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Compilation of Completed Course Evaluations for Doctoral Courses – Annual Report 2025

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**Karolinska
Institutet**



Compilation of Completed Course Evaluations for Doctoral Courses – Annual Report 2025

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Summary

The Course and Programme Committee (KPK) at Karolinska Institutet (KI) tasked the Unit of Teaching and Learning (TL)¹ to administer, collect and compile the results for all doctoral courses for the year 2025 (spring semester VT25 & autumn semester HT25).

For 2025, KPK provided TL with lists of 281 courses (those advertised via the course catalogue² and those provided via the research Schools). Of these, 252 were included in the 2025 analysis presented in this report (207 were freestanding³/doctoral programme courses⁴ and 45 were research schools' courses). Of the 29 courses that were not included in the analysis all were freestanding/doctoral programme courses. The reason was either cancelled courses (seven cancelled courses for spring semester 2025, VT25 and ten for autumn semester 2025, HT25, courses with few participants, courses with few answers⁵ or participant list missing⁶.

The mean response rate for all doctoral courses evaluated in 2025 was 67 percent (70 percent in 2024), with freestanding courses having a mean response rate of 61 percent, programme courses 71 percent and courses within research schools having a mean response rate of 67 percent.

¹ Enheten för Undervisning och Lärande (UoL) in Swedish

² Including courses given within the doctoral programmes and freestanding courses.

³ Mainly mandatory courses according to the general syllabus with financing from the Course and Programme Committee.

⁴ Freestanding and Programme courses are both advertised via Course Catalogue

⁵ There is a block at KI Survey for surveys with fewer than five participants to ensure anonymity.

⁶ Participant list from one course was never delivered.

Introduction

The Unit of Teaching and Learning (TL) has been assigned by the Course and Programme Committee (KPK) at KI to handle, collect and compile results from course evaluations for all doctoral courses.

Background and aim

The aim of this report is to present a compilation and analysis of course evaluation data from doctoral courses at Karolinska Institutet (KI) conducted during 2025. The report includes evaluations from freestanding courses, programme courses, and research schools. In addition, the report presents trends in course evaluation results over the past four years to support follow-up and quality development of doctoral education at KI.

The course evaluation process for doctoral education

The course evaluation questionnaire is used to capture doctoral students' perceptions of course quality and to collect data that can inform the continuous development of doctoral education at KI. The questionnaire includes 18 general questions that constitute the standardized component used across all doctoral courses at KI.

All doctoral courses at KI are evaluated electronically by the evaluation team at the Unit of Teaching and Learning (TL), on behalf of the Course and Programme Committee (KPK).

Course evaluations are distributed through KI's survey platform, KI Survey, and include the established set of questions presented below. The evaluation team at TL is responsible for administering the course evaluations, including distributing the questionnaires and compiling the responses. This work requires collaboration with course providers, who submit updated participant lists to the evaluation team prior to each course evaluation (see below).

In addition to administering the evaluations, the evaluation team provides consultation on potential additional questions and prepares evaluation reports for each course occasion. These reports are shared with course providers and the

Course and Programme Committee (KPK). The evaluation team is also responsible for producing this annual report, which compiles the completed course evaluations for doctoral courses and enables follow-up of course development over time.

Course-specific questions

The survey's 18 questions are designed to measure aspects of student-perceived quality. There is the possibility for the course providers to add their own course-specific questions to the survey. We recommend a maximum of seven additional questions so that the survey does not exceed a total of 25.⁷ If the course provider wishes to add additional questions to the survey, they can send their suggested questions, including response options/scale, **no later than 14 days before the course end date** to the evaluation team, TL. Ideally, the questions should be aligned with the standard response scale used for mandatory questions: *to a very small extent, to a small extent, to some extent, to a large extent, to a very large extent*. If the course provider needs assistance in drafting course-specific questions, they can contact the Evaluation Team **no later than 21 days before the course end date**. Meeting these deadlines ensures that the questions can be properly reviewed and integrated into the survey.

There is one general template in KI Survey used for all evaluations for doctoral courses at KI. The template has two versions, either English (default) or Swedish. Each time a course evaluation is created, we choose the language of the evaluation to match the language in which the course has been given. The respondents have the possibility to change the language of the questionnaire if they wish.

Documentation needed for sending out course evaluations

A participant list is to be sent to the [evaluation team](#) no later than the day after course start, as follows:

- A list in Excel with the email addresses to the course participants. Each address should be placed in a separate cell.

⁷ More information about the process can be found here: <https://staff.ki.se/course-evaluation-and-analysis-of-doctoral-courses>

- The file should be named with course code, semester (VT for spring and HT for autumn) and, if applicable, the numbering of course occasion (if the course is given more than once during a semester).

The course evaluation is sent out the last day of the course, unless otherwise agreed. It can be beneficial if the participants have received feedback on the examination assignments before they answer the course evaluation, which is why a slightly later date for dispatch can be notified to the evaluation team when the course provider anticipates a delay, for example when using home assignments. However, a course evaluation should come as close to the end of the course as possible.

Participants have generally a two-week window to respond and receive two reminders within this timeframe⁸. Once the survey closes, the evaluation team generates two reports and sends them as links to the contact person for the course (course provider and/or course administrator).

When contacting the evaluation team⁹ regarding a course, the course providers should include the course number and semester in the subject line (e.g. "1234 VT25"), where VT stands for spring semester and HT for autumn semester.

The course evaluation reports

The results of the course evaluation are presented in a report in two versions, a short and a full version. In **the short version**, the open-ended questions (16 and 17) and the course specific questions have been removed. When the survey is closed and the report is generated, participants that received the survey get a link to the short version of the report. This version is also added to the course occasion at the next announcement of the course in the course catalogue.

The full version report includes all questions, even the open-ended questions and the course specific ones. This is to be used as a basis for the course analysis (reflection) and as part of the report to the relevant doctoral programme or research school, or to the Course and Programme Committee (KPK).

⁸ Additional time and/or reminders are given to the surveys that are very close or overlap holidays.

⁹ evaluation@ki.se

To ensure anonymity, reports cannot be generated when the survey had less than five answers. If the course provider wishes to make a more in-depth analysis of the result from their course evaluation, they can request that the evaluation team also sends the results as an Excel file.

Current list of doctoral programmes and research schools

Doctoral programmes

During 2025, there were a total of 10 doctoral programmes at Karolinska Institutet.

The list of these is presented below. Some courses are offered in collaboration of two or more programmes. These are presented as a separate category.

Freestanding courses are given outside of the programmes and for this reason, they are also presented as a separate category.

List of all doctoral programmes at KI in 2025:

- Allergy, Immunology, and Inflammation (Aii)
- Biology of Infection and Global Health (BIGH)
- Cell Biology and Genetics (CBG)
- Cardiovascular research (CVR)
- Development and Regeneration (DevReg)
- Epidemiology
- Health Care Science (PUF-V)
- Neuroscience
- Public Health Science (PHSP)
- Tumour Biology and Oncology (FoTO)

Research schools

KI takes an active role in ensuring the quality of courses within numerous research schools designed for doctoral students at local, national, and international levels.

The current report focuses on nine specific research schools, outlined in the list below.

List of research schools with courses included in this report:

- Research school in Clinical Therapy research (KI–Region Stockholm)
- Research school for Clinicians in Epidemiology (KI–Region Stockholm)

- Research school in Family Medicine and Primary Care (KI-Region Stockholm)
- Research school for Clinicians in Molecular Medicine (KI-Region Stockholm)
- National research school in Clinical and Translational Cancer research (NatiOn)
- Research school for Clinicians in Psychiatry (KI-Region Stockholm)
- Swedish Interdisciplinary graduate school in Register-Based research (SINGS)

The standard template of the course evaluation questions

	Questions in English	Questions in Swedish
Q1	The content of the course was clearly presented in the syllabus.	Kursens innehåll framgick tydligt i kursplanen.
Q2	I was highly motivated to learn the content of the course.	Jag var mycket motiverad att tillgodogöra mig innehållet i kursen.
Q3	The intended learning outcomes of the course were clearly explained.	Kursens lärandemål förklarades tydligt.
Q4	The course design facilitated achievement of the intended learning outcomes.	Kursens design (upplägg och arbetsformer) var relevanta i förhållande till kursens lärandemål.
Q5	The teaching and learning activities facilitated achievement of the intended learning outcomes.	Undervisningen underlättade att uppnå kursens lärandemål.
Q6	During the course, I have received sufficient feedback from the teachers and/or the other course participants, when needed.	Jag har, under kursen, fått tillräcklig återkoppling från lärarna och/eller andra kursdeltagare.
Q7	I have actively engaged in the course.	Jag har deltagit aktivt i kursen.
Q8	I had sufficient prior knowledge to fully participate in the course.	Mina förkunskaper var tillräckliga för att tillgodogöra mig kursen.
Q9	During the course, the teachers have been open to students' ideas and opinions about the course.	Under kursen har lärarna varit öppna för studenternas idéer och åsikter om kursen.
Q10	During the course, I have developed valuable expertise/skills.	Under kursen har jag utvecklat värdefulla kunskaper och färdigheter.
Q11	During the course, I have developed my ability to critically analyse and evaluate research findings. (If the question is not relevant to this course, select the response option "Not applicable")	Under kursen har jag utvecklat min förmåga att kritiskt analysera och värdera forskningsresultat. (ej relevant)
Q12	The examination adequately assessed the achievement of the intended learning outcomes.	Examinationen var tydligt kopplad till uppfyllelse av kursens lärandemål.

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Q13	I have achieved the intended learning outcomes of the course.	Jag har uppnått alla kursens lärandemål.
Q14	From my perspective the workload was reasonable in relation to the number of credits.	Kursen var tillräckligt utmanande för mig.
Q15	This course has fulfilled my expectations of a high-quality course.	Kursen har uppfyllt mina förväntningar om vad som är en kurs med hög kvalitet.
Q16	Were there any parts of the course that were excellent? If so, please specify which parts and in what way.	Fanns det några delar av kursen som var utmärkta? Om så är fallet ange vilka delar och på vilket sätt.
Q17	Do you have any recommendations as to how the course could be improved? If so, please specify which parts and how.	Har du några förslag på hur kursen skulle kunna förbättras? Om ja, specificera gärna vad och hur.
Q18	Would you recommend this course to others enrolled in doctoral education? (Answer only if you are a doctoral student, otherwise select the response option "Not applicable")	Skulle du rekommendera kursen till andra doktorander? (Svara enbart om du är doktorand, välj annars svarsalternativet "Inte relevant")

The response options for questions 1–till 15 were: *to a very small extent, to a small extent, to some extent, to a large extent, to a very large extent*. Questions 16 and 17 are open questions. Question 18 is a yes/no question. Questions 11 and 18 have the "not relevant" option.

The standard introductory text

The course evaluation survey has a standard introduction that serves the following functions:

- Informs which course the survey refers to.
- Explains the purpose of the survey, which is to develop the course and KI's doctoral education.
- Presents the intended learning outcomes of the course.

The standardized introduction to the surveys is the following:

Dear student,

This course evaluation refers to the doctoral course {Name of the survey} you have participated in recently. Your answers are anonymous and will be used to develop and improve the course. Some of the questions relate to the intended learning outcomes of the course which you will find below. Please read them carefully before you answer the survey.

Upon completion of the course, the doctoral student should be able to:

(List with Intended Learning Outcomes)

Thank you for your participation!

(Course leader)

Improvements and recommendations

The evaluation process for the doctoral courses is continuously improving, and we are always looking for ways to make the communication between course providers/administrators and TL more effective. However, late participant lists are still an issue. We wish that course providers/administrators of doctoral courses follow the instructions mentioned above and send the participant list to evaluation@ki.se no later than the day after the start of the course. The subject of the email should be structured as follows: Participant list + course number.¹⁰

¹⁰ For detailed information regarding the course evaluation process <https://staff.ki.se/course-evaluation-and-analysis-of-doctoral-courses>

Research schools have several parallel courses, courses with the same participants, courses offered in more than one school, and/or courses that span more than one semester. This can sometimes lead to confusion about which participant lists should be used for which courses. It is important that research schools maintain a continuous dialogue with TL during the semesters in case of any changes.

Results

The data analysis for 2025 was performed in RStudio 2024.12.0+467.

Response Rates

Below are the results presented in tables and figures for the number of analysed courses and the response rates over the years 2022–2025.

Table 1: Number of courses and response rates for VT/HT 2025 and previous years (*N*: Number of courses)

	2022		2023		2024		2025	
	N	Response rate [%]						
Freestanding courses	87	69	94	69	85	64	94	61
Programme courses	116	71	114	73	105	74	113	71
Research schools	38	67	41	67	53	72	45	67
Total	242	70	249	71	243	70	252	67

Table 2: Number of courses and response rates for VT/HT 2025 and previous years by semester (*N*: Number of courses)

	VT22		HT22		VT23		HT23		VT24		HT24		VT25		HT25	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Freestanding courses	47	72	40	66	51	70	43	69	45	68	40	61	49	60	45	62
Programme courses	51	73	65	69	50	73	64	73	47	79	58	70	51	72	62	70
Research schools	17	71	21	65	22	66	19	68	30	73	23	72	24	61	21	74

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	VT22		HT22		VT23		HT23		VT24		HT24		VT25		HT25	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Total	115	72	127	67	123	71	126	71	122	73	121	67	124	65	128	68

Descriptives

The results of the 15 general questions and the combined value of these are presented below. The results are based on data from course evaluation surveys answered during the year 2025.

Table of questions 1–15 for all courses throughout the year, including the following parameters:

- number of responses (n)
- mean (M)
- standard deviation (SD)
- confidence interval (95% CI) (lower and upper)
- median and percentiles (P25 and P75)
- minimum (min) and maximum (max)

Table 3: Results for freestanding courses, doctoral programme courses and research schools combined, 2025 (n: number of answers)

Question number	n	M	95% CI (LL)	95% CI (UL)	median	P25	P75	min	max
1	3 202	4.40	4.28	4.33	5.00	4.00	5.00	1.00	5.00
2	3 196	4.39	4.33	4.39	5.00	4.00	5.00	1.00	5.00
3	3 200	4.34	4.24	4.29	4.00	4.00	5.00	1.00	5.00
4	3 197	4.25	4.15	4.21	4.00	4.00	5.00	1.00	5.00
5	3 191	4.27	4.14	4.20	4.00	4.00	5.00	1.00	5.00
6	3 196	4.23	4.06	4.13	4.00	4.00	5.00	1.00	5.00
7	3 191	4.37	4.29	4.34	5.00	4.00	5.00	1.00	5.00
8	3 198	3.95	3.90	3.97	4.00	3.00	5.00	1.00	5.00
9	3 171	4.44	4.32	4.37	5.00	4.00	5.00	1.00	5.00
10	3 196	4.23	4.10	4.16	4.00	4.00	5.00	1.00	5.00
11	2 356	4.16	4.07	4.14	4.00	4.00	5.00	1.00	5.00
12	3 184	4.28	4.14	4.20	4.00	4.00	5.00	1.00	5.00
13	3 193	4.21	4.11	4.16	4.00	4.00	5.00	1.00	5.00
14	3 183	4.13	4.01	4.08	4.00	4.00	5.00	1.00	5.00

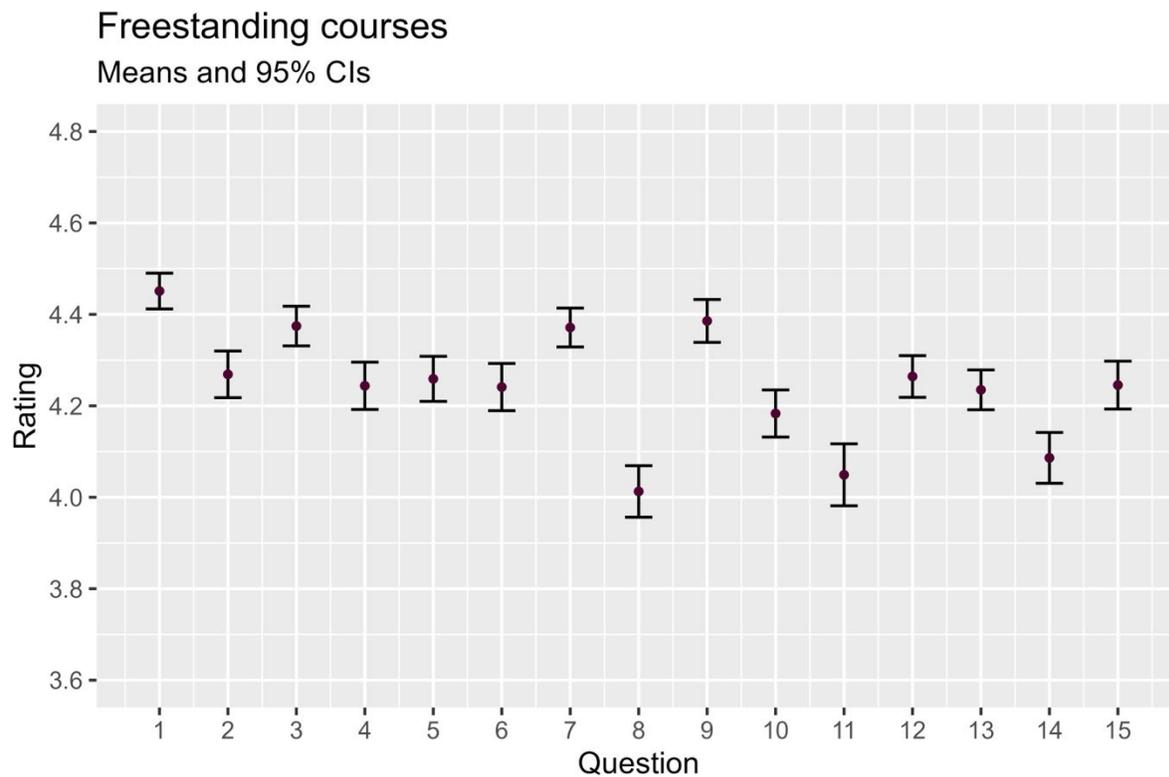
Results – Freestanding courses

Results for freestanding courses (94 in total) are presented below in tables and figures and include:

- Table of questions 1-15 (as in point 2 above)
- Histogram of mean and confidence interval (questions 1-15)
- Chart per question (1-15) showing the distribution of responses.
- Question 18 on overall satisfaction (chart with and without respondents who are not doctoral students).

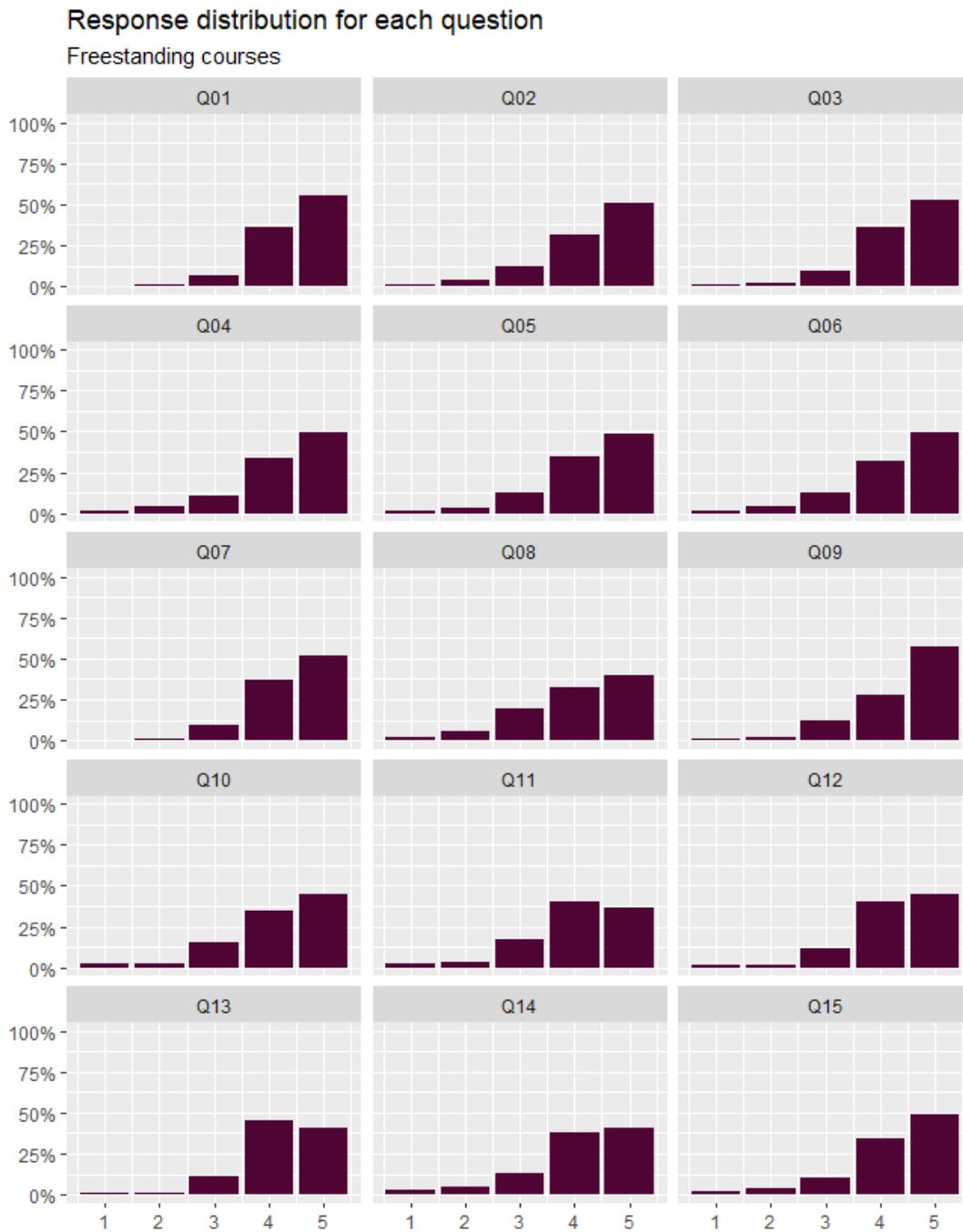
Table 4: Descriptive Results – Freestanding courses 2025 (*n*: number of answers)

Question number	n	M	95% CI (LL)	95% CI (UL)	median	P25	P75	min	max
1	1 257	4.45	4.41	4.49	5.00	4.00	5.00	1.00	5.00
2	1 257	4.27	4.22	4.32	5.00	4.00	5.00	1.00	5.00
3	1 255	4.37	4.33	4.42	5.00	4.00	5.00	1.00	5.00
4	1 255	4.24	4.19	4.30	4.00	4.00	5.00	1.00	5.00
5	1 255	4.26	4.21	4.31	4.00	4.00	5.00	1.00	5.00
6	1 257	4.24	4.19	4.29	4.00	4.00	5.00	1.00	5.00
7	1 255	4.37	4.33	4.41	5.00	4.00	5.00	1.00	5.00
8	1 257	4.01	3.96	4.07	4.00	3.00	5.00	1.00	5.00
9	1 242	4.39	4.34	4.43	5.00	4.00	5.00	1.00	5.00
10	1 255	4.18	4.13	4.23	4.00	4.00	5.00	1.00	5.00
11	753	4.05	3.98	4.12	4.00	4.00	5.00	1.00	5.00
12	1 249	4.26	4.22	4.31	4.00	4.00	5.00	1.00	5.00
13	1 255	4.24	4.19	4.28	4.00	4.00	5.00	1.00	5.00
14	1 253	4.09	4.03	4.14	4.00	4.00	5.00	1.00	5.00
15	1 251	4.25	4.19	4.30	4.00	4.00	5.00	1.00	5.00

Figure 2: Plots with means and confidence intervals (CIs) – Freestanding courses

The figures below show the distribution of responses for each question that had the scale: *to a very small extent*, *to a small extent*, *to some extent*, *to a large extent*, *to a very large extent*. Question 11 also had the option *not relevant*.

Figure 3: Histograms for questions 1 to 15 – Freestanding courses

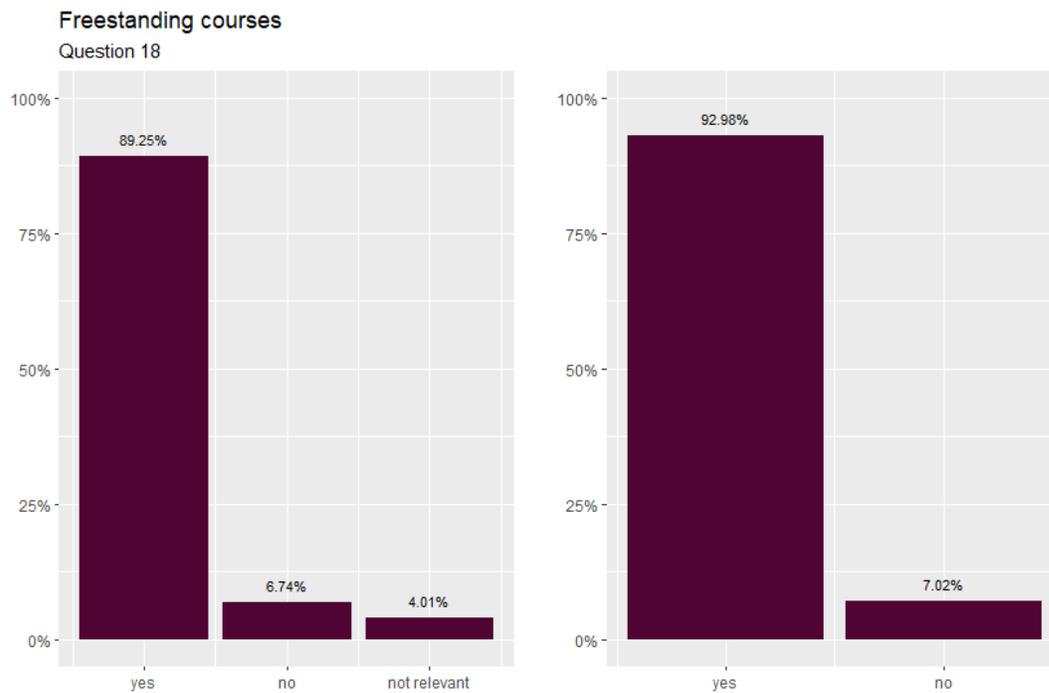


1 - To a very small extent, 2 - To a small extent, 3 - To some extent, 4 - To a large extent, 5 - To a very large extent

Question 18 – Freestanding courses

Question 18: Would you recommend this course to others enrolled in doctoral education? The question is a yes/no question with a "not relevant" option for students that are not doctoral students. Therefore, the results are presented in two separate diagrams where the "not relevant" option is included in the first one and excluded in the second one.

Figure 4: Response distribution for question 18 – Freestanding courses



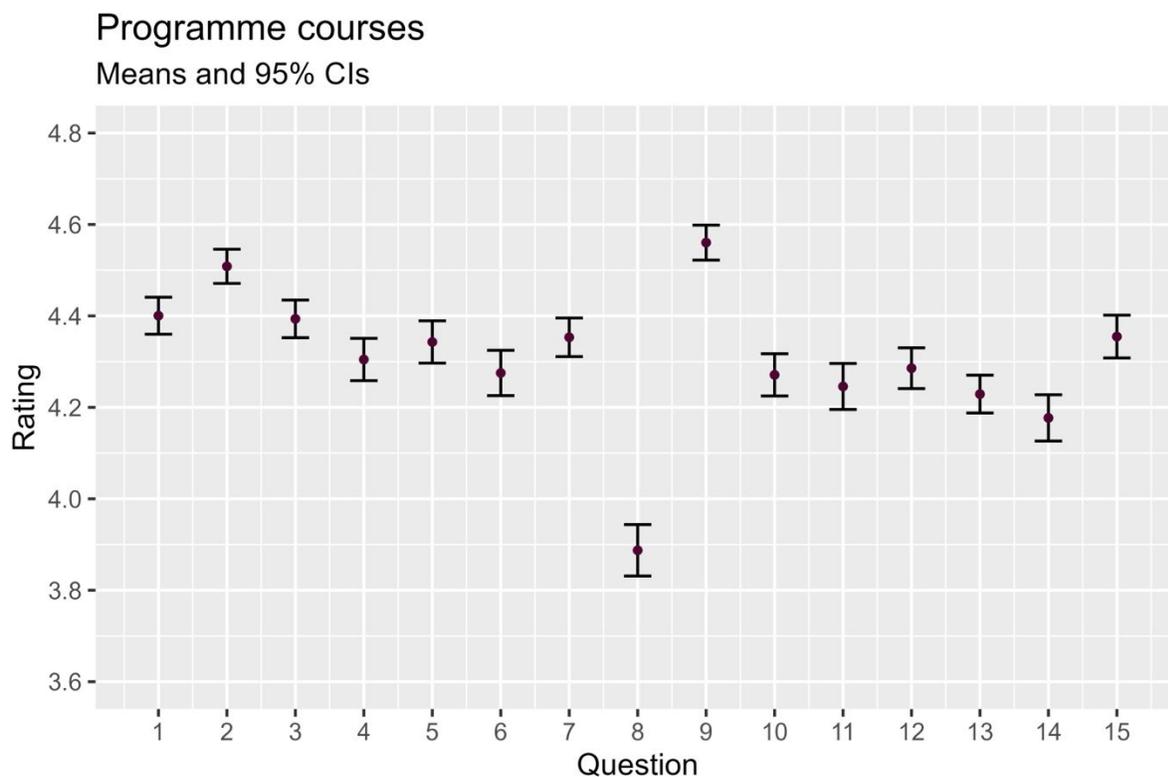
Results – Doctoral programme courses

Results for doctoral programme courses (total 113) are presented below in tables and figures and include:

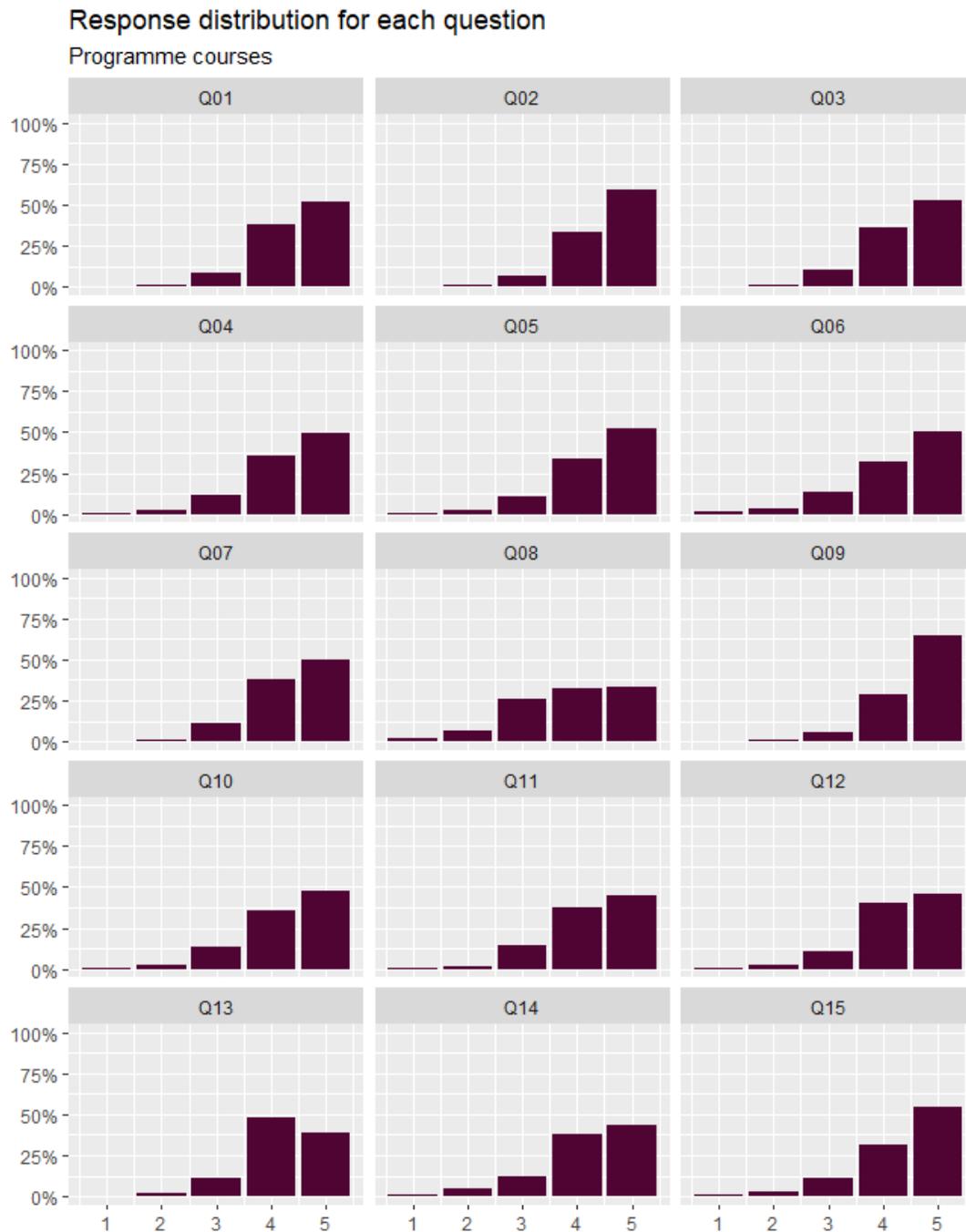
- Table of questions 1–15 (as in point 2 above).
- Histogram of mean and confidence interval (questions 1–15).
- Chart per question (1–15) showing the distribution of responses.
- Table of percentiles for the courses in the course catalogue.
- Question 18 on overall satisfaction (chart with and without respondents who are not doctoral students).

Table 5: Descriptive Results – Doctoral programme courses 2025 (*n*: number of answers)

Question number	n	M	95% CI (LL)	95% CI (UL)	median	P25	P75	min	max
1	1 246	4.40	4.36	4.44	5.00	4.00	5.00	1.00	5.00
2	1 243	4.51	4.47	4.55	5.00	4.00	5.00	1.00	5.00
3	1 245	4.39	4.35	4.43	5.00	4.00	5.00	1.00	5.00
4	1 244	4.30	4.26	4.35	4.00	4.00	5.00	1.00	5.00
5	1 239	4.34	4.30	4.39	5.00	4.00	5.00	1.00	5.00
6	1 239	4.28	4.23	4.32	5.00	4.00	5.00	1.00	5.00
7	1 240	4.35	4.31	4.40	4.00	4.00	5.00	1.00	5.00
8	1 243	3.89	3.83	3.94	4.00	3.00	5.00	1.00	5.00
9	1 233	4.56	4.52	4.60	5.00	4.00	5.00	1.00	5.00
10	1 243	4.27	4.22	4.32	4.00	4.00	5.00	1.00	5.00
11	1 042	4.25	4.20	4.30	4.00	4.00	5.00	1.00	5.00
12	1 239	4.29	4.24	4.33	4.00	4.00	5.00	1.00	5.00
13	1 240	4.23	4.19	4.27	4.00	4.00	5.00	1.00	5.00
14	1 238	4.18	4.13	4.23	4.00	4.00	5.00	1.00	5.00
15	1 243	4.35	4.31	4.40	5.00	4.00	5.00	1.00	5.00

Figure 5: Plots with means and confidence intervals (CIs) – Doctoral programme courses

The figures below show the distribution of responses for each question that had the scale: *to a very small extent*, *to a small extent*, *to some extent*, *to a large extent*, *to a very large extent*. Question 11 also had the option *not relevant*.

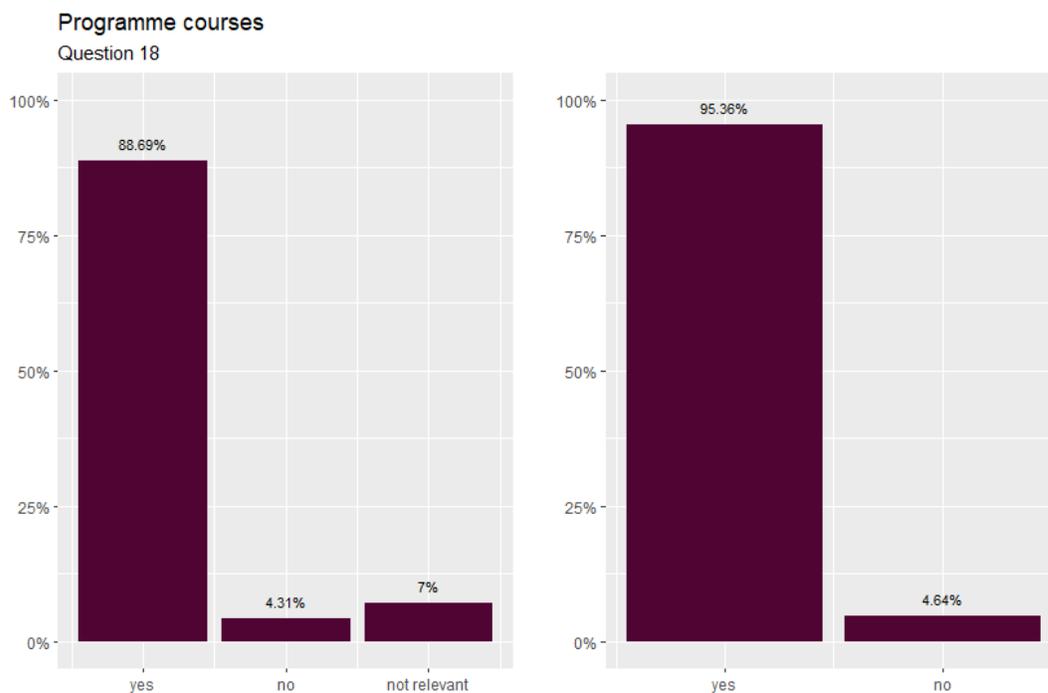
Figure 6: Histograms for questions 1 to 15 – Doctoral programme courses

1 - To a very small extent, 2 - To a small extent, 3 - To some extent, 4 - To a large extent, 5 - To a very large extent

Question 18 – Doctoral programme courses

Question 18: Would you recommend this course to others enrolled in doctoral education? The question is a yes/no question with a "not relevant" option for students that are not doctoral students. Therefore, the results are presented in two separate diagrams where the "not relevant" option is included in the first one and excluded in the second one.

Figure 7: Response distribution for question 18 – Doctoral programme courses



Results – Doctoral programme courses by programme.

During 2025, there were a total of 10 doctoral programmes at Karolinska Institutet. The list of these is presented below. Some courses are offered in collaboration of two or more programmes.

Abbreviations of the doctoral programmes at KI in 2025:

- Allergy, immunology and inflammation (Aii)
- Biology of Infection and Global Health (BIGH)
- Cell Biology and Genetics (CBG)
- Cardiovascular research (CVR)
- Development and Regeneration (DevReg)
- Epidemiology
- Health Care Science (PUF-V)
- Neuroscience
- Public Health Science (PHSP)
- Tumour Biology and Oncology (FoTO)

Table 6: Results for course catalogue courses by programme 2025 (means and SD)

program	N courses	Q01	Q02	Q03	Q04	Q05	Q06	Q07	Q08	Q09	Q10	Q11	Q12	Q13	Q14	Q15
Aii	9	4.54 (0.58)	4.48 (0.68)	4.51 (0.63)	4.51 (0.7)	4.54 (0.71)	4.4 (0.81)	4.36 (0.68)	4.06 (0.89)	4.72 (0.47)	4.29 (0.74)	4.22 (0.9)	4.3 (0.78)	4.29 (0.68)	4.38 (0.64)	4.44 (0.68)
BIGH	9	4.52 (0.61)	4.59 (0.59)	4.4 (0.66)	4.28 (0.7)	4.38 (0.7)	4.37 (0.79)	4.34 (0.61)	3.78 (0.99)	4.55 (0.65)	4.27 (0.72)	4.27 (0.66)	4.41 (0.63)	4.31 (0.63)	4.2 (0.87)	4.34 (0.79)
CBG	8	4.41 (0.71)	4.53 (0.64)	4.52 (0.56)	4.45 (0.65)	4.48 (0.67)	4.5 (0.78)	4.44 (0.79)	3.65 (1.08)	4.69 (0.59)	4.44 (0.79)	4.31 (0.79)	4.33 (0.76)	4.35 (0.74)	4.3 (0.77)	4.54 (0.64)
CVR	9	4.45 (0.73)	4.61 (0.6)	4.48 (0.71)	4.57 (0.62)	4.63 (0.63)	4.34 (0.82)	4.38 (0.74)	3.95 (1.04)	4.7 (0.55)	4.46 (0.7)	4.37 (0.81)	4.46 (0.75)	4.4 (0.71)	4.53 (0.68)	4.55 (0.68)
DevReg	7	4.55 (0.6)	4.55 (0.67)	4.61 (0.57)	4.42 (0.6)	4.43 (0.68)	4.47 (0.8)	4.34 (0.83)	3.84 (1)	4.68 (0.57)	4.46 (0.71)	4.39 (0.69)	4.41 (0.68)	4.47 (0.6)	4.24 (0.86)	4.56 (0.67)
Epidemiology	22	4.28 (0.75)	4.44 (0.7)	4.25 (0.77)	4.11 (0.94)	4.14 (0.94)	4.09 (0.97)	4.18 (0.86)	3.92 (0.94)	4.43 (0.72)	4.16 (0.86)	4.23 (0.77)	4.15 (0.82)	4.01 (0.75)	4.09 (0.93)	4.16 (0.94)
FoTO	14	4.25 (0.86)	4.55 (0.59)	4.23 (0.88)	4.11 (1.04)	4.14 (1.05)	4.14 (0.95)	4.31 (0.81)	3.67 (1.14)	4.49 (0.74)	4.12 (1.01)	4.14 (1.03)	4.08 (0.93)	4.1 (0.95)	4.11 (0.99)	4.25 (0.97)
Neuroscience	19	4.44 (0.66)	4.59 (0.6)	4.47 (0.7)	4.43 (0.69)	4.51 (0.66)	4.39 (0.79)	4.55 (0.61)	4.01 (1.05)	4.6 (0.68)	4.3 (0.78)	4.18 (0.89)	4.36 (0.79)	4.34 (0.67)	4.3 (0.8)	4.47 (0.76)
PHSP	6	4.62 (0.6)	4.32 (0.77)	4.55 (0.66)	4.48 (0.73)	4.52 (0.66)	4.38 (0.76)	4.3 (0.7)	4.08 (0.85)	4.65 (0.57)	4.32 (0.75)	4.21 (0.81)	4.52 (0.77)	4.41 (0.63)	4.28 (0.74)	4.56 (0.59)
PUF-V	10	4.4 (0.84)	4.48 (0.83)	4.41 (0.85)	4.25 (0.89)	4.21 (0.85)	4.18 (1)	4.52 (0.61)	3.87 (1.04)	4.5 (0.87)	4.28 (0.91)	4.31 (0.77)	4.33 (0.8)	4.23 (0.68)	3.7 (1.21)	4.24 (0.98)

Figure 8: Means (M) and 95% confidence intervals (CIs) by doctoral programme



Results – Research schools

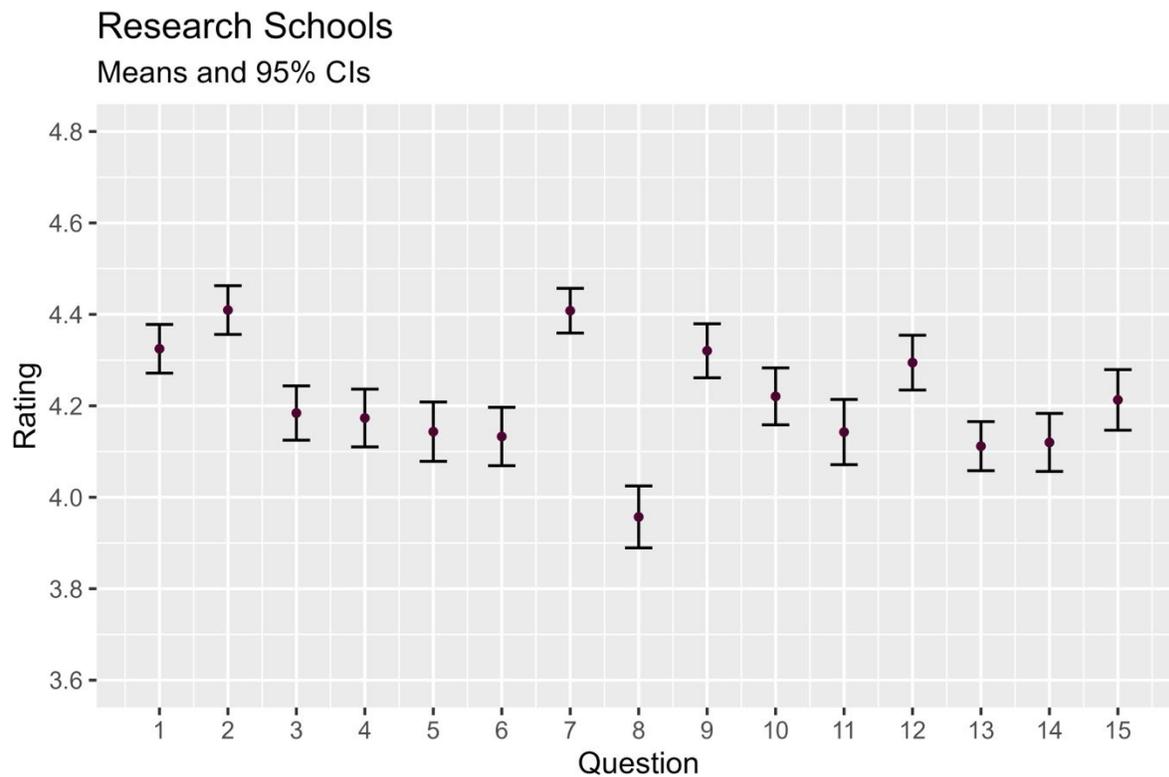
Results for research schools (total 45), stratified by schools are presented below in tables and figures.

Table for the courses of the research schools (in aggregate)

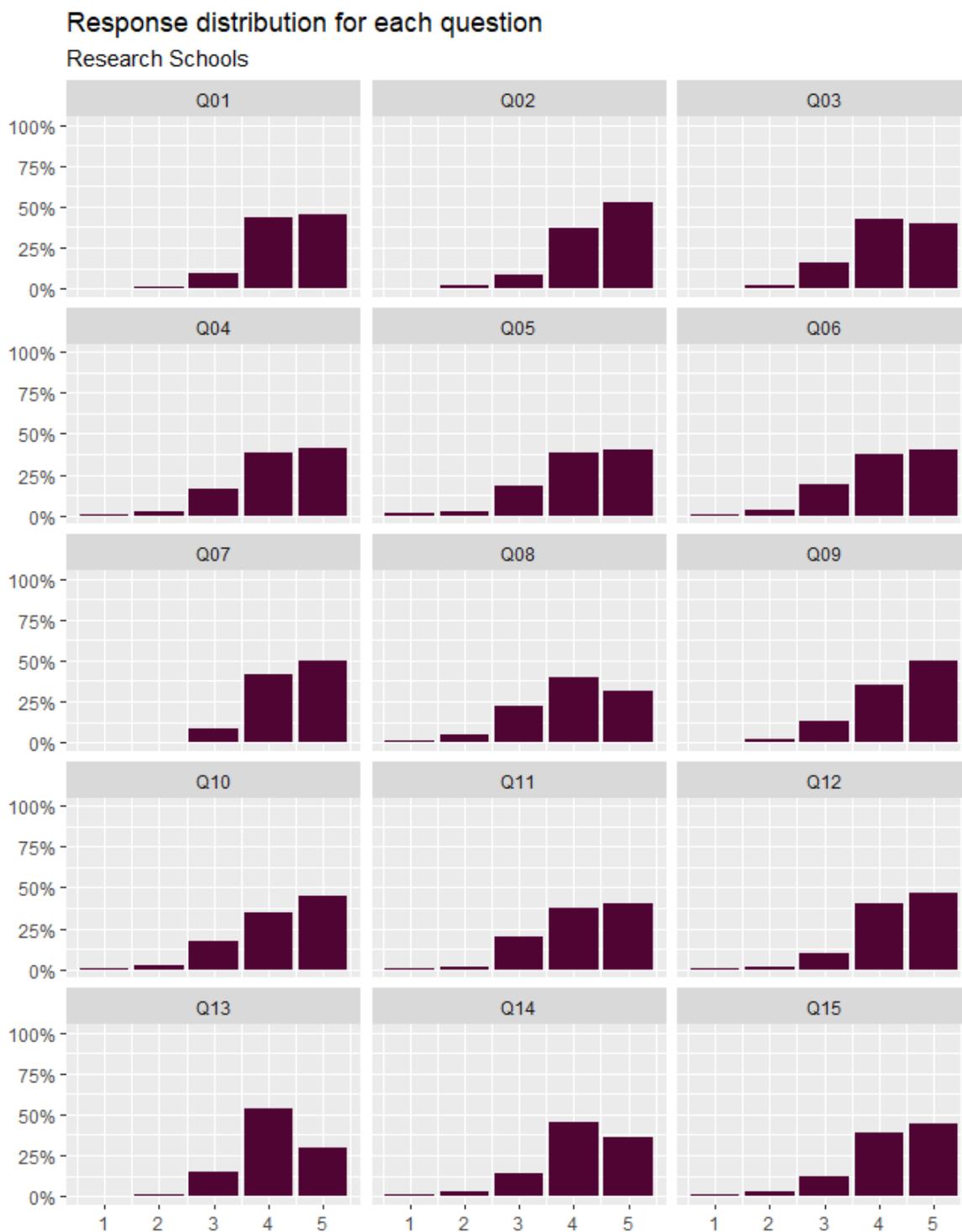
- Histogram of mean and confidence intervals (questions 1–15)
- Chart per question (1–15) showing the distribution of responses
- Percentiles for each question (M, SD,)
- Question 18 on overall satisfaction (chart with and without respondents who are not doctoral students).

Table 7: Descriptive results for research schools, 2025

Question number	n	M	95% CI (LL)	95% CI (UL)	median	P25	P75	min	max
1	699	4.32	4.27	4.38	4.00	4.00	5.00	1.00	5.00
2	696	4.41	4.36	4.46	5.00	4.00	5.00	2.00	5.00
3	700	4.18	4.12	4.24	4.00	4.00	5.00	1.00	5.00
4	698	4.17	4.11	4.24	4.00	4.00	5.00	1.00	5.00
5	697	4.14	4.08	4.21	4.00	4.00	5.00	1.00	5.00
6	700	4.13	4.07	4.20	4.00	4.00	5.00	1.00	5.00
7	696	4.41	4.36	4.46	4.00	4.00	5.00	2.00	5.00
8	698	3.96	3.89	4.02	4.00	3.00	5.00	1.00	5.00
9	696	4.32	4.26	4.38	4.00	4.00	5.00	1.00	5.00
10	698	4.22	4.16	4.28	4.00	4.00	5.00	1.00	5.00
11	561	4.14	4.07	4.21	4.00	4.00	5.00	1.00	5.00
12	696	4.29	4.23	4.35	4.00	4.00	5.00	1.00	5.00
13	698	4.11	4.06	4.17	4.00	4.00	5.00	1.00	5.00
14	692	4.12	4.06	4.18	4.00	4.00	5.00	1.00	5.00
15	695	4.21	4.15	4.28	4.00	4.00	5.00	1.00	5.00

Figure 9: Plots with means and confidence intervals (CIs) – Research schools

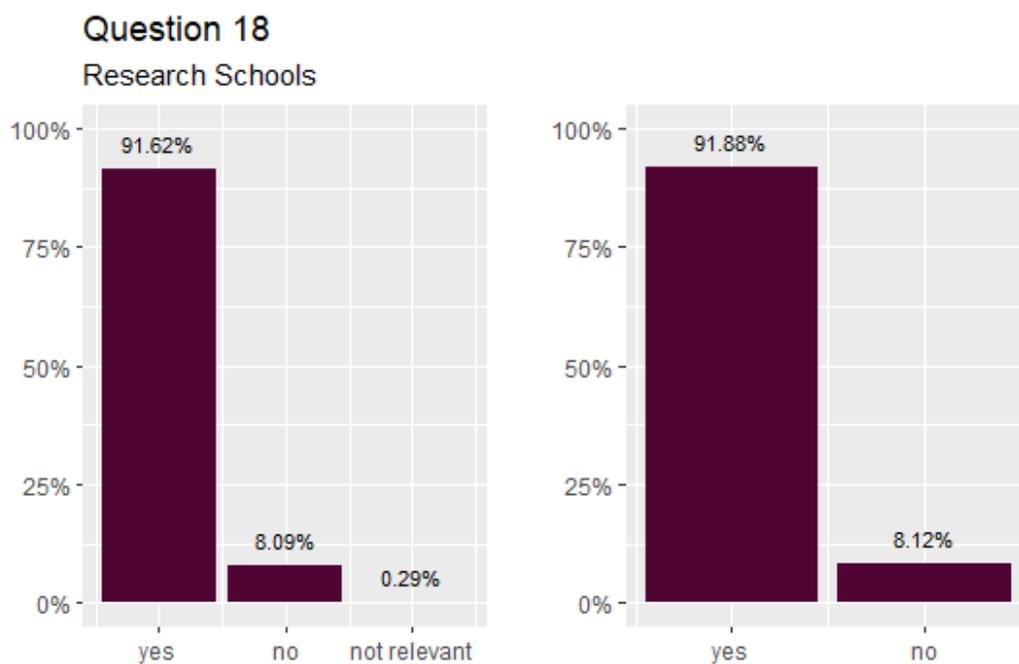
The figures below show the distribution of responses for each question that had the scale: *to a very small extent*, *to a small extent*, *to some extent*, *to a large extent*, *to a very large extent*. Question 11 also had the option “*not relevant*”.

Figure 10: Histograms for questions 1 to 15 – Research schools

1 - To a very small extent, 2 - To a small extent, 3 - To some extent, 4 - To a large extent, 5 - To a very large extent

Question 18 – Research schools

Question 18: Would you recommend this course to others enrolled in doctoral education? The question is a yes/no question with a "not relevant" option for students that are not doctoral students. Therefore, the results are presented in two separate diagrams where the "not relevant" option is included in the first one and excluded in the second one.

Figure 11: Response distribution for question 18 – Research schools

Results – Courses in research schools by school

Karolinska Institutet (KI) has several research schools for doctoral students. The research schools included in this year's report are eight. A list of these is presented below. Some courses are offered in collaboration between two or more schools and they are presented in separate categories.

List of all research schools:

- Research school in Clinical Therapy research (KI–Region Stockholm)
- Research school for Clinicians in Epidemiology (KI–Region Stockholm)
- Research school in Family Medicine and Primary Care (KI–Region Stockholm)
- Research school for Clinicians in Molecular Medicine (KI–Region Stockholm)
- National research School in Clinical and Translational Cancer research (NatiOn)
- Research school for Clinicians in Psychiatry (KI–Region Stockholm)
- Swedish Interdisciplinary graduate school in Register–Based research (SINGS)

Results per research school:

- Table with each research school (on the y-axis) and each question (on the x-axis) with M and SD.
- Chart per research school with M and SD per question.

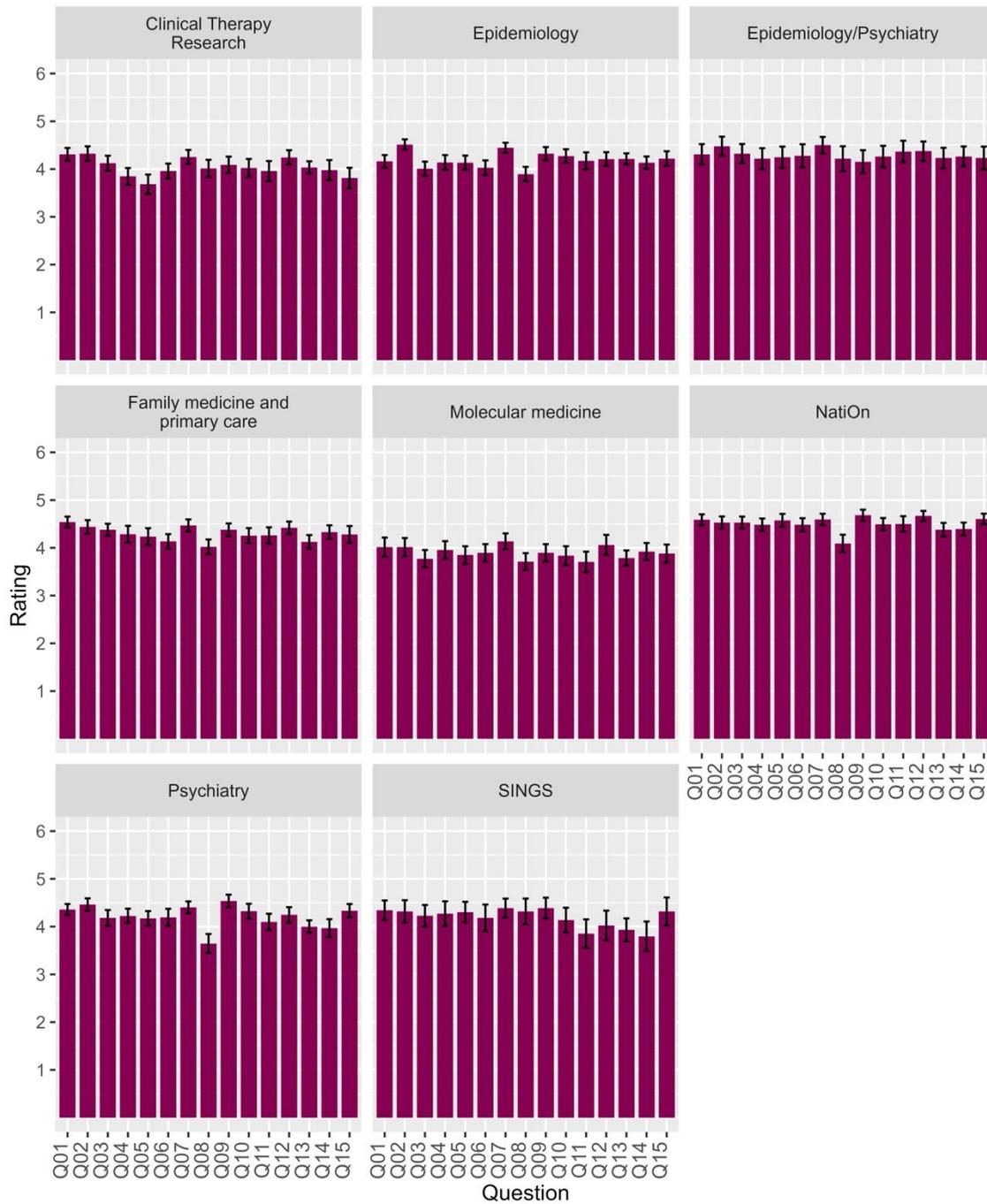
Table 8: Results for research schools by school, 2025 (means and SD)

School	N courses	Q01	Q02	Q03	Q04	Q05	Q06	Q07	Q08	Q09	Q10	Q11	Q12	Q13	Q14	Q15
Clinical Therapy research	6	4.31 (0.64)	4.32 (0.73)	4.12 (0.76)	3.85 (0.84)	3.68 (0.98)	3.96 (0.76)	4.25 (0.71)	4.01 (0.88)	4.09 (0.83)	4.02 (0.91)	3.96 (0.88)	4.24 (0.74)	4.03 (0.62)	3.98 (1)	3.81 (1.03)
Epidemiology	8	4.16 (0.83)	4.51 (0.67)	4.01 (0.93)	4.14 (0.96)	4.13 (0.91)	4.03 (0.97)	4.45 (0.65)	3.89 (0.94)	4.32 (0.87)	4.27 (0.88)	4.17 (0.98)	4.21 (0.91)	4.21 (0.73)	4.13 (0.81)	4.22 (0.96)
Epidemiology/Psychiatry	4	4.31 (0.86)	4.48 (0.81)	4.32 (0.81)	4.22 (0.89)	4.25 (0.9)	4.28 (0.98)	4.5 (0.69)	4.22 (1.05)	4.15 (0.97)	4.26 (0.91)	4.37 (0.82)	4.38 (0.81)	4.23 (0.86)	4.26 (0.85)	4.23 (0.96)
Family medicine and primary care	8	4.54 (0.56)	4.44 (0.7)	4.38 (0.63)	4.29 (0.87)	4.23 (0.88)	4.13 (0.77)	4.47 (0.63)	4.02 (0.77)	4.38 (0.67)	4.26 (0.79)	4.26 (0.77)	4.42 (0.66)	4.12 (0.71)	4.33 (0.7)	4.28 (0.89)
Molecular medicine	5	4.02 (0.81)	4.02 (0.77)	3.77 (0.74)	3.95 (0.75)	3.85 (0.75)	3.89 (0.75)	4.14 (0.68)	3.71 (0.72)	3.89 (0.75)	3.83 (0.81)	3.7 (0.79)	4.06 (0.85)	3.78 (0.65)	3.92 (0.72)	3.88 (0.77)
NatiOn	5	4.59 (0.54)	4.53 (0.59)	4.53 (0.59)	4.48 (0.61)	4.57 (0.64)	4.48 (0.64)	4.59 (0.56)	4.09 (0.86)	4.68 (0.54)	4.49 (0.61)	4.5 (0.69)	4.67 (0.5)	4.38 (0.67)	4.39 (0.62)	4.6 (0.52)
Psychiatry	6	4.36 (0.58)	4.46 (0.66)	4.18 (0.82)	4.22 (0.75)	4.17 (0.76)	4.19 (0.89)	4.4 (0.62)	3.65 (0.98)	4.54 (0.66)	4.32 (0.78)	4.1 (0.78)	4.24 (0.81)	4 (0.66)	3.97 (0.94)	4.33 (0.69)
SINGS	3	4.34 (0.68)	4.32 (0.77)	4.23 (0.74)	4.27 (0.85)	4.3 (0.71)	4.18 (0.92)	4.39 (0.65)	4.32 (0.88)	4.39 (0.72)	4.14 (0.85)	3.85 (0.86)	4.02 (1.01)	3.93 (0.79)	3.8 (1.02)	4.32 (0.96)

Figure 12: Means (M) and 95% Confidence Intervals (CIs) by research school

Means and 95% CIs for each question per school

Research Schools



Yearly comparisons 2022–2025

The following section presents comparisons between the data from 2022, 2023, 2024 and 2025. The results are presented as follows:

Comparisons over the years 2022 – 2025:

- Table for all courses combined
- Table for the freestanding courses
- Table for the programme courses
- Table for the research school courses

Comparisons between semesters:

- Diagram for all courses (mean ratings and individual data over years)
- Diagram for the course freestanding courses (mean ratings and individual data over years)
- Diagram for the course programme courses (mean ratings and individual data over years)
- Diagram for the research school courses (mean ratings and individual data over years)

Comparisons per question and semester:

- Overall
- Freestanding courses
- Doctoral programme courses
- Research school courses

Comparison of question 18 between semesters

- Overall
- Freestanding courses
- Programme courses
- Research school courses

Question 1 to 15: Trends over years 2022–2025**Table 9: Trends for freestanding courses, programme courses and research school courses, 2022 – 2025 (n: number of answers)**

Question number	2022			2023			2024			2025		
	n	M	SD									
Q01	3 182	4.35	0.72	3 457	4.31	0.73	3 407	4.36	0.72	3 202	4.40	0.72
Q02	3 187	4.40	0.76	3 463	4.36	0.79	3 406	4.41	0.76	3 196	4.39	0.80
Q03	3 181	4.28	0.78	3 454	4.26	0.79	3 399	4.32	0.77	3 200	4.34	0.78
Q04	3 181	4.23	0.84	3 460	4.18	0.87	3 392	4.26	0.85	3 197	4.25	0.88
Q05	3 179	4.23	0.84	3 453	4.17	0.88	3 395	4.25	0.87	3 191	4.27	0.87
Q06	3 183	4.14	0.92	3 458	4.10	0.97	3 399	4.22	0.92	3 196	4.23	0.90
Q07	3 188	4.35	0.73	3 459	4.32	0.72	3 405	4.38	0.73	3 191	4.37	0.74
Q08	3 182	3.96	0.95	3 457	3.94	0.97	3 403	3.97	0.96	3 198	3.95	0.99
Q09	3 158	4.39	0.78	3 435	4.34	0.82	3 381	4.39	0.82	3 171	4.44	0.78
Q10	3 183	4.19	0.87	3 453	4.13	0.89	3 397	4.23	0.86	3 196	4.23	0.87
Q11	2 389	4.14	0.87	2 531	4.10	0.88	2 539	4.15	0.88	2 356	4.16	0.88
Q12	3 161	4.20	0.81	3 443	4.17	0.82	3 383	4.25	0.79	3 184	4.28	0.81
Q13	3 175	4.17	0.74	3 452	4.14	0.74	3 390	4.18	0.75	3 193	4.21	0.76

Question number	2022			2023			2024			2025		
	n	M	SD									
Q14	3 168	4.07	0.92	3 453	4.05	0.94	3 386	4.09	0.92	3 183	4.13	0.93
Q15	3 180	4.26	0.86	3 449	4.15	0.94	3 392	4.25	0.91	3 189	4.28	0.90
Q18	3 163	0.99	0.31	3 427	1.02	0.35	3 370	1.00	0.32	3 167	1.02	0.32

Table 10: Yearly comparisons for freestanding courses 2022- 2025

Question number	2022			2023			2024			2025		
	n	M	SD									
Q01	1 231	4.34	0.73	1 486	4.31	0.75	1 252	4.37	0.72	1 257	4.45	0.71
Q02	1 229	4.24	0.85	1 491	4.22	0.89	1 253	4.25	0.86	1 257	4.27	0.92
Q03	1 228	4.28	0.79	1 486	4.27	0.79	1 253	4.35	0.76	1 255	4.37	0.78
Q04	1 226	4.20	0.85	1 488	4.15	0.90	1 243	4.22	0.90	1 255	4.24	0.93
Q05	1 224	4.19	0.87	1 488	4.14	0.92	1 246	4.21	0.91	1 255	4.26	0.89
Q06	1 228	4.15	0.94	1 488	4.07	1.02	1 250	4.20	0.96	1 257	4.24	0.93
Q07	1 232	4.34	0.71	1 490	4.27	0.75	1 251	4.34	0.76	1 255	4.37	0.77
Q08	1 231	4.00	0.96	1 489	4.01	0.95	1 250	4.03	0.98	1 257	4.01	1.02
Q09	1 212	4.33	0.82	1 474	4.29	0.86	1 241	4.30	0.88	1 242	4.39	0.84

Question number	2022			2023			2024			2025		
	n	M	SD									
Q10	1 230	4.15	0.88	1 487	4.09	0.93	1 249	4.16	0.91	1 255	4.18	0.93
Q11	773	4.00	0.92	938	4.02	0.92	783	4.04	0.92	753	4.05	0.95
Q12	1 225	4.19	0.84	1 483	4.18	0.81	1 246	4.22	0.82	1 249	4.26	0.82
Q13	1 228	4.19	0.73	1 487	4.17	0.74	1 248	4.21	0.77	1 255	4.24	0.79
Q14	1 220	4.04	0.95	1 488	4.04	0.94	1 244	4.05	0.97	1 253	4.09	1.00
Q15	1 229	4.18	0.89	1 483	4.08	1.00	1 245	4.15	0.99	1 251	4.25	0.94
Q18	1 223	1.01	0.30	1 472	1.03	0.36	1 241	1.02	0.35	1 246	1.03	0.33

Table 11: Yearly comparisons for programme courses, 2022-2025

Question number	2022			2023			2024			2025		
	n	M	SD									
Q01	1 362	4.40	0.69	1 328	4.34	0.71	1 239	4.36	0.71	1 246	4.40	0.73
Q02	1 366	4.51	0.69	1 328	4.51	0.69	1 236	4.54	0.66	1 243	4.51	0.67
Q03	1 361	4.35	0.73	1 323	4.32	0.77	1 233	4.36	0.76	1 245	4.39	0.74
Q04	1 365	4.27	0.82	1 329	4.26	0.82	1 233	4.31	0.79	1 244	4.30	0.83
Q05	1 364	4.30	0.81	1 326	4.28	0.82	1 236	4.32	0.80	1 239	4.34	0.83

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Question number	2022			2023			2024			2025		
	n	M	SD									
Q06	1 363	4.17	0.89	1 328	4.19	0.91	1 235	4.26	0.88	1 239	4.28	0.89
Q07	1 366	4.31	0.77	1 327	4.33	0.73	1 239	4.35	0.77	1 240	4.35	0.76
Q08	1 361	3.89	0.99	1 325	3.81	1.04	1 238	3.89	0.99	1 243	3.89	1.01
Q09	1 358	4.51	0.69	1 318	4.49	0.72	1 229	4.52	0.74	1 233	4.56	0.68
Q10	1 364	4.20	0.88	1 321	4.19	0.85	1 236	4.26	0.83	1 243	4.27	0.83
Q11	1 127	4.18	0.84	1 090	4.15	0.85	1 037	4.18	0.84	1 042	4.25	0.83
Q12	1 358	4.20	0.80	1 320	4.18	0.82	1 230	4.26	0.76	1 239	4.29	0.80
Q13	1 362	4.15	0.78	1 325	4.15	0.76	1 230	4.17	0.74	1 240	4.23	0.74
Q14	1 362	4.13	0.89	1 323	4.08	0.92	1 232	4.13	0.93	1 238	4.18	0.91
Q15	1 364	4.34	0.83	1 326	4.29	0.84	1 234	4.35	0.83	1 243	4.35	0.84
Q18	1 361	0.95	0.33	1 320	0.97	0.33	1 228	0.97	0.31	1 229	0.97	0.34

Table 12: Yearly comparison for research school courses 2022 - 2025

Question number	2022			2023			2024			2025		
	n	M	SD									
Q01	589	4.23	0.75	643	4.23	0.69	916	4.32	0.75	699	4.32	0.72

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Question number	2022			2023			2024			2025		
	n	M	SD									
Q02	592	4.46	0.67	644	4.38	0.71	917	4.47	0.69	696	4.41	0.72
Q03	592	4.11	0.84	645	4.12	0.80	913	4.23	0.81	700	4.18	0.80
Q04	590	4.22	0.83	643	4.07	0.88	916	4.24	0.85	698	4.17	0.85
Q05	591	4.16	0.86	639	4.04	0.90	913	4.21	0.88	697	4.14	0.87
Q06	592	4.04	0.91	642	3.96	0.93	914	4.18	0.90	700	4.13	0.86
Q07	590	4.44	0.66	642	4.41	0.61	915	4.48	0.63	696	4.41	0.66
Q08	590	4.07	0.81	643	4.03	0.83	915	3.99	0.90	698	3.96	0.91
Q09	588	4.25	0.83	643	4.16	0.88	911	4.34	0.81	696	4.32	0.79
Q10	589	4.28	0.81	645	4.12	0.87	912	4.28	0.80	698	4.22	0.84
Q11	489	4.25	0.83	503	4.16	0.87	719	4.23	0.87	561	4.14	0.86
Q12	578	4.20	0.80	640	4.12	0.86	907	4.29	0.80	696	4.29	0.81
Q13	585	4.19	0.67	640	4.04	0.71	912	4.16	0.73	698	4.11	0.72
Q14	586	4.01	0.92	642	3.99	0.96	910	4.09	0.84	692	4.12	0.85
Q15	587	4.25	0.83	640	4.02	0.97	913	4.26	0.87	695	4.21	0.89
Q18	579	1.03	0.25	635	1.08	0.34	901	1.03	0.28	692	1.08	0.28

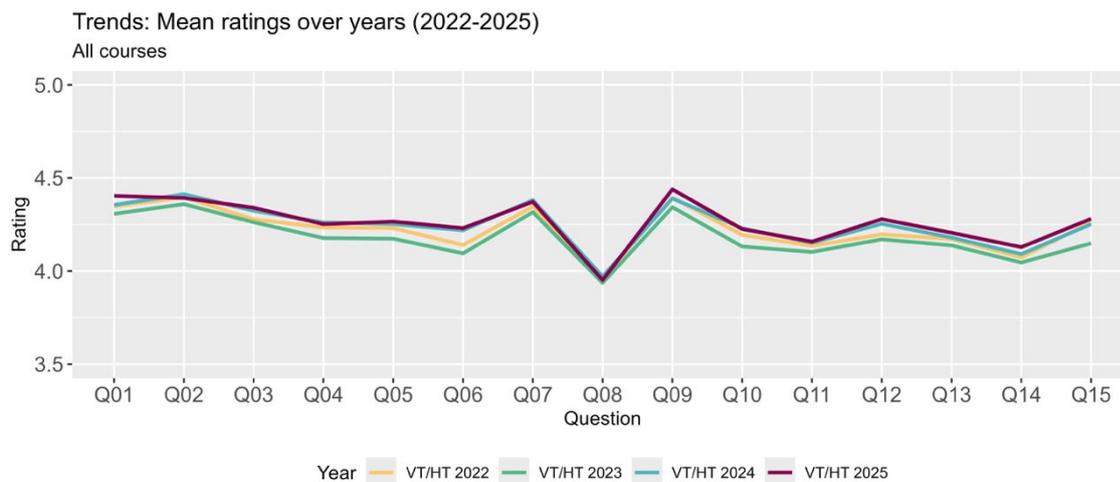
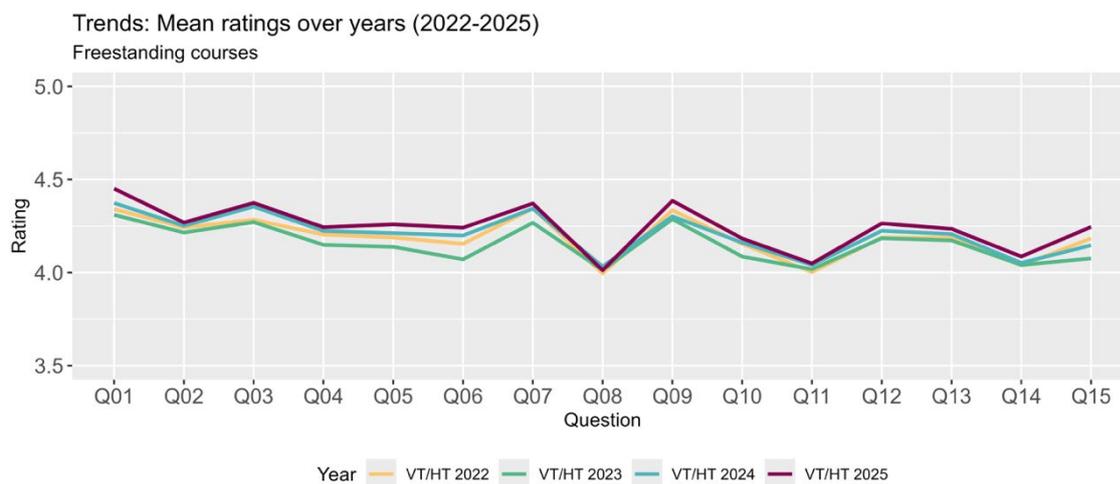
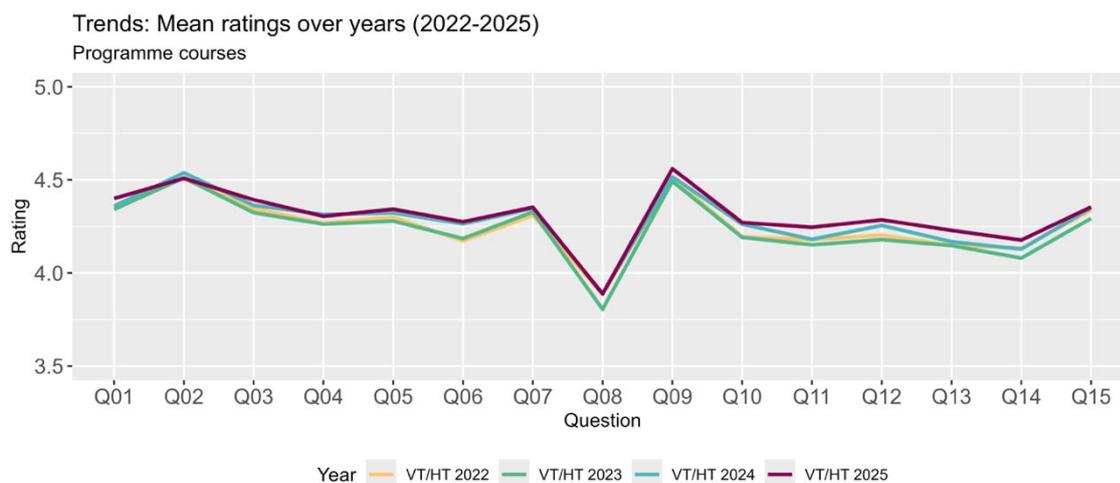
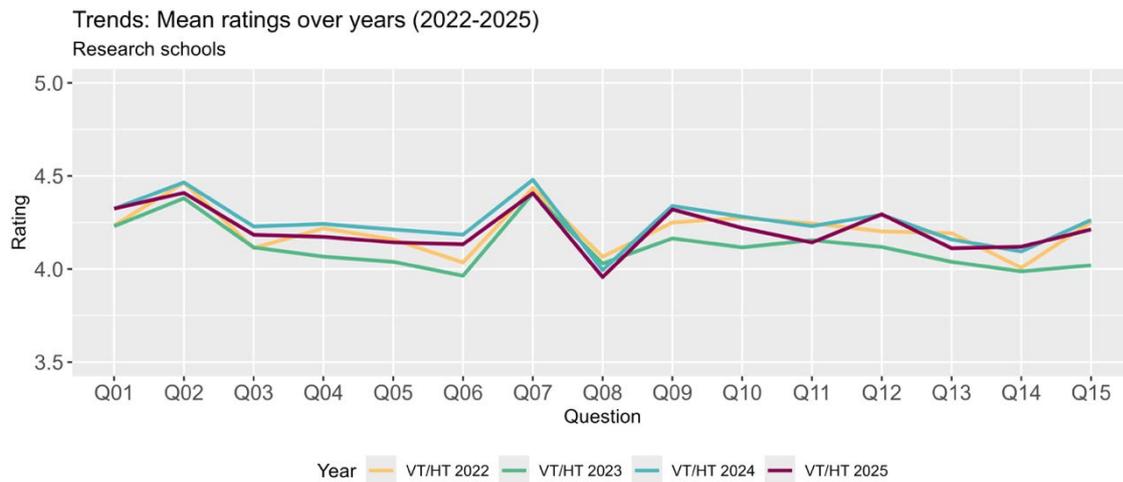
Figure 13: Mean ratings over years – All courses**Figure 14: Mean rating over years – Freestanding courses****Figure 15: Mean rating over years – Programme courses**

Figure 16: Mean ratings over years – Research schools



Question 18 – Trends over years 2022–2025

Question 18: Would you recommend this course to others enrolled in doctoral education? The question is a yes/no question with a "not relevant" option for students that are not doctoral students. Therefore, the results are presented in two separate diagrams where the "not relevant" option is included in the first one and excluded in the second one.

Figure 17: Response distribution over years for question 18 – All courses

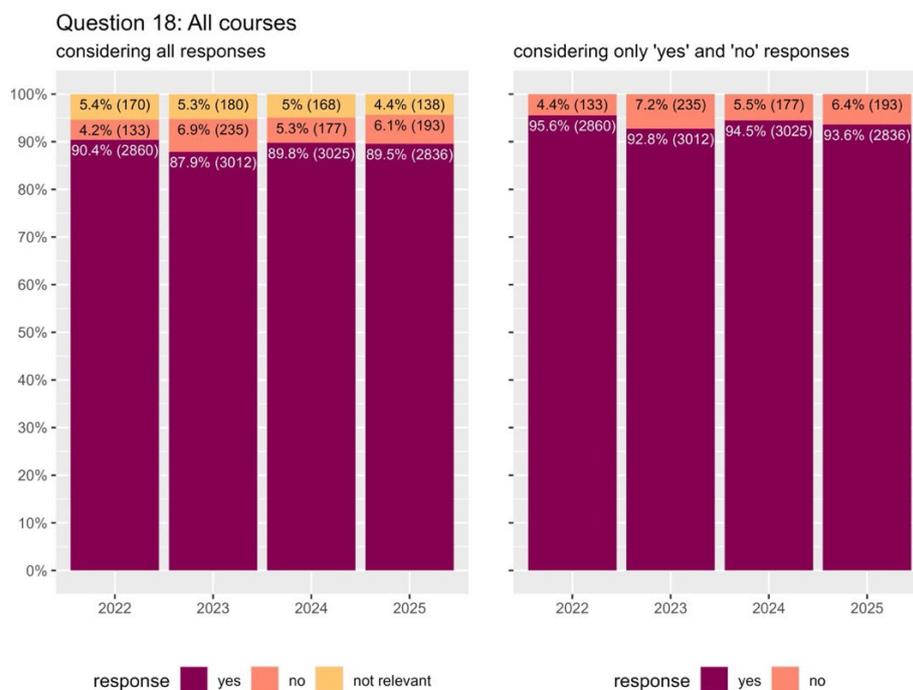


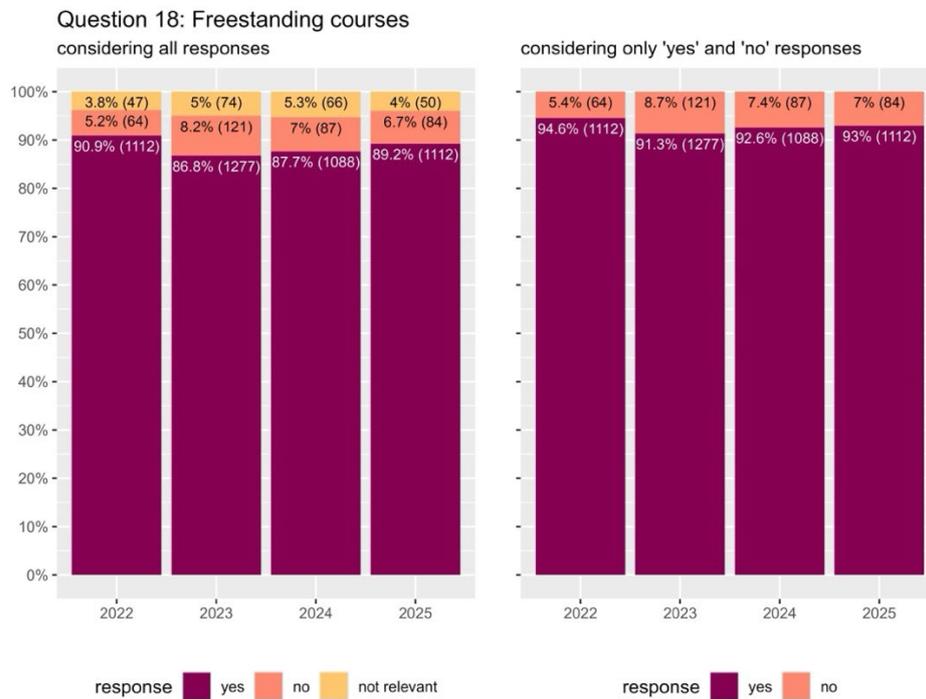
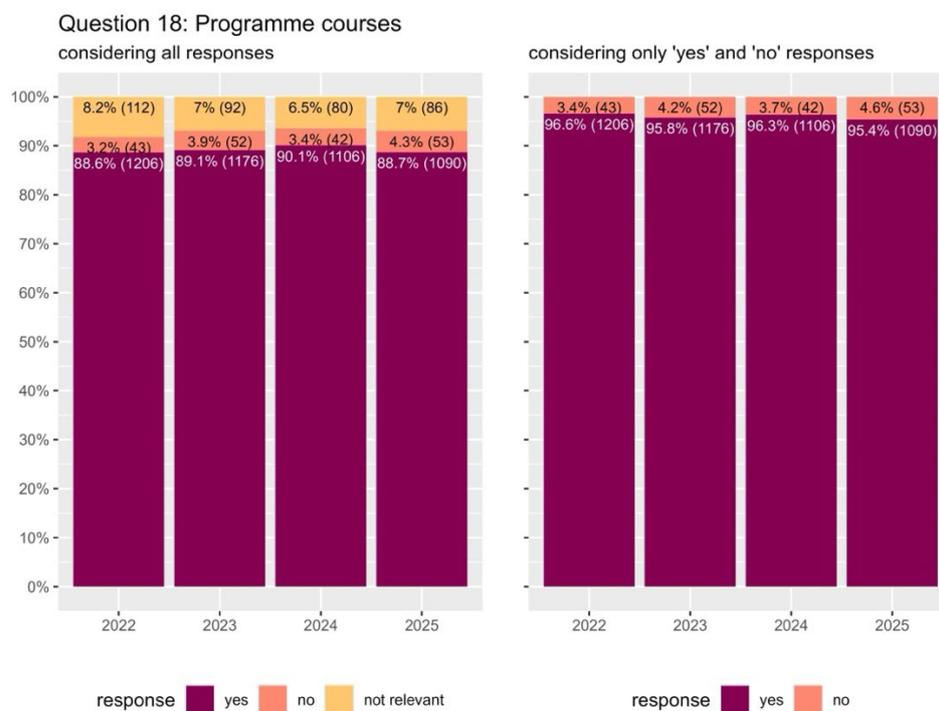
Figure 18: Response distribution over years for question 18 – Freestanding courses**Figure 19: Response distribution over years for question 18 – Programme courses**

Figure 20: Response distribution over years for question 18 – Research schools