



Report 2018:10

Recommendations with
a focus on guidance
and internationalised
intended learning
outcomes for increased
internationalisation and
student mobility

The Academic Value of Mobility



Swedish Council for
Higher Education

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Foreword

For a good while now, the internationalisation of higher education has largely focused on mobility, in Sweden and in other comparable countries. Mobility has been a central element of the efforts to create the European Higher Education Area as part of the Bologna Process. The ministerial meeting of 2009 established the target that 20 per cent of people who graduate in 2020 will have spent a period abroad as part of their education, a target that has also been adopted by the EU.

In recent years, work on internationalisation at higher education institutions has been increasingly based on the insight that internationalisation contributes to improving the quality of their own activities – at all levels. The government's Internationalisation Inquiry also established in its interim report, *En strategisk agenda för internationalisering* (SOU 2018:3 – Internationalisation of Swedish Higher Education and Research – A Strategic Agenda) that internationalisation is so complex that it requires integration and coordination. This conclusion is also drawn in this report. If mobility is placed in a context, it can lead to higher quality for outward students. In order for internationalisation to reach all students, issues surrounding how education is conducted and organised need to be discussed in parallel and placed in relationship to the higher education institution's strategies or profile.

The report by the Swedish Council for Higher Education (UHR) is the result of a project that was funded by the European Commission, with the Ministry of Education and Research as its principal. It contains recommendations for increasing outward student mobility. The project has been run by UHR with the support of representatives from higher education institutions, the Swedish National Union of Students, the Swedish Higher Education Authority and the Association of Swedish Higher Education Institutions. A particularly significant effort has been made by the representatives of the pilot projects conducted at seven higher education institutions. They have tested the project's recommendation in practice and thus made comprehensive contributions to the project's results. Project coordinators and the report's authors are Anders Ahlstrand and Annika Ghafoori, analysts at UHR.

The hope is that UHR's report will provide inspiration through good examples for developing internationalisation work at Sweden's higher education institutions.

Karin Röding
Director-General
Swedish Council for Higher Education

Summary of the project's conclusions

The academic value of exchange studies can be made more apparent by adapting the content and structure of courses and programmes

The project proposes that higher education institutions (HEIs) internationalise the intended learning outcomes of courses and programmes by producing or clarifying their international and intercultural aspects.

Internationalised intended learning outcomes can facilitate an understanding of the academic value of student exchanges among students and staff, facilitate guidance and encourage student exchanges, which may increase the number of outward students in the long term. In particular, internationalised intended learning outcomes emphasise how internationalisation affects all students, not only those who participate in exchanges.

An important prerequisite for the implementation of the project's proposals is that there are periods during a programme in which it is possible to conduct exchanges and that there are student exchange agreements with foreign HEIs. The project proposes that clear opportunities for exchange are identified and highlighted in programme syllabi, for example by establishing mobility windows, clarifying how an exchange can be part of the programme.

Guidance can be developed – coordinated, proactive guidance provides results

The project proposes proactive guidance on opportunities for student exchange from the very start of the study period, to then be repeated throughout the study period. Student surveys can provide a useful basis for this process.

Additionally, there is a proposal for coordinated guidance activities with shared objectives and clear guidelines for guidance on exchanges based on the student's programme and qualification requirements. The pilot projects confirm that guidance is more effective if HEIs coordinate the work of various staff categories and clarify the academic value of student exchanges.

The project would also like programme co-ordinators and teaching staff to play an important role in student guidance.

The experience of pilot projects indicates that the project's proposals can have positive effects

Seven pilot projects have tested a number of the project's proposals and their experience indicates that the proposed measures have positive effects. Proactive guidance that links mobility to the programme's content provides results in the form of increased interest and more applicants for student exchanges. The process of internationalising intended learning outcomes requires work, but clarifies the international and intercultural aspects of the programme or course.

The aim of increasing outward mobility has been partially achieved. Mobility has increased for several of the institutions that participated in the pilot projects on guidance, albeit from a low level. The pilot projects that worked with the internationalisation of intended learning outcomes were not able to measure the effect of their work in relation to student mobility within the pilot projects' timeframe. Changing the content and structure of a programme takes longer to implement; the results are first visible in the longer term.

However, the clearest and perhaps most important conclusion of the pilot projects' experiences is that internationalisation and mobility cannot be a priority for a single unit at an HEI. Coordinated efforts with shared objectives and participants from multiple areas of the HEI are necessary for success. Programme co-ordinators and support from management are highlighted as being particularly important in achieving change.

The primary message of the Internationalisation Inquiry's interim report is integration and cooperation. The investigator believes these are necessary to achieve comprehensive internationalisation.¹ The project has drawn the same conclusion vis-à-vis mobility; the experience of all the pilot projects indicates that integration and coordination are factors in successfully increasing outward mobility.

Department, faculty and HEI management, and students, must be involved in order to achieve the next stage of internationalisation. This requires shared objectives and action plans linked to the HEI's targets and operational plans, and the allocation of time and resources.

¹ SOU 2018:3, *En strategisk agenda för internationalisering – Delbetänkande om ökad internationalisering av universitet och högskolor*, 2018, p. 55.

Task description

Project aim – proposing measures that may increase the amount of outward student exchanges

The Swedish Council for Higher Education, UHR, has conducted the project titled “The Academic Value of Mobility” to increase outward student mobility. The project was primarily financed by the European Commission and was conducted 1 November 2014 to 15 May 2018. Its purpose was to contribute to the EU’s mobility target of increasing the proportion of outward students from Sweden. The Swedish Ministry of Education and Research was the principal for the project.

The project was conducted in two stages: one from November 2014 to April 2016, and the second from May 2016 to May 2018. In the first stage, recommendations were developed and three pilot projects were started. The second stage of the project expanded both its breadth and depth by adding four more pilot projects and by testing additional recommendations.

The aim of the project was to propose measures that could increase the amount of outward exchange students. The proposed measures aim to clarify the academic value of mobility to increase outward student mobility, in the long term. This report builds upon the recommendations and experiences of the first phase of the project, which were published in 2016 in the report *Åtgärder för att öka antalet utresande utbytesstudenter – Förslag med fokus på vägledning och internationella och interkulturella lärandemål* (Measures to Increase the Number of Outward Exchange Students – suggestions focusing on guidance and international and intercultural intended learning outcomes).²

This report has a separate appendix section (only in Swedish) with the pilot projects’ own reports and appendices. The report is worth reading without the appendix, but reading the appendix is recommended for people who wish to examine the pilot projects’ results or find inspiration in their supporting documents and appendices. The appendix can be downloaded from UHR’s website: <https://www.uhr.se/internationella-mojligheter/Bolognaprocessen/Projekt-for-att-oka-utgaende-studentmobilitet/>

2 UHR: *Åtgärder för att öka antalet utresande utbytesstudenter – Förslag med fokus på vägledning och internationella och interkulturella lärandemål*. Proposal developed within the EU project, *The Academic Value of Mobility*, 2016.

Focus on guidance and intended learning outcomes

Many measures have been implemented, nationally and locally, at Sweden's HEIs to increase the number of outward exchange students, but there is still a significant imbalance in exchange levels. Many more students come to Swedish HEIs than travel out.

Based on studies of motivations and barriers to mobility, as well as experience exchanges with Finnish and Dutch HEIs and authorities, the project has developed a number of proposals for measures that focus on study guidance and the structure and content of courses and programmes, particularly the internationalisation of intended learning outcomes. There are, of course, other aspects that are also important in encouraging students to participate in exchanges, but they are not in focus here.

The report variously uses the terms *student exchange*, *exchange* and *mobility* in the meaning of *a period abroad as part of a course or programme organised by the home HEI*.³ The report also uses the abbreviation *HEI* for *higher education institution*.

Project organisation

The project was led by Anders Ahlstrand and Annika Ghafoori at UHR. UHR linked an external project group to the project, consisting of people with broad experience of Swedish higher education. The project managers developed the recommendations in this report together with the project group. In addition to the external project group, the project was also supported by an internal reference group.

A number of recommendations proposed by the project have been tested by pilot projects at seven HEIs during the project period. The purpose of the pilot projects was to test whether the recommendations are feasible and whether it is reasonable to assume that they have the potential to increase the number of outward exchange students. (Reports from the pilot projects can be read in the separate appendix section).

The members of the project organisation and the pilot projects are listed under the heading of Project Organisation.

3 This may be studying on a programme via courses at an HEI or through a period at a workplace. A period at a workplace is called a placement.

Background

More students should participate in student exchanges

In a time of globalisation of the economy and labour market, people's increased international mobility, and an increased international element in many professions, internationalisation of higher education is important. HEIs need to provide students with the right conditions in which to develop the ability to see themselves and the programme's area of knowledge in an international context and to make international comparisons and reflections. The Swedish Higher Education Act also states that "in their operations higher education institutions should promote understanding of other countries and of international circumstances". Even if mobility is not the only way of achieving the aim stated in the Higher Education Act, it is one way of doing so.

According to statistics from the Swedish Higher Education Authority, UKÄ, around 15 per cent of the Swedish students who graduated in 2016/17 spent some of their period of study abroad.⁴ This is below the EU's target for mobility – by 2020, 20 per cent of students graduating in member states should have spent some of their programme abroad. This is the background to why UHR, after consultation with the Ministry for Education and Research, started the project to increase outward student mobility.

For example, the *Erasmus Impact Study*⁵ indicates that foreign mobility contributes to providing students with better chances of being active on an internationally competitive labour market. The Erasmus students who were part of the study found their first jobs more quickly and were more likely to live and work abroad than the students who had not participated in an exchange. The study showed that mobility also has a positive effect on career opportunities. It also states that mobility has a positive effect on HEIs' overarching internationalisation.

The study, *Utlandsstudier – vad händer sedan?* (Studies abroad – what happens afterwards?), which investigated the situation for Swedish students, confirms this picture. The report states that people who have studied abroad as exchange students are distinguished by a being established on the labour market to a greater degree and having a higher income than those who studied their entire programme in Sweden and those who studied abroad independently.⁶

4 Universitetskanslersämbetet and SCB, *Universitet och högskolor Internationell studentmobilitet i högskolan 2016/17*, Statistiska meddelande, UF 20 SM 1703, 2017.

5 Brandenburg, Uwe et al, *CHE-consult for the European Commission, Erasmus Impact study – Effects of mobility on the skills and employability of students and the internationalisation of higher education institutions, 2014*.

6 CSN and SCB, *Utlandsstudier – vad händer sedan?*, CSN rapport 2017:7, 2017.

Many people want to study abroad, but there is a need for more support

A significant proportion of young people want to spend some of their period of study abroad. For example, the *Ungdomsbarometern 2016* survey showed that there is great interest for studying abroad, particularly on exchanges.⁷ Other surveys that only relate to students in higher education also confirm this.⁸

The need for internationalisation and mobility is put forward by both the government⁹ and the students themselves. In the report *Räcker det med undervisning på engelska?*¹⁰ (Is teaching in English enough?) the Swedish National Union of Students, SFS, makes the case that HEIs should do more for internationalisation and mobility. In the report, SFS particularly emphasises that HEIs should invest more in the educational aspects linked to internationalisation.

However, the actual number of students who study abroad is not equivalent to the interest the students show in student exchanges. Several reports examine possible reasons for this. For example, the *Bologna Process Implementation Report (2015)*¹¹ states that, apart from personal reasons, there are two main barriers to studying abroad; one is the syllabus or the organisation of studies, another is the lack of information and encouragement. Other barriers that are mentioned are the student's family situation, personal relationships, the fear of missing parts of the studies at home, that studies will take longer, that studying abroad is difficult to combine with studies at home, and a lack of support from their HEI.

Surveys also show that many students see personal development as the most important benefit of a student exchange. They do not always see the academic value of studying abroad or the way in which a student exchange fits into the studies at home. They worry about the costs and are concerned that studying abroad will delay the end of their studies.¹²

In a study of Norwegian, Finnish and Swedish students' attitudes to studying abroad, Swedish students were less likely to report that they had been encouraged to participate in an exchange than Finnish students. Finland also has a greater proportion of students who go on exchanges. The Swedish students were less likely than Finnish ones to report that they received guidance prior to their stu-

7 In 2016, *Ungdomsbarometern* was responded to by around 16,000 people aged 15 to 24. Those in upper-secondary school who answered that they planned to enter higher education were then asked, "What is your attitude to studying abroad?"

8 E.g. the Sifo survey 2008 – *Utlandsstudier och internationellt utbyte*, Internationella Programkontoret, Sifo, 2008 and Hussein, Yasmin & Mörck, Hanna, *Många vill – få kommer till skott, Varför studerar inte fler utomlands?*, Uppsala studentkår, 2013.

9 E.g. Bill 2008/09:175, *Gränslös kunskap – högskolan i globaliseringens tid*, 2009.

10 SFS, *Räcker det med undervisning på engelska? En granskning av strategier för internationalisering av högre utbildning*, 2014.

11 European Commission/EACEA/Eurydice, *The European Higher Education Area in 2015 – Bologna Process Implementation Report*, 2015.

12 UHR, Cimo, SIU, *Living and learning – Exchange studies abroad*, 2013 and Hussein, Yasmin & Mörck, Hanna, *Många vill – få kommer till skott, Varför studerar inte fler utomlands?*, Uppsala studentkår, 2013.

dent exchange. They were also more likely to state that they declined an exchange due to a lack of study guidance than the Finnish students.¹³

Guidance can be developed

A review of Swedish HEIs' applications to participate in the Erasmus+ programme indicates that a great deal of the support that HEIs give to students, as regards mobility, focuses more on practical supportive measures than academic ones. Study guidance and other forms of academic support are mentioned much less than other forms of support. Few HEIs mention that outward students meet study guidance counsellors or that they have an academic contact person at their home HEI.¹⁴

The image that becomes apparent from the applications is that HEIs transfer the responsibility for the academic aspects of the exchange to the receiving HEI. One question is thus the extent to which HEIs clarify for themselves and for students the ways in which student exchanges provide academic benefits and are part of the studies at home.

Guidance at Swedish HEIs is organised and conducted in many different ways. Some of the project's proposals for working methods are already used in one way or another at some HEIs, while others may be partially or entirely untested. The purpose of the proposals is to highlight efforts that can contribute to improving HEIs' student guidance, which, in the long term, contributes to increasing the number of outward exchange students.

The project's thesis is that proactive guidance and support contributes to students being more likely to go on exchanges and to increasing the quality of these exchanges. The proposals are intended as inspiration for each HEI's continued development of guidance work and their advocacy for internationalisation. They are useful both in the guidance of programme students and for students studying freestanding courses, even if the conditions for long-term planning and the opportunities for reaching out to these groups differ.

13 UHR, Cimo, SIU, *Living and learning – Exchange studies abroad*, 2013.

14 UHR, *En bild av högskolans internationalisering – En analys av svenska lärosätens ansökningar om Erasmus Charter for Higher Education*, 2015.

Adapt the content and structure of courses and programmes to clarify the academic value of student exchange

- Internationalise intended learning outcomes.
- Formulate specific objectives for exchange periods.
- Identify mobility windows that clarify opportunities for exchange.
- Identify courses/course packages at each partner university that the student can study during an exchange.

Internationalise intended learning outcomes

Internationalisation affects all students, but how is this reflected in the intended learning outcomes for courses and programmes? To achieve a higher level of internationalisation, it may be necessary for HEIs to review the intended learning outcomes for courses and programmes. Developing or clarifying international and intercultural aspects of intended learning outcomes makes it clearer for the HEI's students and staff that internationalisation is something that is relevant to all students. These objectives also make clearer for students and guidance counsellors how a student exchange can contribute to achieving the intended learning outcomes. The academic value of the exchange can be clarified when it is placed in relation to the course or programme's contents and objectives.

Recently, the significance of internationalising the intended learning outcomes has also come into increasing focus vis-à-vis the internationalisation of higher education, which the Internationalisation Inquiry indicates in its interim report, published in January 2018.¹⁵

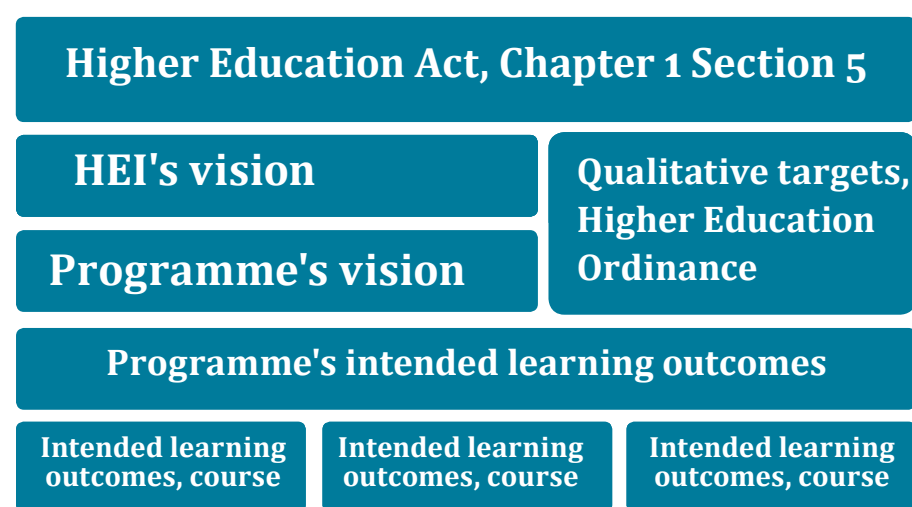
Discussions about student exchanges tend to deal with where the student should travel rather than why the student should study abroad. In a guidance meeting, intended learning outcomes that include international and intercultural aspects may provide the right conditions for a discussion about the purpose of student exchanges; they can be used as a starting point for a discussion about the academic value of an exchange. International or intercultural intended learning outcomes can be formulated in all three outcome areas defined in the Higher Education Ordinance: knowledge and understanding, competence and skills, and judgement and approach.

15 SOU 2018:3, *En strategisk agenda för internationalisering – Delbetänkande om ökad internationalisering av universitet och högskolor*, 2018. Internationally, also Betty Leask, Jos Beelen and others, plus <http://ioc.global/>

Build upon governing documents

Pursuant to Chapter 1 Section 5 of the Swedish Higher Education Act, HEIs' operations shall "promote understanding of other countries and of international circumstances".¹⁶ It is up to each HEI to define what this entails for each course or programme. The content of programmes is described in intended learning outcomes that build upon qualitative targets, as specified in the Qualifications Ordinance appended to the Higher Education Act. For individual HEIs, it is therefore most convenient to clarify international and intercultural aspects in the course or programme's intended learning outcomes. This can be regarded as a chain where, ideally, Chapter 1 Section 5 of the Higher Education Act is reflected in the HEI's and the courses and programmes' (international) vision, which in turn affects their intended learning outcomes.

Figure 1. *The Higher Education Act and intended learning outcomes*



Example 1: Intercultural and international intended learning outcomes as part of assessing the quality of internationalisation

The European Consortium for Accreditation, ECA, has developed a model for assessing an HEI's internationalisation. ECA offers the opportunity to apply for quality certification for internationalisation. International and intercultural intended learning outcomes are one of several decisive criteria for assessing the internationalisation of a programme or HEI.

To be awarded quality certification for internationalisation, it must be clear that the HEI has a comprehensive structure for internationalisation.

This is assessed using five basic criteria:

- vision for internationalisation
- intended learning outcomes
- teaching and learning
- staff
- students

16 In its interim report, the Internationalisation Inquiry proposes a more precise wording for the paragraph on HEIs' internationalisation work.

These criteria are linked. To provide students with the best conditions for achieving the intended learning outcomes established by the HEI according to the programme's vision for internationalisation, the HEI must have the right staff structure and competence.

Further reading:

<http://ecahe.eu/home/internationalisation-platform/about/>

Experiences from the pilot projects

Dalarna University (HD) and Lund University (LU) have worked on internationalising intended learning outcomes and found it to be feasible. HD chose to identify international and intercultural aspects for two programmes: nursing and pre-school teacher education. It has produced a model for how these aspects can be identified and linked to existing intended learning outcomes. The model should also be able to be used on other programmes.

LU chose to add a new intended learning outcome to a course given as part of the BSc programmes in Computer Science and Engineering, and Electrical Engineering – Automation. The intended learning outcome was supported by a new course module that is to be examined. LU has good experience of the implementation of the module; it stimulated good discussions among students, who found the module to be relevant.

Both HEIs were thorough in their processes and involved the heads of programme, lecturers and the HEI's education developer in their work. LU also used focus groups with employers and alumni for input on their work (see appendix 1). HD developed a number of matrixes to facilitate work on linking international and intercultural competences to existing qualitative targets and clarifying progression (see appendixes 7-9).

These changes take time to implement, so their results in the form of a potentially increased number of outward exchange students have not been able to be analysed within the project's timeframe. However, it is undeniable that they illuminate international and intercultural aspects of the course or programme.

Formulate specific objectives for exchange periods

In addition to defining international and intercultural aspects in intended learning outcomes that relate to all students, it may also be beneficial to define specific objectives for an exchange period. These clarify what knowledge, abilities and approaches the student is expected to develop during the exchange period. They specify the purpose of the exchange studies but cannot pose conditions for achieving the qualitative targets.

Experiences from the pilot projects

None of the pilot projects have tested this recommendation. However, the experiences of Hanken in Helsinki are good.

Example 2: Hanken's objectives for mobility periods

The Swedish School of Economics in Helsinki, Hanken, has formulated specific objectives for studying abroad.

"After completing your study performance:

- you have a deeper understanding of diversity
- you have an international perspective on economic sciences and can work in an international environment
- you can use the international experiences you gained when studying abroad in your continuing studies and at your future workplaces."

An exchange period is compulsory at Hanken. To have the credits from their exchange period transferred, the student must reflect on their experiences. Before the credits are transferred for courses completed during an exchange period, the student must submit a report with reflections on how their own self-awareness, their ability to understand others and respect for diversity have developed while studying abroad.

For example, the student can describe whether they have gained new insights or perspectives and how the international environment has contributed to these insights. The student is also encouraged to reflect on how their experiences during the exchange can be used in their continued studies and at future workplaces.

Further reading:

<https://www.hanken.fi/sv/studier/internationella-mojligheter/studier-och-praktik-utomlands/utbytesstudier/studera-utomlands>

Identify mobility windows that clarify opportunities for exchange

One basic condition for students being able to go on an exchange is that there is an exchange agreement with a foreign HEI and there is a period during their studies that can be spent abroad.

By identifying and clarifying opportunities for exchange, the HEI can make it easier for students to decide to complete part of their programme abroad. For example, opportunities can be clarified by identifying mobility windows in course and programme syllabi. For mobility window, we use the definition provided in the report from the Academic Cooperation Association (ACA), *Mobility Windows*

– *From Concept to Practice*: “A mobility window is a period of time reserved for international student mobility that is embedded into the curriculum of a study programme.”¹⁷

Indicating which part(s) of a programme syllabus are most suitable for studying abroad makes it clearer for students how an exchange period fits into the programme. The HEI should therefore identify when in the programme an exchange is most appropriate and which elective and/or compulsory courses can be replaced with courses abroad.

Opportunities for exchange may be more or less specified. The HEI can choose to specify a course package that includes the courses that may be studied abroad (at a specific partner HEI) or choose to leave more free choice.

Clarifying opportunities for exchange or indicating mobility windows in a syllabus send a clear signal from the HEI that exchanges are desirable and that an exchange period is regarded as a natural part of the programme. This may reduce student concern that it is difficult to fit in studying abroad during the study period, because it is clear from the very beginning what part of the programme can be spent abroad.

Highlighting opportunities for exchanges and mobility windows facilitates guidance meetings with presumptive students before choosing their studies. It also makes discussions with students easier when planning student exchanges.

Experiences from the pilot projects

At the start of the project, several of the pilot projects had fairly defined periods for student exchanges in their degree programmes. The pilot project at Lund University was on the Bachelor’s in Engineering which, at the start of the project, had limited opportunities for exchange. They thus began by indicating a semester in which going on an exchange would work and tailored their search for an exchange partner according to what was suitable for that area of the programme.

A semester for exchange had already been indicated on some of the programmes that participated in the project at the University of Skövde. However, for some of the programmes, the reality was that it was difficult to plan an exchange because a methodology course was taught during that semester and it was difficult to find an equivalent one. This practical problem was observed when the programme co-ordinators and international coordinator reviewed the syllabi together. The problem was solved by offering the methodology course earlier.

Offering an exchange semester on teacher education programmes is considered difficult. However, the experience of the pre-school teacher programme at Linköping University demonstrates that it is possible for teacher education to have a mobility window.

17 Ferencz, Irina, Hauschildt, Kristina and Garam, Irma (eds.): *Mobility Windows – From Concept to Practice*, 2013, ACA Papers on International Cooperation in Education, Lemmens Medien, p. 35.

In total, these experiences show that clarifying for students when they can go on an exchange is not adequate; instead, it is necessary to plan programmes so that other practical barriers are removed and that it is important to adapt the search for exchange partners according to what fits in with a particular semester.

Identify courses/course packages at each partner university that the student can study during an exchange

Ready proposals for course packages that can be studied at partner HEIs makes it easier for the student. This may be particularly important for students who feel unsure about the idea of an exchange. Course packages should also facilitate credit transfers for the exchange period.

However, course packages do not suit all students or all programmes. They can therefore be offered as an alternative to a model that has more choice for the student.

Experiences from the pilot projects

Helping students to identify course packages has proven to be particularly important in student groups that have had very low mobility. The students in the focus group that Lund University (LU) met in the first part of the pilot project said that they preferred solutions where they did not need to spend too much time organising the exchange. The same conclusion has been drawn by the pre-school teacher programme at Linköping University (LiU). It is important to clarify the various options. For the pre-school teacher programme, this also means being able to offer various opportunities for time abroad during the programme as organised short exchanges/summer courses and placements.

In their searches for exchange partners, LiU and LU have also had a clear focus on finding partners who can offer courses that are suitable for a specific mobility window.

Offer students proactive guidance on how the exchange is suitable for achieving the programme outcomes

- Provide guidance before, during and after mobility.
- Coordinate guidance activities and formulate shared objectives and clear guidelines for guidance on exchanges, based on the student's programme and qualification requirements.
- Establish a proactive and development-focused guidance chain.
- Appoint lecturers with specific responsibility for guidance.
- Improve competence and interest in internationalisation and exchanges among all staff.

Provide guidance before, during and after mobility

Guidance for education abroad can be divided into three phases: before, during and after the period abroad. These phases and concrete guidance tips are described on the website <https://www.uhr.se/euroguidance/> compiled by Euroguidance Sweden. The tips are intended to increase the quality of the exchange itself. UHR is the Swedish Euroguidance centre and thus has the ongoing task of developing guidance counsellors' competence and interest in internationalisation and exchanges to increase European mobility.

Guidance work prior to a period abroad should focus on motivating, clarifying the academic purpose of the student exchange, and preparing the student for the exchange. The preparations should be both academic and practical. To guarantee the quality of the exchange, the student should also have the opportunity to receive guidance during their period abroad. The student must take more responsibility for their own learning during a period abroad and may therefore require learning support. A student on an exchange should therefore have an academic contact person at their home HEI that they are able to contact.

On a period abroad, learning does not stop after returning home; impressions and experiences are processed during the subsequent period. This is an important and integrated part of the whole learning process. Guidance can therefore optimise the results of the exchange in the time after returning from abroad. The purpose is to bring structure and direction to the learning process that has occurred, by helping the student to evaluate and follow up their experiences.

Experiences from the pilot projects

In the University of Skövde's model for its guidance process, they have added a guidance element on the student's return, where the students – in a group – and the international coordinator present and reflect on the exchange.

The pilot at Linköping University has, in its work on systematising the guidance process, developed a model for support throughout the entire "mobility process", which was a need identified by the students.

Coordinate guidance activities and formulate a shared objective and clear guidelines for guidance on exchanges, based on the student's programme and qualification requirements

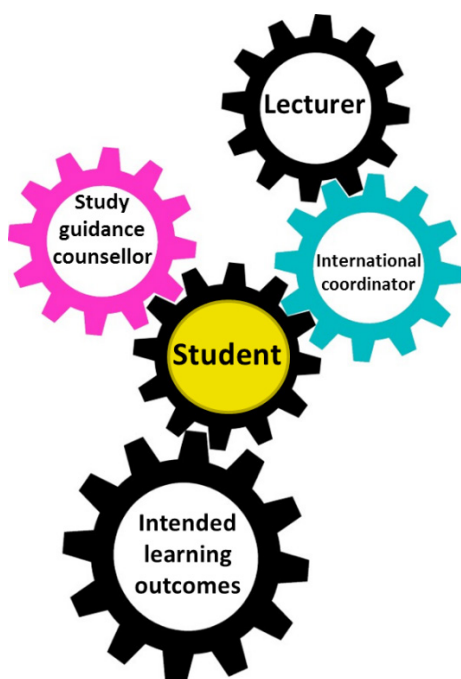


Figure 2. Coordinated guidance with the student in focus

It is increasingly common to recommend that internationalisation should permeate the activities of the entire HEI.¹⁸

Internationalisation work is too comprehensive and multifaceted to be solely conducted by an international office. This also applies to mobility guidance. Achieving increased mobility cannot only be a priority for the HEI's international office. Mobility guidance is more effective if there is coordination and cooperation between the various staff categories at the HEI. Many employees come into contact with the students, but cooperation between the various staff categories is not always well-developed. Therefore, more of the staff categories that meet students need to be involved in guidance about student exchanges. The way in which guidance is organised has an impact on its results.

An important prerequisite for effective guidance is that there is a shared objective for the various functions at the HEI (study and careers guidance counsellors, international coordinators, lecturers, programme co-ordinators, etc.) and clear guidelines. Therefore, formulate a shared objective and clear guidelines

18 SOU 2018:3, *En strategisk agenda för internationalisering – Delbetänkande om ökad internationalisering av universitet och högskolor*, 2018.

for guidance on exchanges, based on the student's programme and qualification requirements. To clarify the academic value of the exchange, the content of the guidance should relate to the programme's intended learning outcomes.

Routines should also be developed for coordinated student guidance. Use checklists for different guidance functions (study and careers guidance counsellors, international coordinators and lectures, etc.) with shared objectives that include information and discussion of the opportunities for student exchanges.

Experiences from the pilot projects

Coordinating guidance with shared objectives and guidelines has proven to be a success factor. Experiences from the pilot projects demonstrate that cooperation between different staff categories helps change become implementable. They also show that a coordinated approach contributes to improved outreach to students.

The University of Skövde developed process flows for students and different staff categories, clarifying the responsibilities and roles of the various staff categories in the process flow for student exchanges (see appendices 12 – 14). This has led to shorter and more efficient information paths and reduced the risk of erroneous information.

The University of Skövde and Örebro University emphasise that cooperation with programme co-ordinators was vital for a successful result. In the pilot project at Linköping University, the programme co-ordinator was one of the project managers, which contributed to the project's success. They highlight how general mobility and internationalisation must be an integrated part of the programme's teaching and how it is important that mobility does not become a separate channel alongside ordinary activities.

The Swedish Defence University also conducted activities to achieve more efficient coordination of international guidance. The university tested new meeting forms and strategies for international guidance in which programme co-ordinators and other teaching staff, as well as students, have a more defined role in information/guidance work than previously.

The people responsible for the pilot project at Linköping University also stated the importance of involving students in the guidance process to gain their perspectives on, and experiences of, mobility. Some of the pilot HEIs used surveys to capture the students' experiences of the guidance work that had been conducted (see appendices 5, 6 and 15).

Example 3: Proactive guidance at Finnish HEIs

Finland is an interesting example, providing inspiration for how HEIs can work proactively with guidance for student exchanges. As mentioned previously, Finnish students are more likely to participate in exchanges than Swedish students; they are also more likely to state that they have received support and guidance prior to the exchange.

The project group met representatives of a number of HEIs in Helsinki in March 2015. Even if conditions are different, with higher education in Finland being more focused on programmes than in Sweden, we believe that some processes used by the Finnish HEIs can provide inspiration for Swedish HEIs.

Meetings with Finnish colleagues showed that study guidance has a prominent role at Finnish HEIs and that a large proportion of the student population meet a guidance counsellor at the start of their studies. Study guidance has an important role to play in increasing student completion. Additionally, focus on guidance also appears to influence Finnish students' likelihood of participating in a student exchange.

In Sweden, students meet study guidance counsellors to a much lesser extent. According to *Studentspegeln 2007*¹⁹, very few, 12 per cent, of Swedish students state that they have discussed plans for the future with a teacher, supervisor or study guidance counsellor. However, over 30 per cent state that they have visited study guidance counselling.

Common to the Finnish HEIs with which we were in contact was that they offer proactive guidance as an integrated part of the programme, and that opportunities for student exchanges have a clear place in the guidance conversation. The HEIs that the project group visited also had a targeted strategy for guidance, in which the various functions, study guidance counsellors, academic advisers and the international coordinator, all cooperate and work toward the same objective.

Establish a proactive and development-focused guidance chain

The project recommends a development-focused, proactive guidance process in which, at an early stage, there is discussion about how an exchange period can be fitted in to achieve the intended learning outcomes of the student's programme. This discussion should occur on several occasions during the study period.

Transition from informing about student exchanges to holding a dialogue about how they can be fitted in to achieve the programme's intended learning outcomes. Study guidance has an important role to play in fulfilling the qualitative targets in the Higher Education Ordinance. It is possible that this potential is used too little and that, instead, in many cases study guidance will deal with practical information and crisis management.

19 Högskoleverket, *Studentspegeln 2007*, Rapport 2007:20 R, <http://www.uk-ambetet.se/download/18.1ff6bf9c146adf4b496785/1404209835025/0720R+Studentspegeln+2007.pdf>

When it comes to guidance and information, HEIs do a great deal. However, according to several student surveys, students feel that they do not get the information and support they want for studying abroad. The opinions that many students express, such as how student exchanges lengthen the period of studies or that an exchange does not fit into their programme,²⁰ are probably based on a lack of understanding about the academic value of exchanges and how they can comprise an integrated part of a programme. Proactive guidance could help counteract this.

Information, discussion and reflection about the programme and the opportunities for exchange need to be brought up at an early stage of the programme to clarify for the students how a student exchange can take place as a natural part of the programme. Guidance can be provided by study guidance counsellors and international coordinators, but lecturers and course and programme co-ordinators can play an important role in guiding the student. This is absolutely applicable regarding the academic value of a student exchange.

Experience from Finland shows the effectiveness of using recurring, scheduled guidance, helped by multiple functions that are responsible for guidance at the HEI. Advisory services and guidance can be conducted individually or in a group. At these meetings, plans for reflection and study planning (see below) can be produced or revised and possible student exchanges discussed.

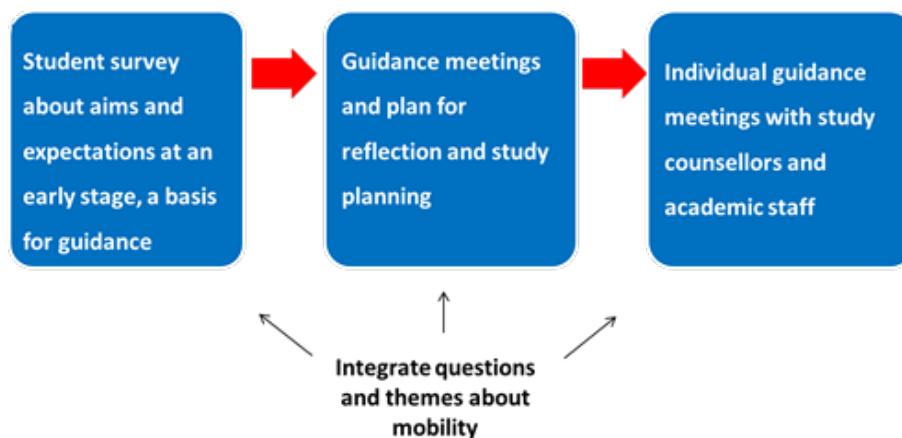


Figure 3. Proposed guidance chain

Student surveys as a basis for guidance

A student survey can be appended to admission notifications for first-year students. This could contain questions about their educational background, language skills, motivation, style of learning, plans for and aims with their studies, interest in studying or going on a placement abroad, et cetera (see appendices 2, 10 & 11).

²⁰ E.g. UHR, Cimo, SIU, *Living and learning – Exchange studies abroad*, 2013 and Hussein, Yasmin & Mörck, Hanna: *Många vill – få kommer till skott, Varför studerar inte fler utomlands?*, Uppsala studentkår, 2013.

The purpose of the survey is to get students to begin to reflect on their studies, specialisation, need for development, opportunities for exchange, future career choices, etc., which can be used as a basis for a guidance meeting at a later date. The student also benefits from these reflections in their continued study planning.

Scheduled guidance that includes discussions about student exchanges

Offer scheduled guidance sessions during the student's first semester of studies. Use the tools that students require for their studies as a basis and highlight mobility as an opportunity. It is important that guidance sessions have a clear objective. This could be that the student knows about the programme's intended learning outcomes, understands what is required to achieve them and has reflected on whether and, if so, how, mobility could contribute to achieving them. Also provide clear information about the application process and how foreign mobility is conducted, the advice and guidance that is available and what funding the HEI offers.

This type of guidance session can be important for an individual student, particularly at the start of their studies and especially for students from educationally disadvantaged backgrounds. A report from a British project, which aimed to increase mobility in under-represented groups, stated that it is especially important to offer coordinated guidance and support that links exchanges to their programme and future profession to make people from these groups interested in mobility.²¹

Guidance sessions can be conducted in various forms for different courses (in plenum, in a group and individually). Responses to student surveys (see above) about what students want from their studies can be used as a basis for discussion. They could include elements such as knowledge of a scholarly field, praxis for teaching and studies, information about issues of legal certainty and study regulations (e.g. qualifications ordinance, examination rules), opportunities for language classes prior to the exchange, funding the exchange, academic writing and information about how students can make their own plans for reflection and study planning (see appendices 3, 4, 18 and 19).

Plan for reflection and study planning

Drawing up a plan for reflection and study planning can help a student to think more broadly and in a more long-term manner about the format of their studies, choice of courses, specialisation and studies abroad. The student is encouraged to consider, take more responsibility for their education, reflect on their studies and what their education will be used for. The plan is a useful basis for the student's discussion with a study guidance counsellor and can be used as a tool to clarify where in the programme an exchange could take place.

21 E.g. UHR, Cimo, SIU, *Living and learning – Exchange studies abroad*, 2013 and Hussein, Yasmin & Mörck, Hanna: *Många vill – få kommer till skott, Varför studerar inte fler utomlands?*, Uppsala studentkår, 2013.

Naturally, the conditions for drawing up a study plan vary depending on the study format. Students on loosely designed programmes, or who study freestanding courses, probably have a greater need to plan their studies than students on programmes with a set syllabus. However, even students on programmes with few elective courses can benefit from reflecting on the various parts of the programme. If there are sparse advisory/guidance resources, the student can produce a plan, perhaps using information from the HEI's website and/or introduction (see appendices 4 and 20).

By using guidance and an individual plan for reflection and study planning at an early stage of the programme, students have the opportunity to think about how and when a student exchange can be part of the programme.

Experiences from the pilot projects

Several of the pilot HEIs have established a proactive and development-focused guidance chain. The School of Humanities, Education and Social Sciences at Örebro University tested this on two of its Bachelor's programmes. In the first phase of the project they developed a guidance chain that had an early survey, two scheduled guidance meetings in the student's first semester and "ordinary" guidance meetings. Based on the recommended study route, the students reflected individually on what their study route could be to meet future goals.

The experience of this was good. Students were able to reflect on their programme's intended learning outcomes and their own goals, as well as opportunities for mobility. This not only resulted in improving their knowledge of mobility, but the study guidance counsellors in the pilot project also felt that students demonstrated greater awareness of their studies in general. The survey conducted by the pilot project after these activities revealed that a clear majority were positive to the activities conducted, with people expressing that these had influenced their view of higher education and the value of mobility.

In the second phase of the project, the guidance model was expanded to all six Bachelor's programmes at the school. After testing the model with two guidance meetings on all six Bachelor's programmes, there was a need to develop a model that required fewer resources. This model includes one meeting in which the student has the opportunity to reflect on their programme and opportunities for mobility. The advantage of this model is that it requires fewer resources. Student evaluations have shown that the model is appreciated.

Linköping University has developed an "annual wheel" to visualise various mobility-promoting activities. These activities are linked to normal teaching on the programme, offering all students the opportunity for international experience. The pilot project emphasises that mobility/internationalisation must be an integrated issue in teaching on a programme, i.e. it needs to be highlighted in a different way, in both specific activities and in ordinary teaching.

The University of Skövde has produced a process description for guidance before and after mobility, which clarifies the roles of various staff categories (see appendices 12–14).

Student surveys were used in several pilot projects. They turned out to have several uses: a basis for discussion in group guidance meetings, capturing interest in student exchanges among students to be able to target information and guidance to interested parties, and capturing the ideas and needs of students vis-à-vis mobility.

Whatever the purpose of the surveys, they fulfilled the function of adapting activities to the students' needs and wishes. The surveys have provided opportunities for adapting activities to the circumstances of a specific student group. This has proven to be particularly important among groups where mobility is particularly low.

Even if student surveys are a good way of capturing students' ideas about and interest in exchanges, they require resources for planning, conducting, analysing and possibly implementing. Experience from the pilot projects shows that it is important to find the right level and that there are adequate resources for the work being done.

Example 4: Guidance at Finnish HEIs – guidance courses, personal study plans and academic guidance counsellors

The Finnish HEIs that were visited by the project group have compulsory guidance/introduction courses worth 1–2 credits at the start of a period of study. During this course, students have the opportunity to reflect on and plan their studies by drawing up a personal study plan. The introduction course often stretches over the first semester. The purpose of the course and the personal study plan is to help the student reflect on their studies and what they will then use their education for. One aim is for the students to take greater responsibility for planning their studies.

The course is often followed up with subsequent scheduled guidance meetings during the rest of their studies. Opportunities for student exchanges are brought up during these courses and when drawing up a personal study plan. At one HEI, students who are not planning to go on an exchange are encouraged to make an alternative study plan that includes an exchange, which reveals the opportunities for a student exchange as part of the programme.

During, and prior to, the recurring guidance meetings, the HEIs use different types of questionnaires and discussion templates, which also include questions about student exchanges and internationalisation. At several of the HEIs there are also academic counsellors, i.e. teaching staff who have specific responsibility for providing academic guidance to a group of students as part of their jobs.

The HEIs met by the project group reported multiple effects that raised quality. The students' results improved, the HEI has better potential for following student performance and the measures also result in a greater degree of student completion and higher number of outward exchange students.

Appoint teaching staff with specific responsibility for guidance

The attitudes of lecturers and guidance counsellors to student exchanges may be of decisive importance when guiding students. Lecturers who provide information about exchange opportunities and support for planning them, confirm to students that the HEI considers internationalisation and mobility to be important and they can provide academic benefits to the programme.

In Finland, numerous HEIs have an academic adviser to coach and guide students in their studies and in future career choices. In addition to teaching and research, these academic advisers are also tasked with providing guidance to students.

Advisory services for students can be organised as a normal part of the teaching staff's job description. As a complement to ordinary study guidance and information about opportunities for student exchanges, teachers with subject knowledge on the relevant programme can be used to provide subject-specific guidance to the students about the aim of the studies, opportunities for student exchanges and future careers.

Experiences from the pilot projects

The Swedish Defence University's pilot project worked actively to involve lecturers in information and guidance about student exchanges. The pilot project at Linköping University will, as part of guiding students before, during and after an exchange, allocate exchange students with a person they are in contact with during their exchange period.

The University of Skövde developed a special schedule for the role of programme co-ordinators in the process flow that a student moves through to go on an exchange. This states what they should do if a student contacts them about a student exchange.

Improve competence and interest in internationalisation and exchanges among all staff

Experience from Finland shows that staff training and continual competence development is important in maintaining the interest of guidance counsellors and lecturers for internationalisation and exchanges.

Competence among teaching staff on internationalisation and mobility can be improved by incorporating elements of internationalisation in the courses on teaching and learning that the HEI offers its teaching staff.

The Erasmus Impact Study also shows that there is a link between a positive attitude to international issues (an international mindset) and personal exper-

iences of mobility.²² Lectures and study guidance counsellors should therefore be encouraged to participate in exchanges with foreign partner HEIs. Funding for this is available through the Erasmus+ programme, among others.

Experiences from the pilot projects

The pilot project at Umeå University developed a module on internationalisation and mobility in one of the courses included in the basic offering of courses in teaching and learning in higher education that are aimed at new teaching staff. The overall aim is to expand lecturers' educational toolbox by examining issues of internationalisation in relation to aspects of quality and educational targets, to influence student mobility in the long term.

The module is a half-day, during which the participants work with aspects of domestic internationalisation and an individual task where the participant investigates how their department works practically to support students who decide to study abroad. Including the individual task, the module is estimated to require 8–10 working hours for the participant to complete (see appendices 16 and 17).

The module is now a permanent element of the course which, in its present form, has been offered three times with good results. The content of the module fulfilled a need among the teaching staff and encouraged discussion of the role of internationalisation in teaching. The HEI has also introduced aspects of internationalisation in some other activities that target other teaching staff. Work to develop and implement the course module has also led to increased cooperation between the HEI's international office and the unit for teaching and learning in higher education.

The University of Skövde organised workshops to increase knowledge about internationalisation and mobility among programme co-ordinators. The Swedish Defence University is planning a short training course for programme co-ordinators using tools in *Euroguidance*.

22 *Erasmus Impact study – Effects of mobility on the skills and employability of students and the internationalisation of higher education institutions*, 2014, p. 18.

Pilot projects at seven Swedish HEIs

Seven HEIs have tested parts of the project's recommendations

Seven HEIs have participated in pilot projects to test parts of the project's recommendations for working methods aimed at increasing the number of outward exchange students. The purpose was to examine whether they are appropriate, adequate and implementable.

Prior to the start of the pilot projects, the project managers and specially appointed contact people from the external project group visited the HEIs to discuss the format and implementation of the pilot projects. Three of the pilot projects started in the autumn semester of 2015, and four joined the project's second phase in the autumn of 2016. All the pilot projects presented final reports for their activities and experiences in February 2018.

During the planning, implementation and evaluation stages, the project management and external project group was available to the pilot projects via telephone and email. The pilot projects were followed up by a short report on their most important experiences and conclusions, as well as a concluding follow-up meeting with the project management, external project group and participants in the pilot projects.

The pilot project's reports are published in a separate appendix section to this report.

Summary of the pilot projects' results

The clearest and perhaps most important conclusion of the pilot projects' experiences is that internationalisation and mobility cannot be a priority for a sole unit at the HEIs. Coordinated efforts with shared objectives and participants from multiple areas of the HEI are necessary for success. Programme co-ordinators and support from management are highlighted as being particularly important in achieving change.

Adapting the content and structure of courses and programmes

Three of the pilot projects have worked on the project's proposal for the development of international and intercultural intended learning outcomes in course and

programme syllabi. Changes to intended learning outcomes take time and require support from many areas. The Faculty of Engineering at Lund University developed the outcomes for a course that has been held with good results. Dalarna University has developed a matrix for identifying and developing internationalised intended learning outcomes in their courses and programmes. However, the next stage, formulating intended learning outcomes that can be introduced in programmes, has not yet been implemented. The pilot project at Linköping University developed an international course package in which Swedish students study alongside international students. Teaching is in English with examinations in either Swedish or English.

The pilot projects have gained the following experience:

- **Build upon what you have.** It may be necessary to formulate entirely new international/intercultural intended learning outcomes, but it is also important to review how existing intended learning outcomes can be internationalised. Current course elements may contain areas that can be emphasised.
- **Involve employers and alumni in discussions about which intended learning outcomes may be particularly relevant.** One pilot project, LU, has used focus groups with employers who employ engineers and with alumni to investigate perspectives on internationalisation and mobility, which provided valuable input for their work.
- **Internationalisation should reach all students, not only the ones who go on exchanges.** Introducing international and intercultural aspects in intended learning outcomes is one way of ensuring that internationalisation reaches all students.
- **It is also important to plan for incoming students** to increase internationalisation and have more outward students. Incoming students should study alongside the domestic students to a much greater degree. This contributes to increased internationalisation at home and may influence students' willingness to go on exchanges.

Measures for proactive guidance

The project's conclusion is that the proposed measures for developing guidance have been partially confirmed by the pilot projects conducted at Linköping and Örebro universities, the University of Skövde and the Swedish Defence University. Umeå University focused on developing the staff's competence regarding internationalisation issues by incorporating a module on internationalisation in one of the basic courses in teaching and learning in higher education, so linking internationalisation to their teaching.

The pilot projects have had the following experience of guidance measures:

- **Critical factors for success are support from management and cooperation between staff categories at the HEI** (guidance counsellors, teaching staff, international coordinators) and students with experience of mobility in the development of more proactive guidance work.
- **Clear process descriptions and an "annual wheel" clarify the allocation of responsibility and facilitate planning.**

- **Courses in teaching and learning in higher education are a good way of making teaching staff aware of internationalisation issues** and the role they can play. All HEIs offer courses in teaching and learning in higher education for their teaching staff. There is huge potential for using these courses to integrate aspects of internationalisation in teaching. Lecturers are an important category to involve. Continuing Professional Development (CPD) meetings for teaching staff can be a forum for discussion and education on mobility and internationalisation.
- **Student surveys** can be an important basis for guidance meetings and are one way of capturing students who are interested in exchanges.
- **Scheduled guidance meetings for new students can improve students' understanding of how mobility can fit into their programme.** This type of guidance can be developed and implemented on a long-term basis throughout the programme. Participating students demonstrated increased understanding of the way different areas of the programme were linked and subsequent meetings started at a "higher" level. The route between the students and guidance counsellors was perceived as shorter because they had met at an early stage of the programme.
- **Proactive guidance should be conducted regularly throughout the period of study.** Guidance meetings that not only provide information but also offer opportunities for reflection and discussion about studying, careers and mobility.
- **Methods for communicating with students can be developed.** Getting students to participate in guidance activities is a challenge when these are not compulsory. Information about guidance meetings should therefore be communicated in a range of ways, via teaching staff, scheduled meetings, reminders, information in course/programme portals and at the start of a programme. It is important to keep the conversation active by following up students who show an interest in exchanges.
- **A well-developed, proactive guidance chain requires a lot of resources, particularly initially.** It is therefore important that the HEI allocates staff resources to achieve lasting change and that work is integrated in the faculties' and HEI's operating plans.

Did the measures result in increased mobility?

The long-term aim of the project was to increase outward mobility and the reports from the pilot projects indicate a positive result. Several of them, the University of Skövde, Swedish Defence University and Linköping University, report a greater interest in student exchanges and that more students on programmes included in the pilot project participate in exchanges.

However, the results are not entirely unambiguous. Two programmes at Örebro University participated; one shows some increase in outward students while the other is not demonstrating the same result. Survey responses from the students accepted for an exchange do indicate however that the guidance measures had a positive result.

Changing intended learning outcomes takes time to implement and the results are only apparent in the long-term. Therefore, within the project's timeframe, it has not been possible to analyse whether internationalising the intended learning

outcomes led to an increasing number of outward exchange students. However, it is indisputable that they illuminate international and intercultural aspects of the course or programme.

All the measures conducted at the pilot HEIs are of a long-term character. They have been introduced in normal activities and the actual results will be shown in the future. The experiences of the pilot projects have inspired other areas of their own HEIs, as well as other HEIs that were not included in the project. UHR will continue to disseminate the project's results in various contexts to emphasise the importance of clarifying the academic value of mobility.

Project organisation

The project was run by the Swedish Council for Higher Education, UHR. The project managers were Anders Ahlstrand and Annika Ghafoori. An external project group was linked to the project, which consisted of people with wide ranging experience of Swedish higher education. The student representatives were nominated by the Swedish National Union of Students, SFS, while the majority of HEI representatives were nominated by the Association of Swedish Higher Education Institutions, SUHF. The Swedish Ministry of Education and Research was the principal for the project.

External project group

Linda Gerén, SUHF

Helen Elvstrand, Linköping University (from 15 May 2016)

Patrik Henriksson, SFS (from 15 May 2016)

Jan Erik Lundquist, Linköping University

Anna-Lena Paulsson, Karolinska Institutet

Robin Moberg, Swedish Higher Education Authority (from 15 May 2016)

Sandra Schriefer, SFS (from 1 November 2014 to 30 April 2016)

Eva Skytt, Uppsala University

Rebecka Stenkvist, SFS (from 1 November 2014 to 30 April 2016)

Caroline Sundberg, SFS (from 15 May 2016 to 30 June 2017)

Linn Svärd, SFS (from 1 July 2017)

Bitte Söderberg Roth, Örebro University

Per Warfvinge, Lund University

Per Westman, Swedish Higher Education Authority (from 1 November 2014 to 30 April 2016)

Ingela Wiklund, Linköping University (from 1 November 2014 to 30 April 2016)

Pilot projects within the project

Three pilot projects began in 2015, during the first phase of the project. These three continued during the second phase of the project and presented their final reports on 28 February 2018.

Pre-school teacher education programme at Linköping University

Helene Elvstrand, programme co-ordinator, pre-school teacher education programme

Lena Örnstrand, faculty coordinator for internationalisation

Bachelor's in engineering at Lund University

Per Warfvinge, director, Centre for Engineering Education CEE

Christin Lindholm, programme co-ordinator, Computer Science and Engineering/Electrical Engineering – Automation
Christina Grossmann, head of the international office
Thomas Olsson, educational consultant
Martin Höst, chair of the programme committee

School of Humanities, Education and Social Sciences at Örebro University

Martin Bolinder, study guidance counsellor
Bitte Söderberg Roth, study guidance counsellor
Tina Fält, study guidance counsellor
Malin Öberg, study guidance counsellor

Another four pilot projects were added in the project's second phase. These began in the autumn of 2016 and presented their reports on 28 February 2018.

Nursing and teacher education programmes at Dalarna University

Susanne Corrigox, internationalisation coordinator
Torsten Blomkvist, education strategist
Ingrid From, senior lecturer in caring sciences and chair of the area committee for health and caring sciences
Juvas Marianne Liljas, senior lecturer in education and deputy chair of the area committee for educational science
Maria Taxell-Stoltz, student representative

Civilian Bachelor's programmes at the Swedish Defence University

Carin Jutterström, international coordinator
Desirée Hervard, study and careers guidance counsellor
Nina Gemvik, officer for internationalisation issues

School of Informatics at the University of Skövde

Paul Mandl, internationalisation coordinator
Christo Burman, programme co-ordinator, Game Writing (replaced late summer 2017 by Louise Persson)
Elizabeth Persson, deputy head, student support services
Erik Bergström, international education coordinator
Henrik Svensson, programme co-ordinator, Information Technology - User Experience Design
Jesper Holgersson, programme co-ordinator, Information Systems Development - Business Intelligence
Joakim Kävrestad, programme co-ordinator, Network and System Administration
Jörgen Hansson, professor
Malin Westlund, study and careers guidance counsellor (replaced in the spring of 2017 by Frida Lindgren, international coordinator, student support services)
Sanna Larsson, international coordinator, International Office

Umeå University

Eva Svedmark, director and educational developer, Centre for Educational Development
Gregory Neely, former head, International Office

Heidi Hansson, deputy vice-chancellor, responsible for education
Ingrid Svensson, head, International Office

Internal reference group

An internal reference group was also linked to the project.

Jöns Ahlén, Department for International Cooperation, UHR

Nina Ahlroos, Department for Admissions and Student Information and Euro-guidance, UHR

Yolanda Brännström, Department for Qualifications Recognition, UHR

Eva Holmestig, Department for Policy Analysis, UHR

Jari Rusanen, Department for International Cooperation/ Department for Policy Analysis, UHR

Kristin Lohse, Department for International Cooperation, UHR

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UHR's role in internationalisation

The Swedish Council for Higher Education (UHR) is a Swedish government agency with many different tasks in the education sector. In the field of internationalisation, its responsibilities include:

- on behalf of the government, the European Commission and the Nordic Council of Ministers, coordinating and providing information about supporting programmes for international cooperation and exchange in the entire field of education, e.g. Erasmus+. www.uhr.se, www.utbyten.se
- supporting and developing information exchanges about the European education system through Eurydice.
- developing an international dimension to study guidance through Euroguidance.
- recognition of foreign qualifications, the home of ENIC-NARIC Sweden which provides information about the recognition of qualifications and credit transfers, and about the Lisbon Recognition Convention. <https://www.uhr.se/bedomning-av-utlandska-utbildningar/enic-naric-sverige/>
- providing information about studying in Sweden and abroad and coordinating admissions for most higher education in Sweden.

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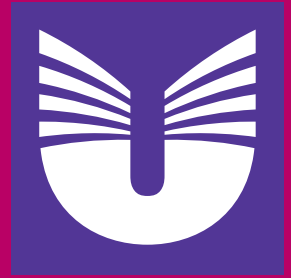
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Education, exchange, enrichment – helping you take the next step

The Swedish Council for Higher Education is a government agency tasked with providing support to the education sector through a number of various activities. The council is located in Stockholm and Visby.

- providing information prior to higher education studies, managing the Swedish Scholastic Aptitude Test, producing regulations, and coordinating the admissions process to higher education, developing and managing IT systems and electronic services for the education sector,
- facilitating international exchange and training across the entire educational spectrum
- recognising foreign qualifications,
- promoting widening participation and working for equal rights and opportunities in higher education.

