



Administrative Assessment Exercise

International students

Annexes

Statistics for new international students

	2013	2012
KTH regular master's programmes		
Applicants (total)	6886	5752
Applicants (prio 1)	4400	3515
Admitted	1131	992
<i>of which liable to pay fees</i>	541	462
<i>of which not liable to pay fees</i>	590	530
Registered	562	540
<i>of which liable to pay fees</i>	144	131
<i>of which not liable to pay fees</i>	418	409
Tuition fee waivers (UHR and Ernst Johnson)		
Available	42	
Offered (to admitted students)	92	100
Registered students with tuition fee waivers	25	51
Swedish Institute Scholarships, registered students	29	19
Erasmus Mundus Master's programmes		
Admitted	212	129
Registered new students	33	
EIT ICT Labs		
Admitted	145	
Registered new students	56	
<i>of which liable to pay fees</i>	43	
EIT KIC InnoEnergy		
Admitted	27	
Registered new students	11	
<i>of which liable to pay fees</i>	11	
Incoming exchange		
EU/EEA/Switzerland	664	1056
non-EU/EEA/Switzerland	394	316
Total	1058	1372

AAE, International students										
School	International students	Inbound exchange students	Agreements regarding educational cooperation		Recruitment		Admission, scholarship allocation, invoicing		Administration of the international students on campus	
			Staff resources	FTE	Staff resources	FTE	Staff resources	FTE	Staff resources	FTE
ABE	161	254	15	0,3	14	0,1	24	0,7	6	2,3
BIO/CHE	18	107	10	0,3	10	0,2	10	0,5	10	1,2
CSC	29	99	1	0,1	1	0,2	7	0,2	7	0,3
EE	69	104	1	0,4	1	1	8	0,3	3	1,6
ICT	52	63	2	1					2	2
ITM	179	243	12	1,5	15	1	22	6	22	10
SCI	45	177	No data	No data	No data	No data	No data	No data	No data	No data
STH	46	11				0,05		0,35		0,15

Staff res
FTE

Nr of individuals involved

Fulltime equivalent

ABE School of Architecture and the Built Environment

BIO School of Biotechnology

CHE School of Chemical Science and Engineering

CSC School of Computer Science and Communication

EES School of Electrical Engineering

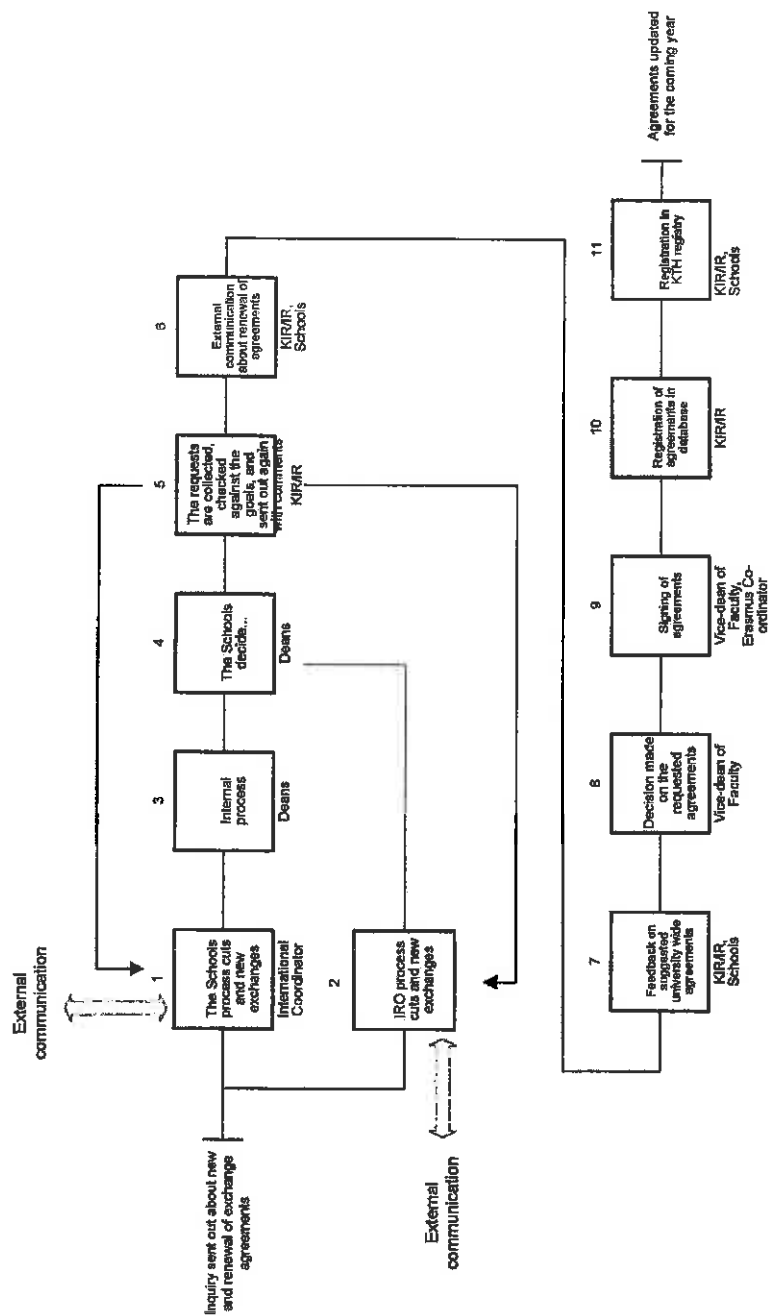
ICT School of Information and Communication Technology

ITM School of Industrial Engineering and Management

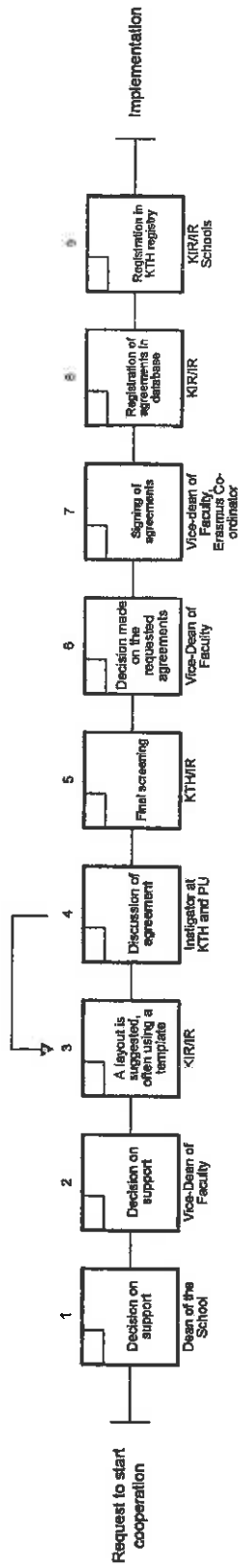
SCI School of Engineering Sciences

STH School of Technology and Health

Process for the regular student exchange agreements that lead to mobility counted within the Schools' operating instructions



Process for the non-regular student exchange e.g. Double degree agreements



International Students
Student Exchange Agreements

Case Study: Double Degree agreement between KTH and Technical University of Darmstadt

The Double Degree Agreements (DD) manifest that the cooperating institutions have decided to encourage their students to study for a university degree on the same academic level at both institutions. Double Degree-studies is seen as a choice for very ambitious students interested in getting an intercultural competence. To study as a regular student in a new environment is in practice more demanding than to study as a non-degree seeking student. KTH has managed to develop cooperation with reputedly leading engineering schools and faculties, mainly in Europe. This means that the studies are normally challenging but also that the diplomas obtained gives a very strong added value.

The agreements can obviously not override any national regulations. The meaning with the DD-agreement is instead to outline the steps that a student needs to do in order to fulfil the requirements for the two degrees. In the preparation process the partners make sure that there are no formal obstacles for the studies and that the curricula match so that the studies at the first institution can be validated within the degree programme at the other institution within the time limits set out in the expected study path.

For KTH part the Double Degree agreements are developed for the *Civilingenjörsexamen*, the five year engineering degree still in place in Sweden and awarded by technical faculties. There are also agreements aiming for the general two year Master of Science degree. These agreements are normally referred to as Dual Master agreements to tell the two types apart.

KTH and the Technical University of Darmstadt (TUD) have student exchange since long time and are members of the Cluster network and the T.I.M.E. network. The two institutions have education programmes in Industrial Engineering with very similar pedagogic outlay and expected learning outcomes. Management and business administration is introduced already from the start in the education programmes and is linked to the engineering curriculum. Not many programmes are available in this area that share both pedagogic idea and academic contents.

The two institutions had Double Degree-exchange already in the 1990s, the latest agreement for 2004–2009, but it became dormant and the agreement was not renewed.

Contact was taken again by KTH with the department at TUD, *Fachbereich Rechts- und Wirtschaftswissenschaften*.

People involved in the contacts with KTH were mainly the professor responsible for international cooperation at the department who has a lot of experience of these kind of exchanges. Also the Director of the International Office and the administrator who is responsible for coordinating Double Degree cooperation took part in the discussions and handled the processing of the agreement.

The Professor in the department was contacted and was positive in renewing the cooperation and suggested to come to Stockholm to present the curriculum at TUD. March 4-5, 2013, a second visit by Professor and the administrator for Double Degrees at the International Relations office.

Meetings were arranged with the ITM School about Industrial Engineering: The Program Director for the Industrial Engineering program, and the International Co-ordinator in the Dean's office of School Industrial Engineering and Management.

The discussion was about the curriculum in specialization in Mechanical Engineering at KTH and Wirtschaftswissenschaften at TUD respectively. The study path that seemed best was where the students study the first three years at the home university, followed by studies within a specialization at the host university for three semesters, and then another three semesters back at the home university with the degree project in the last semester. It is unusual for KTH with this back-and-forth layout, which complicates practical issues like accommodation, but since for both sides it is a part of the pedagogic plan that the management and technical part of the curriculum would be brought together in the end of the program this was preferred.

Meeting was also arranged with representatives for the School of Architecture and the Built Environment, ABE, to get ahead with discussion on DD-agreement also in the area of Civil Engineering, and for proposed Dual Master cooperation.

Representatives ABE: The Director of undergraduate studies, a Professor representing one of the study tracks, and the two International Coordinators in the Dean's office. Also the Advisor in the International Relations office responsible for supporting the Schools with Double Degree-agreements took part in this meeting. The discussion with School ABE dealt with Double Degree exchange in Civil Engineering between ABE at KTH and Bauingenieurwesen at TUD, and with Wirtschaftswissenschaften (Civil Engineering) at TUD. Also with School ABE was preferred a study path with 3+1.5+1.5 years.

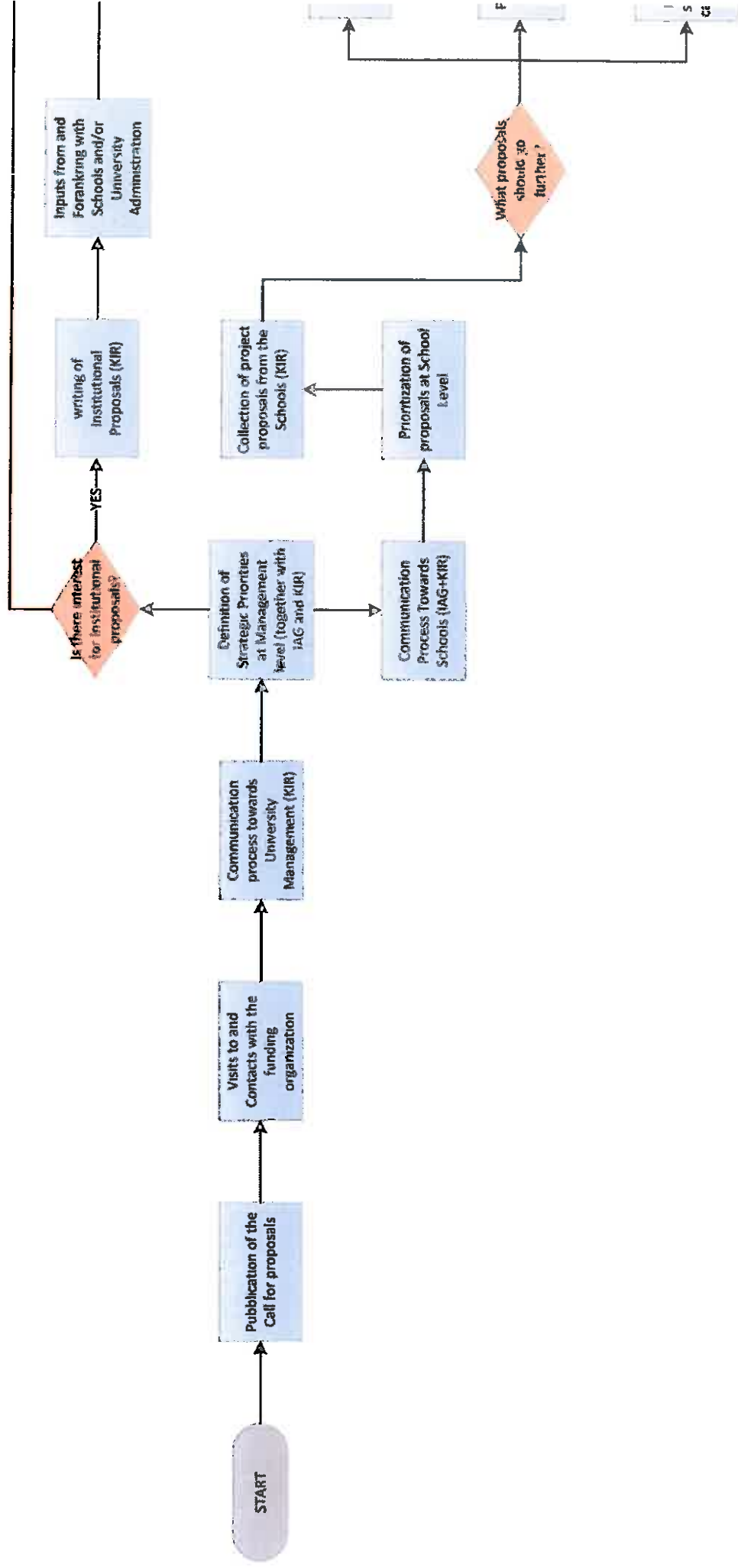
At the meeting was also discussed how to best design the agreements to make firm progress. It was agreed to set up a main agreement for each school, where the main outlines of studies were to be described and that would be signed by the two University Presidents. The main agreement deals with issues like expected minimum time at the host institution, language requirements, tuition fee requirements, and time line for nomination and admission. To those agreements would be added Annexes with specific requirements down on course level that must be discussed by the responsible professors for each specialisation. This way the main agreements could be discussed separately and signed even if the discussion of details of studies in certain areas were dragging out. Also, it is easier to make alterations with this structure.

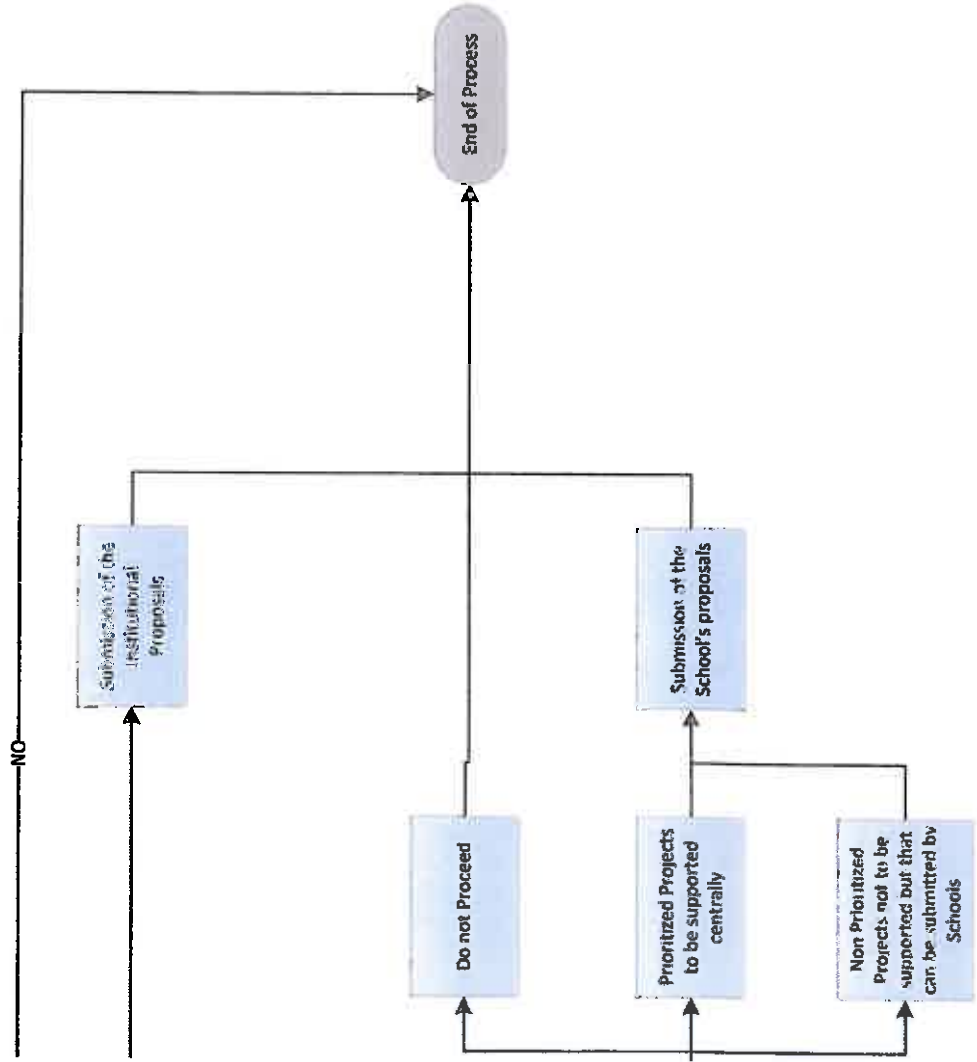
A meeting was also arranged at the School of Engineering Sciences, SCI, to discuss Double Degree cooperation for the programme in Engineering Physics with Fachbereich Physik at TUD. Representatives SCI were the two International Coordinators. The academic representatives were unavailable on that day.

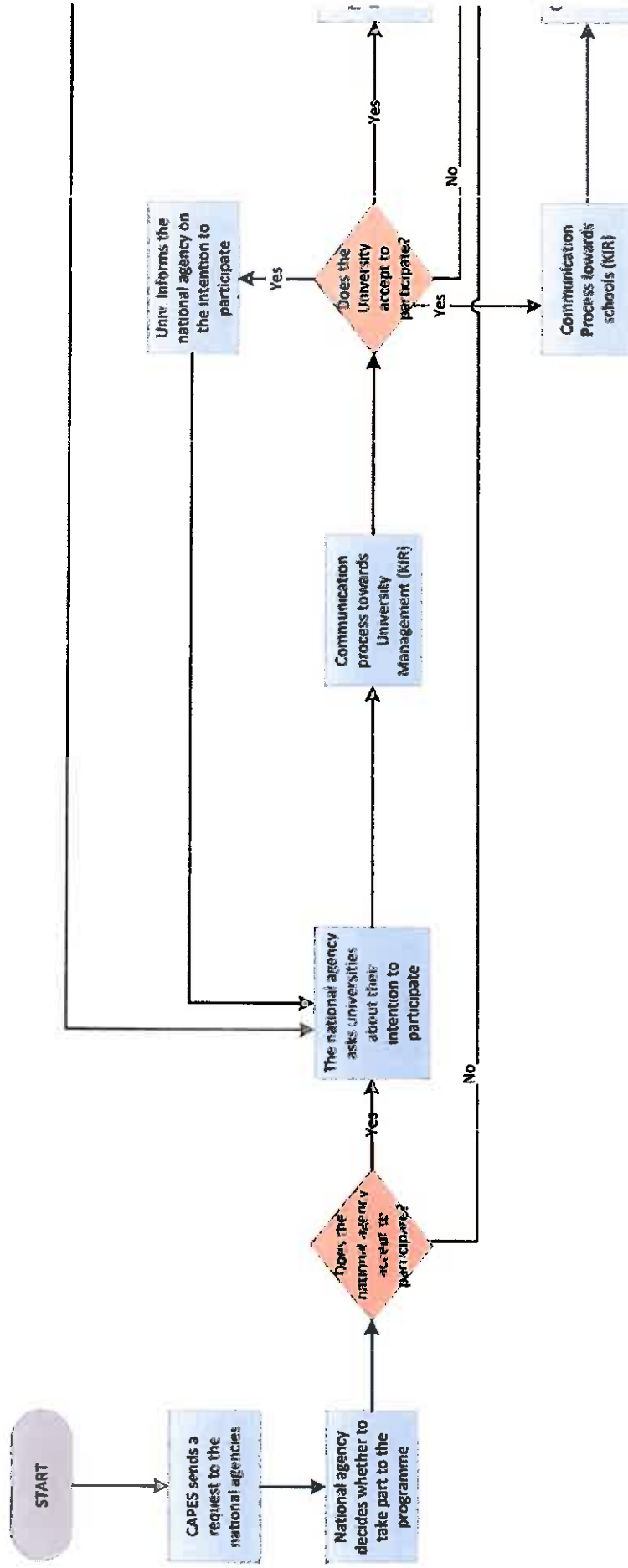
The discussion for the area of Physics had not come so far and was more in general terms. Further on in 2013 the partners could quite fast agree on a renewed cooperation for Double Degree studies with a study path where the students study 4 years at the home university followed by 2 years at the host university.

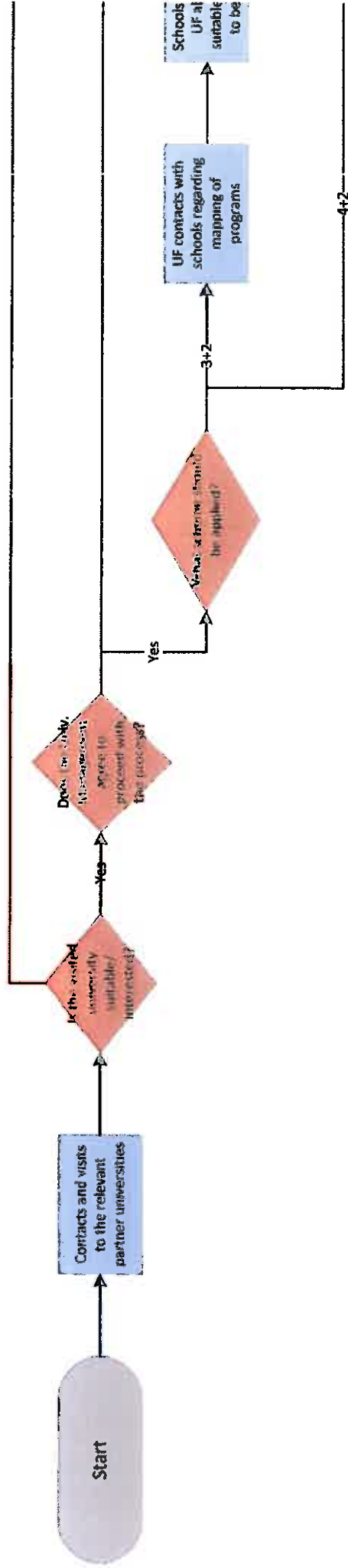
During March and April a number of iterations were communicated. Mainly the academic content was discussed directly between the departments and the general guidelines directly between the two international offices. For KTH' part the newly inferred regulation on tuition fees for non-European students had to be taken into account. Since there was no detailed definition at KTH of reciprocity a writing was introduced in the draft that tuition fees may need to be charged for non-European students coming to KTH unless the mobility was in balance.

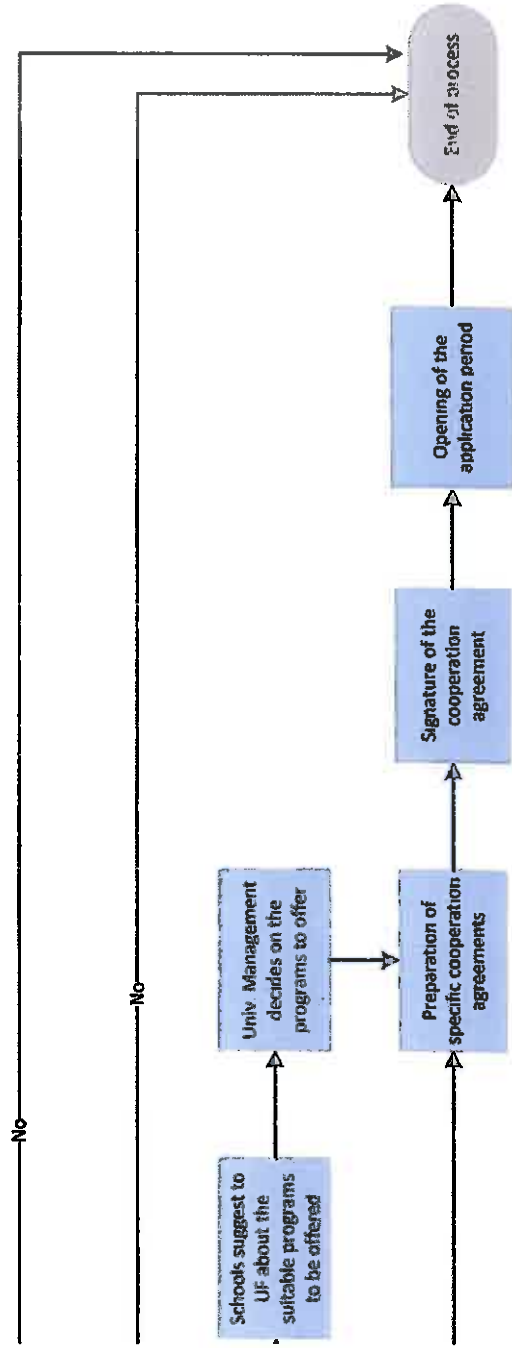
In the end of April the Agreement and Annex for Industrial Engineering, specialisation Mechanical engineering, was getting ready for approval by the Presidents and Deans. The process of specifying courses took time and was not continued until in the autumn. The agreement was signed for Engineering Physics in August 2013 and for Industrial Engineering in October 2013.





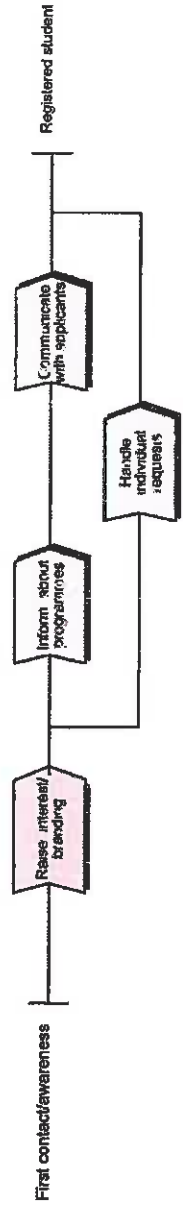






Recruit master students, Process Map

Level 1: Recruit master students



Main actors/responsible units:
 International relations, KIR
 Admissions Office, AUA
 International Student Office, AFS
 International strategies, KIR
 Several units involved/unclear

Level 2:

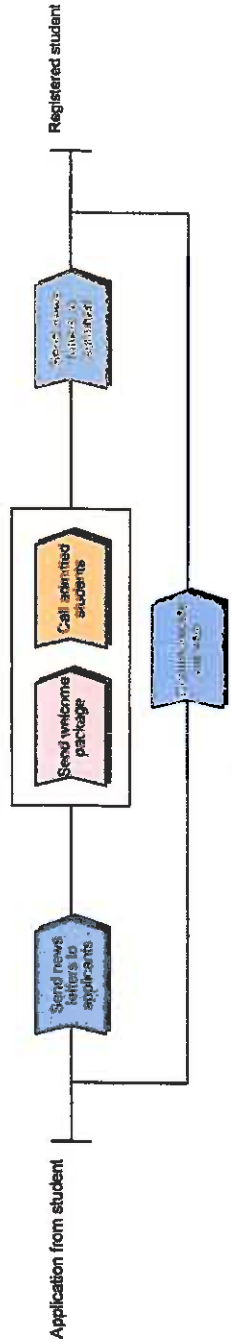
1. Communicate to raise interest / Branding



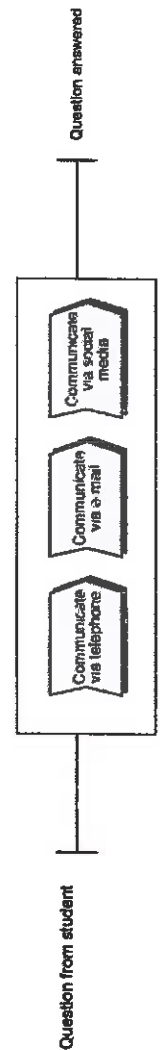
2. Inform about programmes



3. Communicate with applicants and admitted students



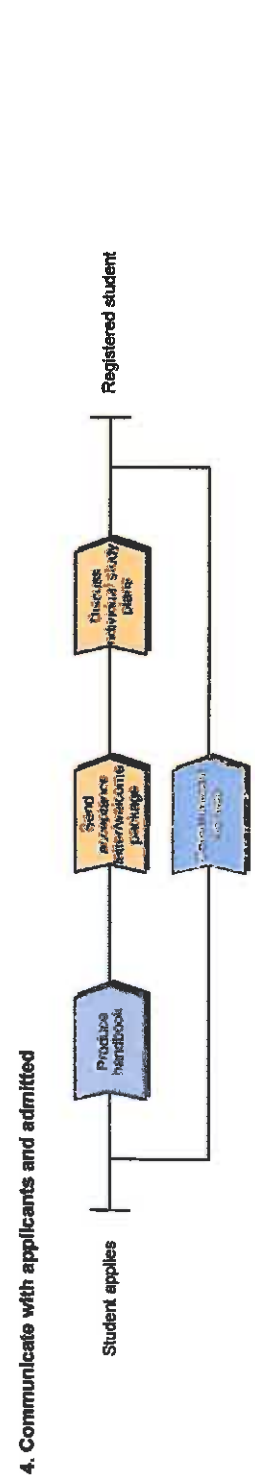
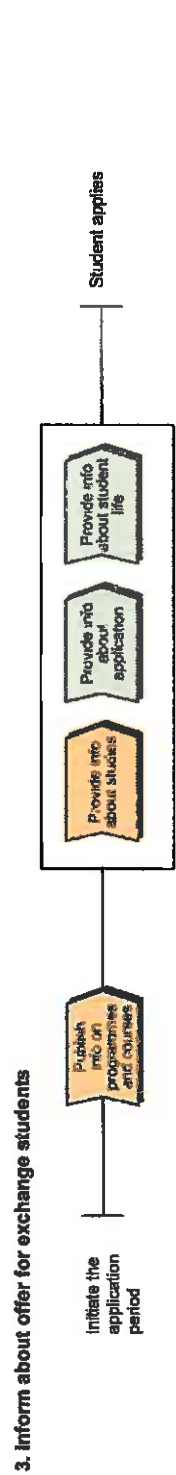
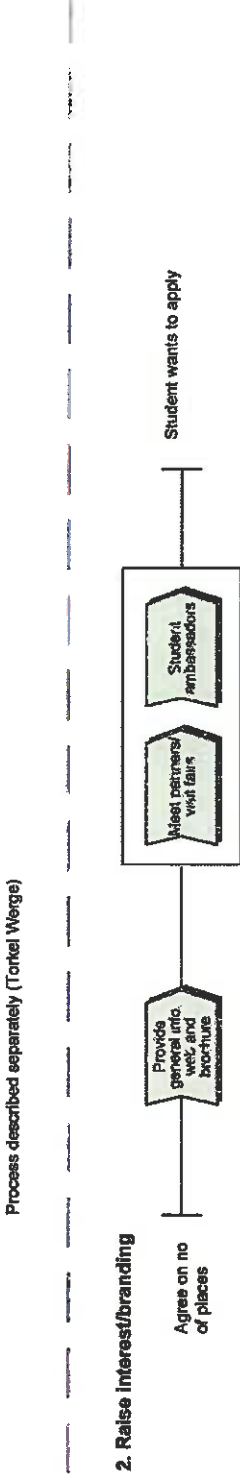
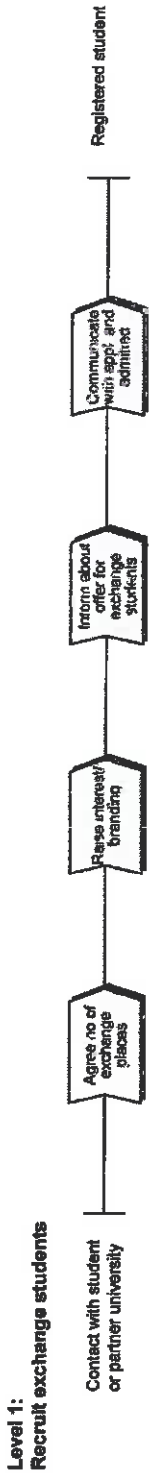
4. Handle individual requests



Recruit exchange students, Process Map

Annexe 5B

Main actors/responsible units:
 International relations, KIR
 International Student Office, AFS
 Several units involved/unclear



Rapport från "Call-up Week"

Av: Gabriella Hernqvist

Under våren 2013 har nuvarande masterstudenter ringt upp nyantagna masterstudenter för att hälsa dem välkomna. Av de 187 antagna studenter, fick vi tag på 156 stycken. Av de 156 angav 31 procent att de redan bestämt sig för att tacka ja medan 57 procent angav att det var osäkra, främsta orsaken var finansiering.

Bakgrund

Presumtiva studenter som blivit uppringda

Alla studenter som blivit antagna i MASTERHT13 till något av EE:s fem masterprogram har blivit uppringda. De fem programmen är: Masterprogrammet i elkraftteknik, Masterprogrammet i elektrofysik, Masterprogrammet i nätverktjänster och –system, Masterprogrammet i systemteknik och robotik och Masterprogrammet i trådlösa system. Totalt antogs det 187 studenter. Om vi får listor med kontaktinformation till Beijing-Jiatongstudenterna så planerar vi att även ringa dem.

Studenter som ringt upp

Vi sökte studenter genom att skicka ut ett mail till alla masterstudenter som läser på något av de fem masterprogrammen som ges av EE. Nästan trettio personer sökte och av dessa valdes tretton stycken ut varav elva stycken deltog i en utbildningskväll med Gabriella Hernqvist och Nina Wijkström. Dessa tretton valdes ut med avseende på geografi och program. När vi hade likvärdiga kandidater så valde vi den som hade hört av sig till oss först. De elva personerna som deltog i projektet kom från nio olika länder och pratade tillsammans över femton olika språk.

Utbildningskvällen

Under utbildningskvällen så pratade vi om bakgrunden till projektet, genomförandet av samtalet, vanliga frågor och praktiskt upplägg av ringningarna. Studenterna fick sedan i uppgift att förbereda inledningen på samtalet, avslutningen på samtalet och att läsa på om de masterprogram som ges av EE.

Genomförandet och statistikinsamlandet

Studenterna ringde under två till tre dagar 15 – 30 presumtiva studenter var. Efter varje samtal fyllde studenten i enkät där de angav namn, program, anledning till att den presumtiva studenten valde KTH, om personen i fråga skulle börja på programmet, vilka frågor och funderingar som den presumtiva studenten hade och om studenten trodde att den presumtiva studenten fick en mer positiv inställning till KTH efter det här samtalet. Enkäten var inget frågeformulär utan studenterna har blivit instruerade att bara fylla i de saker som verkligen diskuterades under samtalet, och sedan göra en uppskattning om de tror att samtalet fick den presumtiva studenten att bli mer positiv, likgiltig eller mer negativ till KTH.

Statistik från samtalet

Anledning till att den presumtiva studenten valde KTH

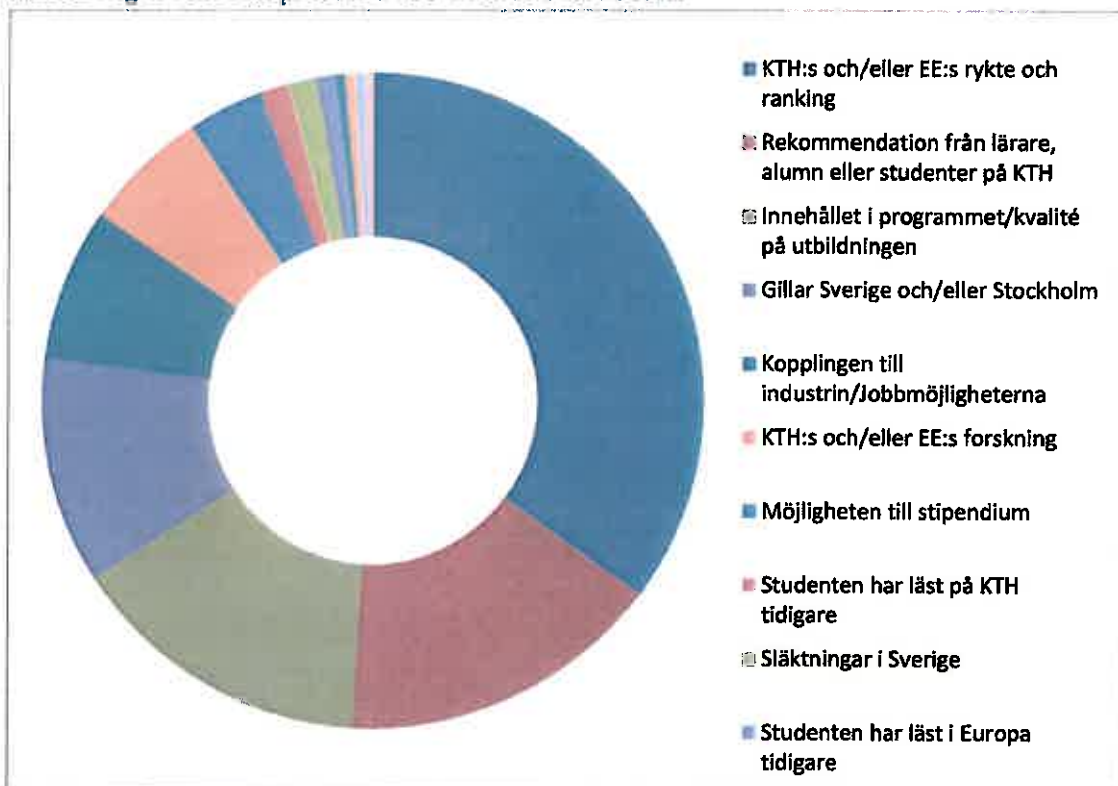


Bild 1. Diagram av vad de presumtiva studenternas angav som anledning till att välja KTH/EE. Flertalet presumtiva studenter har angett flera olika anledningar.

Främsta anledningen till att välja KTH som de presumtiva studenterna angav var KTH:s och/eller EE:s höga ranking, och rykte. 48 procent av alla uppringa presumtiva studenter, har angett det som anledning. Flertalet personer har också nämnt att Masterprogrammet i trådlösa system har ett gott rykte och högt anseende.

22 procent av alla uppringda studenter hade fått en rekommendation av en lärare, student eller familjemedlem att läsa på KTH. Medan 21 procent angav att det hade valt KTH eftersom programinnehållet var precis vad de var ute efter.

Kommer studenten börja vid KTH

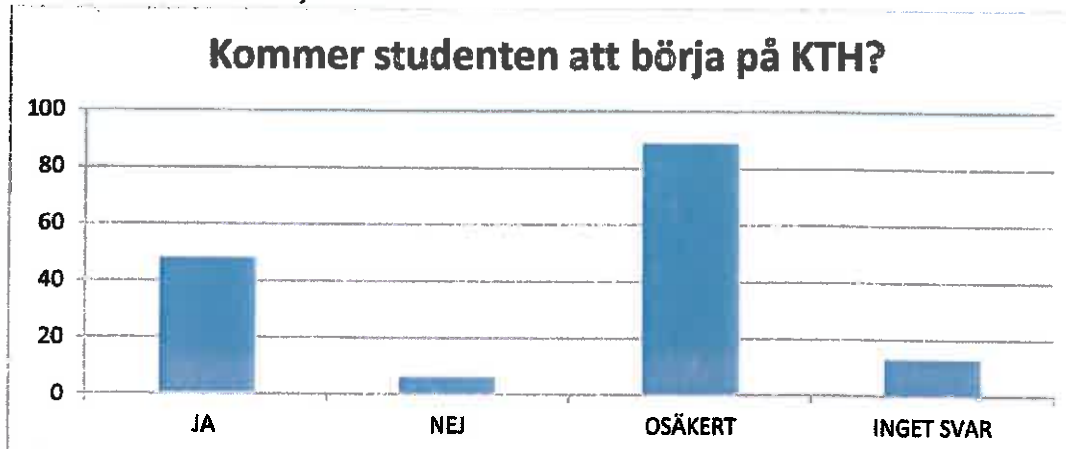


Bild 2. Antal studenter som angett huruvida de ska börja på KTH eller inte.

De osäkra studenterna

De som är osäkra är följts upp med frågan vad som är deras huvudanledning till att tveka.

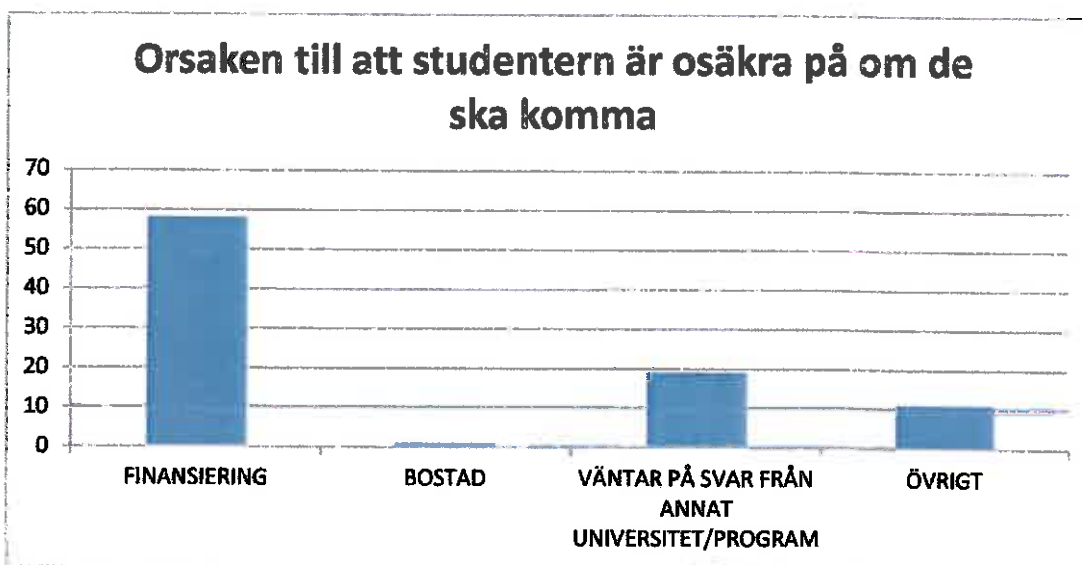


Bild 3. Vanligaste anledningen till att studenterna är osäkra på om de ska börja på KTH.

Inte helt otippat är den vanligaste anledningen till att de presumtiva studenterna tvekar finansieringen. Men det finns också en betydande del som väljer på KTH och andra universitet i Europa och USA. I kategorin övrigt inryms familjesituationen och nuvarande arbete.

Syn på samtalet

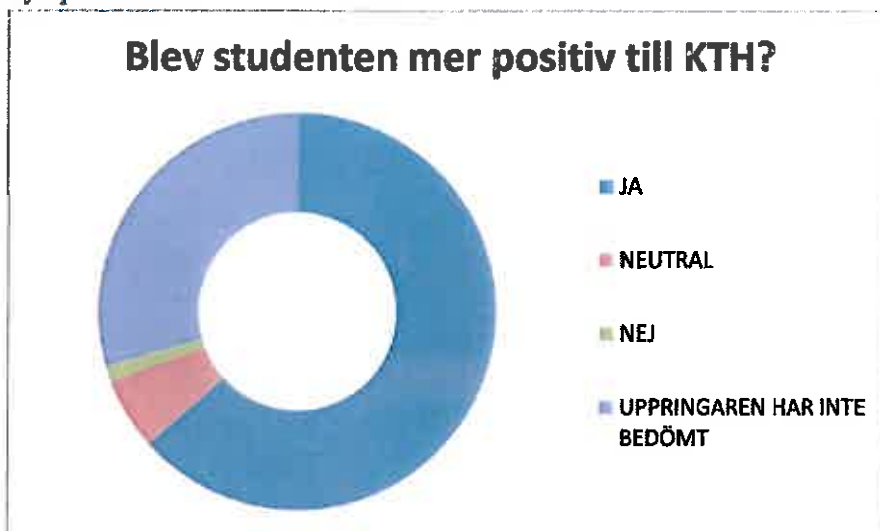


Bild 4. Studenterna som ringde upp fick skatta om den presumtiva studenten upplevde som mer positivt till KTH än innan.

I fritextfält har studenterna angett att de upplever att de presumtiva studenterna särskilt uppskattade att de är studenterna med deras modersmål som ringer. Dels för att det är lättare att föra ett samtal på sitt egna språk men också för att man kan diskutera landsspecifika saker såsom visum, mat, kultur etc. Många studenter har också skrivit att de presumtiva studenterna var glatt överraskade av samtalet, att det var en fin gest från KTH:s sida och att det verkligen fick dem att känna sig mer motiverade att komma.

Vanliga frågor

De vanligaste frågorna var relaterade till utbildningen, ansökningsprocessen, KTH i övrigt och praktikaliteter:

Utbildningen

- Stipendier – datum för resultat, möjlighet att söka stipendium för år två
- Datum, kursstart, ankomstdag
- Fakturering för betalstudenter
- Generellt upplägg på kurserna
- Möjlighet att läsa svenska
- Längden på programmet
- Möjlighet att göra ex-jobb på företag
- Laborationerna

KTH

- Forskningsresurser
- PhD-möjligheter
- Kontakt med näringslivet

Praktiska frågor

- Visum, ambassader och konsulat
- Livet i Sverige (mat, klimat, engelskanivå på svenskar)
- Studentlivet, möjlighet att träffa andra internationella studenter
- Möjlighet till extra arbete
- Bostad

Flertalet presumtiva studenter har också angett att de har fått mycket information från hemsida.

Antal student som tackade ja till sitt program

2013: 81% (152 av 187 studenter)

2012: 78 % (100 av 128 studenter)

Kostnad

Vi anlidade 11 studenter sammanlagt 71 timmar, de fick 139 kr/timmen. Vilket ger cirka 10000 (9869) SEK i utbetalande löner.



Contact channels for prospective master students

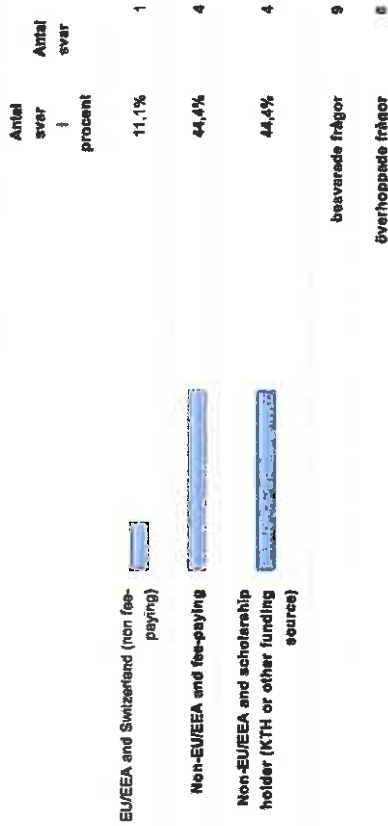
Channel	Type of questions	Handle requests	Expected response time
University-admissions.se; Contact form	Application process	Swedish council for Higher Education, UHR	Within 24 hrs during working week
Admissions Office; Contact form Tel (2 hrs/day)	General admission requirements	Admissions Office (AUA)	Estimated average response time: 5 days
Programme contacts; e-mail (some tel)	Programme content and specific req.	Schools, (programme director or administrator)	
Facebook	All requests about KTH and Sweden	Student Recruitment, International student Desk (AFS), Info-Center	Within 24 hrs during working week
Twitter	All requests about KTH and Sweden	Student Recruitment	Within 24 hrs during working week
studyadvisor@kth.se	General about KTH and programmes	International Student Advisor	Within 24 hrs during working week
studentdesk@kth.se	Student service at KTH/in Stockholm	International Student Desk	Within 24 hrs during working week
feesandscholarships@kth.se	Tuition fees and scholarships	Admissions Office, AUA	
info@kth.se	General address to KTH	Info-Center, AFS	Within 48 hrs during working week
International@kth.se	About exchange and cooperation	IR/KIR	
School administrators for master	About the Schools master's programmes	Schools	

KTH's Focus Regions on KTH website: kth-india@kth.se kth-china@kth.se kth-seasia@kth.se kth-brazil@kth.se	About cooperation	International Relations, Prioritized regions	Within 24 hrs during working week
Chinese website (china.kth.se): kth-china@kth.se	Questions regarding master from Chinese	Student recruitment	Within 24 hrs during working week
Weibo.com/ kthuniversity, Ren Ren	Questions regarding master from Chinese students	Student recruitment	Within 24 hrs during working week

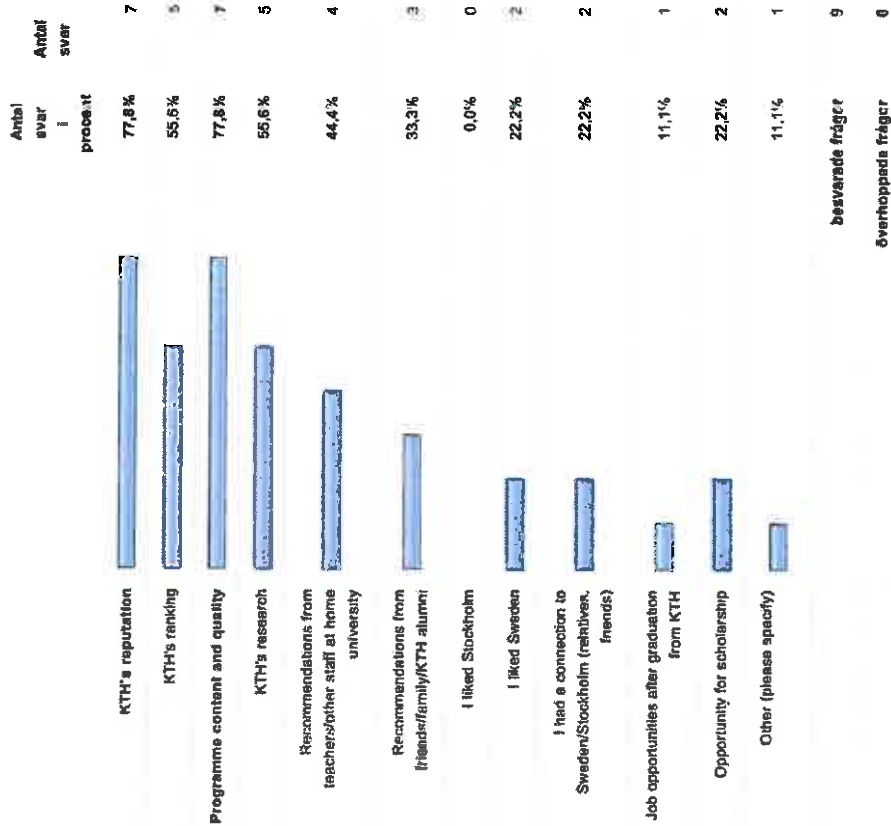
AAE; Recruitment and Communication



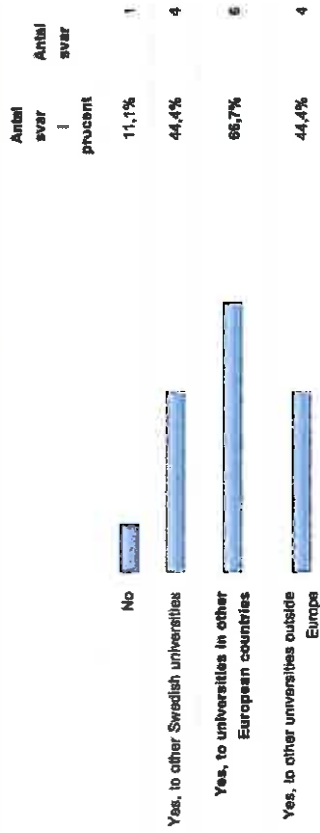
1. What student category do you belong to?



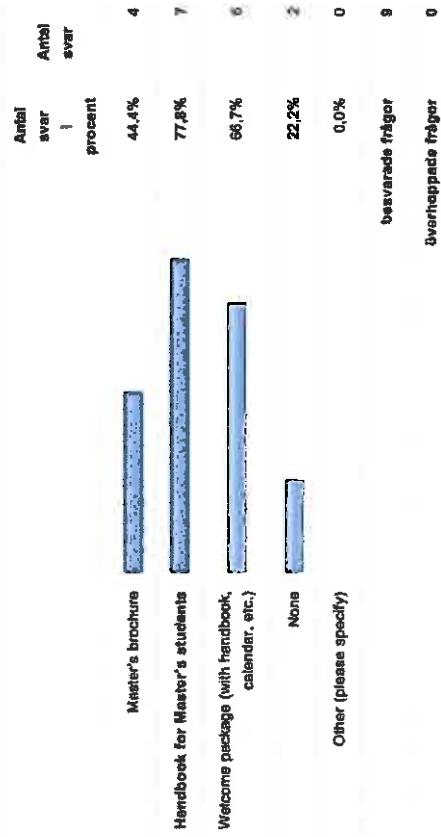
2. Which were your main reasons for choosing KTH? (tick as many alternatives as relevant for you)



3. Did you apply for Master's programmes at other universities? (tick as many alternatives as relevant for you)



4. Printed media



5. If Master's brochure, what was your impression?

Very useful	Not useful	Genomsnittsbetyg	Antal betyg
50,0% (2)	0,0% (0)	1,50	4
besvarade frågor			4
överhoppade frågor			0

6. If Handbook for Master's students, what was your impression?

Very useful	Not useful	Genomsnittsbetyg	Antal betyg
42,9% (3)	0,0% (0)	1,57	7
besvarade frågor			7
överhoppade frågor			2

7. If Welcome package (with handbook, calendar, etc.), what was your impression?

Very useful	Not useful	Genomsnittsbetyg	Antal betyg
68,7% (4)	0,0% (0)	1,33	6
besvarade frågor			6
överhoppade frågor			3

13. If yes, what was your impression?

Very useful	Not useful	Genomsnittsbetyg	Antal betyg
75,0% (8)	25,0% (2)	0,0% (0)	0,0% (0)
<p>Antal svar: 10</p> <p>Antal svar: 10</p> <p>Antal svar: 10</p>			
<p>Antal svar: 10</p> <p>Antal svar: 10</p> <p>Antal svar: 10</p>			

16. Was there any information about KTH that was missing or hard to find?

Yes	No	Antal svar: i procent	Antal svar
33,3%	66,7%	33,3%	3
<p>Antal svar: 9</p> <p>Antal svar: 9</p> <p>Antal svar: 9</p>			
<p>Antal svar: 9</p> <p>Antal svar: 9</p> <p>Antal svar: 9</p>			

14. Other online information?

Student competitions	Study abroad portals such as MasterStudies.com, MastersPortal.eu, etc.	KTH Social Media – Facebook, Weibo, YouTube	Crosslinks	None	Other, please specify
0,0%	25,0%	12,5%	0,0%	62,5%	0,0%
<p>Antal svar: 8</p> <p>Antal svar: 8</p> <p>Antal svar: 8</p>					
<p>Antal svar: 8</p> <p>Antal svar: 8</p> <p>Antal svar: 8</p>					

17. Any information or contact that you would have liked more of to facilitate your choice of programme or preparations?

Yes	No	Antal svar: i procent	Antal svar
22,2%	77,8%	22,2%	2
<p>Antal svar: 9</p> <p>Antal svar: 9</p> <p>Antal svar: 9</p>			
<p>Antal svar: 9</p> <p>Antal svar: 9</p> <p>Antal svar: 9</p>			

15. If yes, what was your impression?

Very useful	Not useful	Genomsnittsbetyg	Antal betyg
33,3% (1)	66,7% (2)	0,0% (0)	0,0% (0)
<p>Antal svar: 3</p> <p>Antal svar: 3</p> <p>Antal svar: 3</p>			
<p>Antal svar: 3</p> <p>Antal svar: 3</p> <p>Antal svar: 3</p>			

18. Anything else you would like to comment on regarding KTH's communication?

bevarade frågor	överskottade frågor	Antal svar
3	3	6
<p>Antal svar: 6</p> <p>Antal svar: 6</p> <p>Antal svar: 6</p>		
<p>Antal svar: 6</p> <p>Antal svar: 6</p> <p>Antal svar: 6</p>		

Page 3, Q2. Which were your main reasons for choosing KTH?
(tick as many alternatives as relevant for you)

- | | | |
|---|------------------|---------------------|
| 1 | Swedish Culture. | Dec 2, 2013 5:19 PM |
|---|------------------|---------------------|

Page 9, Q16. Was there any information about KTH that was missing or hard to find?

- | | | |
|---|--|---------------------|
| 1 | About tuition fee waiver and scholarships | Dec 3, 2013 7:55 PM |
| 2 | Requirements for students health insurance in Sweden | Dec 2, 2013 4:19 PM |
| 3 | pictures for accommodation | Dec 2, 2013 2:11 PM |

Page 9, Q17. Any information or contact that you would have liked more of to facilitate your choice of programme or preparations?

- | | | |
|---|---|---------------------|
| 1 | More detailed information about the KTH accommodation. I would have liked to see how the different corridor rooms looked like. Also, more detailed description of what would be included in the welcome pack. | Dec 2, 2013 8:34 PM |
| 2 | some words or notes from coordinators | Dec 2, 2013 2:11 PM |

Page 10, Q18. Anything else you would like to comment on regarding KTH's communication?

- | | | |
|---|--|---------------------|
| 1 | Tuition fee waiver and method of applying with details should be provided. | Dec 3, 2013 7:56 PM |
| 2 | Quite nice. | Dec 2, 2013 5:24 PM |
| 3 | Communication between students out of EU | Dec 2, 2013 2:11 PM |



Focus Group AAE

December 12, 2013
4.30-6.00 pm

Topic: Recruitment and communication during the time period from first contact with KTH to registration as a KTH student

Summary

Group

The group consisted of six Master's students, all in their final year of a two-year programme or finalizing their degree project. Three students were from India, one from Greece, one from China and one from the US (further presentation below).

Main outcomes

The overall impression was that the students had a very positive image of KTH and the communication during the recruitment period. The main outcomes can be summarized as:

- First awareness of KTH/the master's programmes came in different ways, in some cases coincidental – via google search, ranking lists, recommendations from friends/family, contacts in Sweden, etc. Was followed up by visit to kth.se, comparisons of ranking and search for advice in personal or professional network.
- The final decision/application was a result of thorough information search. They looked deeply at programme descriptions, course structure and related research. They thought it was easy to find relevant information about the programme on kth.se, but some requested more input on course structure/descriptions and related research and profiles of involved academics. Some tried to contact current students and other persons with an insight for objective advice.
- Regarding tuition fees and scholarships: The group understands that there must be tuition fees and that not all students can be offered scholarships. However, they were critical about how the scholarships were distributed, and that not all are used (since nominated students turn down the offer in last minute). They had an impression that some subject areas did not get any scholarships and that the demands/competition varied in an unfair way between programmes. Also, some thought the fees were too high given the circumstances that it is hard to stay and work in Sweden (due to language barriers or migration policies) and that there is little chance to get a part-time job on campus.
- Printed material: Overall positive, but not all students had seen the brochures. The ones that received the Welcome package (nice box with handbook, calendar, etc.) were very enthusiastic. They appreciated a printed handbook, to bring to Stockholm, read on the flight, etc.
- KTH website: Overall very positive. Improvements requested regarding:
 - o information on accommodation (how to apply and how hard it is to find on your own)

- scholarships (how to apply and how they are distributed)
- research (hard to find relevant information, researchers don't update their profiles)
- Communication with KTH, tel. or e-mail: All have positive experience with quick replies. In the cases there had been personal contact via call-up service or meetings, it was much appreciated.

Conclusions/suggestions for improvement

- Make sure all programmes have complete and easy accessible descriptions of course structure and links to all course descriptions.
- Include information on relevant research, profiles of involved academics and PhD-opportunities in programme descriptions. Students evaluate the programme on basis on related research.
- Link prospective students with current (student ambassador programme running, but only for one school)
- Transparent information regarding scholarship availability and distribution.
- Personal contact (phone call, meeting in home country, etc.) is much appreciated and can be the determining factor.
- Be aware of the importance of ranking lists, both as a first awareness of KTH and when comparing different options (three of six students found the KTH website via ranking lists). Use the lists and results wisely!

Notes from meeting

Participants and introduction:

Åsa Andersson, KIR member working with AAE.

Sesha, India, Bachelor in India, Molecular Science and Engineering, will finish by July 2014

Hari, Engineering Design, India, done with his Master's thesis. Perhaps finale meeting ever at KTH. Will leave in January and move to China. Got a job at Atlas Copco in Shanghai. Did internship at Atlas Copco in Shanghai and now received a job there through Atlas Copco international internship programme.

Despina, Greece, 5 year bachelor in Chemical Engineering in Greece. Chem Eng for Energy and Env. Done with thesis. Presented 1 month ago. Looking for job in Stockholm and learning Swedish. Wants to stay here.

Srejith, Nanotechnology, Indian, Bachelor in EE. 2nd year Master's student.

Sebastian Lindholm, KIR

Chang, China, Northeast part. Manturia. Physics student previously in China. Engineering and Physics. Metal concerts. Big fan of Death Metal. Studies Masters in Engineering Physics.

Sara, Texas, 2nd year student. Bachelor in Civil Engineering from Texas. Env Eng and Sus infrastructure. Wants to stay in Stockholm forever. Doing thesis at KTH and writing about UoI-cooperation.

Main reasons for choosing KTH:

Sara: Main motivation is that I wanted to study abroad and get out of Texas. When I got my bachelors I had a period of 1,5 years when I looked for a job then I decided to pursue my masters. I was interested in the environmental aspect of it. Google searched. For sustainability. First university to pop up was KTH and honestly that's the reason I applied. It was also the only university I applied to. Then I searched to get more information about KTH.

I have family in Sweden and in 2010 I met with a coordinator at KTH just to get better idea about everything and after that I started to apply.

Despina: Finished bachelor in Greece and looked for university in Europe. For Masters. Had been at vacation in Stockholm 12 years ago and asked my uncle about it. Googled for energy and environment and found programme at KTH. Deadline for KTH was earlier and since I got accepted from KTH before application deadline in Belgium and Netherlands and that's why I decided to go to KTH. I didn't apply to the UK because it didn't cost me anything to study here in Sweden.

Found out that KTH is connected with the industry and that was a pro.

Hari: Main reason I came here was the course structure. I browsed through it and it was informative and I liked it. I also Googled a lot. One of my cousins was a PhD candidate in the UK and I asked him about KTH and he said it was good. He said weather was going to be a problem but I went anyway.

Sesha: I never wanted to go to the States. I wanted to go to Europe where there is more freedom. Wanted to switch study area and move to chemistry. This was possible at KTH. Course structure looked amazing and this was a main motivation. Karolinska clinical research was also a motivation. Research connected to the programme. It was easy to find information on the website, but the research aspect was very hard to find.

Chang: I graduated in 2009 and after that worked for 2 years in my hometown. Then I thought I should learn more about physics. I looked up online for universities around the world and then I found Sweden and Norway and some interesting programmes. Then I applied for 8 different programmes in Norway and Sweden. And then I applied for 2 programmes. Kth was my top choice. Maybe they will not accept me so I also thought about Lund. I asked my friends in Chalmers and he told me to be relaxed and don't worry. Accommodation and social order was also a bit of a worry. But the safety here is great. Maybe it is the safest place on the planet. Projects and groups concerning physics were really good and that was a great aspect for me. First programme was physics and second was electro physics. I also liked Nordic music. Folk music. This was also a main interest. And it was also a reason why I was interested in studying in Scandinavia. And now when I live here I think it is better than I thought.

Srejith: Googled about Nanotechnology and if it was offered at KTH. I also did so for other universities. I applied to 12 of them. KTH was my main focus and I got accepted to 3 universities and fortunately KTH was one of them. I am also trying to aim my focus a bit and that is why some universities didn't accept me. Met Rajeev but I thought he was representing Uppsala. Then I realized he was representing KTH and I started to communicate with him.

Sara: I looked in to Uppsala because I have had family there. They didn't have environmental planning so that's why I decided to go to KTH.

Åsa shows the responses from the questionnaire to the participants.

Sara: KTH doesn't accept federal loans. But Lund does. I don't know why KTH doesn't. It is strange. At that point I don't think I had any scholarship options. First time I spoke with a coordinator he didn't know how it would work so I didn't get much information.

Sesha: I did not talk to any KTH representatives.

Chang: I talked to my friend in Chalmers and also one in Umeå. We talked about studying in Sweden.

Hari: I sent a lot of emails to students that studied the programme. I found them on Facebook and found 2 people, both Indian, that I messaged. I got some good information from them.

Chang: 2 weeks ago a South Korean girl contacted me and asked questions about KTH and she wanted to apply here. She plans to join KTH. She contacted me on Facebook. And she also contacted a friend with the same name. I think she found the wrong Chang. [laughter] Maybe she found my interview on the web page. It [Facebook] is a good channel to deliver help to others.

Srejith: I spoke to a researcher that had worked with KTH earlier. He said it was a good decision with good research alternatives. I guess he left KTH and this was before the tuition fees were introduced. I think it would be good with more scholarships. So many students don't accept the scholarships and this is bad. I think the tuition fee is high and since companies don't accept employees who don't know Swedish I think the tuition fee is too high since you are not guaranteed a job.

Sesha: Not many scholarships are offered to people who apply to the chemistry area. People with experience get scholarship but not us who go straight from bachelor to master. This is not equal and should be changed.

Srejith: None of the international students at my department received scholarships, but then I found out some students who received this opportunity at KTH but they had rejected it.

Chang: For my batch I joined last year and there were 45 students and only me came outside of Europe [laughter] and I was the only one that had to pay. I found some Chinese in other programmes with much worse background and they got scholarships but I didn't. Maybe the criteria between different programmes are not very equal.

Srejith: There are no options to give scholarships to all international students. But there should be an increase in part-time jobs. In the states it is easy for students to get part time jobs on campus. KTH should work more like this. In the states students can work as TA's, here there are no on campus jobs for students.

Chang: Most of my classes are at AlbaNova. I have noticed there are much cooperation between KTH and companies. This should be more announced and accessible for students. Generally speaking I think it was good to introduce fees for students since it makes it possible to make taxes less. And it gives more credibility to Swedish studies when it costs.

Srejith: We had a meeting with the migration board in my home country and they said the Visa was granted based on first come first served but it took me 3,5 months to get my residence permit. Migration board was not good and it took too long time.

Did your previous interactions with Sweden affect you when applying to KTH?

Despina: I would not have come to KTH if I had not had my uncle who had studied at SU [Stockholm University]. He knew it was a good technical school and then I checked the ranking. And it was really high in Europe. I also found a Brazilian blogger when I Googled KTH and I added him on Facebook. He spoke to me and he was really polite to accept me and this really helped me. This was great for me. In the beginning you search in blind but I do believe the KTH website has all the information you need if you put down the time.

Chang: Facebook and Twitter are totally blocked by the government. I added a micro blog account for KTH in micro version of Twitter [Weibo]. Personally I am not satisfied with the Weibo account. That is the only channel Chinese students can access and it should work more like Facebook. I know some

other popular platforms. RenRen. Douban. Since Facebook and Twitter are blocked these are the options. We are blinded by the government. The Weibo account was not so helpful. Even university admission [www.universityadmissions.se] was blocked. You couldn't even apply at times [laughter].

Sesha: I applied for universities in Germany and Netherlands. But the course programme was more suitable for me.

Hari: I applied for 14 universities around the world. Singapore, Germany. I got in to almost all of them. I got a scholarship at KTH so that made it easy since it eased my financial aspect.

Despina: Also that everyone in Sweden speaks English is a main reason. [everyone agrees]

Srejjith: This is also a miss since it makes you not learn Swedish and this is not good if you would like to work here in the future. In Germany and Belgium it is harder to communicate.

Chang: I planned to apply for universities in Denmark and Germany but the time frame was too bad. After the decision was made for Swedish universities I could start to apply. I had to make a decision before I started to apply. I liked to apply in time and the application period was earlier compared to most countries.

Sara: The day I got the acceptance from KTH the deadline for my back up university was a bit after that so this was really good. Tuition fee waiver made my decision so easy.

One disadvantage with Sweden is that you can only apply once a year. In the US there are 3 application periods. Here it's only one.

Despina: I was planning to do a Masters for one year but it was really difficult to find one for me. Especially at KTH.

Discussion on Master's brochure, Master's Handbook, and Welcome Package

"I got the box!"
- Several state with joyful tone

Unanimous saying that the box is "super nice".

Everyone received the box except Despina.

Chang: I was really surprised when I got it. Not only for the gift but for the Chinese postal system. They always break things from outside the nation. But this time it arrived in time.

Master's Handbook and Master's brochure

Chang: I read the Master's handbook online before I got it.

Sara: I also read it online before I got it. I also read it on the flight to Stockholm.

Despina: It was really unclear about insurance. I was 27 then and it was actually hard for me to understand and I got my uncle to read it. And then I came here and I had no insurance. That was not good at all.

Chang: I don't remember seeing the Master's programme catalogue.

Sara: The handbook is really handy.

Chang: I went to the programme websites directly and read about the programmes. Not through the catalogue.

Sara: I see this year they have student ambassadors at the EE School. I would have liked that if we had gotten that treatment. Now there is also a special Facebook page for international students. I would've liked if we had that. One of my roommates is a student ambassador and that's how I found out about it.

Handbook was very "useful"! – Unanimous saying

Four people don't remember Master's catalogue. 2 remember it clearly.

Sara: I still have my [Master's] catalogue. And I think it is good with a printed one. I prefer to have one in hand rather than printing it out myself.

The KTH website – what did you encounter and what do you remember?

Sesha: I got to know about the KTH website through THE ranking and QS ranking. They have good information there.

Chang: Same for me. I found it through Topuniversities.com

Srejith: Same for me.

Despina: I used Google.

Sebastian: What about you Chang, did you use Baidu?

Chang: Baidu means 100 viruses in Chinese. Low-end users use Baidu. [laughter] I'd rather use Bing. I hate Baidu.

Hari: It was easy to follow programme descriptions. It was the most important thing that made me come there. The website. The structure.

Chang: Requirement section was very clear and that is super important.

Sara: The website overall is fairly easy to access.

Despina: Would have liked to know more before applying. A lot of information and we needed a lot of time to go through it.

Chang: There should be more information about applying for accommodation. I applied in time but many of my friends applied later because they didn't know any information about housing.

Sebastian: Did you visit any other websites that were not related to KTH?

Sesha: Mastersportal.eu. I visited this and got information from that. They have course information.

Chang: Also Wikipedia. It works in china.

Sesha: That's where I got to know about the nuclear reactor at KTH.

Despina: It should be more information about accommodation and how hard it is to find. Many of my friends didn't find housing and many ended up having trouble with this. They had to stay in hotels for a long time. They lost money.

Sara: Scholarship page didn't have much information at all. I don't even remember if I got information

from the web or in the e-mail. Thesis portal is not working well as well. Most of them are in Swedish and not very useful for international students.

Sesha: For scholarships and tuition fee waivers there is a separate application form. They should include this in the main application. People forget to apply for scholarships because of this.

Chang: I almost missed it!

Sesha: I almost missed it too!

Sara: Yeah, this was really unclear.

Sesha: Yeah, it was not organized properly. A lot of people missed out. It should be combined with the regular application.

Chang: I got a question from the Korean girl and she asked me about the different research projects. I didn't find much information and it wasn't updated. This is not good. New information might be good.

Sesha: It was hard to find information about research. I had to go to separate websites and programmes to find this.

Chang: Same for me.

Sesha: Yeah, a few professors don't update their profile. This is not good!

How was the communication with KTH prior to arriving, if you called or e-mailed?

Sesha: They were very quick when I sent emails.

Srejith: Yeah very quick. I called during Midsummers and I was placed in a queue. But they called me immediately afterwards from the respective department.

Sara: Overall I contacted them on email and they answered me properly and in time. This was the general admissions.

I got a phone call as well. They actually talked to my mum. [laughter] That was really nice.

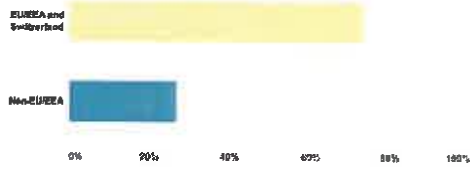
Sesha: We had a special programme in India. Person working for Swedish embassy in Delhi came over to our place and talked about the visa process. We had a Skype interview with someone at KTH. Someone from admissions or something. This was really nice.

Srejith: Yeah, 7 universities were present.

Notes by Sebastian Lindholm, December 12, 2013

AAE; Recruitment and Communication_Exchange

What student category do you belong to?

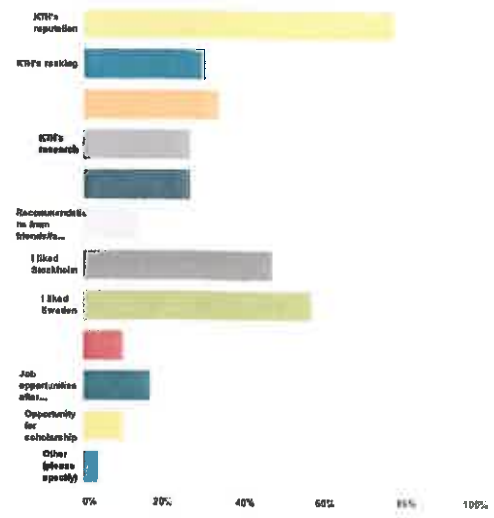


Several	Great
EUREKA and Swibersted	75,23%
Non-EUREKA	24,77%
Total	100

1 / 20

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Which were your main reasons for choosing KTH? (tick as many alternatives as relevant for you)



Several	Great
KTH's reputation	76,67%
KTH's ranking	30%
Programme content and quality	23,33%
KTH's research	26,67%
Recommendations from teachers/other staff of home university	26,67%
Recommendations from friends/family/KTH alumni	13,33%

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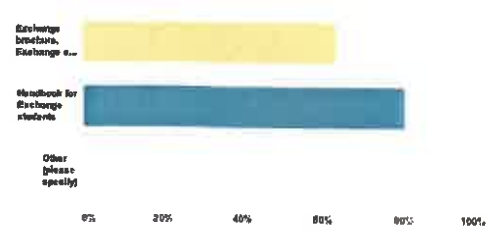
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I liked Stockholm	46.67%	14
I liked Sweden	56.67%	17
I had a connection to Sweden/Stockholm relatives, friends	10%	3
Job opportunities after graduation from KTH	16.67%	5
Opportunity for scholarship	10%	3
Other (please specify)	3.33%	1
Total antal svar: 30		

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AAE; Recruitment and Communication_Exchange

Printed media



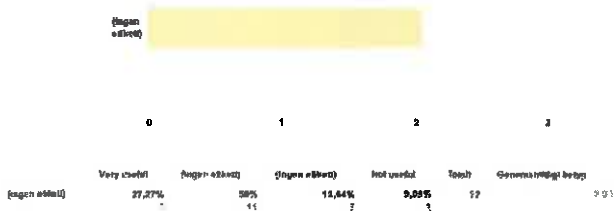
Several	Great
Exchange brochures, Exchange of KTH	43,33%
Handbook for Exchange students	86%
Other (please specify)	0%
Total antal svar: 30	

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AAE; Recruitment and Communication_Exchange

🗨️ If Exchange brochure, what was your impression?

Survey of 6 respondents

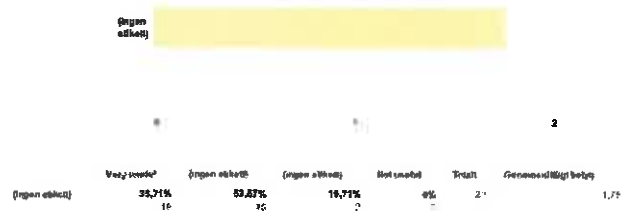


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AAE; Recruitment and Communication_Exchange

🗨️ If Handbook for Exchange students, what was your impression?

Survey of 16 respondents

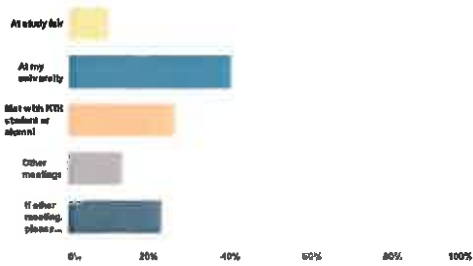


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AAE; Recruitment and Communication_Exchange

🗨️ Meeting/talk with KTH

Survey of 14 respondents



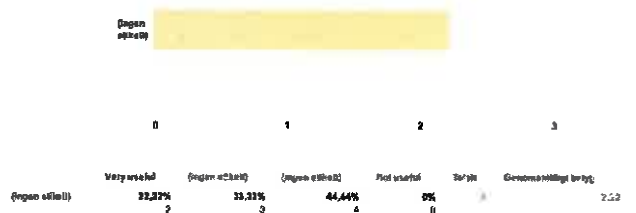
Overall	Count
At study fair	10%
At my university	40%
Met with KTH student or alumni	28,57%
Other meetings	14,29%
If other meeting, please specify	10,71%

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AAE; Recruitment and Communication_Exchange

🗨️ If meeting with KTH at study fairs, what was your impression?

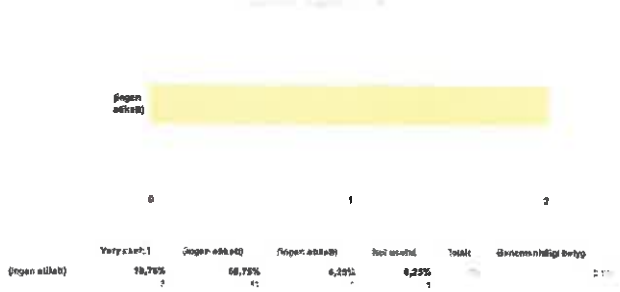
Survey of 16 respondents



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A&E; Recruitment and Communication_Exchange

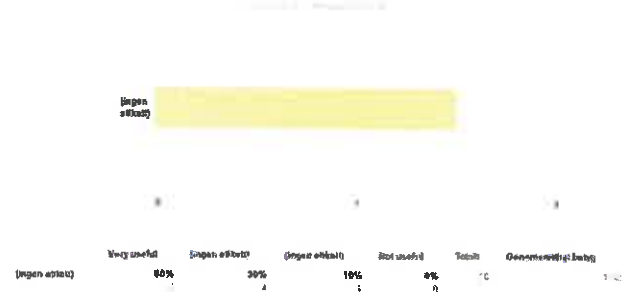
🗳️ If meeting with KTH at your home university, what was your impression?



5/12/20

A&E; Recruitment and Communication_Exchange

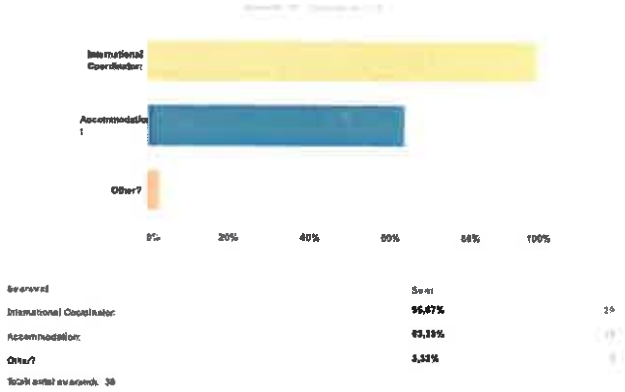
🗳️ If meeting with KTH student or alumni, what was your impression?



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A&E; Recruitment and Communication_Exchange

🗳️ If you communicated with KTH staff before arrival, how did you experience it?



11/12/20

A&E; Recruitment and Communication_Exchange

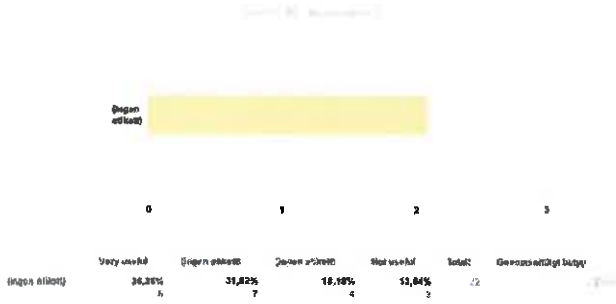
🗳️ If you communicated with International Coordinator, how did you experience it?



12/12/20

AAE; Recruitment and Communication_Exchange

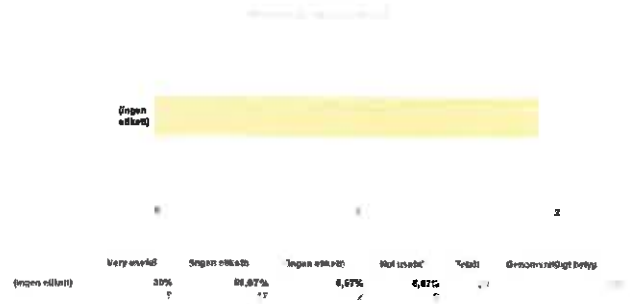
Q12 If you communicated with Accommodation, how did you experience it?



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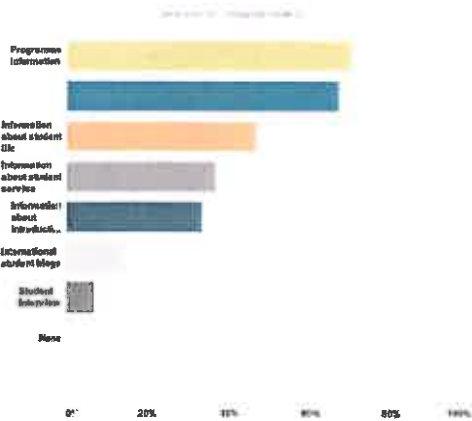
Q13 How did you experience the information about courses and course selection?



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AAE; Recruitment and Communication_Exchange

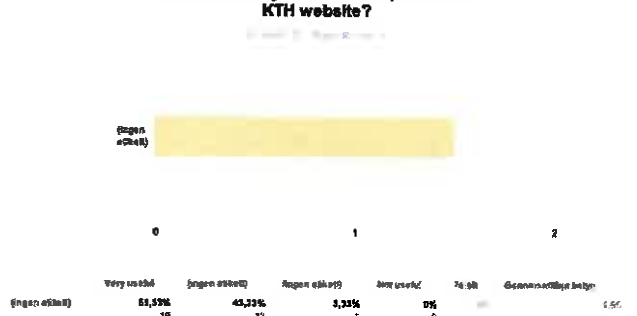
Q14 KTH website



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AAE; Recruitment and Communication_Exchange

Q15 What was your overall impression of KTH website?

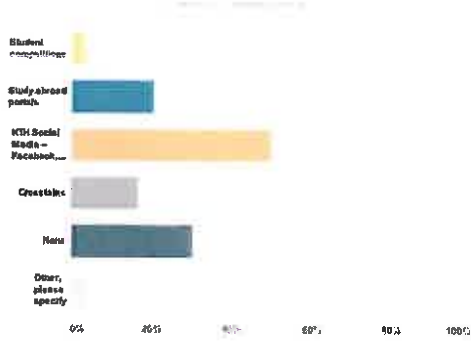


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Response Category	Count	Percentage
Programs information	78	78%
Information about application process	14	69.67%
Information about student life	14	69.67%
Information about student services	19	95.67%
Information about international activities	6	30%
International student blogs	6	30%
Student interview	2	10%
None	0	0%
Other (please specify)	6	30%

AAE; Recruitment and Communication_Exchange

Q6: Other online information?

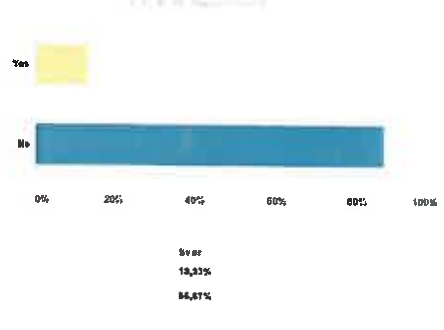


Response	Percentage
Student competitions	3.33%
Study abroad portals	20%
KTH Social Media - Facebook, LinkedIn, YouTube	60%
Creative Commons	16.67%
None	30%
Other, please specify	3.33%

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AAE; Recruitment and Communication_Exchange

Q7: Was there any information about KTH that was missing or hard to find?

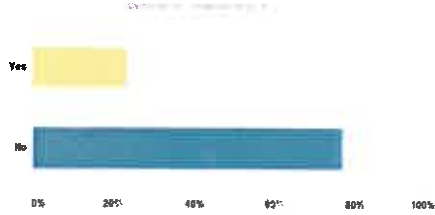


Response	Percentage
Yes	16.67%
No	83.33%

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Q8: Any information or contact that you would have liked more of, for instance to facilitate your course selection or arrival?



Response	Percentage
Yes	23.33%
No	76.67%

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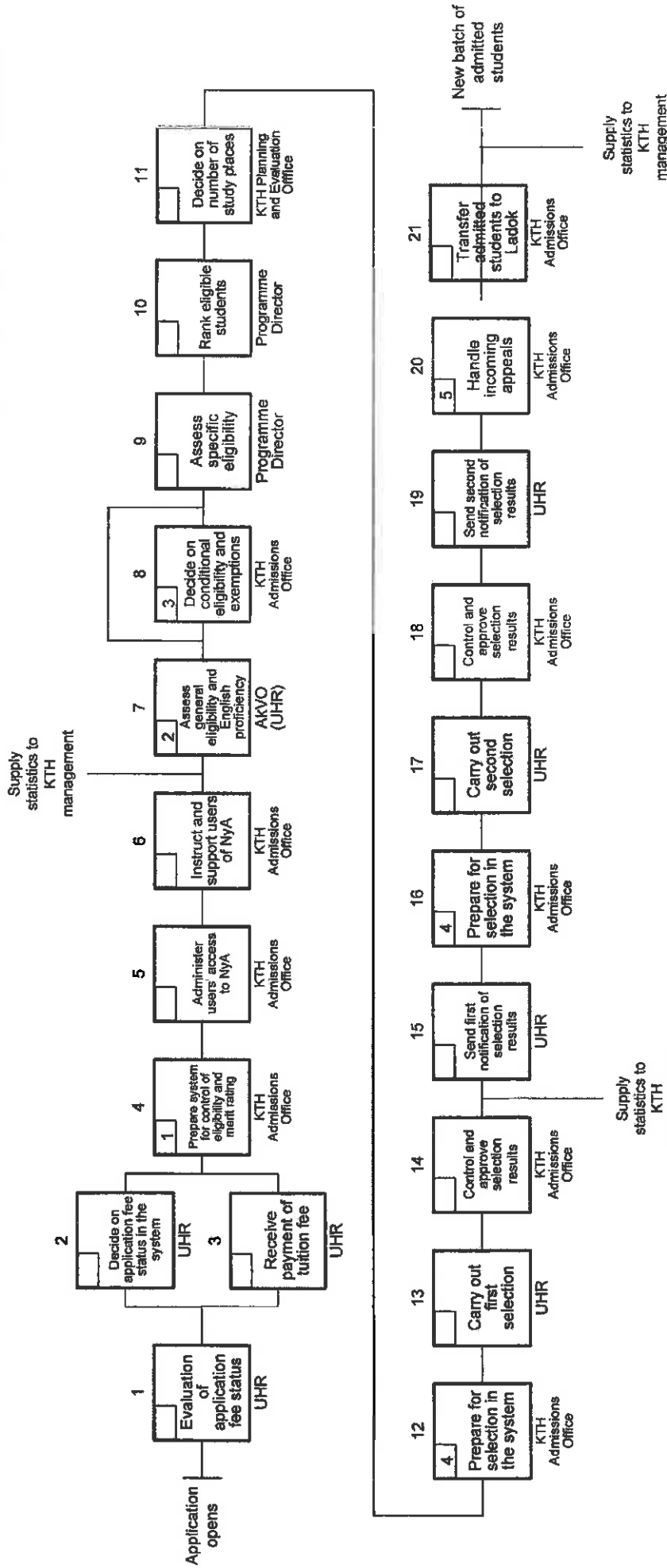
AAE; Recruitment and Communication_Exchange

Q9: Anything else you would like to comment on regarding KTH's communication?

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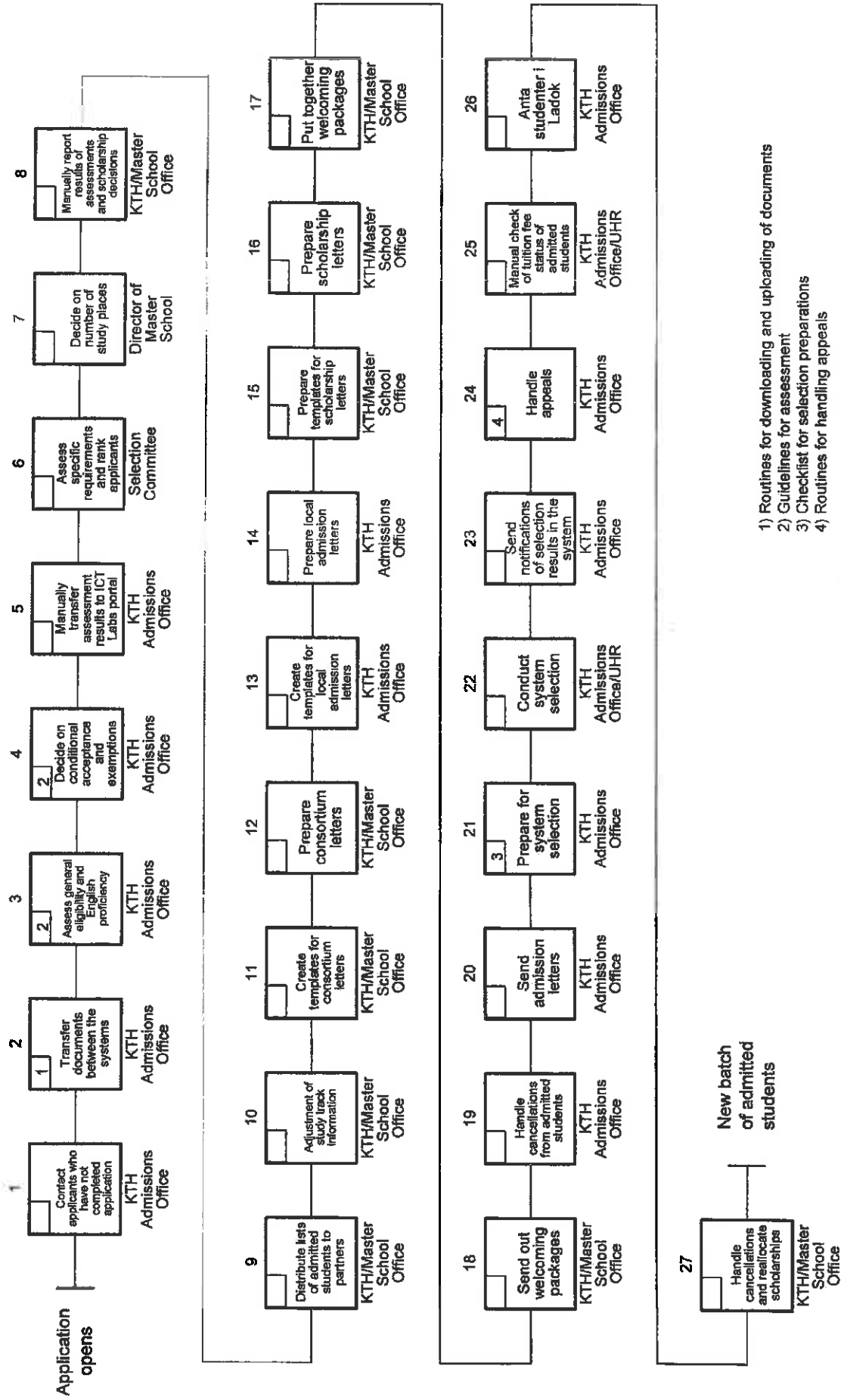
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Admission to Master's Programmes at KTH



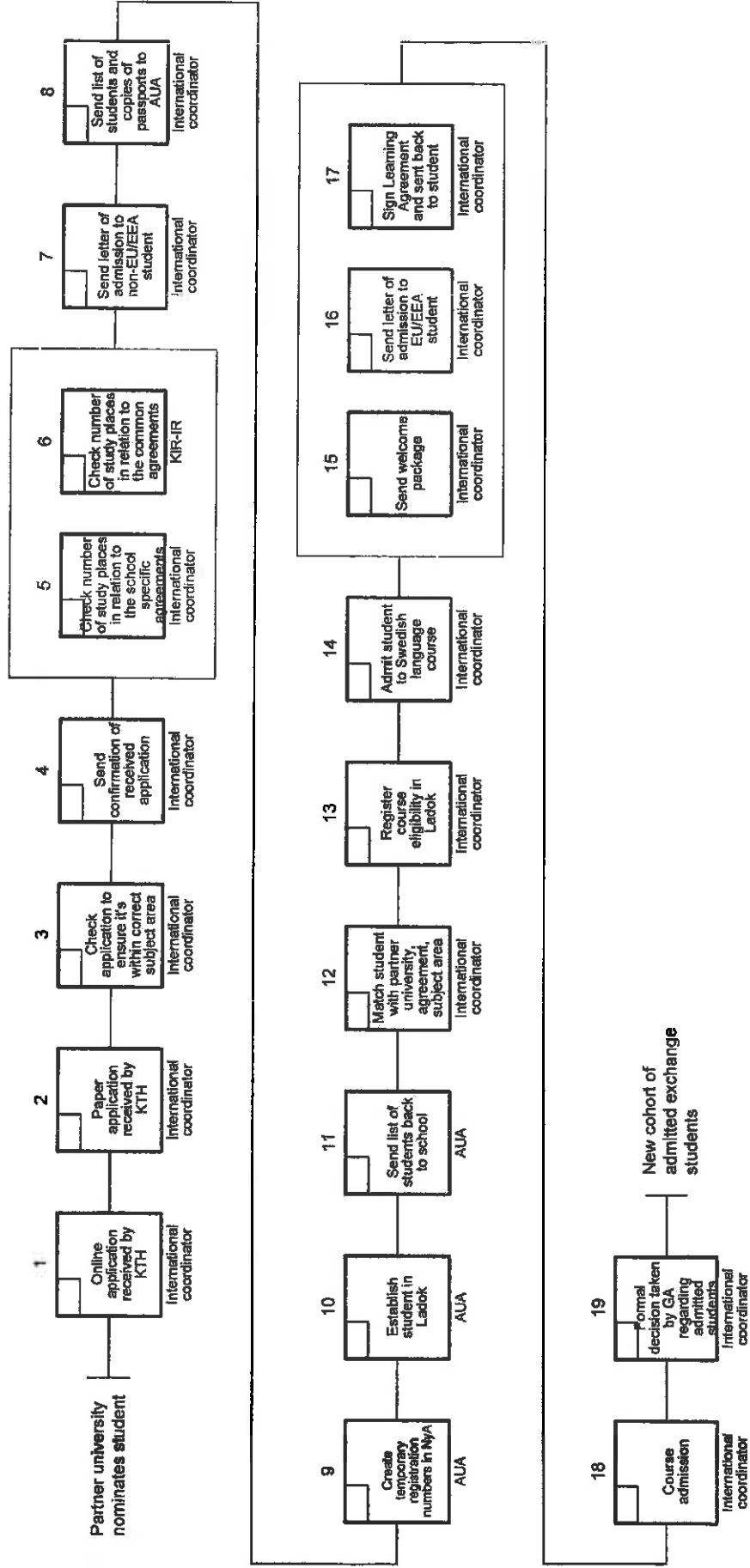
1. Checklist for system preparations for eligibility check and ranking
2. Guidelines for assessment of general eligibility and English proficiency
3. Guidelines for assessment of conditional eligibility
4. Checklist for preparations for selection
5. Routine for handling appeals

Admission to programmes- EIT ICT Labs



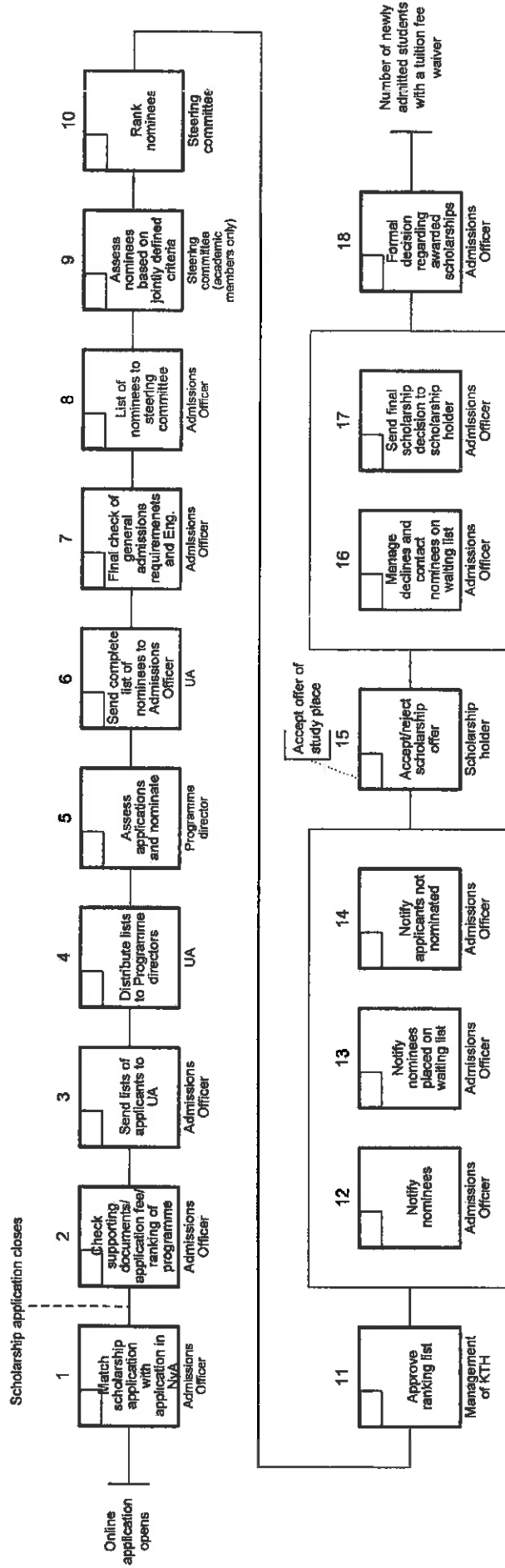
- 1) Routines for downloading and uploading of documents
- 2) Guidelines for assessment
- 3) Checklist for selection preparations
- 4) Routines for handling appeals

Admit incoming exchange student

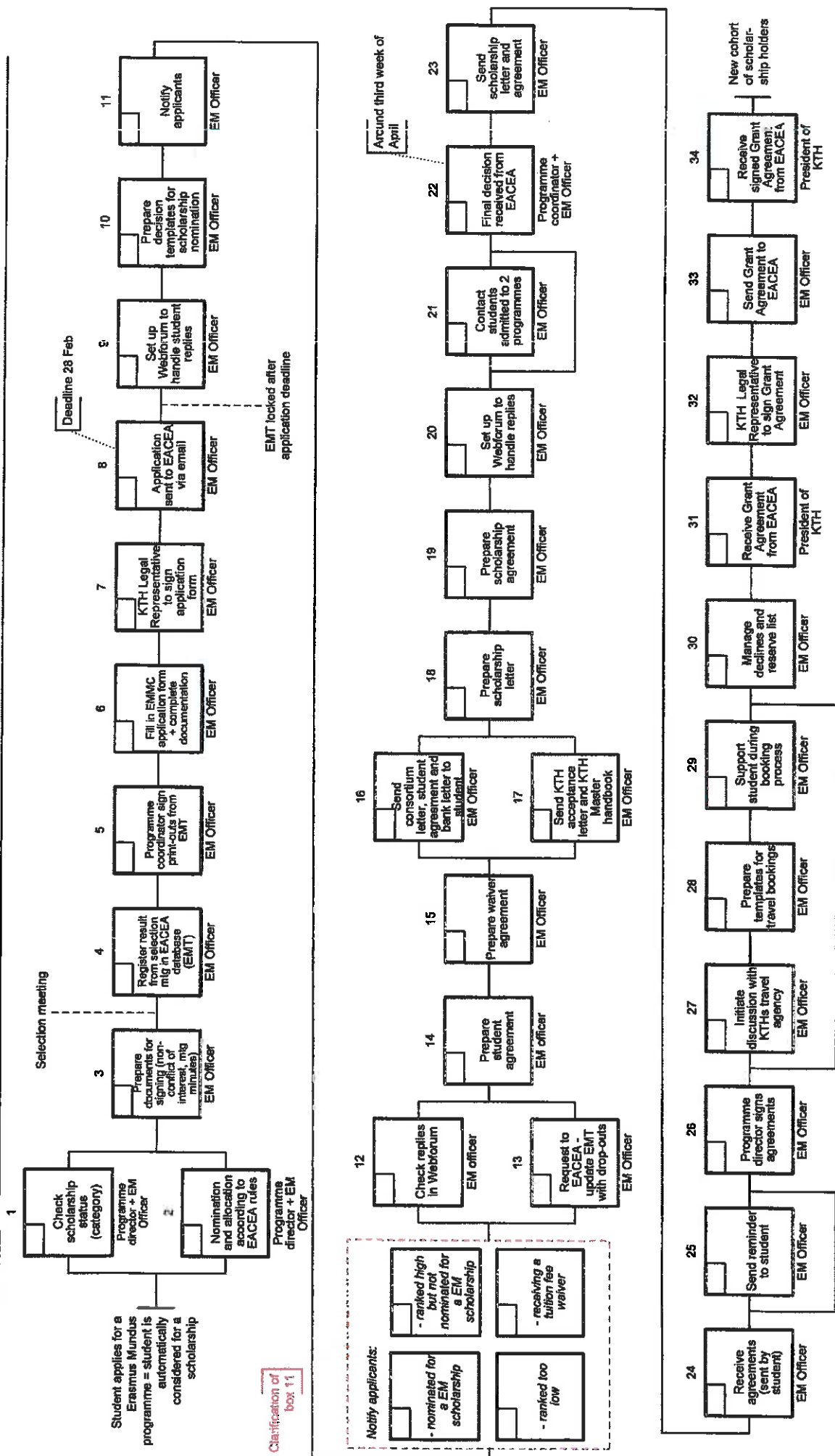


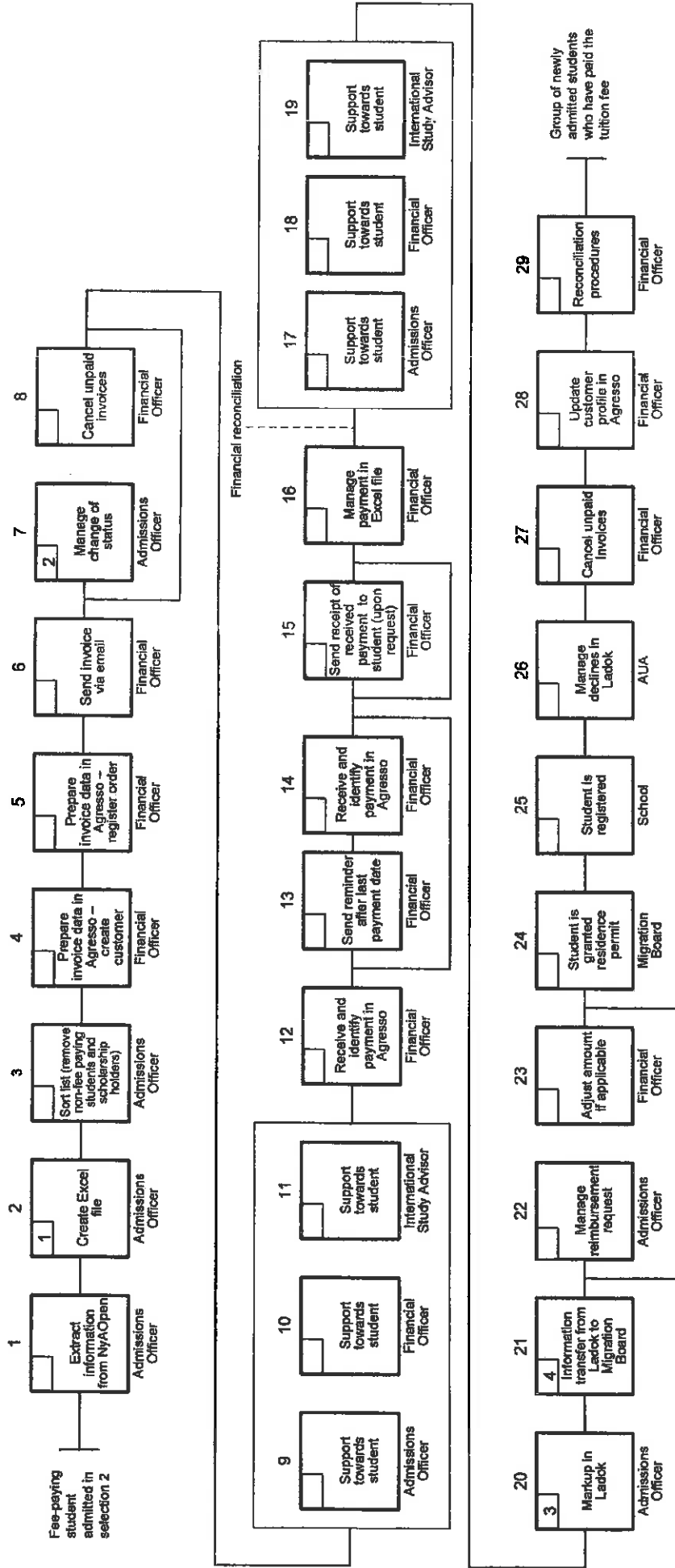
AUA: Academic Registry
 KIR-IR: International relations
 GA: Director of Undergraduate Education
 Ladok: System for study administration

Allocate scholarships (tuition fee waivers)

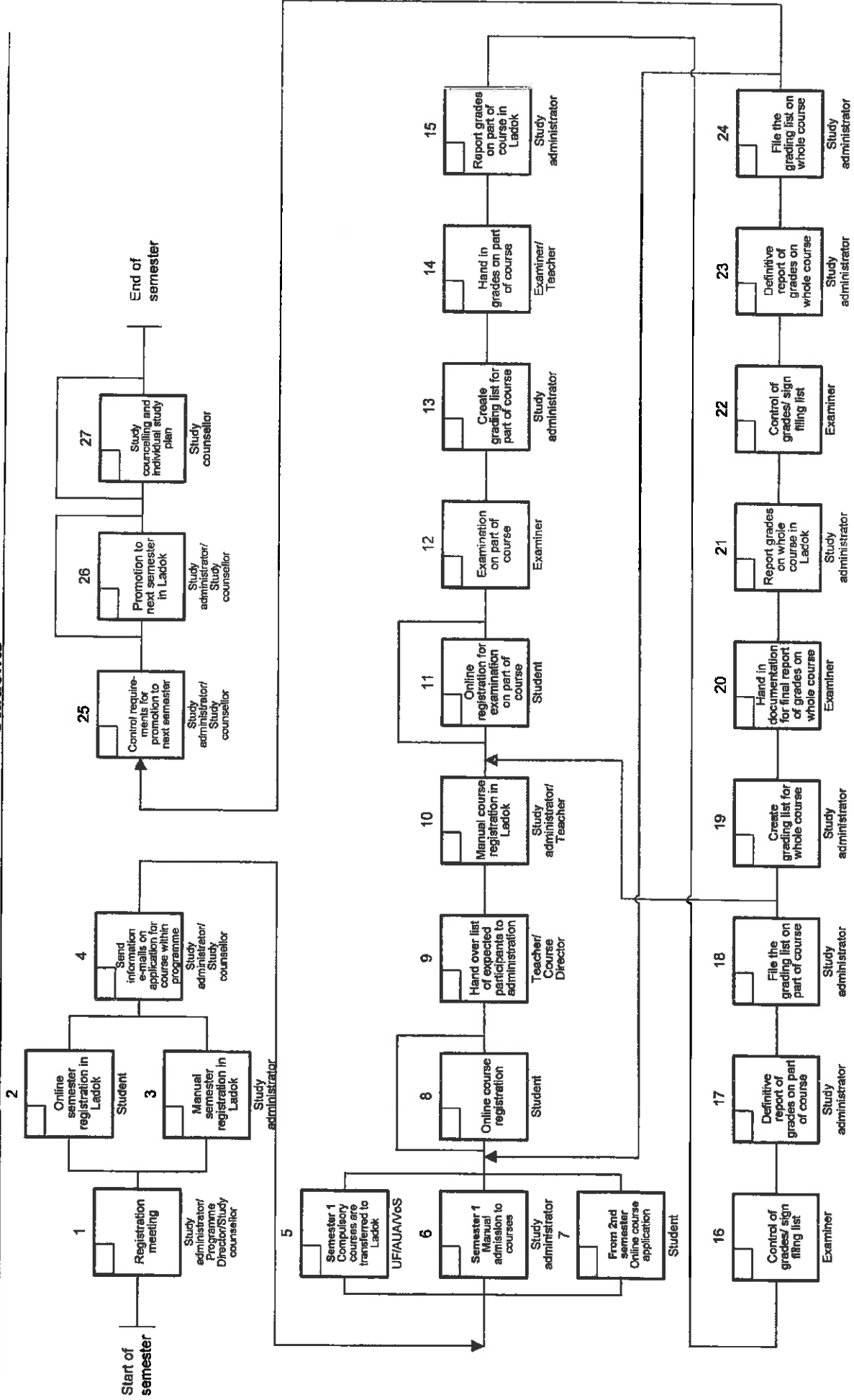


Allocate Erasmus Mundus scholarships

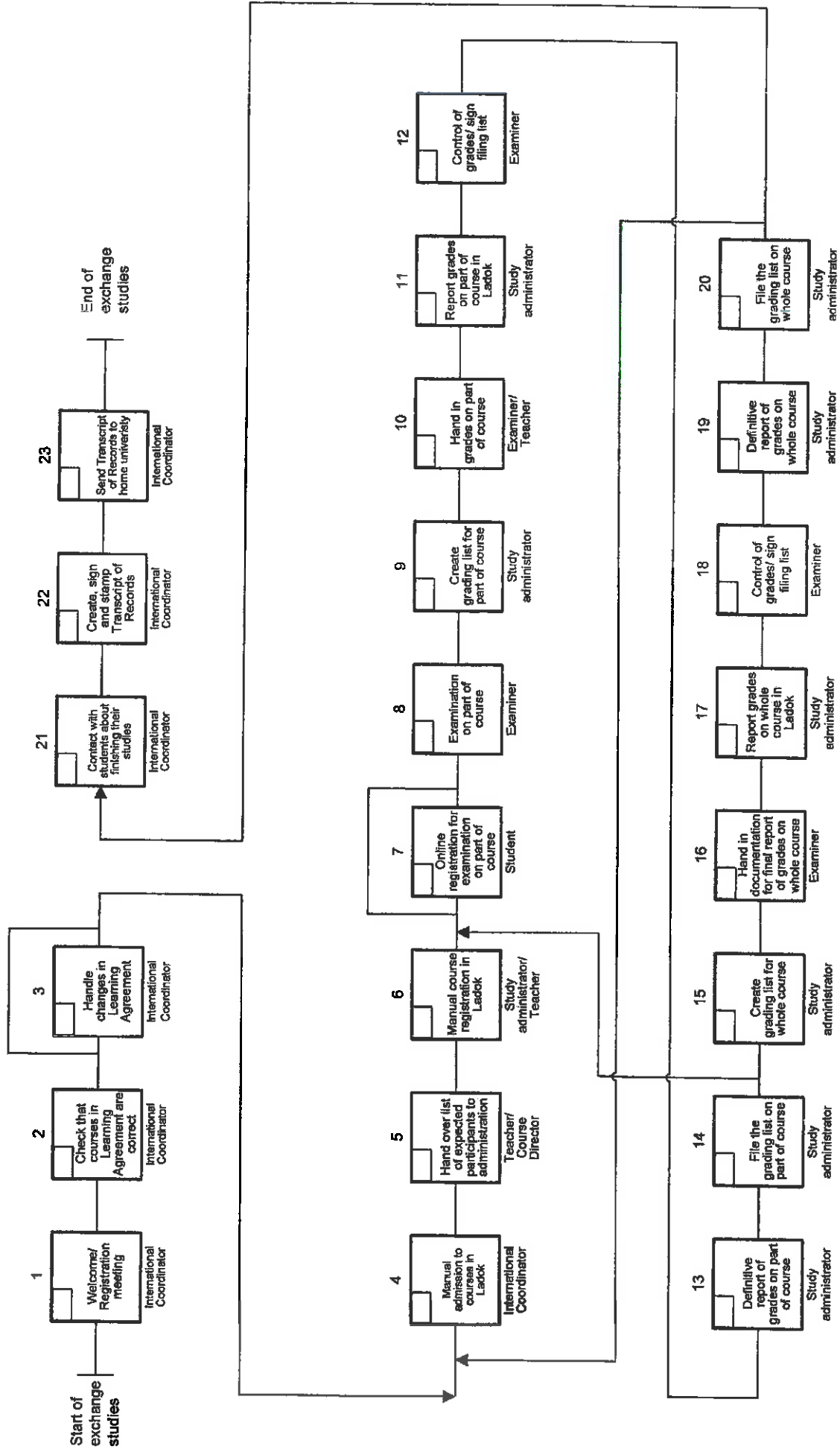




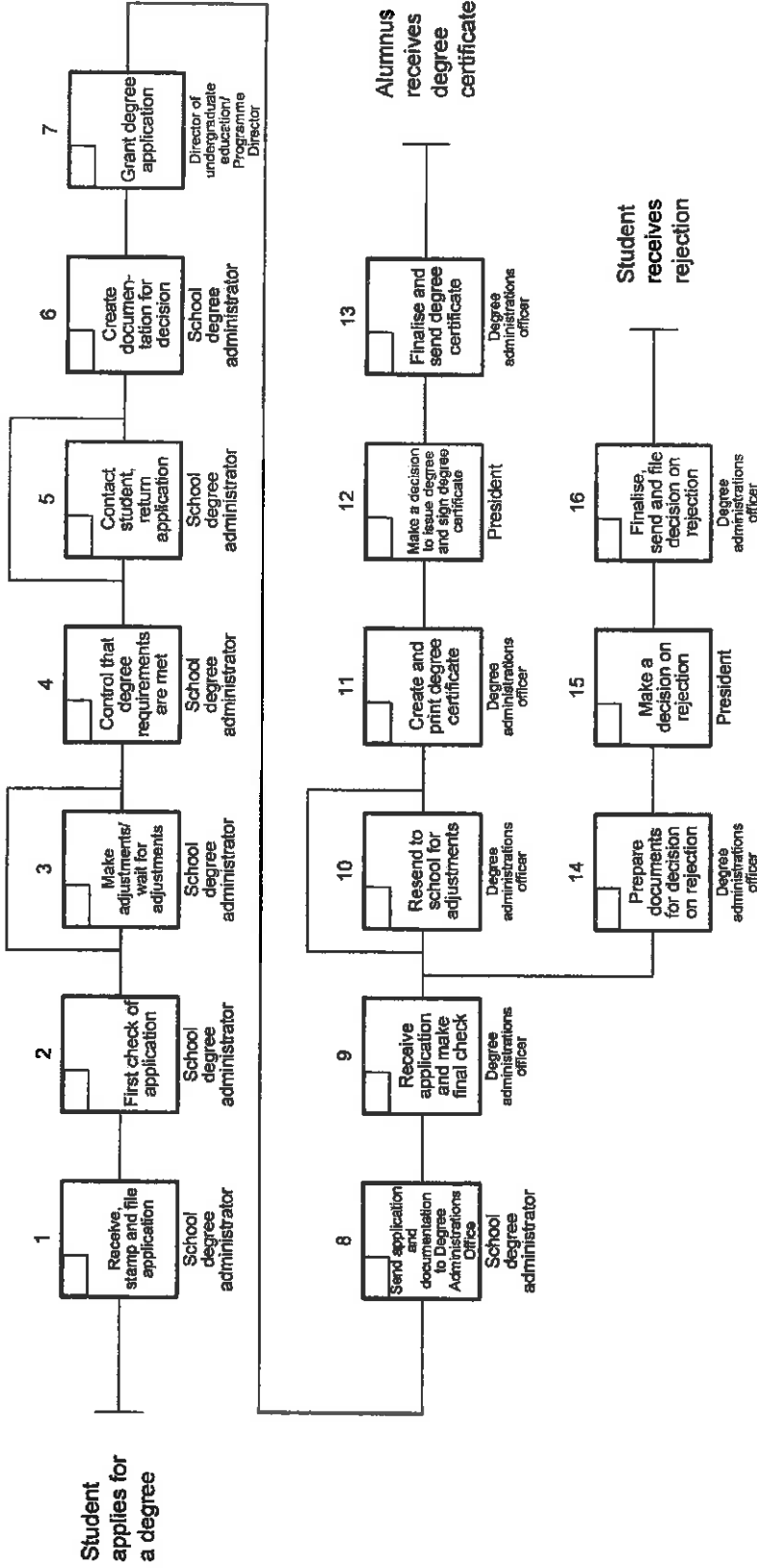
Semester and Course Administration- Programme Students



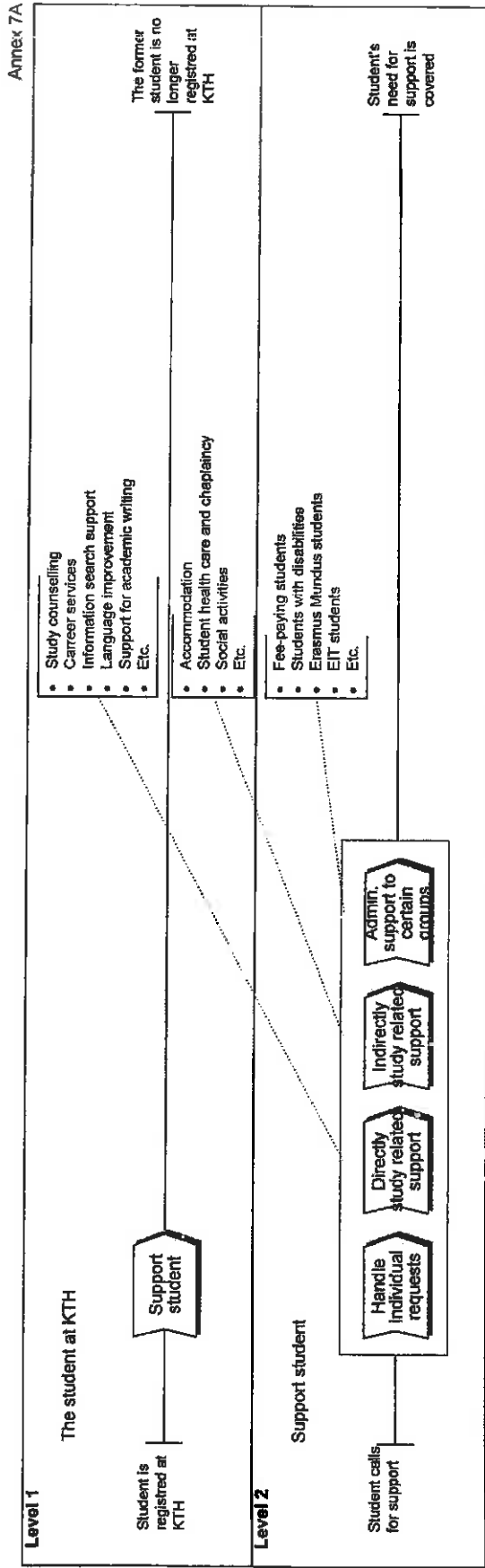
Course Administration-
Exchange Students



Issuing degree



Student support at KTH



International students' journeys through KTH

This case study describes the journey of a fictive 'main flow' KTH student; we call her *Master's programme student Mia*, through her studies at KTH. Mia is a non-European citizen and is therefore obliged to pay tuition fees to study at KTH. The description also includes some of Mia's fellow students (also fictive) to exemplify how the same 'passages' on the journey may vary for different groups/categories of students. This case study aims to serve as a description of the student support offered to international students at KTH and how it can differ between groups of students depending on factors such as if the student is a citizen of a country within the EU/EEA, the length and type of studies and which schools or campuses they are studying at.

The journey starts when the students have been admitted and have decided to accept the academic challenge at KTH. Since this is a case study focusing on the student support at KTH, the students presented in this story encounter most of the available support that KTH has to offer international students.

The journey starts – the pre-arrival period

Pre-arrival information

After Mia has received the notification that she has been admitted to KTH she receives a series of electronic newsletters from KTH's central administration. Mia is one of the few applicants who will receive a phone call from a current student at her programme. All admitted international KTH Master's programme students receive newsletters with information and updates from KTH via email and a student handbook via regular post. The last information letter that Mia receives before leaving for Sweden is a welcome letter that is sent directly from her programme.

In the case of Mia's fellow student, *Exchange student Eric*, most of the information he receives before coming to Sweden is sent directly from the international coordinator at his KTH school¹. As such, the information he receives is therefore slightly different to the information other students get. *Multilateral agreement*² *Mike*, on the other hand, who will be studying at an Erasmus Mundus programme at KTH, receives yet another set of information both from the central and programme EM coordinator at KTH. The *New at KTH* website³ and KTH's Facebook page *KTH International students*⁴ are two other information channels that offers admitted students general information needed to prepare before coming to Sweden, Stockholm, and KTH.

As a tuition fee-paying student Mia is eligible for some additional benefits offered only to this group of students⁵. These include housing guarantee, free primary health care for minor health issues, free

² Within the 'multilateral agreements' there are, for example, Master's programmes like Erasmus Mundus and EIT.

³ www.kth.se/en/student/newatkth/

⁴ www.facebook.com/KTHinternational

⁵ From here on, and if nothing else is stated, when 'tuition fee-paying students' are mentioned, this group includes non-EU/EEA Master's programme students, Master's programme students holding a KTH or SI scholarship, Erasmus Mundus and EIT students and Science without Borders (SwB) scholarship holders.

membership at the campus sport facility during one year, a comprehensive insurance, and a limited number of occasional job opportunities on campus.⁶

Housing

Mia, as well as *Multilateral agreement Mike*, *Special venture agreement Shin*, and *Science without Borders? Sandra*, have all applied for accommodation and received a housing offer from KTH Accommodation before they leave for Sweden.

Exchange Eric and KTH's Master's programme students from within the EU/EEA area are not guaranteed housing through KTH. However, exchange students⁸ are offered housing if there are rooms available after all tuition fee-paying students have been provided accommodation. Eric has applied for housing through his international coordinator but must wait until June to find out whether he is one of the lucky students who will get a room.

Students who are not offered accommodation through KTH face the challenging task of finding housing on their own. KTH only provides limited assistance in helping these students to find housing.

Language courses

Before arriving, Mia also is informed about a pre-session course in English that is offered free of charge to all fee-paying students. The course aims to improve students' academic English language skills and study skills in a KTH setting. Many international students have a strong interest in learning Swedish during their studies at KTH. Eric and his fellow exchange students are offered an intensive Swedish language course before the start of the semester. Master's programme students interested in learning Swedish are offered a course in Swedish language and culture during the semester parallel to their other studies.

Arrival and introduction

Introduction and orientation programme

All international students are recommended to attend the activities within KTH's 2-week introduction and orientation programme before the official start of the semester. During the introduction period students are offered a variety of activities intended to ease their transition to Sweden and KTH. As Mia has no obligations elsewhere she has the opportunity to join the orientation programme and receive all the important information needed to facilitate her settling in.

The introduction programme contains both information sessions and social activities. KTH's information sessions for new students cover three general areas; *Information about moving to Sweden* (such as residence permit, health care, insurance and banking options)⁹, *General information from KTH units about being a KTH student* (covering rights and responsibilities, and the available support and activities), and *Information from each KTH school or programme*. There are also centrally organized meetings for tuition fee-paying students, scholarship holders, and Erasmus Mundus students to name a few.

Mia and Eric sometimes find that all of the information provided for international students is not relevant to them individually. The most important introduction activities are offered multiple times

⁶ The job opportunities on campus are only offered to non-scholarship holding fee-paying students.

⁷ KTH offers course packages for undergraduate students within the non-degree Brazilian scholarship programme 'Science without Borders'.

⁸ Exchange students are offered available accommodation in turn based on a priority list that is not presented to the applying students.

⁹ Most of the information given during the Moving-to-Sweden session is covered in the previously mentioned blue binder that is handed out to all international students.

during the introduction period and after the start of the semester so that students who arrive late for various reasons do not miss out.

At the end of the introduction period, Mia, Eric, Mike, Shin, Sandra, and all other new international students are invited to a formal Welcome ceremony, hosted by the president of KTH.

Arrival Day services

Like most of KTH's international students, Mia arrives in August to Arlanda Airport on one of KTH's Arrival Days. She is met by KTH representatives who welcome her to Sweden and guide her to a bus that takes her and her fellow students directly to KTH's main campus and the Arrival Day services. Students arriving to the bus terminal Cityterminalen will find a KTH representative available to help them there. There are also directions and maps available on the website to help students who do not arrive on the official Arrival Days (or arrive in the spring) find their way to KTH.

On the Arrival Day there are extended opening hours and additional service provided for international students by KTH Accommodation, KTH International Student Desk (ISD)¹⁰, KTH Language & Communication, KTH Infocenter and KTH's Student Union, THS. Students who arrive on this day have the opportunity to obtain necessary information for their initial orientation and ask questions to all the KTH service desks gathered in one place at the Arrival Day site. The Student Union is available to register students for the social activities which they organise within the introduction programme.

All students receive a binder from ISD which contains essential information for new students and a 'welcome bag' from THS with useful things such as a Swedish sim-card for mobile phones. Key pick-up is available for students who have received accommodation through KTH. Students who have not been able to find accommodation can get some limited support on how to look for housing on their own from the KTH Accommodation team. As an additional service THS has arranged 'student helpers'¹¹ who guide the newly arrived students to the main KTH student housing areas.

KTH School/programme introduction

KTH's schools are not represented on the Arrival Day. For any study- or programme related questions students are referred to contact their schools administration offices during their opening hours or wait to attend the introduction/registration meetings.¹² The students are often strongly advised to participate at the introduction meetings held by their school or programme. The content of these meetings differs but at a minimum they provide a brief introduction to the school/ programme and administrative and academic staff. In most cases, they will also include basic information on school or campus specific routines and support services. At these meetings students receive a personal kth.se user account and an access card¹³, along with contact details to programme/school or campus related functions. There are also examples of schools that, besides what is mentioned above, offer new students an introduction to school specific IT systems, a presentation of school related student union chapters, and information about support services offered by others.

Eric has been in close contact with his international coordinator throughout the application process and knows when his registration meeting is scheduled. His fellow exchange student however, arrives the day after the registration meeting and will have to wait three weeks until he can receive his kth.se account and access card for KTH premises. Mia's programme coordinator is still on vacation when she arrives and she has to save her questions until her programme information meeting, at the start of the semester. Many students express frustration over not reaching their KTH contact person and might

¹⁰ The International Student Desk is a helpdesk for international students.

¹¹ In Swedish called "Faddrar".

¹² Contact details are prior to arrival sent out to the students by each school, but if a student for some reason is missing this information on arrival, the ISD tries to help the students to find it.

¹³ The kth.se user accounts and access cards gives each student a personal KTH email address and access to the IT systems, computer labs, and buildings that they will need during their studies.

have to wait for weeks to get someone to sign certificates that they urgently need to send back to their home universities or to meet someone whom they can ask about matters important to them to be able to prepare before the start of their studies. For many of these questions it is hard for anyone but staff at the schools or programmes to help, or even to determine if the matter in question is urgent or not.

Other support

Throughout the whole introduction period, students receive an abundance of information from various actors. However, there may still be unanswered questions. Practically anyone that to the students appears to be a KTH representative becomes a target for their questions. For example, teachers at the preparatory courses get a lot of questions that are not directly related to the courses given. Some reoccurring themes usually are accommodation matters, how to use local transportation and student discounts, and where to turn if a coordinator is still on vacation.

The semester starts and the studies begins

Mia's courses are given at only one of KTH's schools and one of KTH's campuses, but some of her fellow students are taking courses at more than one school and campus. These students have to learn to manage more than one set of routines and IT-systems, and so on.

Directly study related support

As time goes by, most of Mia's time is spent on her studies. The interaction with her school is mostly related to her current or future courses. However, every once in while Mia receives emails with useful information from her school's administrative office. From time to time she is invited to information meetings, activities or events by THS or KTH central units or school level. As opposed to Exchange Eric, Mia does not have a designated person at her Dean's office to help her as an international student with academic and other issues. The closest equivalent contact person Mia has is her programme coordinator who is handling all students studying at her programme, not only the international ones.

At times, Mia finds herself confused about the most relevant person to contact in regards to various matters. When it comes to academic matters, for example if she needs help with choosing courses or study plan, she can either turn to her programme coordinator or study counsellor who can offer individual support. Oftentimes staff at the programme or school will go beyond their duties to try to help Mia also with non-study related matters. Mia's fellow students who are taking courses at more than one school, experience vast differences when it comes to the availability and type of support offered, and how it is organized. One situation they might face could be that the coordinator or study counsellor at their school/programme is not updated about courses given by other schools, and it is not always possible for these students to turn to the other schools' counterparts for support.

The study counselling and career services at KTH are described in more detail in another project within the AAE.¹⁴ For that reason, this specific area of support is not described any further here. Worth mentioning however, is that in addition to the schools' study counsellors, there is an International Study Advisor (for KTH's international Master's programme students) central level.

To help students with various disabilities excel at their studies there is a unit at KTH's central administration that offers special support measures for students with special needs.¹⁵ Mia does not have any known disabilities, but if she had a documented diagnosis she would be entitled to this support. If Exchange Eric, on the other hand, would need this kind of support the sending university could be responsible for additional costs for supportive measures.

¹⁴ AAE Project *Studie- och karriärvägledningen i utbildningsprocessen*.

¹⁵ This unit is named 'FUNKA'.

Yet another set of support services is available to Mia and her fellow students within the framework of the Academic Resource Centre (ARC) which offers students support with developing their study skills and skills in subjects such as mathematics, scientific writing or information retrieval.

More indirectly study related support

For matters not directly related to their academic studies, there are other support services available for Mia, Eric, and the other students. As mentioned before, the students' coordinators or contact persons at each school/programme often try to help out to their best ability with all sorts of matters. In areas where their capacity to help students is limited or go beyond the academic realm they can refer students to the International Student Office (ISO) or KTH's Infocenter. ISO consists of a helpdesk for all international students (International Student Desk), KTH Accommodation, and student advisors for certain groups. ISO helps students with a wide range of non-study related matters.

Some of Mia's fellow students experience the situation as an international student as stressful. The stress is sometimes caused by factors that go beyond the study situation. The Student Health Service provides support for psychological study related problems. There are contemplation rooms at three of KTH's campuses¹⁶ and a chaplaincy¹⁷ available for anyone who needs someone to talk to (or has any queries regarding religious matters). One quite new and not yet evaluated service are the KTH Networking Meetings. At these meetings, international students and staff are offered an arena to get to know Sweden a little bit better, and an opportunity to meet new people and make new friends.

There is a wide variety of events and activities for KTH students organised by THS or the chapters, KTH units at central level or school level. However, as a majority of them are held in Swedish the language barrier prevents most international students from participating in them. Although students are offered courses in Swedish, and increasingly more information is given in English, there is still room for improvement in this respect. Another factor that restricts the availability for Mia and the other international students is that there is no easy way for organizers to reach out with targeted information to certain groups of students, as there are no centrally administered contact lists available.

The end of the studies is getting closer

There is no sharp line that defines when the 'final period' as a KTH student begins. However, in this fictive case the final period is set to begin when Mia and her fellow Master's programme students start to prepare for their degree projects and thesis writing (or equivalent).¹⁸ This is a time when the interest and need for support related to future work opportunities increases and networking becomes vital for students who are just starting their career.

Support during degree projects and thesis writing

When Mia is about to start her degree project, she gets information from the programme director for her Master's programme. After choosing a topic Mia is appointed a relevant supervisor who will support her with her project. The content and range of support available to students before and during the degree project differs between schools and programmes. At Mia's school, for example, it is common for students to carry out their degree projects at 'host' companies. Therefore, the school organises a degree project fair to which both students and companies are invited. There are, however, no general guidelines offered regarding the collaboration for either the students or the hosting companies.

¹⁶ KTH's main campus, KTH Haninge and KTH Kista.

¹⁷ The chaplaincy can also put the students in contact with chaplains of other faith traditions.

¹⁸ The main reason for choosing this starting point is that in most cases, the degree project dramatically differs from the earlier parts of the studies, thus a time when additional support services can be needed.

Career services

International students often have a strong interest in career services at KTH, and express that the support offered is not sufficient. As mentioned above, the school's study counselling and career services are more thoroughly described in another AAE project. On the central level, KTH Career¹⁹ and KTH Alumni offers career related services. There are also other career related activities on KTH's campuses, such as career days and job fairs organized by the student union on central and local levels. Again, the availability for international students is very restricted, since this is mainly offered in Swedish or targeted to Swedish students. Also, the actual possibility for KTH Career to meet the needs from the students is limited, since the career office consists of two fulltime equivalent staff working to support all of KTH's more than 15.000 students.

Degree certificate and other certificates

When the very end of Mia's studies is approaching, she and the other degree-seeking students receive information about how to apply for a degree certificate. Eric is returning to his home university and is not applying for a degree from KTH. One of the very last services the schools provide students with are the various transcripts, certificates of attendance, and other documents they need before leaving KTH. From KTH's central administration, the students are reminded about what they need to do before leaving KTH and Sweden, for example before moving out from their accommodation, terminating bank accounts and giving the tax authorities a notice that they are leaving Sweden.

Farewell

One of the last events organized for all of KTH's international students is the Farewell Ceremony, organized by KTH Alumni and ISO, intended to thank students for choosing KTH and wishing them luck in the future. This is also an opportunity for students to connect with the alumni community so that they can stay in touch with other KTH alumni in the future.

¹⁹ One part of the Academic Resource Centre (ARC).