

Report 2012:18 R

Swedish Universities & University Colleges

Short Version of Annual Report 2012



In English



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Short Version of Annual Report 2012

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Short Version of Annual Report 2012

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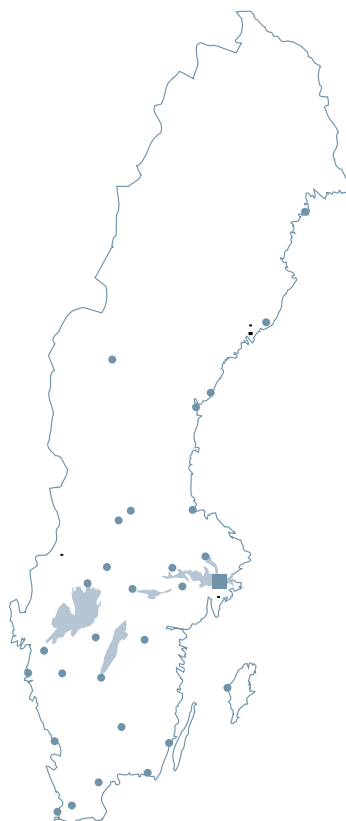
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Introduction

This summary of the Swedish Universities and University Colleges Annual Report 2012 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 summarises

developments prior to and including the fiscal year of 2011 for public-sector and independent universities and university colleges. The subsequent section 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



Sweden in an international perspective

Higher education in a number of countries is described by the *Organisation for Economic Co-operation and Development (OECD)*, with the help of various statistical measurements. This makes it possible to place higher education in Sweden in an international context.

Educational level of the population

The OECD accounts, for instance, for the proportion of the population in different age groups who have received varying periods of post-secondary education.

On average, in the OECD area 30 per cent of the population had undergone post-secondary education. In Sweden this proportion was 33 per cent. If only higher education programmes that require at least three years of post-secondary education are taken into account, the proportions are considerably lower for some countries (e.g. Russia, Canada and Japan). This can be seen in figure 1 which presents the proportions of the population in the 25–64 age cohort who had at least three years of higher education and those in the 25–34 age cohort who had 2–3 years of post-secondary education.

Major differences in the age of HE entrants

In the OECD countries higher education normally begins straight after leaving what corresponds to the upper-secondary school in Sweden. Figure 2 shows both the median age for HE entrants in 2009 and also the 80th percentile. The median age is the age at which 50 per cent of entrants begin their higher education programmes and the 80th percentile the age at which 80 per cent of entrants have done so.

The average median age in the OECD countries was 20.5. The highest median age of entrants can be found in Israel and Iceland, followed by Sweden and Denmark with median ages of 22.1. These figures also include incoming students, who are defined as entrants irre-

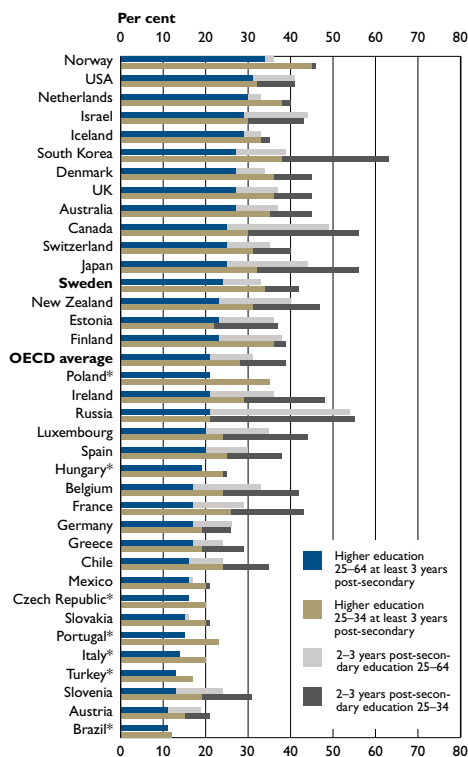


Figure 1. Proportion of population in the 25–64 age range and 25–34 age range in 2009. The asterisks indicate countries providing inadequate data concerning 2–3 year post-secondary educational programmes.

spective of the cycle in which they commence their studies in the host country. In Sweden – as in many other countries – incoming students are found mainly in second-cycle programmes, which raises the median age for the entire group of HE entrants.

The differences between the median age of HE entrants in different countries reflect social differences and differences in their educational systems, for instance the age at which secondary education finishes. Another difference of this kind relates to the social task of higher education. According to the OECD, Sweden has a system of post-secondary education that is flexible and meets the interests of different groups of students and therefore different social

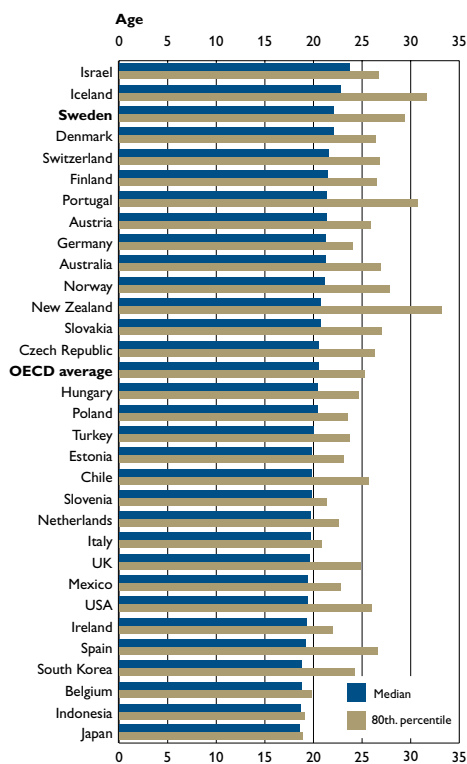


Figure 2. Median age and 80th percentile for HE entrants to programmes of at least 3 years, 2009.

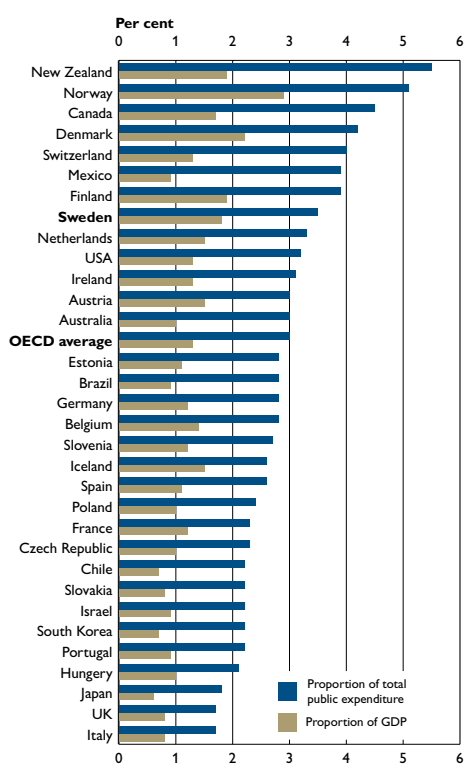


Figure 3. Public expenditure on post-secondary programmes of at least two years both as a proportion of total public expenditure and as a proportion of the GDP. Note that the statistics are from 2008.

needs. What is referred to as lifelong learning is a major factor in higher education in Sweden and this is reflected in the relatively high age of entrants to the system.

Expenditure on post-secondary education in different countries

The OECD uses a number of economic indicators to show how large the resources devoted to education are in different countries. Figure 3 presents two of these indicators: public spending on post-secondary educational programmes of at least two years, both as a proportion of public expenditure as a whole and also as a proportion of the gross domestic product, GDP.

On average the OECD countries devoted 3 per cent of their public expenditure or 1.3 per cent of their GDP to post-secondary educational programmes of at least two years in 2008. The corresponding figures for Sweden were 3.5 per cent of public expenditure and 1.8 per cent of the GDP.

HEI expenditure per student

The expenditure on education can also be accounted for per student. Figure 4 presents the HEIs' total expenditure of public and private funding in relation to the number of full-time equivalent students. The expenditure of the HEIs has been divided up into three areas: education, support measures (for instance student

accommodation administered by the institutions) as well as research and development.

The figure shows that HEIs in the USA spend a great deal more per student than other countries, almost USD 30,000 per student in 2008. Sweden is in fourth place with just over USD 20,000 per student. As can also be seen from the figure a great deal of the difference between different countries can be explained by the expenditure by HEIs on research. In countries like Sweden where extensive research is undertaken in the HEIs their total expenditure per student is relatively high. Nevertheless, the resources devoted to educational expenditure in the USA were considerably higher than in other countries.

International mobility

In 2009 there were almost 3.7 million students all over the world who had travelled abroad to study. Since the beginning of the millennium this figure has risen by just over 80 per cent. Almost half of these students come from Asia, while the USA, the UK, Australia, France and Germany together received half of all the students studying abroad.

The proportion of students who have arrived in a country specifically to study, referred to as international students, has risen in most countries between 2008 and 2009. In Sweden this proportion rose from 5.6 per cent to 6.4 per cent. For the OECD area as a whole, however, the total declined a little – from 6.7 to 6.4 per cent in 2009. According to the OECD, the financial crisis may have had a negative impact on student mobility.

Figure 5 shows that Australia, the UK, Austria and Switzerland have the highest proportions of international students in post-secondary programmes in relation to their total student populations: i.e. 15 per cent or more. International students represent an even greater proportion in third-cycle programmes: the av-

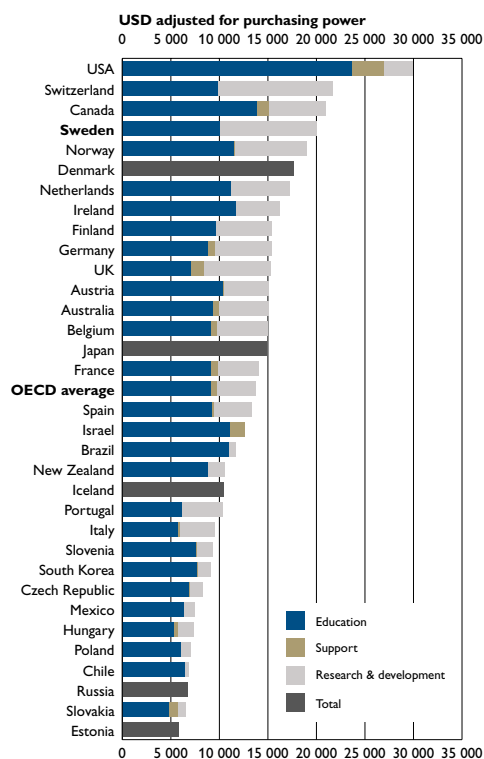


Figure 4. HEI total expenditure for post-secondary educational programmes of at least two years per FTE student, divided into education, support measures and research and development. The amounts are expressed in USD adjusted for purchasing power. This adjustment is made to account for differences in prices in different countries. Note that the statistics are from 2008.

erage for the OECD countries was 17.5 per cent and for Sweden 22 per cent in 2009.

Educational targets in Europe 2020

Europe 2020 is the name of the European Union's overall strategy for smart, sustainable and inclusive growth. Two of the five headline strategies selected within the framework of Europe 2020 have direct bearing on higher education. One is that three per cent of the GDP is to be invested in research and development, the second is to raise the level of educational attainment by, for instance, ensuring that at least 40 per cent of the 30–34 age cohort have at

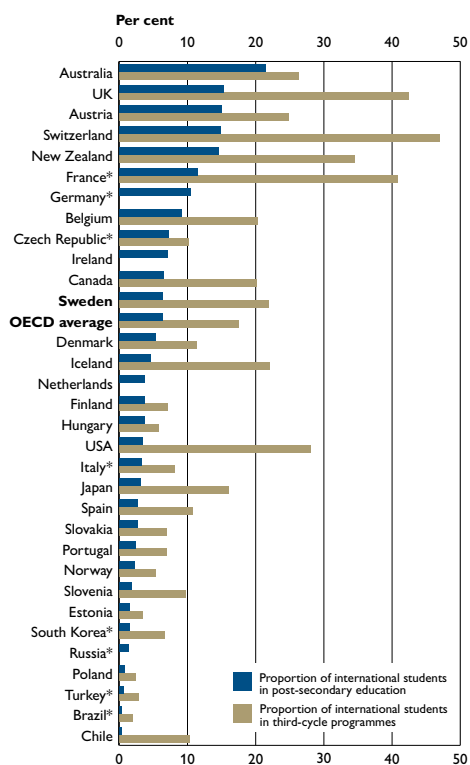


Figure 5. International students as a proportion of total student population in post-secondary and in third-cycle programmes in each country, 2009. Asterisks indicate students with foreign citizenship instead of international students. Germany, Ireland, the Netherlands and Russia do not provide figures for the proportion of international students in third-cycle programmes.

least two years of post-secondary education, i.e. higher education or higher vocational education of at least two years.

Each member state converts the EU targets into national targets that reflect its individual situation and circumstances. The Swedish target for completed post-secondary education is that 40–45 per cent of 30–34-year-olds will have completed at least two years of post-secondary education by 2020. According to Eurostat’s

follow-up of the Europe 2020 targets, 46 per cent of the Swedish population aged 30–34 had completed programmes of this kind in 2010. The average figure for the EU member states was 34 per cent.

Eurostudent – a comparison of students’ social and financial conditions

Eurostudent is a European project that uses a number of indicators to compare the social and financial conditions of students in the different EU member states. Two of the areas compared are the amount of time devoted by students to their studies and information about their financial circumstances.

In most countries, students (at Bachelor’s level) devote more than 40 hours per week to classroom instruction, independent study or gainful employment. The average figure for a full-time student at this level in Sweden is 39 hours per week, of which 32 hours are devoted to study. Students in Sweden receive the fewest hours of classroom instruction with 12 hours per week and students in Portugal the highest number with 26 hours per week. At the same time Swedish students devote more hours to independent study than in many countries, about 20 hours a week.

Generally speaking, the predominant sources of funding for students are private ones, i.e. financial support from families or income from gainful employment. The overall average for all the countries is that about 45 per cent of student income derives from gainful employment, about 30 per cent from students’ families or partners and about 25 per cent is provided by state support. In Denmark, Malta and Sweden state support accounts for more than 50 per cent of students’ incomes. ■



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 14 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 ten independent education providers entitled to award first-cycle, and in some cases

second-cycle, qualifications as well as four independent 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 labour-market 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 co-operate with their surrounding communities, provide information about their operations and also act to ensure that benefits are derived from the findings of their research.

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 framework 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 teachers and contains provisions about student influence. HEIs must also foster equality of opportunity and broaden recruitment.

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. 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 qualifications ordinances that contain the descriptors for all qualifications.

Within these parameters, the HEIs are relatively free 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 enrolled in 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.

In June 2010 the Riksdag decided that resources for first and second-cycle programmes are also to be allocated on the basis of the results of the Swedish National Agency for Higher Education's quality evaluations. Institutions that receive the highest rating will be given the incentive of additional funding (quality funding). Quality based allocation of resources will apply to public sector HEIs as well as Chalmers University of Technology and Jönköping University Foundation and will begin to take effect in 2013.

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 publications and 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 regulated 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 60-credit Master's degrees. Those granted entitlement to award third-cycle qualifications within one or more specified fields according to the new regulations that apply from 2010 are also entitled to award 120-credit Master's degrees in the field specified. The Higher Education Act stipulates, however, that each HEI has the right to apply to the Swedish National Agency for entitlement to award 120-credit Master's degrees in one or more main fields of study.

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 HE credits. The number of HE credits awarded for each course is determined by the amount of study normally required to attain its objectives.

The HE 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, of which many are offered in the form of distance learning. Students may select their own combinations of these courses. If these combinations meet the requirements laid down in the qualitative targets, a general qualification may be awarded.

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;

First-cycle qualifications
General qualifications
Higher Education Diploma (120 HE credits)
Bachelor (180 HE credits)
Qualifications in the fine, applied and performing arts
Higher Education Diploma (120 HE credits)
Bachelor of Fine Arts (180 HE credits)
Professional qualifications
There are 29 different first-cycle professional qualifications, for example Bachelor of Science in Nursing (180 HE credits), Bachelor of Science in Engineering (180 HE credits) and Higher Education Diploma in Dental Hygiene (120 HE credits)
Second-cycle qualifications
General qualifications
Master (60 credits)
Master (120 credits)
Qualifications in the fine, applied and performing arts
Master of Fine Arts (60 credits)
Master of Fine Arts (120 credits)
Professional qualifications
There are 22 different second-cycle professional degrees, for example Master of Architecture (300 HE credits), Postgraduate Diploma in Midwifery (90 HE credits) and Master of Science in Medicine (330 HE credits)
Third-cycle qualifications
General qualifications
Licentiate (120 HE credits)
Doctor of Philosophy (240 HE credits)
Qualifications in the fine, applied and performing arts
Licentiate in Fine Arts (120 HE credits)
Doctor in Fine Arts (240 HE credit)

Table 1. Structure of Swedish higher education qualifications.

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 qualifica-

tion in the fine, applied and performing arts, use more or less the same selection criteria. These are based mainly on school-leaving 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 is to 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 a 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) 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 EU/EEA countries and Switzerland. Citizens of other countries, "third country students", have to pay an application fee and tuition fees for first and second-cycle higher education programmes 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 financial support from the state if they meet the stipulated requirements. 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 27,960 and the loan ceiling to SEK 61,240. The maximum total available government-sponsored student aid for an individual student pursuing full-time studies thus amounts to SEK 89,200 per annum. Student aid 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. ■





Trends and developments

FIRST AND SECOND-CYCLE COURSES AND PROGRAMMES

In 2011 there were a large number of students pursuing first and second-cycle studies even though there were somewhat fewer than in the preceding year. During recent years the students entering higher education for the first time – HE entrants – have been getting younger. In the academic year of 2010/11 19-year-olds accounted for 30 per cent of HE entrants in Sweden, and if combined with 20 and 21-year-olds, this group comprises 60 per cent of the entrants. This is an increase of 10 percentage points over a decade.

2011 was the first year in which tuition fees were charged in higher education in Sweden in the modern period. In the autumn semester application fees and tuition fees were introduced for students from outside the EU/EEA and Switzerland who are not taking part in exchange programmes. This led to a significant decline in the number of applicants to international courses and programmes.

Fewer offers of places

The number of applicants for the autumn semester of 2011 with no prior experience of higher education was somewhat lower than in the previous year but still high from a historical perspective. Although applications were fewer, it became a little more difficult to enrol in higher education. This was due to the reduction of the number of places on offer by the HEIs in order to adapt to impending reductions in their funding caps in the next few years. The number of Swedish students with no prior experience of higher education admitted for the autumn semester was 59,600. This is a reduction of 5 per cent compared to the autumn semester of 2010.

This means that the proportion of applicants admitted has declined a little – from 53 per cent for the autumn semester of 2010 to 51 per cent of for the autumn semester of 2011. From a longer

perspective, however, the proportion admitted has risen from 41 per cent for the autumn semester of 1998. The gender balance among applicants with no prior experience of higher education has remained constant for a long time, for the autumn semester of 2011 there were 58 per cent women and 42 per cent men.

The proportion of 19-year-olds among all those admitted was 34 per cent for the autumn semester of 2011, which is the same as for the preceding autumn semester. The 19-year-olds also constituted the group in which the largest proportion of applicants were admitted – 58 per cent. From a longer perspective this is also the age group in which the proportion admitted has risen most – 40 per cent of the 19-year-old applicants were admitted in the autumn semester of 1998. The rise in the proportion of 19-year-olds admitted can be explained to some extent by a number of changes in the regulations on admission made in recent years to facilitate the entry of young applicants to higher education. One of these changes occurred before the autumn semester of 2010. The opposite applies for older cohorts. The number of HE entrants who are 30 or more has declined during the last few years and the proportion they represent has gone down from 22 per cent for the academic year of 2000/01 to 13 per cent for 2010/11.

The total number of applicants therefore exceeds the total number admitted. The difference cannot, however, be interpreted as a direct measurement of the difference between the supply of places and the demand for them. On the one hand there are major differences between the number of places offered and applications in different programmes and, on the other, application and admission is a long and complex process that involves populations that are continually changing. Not all applicants meet the entry requirements, some turn down some of the places they are offered, and there are also

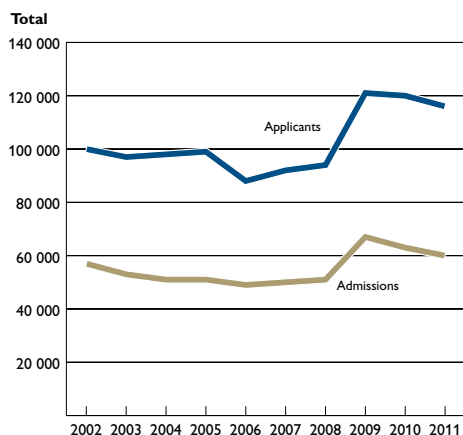


Figure 6. HE entrants' applications and admissions, autumn semesters 2002–2011. Only individuals registered in the Swedish social registration system are included. Since 2007 a new coordinated admission system has applied, NyA. Previously there was some degree of double accounting and comparisons throughout the period should therefore be made cautiously.

students who begin programmes that they have not applied for through the central admission system.

Fewer international applications after the introduction of tuition fees

From the autumn of 2011 and onwards applicants from countries outside the EU/EEA and Switzerland who are not participating in exchange programmes have to pay both an application fee when they apply and then tuition fees before they may start their studies. For the autumn semester of 2011 the number of applicants not previously registered in Sweden declined by 64 per cent – from 14,000 for the autumn semester of 2010 to 5,000 for the autumn semester of 2011.

Since the autumn semester of 2008 there have been two admission rounds – in addition to the regular admission round – intended for international students. One round comprises international courses and first-cycle programmes, the other international 120-credit Master's programmes. The number of appli-

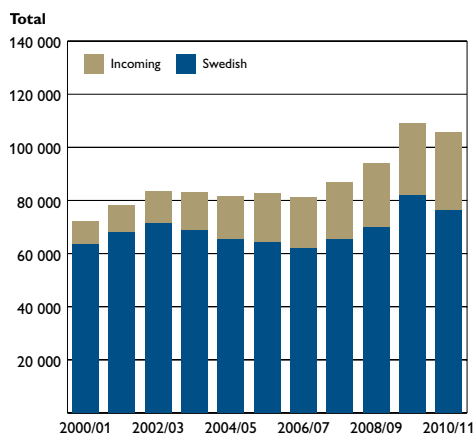


Figure 7. Number of HE entrants, i.e. students who have not previously participated in higher education in Sweden, 2000/01–2010/11.

cants in both rounds rose substantially between 2008 and 2010, but after the introduction of fees for the autumn of 2011 this number has declined dramatically. Compared to the autumn semester of 2010, the number of applicants to international courses and programmes declined by 86 per cent for the autumn semester of 2011, while the numbers applying for international 120-credit Master's programmes dropped by 81 per cent.

Number of HE entrants remains high

During the academic year of 2010/11 almost 106,000 began to study at HEIs in Sweden for the first time. Compared to the previous academic year this was a drop of 3 per cent. From a longer perspective, however, the number of HE entrants remains high. Over a period of ten years the number of entrants has risen by almost 50 per cent, from 72,000 in the academic year of 2000/01 to 106,000 in 2010/11.

About one quarter of the entrants in the academic year of 2010/11 were incoming students, i.e. international students who came to Sweden

The Swedish Scholastic Aptitude Test

The SSAT tests general study skills. In addition to final school grades the results from this test can be used when a selection of applicants to a programme has to be made. When making a selection at least one-third of the places have to be allocated on the basis of final school grades, at least one-third on the basis of results from the SSAT and no more than one-third on the basis of other criteria determined by the HEI. The SSAT offers another possibility of admission for appli-

cants who are qualified but whose school grades are not high enough. More and more programmes are also using SSAT results to differentiate between applicants with equivalent school leaving grades.

The test consists of two equally extensive sections – verbal and quantitative. The quantitative section tests the ability to solve mathematical problems; the ability to make quantitative comparisons; the capacity to cope with mathematical and logical problems, as well as the capacity to identify and interpret information provided by diagrams, tables and maps. The

verbal section tests the capacity to understand words and concepts, both in and out of context, as well as reading comprehension in Swedish and English.

The SSAT is offered twice each year. In 2011 just over 102,000 individuals took the test. The numbers participating have risen in recent years but are not at the same level as during the 1990s. The percentage of participants who are 20 years old or less has risen successively during the years and since 2008 this group has constituted more than half of those taking the test.

in order to study. There were more incoming students than ever during the year, the last academic year before tuition fees were imposed for students from countries outside the EU/EEA and Switzerland.

If only Swedish entrants are taken into account, these numbered just over 76,000 in the academic year of 2010/11. This is 7 per cent fewer than in the previous year. Among the Swedish entrants 58 per cent were women and 42 per cent men.

Of those who reached the age of 24 in 2010, i.e. the population cohort born in 1986, 43 per cent had begun to study in higher education, either in Sweden or abroad. The numbers who have begun higher education studies by the age of 24 has declined by 2 percentage points compared to the cohorts born in 1980–1982. For the cohorts that had attained the age of 19 up to and including 2010, on the other hand, the proportion that had begun higher education had increased compared to previous cohorts. In the cohort born in 1990 16 per cent had entered higher education by the age of 19 and in the cohort born in 1991 this figure was 15 per cent, which can be compared with the figure of 11–12 per cent for those born in the 1980s.

In recent years the entrants to higher education have clearly become younger. Over ten years the median age of Swedish HE entrants has declined considerably. The highest median age was for the academic year of 2002/03 (21.8) and the lowest for 2010/11 (20.7).

It is normal for students whose parents have advanced educational qualifications to pursue higher education themselves. In the academic year of 2009/10 34 per cent of the HE entrants under the age of 35 had parents with advanced educational qualifications (at least one

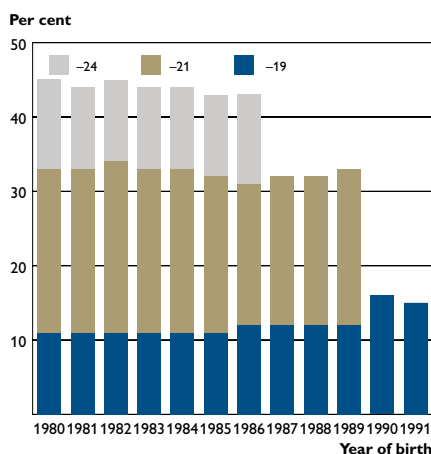


Figure 8. Proportion of cohorts born 1980–1991 who have begun studies in higher education (in Sweden and abroad) by the ages of 19, 21 and 24.

parent who had completed a higher education programme of three years or more) and 28 per cent parents with low educational attainments (two-years of upper-secondary education or less). This can be compared with the population as a whole (aged 19–34) where 23 per cent have parents with advanced educational qualifications and 43 per cent have parents with low educational attainments.

During the last decade the proportion of HE entrants with international backgrounds has risen from 14 per cent in 2001/02 to 18 per cent in 2010/11. Even though students with international backgrounds constitute a growing proportion of HE entrants, a smaller proportion from this group go into higher education after leaving school than among those with Swedish backgrounds.

More entrants to 120-credit Master's programmes

Since the introduction of 120-credit Master's programmes in higher education in Sweden in 2007, the numbers entering such programmes have risen each year. In the academic year of 2010/11 14,600 students began 120-credit Master's programmes, which corresponds to a rise of 18 per cent compared to the academic year of 2009/10. The numbers beginning 60-credit Master's programmes have also risen since 2007. In the academic year of 2010/11 the number of entrants to these programmes was 4,620.

Incoming students have been in the majority in 60-credit and 120-credit Master's programmes since 2007. In the academic year of 2010/11 54 per cent of those beginning 60-credit Master's programmes were incoming students, and for 120-credit Master's programmes the corresponding figure was 61 per cent.

Student numbers at historically high level

HE entrants form only one category among those studying in higher education. The stu-

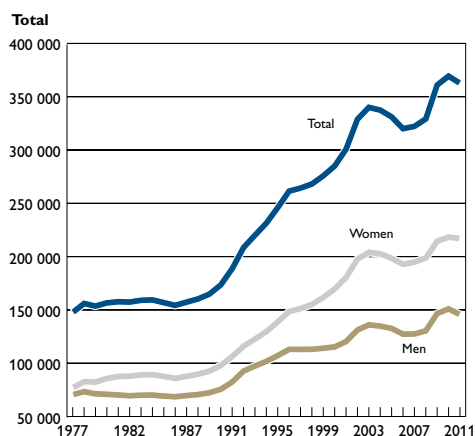


Figure 9. Number of students registered in first and second-cycle courses and programmes each autumn semester 1977–2011.

dent population also comprises those who are continuing their study programmes and those who return to higher education after having discontinued their studies for some time.

In the autumn semester of 2011 there were 363,000 students taking first and second-cycle courses and programmes in higher education. The number of students has declined by 2 per cent compared to the autumn semester of 2010. Historically speaking, however, the number of students in higher education was still very high during the autumn semester of 2011. Over the last thirty years the number of women has risen more than the number of men, which means that the proportion of women in higher education has gradually grown. For the last decade, however, the gender balance has been stable with about 40 per cent men and 60 per cent women. Incoming students constitute about one tenth of the student population. Roughly half of all those studying in the autumn semester of 2011 were 24 years old or less, just under a quarter were 25–29 and just over a quarter were over 30. Among women the proportion of older students was considerably larger than among the men.

Students with functional disabilities

During 2011 the known number of students with functional disabilities totalled 8,300. This number comprises those who have contacted co-ordinators for students with functional disabilities as well as those brought to the attention of the coordinators through contacts with teaching staff or study advisors. The known number in 2011 is about 6 per cent higher than in the previous year.

Special educational support was provided for about 7,700 of the 8,300 students with functional disabilities. More than half of the students who received this support had dyslexia or problems in reading and writing. The second largest group, and the group that is growing most in terms of numbers, comprised students with cognitive functional impairments.

Source: Stockholm University Annual Report 2011.

One-fifth taking distance courses only

More and more students in higher education are taking distance courses. In the last decade the number has risen fourfold. In the autumn semester of 2011 there were 86,400 students participating in courses of this kind. Of these, 67,500 were taking distance courses only and 18,900 were combining on-campus courses with distance courses. The number of students taking distance courses has risen more than the number studying on-campus, which has increased the proportion of the student population taking distance courses. In the autumn semester of 2011 students taking distance courses only constituted almost one-fifth of the total number in higher education.

The majority of those taking distance courses are women. This applies both to those taking only distance courses (69 per cent women in the autumn semester of 2011) and those combining distance courses with on-campus study (61 per cent women). Students taking distance courses also differ from those studying on campus in terms of age. A larger proportion of students on distance courses belong to the higher age

groups. Most of the students taking only distance courses are also part-time students.

Most FTEs in law and the social sciences

The number of FTEs declined to some extent in 2011. Not all students are registered as full-time students for an entire year and therefore the number of FTEs in any one academic year is just under 70 per cent of the total number registered at any time during the same year.

The number of FTEs in 2011 was 318,400, which is a slight reduction, 2,500, in comparison with 2010. From a longer perspective, over the last 20 years the number of FTE's has more than doubled.

Law and the social sciences are the subject areas that have the largest numbers of FTEs with 43 per cent of all FTEs for the academic year of 2010/11. The next largest area is the humanities and theology with 16 per cent, followed by technology with 14 per cent and the natural sciences with 10 per cent. The remaining subject areas account for a total of 17 per cent of all FTEs.

The subject areas that have seen the largest growth of FTEs are law and the social sciences, with a total increase of 16,500, followed by technology, which has risen by 9,500 FTEs since the academic year of 2007/08.

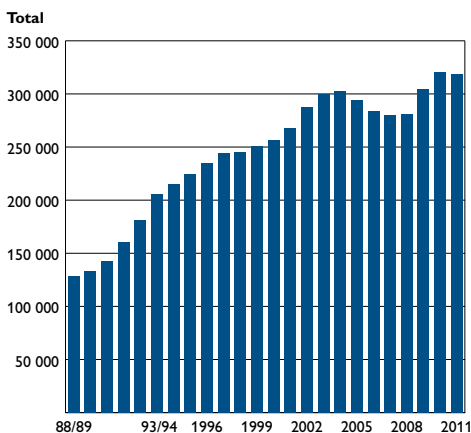


Figure 10. Number of FTEs 1988/89–2011.

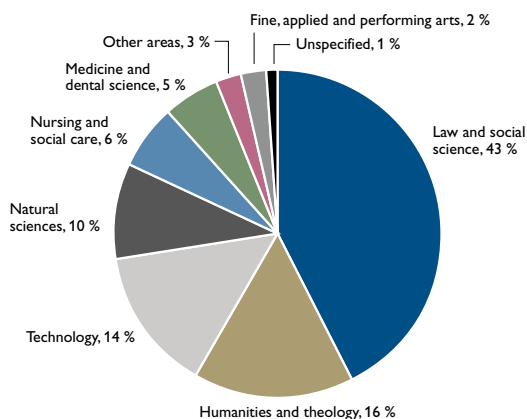


Figure 11. FTEs per subject area academic year of 2010/11.

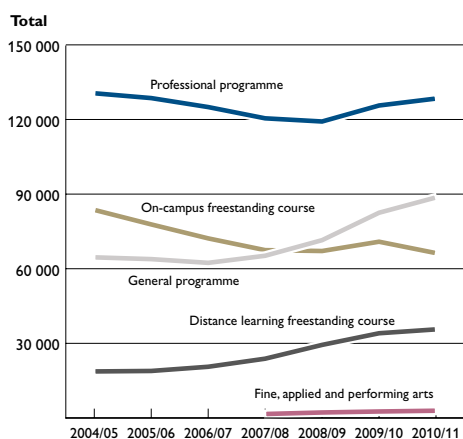


Figure 12. Total numbers of FTEs registered in programmes leading to the award of professional qualifications, general qualifications and qualifications in the fine, applied and performing arts, as well as on-campus or distance freestanding courses for the academic years of 2004/05–2010/11.

Continued increase in programmes leading to general qualifications

The number of FTEs enrolled in degree programmes rose during the academic year of 2010/11. This applied to programmes leading to the award of a professional qualification, those leading to a general qualification and programmes in the fine, applied and performing arts. The greatest increase was seen in the programmes leading to the award of a general

qualification, both in terms of numbers and as a percentage. On the other hand there was a decline in the number of FTEs enrolled on freestanding courses. If the number of FTEs on freestanding courses is divided into those studying on campus and on distance courses, it can be seen that it is only the number of FTEs taking distance courses that has continued to grow.

On the whole it can be said that prior to 2007/08 the number of FTE registered in on-campus freestanding courses was greater than the number enrolled in degree programmes. Since 2007/08 the reverse has applied. In the academic year of 2010/11, 14 per cent of the FTEs registered in freestanding courses and 22 per cent registered in degree programmes leading to the award of a general qualification were incoming students.

The proportion of women FTEs registered in programmes leading to the award of a professional qualification was 42 per cent, while the corresponding figure for men was 37 per cent. On the other hand a larger proportion of the men are registered in programmes leading to the award of a general qualification – 32 per cent compared to 24 per cent. The proportion of FTEs registered in on-campus freestanding courses is the same for women and men – 21 per cent.

Record number graduating

More qualifications than ever before were awarded at the HEIs during the academic year of 2010/11 – almost 70,000. The increase compared to the previous year was a record, almost 9,500. The number of individuals graduating rose by almost 7,700 between the academic years of 2009/10 and 2010/11 – which is also a record-breaking increase – so that it totalled 59,400.

Among those graduating in the academic year of 2010/11, 8,900 or 15 per cent were award-

ed two qualifications, “double degrees”, normally after they had applied for a general qualification, such as a Bachelor’s or Master’s degree, at the same time as a professional qualification, for instance in nursing or engineering. Awards of the new category of qualification introduced in 2007 in the fine, applied and performing arts also increased to some extent and totalled just over 600 degrees.

35 per cent of women have a qualification awarded after at least three years of study by the age of 35

The proportion of a cohort awarded a HE qualification after at least three years of study by the age of 35 has risen dramatically among women born in the mid-1960s and afterwards: from 12 per cent for women born before 1964 to 35 per cent for those born in 1976. The increase has not been as large for men: from 11 to 21 per cent during the same period.

It is, however, mainly among those graduating between the ages of 25 and 30 that there has been a substantially greater increase for women than for men. About 5 per cent of the women born in each annual cohort during the first half of the 1960s graduated between the age of 25

and 30. During the 1970s and 1980s the corresponding proportion rose by an additional 15 per cent. For men this rise was from about 6 per cent to about 12 per cent of each annual cohort during the corresponding period.

Overall this development means that in the latest annual cohort to reach the age of 35, i.e. those born in 1976, 35 per cent of the women had graduated before their 36th birthday.

THIRD-CYCLE COURSES AND PROGRAMMES

In 2011 the number of students taking third-cycle programmes totalled 18,900, which is slightly more than 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 2011 compared to the preceding year and this amounted to almost 3,650.

There is some delay before the final statistics concerning both entrants and the total number of third-cycle students are reported. In order to be able to determine whether the number of entrants and the total number of students on third-cycle programmes has risen or declined,

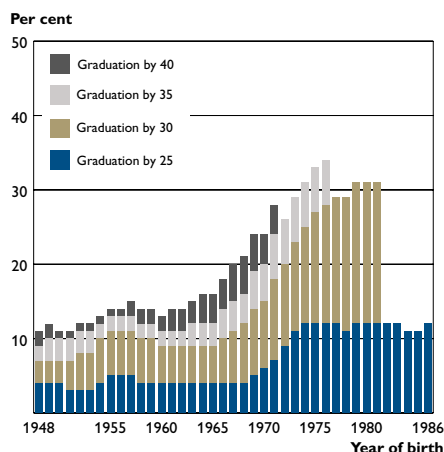


Figure 13. Proportion of annual cohorts of women born 1948–1986 graduating from at least 3 years of higher education by the ages of 25, 30, 35 or 40.

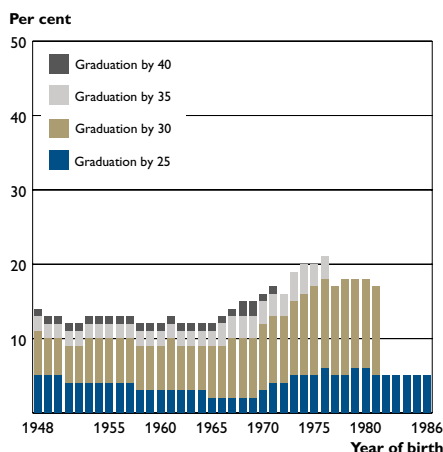


Figure 14. Proportion of annual cohorts of men born 1948–1986 graduating from at least 3 years of higher education by the ages of 25, 30, 35 or 40.

TEACHER EDUCATION

The autumn semester of 2011 saw the introduction of a new system of teacher education in Sweden. The new programmes will lead to the award of one of the following qualifications: Bachelor of Arts/Science in Early Years Education; Bachelor/Master of Arts in Primary Education for teachers in the grades 0–6 or pre or after-school activities; Master of Arts/Science in Secondary Education for grades 7–9 and the upper-secondary school; or a Higher Education Diploma in Vocational Education. The subjects and ways in which they can be combined for the Master of Arts/Science in Secondary Education are laid down in a separate annex to the Higher Education Ordinance. Previously, programmes training teachers for early years education, pre and after-school activities, the primary school and the upper-secondary school were all offered within the framework of one single qualification, in which the HEIs themselves defined the distinction between the primary, and secondary levels in the compulsory school system

and in which different specialisations could be combined freely.

Entitlement to award four new teaching qualifications

In the academic year of 2009/10 the declining trend for the number of entrants to teacher education that had persisted for five years was reversed. But there was a marked reduction, 15 per cent, in the number of new entrants for the autumn semester of 2011 compared to the autumn semester of 2010. The number of beginners totalled 8,311 in the autumn semester of 2011. The drop has mainly affected programmes leading to the Master of Arts/Science in Secondary Education.

Qualified teacher status required

At the moment there are a number of teachers in the compulsory school system and the upper-secondary schools who have not completed teacher training programmes. This will not be possible in future. From 1 December 2013, when the requirement that

teachers possess qualified teacher status will be introduced, teachers and pre-school teachers will only, with certain exceptions, be able to undertake the teaching for which they are specifically qualified. In addition, in principle qualified teacher status will be required for employment as a teacher and for taking full responsibility for teaching and grading pupils. The basic requirement for the award of qualified teachers status is possession of a teaching or early years teaching qualification. In addition the applicant must have worked full-time as a teacher or early years teacher for one year or the equivalent.

The qualified teacher status requirement means in all probability that a larger proportion of students will apply for the award of their qualification on completion of their programmes. It also means that many of those who have already completed teacher education programmes and are working as teachers but have not yet applied for the award of their qualifications will do so.

the Swedish National Agency has estimated the predicted difference between the preliminary and final figures. In 2010 this difference added 5 per cent to the number of entrants and 3 per cent to the total number of third-cycle students. It has been assumed that the difference will be of the same magnitude and the figures presented therefore include this forecast. When the figures based on this forecast are presented in this section, this will be indicated.

From a longer perspective the number of entrants to third-cycle programmes was 48 per cent higher in 2011 than in 1990, even though there have been major variations at times. Almost half of the entrants – or 48 per cent – were

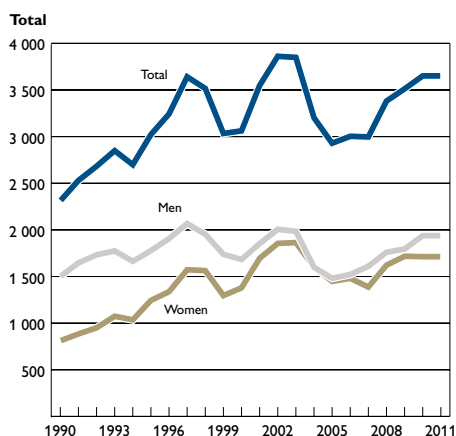


Figure 15. Entrants to third-cycle programmes 1990–2011. There is a delay each year before all the statistics are reported and the number accounted for here includes the anticipated final figures.

Research subject area	Total entries 1999	Ratio of women (%)	Ratio of men (%)	Total entries 2011	Ratio of women (%)	Ratio of men (%)
Natural sciences	825	36	64	767	40	60
Technology	688	23	77	702	29	71
Medicine and health sciences	782	61	39	1 164	59	41
Agricultural science	75	57	43	77	60	40
Social science	499	47	53	549	55	45
Humanities	167	54	46	166	52	48
Total	3 034	43	57	3 424	48	52

Table 2. The total number of third-cycle entrants in various subject areas in 1999 and 2011 as well as the ratio of women and men, these totals are based on the predicted final figures.

women. About 37 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 over-represented in third-cycle programmes and students whose parents had low educational attainments were under-represented.

More international entrants to third-cycle programmes than ever before

The proportion of international entrants to third-cycle programmes has risen in recent years and it was the highest ever in 2011, 37 per cent. The term international third-cycle student is used to refer to someone born outside Sweden and who has come to Sweden in order to take a third-cycle programme. Statistics on international third-cycle entrants have been kept since 1997. The proportion was then 16 per cent and subsequently it has increased continuously.

In 2011 the international third-cycle students came mainly from Asia and the EU, almost 80 per cent came from these regions. About half came from Asia and almost a third from the EU. China was the country from which the largest number of third-cycle students originated.

Comparison of the gender balance for Swedish and international third-cycle entrants reveals that 52 per cent of the Swedish entrants and 40 per cent of the international students in 2011

were women. The proportion of women among international third-cycle entrants has been close to 40 per cent for the entire period from 1997 until 2011 with one or two exceptions.

Medicine and the health sciences popular

Entrants to programmes in medicine and the health sciences constituted one-third of all those beginning third-cycle studies during 2011. An additional 40 per cent of the entrants started programmes in the natural sciences or technology, more or less evenly divided between the two. There were also a relatively large number of third-cycle entrants in the social sciences during 2011.

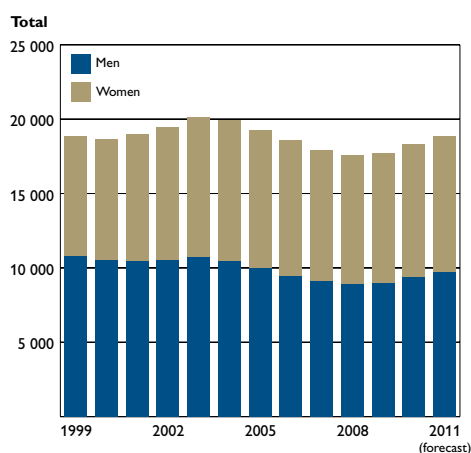


Figure 16. Number of third-cycle students each autumn semester 1999–2011. In the autumn semester of 2011 there were 18,900 third-cycle students, based on the predicted final figures. There was an even gender balance.

In the autumn semester of 2011 the number of third-cycle students totalled 18,900. This number has varied in the period between 1999 and 2001 and was highest in 2003–2004. Medicine and the health sciences had most third-cycle students in 2011, one-third of the total number. Technology, the natural sciences and the social sciences each had about one-fifth of all third-cycle students.

More men than women study full-time

A majority of doctoral students, 59 per cent, were studying full-time in the autumn of 2011. Full-time is defined as an activity rate of 80–100 per cent. It was slightly more common for men to study full-time (62 per cent) than women (56 per cent). 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. The reason may, to some extent, be that some doctoral students study on a part-time basis while working in some other capacity.

Rising proportion of third-cycle students appointed to doctoral studentships

In the autumn of 2011 60 per cent of all third-cycle students had been appointed to doctoral studentships. This is an increase since 2010 when 56 per cent had such posts. The next most frequent sources of income were doctoral grants, 9 per cent, and scholarships, which 9 per cent of the third-cycle students had been awarded. Women had been appointed to doctoral studentships to almost the same extent as men during the autumn semester of 2011.

However, men were more likely to be externally employed doctoral students and more men than women had scholarships.

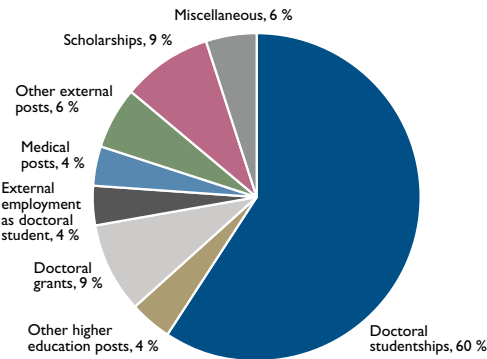


Figure 17. Third-cycle students' funding, autumn semester of 2011 (FTE's).

Increasing numbers of licentiate degrees awarded

The total number qualifications awarded in third-cycle programmes rose in 2011 to almost 3,500 against 3,300 in the previous year. This increase is due to a rise in the number of licentiate degrees (a qualification that can be awarded after two years of third-cycle study) by 25 per cent to almost 900 compared to almost 700 in 2010. The increase that has taken place in the last year may partly be the outcome of the Government's initiative for practising teachers in 2008. A total of 78 teachers were awarded licentiate degrees in 2011 at the graduate schools that were then established.

The number of doctoral degrees awarded was more or less unchanged and amounted to just under 2,600 in 2011. As many women were awarded doctoral degrees as men in 2011 and the gender balance has been even in recent years. Viewed over a 20-year period, however, the proportion of women has risen from 27 to 50 per cent.

The nominal length of a PhD programme is four years (eight semesters) of full-time study. The net programme length for PhDs awarded in 2011 was 8.3 semesters. Net programme length is the time actively devoted to third-

Graduate schools for practising teachers

The Government third-cycle initiative for practising teachers was launched in 2008. Teachers will be able to pursue studies for two and half years while at the same time undertaking 20 per cent of their full teaching load on full salary. Their studies are to lead to the award of a licentiate degree.

These programmes are offered by ten graduate schools, which comprise a host HEI and a number of co-operating HEIs.

During the autumn of 2008 and of 2009 a total of 160 teachers were admitted to these graduate schools. No subsequent admissions have taken place as the initiative is for a limited period.

During 2011 the graduate schools awarded the first licentiate degrees. Of the 78 teachers graduating there were more or less the same number of women as men.

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 11 semester for those graduating in 2011.

The median age for those taking PhDs in 2011 was 34 and for licentiate degrees 31. Women were somewhat older, on the whole, than their male counterparts on graduation.

INTERNATIONAL MOBILITY

The number of students leaving Sweden rose for the third year in a row and 26,600 Swedish students pursued studies in higher education programmes outside Sweden during the academic year of 2010/11. The increase has, however, been moderate and the number of students leaving Sweden has not changed appreciably in comparison with ten years ago. The number of international students who begin to study at Swedish HEIs has, on the other hand, risen threefold since the beginning of the millennium. In the academic year of 2010/11 there were 46,800 students from other countries in first and second-cycle programmes in Sweden.

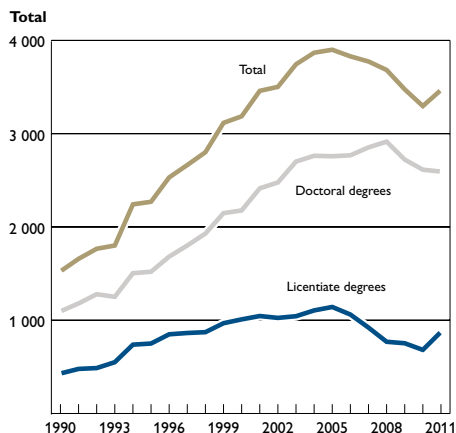


Figure 18. Number of third-cycle degrees awarded 1990–2011. The number of doctoral degrees has not changed over the last year while there was a substantial increase in the number of licentiate degrees awarded.

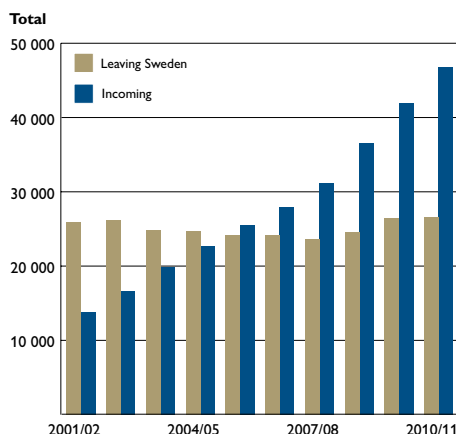


Figure 19. Incoming students and outgoing students in the academic years of 2001/02–2010/11. There has been a substantial rise in the number of incoming students and they considerably outnumber the Swedish students leaving to study in other countries. Almost 47,000 students from other countries were pursuing studies in Sweden in the academic year of 2010/11.

Europe most popular for Swedish students

The students leaving Sweden can be divided into three categories: exchange students, free-movers and language students. Exchange students travel within the framework of an ex-

change programme arranged by the HEI at which they study. In the academic year of 2010/11 this group totalled 6,000 students, a rise of almost 2,000 since the academic year of 2001/02. The number of Swedish free-movers, i.e. students who arrange their own programmes of study, totalled 17,500 in the academic year of 2010/11 and this group increased in size for the seventh year in succession. The total number of language students in the academic year of 2010/11 was 3,500.

Countries in Europe are the most frequent destinations for Swedish students who opt to study abroad, almost two-thirds study in one of them. The UK is the country to which most students travel, in the academic year of 2010/11 it attracted 19 per cent of all the Swedish students who went abroad to study. It was followed by the USA, Denmark, Australia, Spain, France and Poland.

Increasing numbers of Swedish students choose to study in Asia, almost 2,500 were pursuing studies in Asia in the academic year of 2010/11. The most popular Asian countries are Japan and China.

More women than men were studying abroad and in the academic year of 2010/11 they comprised just under 59 per cent of this group. The predominance of women among those studying abroad is probably a reflection of the fact that overall they also form the majority in higher education in Sweden.

Most exchange students spend only one or two semesters in another country. There is a major difference between exchange students and free-movers, who more frequently devote three semesters or more to their studies abroad.

More and more students are pursuing their entire study programmes or major portions of them abroad. This applies in particular to programmes for which there is great competition for places in Sweden, such as medicine. Since the academic year of 2001/02 the number stud-

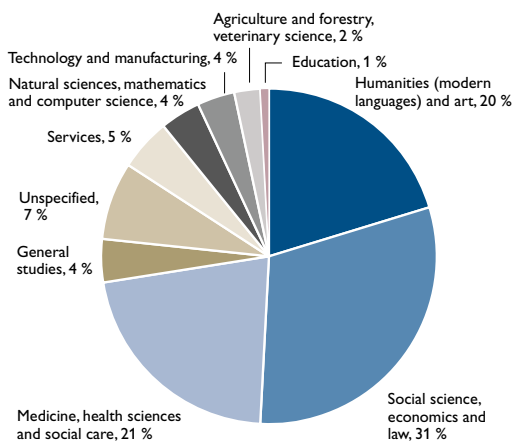


Figure 20. Subject areas for free-movers leaving Sweden, academic year of 2010/2011

ying medicine outside Sweden has risen from 600 to 2,900.

The largest single subject areas for free-movers in the academic year of 2010/11 comprised social science-economics-law (31 per cent). The next largest were health and medical care as well as social care, mainly because more and more are studying medicine abroad (21 per cent). The humanities and art constituted the third largest area (20 per cent).

Fourfold rise in free-movers before fees introduced

Since the beginning of the millennium the number of incoming students has risen each year up until the academic year of 2010/11 when there were about 46,800 international students on first and second-cycle courses and programmes in Sweden. This was an increase of 14 per cent compared to the previous academic year. About 32,000 of the international students in the academic year of 2010/11 were free-movers. This group has grown more than fourfold over the last decade. In the academic year of 2010/11 an additional 15,000 incoming students arrived in Sweden within the framework of exchange programmes, which means that this number has doubled during the same

ten-year period. The number of exchange students arriving through EU programmes has also doubled in the last ten years.

Many students come to Sweden from Asia to study and the proportion of free-movers from Asia rose from 11 to 45 per cent between the academic years of 2001/02 and 2010/11. During the academic year of 2010/11 there were 14,300 free-movers from Asia compared to 790 ten years ago. The majority of free-movers (39 per cent) come from China, Pakistan, Iran, India and Bangladesh. Free-movers increasingly take degree programmes. Technology and manufacture were the most frequent subject areas for incoming free-movers (31 per cent) followed by the social sciences (25 per cent).

79 per cent drop in new third-country free-movers

From the autumn semester of 2011 students coming from countries outside the EU/EEA and Switzerland, “third country students” who make their own arrangements to study in Sweden – referred to as free-movers – have to pay for their tuition.

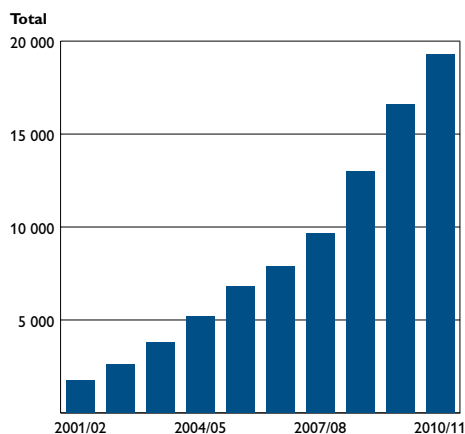


Figure 21. Number of free-movers from countries outside the EU/EEA and Switzerland, academic years of 2001/02 –2010/11. The number of students from third countries, i.e. students who now have to pay tuition fees, rose substantially up until the academic year of 2010/11, when they totalled almost 19,300.

While the number of exchange students remained more or less the same compared to previous years, the tuition fees have led to a major reduction in the number of free-movers, from just under 7,600 in the autumn semester of 2010 to 1,600 in 2011, a drop of 79 per cent.

FEE REFORM

On 1 July 2011 application and tuition fees were introduced for all international first and second-cycle students not participating in exchange programmes who come from countries outside the EU/EEA and Switzerland (Govt. Bill 2009/10:65). At the same time as tuition fees were introduced, state grants were also established to stimulate the recruitment of particularly well-qualified students required to pay tuition fees. During 2011 a total of SEK 30 million has been allocated through the International Programme Office for Education and Training for scholarships that will cover tuition fees either entirely or in part (but

not living expenses). The HEIs are able to use these scholarships flexibly over some time and some of them have not yet been awarded for the autumn semester of 2011. The Swedish Institute has a number of scholarship programmes for international students. In connection with the introduction of tuition fees, a new scholarship fund was set up for particularly qualified students from developing countries with which Sweden has long-term development partnerships who want to study second-cycle programmes. These scholarships are intended to cover both tuition fees and living costs. During 2011 the amount avail-

able at the Swedish Institute for these scholarships was SEK 30 million. In addition to the state scholarships, some HEIs administer scholarships that are financed either from their own funds or by companies and organisations.

Amounts

The application fee is SEK 900 per application. The tuition fees for an academic year for the international 120-credit Master's programmes to which admission is dealt with by the Swedish Agency for Higher Education Services start at SEK 75,000 and averaged SEK 130,000 for the academic year of 2010/11.

Country of origin	All incoming students	Exchange students	Free-movers
Denmark	400	200	200
Finland	1 910	520	1 390
Iceland	250	70	180
Norway	570	180	380
Nordic countries	3 130	970	2 160
Belgium	350	310	40
France	2 150	1 790	390
Greece	260	100	160
Italy	790	610	190
Lithuania	290	140	150
Netherlands	750	640	120
Poland	460	310	150
Russia	690	140	550
Switzerland	260	210	60
Spain	1 350	1 140	250
UK	520	380	160
Czech Republic	250	220	30
Turkey	960	390	500
Germany	3 230	2 400	860
Ukraine	430	140	290
Austria	500	430	40
Other European countries	1 720	800	1 040
Europe excluding Nordics	14 960	10 150	4 980
Ethiopia	520		520
Cameroon	330		330
Nigeria	390		390
Other African countries	720	106	620
Africa	1 960	110	1 860
Canada	590	350	250
Mexico	320	140	180
USA	1 130	600	540
Other North and Central American countries	120	30	80
North and Central America	2 160	1 120	1 050
Latin America	450	150	300
Bangladesh	1380		1 380
India	2 270	300	1 970
Iran	2 710		2 710
Japan	270	150	120
China	4 360	910	3 460
Korea, South	290	210	90
Nepal	280		280
Pakistan	2940	10	2 930
Singapore	360	340	20
Thailand	410	60	340
Vietnam	220	30	200
Other Asian countries	950	170	790
Asia	16 440	2 180	14 290
Australia	440	360	90
Other Oceanian countries	60	40	20
Oceania	510	400	110
Unspecified from Nordics and EU	7230		7 230
Total	46 810	14 380	31 960

Table 3. Number of incoming students to Sweden 2010/11. Countries from which more than 200 incoming students arrived are listed separately. Note that a student who is an exchange student for some part of the academic year can become a free-mover at another time during the same year, so that the two right-hand columns do not always add up to the left-hand column. The values in the figure have been rounded off.

It is important to note here that not all free-movers from third countries have to pay tuition fees. During the autumn semester of 2011, almost one-quarter of them were exempt from these fees because they were considered to have strong links with Sweden, for instance by possessing permanent residence permits.

The greatest reduction in the number of new third-country free-movers concerns those coming from China, Iran, Pakistan, India and Bangladesh. These five countries accounted for 70 per cent of the total decline for all third countries.

EDUCATION AND EMPLOYMENT

Having a higher education qualification increases the possibility of becoming established in the labour market. The demand for graduates in the labour market is also expected to rise during the next 20 years. There are, however, major differences between different groups of graduates both in terms of how quickly they can gain a footing in the labour market and how great the demand can be expected to be.

Lower unemployment among graduates

Generally speaking graduates are better placed in the labour market than those with only upper-secondary qualifications, who in their turn are more firmly established than those who have only completed their compulsory schooling. One indication of this can be found in the unemployment statistics. During 2011 the unemployment rate for graduates was 4.6 per cent according to the unemployment surveys carried out by Statistics Sweden. For those with upper-secondary qualifications the rate was 6.8 per cent and for those with only compulsory education 13.3 per cent.

A large number of students completing first and second-cycle programmes at HEIs soon

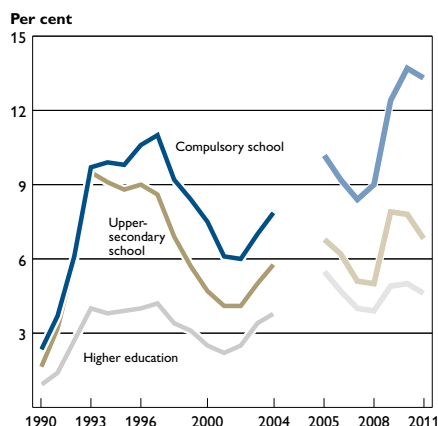


Figure 22. Unemployment (percentages) according to educational qualifications 1990–2011 (age 16–64 1990–2004, age 20–64 2005–2011). These figures are taken from the unemployment surveys undertaken by Statistics Sweden. In 2005 the definition of unemployment was amended which means that figures up until 2004 cannot be compared with those since 2005. The figures are based on the Swedish definition of unemployment for the period 1990–2004, which means that full-time students looking for jobs which they are able to take are not classified as unemployed. During the period 2005–2011 students looking for jobs are, however, classified as unemployed, which is the international definition. The graduate group also includes a few with other forms of post-secondary education that is not offered by the HEIs.

gain a footing in the labour market. The follow-up evaluation conducted by the Swedish National Agency in 2009 12–18 months after graduation showed that 78 per cent were established in the labour market.

The establishment indicator used by the Swedish National Agency in this evaluation was employment in November and some level of earned income during the year covered by the evaluation. Moreover, the graduates must not have continued to study or moved abroad, nor may they have been unemployed or the subject of labour market policy measures during the year.

The proportion of graduates who gain a footing in the labour market is different for men and women. In 2009 this difference amounted to four more percentage points for men – of

Subject area	Number of qualifications awarded	Establishment rate (per cent)
Nursing/social care and medicine/dental science	10 226	85
Technology	5 980	84
Agriculture and forestry	322	80
Law and social science	11 083	79
Education	10 086	76
Natural sciences	934	67
Humanities and theology	1 792	57
Fine, applied and performing arts	497	37
Not specified in degree	1 186	66
Total	42 106	78

Table 4. Proportion (percentage) of graduates established in the labour market in 2009 divided by qualification subject areas, academic year of 2007/08. In the figure the qualifications are grouped into eight subject areas and most of them include general and professional qualifications. Both education and agriculture and forestry comprise only different professional qualifications. The subject area law and social science includes not only Bachelor's and Master's degrees in law or social science but also professional qualifications in law, social work and psychology. Three per cent of the graduates had been awarded one of the qualifications in which the subject area is not specified in the degree.

whom just over 81 per cent were established and almost 77 per cent of the women.

Graduates in the fields of nursing/caring sciences and medicine/dental science and in technology had an establishment rate of 85 per cent, and those graduating in technology a rate of 84 per cent, in other words well above the average for all subject areas, which was 78 per cent. The rate of establishment was close to the overall average for the areas of education, law and the social sciences and for agriculture and forestry. The natural sciences, humanities, theology and the fine, applied and performing arts were subject areas in which the establishment rate was well below the overall average.

A large majority, over 90 per cent, of those established had found positions related to the subjects they had studied and which required graduate qualifications. This applied in particular to those awarded qualifications for professions which required a degree or certification before they could practice professionally, such as medicine, dental science, teaching and nursing and social care.

The establishment of PhDs

During 2000, 2002 and 2005 a total of 7,400 individuals, including international third-cycle students, were awarded PhDs in Sweden. Their establishment on the labour market was monitored in 2008.

88 per cent of those awarded PhDs in 2000 and 2002 were established in the labour market in 2008 while the figure was lower, 80 per cent, for those who graduated in 2005. There was no difference in the establishment rate for women and men graduating in 2000 and 2002. Among those awarded PhDs in 2005 the establishment rate was four percentage points higher for men than for women three years after their graduation.

The establishment rate was high for those awarded PhDs in medicine and the engineering sciences, while it was relatively low for those who graduated in the humanities or natural sciences.

About one PhD in three was teaching in a HEI, and one in five was working as a health or medical specialist, most of them as doctors.

This means that half of the graduates could be found in these professions. It also means that most of those with PhDs were employed in the public sector, in which the HEIs and the local health authorities are major employers. About a third of those established were employed in the private sector.

Growing and ageing population

– greater needs in elderly care

According to the Forecast Institute at Statistics Sweden, the population of Sweden is expected to rise from just over 9.4 million today to 10.3 million in 2030, and the fastest growing group comprises old age pensioners, i.e. those over 65. During the forecast period this group is expected to increase from 1.7 to 2.3 million, which means that the demand for individuals with qualifications in nursing and social care will rise, in particular for those specialising in geriatrics and gerontology.

The Forecast Institute has presented calculations for 55 educational groups, most of them post-secondary. For several of the post-secondary groups that now have least difficulty in establishing themselves in the labour market it is also possible to predict that new recruitment needs will exceed the numbers graduating given the current number of places on offer. This applies for instance to doctors, nurses, early years teachers, pre and after-school activities teachers and vocational teachers. This also applies to certain groups of engineers and technologists – not least when the large groups with upper-secondary qualifications in engineering born in the 1940s retire.

TEACHERS AND RESEARCHERS

The staff of the HEIs constitute about one quarter of all those employed by the Swedish state. In 2011 they amounted to 72,600 individuals

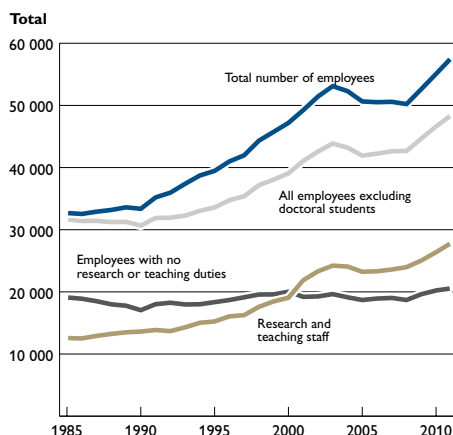


Figure 23. Number of employees at HEIs 1985–2011, FTEs. Since 2001 members of the technical and administrative staff who have research or teaching duties are categorised as research and teaching staff.

or 57,600 full time equivalents, which is the highest figure ever.

During the last 25 years there has been a shift in the ratio of staff who have research and teaching duties and those who do not. In 1985 the staff with research and teaching duties constituted 40 per cent of all employees (excluding doctoral students). In 2011 this figure was 58 per cent.

Research and teaching staff

Employees with research and teaching duties largely consist of the teachers appointed pursuant to the regulations in the Higher Education Ordinance that applied up until 1 January 2011 – professors, senior lecturers, postdoctoral research fellows, lecturers, as well as visiting and part-time fixed-term lecturers. Since 1 January 2011 the regulations apply only to professors and senior lecturers as a result of the increased autonomy given to the HEIs.

By far the largest group of employees comprises the senior lecturers who constituted 27 per cent of the research and teaching staff in 2011. They were followed by the groups of other research and teaching staff, 21 per cent, and lec-

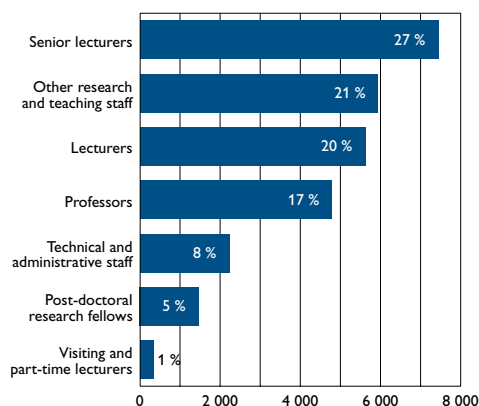


Figure 24. Numbers of FTEs in different categories of research and teaching staff and the percentage they constitute of the entire research and teaching staff, 2011.

turers, 20 per cent, while professors accounted for 17 per cent. Technical and administrative staff with research and teaching duties (for instance research technicians and project managers) constituted 8 per cent. Postdoctoral research fellows (a group that also includes associate senior lecturers) formed 5 per cent of the research and teaching staff and part-time fixed term lecturers 1 per cent.

Fewer and fewer lecturers – but more professors

The number of employees (FTEs) has grown in each staff category between 2010 and 2011, with the exception of lecturers and part-time fixed-term lecturers. There has been a continuous decline in the number of lecturers since 2003. The drop in recent years can probably be ascribed to the endeavours of the HEIs to appoint teachers with PhDs as part of the goal of increasing links with research in first and second-cycle courses and programmes. The decline in the number of lecturers is somewhat clearer among men than women, 22 per cent among men, 14 per cent among women.

In the last ten years there has been a clear rise in the number of senior lecturers, who to-

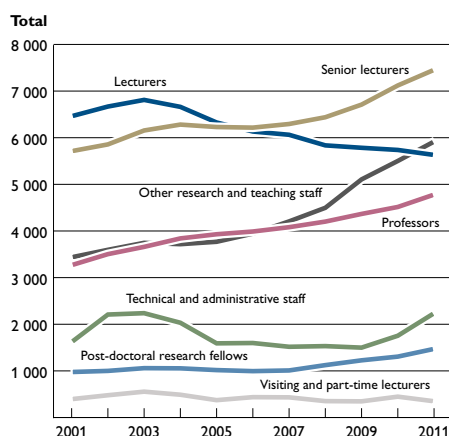


Figure 25. Numbers of research and teaching FTEs at HEIs 2001–2011, including technical and administrative staff with research and teaching duties.

talled 7,500 FTEs in 2011. The number of women senior lecturers has risen in particular. Since 2001 this number has increased by just over 1,600 FTEs, almost twofold. The corresponding increase among male senior lecturers was 100 FTEs, a rise of 2 per cent.

Since 2001 the number of professors has risen by 1,500 FTEs and totalled 4,800 in 2011. The number of women professors has increased by just over 600 FTEs since 2001, while the number of male professors rose by almost 900 FTEs. As there were relatively few women professors in 2001, the increase in terms of percentages has been considerable, 135 per cent, while the number of male professors rose by 32 per cent.

Different subject areas

– different staffing profiles

There are clear differences between subject areas when it comes to the categories of staff employed. The proportion of professors is particularly high in medicine and pharmacology, where in 2011 they constituted 26 per cent of the research and teaching staff. The lowest proportion of professors was to be found in the area of miscellaneous research, 7 per cent.

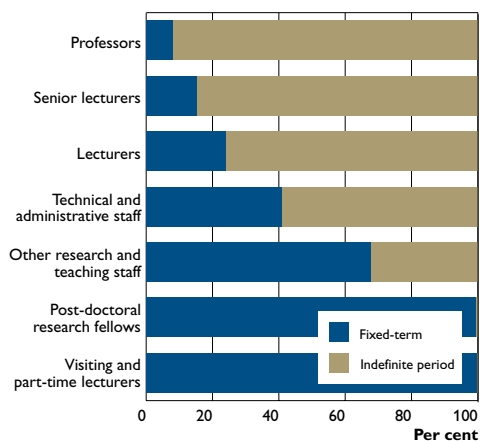


Figure 26. Types of appointment in 2011 for different categories of research and teaching staff, FTEs.

There was a relatively large proportion of senior lecturers in mathematics and the social sciences, 42 per cent in the first case, 38 per cent in the second, while they were few in number in agriculture and forestry, 7 per cent. Instead, a noticeably high percentage of teachers and researchers in agriculture and forestry were classified as other research and teaching staff, 56 per cent.

The area of miscellaneous research, which includes for instance nursing science, had a relatively large proportion of lecturers, 46 per cent. On the other hand this staff category was smaller in medicine, the natural sciences and in agriculture and forestry, 4–6 per cent.

Types of appointment

In 2011 about two-thirds of the research and teaching staff were employed for an indefinite period and one-third had fixed-term appointments (FTEs).

Virtually all the postdoctoral research fellows and visiting and part-time lecturers had fixed-term posts, which was also the kind of appointment open to them according to the regulations in force in the Higher Education Ordinance up until 1 January 2011. In addi-

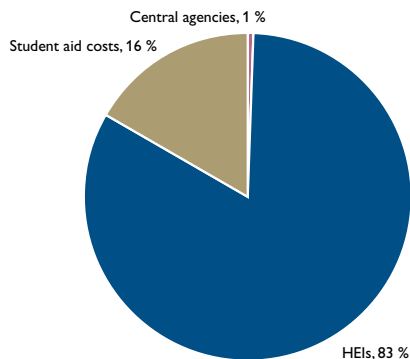


Figure 27. Allocation of expenditure in the higher education sector. Total cost for higher education and research amounted to SEK 70,6 billion in 2011.

tion fixed-term appointments were also frequent for the group designated other research and teaching staff.

FINANCE AND RESEARCH FUNDING

In the last few years the activities of the HEIs, measured by expenditure, have increased considerably and during 2011 this development became even more noticeable. After a rise of SEK 3.7 billion in current prices, expenditure on education and research totalled SEK 58.4 billion in 2011. During 2011 HEI expenditure amounted to 1.67 per cent of Sweden's GDP.

Other costs that should be ascribed to the higher education sector are those for the central agencies and the costs of financial aid for students. When these are included, the total expenditure on higher education and research by the HEIs was SEK 70.6 billion, which corresponds to 2.0 per cent of the GDP.

Three years with a financial surplus

During the last few years the revenues of the HEIs have increased substantially. Expenditure has also risen but not at the same rate. In 2009

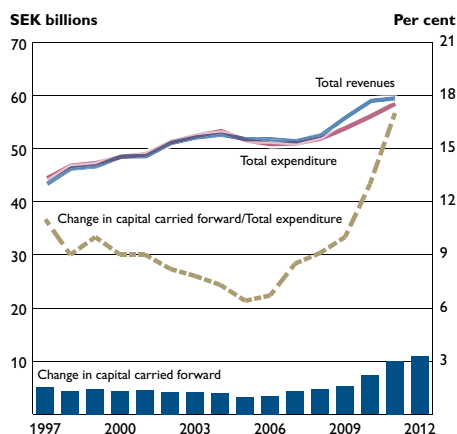


Figure 28. Total revenues, total expenditure and capital carried forward 1997–2011, SEK billions in 2011 prices. The figure also shows the ratio of the capital carried forward to total expenditure expressed as a percentage (right-hand y axis). Until the middle of the first decade of this century the operations of the HEIs expanded, but then stagnated for a few years, when annual revenues and expenditure totalled about SEK 50 billion.

and 2010 the operations of the HEIs resulted in a financial surplus and in 2011 as well. This means that the capital carried forward doubled, from SEK five to ten billion. In other years financial results have varied between plus and minus one per cent of expenditure, with a few exceptions. Outcomes of this kind have, of course, had a little impact on the capital that could be carried forward by the HEIs. For this reason, the overall variations in the capital carried forward by the HEIs over a long period have ranged between SEK four to five billion in fixed prices, with the exception of a few years in the middle of the first decade of this century when the level was lower. After several years with negative results at the beginning of the millennium, which had a negative impact on their balance sheets, the HEIs cut back operations in the middle of the first decade of this century. Fewer entrants were admitted to third-cycle programmes and staff reductions were made. This coincided with a decline in the numbers of FTEs in first and second-cycle courses and programmes.

Since 2008, however, the HEIs have been in an expansive phase and both revenues and expenditure during the last four years have risen by a total of about SEK 8 million in fixed prices. Measured crudely as a proportion of turnover (expenditure) the total changes in balances carried forward have varied around ten per cent, here again with the exception of the years 2004–2006, when they accounted for a smaller proportion. The major positive results in 2009–2010 have, however, resulted in increases and in 2011 the corresponding proportion was 17 per cent.

There are, however, major differences between the HEIs in the variations in the amount of capital that can be carried forward. At several HEIs this can represent around 20 per cent of turnover or even more, while at others it is considerably lower, less than 10 per cent of turnover.

The revenues of the HEIs rose by SEK 1.8 billion in current prices. Expressed in terms of fixed prices, this was an increase of SEK 0.5 billion, or just under one per cent and the entire rise came on the whole from revenues for research.

Increased revenues for research and third-cycle programmes

The HEIs' revenues for research and third-cycle programmes have risen in recent years and in 2011 they totalled SEK 33.1 billion. In current prices this corresponds to a rise of SEK 1.4 billion, or 4.5 per cent compared to the previous year. Research in the higher education sector in Sweden is largely financed through public funding, of which direct government funding accounted for SEK 13.5 billion in 2011. The volume of research activities undertaken at the HEIs is largely determined, in other words, by political decisions. Some external funding sources have raised their shares of the total funding during the first decade of this century.

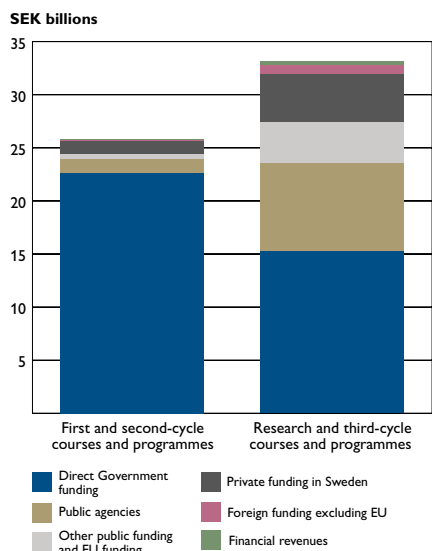


Figure 29. Funding for education and for research at HEIs in 2011, SEK billions. 87 per cent of the funding for first and second-cycle courses and programmes comes in the form of direct government funding (including funding allocated by the Swedish Legal, Financial and Administrative Services Agency) while research and third-cycle programmes are funded from a number of different sources and less than half comes from direct government funding

This applies above all to the research councils, local authorities and county councils and to funding from the EU.

Rise in grants for research during 2011

External funding largely takes the form of research grants. Additional revenues derive from contract research and other fees charged.

Most research grants are awarded competitively. The HEI's increased their revenues from research grants by four per cent compared to the previous year and in 2011 they totalled SEK 14.4 billion.

Altogether, 63 per cent of the HEIs' total revenues for research and third-cycle programmes in 2011 came from the public purse, an increase of SEK 0.2 billion corresponding to a rise of two per cent calculated in fixed prices.

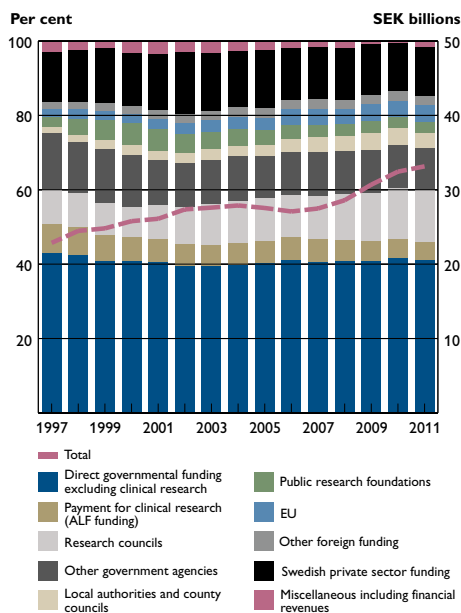


Figure 30. HEI revenues for research and third-cycle programmes from different sources of funding 1997–2011. The columns indicate percentages and the dotted line development of the total amount, SEK billions in 2011 prices. Direct government funding includes funding disbursed by the Swedish Legal, Financial and Administrative Services Agency. Payment for clinical research transferred by the individual HEIs to local health authorities and regions has been specified.

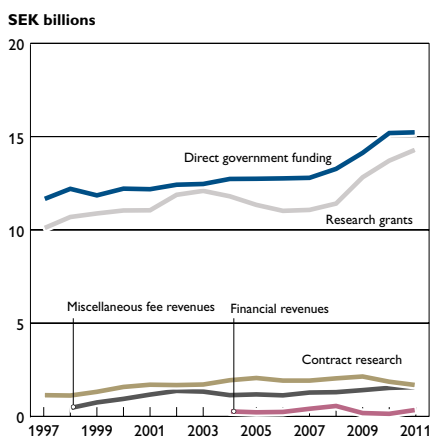


Figure 31. Different categories of HEI revenues for research and third-cycle programmes 1997–2011, SEK billions in 2011 prices. Direct government funding includes funding disbursed by the Swedish Legal, Financial and Administrative Services Agency as well as funding for clinical research (ALF funding) transferred by the individual HEIs to local health authorities and regions.

	2009	2010	2011	Difference 2010–2011 (SEK billions)	Proportion of revenues 2011 (per cent)
Direct government funding excluding payment for clinical research	11 712	13 410	13 516	106	40,8
Payment for clinical research (ALF-funding)	1 625	1 691	1 641	–50	4,9
Funding disbursed by the Swedish Legal, Financial and Administrative Services Agency	796	87	77	–10	0,2
Research councils and Vinnova	4 844	5 294	5 538	244	16,7
Other government agencies	2 738	2 870	2 830	–41	8,5
Public research foundations	988	996	974	–22	2,9
Local authorities and county councils	1 403	1 461	1 361	–100	4,1
EU	1 327	1 377	1 444	67	4,4
Commercial companies in Sweden	1 338	1 340	1 322	–18	4
Non-profit organisations in Sweden	2 849	2 882	3 123	242	9,4
Foreign sources excluding EU	782	852	820	–32	2,5
Financial revenues and miscellaneous	274	173	498	324	1,5
Total revenues for research and third-cycle programmes	30 677	32 434	33 143	710	100

Table 5. Funding for research and third-cycle programmes 2009–2011, SEK millions in 2011 prices. The Figure also shows changes in revenues 2010–2011 in fixed prices as well as what proportion of the total revenues each funding category accounted for in 2011. The figures comprise the total revenues for regular research and third-cycle programmes, contract research, and also other revenues from fees used for research or third-cycle programmes.

Revenues from EU grants amounted to SEK 1.4 billion in 2011, somewhat more than in 2010. If EU funding is regarded as public funding, the proportion of the total revenues that came from public sources was 72 per cent. Funding from other sources outside Sweden apart from the EU amounted to SEK 0.8 billion, i.e. more or less at the same level as in recent years.

The HEIs' grant revenues from non-profit organisations in Sweden totalled SEK 2.9 billion in 2011, or 20 per cent of their total grant revenues in total. If grants from commercial companies are added, the private sector in Sweden therefore accounts for one quarter of these grant revenues. ■



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 tables 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 of 2010/11 in Sweden.

Median age of new entrants. Median age of new entrants at the HEIs and new entrants for the first time in any HEI in the academic year of 2010/11.

Proportion of men. The proportion of men among new entrants.

Total number of students. Total number of students, autumn semester 2011.

Education profile. The number of FTEs in some subject areas – humanities, theology, social science and technology - divided by all FTEs in the academic year of 2010/11.

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 in the academic year of 2010/11.

Total number of qualifications awarded. The total number of qualifications awarded in the academic year of 2010/11.

THIRD-CYCLE PROGRAMMES AND COURSES

Third-cycle entrants. New students in third-cycle studies, 2011.

Total number of third-cycle students. The number of active third-cycle students, autumn semester 2011. Active students are those who have reported at least 1 per cent of full-time study activity.

PhD degrees. The number of PhD degrees awarded, 2011.

Licentiate degrees. The number of licentiate degrees awarded, 2011.

TEACHING AND RESEARCH STAFF

Teaching and research staff. The number of teaching and research staff (in full-time equivalents), 2011. 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 of the teaching and research staff with PhD degrees.

FUNDING

Total expenditure. Total expenditure (SEK million), 2011.

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, 2011.

FIRST AND SECOND-CYCLE PROGRAMMES AND COURSES

University/University College	New entrants at the institution	Median age	Proportion of men (%)	Total number of students (autumn semester 2011)	Humanities/theology (%)
Total	203 227	22,0	47	362 582	16
Uppsala University	14 017	21,5	46	27 079	19
Lund University	14 138	21,6	48	31 319	15
University of Gothenburg	12 883	21,7	37	31 816	21
Stockholm University	19 140	21,6	39	34 383	25
Umeå University	14 623	22,2	43	21 816	14
Linköping University	8 291	21,9	49	20 007	13
Karolinska Institutet	3 599	23,0	27	7 634	1
KTH Royal Institute of Technology	8 615	22,5	71	14 323	5
Chalmers University of Technology	2 784	21,8	72	9 022	2
Luleå University of Technology	7 379	22,1	51	11 098	11
Stockholm School of Economics	640	21,8	51	1 746	2
Swedish University of Agricultural Sciences	2 739	23,1	42	5 018	0
Karlstad University	6 227	21,9	44	11 728	13
Linnaeus University	15 435	22,0	44	20 818	18
Örebro University	6 939	21,6	40	12 027	10
Mid Sweden University	11 358	23,5	41	10 120	14
Blekinge Institute of Technology	5 496	23,8	64	5 353	8
Swedish National Defence College	323	21,4	79	728	9
Swedish School of Sport and Health Sciences	381	21,3	57	862	
University of Borås	4 701	22,4	37	8 357	12
Dalarna University	9 175	22,8	42	10 604	36
Gotland University	5 465	23,4	49	4 160	51
University of Gävle	7 528	22,8	44	9 639	14
Halmstad University	4 312	21,7	46	6 861	16
Jönköping University	8 078	22,0	44	11 114	18
Kristianstad University	7 968	22,3	36	8 858	8
University of Skövde	5 767	23,4	49	7 840	13
University West	4 216	22,2	43	6 891	8
Malmö University	8 948	22,3	37	15 262	12
Mälardalen University	5 918	22,4	41	10 026	13
Södertörn University	6 788	21,7	34	9 022	34
University of Dance and Circus	92	24,4	23	226	0
University College of Arts, Crafts and Design	347	25,7	29	635	1
Royal Institute of Art	120	24,9	36	218	
Royal College of Music in Stockholm	468	24,0	44	673	
University College of Opera, Stockholm	14		43	37	
Stockholm Academy of Dramatic Arts	210	24,9	59	223	

FIRST AND SECOND-CYCLE PROGRAMMES AND COURSES

University/University College	Social sciences/ law (%)	Technology (%)	Second cycle (%)	Total number of degrees
Total	43	14	19	69 838
Uppsala University	39	8	23	4 938
Lund University	41	15	24	5 963
University of Gothenburg	47	0	21	5 670
Stockholm University	63	1	19	5 946
Umeå University	47	5	19	4 267
Linköping University	36	20	24	4 502
Karolinska Institutet	8		40	2 168
KTH Royal Institute of Technology	2	74	43	2 347
Chalmers University of Technology	7	64	38	3 026
Luleå University of Technology	32	30	13	1 364
Stockholm School of Economics	98		51	345
Swedish University of Agricultural Sciences	15	20	32	882
Karlstad University	52	9	13	1 852
Linnaeus University	51	6	9	2 883
Örebro University	61	5	13	2 190
Mid Sweden University	50	14	9	1 659
Blekinge Institute of Technology	25	48	27	817
Swedish National Defence College	42	17	3	119
Swedish School of Sport and Health Sciences	17	3	20	131
University of Borås	47	18	15	2 263
Dalarna University	40	10	9	1 321
Gotland University	22	23	4	187
University of Gävle	44	21	9	1 179
Halmstad University	45	14	10	1 176
Jönköping University	41	19	13	2 399
Kristianstad University	62	6	7	1 290
University of Skövde	34	26	10	1 258
University West	58	13	8	892
Malmö University	56	12	13	2 466
Mälardalen University	49	12	14	1 859
Södertörn University	50	0	7	1 037
University of Dance and Circus	36		9	32
University College of Arts, Crafts and Design	11		34	108
Royal Institute of Art			66	53
Royal College of Music in Stockholm	6		25	53
University College of Opera, Stockholm			36	17
Stockholm Academy of Dramatic Arts			20*	66

* Autumn semester 2011

THIRD-CYCEL PROGRAMMES AND COURSES

University/University College	New third-cycle students	Total number of third-cycle students (autumn semester 2011)	PhD degrees	Licentiate degrees
Total	3 424	18 311	2 593	875
Uppsala University	372	1 930	309	79
Lund University	528	2 651	339	66
University of Gothenburg	313	1 706	265	50
Stockholm University	295	1 553	225	107
Umeå University	194	1 074	180	16
Linköping University	215	1 231	145	64
Karolinska Institutet	425	2 246	349	14
KTH Royal Institute of Technology	281	1 791	235	150
Chalmers University of Technology	224	1 146	138	166
Luleå University of Technology	104	507	69	67
Stockholm School of Economics	22	128	19	1
Swedish University of Agricultural Sciences	128	654	110	14
Karlstad University	37	213	23	21
Linnaeus University	46	283	41	8
Örebro University	67	440	61	11
Mid Sweden University	27	198	24	17
Blekinge Institute of Technology	16	111	15	11
Swedish National Defence College				
Swedish School of Sport and Health Sciences	4	4		
University of Borås	18	32	1	
Dalarna University				
Gotland University				
University of Gävle	3	3		
Halmstad University	8	11	1	
Jönköping University	15	150	14	3
Kristianstad University				
University of Skövde	3	4		
University West				
Malmö University	30	112	10	1
Mälardalen University	26	122	17	9
Södertörn University	24	31	3	
University of Dance and Circus				
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	27 852	43	57	58 442	44
Uppsala University	2 501	42	64	5 191	31
Lund University	2 736	38	69	6 558	36
University of Gothenburg	2 406	48	64	5 272	39
Stockholm University	2 437	47	54	4 231	43
Umeå University	1 908	45	59	3 710	42
Linköping University	1 524	39	62	3 181	44
Karolinska Institutet	1 770	51	70	5 218	18
KTH Royal Institute of Technology	1 459	23	58	3 604	34
Chalmers University of Technology	1 088	22	59	3 039	29
Luleå University of Technology	557	35	60	1 407	44
Stockholm School of Economics	94	18	83	335	56
Swedish University of Agricultural Sciences	1 443	43	60	3 024	22
Karlstad University	612	48	46	991	68
Linnaeus University	888	43	44	1 501	74
Örebro University	522	48	53	1 004	67
Mid Sweden University	512	44	46	921	59
Blekinge Institute of Technology	226	36	44	485	65
Swedish National Defence College	198	23	19	496	71
Swedish School of Sport and Health Sciences	65	50	41	118	73
University of Borås	342	52	42	598	75
Dalarna University	408	52	40	571	83
Gotland University	116	38	41	203	81
University of Gävle	363	48	40	544	80
Halmstad University	290	45	47	492	77
Jönköping University	355	52	44	763	73
Kristianstad University	322	60	37	442	89
University of Skövde	266	41	41	416	79
University West	315	54	39	446	80
Malmö University	740	54	48	1 206	81
Mälardalen University	438	50	40	788	77
Södertörn University	372	50	62	676	61
University of Dance and Circus	34	60	7	69	87
University College of Arts, Crafts and Design	69	59	18	161	92
Royal Institute of Art	31	58	3	69	85
Royal College of Music in Stockholm	93	31	9	173	94
University College of Opera, Stockholm	13	36		26	78
Stockholm Academy of Dramatic Arts	81	54	2	135	93

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*
Swedish School of Sport and Health Sciences*
University of Borås*
University of Gävle*
Halmstad University*
University of Skövde*
Södertörn University*
University West*
Independent
Chalmers University of Technology
Stockholm School of Economics
Jönköping University*

*University Colleges entitled to award third-cycle qualifications in one or several restricted disciplinary domains at the end of 2011.

HEIs entitled to award first and second-cycle qualifications

Accountable to the Government
Swedish National Defence College
Dalarna University
Gotland University
Kristianstad University
University of Dance and Circus
Stockholm Academy of Dramatic Arts
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
Ersta Sköndal University College
Gammelkroppa School of Forestry
Johannelund Theological Seminary
Newman Institute
The Red Cross University College
University 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.

More information on our website www.hsv.se.