

Action Plan for the Internationalisation of First- and Second-Cycle Education 2014-2018

Background:

In 2014, Karolinska Institutet's (KI's) Board of Higher Education adopted an [Action plan for internationalisation 2014-2018](#). It is based on KI's general internationalisation strategy (dnr: 7332(2001-600) and is a steering document for the study programmes and departments at KI. The overall aim is:

"After completion of their studies, all students at KI are to be well prepared for working in a global labour market subject to varying economic and social conditions, and for working in culturally diverse environments. KI is to be an attractive study destination for international students."

The work implementing the goals in the plan has been carried out in three separate processes hence the three-folded report.

- Goal 1. Integration of Global health issues into teaching
- Goal 2. Learning in English. Please Note: the timeframe for goal 2 has been prolonged until 2017
- Goal 3. Increasing student and teacher mobility
- Goal 4. Recruiting international students to KI's - courses taught in English

Brief summary of results:

Goal 1 and 2 have been implemented but with various results and to various extent by the study programmes.

Goal 3 has not been reached

Goal 4 was reached already in 2016.



**Karolinska
Institutet**



Report on the Action Plan for the Internationalisation of First- and Second-Cycle Education

CONTENTS

Background

Introduction – definitions and tools

Activities 2015-2018

Results so far

Challenges

Budget

Appendices

- A List of programmes with Intended Learning Outcomes and course in English
- B Feasibility study for Global Health course in English
- C Student survey on Global Health /Teaching in English
- D Blockers/enablers survey for Internationalising the Curriculum
- E International intended learning outcomes matrix
- F Request for feasibility study of language support across the curriculum
- G Budget 2015-2018

Background

Internationalisation, an integral part of strategic planning initiatives in universities, is of growing significance in Sweden and worldwide, with economic, political and social changes driving an increasingly global knowledge economy. In 2014, Karolinska Institutet's (KI's) Board of Higher Education adopted an Action plan for internationalisation 2014-2017 (henceforth referred to as the Action plan). It is based on KI's general internationalisation strategy (dnr: 7332(2001-600) and is a steering document for the study programmes and departments at KI. The overall aim is:

“After completion of their studies, all students at KIKI are to be well prepared for working in a global labour market subject to varying economic and social conditions, and for working in culturally diverse environments. KI is to be an attractive study destination for international students.”

To achieve this aim, four goals were prioritised by the Board of Higher Education at KI and prioritised four goals to be incorporated into KI's operational plans. The goals were:

Goal 1. Matters relating to global health are to be integrated into the compulsory components of all study programmes at KI

Goal 2. All study programmes are to offer at least one compulsory course delivered in English carrying 7.5 credit points or more by 2017. All students are thus to take at least one course that is delivered in English during their academic studies at KI.

Goal 3. Student and teacher mobility should increase from 2014 to 2017

Goal 4. Highly qualified international students should be recruited to courses taught in English and the number of non-EU/EEA students on Global Master's programmes at KIKI should increase. KI is to have at least 200 students from non-EU/EEA countries by 2017.

The Action plan also stated that the activities related to these goals were to be integrated into the budgets of the responsible bodies. A full budget overview for the period 2015-2018 is available in appendix G.

Implementation was mainly coordinated by the administrative officer in the drafting committee of international issues (beredningsgrupp för internationella frågor – BIF) of the Board of Higher Education. This was also the main committee to which regular reporting has been made by the project implementers and coordinator. The Centre for Learning and Knowledge (CLK) at the Department of Learning, Informatics, Management and Ethics (LIME) was given the responsibility to coordinate supporting activities aimed at helping programmes fulfilling goals 1 and 2 of the Action plan.

In 2015, Dr. Jennifer Valcke was recruited from the Université Libre Bruxelles, Belgium, to KI to specifically support programmes to implement goal 2, teaching in English. Professor Anna Mia Ekström's group, Global and Sexual Health (GLOSH) at the department of Public Health Sciences (PHS) was given responsibility for supporting programmes in implementing goal 1, integrating matters relating to global health in the curriculum. Dr. Helena Nordenstedt and Karin Båge were the main contributing partners from this group.

As goals 1 and 2 more directly concern the teaching and learning arrangements (or what happens in the classroom), the project coordinators for both goals decided early on to try to synchronize much of their work reaching out to programmes as well as reporting to BIF. Indeed if we want our graduates to develop linguistic competence, intercultural competence,

global engagement and international disciplinary learning throughout their time at KI, a holistic approach to the internationalisation of education whereby it becomes part of KI's regular teaching operations needs to be set up. This report includes activities related to these goals only and "we" will therefore refer to the project coordinators of both goals.

Introduction – definitions and tools

Definitions

The Action Plan relies on Knight's definition of internationalisation, which is "as the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of higher education" (2009). In 2015, this definition was updated by Hans de Wit et al, to emphasise the importance of intentionality of the process, as defined by Knight, as a way to enhance the quality of education:

"The intentional process of integrating an international, intercultural, and/or global dimension into the purpose, functions and delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society"

However, after engaging in literature and sharing of best practice with international educational developers, as well as realizing the constraints of teaching staff and study programme directors, it became clear that a revised definition that looked at the curriculum was needed. We needed a definition to clarify that internationalisation is to be integrated into education, rather than being placed alongside regular operations. In other words, embedding internationalisation through changing institutional language, culture and attitudes into standard university practice was more likely to succeed, than if internationalisation would continue to be understood as being developed in parallel to regular university operations.

As such, KI was faced with the challenges of developing a sustainable and integrated rather than a one-dimensional approach to internationalisation. To address this, the team shifted approach, to instead use a definition by Dr Betty Leask, a well known expert in the field of internationalisation of higher education, that focuses on the integration of internationalisation in regular operations: *"the incorporation of international, intercultural and/or global dimensions into the content of the curriculum, as well as the learning outcomes, assessment tasks, teaching methods, and support services of a program of study"*.

In 2017, the team applied for a Strategic Grant for Internationalisation from STINT, Internationalisation of the Curriculum (IoC) – A framework for action (2017-2020). Through this project, IoC was chosen for its capacity to instigate a paradigm shift in KI's conception of education able to provide a research-based framework to follow.

Other definitions that are useful and relevant when discussing internationalisation of higher education, are for example the one used in Sweden's National Inquiry of Internationalisation:

"Comprehensive internationalization is a commitment, confirmed through action, to infuse international and comparative perspectives throughout the teaching, research, and service missions of higher education. It shapes institutional ethos and values and touches the entire higher education enterprise. It is essential that it be embraced by institutional leadership, governance, faculty, students, and all academic service and support units. It is an institutional imperative, not just a desirable possibility. Comprehensive internationalization influences all of campus life as well as the institution's external frames of reference, partnerships, and relations. The global reconfiguration of economies, systems of trade, research, and communication, and the impact of global forces on local life, dramatically expand the need for comprehensive internationalization and the motivations and purposes driving it." (Hudzik, 2015).

Finally, another definition that has been used in Sweden as well as in other countries is the one of Internationalisation at home, being *“the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments,”*(Beelen and Jones, 2015).

The above definitions all stress that internationalisation of education:

1. Enhances quality of education, and as such becomes an imperative, not just a possibility, for KI if it is to remain relevant today and in the future
2. Is the result of an active and intentional process and should be integrated into the curriculum of a programme of study, and should not be understood as something optional and parallel to regular operations
3. Concerns all university staff, from leadership and management to teachers, researchers, administration and all service and support functions.
4. Can be conducted in any language and does not necessarily have to involve mobility
5. Influences all aspects of higher education including the informal and formal curriculum, external frames of reference, partnerships, and relations.

Tools

In order to support the study programmes' implementation of the goals in the Action Plan we have relied on several different tools.

First of all, as we focused on the formal curriculum since the indicators address intended learning outcomes (ILOs), courses and course codes, and we have primarily used tools for constructive alignment. Our main tool to support programmes has been to adjust the ICOMs matrix of international ILOs (see appendix E). We have adopted this tool for KI through primarily highlighting the domains of language competences, intercultural competences, global engagement and international disciplinary learning. We have interpreted the last two domains to be relevant for the study of global health, as this has been given priority in the Action Plan. In addition, we have exemplified the domains with relevant activities, intended learning outcomes and assessment tasks. As such we have tried to develop a very practical tool that teaching staff can grasp and work with quite easily.

Other frameworks that have been useful in this work has been the Agenda 2030 and its Sustainable Development Goals, in particular SDG 4 of quality education (<https://www.cugh.org/members>). As this global agenda sets the direction and priority of actions for all countries, we have used it as a tool to further communicate and understand internationalisation. In particular, SDG4.7 which highlights that quality of education is to be linked to aspects that are usually understood to be key to internationalisation, such as global citizenship, appreciation of cultural diversity and promotion of a culture of peace and non-violence. As a result, the understanding and the legitimacy of internationalisation has been made more tangible for many teachers at KI. SDG4.7 states that:

“By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development” (UN knowledge platform).

Communications tools

We have used all major opportunities available at KI to initiate discussions and promote dialogue and learning on internationalisation, such as Lärardagen 2015 when our project was more officially launched, and the Educational Congress in 2018, which had an entire track dedicated to internationalisation. International experts were invited to both of these events. In addition, we have also presented our work at other conferences at KI, in Sweden and

abroad. With regards to communication tools, we have set up a [website](#) offering a lot of tools for teachers to use as they internationalise their courses, but we have also set up a [channel](#) on KI Play where for example visitors can view recorded interviews that we took the opportunity to make with the international experts when they were visiting us for various conferences. More recently, a [blog](#) was set up in order to more frequently communicate our activities, and finally, The Internationalisation [update](#) was established early on by the appointed officer at the International Office at central administration to communicate and disseminate information about internationalisation activities and opportunities, such as training opportunities, conferences and funding.

Activities 2015-2018

All study programmes have been contacted and supported in the implementation of Goals 1 and 2 of the Action Plan, through meetings, workshop and seminars. Feedback on how well study programmes are doing has been sent to all relevant programme directors and education leaders.

Tools	Website: Internationalising teaching and learning, with sections on Global Health and Teaching in English, as well as a section on Internationalisation of the curriculum with a blog, a channel on KIplay and a newsletter.
	Matrix of international competences and their intended learning outcomes (see appendix E)
	English language placement test for teaching staff at KI
Events	Lärardagen 2015
	Educational Congress 2018 involving leading experts in the field, including a one-day internal workshop and recording videos for future use at KI and in courses
	Presentation at various conferences, including the KI-Mayo conference, ICLHE conferences, EAIE conferences, UHR and SUHF conferences.
Training	Aspects of internationalisation, including critical incident analysis, have been integrated into the foundational course at KI for teaching in higher education (GHP)
	PREPARE: Online course for students on global health, intercultural competence and health and safety mandatory for outgoing exchange students (1 hour)
	Global Health for teaching staff at KI: online teacher training course in Global Health (2 weeks)
	Two2Tango: online teacher training course in teaching through English (2 weeks)
	Teaching in the International University: blended teacher training pilot course (2 weeks) for course leaders on KI's Global Programmes
Activities	STINT Strategic Grant (2017-2020): Internationalisation of the Curriculum (IoC) – A framework for action
	Participation through interviews in the Swedish Strategic Inquiry
	Feasibility study on giving an interprofessional content and language integrated learning course for the dental and medical programmes, focusing on learning English through the study of global health (see appendix B)
	Student Survey (see appendix C)
	Survey of educational leaders (BIF, BUL, US, PN, GUA, IRG) to identify top blockers and enablers to the IoC process (see appendix D)
	Read 'n eat, Betty Leask: book club meetings in Flemingsberg and in Solna to discuss the book Internationalisation of the Curriculum by Betty Leask

	Monitoring of language support services and request for feasibility study to be submitted to Academic Writing (see appendix F)
--	--

Throughout the Action Plan, workshops on global health tools, international education, intercultural education, teaching in English, the process of IoC, among others were provided to many different stakeholders at the micro, meso and macro levels:

Micro	Meso	Macro
Students Teachers Course leaders	Student support services (incl. Academic Writing, KI library, student health) Utbildning och Forskarutbildningsstöd (UFS) Beredningsgruppen för internationalisering (BIF) International Reference Group (IRG) Beredningsgruppen för undervisning och lärande (BUL) Commission for fee-paying students (SSV) Heads of department (prefekt) Programme directors Education leaders (GUAs)	Board of Education

These meetings allowed the team to get a broad overview of KI's needs and to create our own internationalisation community of practice within KI. Due to this wide range of stakeholders, an international student advisor joined our team and brought knowledge of study programmes, student and staff exchanges, as well as expert knowledge of internationalisation practices to the team.

The project team now has a wide network of experts to call on and exchange ideas about state-of-the-art internationalisation:

- Expert in integrating global health into the medical programme invited to give a seminar
- Global health and right to health experts have been invited to teach on the radiography programme, on the biomedical laboratory analyst (LABMED) programme as well as on the midwifery programme, as well as consulted on the audiology programme.
- English-Medium Instruction expert invited to discuss student support for languages with Academic Writing Support
- KIKI joined the Consortium of Universities for Global Health, (<https://www.cugh.org/members>), a global network of universities (most Ivy league universities are part of CUGH as well as many leading institutions of higher education across the world including in low.-and middle income countries)- Two KI representatives will join the annual CUGH conference in March 2019 (Båge and Ekström), a fantastic networking platform to help bring KIs internationalisation strategy into the next phase.
- Jennifer Valcke joined the Board of the association Integrating Content and Language in Higher Education
- Karen Gustafsson, international student advisor (SOKS) joined the Health and Welfare community of the European Association of International Education (EAIE)
- Jennifer Valcke joined the Rainbow Task Force of the EAIE

Results so far



Figure 1: Different stages of internationalisation of KI programmes

After four years of the Action Plan, KI's study programmes are at different stages of readiness for integrating international intended learning outcomes in their curriculum. Much like in figure 1, some study programmes are new to internationalisation, while others already have a long-standing tradition of welcoming international students, teaching in English and sending their students on exchanges abroad.

Through numerous interactions with study programme directors, pedagogical leaders (GUAs), heads of internationalisation and administrators, as well as the analysis of course ILOs for Global Health and English, the team has gauged readiness for Internationalisation of the Curriculum. A full overview of Global Health ILOs and courses taught through English can be found in appendix A.

Using Prochaska's and DeClemente's model for stages of changes, Figure 2 (below) shows a representation of preparedness for Internationalisation of the Curriculum. It provides a useful overview of where KI study programmes stand in terms of how ready they are to integrate international ILOs into the content and delivery of their curriculum.

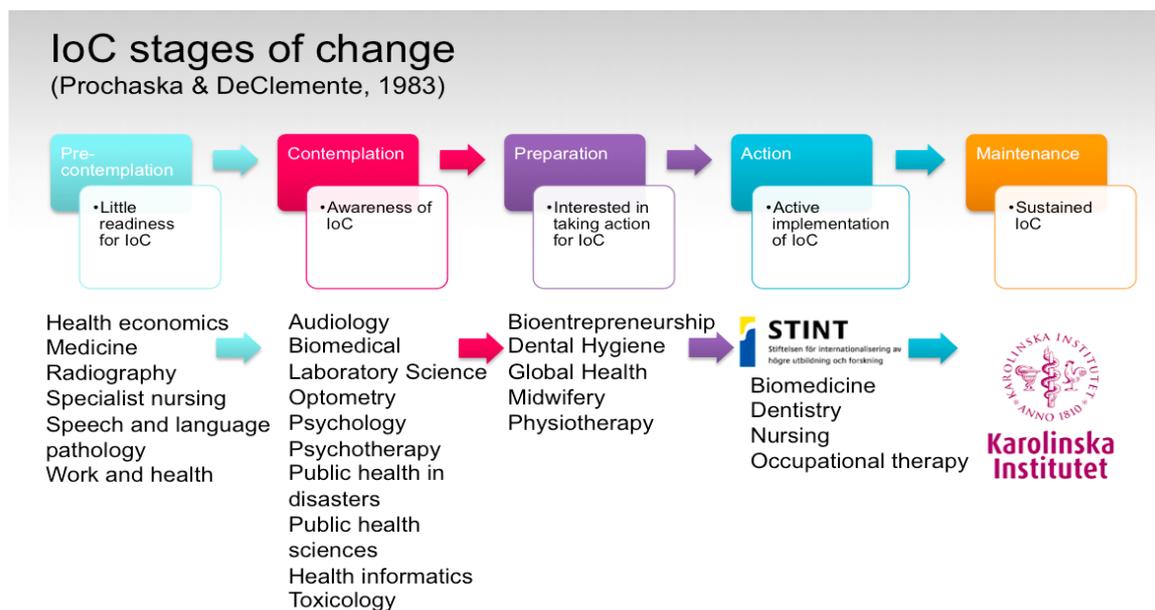


Figure 2: IoC readiness for KI's study programmes

At the end of 2018, study programme directors and GUAs were sent a report on how well they were doing in terms of implementing global health perspectives and teaching in English. All departments as well as the programme committees of the medical and biomedical programmes have commented on their teaching of global health, teaching through English, making use of their international staff and including intercultural competences in their study programmes (Återrapportering).

During 2019, we have asked for feedback from each programme in order to identify with them key areas of support they wish by the end of 2019 and the end of 2020. This will allow

us to get a detailed overview of needs in order to provide detailed feedback to KI leadership by June 2019. We will also be able to revise figure 2 above.

Challenges

Over the course of the Action Plan, a number of challenges have been identified and will be further investigated and defined through the Internationalisation of the Curriculum project:

- Teacher and student mobility must be leveraged and used pedagogically
- Leadership and management must develop better ownership of internationalisation activities and firmly anchor KI strategy for internationalisation with key stakeholders, especially at the meso level (middle management)
- The continuous professional development in international and intercultural education for teaching staff is insufficient and must be strengthened
- Staff should be incentivised through recruitment and promotion (docentur, for example) to engage in teaching in English or to promote global health matters into their teaching and course curricula
- Internationalisation activities should be integrated into KI's everyday activities
- The focus of internationalising education should broaden to also include students (also PhDs), administrative staff, clinicians and doctoral supervisors (the Action Plan 2014-2018 only concerned teaching staff and students, and more stakeholders must be included).
- KI should develop a communication strategy regarding internationalisation of education
- KI should develop and implement a Language and Culture Policy

Handlingsplan för internationalisering på grundnivå och avancerad nivå – mål 3

Mål 3

Studentmobilitet

I utbildningsprogram, som omfattar minst 120 högskolepoäng (hp), ska minst 10 % av studenterna under sin utbildning genomföra en utlandsstudieperiod om minst 5 veckor enligt fördelningen nedan:

- Där färre än 30 % av studenterna år 2013 genomför en utlandsstudieperiod, ska antal studenter som genomför en sådan period öka med 20 %
- Där fler än 30 %, men färre än 40 % av studenterna 2013 genomför en utlandsstudieperiod, ska antal studenter som genomför en sådan period öka med 10 % till 2017
- I utbildningsprogram, som omfattar färre än 120 hp, ska andelen studenter som genomför utlandsstudieperiod öka med 10 %.

Lärarmobilitet

- Öka antal utresande utbyteslärare med 10 % från 2014 till 2017.



**Karolinska
Institutet**

Utvärdering av mobilitetsmålen i handlingsplanen

Studentmobilitet

För att räkna ut hur stor andel i % av studenter som reser ut använder vi samma sorts mått som används inom Erasmus, dvs. man räknar antalet utresande i förhållande till antalet studenter som tar ut examen ett visst år. Vi har blandat ihop äpplen och päron lite i handlingsplanen vad gäller *antal* och *andel* studenter, så jag redovisar båda två.

Det *totala antalet* utresande studenter ligger på ungefär samma nivå som 2013 men då vi har fler examina 2018 har *andelen* utresande minskat.

År	Antal examina	Antal utresande	Andel utresande
2013	1758	169	9,6 %
2018	2171	164	7,6 %

Program där vi målet var en 20-procentig ökning

Önskad ökning av *antal* studenter med 20%

Program	Antal utresande 2013	Antal utresande 2018	Ökning/minskning %	Mött målet?
Arbetsterapeutprogrammet	7	5	-29	NEJ
Audionomprogrammet	0	1	-	JA
BMA-programmet	8	2	-75	NEJ
Fysioterapeutprogrammet	11	15	36	JA
Logopedprogrammet	2	4	100	JA
Optikerprogrammet	0	0	-	NEJ
Psykologprogrammet	5	13	160	JA
Röntgensjuksköterskeprogrammet	3	4	33	JA
Sjuksköterskeprogrammet	11	10	-9	NEJ
Tandhygienistprogrammet	3	0	-	NEJ
Tandläkarprogrammet	10	15	50	JA

Önskad ökning av *andel* studenter med 20%

Program	Andel utresande 2013 %	Andel utresande 2018 %	Ökning/minskning %	Mött målet?
Arbetsterapeutprogrammet	13	7	-50	NEJ
Audionomprogrammet	0	7	-	JA
BMA-programmet	14	3	-76	NEJ
Fysioterapeutprogrammet	10	14	35	JA
Logopedprogrammet	4	11	220	JA
Optikerprogrammet	0	0		NEJ
Psykologprogrammet	16	19	24	JA
Röntgensjuksköterskeprogrammet	13	9	-35	NEJ
Sjuksköterskeprogrammet	10	5	-50	NEJ
Tandhygienistprogrammet	8	0	-100	NEJ
Tandläkarprogrammet	14	19	35	JA

Beroende på hur man räknar har röntgensjuksköterskeprogrammet antingen missat eller bommat målet.

Om vi slår ihop dessa program blir det en minskning från 10 % till 9 % av andelen studenter som genomför utbytesstudier.

Program där målet var en 10-procentig ökning

Önskad ökning av **antal** studenter med 10%

Program	Antal utresande 2013	Antal utresande 2018	Ökning/minskning %	Mött målet?
Barnmorskeprogrammet	3	6	100	JA
Folkhälsovetenskap+ Global Hälsa	6	0		NEJ
Hälsoinformatik	0	1	-	JA
Specialistsjuksköterskeprogrammet	Har i princip ingen mobilitet			NEJ

Önskad ökning av **andel** studenter med 10%

Program	Andel utresande 2013 %	Andel utresande 2018 %	Ökning/minskning %	Mött målet?
Barnmorskeprogrammet	5	8	44	JA
Folkhälsovetenskap+ Global Hälsa	12	0	-	NEJ
Hälsoinformatik	0	4	-	JA
Specialistsjuksköterskeprogrammet	Har i princip ingen mobilitet			NEJ

Om vi slår ihop dessa program blir det en minskning från 17 % till 4 % av andelen studenter som genomför utbytesstudier.

Läkarprogrammet

Läkarprogrammet hade redan innan handlingsplanen uppnått målen, dvs. de hade fler än 40 % av studenterna som deltog i mobilitet, men detta har minskat till 30 %

Läkarprogrammet	Antal utresande 2013	Antal utresande 2018	Ökning/minskning %
	91	87	44
	Andel utresande 2013 %	Andel utresande 2018 %	
	42	30	-28

Biomedicinprogrammen

Biomedicinprogrammen/toxikologi och i viss mån hälsoinformatik blir missvisande att redovisa enligt samma modell då den absolut största delen av mobiliteterna består av examensarbeten. Se nedan under "Examensarbeten och praktik utomlands".

Förhållandet studenter IN/UT

2013 var förhållandet 1,6 studenter IN per student UT.

2018 var förhållandet 1,7 studenter IN per student UT.

Lärarmobilitet

Önskad ökning av **antal** lärare med 10%

Antal 2013	Antal 2018	Ökning/minskning %
37	34	-8

Övrigt

Examensarbeten och praktik utomlands

Siffrorna för studentmobilitet blir missvisande då de bara visar utbytesstudier som registreras i Ladok. Förutom detta så gör ett stort antal studenter datainsamling inför examensarbeten utomlands, både inom och utom utbytesprogram. Detta gäller framförallt masterprogrammen, biomedicinprogrammet och läkarprogrammet. En del studenter gör också en praktikperiod inom Erasmus. Vi har fört statistik över detta sedan 2016 och ca 30-50 studenter deltar varje år i denna form av utbyte. Till detta kommer ett antal läkarstudenter som reser utanför utbytesprogram.

Kurser delvis förlagda utomlands

Studenter deltar också i kurser där del av undervisningen är förlagd utomlands. Antalet ligger omkring 150-200 studenter/år, av vilka den största delen är studenter på den interprofessionella kursen i global hälsa.

Slutsatser

Målen för ökad mobilitet för lärare och studenter har inte uppnåtts. Det är alldeles för få mobiliteter som genomförts per program för att kunna göra en vettig redovisning på programnivå. Sedan 2016 mäter vi även andra former av mobilitet som gör att bilden av KI-studenters utlandsaktiviteter blir mer heltäckande.

Action Plan for the Internationalisation of First- and Second-Cycle Education – Goal 4

Mål 4.

Högt meriterade internationella studenter ska rekryteras till det engelskspråkiga utbildningsutbudet och antalet tredjelandsstudenter på de globala masterprogrammen vid Karolinska Institutet ska öka. KI ska ha minst 200 studenter från länderna utanför EU/EES år 2017.

Resultat: 200 avgiftsskyldiga studenter fanns i omlopp redan 2016

Ht-18 32% avgiftsskyldiga studenter på de Globala Mastersprogrammen.

Ht-18: 471 ansökningar i snitt/ Globalt Mastersprogram, 69% av ansökningarna/program från tredjelandsstudenter. KI's har Sveriges mest populära internationella mastersprogram

Följande underlag är sammanfattning från årsrapporten för studieavgiftsfinansierad verksamhet 2018.



**Karolinska
Institutet**

Tuition fee based organisation Report 2018

1: Executive Summary

Quick facts 2018

12 departments – out of KI's 22 had fee-paying students in 2018

10 Global Programmes – welcomed students (9 master's programmes and one bachelor's)

64 countries – from which students registered to the Global Programmes at KI

471 applicants on average per Global Master's programme out of which 325 (69%) are tuition fee paying applicants – making KI's Global programmes the most popular international programmes in Sweden

7%-13% selection rate for most Global Programmes – on par with for ex Harvard University, Yale University and Princeton University.

326 new students registered 2018, of which 77 pay tuition fees

29 scholarships received by students

165 000 – 200 000 SEK charged in tuition fee annually per full time student

≈ 24 million SEK in revenue in 2018

1.82 million SEK extra allocated to departments and programmes for quality improvement

≈ 26% of revenue allocated to student support and recruitment at Central Administration

Drop of applications from exchange partner universities compared with 2017

1000 hours are spent by the programme representatives to merit rate applicants each year

Potential for more Global Programmes

KI is an attractive university for international students and the university with most applicants per programme in Sweden. With ten Global Programmes in the portfolio, KI could expand.

Scholarships

To attract international students to Sweden and KI, there are a handful of KI Scholarships awarded to the best qualified students each year. KI works with strategic scholarship partners abroad to attract talented students. The Swedish Institute is working with attracting talent to higher education in Sweden and some of their scholarships are awarded to KI students.

Exchange collaborations boost recruitment – research collaborations do not

The Global Programmes at KI have students from all over the world and recruitment is done actively in countries outside the EU/EES, even though European and Swedish students are reached in the recruitment phase as well. Surprisingly, one can see that the strategic international research collaborations from Karolinska Institutet do not lead to any applications to our Global Programmes while exchange collaboration on first and second cycle seem to be effective.

Tuition fees also fund extra student services and support

Thanks to funding from the tuition fee organization at KI there have been new possibilities to strengthen the quality of the education. Extra support services for international students at the Global Programmes, such as Academic Writing Support, Career Services for students and pedagogical course for the teachers are some examples. There are funds earmarked for improving the quality of these programs.

Small in Sweden – but popular

Overall, the number of applicants to international master's programmes grew with 16%, from 65954 to 76194. Karolinska Institutet had a 9% growth and the total number of applicants was 3286.

This is a small share of the total number of applicants to Swedish universities. However, KI offers only 10 programmes and has the highest number of applicants per programme in Sweden.

Most applicants to KI come from Bangladesh, Egypt, the UK, China and the USA.

Many applicants – but many are not eligible

In total, KI received 4162 applications for the autumn 2018 intake. 1800 of these were eligible applications and 382 admissions offers were given. Many do not become eligible because they do not (and perhaps cannot afford) to pay the 900 SEK application fee. 239 students registered for the programmes. These 239 students came from 54 countries and 170 universities. 67 (28%) were fee paying students.

Fee-paying students have higher merit ratings

9.01 is the average merit rating of fee-paying applicants, compared to 7.76 for fee-exempt, making fee-paying students highly qualified – more qualified than fee-exempt. The programmes spend around a 1000 hours each year on merit rating.

Unfortunately, since KI does not calculate statistics on completion rates, it's hard to tell the correlation between high merit ratings and completions.

Largest part of recruitment budget spent on Digital Ambassadors helping future students

The largest part of the budget allocated specifically for international student recruitment goes to the Digital Ambassador group, students at the Global Programmes who help prospective students, blog about their study programmes and manage social media channels such as Facebook, Instagram, YouTube and Chinese social media channels.

Social Media is still growing and newly admitted students are the most active

Facebook is constantly growing and so is Instagram. More and more prospective students read the student blogs. Students who have just received their notification results are most active in the social media channels. YouTube has proved to be a channel where prospective students are very engaged and a strategy is needed to use it to its fullest potential.

Recruitment events abroad

Karolinska Institutet participates in few selected Education Fairs – mainly in Asia. After students receive the notification results there are pre-departure events both online and on location around the world. These are very well visited and gives admitted students an instant feeling of being part of the KI community.

CRM system to organise and automate communication

To keep track of the students who are interested in studying at Karolinska Institutet and how many of them actually apply and become students at KI, the CRM (Customer Relationship Management) system SRS (Student Recruitment System) has been implemented. SRS is an important strategic goal for both admissions and student recruitment, allowing us to better organise and partly automate communication with prospective students.

A global outlook

KI is as an internationally recognized university. 382 students from 54 countries were admitted to KI's nine Global Master's Programmes autumn 2018. The selection rate for these global master's program is between 7-13%, which is about the same selection rate as for example Yale, Princeton and Harvard. KI recruits great international students and the mix of different nationalities and perspectives increases the overall quality of the programme. As one Global Health student puts it *"I felt like entering the United Nations that first day when I entered the class"*. This is the strength of the Global Programmes at KI.

The well-being of the world reflects and affects student recruitment. KI, like other universities, face challenges here since it's hard to predict the volume of incoming new international students. Trends, rumors, economic crisis, threats of terrorism, climate anxiety among other things, affects the decisions of the presumptive students. Huge political decisions such as Brexit will most certainly have a major impact on the flow of international students worldwide.

Sweden is in the process of a launching a National Strategy for Internationalization (Strategisk Agenda för internationalisering SOU 2018:3) and is investing in branding Sweden as an attractive study and research destination. Sweden is not alone in this effort, many countries are competing for talented students and researchers. France for ex. launched this autumn its national program which aims of recruiting 500 000 international students until 2020. KI needs to work constantly with recruitment and the quality of the education, the inclusiveness on campus and employability for the students. These factors, among others, has a huge impact on the work of attracting international students to KI.