



**Karolinska
Institutet**

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Assessment criteria for collaboration with foreign universities on first and second level education programmes

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Assessment criteria for collaboration with foreign universities on first and second level education programmes

It is KI's policy to collaborate with universities that provide high quality education and offer the best chances of a successful partnership. Before any new collaboration can begin, talks are to be held with the university in question, which is to be visited to the fullest extent possible for the purposes of establishing and maintaining contact.

When evaluating ongoing collaborations, the experience of international administrative officers and internationalisation managers, as well as the students' and teachers' travel reports and evaluations, are to be taken into account. Such evaluations should be made at least once every three years. KI's ethical rules for international collaborations must be followed at all times: <http://ki.se/ki/jsp/polopoly.jsp?l=en&d=28613>

When making decisions on new and extended collaborations, the following areas should be considered and evaluated:

Collaboration with several KI programmes

KI is a medical university and educates students who will be working together in their future careers. Interdisciplinary collaboration is encouraged at KI study programmes and this should also apply to the international activities. Broad-based collaboration that brings together several KI study programmes at one and the same partner university is advantageous and brings synergy effects. It increases the points of contact between the universities, which creates stronger and more enduring partnerships. It also increases our knowledge of the partner university and enables students and teachers from different study programmes at KI to coordinate their visits when they so desire.

Doctoral studies/research contacts

KI seeks to establish strategic, international collaborations with cooperation on several levels. Stable and effective collaborations are easier to achieve if new ones are based on existing successful ones.

Other cooperation

Collaboration is also more likely to succeed if the prospective partner university has previous experience of internationalisation and a corresponding organisation. This means that the relevant partner university's/education programme's international profile should also be taken into account. What are the other international collaboration programmes like in education? With which other institutions does the university collaborate? Are there joint programmes/courses, networks, etc? Are there opportunities for developing joint projects?

The wishes of the students

The interest expressed by the students in exchanges with the university in question is critical



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to a successful exchange, and should therefore be taken into account when making a decision on collaboration.

Reciprocity

In the event of collaboration that entails mobility, reciprocity must be actively sought; i.e. there should be a two-way exchange of students, teachers and administrators.

Broad geo-cultural spread

A broad geographic spread is desirable in the exchange of students, teachers and administrators. Exchanges should take place with universities in different countries and on different continents with their own cultures, traditions and educational and healthcare structures. When evaluating a possible collaboration, account should therefore be taken of the added value that the partner university's geo-cultural location brings to the education programme.

Structure, content and quality of the education

It is KI's policy to collaborate with universities that provide high quality education. Student exchange is based on the participants' ability to transfer their credits earned during their period abroad to their education at KI. The evaluation could be based on the following proposed factors *when possible and relevant*:

- Is the university accredited for awarding degrees at university level or equivalent?
- What eligibility requirements are there for admission to the programme?
- What is the length of the programme, and what level is it on?
- What expected learning outcomes does the programme have? Are there programme syllabi? How closely do they correspond to KI's own?
- What is the university's educational philosophy, and what teaching methods are applied?
- Are there course descriptions with learning outcomes? How are students examined and graded?
- Is the programme held in English? Can suitable exchange courses be defined?
- How much influence do the students have? Are there course evaluations?
- Are the reading lists on an acceptable level?
- What is the teacher/student ratio like, and what academic qualifications do the teachers have?
- What is the clinical practice/theory relationship like?
- How are the clinical components structured, and what are the links like between university and hospital?
- What level of English language skills do teachers and students have?
- How will the KI students be integrated with the local students?
- What is the relative national status of the university and the programme?
- How will students from the partner university succeed with their studies at KI?
- Does the university/programme have prominently strong profile areas?

Administration

For a collaborative partnership to remain effective, its administrative and communication processes must be effective, otherwise it will become too resource demanding. The evaluation could be based on the following proposed factors *when possible and relevant*:

- Have contact persons been appointed or an administration been set up by the university to manage the exchange?
- Do the administrators speak adequate English?
- Is there easily accessible and clear information available prior to application?
- Is ECTS documentation used properly (applies to EU collaborations)?
- Does the university representative reply to requests?



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- Is information about admissions etc given within a reasonable time?
- Do students receive course certificates within a reasonable time?
- Does the partner respect KI's rules and routines when sending students to KI?

Social/practical – student exchanges

A successful student exchange does not only require high quality education; the social aspects must also work and practical issues must be dealt with efficiently. The evaluation could be based on the following proposed factors *when possible and relevant*:

- Does the university help the students find accommodation?
- Do the students receive the admission documentation etc. necessary for applying for a visa in good time?
- Is there some kind of induction course or the equivalent for incoming foreign students?
- Is there a language course (free or paid) available for exchange students?
- What is the infrastructure (internet, computers, library, lecture halls, etc.) like?
- Is there a social programme for exchange students? If so, who runs it?
- What opportunities are there for meeting local students?
- What is the cost of living?
- What is the security situation like in the country, in the city and at the university? What measures are taken to improve security for incoming students should the occasion arise?

Social/practical – teacher exchanges

The efficient handling of practical matters also applies to teacher exchanges. The evaluation could be based on the following proposed factors *when possible and relevant*:

- Does the university help the teachers find accommodation?
- Do the teachers receive the documentation etc. necessary for applying for a visa in good time?
- How are programmes for visits/teaching produced, and what do they contain?
- Are there procedures for reception and social activities?
- What is the infrastructure (internet, library, workplace, etc.) like?
- What is the cost of living?
- What is the security situation like in the country, in the city and at the university? What measures are taken to improve security for incoming teachers/administrators should the occasion arise?