

Follow-up of degree-awarding powers

Are these powers working as
intended?



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Summary

Each year, the Swedish Higher Education Authority (UKÄ) appraises applications for degree-awarding powers. The appraisal process is resource-intensive for the applicant higher education institution (HEI), for UKÄ, and for the qualified assessors who participate. It is important to follow up how the granted powers have been used by the HEIs. This report covers the follow-up of all degree-awarding powers granted between 2018 and 2023. The follow-up is based on register data and the information that the HEIs publish on their own websites.

It shows that 38 out of the 39 cases in which degree-awarding powers have been awarded have led to programmes being launched under those powers at some point during the period in question.

A more detailed analysis shows that there is a high degree of correspondence between the planned number of places listed in the application and the number of students registered at the start of the programme. For programmes leading to professional qualifications, student retention and achievement rates are, with some exceptions, equivalent to the same measures for comparable programmes. There is considerable variation in applications in terms of the subjects applied for and the characteristics of the applicant HEIs. This is reflected in the results in terms of variation in acceptance ratio for the programmes.

A further snapshot of the programmes in autumn 2024 shows that a handful of programmes in the data have recently been suspended. Further follow-up is needed for these. The statistical data in this report suggests that one explanation may be a lack of student data.

Introduction

Why follow up degree-awarding powers?

The Swedish Higher Education Authority (UKÄ) decides on behalf of the Government whether to grant degree-awarding powers to public-sector HEIs¹. For independent higher education providers, it is the Government that decides whether to grant degree-awarding powers. The Government will usually send the case to UKÄ for assessment and an opinion. The degrees for which universities, university colleges and independent higher education providers must apply differ². The number of applications UKÄ receives in the form of direct applications or as referrals from the Government usually varies from one year to another. It is usually about ten applications per year. Sometimes a new degree is introduced (e.g. the Master of Science in Health Care Counselling), which leads to more applications, as all HEIs that want to offer this professional qualification must apply for degree-awarding powers for it. This report shows how granted powers are used by the HEIs. On average over a longer time horizon, about 60 per cent of all applications are approved. In addition to the 40 per cent of applications rejected through use of an external assessment panel, a handful of applications have also been rejected on purely administrative grounds, i.e. because the application was incomplete. In these cases, there was insufficient data to assess the application.

Follow-up of granted degree-awarding powers is done on an ongoing basis to some extent in the form of UKÄ's programme evaluations. The selection process for programme evaluations recently underwent development, and UKÄ now uses its collective knowledge more actively. Decisions on which programmes to review are based on review results, analyses, experience from supervision and external monitoring, and dialogue with the sector and other government agencies. UKÄ can also, e.g. after notification, decide that a programme evaluation should be carried out on an ad hoc basis. This has been done a couple of times in recent years.

The HEIs also carry out their own programme evaluations within the framework of their quality systems, which are reviewed on an ongoing basis by UKÄ through HEI reviews. These activities capture certain

¹ With the exception of the Swedish University of Agricultural Sciences and the Swedish Defence University. The Government makes decisions on degree-awarding powers for the Swedish University of Agricultural Sciences and the Swedish Defence University.

² Which degrees a university, university college or independent higher education provider must apply for differs depending on the type of HEI. However, all of them must always apply for degree-awarding powers for professional qualifications and qualifications in the fine, applied and performing arts.

processes around establishment as well as a selection of programmes linked to degree-awarding powers. In 2021, the *European Association for Quality Assurance in Higher Education* (ENQA) recommended that UKÄ conduct follow-up for *all degree-awarding powers granted*, both for control and support purposes. UKÄ's interprets the recommendation as meaning that the follow-up should both check that programmes have been started as planned and identify any obstacles that hinder the programmes associated with the degree-awarding powers from being started. The latter is for support purposes³. We also apply a perspective of efficient use of resources here. This interpretation means that UKÄ's granting of degree-awarding powers is effective if it leads to the start of new programmes of high quality.

Scope and delimitation

This report first presents a follow-up of all degree-awarding powers granted between 2018 and 2023, i.e. over six years. All of the degree-awarding powers are presented in Appendix 1. The reasons for the time delimitation are as follows:

- (1) *Relevance*. The follow-up highlights degree-awarding powers granted more recently. The reason for not looking at degree-awarding powers granted further back in time is because doing so would reduce the relevance of following up the powers.
- (2) *Opportunity to start up the programme*. Including powers granted up until the end of 2023 made it possible to include cases in which the HEIs had the opportunity to start the associated programme at the time UKÄ began its follow-up in autumn 2024.
- (3) *Sufficient number of degree-awarding powers*. Including degree-awarding powers granted over a period of six years makes it possible to include a reasonably large number of degree-awarding powers in the study. As such, 39 cases of degree-awarding powers granted have been included in the study⁴. This number tones down the possible effects of random outcomes that could exist by including a smaller number in the study.

³ Based on the recommendation from ENQA, UKÄ has in recent years carried out two thematic follow-ups of a sample of degree-awarding powers granted (Report 2021:14. Doctoral education at university colleges – a question of profiling, and Report 2022:2. Appraisals of degree-awarding powers 2017–2021. Experiences and conclusions). The first report involved a follow-up of all degree-awarding powers granted in doctoral education over a ten-year period (2010–2020), focusing on the number of subjects established and the number of doctoral students. The second report contains an analysis of experiences and conclusions from all applications for degree-awarding powers assessed by UKÄ between 2017 and 2021, focusing on the outcome for different assessment criteria.

⁴ A number of HEIs received new degree-awarding powers when a new system of qualifications was introduced for the degree of Master of Science in Medicine and the Higher Education Diploma in Dental Hygiene. We chose to exclude these degree-awarding powers from the follow-up, as these HEIs have had degree-awarding powers for these degrees for some time, and the new degree-awarding powers are therefore seen more as revised powers.

Terminological clarifications

In this report, we sometimes use the term *degree-awarding powers* and sometimes *authorisation*. In the context of this report, these terms are used interchangeably. The relationship between programmes given and the degree-awarding powers on which they are based are as follows. Degree-awarding powers refers to the power to award a particular degree, such as a Master's Degree in Computer Science (60 credits). What leads to this degree is one or more different *programmes* with, in this case, computer science as the main subject (main field). When we then study how the degree-awarding powers are used, we focus on programmes that have been started under these powers. In other words, the focus is on programmes that have been started, have data on acceptance ratio, and have registered students with a certain performance indicator. The degree-awarding powers thus specify the framework (in the form of specified subjects and levels) within which the HEI is permitted to start programmes.

Data material

The material used in this report concerns data on a total of 39 cases of degree-awarding powers granted between 2018 and 2023. The data is derived from Statistics Sweden's statistical material. Data has also been retrieved from the HEIs' own websites.

Focus areas

In order to follow upon degree-awarding powers granted, we have identified a number of focus areas. The areas covered in the report are listed below.

Have programmes been started under the granted degree-awarding powers?

The following questions relate to this area: Has a programme been started under the granted degree-awarding powers? Is the programme (or programmes, where applicable) started the one listed in the application? Does the planned number of places in the programme match the number of students later registered? Follow-up of this is for both control and developmental purposes. In the former case, it is a matter of checking that the programme has started and that it matches the planned programme in terms of number of students. In the latter case, the developmental purpose, it is more about checking for any obstacles to starting the programme so that potential new applicants can be informed about them.

Acceptance ratio for the programmes

Acceptance ratio relates to one of the requirements for granting authorisation to provide a particular programme. In their applications, HEIs must justify (based on an external analysis) what need the intended programme will cover in relation to society and in relation to the range of programmes that already exist at the regional and national level. A study of acceptance ratio for the programme can indicate whether there was a need for the programme. In this report, the indication is based on a national comparison of acceptance ratio for similar programmes at other HEIs.

Retention on the programmes

To further examine how degree-awarding powers are working in a broad sense, we have chosen to study the extent to which the students remain on the programmes after a period of time. Student retention is normally expressed as a percentage, i.e. the proportion (per cent) of student who remain on the programme after a certain period of time. Here too, we have used comparisons with other similar programmes.

Achievement rate on the programmes

Achievement rate is a measure of how many credits students earn of the number of credits they are registered for in a given period. In cases where the achievement rate is significantly lower than the average for similar programmes (the same applies for retention rate), it may be of interest to delve deeper and try to understand why this is the case. Naturally, achievement rate depends on many factors not directly related to the newness of the programme, such as the mode of study (campus or distance) and the students' background and motivation to complete the programme.

Results

Third-cycle (doctoral) education: doctoral students in all programmes

Seven of the authorisations granted relate to third-cycle (doctoral) education. Universities are generally authorised to provide doctoral programmes⁵. It is therefore university colleges or independent higher education providers who apply to be granted these degree-awarding powers. As the latest official data on registered doctoral students relates to autumn 2023, it is this data that we present in the next section.

The data shows that there were doctoral programmes with registered doctoral students within the framework of all seven authorisations in autumn 2023. Registered doctoral students here refer to doctoral students regardless of their level of activity. There may have been doctoral students at the HEIs in question before authorisation for the doctoral programme was granted. This is because there may be doctoral students who are registered at an HEI with the relevant degree-awarding powers (e.g. a university), while at the same time being employed at a university college. For the purpose of this report, this is of less importance as we wanted to see whether the HEIs granted degree-awarding powers subsequently offered a relevant doctoral programme under their own auspices. Table 1 shows the areas in which doctoral level degree awarding powers were awarded between 2018 and 2023. The authorisations related to different disciplines (Engineering, Art, etc.) and in several cases represent specialisation within the discipline in question. Except for one case, all degree-awarding powers were granted to public-sector university colleges. The exception is authorisation for the area *Maritime Studies*, which, following a government decision, is held by the International Maritime Organization (IMO), with the right to award degrees through the World Maritime University.

Table 1. Degree-awarding powers granted at the third-cycle (doctoral) level 2018–2023

Area of authorisation	Offers doctoral education with registered doctoral students
Pedagogical work	Yes
Health sciences	Yes
Maritime studies	Yes
Resource-effective built environment	Yes
Visual, applied and spatial arts	Yes
Educational sciences	Yes
Health in the digital society	Yes

⁵ Chapter 1, Section 11 of the Higher Education Act (1992:1434).

First-cycle (Bachelor's) and second-cycle (Master's) education: students registered in 26 out of 27 programmes

The remainder of this report focuses on results for first-cycle (Bachelor's) and second-cycle (Master's) programmes. These results relate to the following: whether programmes have started, number of places in the programme, acceptance ratio, student retention, and student performance. We decided not to include doctoral programmes in this part of the follow-up, as only a small number of doctoral programmes are involved and this, coupled with the doctoral students being revealed in a follow-up, makes comparison with other (doctoral) programmes more difficult.

Of the 32 first- and second-cycle programmes, 5 were started relatively recently (spring semester 2024 and onwards). We therefore lack data on the number of students registered in these. Of the remaining 27, we have uncertain data for 1 programme⁶. Over the whole period 2018–2023, 26 of the 27 programmes had registered students at some point.

We chose to look a little closer at registered students in autumn semester 2023, when most programmes had been running for some time since authorisation was granted. The results show that new students were registered in autumn semester 2023 for 24 of the programmes. This means that there were active programmes with newly registered students in autumn semester 2023 for the vast majority of degree-awarding powers granted. For the programmes that had no registered students at the time point in question, it emerged that admissions have been temporarily paused or, in one case, the programme never started.

Comparison between planned number of places and number of registered students

In order to see how well the planned number of places is proportionate to the number of students actually registered, we calculated the number of students registered in 2022 and 2023 and compared these numbers with the information in the application regarding the number of planned places. The years 2022–2023 were chosen because we have considerably more data for these years, which is related to the relatively few new authorisations granted between 2018 and 2020⁷. For 20 of the 24 programmes with registered students in the statistics, there was a high degree of correspondence between the planned number and the actual

⁶ One of the programmes that lacked registered students is used to provide what is known as a double degree, in this case a Master's degree (60 credits) for professional qualification in healthcare. It is likely that the students are only registered on the professional qualification programme in this case. With this in mind, we have seen that students have graduated with the professional qualification in question and there is a similar outcome for the general qualification. We have interpreted this to mean that the degree-awarding powers (for the double degree) are being used.

⁷ Programmes granted degree-awarding powers in 2021, for example, normally start the programme about a year later, in this example 2022.

number of students; in a couple of cases there were more registered than planned (one Bachelor of Education for Compulsory School programme and one Master of Science in Engineering programme). Four programmes had significantly fewer students registered than planned⁸.

In summary, the results show that almost all authorisations have been used by HEIs (26 out of 27 authorisations). Some programmes have been suspended in recent years. Overall, there is a high degree of correspondence between the planned number of places and the number of registered students.

What is the acceptance ratio for newly started programmes?

The introduction chapter describes the purpose of looking at the acceptance ratio for the programmes in question. The acceptance ratio for first-cycle and second-cycle programmes⁹ is presented below. The acceptance ratio is calculated as the number of qualified first-choice applicants divided by the number of students accepted. As data covering several years is available, we have chosen to report the average acceptance ratio for the years as a whole, i.e. from all admissions rounds. In this case, it is from spring semester 2019 to autumn semester 2024. This is done to take into account that there is some variation in acceptance ratio between different admissions rounds.

Programmes leading to a Master of Science in Secondary or Upper Secondary Education

In the current sample, there are six programmes leading to a Master of Science in either Secondary or Upper Secondary Education. As HEIs apply for each subject separately, applications for degree-awarding powers for Master of Science in either Secondary or Upper Secondary Education are relevantly common in the sample.

The acceptance ratio varies depending on the teaching subject. Generally speaking, the acceptance ratio for programmes related to mother tongue teaching and Swedish as a second language are relatively low. On average, the acceptance ratio for these are less than one. This means that there are more places on the programme than there are qualified first-choice applicants. To put this acceptance ratio in context, we have compared it with the acceptance ratio for similar programmes at the respective HEI¹⁰. The acceptance ratio is also low when compared with

⁸ Programmes leading to a Master of Science in Secondary or Upper Secondary Education with specialisation in mathematics, Master of Science in Business and Economics, Master of Science in Industrial Economics, and a Master of Science in Engineering.

⁹ UKÄ has no data on acceptance ratio for third-cycle (doctoral) programmes.

¹⁰ Subject-specific comparisons at the national level require a more in-depth extraction of statistics at the subject level for subject teacher programmes throughout the country, which would have required considerably more resources and is difficult to justify based on the small sample of programmes presented in this report.

the acceptance ratio for subject teacher programmes in general at the same HEIs. It should be noted that these programmes are available at university colleges, which generally have a lower acceptance ratio than traditional universities.

However, for other subjects, application rates are higher and also higher than the average for comparable programmes at the HEI, such as philosophy and mathematics¹¹. Again, it should be noted that degree-awarding powers for philosophy were granted to one university.

Other professional qualifications

The authorisations include other professional qualifications: Master of Science in Health Care Counselling (7 authorisations), Bachelor of Science in Social Work (2 authorisations), Master of Science in Engineering (2 authorisations), Bachelor of Science in Occupational Therapy (1 authorisation), and Master of Science in Business and Economics (1 authorisation). As was the case for the different subjects in Master of Science in either Secondary or Upper Secondary Education programmes, the acceptance ratio also varies between different professional qualifications. Programmes leading to a Master of Science in Health Care Counselling and a Bachelor of Science in Social Work have a relatively high acceptance ratio (3 or more applicants per place). No comparison has been made with the acceptance ratio for the same professional qualification at the national level, as it is a new degree, for which the first programmes started in 2019.

For the Bachelor of Science in Social Work, the acceptance ratio in the sample is slightly higher than at the national level. Conversely, the acceptance ratio for Master of Science in Engineering programmes under the authorisations is low (1 or less), and also lower than the acceptance ratio for such programmes at the national level. The same applies to the Master of Science in Business and Economics programme. Bachelor of Science in Occupational Therapy programme, which is also the only one in the sample, has the same acceptance ratio as the national average.

Table 2. Acceptance ratio: number of qualified first-choice applicants divided by the number of students accepted. Average in the sample compared to the national average.

Degree	Acceptance ratio, sample	Acceptance ratio, national average
BSc in Occupational Therapy	1.4	1.4
MSc in Business and Economics	1.1	2.1
MSc in Engineering	0.7	1.5
BSc in Social Work	3.6	3.2

¹¹ One programme, concerning the teaching subject business administration, had not yet started at the end of 2024.

General qualifications and qualifications in the fine, applied and performing arts

Ten authorisations relate to general qualifications (7 authorisations) or qualifications in the fine, applied and performing arts (3 authorisations). The authorisations cover a wide range of subject areas, which in many cases also imply profiling. The subject areas¹² are: music, music performance, civil society studies, maritime studies, industrial economics, reproductive health, theology, and media and communication technology.

For seven of the ten authorisations, we lack reliable data. This is largely because the HEIs are not connected to systems for reporting data on qualified first-choice applicants. Some independent higher education providers are not. Another explanation is that no programme is offered under the given degree-awarding powers.

The programmes for which we have data are all master's programmes. Two of these are newly started programmes in the arts with a small number of students, and another is a relatively large master's programme (20+ students/year) that shows a good acceptance ratio from a national perspective.

There are challenges associated with following up on the acceptance ratio connected to granted degree-awarding powers. Naturally, a large variation in terms of subjects, type of HEI, etc. is matched by variation in acceptance ratio. We have endeavoured to include a reasonably large number of degrees in this report (authorisation decisions between 2019 and 2023). However, categorising degrees in order to make meaningful comparisons of acceptance ratio for the same degrees at the national level results in the number of included programmes being small.

We wanted to study acceptance ratios, as these can be assumed to be an indicator of the need for new degree-awarding powers. The perceived need for new degree-awarding powers must always be explained in detail in the application, based on the provisions of the Higher Education Act. The applicant HEI must therefore argue that, from a nationwide perspective, the ability to award the degree(s) in question is in the public interest (Chapter 1, Section 13 of the Higher Education Act). An acceptance ratio that deviates significantly in a negative direction from the national average may raise the question of whether authorisation should have been granted. The first answer to this may, of course, be that there is a need for the programme but that students are not applying for the programme in question. This could, for example, apply to the poor acceptance ratio we have seen in programmes related to mother tongue teaching. The slightly lower acceptance ratio (compared to the national

¹² Sometimes an application covers more than one degree, e.g. Degree of Master of Theology at either the 60 credit or the 120 credit level. For this reason, the number of subject areas is not equal to the number of applications (ten).

level) observed for Master of Science in Engineering programmes here may relate to the fact that they are conducted at university colleges, which generally have a lower acceptance ratio for their programmes.

Retention on the programmes

To calculate retention, we used data on students who started on the programme between autumn semester 2019 and autumn semester 2023. The results presented are the average retention rates for the cohorts from autumn semester 2019 to autumn semester 2024¹³, i.e. autumn semester 2024 is the third semester for those starting in autumn semester 2023. We only used figures from autumn semesters, as a larger number of students between their studies then.

One limitation of the data is that the Master of Science in Health Care Counselling degree does not have retention for semester 3, as it is a 1-year programme¹⁴. This professional qualification generated the largest number of authorisations during the period 2019–2023 (7 authorisations). This degree is also relative (see above) and does not allow comparisons with programmes that have been running for a longer period of time. Another limitation is that it is difficult to relate retention for a less common degree programme to an average retention rate for similar programmes. This applies, for example, to master's programmes in artistic fields, which, in addition to sometimes only being available at a small number of HEIs, only have a small number of students.

We have therefore chosen to compare the retention rate for some professional qualifications in our sample of granted authorisations with the average retention rate at the national level for equivalent professional qualifications. These degrees in question are Master of Science in Business and Economics, Master of Science in Engineering and Bachelor of Science in Social Work. For Science in Social Work (two HEIs), the retention rate is higher in the sample than the national average. The two programmes granted authorisation in recent years have a 91 per cent and 86 per cent retention rate, respectively, compared to the national average of 81 per cent. Master of Science in Engineering (also two programmes) has a retention rate of 67 per cent and 57 per cent, compared to the national average in Sweden, which is 61 per cent. Master of Science in Business and Economics (only one authorisation), has a retention rate of 75 per cent, vs. 82 per cent at the national level.

For Master of Science in either Secondary or Upper Secondary Education, for which seven authorisations were granted during the period in question, the retention rate cannot be studied in two cases

¹³ This means that the average value may sometimes be based on five data points and sometimes on a single data point. This is because recently started programmes have fewer data points on retention.

¹⁴ However, one HEI offers this programme at 50 per cent pace. We have chosen not to report retention data from this programme, as the programme is offered at full pace in all other cases.

because the authorisations were granted recently. For the other five cases, two have a retention rate close to the average for subject teacher programmes, i.e. 60 per cent. One programme has a retention rate of 32 per cent. No date is available for the other two, as they have had and have a small number of students registered on the programme. The national retention rate for subject teacher programmes is about 60 per cent¹⁵.

Table 3. Retention: Percentage of students remaining on the programme in semester three. Average in the sample compared to the national average.

Degree	Retention rate, sample	Retention rate, national average
MSc in Business and Economics	75	82
MSc in Engineering	62	61
BSc in Social Work	88	81

Achievement rate on the programmes

As previously mentioned, achievement rate is a measure of how many credits students earn of the number of credits they are registered for in a given period. Like with retention rate above, we studied the outcome for all programmes under the given degree-awarding powers during the period 2019–2023, starting in the autumn semesters. Comparisons were then made with results at the national level, wherever this was reasonably possible.

Based on this, we have chosen to compare the achievement rate for some professional qualifications in our sample with the average rate at the national level for equivalent professional qualifications. These degrees in question are Master of Science in Business and Economics, Master of Science in Engineering and Bachelor of Science in Social Work. For Science in Social Work (two HEIs), the achievement rate is higher in the sample than the national average. The two programmes granted authorisation in recent years have a 95 per cent and 86 per cent achievement rate, respectively, compared to the national average of 81 per cent. Master of Science in Engineering (also two programmes) has an achievement rate of 71 per cent and 66 per cent, compared to the national average in Sweden, which is 77 per cent. Master of Science in Business and Economics (only one authorisation), has a achievement rate of 71 per cent, vs. 76 per cent achievement rate at the national level. Table 4 shows the average achievement rate for the professional qualifications.

For Master of Science in either Secondary or Upper Secondary Education, for which seven authorisations were granted during the

¹⁵ Teacher training programmes: Students and graduates 2011/12–2021/22. Published by the Swedish Higher Education Authority 2023.

period in question, the achievement rate cannot be studied in two cases because the authorisations were granted recently. For the other five cases, two have an achievement rate of about 75 per cent. One programme has an achievement rate of 64 percent. For the other two, the achievement rate is 55 per cent and 50 per cent, respectively. Data on achievement rates for specific subjects in subject teacher programmes at the national the national level were not available.

Of all the programmes (including general qualifications) for which we have data on achievement rate (20 in total), three programmes have an achievement rate below 60 per cent. One programme has an achievement rate below 50 per cent, however this is a master's programme with a small number of registered students.

Table 4. Achievement rate: Percentage of credits earned by students out of the number of credits for which they are registered. Average in the sample compared to the national average.

Degree	Achievement rate, sample	Achievement rate, national average
MSc in Business and Economics	71	76
MSc in Engineering	68	77
BSc in Social Work	90	81

A small proportion of degree-awarding powers are not currently used (autumn 2024)

In addition to the statistical data presented above, we also chose to search the HEIs' websites regarding the use of the degree-awarding powers in autumn 2024. The statistical data presented above concerned the years 2018–2023 for some measures, and we could only obtain current information (i.e. later than 2023) on these measures via the HEIs' websites. For other measures, the web data serves as validation of register data. The search was targeted at the HEIs' lists of programmes offered. The question was whether the programmes listed in the application for degree-awarding powers for the years 2018–2023 were offered at the time this report was written, i.e. November 2024.

The results show that the degree-awarding powers at the time in question, as well as for the period 2018–2023, were widely used. Of the 39 authorisations granted between 2018 and 2023, 33 were in use by the HEIs in autumn 2024. For the HEIs granted degree-awarding powers for third-cycle (doctoral) programmes, a programme of this type was offered in all seven cases. As previously stated, the use of the degree-awarding powers by the HEIs means that the programmes are provided within the framework of these powers.

For the six authorisations at the first-cycle (Bachelor's) and second-cycle (Master's) level that were not used, the information on the websites showed that the programmes linked to the authorisation were cancelled in autumn 2024 in two of the cases. For three authorisations, there were three cases where there were no programmes under that authorisation in the programme offering of the HEIs for autumn 2024. For one authorisation, the programme had not been started yet. The authorisation was granted in November 2023, and the application indicated that the programme is planned start in 2025.

Conclusion

The title of the report asks the question whether degree-awarding powers are working as intended. The follow-up of degree-awarding powers granted shows that they are being used as planned, with some exceptions. Further follow-up could therefore show why some programmes were suspended or, in some cases, never started. Looking at the number of graduates may be an additional way to follow up on the authorisations. This can be done when the programmes have been offered for a few more years.

There are some methodological problems associated with analysing all programmes with more detailed measures, for example in terms of key figures such as acceptance ratio. This is particularly true for programmes leading to general qualifications. Such programmes may have a small number of students and may be profiled, which makes it more difficult to find equivalent programmes to compare them with.

Appendix 1

Degree-awarding powers granted 2018–2023¹⁶

HEI	Field/main field/professional qualification	Level
Kristianstad University	Pedagogical work	Licentiate and doctoral degree
Kristianstad University	Person-centredness for health and well-being	Licentiate and doctoral degree
World Maritime University	Maritime studies	Doctoral degree
Dalarna University	Energy systems in the built environment	Licentiate and doctoral degree
University of Arts, Crafts and Design	Visual, applied and spatial arts	Licentiate and doctoral degree
University of Gävle	Educational sciences	Licentiate and doctoral degree
University of Skövde	Health sciences	Licentiate and doctoral degree
Södertörn University	Media and communication technology	Master's degree
ALT School of Theology	Theology	Master's degree
Blekinge Institute of Technology	Industrial economics	Master's degree
Newman Institute	Theology	Master's degree
Karlstad University	Music performance	Master's degree
Mälardalen University	Western art music and opera	Master's degree
ALT School of Theology	Theology	Master's degree (60 credits)
Sophiahemmet University	Reproductive, perinatal and sexual health	Master's degree (60 credits)
World Maritime University	Maritime studies	Master's degree (60 credits)
Ersta Sköndal Bräcke University College (Marie Cederschiöld University)	Civil society studies	Bachelor's degree
Brunnsvik Folk High School	Music, specialisation in music creation	Higher education diploma
University of Gävle	MSc in Engineering	Professional qualification
Linnaeus University	MSc in Engineering	Professional qualification
Dalarna University	Master of Science in Secondary Education, mother tongue: Arabic	Professional qualification
University West	Master of Science in Secondary Education, Swedish as a second language	Professional qualification
Dalarna University	Master of Science in Upper Secondary Education, mother tongue: Arabic	Professional qualification

¹⁶ A number of authorisations for the degrees Master of Science in Medicine and Higher Education Diploma in Dental Hygiene were granted during these years. As these were authorisations related to a modified degree (extension of the programme by six months) offered by the HEIs for some time, these authorisations were not included in this report.

Södertörn University	Master of Science in Upper Secondary Education, Swedish as a second language	Professional qualification
Halmstad University	BSc in Social Work	Professional qualification
Lund University	Master of Science in Health Care Counselling	Professional qualification
University of Gothenburg	Master of Science in Health Care Counselling	Professional qualification
Örebro University	Master of Science in Health Care Counselling	Professional qualification
University West	BSc in Social Work	Professional qualification
Mid Sweden University	MSc in Business and Economics	Professional qualification
Uppsala University	Master of Science in Upper Secondary Education, philosophy	Professional qualification
Karlstad University	Master of Arts in Primary Education	Professional qualification
Ersta Sköndal Bräcke University College (Marie Cederschiöld University)	Master of Science in Health Care Counselling	Professional qualification
Stockholm University	Master of Science in Health Care Counselling	Professional qualification
Umeå University	Master of Science in Health Care Counselling	Professional qualification
Jönköping University Foundation	Master of Science in Upper Secondary Education, mathematics	Professional qualification
Södertörn University	Master of Science in Health Care Counselling	Professional qualification
Uppsala University	BSc in Occupational Therapy	Professional qualification
Linnaeus University	Master of Science in Upper Secondary Education, business administration	Professional qualification

The Swedish Higher Education Authority (UKÄ) is tasked with strengthening higher education in Sweden and assuring Sweden's status as a knowledge society. We review the quality of higher education, analyse and follow up developments in the higher education sector and monitor legal compliance for students.

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