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The Relationship Between Grade and University Prestige –  
Reflections From a University College\*

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### ABSTRACT

The paper is dealing with the threat towards university standards in Sweden, when the university system is facing a decreasing demand on education. We claim that there is a pressure towards higher grades and less working load on the students. The effect could be a slight decline of prestige for universities, but a step decline in academic standards at the university colleges since they have weaker academic traditions, staff and students, and experience a stronger political pressure from the local community. The reasoning is made with resonance from a case describing experiences from an accounting programme produced at a university college.

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### **Competition in the university industry**

Sweden has 14 universities, 22 university colleges, and some private schools with the right to teach at undergraduate level and on graduate level. A majority of them offer education on undergraduate and graduate levels in the subject of business administration. At least the state universities and university colleges are mainly financed by the state through the number of students that are accepted at the university and the number of students that get a pass grade. Thus, a university that wants to survive in Sweden need to attract students and to give many of them pass as a grade.

During the years the number of students that enter the universities has increased, one reason being that there has been an expansion of universities, especially university colleges. They have been rather successful in attracting local students during the 90'ies, implying a reduction of the social recruitment imbalance that has been stable ever since the dramatic reduction in social imbalance that occurred during the 30'ies, 40'ies and even the 50'ies levelled away about 1967 (Erikson & Jonsson, 1993). The market for university education has thus experienced a rather peaceful development.

Today we have signals of change. The industry has experienced a reduction in demand of education. This would imply an increase in competition between the universities.

Universities have several means of competition available. Local universities have the strength of being local, thus attracting the students that do not want to move. Local universities tend to be small organisations, which create a tight atmosphere which can be preferred by some students. They have typically lower entry barriers for students in terms of grade requirements. The large universities, especially Lund and Uppsala, and in business administration, the Stockholm School of Economics, enjoy a very strong prestige, both among students and among corporations. Many of today's managers have also been educated at these places which create a similarity attraction advantage in recruitment. It is strongly believed among students that a grade from these universities and schools constitute an asset that can open doors faster and with more cash behind the door.

When the demand for education is decreasing, so is the grade requirements for the applying students, implying a flow of students from local universities to prestigious universities. Both the universities and the university colleges experience students with less capacity as the previous students. The universities appear to have students of sufficient numbers, but the university colleges are in a risk of attracting less than their capacity. While the universities experience problems of student quality, the university college's experience both a decrease in

student quality and in financing opportunity. Facing these conditions, what will happen in the Swedish university system?

The present paper presents a rather pessimistic analysis based on a case of structural conditions influencing the possibility to develop, teach and maintain high quality, as perceived by the teachers, in an accounting programme at a university college. The data is obtained from the last courses in the business administration programme in accounting and auditing provided by the department of Business Studies at Kristianstad University College. Having a low prestige and experiencing competition from closely located universities, combined with the Swedish university financing system and conditions of university colleges appear to be disadvantageous for maintaining a high quality.

The paper has the following structure: It continues with presenting the hypothesised relationship between grading of students and university prestige. Thereafter follows a presentation of the tougher competition facing University Colleges along with their often lower prestige. The next section presents data from the business administration programme in auditing and accounting offered by Kristianstad University College and deals with issues that make it hard to have arguments for maintaining a high quality. Issues that are highlighted are replacement of examiners, low number of students on the Master courses and expectations of the students. The paper finalises with analytical reflections from the presented case that single out factors that are expected to be conducive in reducing academic standards at the universities, but especially at the university colleges. Conclusions end the paper.

### **The correlation between grade and prestige**

In a paper by Bagues, Sylos Labini and Zinoveva, (2007) results from a study of Italian universities are presented. They started their research by the puzzling notion that those with high grades did not get abnormal return from their education later in their working life. On the contrary, it appeared to be the reverse, higher grade, lower wage. Why was that? The researchers found a pretty clear pattern that universities experiencing less number of students increased their average grades. The researcher could not find any indication that teaching or other activities that could influence the quality of the education the students received had changed, thus indicating that the increasing grades in some way were correlated with improved knowledge or competence. Their conclusion is that the universities did not change any operations when facing increasing competition, but increased the grade they gave the students. The logic is simple; less prestige has to be balanced with higher grade, *ceteris paribus*, in order to attract students.

The structural market conditions of Italian universities can be sketched as in figure 1.

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Insert Figure 1 about here  
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The Italian system of financing universities is similar to the Swedish universities, thus implying similar market conditions in Sweden. The main hypothesis is then that universities either offer their students prestige or grade. It would imply that a teacher at a university college using university standards is considered by the university college to be bad for business. Even worse, a teacher using tougher standards, i.e., the probability of receiving higher grades that is below the probability of the university, could be expected to experience critique at the university, and even pressure towards leaving the examination position. It has been described in a similar vein like this: “You put at risk your own employment and the employment of your younger colleagues when you are solid in your integrity and demands full time studies by the students in order to receive pass as a grade” (Alvesson 2006:78, a free translation from Swedish by the authors)

### **The case of Kristianstad University College and its programme in Accounting and Auditing**

Our evaluation of the hypothesised relationships previously presented will be done through presenting a case including systematic data and experiences. The aim is not to build theory, even less to test theory, but to induce factors that could be influential on the academic standards of different universities. We start by presenting the market situation and the prestige of universities, with focus on the case university, Kristianstad University College. We then continue with two events that we believe could be interpreted as indicators of the relationship between prestige and grade. In the subsequent analysis further factors are added to the case.

#### *Competition and prestige facing Kristianstad University College*

Kristianstad University College is among the smallest universities in Sweden, having about 11000 students. It has mainly three orientations, education of teachers, training nurses and programmes in business administration. It is situated in the north east of Skåne, in the south of Sweden. The south west of Skåne is among the most highly populated part of Sweden, and only a bridge combined with a tunnel separates it from Copenhagen.

Kristianstad is surrounded by universities and university colleges with programmes in business administration. In Lund, 80 km south west of Kristianstad is one of the largest and most prestigious universities in the Nordic countries situated. It has a business administration education that is considered to be among the best in Sweden. Further 20 km south west is Malmö University College located, which do not have full programmes but only undergraduate courses in business administration. In Helsingborg, 107 km west from Kristianstad a campus is situated that belongs to Lund University which educate students mainly in service management. In Halmstad, 123 km north west from Kristianstad, a university college with education in business administration is situated. Växjö, 125 km north of Kristianstad, has a newly promoted university with the traditional programmes in business administration. In Kalmar, 186 km north east of Kristianstad is a university college giving programmes in business administration situated. And finally, 86 km to the east is a university college located, Karlskrona/Ronneby/Karlshamn, which probably is the smallest in Sweden when it counts to number of students in business education. All in all, because of a large number of universities, with rather low level of differentiation when it concerns programme in business administration, a tough competition would emerge. But that has not been the case since the number of students has increased during the years.

Times are, however, changing and now the number of business administration students is decreasing and thus the indications of differences among the schools become more obvious. Table 1 includes number of first hand applications to the programmes, first hand application divided by number of available positions and total number of applications (VHS, statistics for autumn, 2006). The three big universities (Uppsala, Stockholm and Lund) have the most applications. The number further indicates that Kristianstad along with the other university colleges is facing low demand.

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Insert Table 1 about here  
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Turning to the prestige of the universities, it is of course ambiguous in character. Using different sources one can nevertheless conclude that the prestige of the universities appear to be higher for universities than for most university colleges. Prestige is in this paper evaluated through considering different rankings that have been conducted by external actors. Even if different rankings use different measures, they tend to have universities at the top positions.

One ranking (Moderna Tider Universitet, 1999) made a ranking based on status, pedagogical resources, academic level, number of credits and exams per student and year, and admission requirements. The total ranking, out of 23 universities, placed Stockholm University as number one. Thereafter followed the universities in Uppsala, Göteborg, Lund, Umeå, Linköping and Örebro. Gotland University College got an 8th place and was thereby the highest ranked university college.

Moderna Tider (2000) conducted another ranking one year later and focus was here on programs within the field of business administration, medicine and nursing. The aim was to evaluate what existing students thought about their education regarding issues relating to studies, status and environment. The results are presented in table 2.

A third ranking has been performed by Sydsvenska Industri- och Handelskammaren (2005) and ranks 30 universities due to their competitiveness seen from an industrial perspective, also depicted in table 2.

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Insert Table 2 about here  
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Both rankings place Kristianstad on a 23<sup>rd</sup> position. What has been showed so far is that both demand on the programmes in business administration and the prestige of Kristianstad University College as well as prestige of the business administration programmes are low. Another indicator of Kristianstad's low prestige is that it was the last education in business administration in Sweden to receive the right to educate and grade on advanced level, i.e., on Master level. The department received these rights the year 2001.

*Two indicative events at the programme in accounting and auditing*

Kristianstad University College and its education in business administration have attracted students from Skåne and part of Halland, i.e., the west coast. The old border between Skåne and old Sweden appear to still be effective since almost no students from north are attracted to Kristianstad. There are, however, slight differences between the programmes in business administration in Kristianstad. The programme this paper deal with, the programme in accounting and auditing, receive students from a larger geographical area. One reason is that it has a slight reputation of offering all the courses needed if the student would like to do the

career path of becoming a certified auditor, as defined by the Swedish Supervisory Board of Public Accountants.

This section presents two different events. The first event is about the replacement of examiners, presenting the event when students had an impact on examiners replacement due to student's experiences of high demands on their knowledge capacity, which could be interpreted as a trade between grade and prestige. The second event is the year 2007 sharp decline in number of students at the master level of the programme, interpreted as a rational response by students to grade, working load and prestige.

#### Event 1. Replacement of examiners

In the spring semester 2004 the manager of the programme and a newly recruited docent, i.e., an associate professor, held the main course on the candidate level in accounting. They conducted the examination of the students, and the number of failing students was very high on the first examination, and many failed on the re-examination. The students demanded then that the two examiners were to be replaced by another examiner. According to Swedish regulations, students have the right to demand another examiner after two examinations. The board of the department made the decision to comply with the demands of the students and the regulation, thus replacing the two examiners. Thus, there was been a tension between what the main teachers in the programme considered as adequate course demands and what the students considered adequate demands. The board of the department appeared to obey the present regulation. However, since there are no sanctions against disobedience, the regulation cannot be regarded as credible and therefore not an efficient regulation. There are also quite easy loopholes to use, for example, the examiners can only be exchanged if there are competent examiners available at reasonable costs. The board could therefore quite easily have turned down the student's demands by claiming the absence of competent examiners at reasonable costs. It is therefore possible to make the interpretation that the board maybe wanted to comply with the wish of the students, and they used the regulation as the rational argument. The reasons to comply with the students wishes, at the expense of the examiners, could be various, for example, to be nice towards the students, to pay student demand due respect, to make a mark against the examiners, or just to realise the financing consequences of less demanding examiners.

## Event 2. Decreasing demand of Master education in Kristianstad

The education in the accounting programme on the master level that was introduced spring semester 2002 has experienced a rather dramatic development, from starting with 6 students, arriving at the peak spring 2005 with 22 students, and today falling back to 9 students at the beginning of the semester. Figure 2 shows the number of students entering the courses at the Master programme. The programme includes three different courses and starts with FED605 International Accounting (7,5 ECTS), continues with FED610 Corporate Governance (7,5 ECTS), and finalise with the students writing a dissertation on the course FED615 Master Dissertation (15 ECTS). Since students that do not pass sometimes leave the programme, the number of students decreases during the semester.

Figure 3 shows the per cent of students that received Pass and higher as a grade (in Sweden there are only three grades, No Pass, Pass, and Pass with distinction). It should be noticed that the course FED610 changed slightly after spring semester 03, thus grading is not completely comparable. After the starting semester, the throughput varies between 60% and 80%, until the catastrophic semester spring 06. This drop is what then created a rumour, to which we soon turn.

Of the two first courses (FED605 and FED610) it can be noticed that the throughput is changing and no course have continuously higher throughput than the other course, i.e. one course is not harder than the other. Since mainly only two teachers are involved, by this statistics it cannot be concluded that one of them are harder in their evaluation of the students. The throughput is peaking in the course FED615, which is rather natural since by then most of the non passing students have left the programme. Another reason is that this course is the dissertation where the students are much more motivated and they receive much more support, pressure, attention and discussion from the teachers. This is due to the department's policy to spend considerable resources on that course.

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Insert Figure 2 about here

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Insert Figure 3 about here



At the end of year 2006, when the candidate dissertations were being finalised, there were small talk among the 58 students that no student of the programme would like to continue the education in Kristianstad on the Master level. Instead, said the rumour, most students would prefer candidate level courses in law at the department or they would go to Lund University and there get their Master degree. The rumour said that the Master course in accounting at Kristianstad was too demanding, using the very fact that can be seen if inspecting figure 3, i.e., the spring semester of 2006 only one student passed the Master programme.

Facing the risk of having a Master programme without any students, the responsible teacher of the Master distributed a survey to all the students on the candidate level and asked them about their future plans, opinions about courses both at Kristianstad but also at other universities. Out of 58 students, 47 students replied (81% response rate).

It turned out that the rumour was slightly untrue when it concerns the number of student willing to study the Master, but right when it concerns the talk about the degree of difficulty. 13 students (28%) expected themselves to study law at Kristianstad University, 9 students (19%) to study the Master in Kristianstad, 10 students (21%) to study other courses in Kristianstad, 7 students (15%) to study accounting in Lund and 2 (4%) students to study another course in Lund. All in all, almost 70% of the students expected them to continue at Kristianstad University, but only 19% to build on their education with more advanced courses in their major area, accounting.

When the spring semester of 2007 started the actual number of students from the bachelor programme in auditing and accounting at Kristianstad University College that entered the Master level of accounting in Kristianstad were 7 students, i.e., the Master attracted 12% of the local market. Most students went to legal studies or to Lund University. No student from another university or university college applied for the Master courses in Kristianstad. Thus, this is a strong indication that the Master level cannot strongly compete with Lund University, although that there are no indication that the programme on the master level is inferior.

Turning to the reasons, there are several reasons why students leave Kristianstad and why students do not come to Kristianstad. 23% of the students in the survey were living in the area of Lund, thus they have time incentives to withdraw from Kristianstad. Other people expected themselves to live in the regional area surrounding Lund, so they had reasons to discount the movement to the region by leaving Kristianstad. A few students looked for other Master courses than accounting, which forced them to move to universities that could offer greater variety.

The hardship of studying cannot, however, be ruled out as an explanation. The students were asked to compare the level of difficulty between courses. On a seven grade scale they thought that the law studies in Kristianstad were only of slighter difficulty than courses in Lund (4,5). They thought that law studies were much easier compared to the Master in Kristianstad (2,4). And they thought that the Master in Kristianstad were much more difficult than the courses in Lund (6,1).

These numbers are supported by written comments. In the survey they were asked to write the reasons they had to attend or not attend the Master course in Kristianstad. Two responses (translated by the authors) do clearly convey similar content as the original rumour:

*“Higher working load and higher level for reaching the grade Pass than other Universities and University Colleges (according to rumour). As long as the employers do not know that Kristianstad have a higher level on their Master education it is tempting to choose an ‘easier’ way through getting the grade at another place.”*

*“Believe that a Master grade from Lund is both easier to get and more important than a Master grade from Kristianstad.”*

And one response that is interesting because it indicate mistrust:

*“It appears as if Kristianstad is trying to do more out of the Master than what it is in reality and it is because of this that all students have oriented themselves towards Lund, where they have better knowledge about the demands that are relevant for students on the Master level.”*

This student believes that there is a difference in demands due to lack of knowledge of appropriate demand levels between a University and a University College. This is probably one part of the prestige of a University, that universities are believed to have knowledge which the other organisations are lacking.

It can be questioned in general if there is any substance in this prestige part explanation since most of the university college teachers are trained at these universities, therefore socialised in their way of thinking. In this specific case it can be ruled out since one of the Kristianstad courses is similar to a course Lund offered before 2001 and the demands on the Master dissertations are approximately the same as was the demands in one programme in

Lund before year 2001. This is a fact since the course manager of the present course in Kristianstad was the course manager of the course in Lund until 2001. But rumours are not based on facts but impressions.

### **Some indications gained from the cases**

The market in Kristianstad, constituted by the students and their expectations, is experiencing a tougher course and some of the students have incentives that are grounded in prestige. The Kristianstad students appear to reason with categories such as effort, grade and prestige of the grade. Our observations and the Italian study indicate that if a University College would like to retain their students and thereby protect the survival of the organisation and the teacher's employment, they have to focus on these factors. Facing receding demand they have to offer students lower strains on working load, higher grades or higher prestige.

The strategy that appears as rational in the short run for a University College facing reduction in demand is to comply with the demands of the students by decreasing the demand on students working load or to increase the grades. The difficulty is to communicate this utility offered to the market. Since in the case presented in the paper the problem is to retain already recruited students it is fairly easy to communicate with them. A cheap and easy method is to assign those teachers that have the reputation among students to be generous with grades and/or not demanding too much of their students.

It cannot be ruled out that such a strategy is also preferred by some teachers. It can be assumed that reduced working load of the students will imply less working load for the teacher. The same goes for the grading, since most teachers know about the strategy - though they would probably never admit that they are using it themselves - to give high grades in order to reduce the students' criticism against bad courses. Thus, with this strategy the students are kept in a financing position for the department and the teachers get less working load, which can be oriented towards the garden at home or to increase research. It appears to be a win-win situation for the teachers and for the students. The department runs however the risk of losing even more prestige in the long run, and as the Italian study indicates, the students will lose wage in the future by this strategy.

The strategy of improving the prestige appears to be very costly. In Sweden there is maybe only one case of a school that has gained significantly in prestige in recent times. That is Jönköping International Business School, which appears (though we lack data) to have gained prestige, starting from the C-class and now entering the top B-class University Colleges. The

resources needed appear to have been strong management devotion, intimate contact with all levels of the state and significant money funds.

The process of accommodating to the change of demand on education in business administration appear to start at the lowest level of prestige, i.e., at University Colleges. The Universities appear to be protected by their prestige since they are only facing less number of applicant students, but still with abundance compared to the numbers they enrol, which imply less qualified students, but still the same amount of students, thereby creating the same level of funding. The financing system, however, paying not only for the students entering, but for the students that receive pass as a grade, will create incentives for the universities to give pass to students in the future that would have not passed some years ago, maybe because they would not have even entered the education. This will put a pressure in the long run on the universities prestige.

There are, however, indications that even the most prestigious universities will experience grading inflation. Increasing grades but not increasing knowledge has been observed by a teacher from Harvard University (Mansfield, 2001) who says that teachers grade the students due to the expectations of the students, not due to the expectations of the teachers. The University needs to maintain its good reputation and the grades continue to rise, but not in relation to increasing knowledge of the students. A teacher face a pressure to accommodate to these “higher grades” otherwise they are not one of the team. Thus, it could very well be the case that there is a U-form shape of the relationship between grade and prestige.

The financing system combined with shrinking demand can be the factors that push towards the erosion of prestige. In order to avoid this erosion an obvious strategy would be to try to become more independent of the system of financing. In Sweden it is an illegal act to finance education by student fees, so the opportunity appear to be restricted to charity, as for example constitute the very basis of financing for the Stockholm School of Economics, which indeed is the most prestigious educator in business administration in Sweden.

The original hypothesis of a relationship between grade and prestige has now turned into a rather pessimistic hypothesis. The combination of the financing system and tougher competition on the academic education market will decrease academic standards through increasing grade or decreasing demands on students working load.

One could, however, easily object to the pessimistic hypothesis with reference to the professionalism of academic teachers. They are trained during long time, intensively socialised into academic norms and standards and graduated with a dissertation that advance science. While it is true that there is an academic profession, it is not true that they dominate

university colleges, and maybe they are not even hegemonic in universities. With Kristianstad as an example, the Department of Business Studies have had few teachers with the rank of a Doctor and even fewer with the position as Docent (comparable to Associate Prof.) or Professor (comparable to Full Prof.). Five years the department experienced a Professor, financed by the local saving bank, which created, to say the least, no lasting positive influence. Some years another Professor was present at the department, but this time only with no influence. Presently the department have about 50% of staff as Doctors, no associate professors, one promoted Full professor and one retired Professor that mainly due to his wife's employment at the department is engaged at the department. This could be compared to universities with several chaired Professors, that presumably, at least some of them, will protect and defend academic values and thereby the academic standards. Finally, the event 1, where the examiners were replaced, could be interpreted as an indicator of weak academic culture since one of the replaced examiners were the highest ranked academician in the subject at the department.

Being weak in academic qualifications, the department is vulnerable for other influences, such as local politics. In a university college the local elite has significant influence due to the significant impact of so called external representatives, which are people selected in closed circles mainly among the local elite and distributed on a few important committees at the university, such as the board of the university. It has been the policy of the social democratic government in Sweden to supply universities with this specific interest group, giving them influential positions at the board of the university and within the university in influential committees. The policy is probably grounded in a strategy aiming at reducing, if not destroying, the independence of universities through ingraining the university with the capitalistic principle of ownership, i.e., those who supply the capital shall rule.

The paradox is that it is the same government that have created the numerous university colleges with the intent to absorb the local talents that otherwise would not have considered a university education. So, with one hand government have increased the possibility of academic training, but with the other hand, they have created conditions that are a threat to academic training.

The result is that the university colleges will recruit students that do not have strong academic traditions from home, which will make them less receptive and maybe even hostile towards academic standards. The pressure from the local elite that influence the university is towards the university being an obedient servant of the local community, not being a vibrant university. The staffs of the university college have a weak academic profile and an even

weaker academic history. Thus, the university college is more vulnerable to market conditions and the incentives of the financing system than are the universities.

## **Conclusion**

We predict, out of our presented experience from the accounting programme in Kristianstad, that when Swedish universities now are experiencing fewer students entering the business administration educations on a university level, the process of reducing demands on the students working load, increasing grades and decreasing prestige has started. It will happen in the universities, but even harder will it hit the university colleges.

We have claimed there to be a negative relationship, if not even a U-shaped relationship between grade and prestige. Decreasing number of applicants to academic education imply less students for the university colleges, which imply a decrease in funding. For universities it implies less qualified students, and if the U-shape form is correct, it will even imply a decline of prestige in the long run for the most prestigious educators.

Our claim is that the university colleges are facing tougher competition and as a consequence, less funding, but they are those that have the least capacity to resist pressure of decline in academic standards. The reason, we hypothesise, is that they have weak academic traditions since they are rather new as academic institutions; they have a weak academic staff with few guardians of academic standards, such as associate professors or full professors; they enrol students from families with less strong schooling traditions than the universities, and finally they are subject to strong local political pressure.

Since it is hard to influence one of the main factors, the logic of prestige, the other main factor, that of financing could be influenced by the university colleges. Indeed, one instrument identified in the paper that has the capacity to offer an enduring and persistent solution to the problem of retaining academic standards is the way of financing the education. If there is any demand of a solution. And, even more important, if there is anyone that considers the level of academic standard to be a problem.

Another solution could be to revert to old Swedish tradition, which is to plagiarise, or be inspired by Germany. In this case to convert a university college into a Fachhochschule, with a lot of education located at corporations and organisations, and leave the traditional academic education within the walls of a Universität. Indeed, there are signs of this process. Kristianstad University College declare proudly that the board has decided that every programme has to have courses that are situated at corporations and organisations. This means that practice does not need to be included at a programme. It has to be included! The content

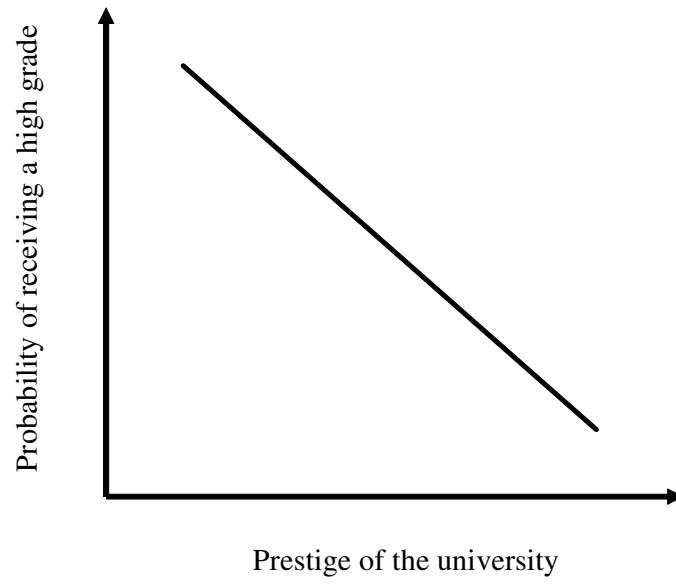
and the pedagogical means used at academic courses are in fact decided by the board of the university, which not only contains academic professionals, but also businessmen and politicians.

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**Figure 1. The relationship between prestige and grade**



**Table 1. Application data for eight Swedish universities and university colleges**

	First hand applications	First hand applications / positions	Total number of applications, also nonqualified
<b>Uppsala University<sup>a</sup></b>			
Business Administration Programme	610	4.1	2533
<b>Stockholm School of Economics<sup>b</sup></b>			
Business Administration Programme	1677	6.1	2929
<b>Lund University<sup>a</sup></b>			
Business Administration Programme	730	4.3	2619
International Business Programme	55	0.9	314
<b>Lund University, Campus Helsingborg<sup>a</sup></b>			
Programme in Service Management	140	2.3	426
<b>Växjö University<sup>a</sup></b>			
Business Administration Programme	156	1.3	882
Marketing Programme	206	4.1	780
Enterprising and Business Development	60	2.0	292
<b>Baltic Business School, Kalmar<sup>c</sup></b>			
Business Administration Programme	49	1.2	480
Trade programme	40	1.3	282
Business Administration Programme (distance)	65	3.3	212
Marketing Programme	104	2.1	704
<b>Kristianstad University College<sup>c</sup></b>			
Business Administration Programme: Public Controller	10	0.3	124
Business Administration Programme: Kina	28	0.9	133
Business Administration Programme: Intern. Business	30	0.5	324
Business Administration Programme: Auditing & Acc.	77	1.0	324
Business Administration Programme: non-specific	33	1.1	302
<b>Halmstad University College<sup>c</sup></b>			
Business Administration Programme	58	1.9	768
Business Administration Programme: Europe	50	1.7	330
Marketing Programme	131	4.4	718
Business Administration Programme, non-specific	49	1.6	308
<b>Blekinge Institute of Technology<sup>c</sup></b>			
Business Administration Programme: IT	19	0.2	148

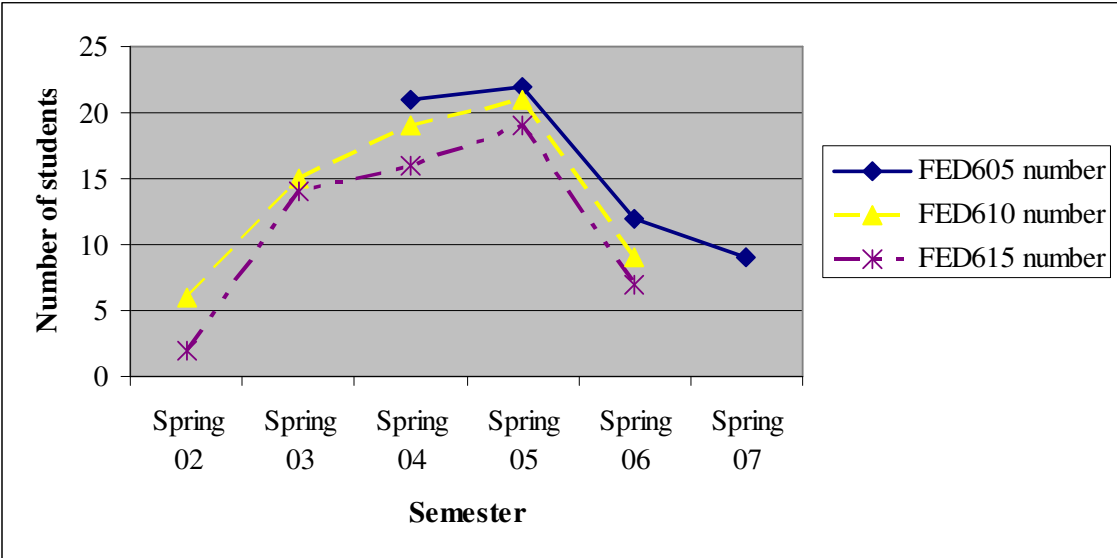
<sup>a</sup> University <sup>b</sup> Business School <sup>c</sup> University College

Translation of the programme names is made by the authors

**Table 2. Rankings of universities and university colleges**

<b>Sydsvenska Industri- och Handelskammaren, 2005</b>	<b>Moderna Tider, business adm. 2000</b>
1. Karolinska Institutet	1. Swedish University of Agricultural Sciences
2. Swedish University of Agricultural Sciences	2. Stockholm School of Economics
3. Stockholm School of Economics	3. Göteborg University
4. Chalmers	4. Jönköping University College
5. The Royal Institute of Technology	5. Lund University
6. Malmö University College	6. Uppsala University
7. Uppsala University	7. Växjö University
8. Jönköping University College	8. Linköping University
9. Linköping University	9. Örebro University
9. Lund University	10. Umeå University
11. Göteborg University	11. Skövde University College
11. Umeå University	12. Mälardalen University College
13. Luleå University of Technology	13. Dalarna University College
14. Dalarna University College	14. Gävle University College
15. Skövde University College	15. Karlstad University
15. Blekinge Institute of Technology	16. Stockholm University
17. Stockholm University	17. MidSweden University
18. Växjö University	18. Kalmar University College
18. Kalmar University College	19. Luleå University of Technology
20. Borås University College	20. Mälardalens University College
21. Karlstad University	21. MidSweden University (Östersund)
21. Mälardalens University College	22. Trollhättan/Uddevalla University College
23. Kristianstad University College	23. Kristianstad University College
23. Halmstad University College	24. Borås University College
25. Södertörns University College	
26. Gävle University College	
27. Örebro University	
28. Väst University College	
29. MidSweden University	
30. Gotland University College	

Figure 2. Number of students on the three different Master courses



**Figure 3. Share of students on the Master courses that received Pass or higher grade**

