                | 54                    | 85   |                         |

\* Spring semester 2010

First and second cycle

| University/University College                             | Social science/<br>law (%) | Technology (%) | Second cycle (%) | Total number of<br>degrees |
|---|----------------------------|----------------|------------------|----------------------------|
| Total   | 43.2                       | 14.0           | 17.4             | 60 361                     |
| Uppsala University  | 39.9                       | 7.4            | 20.3             | 4 375                      |
| Lund University   | 42.5                       | 14.2           | 22.9             | 4 801                      |
| University of Gothenburg                                  | 47.3                       |                | 19.5             | 4 775                      |
| Stockholm University                                      | 63.3                       | 0.5            | 16.7             | 4 400                      |
| Umeå University   | 47.2                       | 4.1            | 17.7             | 4 031                      |
| Linköping University                                      | 36.4                       | 18.5           | 22.5             | 3 499                      |
| Karolinska Institutet                                     | 6.5                        |                | 34.0             | 2 089                      |
| KTH Royal Institute of Technology                         | 1.8                        | 76.2           | 43.7             | 2 261                      |
| Chalmers University of Technology                         | 7.1                        | 65.2           | 38.3             | 2 099                      |
| Luleå University of Technology                            | 28.6                       | 28.9           | 11.9             | 1 358                      |
| Stockholm School of Economics                             | 97.2                       |                | 50.6             | 282                        |
| Swedish University of Agricultural Sciences               | 13.7                       | 18.8           | 26.6             | 710                        |
| Karlstad University                                       | 51.1                       | 8.6            | 10.2             | 1 609                      |
| Linnaeus University                                       | * 52.4                     | * 3.8          | * 7.6            | 2 524                      |
| Örebro University   | 60.1                       | 5.6            | 9.4              | 1 770                      |
| Mid Sweden University                                     | 51.2                       | 13.6           | 6.4              | 1 547                      |
| Blekinge Institute of Technology                          | 31.9                       | 41.4           | 28.4             | 924                        |
| Jönköping University                                      | 42.5                       | 19.3           | 10.8             | 2 187                      |
| Malmö University  | 55.4                       | 11.3           | 8.5              | 1 983                      |
| Mälardalen University                                     | 49.6                       | 12.2           | 12.9             | 1 801                      |
| The Swedish School of Sport and Health Sciences           | 19.2                       | 7.9            | 11.4             | 63                         |
| University of Borås                                       | 46.3                       | 16.8           | 11.6             | 1 955                      |
| Dalarna University  | 40.4                       | 11.2           | 10.1             | 1 207                      |
| Gotland University  | 18.8                       | 24.0           | 3.7              | 110                        |
| University of Gävle                                       | 44.9                       | 18.0           | 5.9              | 1 127                      |
| Halmstad University                                       | 46.8                       | 12.6           | 8.9              | 1 091                      |
| Kristianstad University                                   | 60.6                       | 5.1            | 6.4              | 1 140                      |
| University of Skövde                                      | 37.1                       | 25.4           | 8.4              | 1 150                      |
| University West   | 61.3                       | 12.8           | 6.2              | 1 096                      |
| Södertörn University                                      | 47.3                       | 0.2            | 5.9              | 817                        |
| Swedish National Defence College                          | 47.4                       | 9.4            | 5.9              | 156                        |
| University of Dance and Circus                            | 36.1                       |                | 9.2              | 27                         |
| University College of Film, Radio, Television and Theatre |                            |                | 26.7             | 92                         |
| University College of Arts, Crafts and Design             | 25.1                       |                | 42.0             | 100                        |
| Royal Institute of Art                                    |                            |                | 68.2             | 39                         |
| Royal College of Music in Stockholm                       | 6.6                        |                | 23.5             | 57                         |
| University College of Opera, Stockholm                    |                            |                | 33.8             | 17                         |
| Stockholm Academy of Dramatic Arts                        |                            |                |                  | 24                         |

\* Spring semester 2010

Third Cycle

| University/University College                             | Doctoral entrants | Total number of doctoral students | PhDs  | Licentiate degrees |
|---|-------------------|-----------------------------------|-------|--------------------|
| Total   | 3 471             | 17 693                            | 2 592 | 680                |
| Uppsala University  | 339               | 1 774                             | 331   | 69                 |
| Lund University   | 509               | 2 505                             | 352   | 53                 |
| University of Gothenburg                                  | 278               | 1 635                             | 296   | 41                 |
| Stockholm University                                      | 259               | 1 520                             | 243   | 87                 |
| Umeå University   | 227               | 1 087                             | 188   | 14                 |
| Linköping University                                      | 253               | 1 169                             | 157   | 44                 |
| Karolinska Institutet                                     | 438               | 2 184                             | 367   | 21                 |
| KTH Royal Institute of Technology                         | 406               | 1 793                             | 201   | 115                |
| Chalmers University of Technology                         | 238               | 1 127                             | 121   | 122                |
| Luleå University of Technology                            | 102               | 518                               | 51    | 50                 |
| Stockholm School of Economics                             | 25                | 126                               | 17    | 2                  |
| Swedish University of Agricultural Sciences               | 135               | 634                               | 98    | 4                  |
| Karlstad University                                       | 19                | 226                               | 25    | 9                  |
| Linnaeus University                                       | 45                | 268                               | 36    | 13                 |
| Örebro University   | 60                | 449                               | 49    | 6                  |
| Mid Sweden University                                     | 38                | 206                               | 20    | 7                  |
| Blekinge Institute of Technology                          | 21                | 116                               | 6     | 8                  |
| Jönköping University                                      | 28                | 150                               | 14    | 3                  |
| Malmö University  | 19                | 86                                | 9     | 1                  |
| Mälardalen University                                     | 32                | 132                               | 11    | 11                 |
| The Swedish School of Sport and Health Sciences           |                   |                                   |       |                    |
| University of Borås                                       |                   |                                   |       |                    |
| Dalarna University  |                   |                                   |       |                    |
| Gotland University  |                   |                                   |       |                    |
| University of Gävle                                       |                   |                                   |       |                    |
| Halmstad University                                       |                   |                                   |       |                    |
| Kristianstad University                                   |                   |                                   |       |                    |
| University of Skövde                                      |                   |                                   |       |                    |
| University West   |                   |                                   |       |                    |
| Södertörn University                                      |                   |                                   |       |                    |
| Swedish National Defence College                          |                   |                                   |       |                    |
| University of Dance and Circus                            |                   |                                   |       |                    |
| University College of Film, Radio, Television and Theatre |                   |                                   |       |                    |
| University College of Arts, Crafts and Design             |                   |                                   |       |                    |
| Royal Institute of Art                                    |                   |                                   |       |                    |
| Royal College of Music in Stockholm                       |                   |                                   |       |                    |
| University College of Opera, Stockholm                    |                   |                                   |       |                    |
| Stockholm Academy of Dramatic Arts                        |                   |                                   |       |                    |

| University/University College                             | Teaching and research staff       |                         |  | Funding                         |  |
|---|-----------------------------------|-------------------------|--|---------------------------------|--|
|   | Teaching and research staff (FTE) | Proportion of women (%) | Teaching and research staff with PhD (%) | Total expenditure (SEK million) | Proportion of first and second cycle education (%) |
| Total   | 46 605                            | 43                      | 57                                       | 54 785                          | 44.2   |
| Uppsala University  | 4 034                             | 41                      | 66                                       | 4 840                           | 30.8   |
| Lund University   | 4 985                             | 36                      | 69                                       | 5 990                           | 36.1   |
| University of Gothenburg                                  | 4 177                             | 48                      | 66                                       | 4 933                           | 40.4   |
| Stockholm University                                      | 3 355                             | 47                      | 56                                       | 3 892                           | 43.4   |
| Umeå University   | 3 134                             | 44                      | 60                                       | 3 514                           | 42.4   |
| Linköping University                                      | 2 522                             | 40                      | 63                                       | 3 025                           | 46.2   |
| Karolinska Institutet                                     | 3 637                             | 49                      | 72                                       | 4 994                           | 17.1   |
| KTH Royal Institute of Technology                         | 2 413                             | 23                      | 59                                       | 3 286                           | 35.8   |
| Chalmers University of Technology                         | 1 765                             | 22                      | 57                                       | 2 681                           | 31.4   |
| Luleå University of Technology                            | 1 015                             | 35                      | 62                                       | 1 316                           | 41.2   |
| Stockholm School of Economics                             | 203                               | 17                      | 80                                       | 351                             | 53.0   |
| Swedish University of Agricultural Sciences               | 2 609                             | 45                      | 62                                       | 2 788                           | 22.3   |
| Karlstad University                                       | 955                               | 48                      | 45                                       | 959                             | 66.9   |
| Linnaeus University                                       | 1 495                             | 43                      | 45                                       | 1 495                           | 72.4   |
| Örebro University   | 906                               | 49                      | 51                                       | 979                             | 66.0   |
| Mid Sweden University                                     | 791                               | 44                      | 48                                       | 861                             | 58.6   |
| Blekinge Institute of Technology                          | 452                               | 35                      | 42                                       | 484                             | 65.4   |
| Jönköping University                                      | 623                               | 50                      | 44                                       | 753                             | 70.6   |
| Malmö University  | 1 191                             | 54                      | 46                                       | 1 123                           | 81.6   |
| Mälardalen University                                     | 755                               | 48                      | 42                                       | 774                             | 76.3   |
| The Swedish School of Sport and Health Sciences           | 82                                | 51                      | 45                                       | 103                             | 71.6   |
| University of Borås                                       | 555                               | 52                      | 42                                       | 558                             | 77.1   |
| Dalarna University  | 584                               | 52                      | 38                                       | 524                             | 82.9   |
| Gotland University  | 182                               | 35                      | 43                                       | 195                             | 81.1   |
| University of Gävle                                       | 529                               | 45                      | 41                                       | 510                             | 77.4   |
| Halmstad University                                       | 490                               | 44                      | 44                                       | 473                             | 79.0   |
| Kristianstad University                                   | 453                               | 58                      | 38                                       | 418                             | 88.7   |
| University of Skövde                                      | 410                               | 43                      | 40                                       | 410                             | 79.2   |
| University West   | 472                               | 54                      | 37                                       | 421                             | 81.5   |
| Södertörn University                                      | 638                               | 48                      | 65                                       | 659                             | 57.5   |
| Swedish National Defence College                          | 324                               | 24                      | 21                                       | 514                             | 67.9   |
| University of Dance and Circus                            | 61                                | 65                      | 10                                       | 69                              | 88.8   |
| University College of Film, Radio, Television and Theatre | 53                                | 53                      |  | 101                             | 93.0   |
| University College of Arts, Crafts and Design             | 137                               | 54                      | 15                                       | 156                             | 90.9   |
| Royal Institute of Art                                    | 48                                | 58                      | 4  | 64                              | 84.6   |
| Royal College of Music in Stockholm                       | 172                               | 31                      | 10                                       | 168                             | 96.9   |
| University College of Opera, Stockholm                    | 20                                | 38                      |  | 23                              | 82.8   |
| Stockholm Academy of Dramatic Arts                        | 33                                | 43                      | 9  | 39                              | 86.1   |

# UNIVERSITIES AND UNIVERSITY COLLEGES IN SWEDEN

HEIS WITH ENTITLEMENT TO AWARD FIRST,  
SECOND AND THIRD-CYCLE QUALIFICATIONS

## Accountable to the Government

Uppsala University  
Lund University  
University of Gothenburg  
Stockholm University  
Umeå University  
Linköping University  
Karolinska Institutet  
KTH Royal Institute of Technology  
Luleå University of Technology  
Swedish University of Agricultural Sciences  
Karlstad University  
Linnaeus University  
Mid Sweden University  
Örebro University  
Blekinge Institute of Technology  
Malmö University  
Mälardalen University  
The Swedish School of Sport and Health Sciences  
University of Borås  
University of Gävle  
Halmstad University  
University of Skövde  
Södertörn University

## Independent

Chalmers University of Technology  
Stockholm School of Economics  
Jönköping University

HEIS ENTITLED TO AWARD FIRST AND  
SECOND-CYCLE QUALIFICATIONS


## Accountable to the Government

Swedish National Defence College  
Dalarna University  
Gotland University  
Kristianstad University  
University West  
University of Dance and Circus  
Stockholm Academy of Dramatic Art  
University College of Arts, Crafts and Design  
Royal Institute of Art  
Royal College of Music in Stockholm  
University College of Opera, Stockholm


## Independent

Beckmans College of Design  
Royal College of Music Education in Stockholm  
The Erica Foundation  
Ersta Sköndal University College  
Gammelkroppa School of Forestry  
Johannelund Theological Institute  
Newman Institute  
The Red Cross University College  
Royal College of Music Education in Stockholm  
Sophiahemmet University College  
Stockholm School of Theology  
Örebro School of Theology

In addition there are a number of education providers entitled to award qualifications in psychotherapy.



The Swedish National Agency for Higher Education is an authority that deals with issues concerning Swedish universities and other institutions of higher education. The Agency's tasks involve quality reviews, the supervision, monitoring and development of higher education, producing reports and analyses, evaluation of foreign qualifications and the provision of information for students.



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