

## LinTek's position programme

## Foreword

LinTek's position programme outlines LinTek's views to its members, elected representatives and other stakeholders.

When this document refers to science and engineering students, it refers to people studying at the first (Bachelor), second (Master's) or third-cycle (PhD) level in the Faculty of Science and Engineering at Linköping University.

Linköping University is abbreviated as LiU and the Institute of Technology, i.e. the Faculty of Science and Engineering at Linköping University, is abbreviated as LiTH.

## Document history

The position programme is continuously updated by the LinTek Student Union Council, as LinTek encounters and takes positions on new issues, and will undergo a more thorough and scrutinising review at least every 3 years.

Such a review of the position programme has taken place on 2009-09-06, 2013-03-07 and 2016-04-19

In addition, revisions have been made on 2010-04-14, 2011-05-04, 2011-09-11, 2017-09-10 2018-12-11, 2019-11-21 and 2020-11-10.

A full editorial history can be found on [GitLab](#).

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# 1 Student unions

## 1.1 Members and membership

### LinTek believes

**that** each individual student should have the right to choose whether to become a member of a student union.

**that** it is justified that members of the student union have benefits that do not accrue to the general student body.

## 1.2 Students' right to have a say

### LinTek believes

**that** student empowerment should be organised through student unions.

**that** the Faculty should facilitate the activities of student unions and other student associations.

**that** students should be given the right to be represented in all decision-making and drafting bodies at LiU that deal with student issues.

**that** student representatives in a body should have the same rights and obligations as other members.

To realise the vision of quality higher education, students should have a say in the decision-making process in the higher education institutions where they study. Student representatives should therefore be included in all decision-making and preparatory bodies at colleges and universities.

In order for student empowerment to be a real possibility, it should be organised through student unions. The associations acting as student unions should be guaranteed financial support. This support should be decided nationally and be independent of the Faculty.

## 2 Education

### 2.1 Admission

#### LinTek believes

- that** everyone should have the same opportunities to pursue higher education.
- the** principles admission requirements should be such that prospective students can easily understand them.
- that** the admission system should take into account non-grade related qualifications, where appropriate.
- that** quotas and positive discrimination should not be applied in admissions to higher education.
- that** the admissions system should be designed to allow for broader recruitment.

LinTek welcomes equal opportunities for all to study at college and university. In order to promote this, it is encouraged that it should be possible for qualifications other than grades and scholastic aptitude tests to also be considered when assessing applications to higher education.

### 2.2 Quality in higher education

#### LinTek believes

- that** quality in higher education means meeting or exceeding the requirements and expectations of all stakeholders.

LinTek aims to provide the best possible education for science and engineering students. This requires that the programmes achieve the goals set by the science and engineering students, the examiner, the University and the business community.

#### 2.2.1 Design of the programmes

#### LinTek believes

- that** links to research are crucial for good education.
- that** the education provided at LiTH should be designed according to the present and future needs of society.
- that** all programmes have a clear link to the business world.
- that** the possibility of studying abroad should be taken into account when planning curricula.
- that** sustainable development should be a natural part of education.
- that** ethical aspects of education should be included.
- that** equal opportunities aspects should be present in both the content and the delivery of education.
- that** digitised tools should naturally complement the content and teaching of the programme.
- that** all education must be based on science.
- that** regional policy considerations must not dictate the location of education.

The education at LiTH should be the best in the country and stand up well to international comparison. This means that the University should make strategic investments and not provide education in subjects without first creating the skills base and research.

Education should be based on science, which means that all knowledge imparted at universities and higher education institutions should be internationally recognised scientifically and that education should be linked to research. Science and engineering students should be able to learn of new research findings in their field and be able work on the research front themselves.

The education should provide students with the theoretical knowledge necessary to develop the ability to identify and solve problems.

The education should be designed to meet the needs of society and the business community, both now and in the future. It is the University's responsibility to ensure that the education provides the right skills, and the business community and society should have the opportunity to provide input on the overall objectives of the courses.

In order for science and engineering students to be ready for the challenges of the future, sustainable development should be a natural part of an education at LiTH. The concept of sustainable development should include all three aspects: ecological, social and economic. Sustainable development can be taken up as endorsed examples in most courses. Part of the social aspect will be that ethical perspectives will be applied in the programme to provide the conditions needed for an ethically sustainable professional life.

As the majority of the programmes at LiTH and many of the future workplaces of the students are very homogeneous, active work for equal opportunities in both content and implementation of education is important. This can be done, for example, by enabling the presence of role models.

Relevant digital tools that the science and engineering students may use in their professional life should also be used throughout the education.

The link between education and future working life should be strong, and throughout their education, the students should gain increasing insight into the demands and opportunities of working life. The business world should be integrated into the education in a variety of ways, and science and engineering students should easily see the link between their education and their future working life. lives.

All knowledge is valuable and should be valued, which means that people should be able to take all courses at the University as freestanding courses or take them part-time and be treated in the same way as those studying for a degree. In assessments, the only thing that counts is that you have the knowledge.

Science and engineering programmes should provide a solid mathematical foundation. The students will acquire the knowledge needed to approach theories in other fields, to model problems and to make sense of the phenomena being studied.

In engineering programmes, there should also be an opportunity to take complementary courses within the programmes.

The education should provide insight into the interaction between the various actors in society and place the student in this context. It is also important that the education provides the Swedish-speaking student with the skills to perform their role in both Swedish and English, and the non-Swedish-speaking student with the skills to perform their role in English.

Education at LiTH should promote understanding of other cultures. This may be made possible, for example, through international exchanges. Opportunities for science and engineering students to study abroad should be taken into account in the design of the programmes. The student is responsible for their own learning and should be given the opportunity to develop their ability to work in a group as well as independently during their studies.

The education should be situated where it can best be implemented, and not have a location determined by regional politics.

## 2.2.2 Teaching methods

### **LinTek believes**

**that** teaching should encourage a high degree of independence and continued learning.

**that** LiTH should carry out educational support activities.

The nature of the course should be shaped by its content. During the course, the teaching methods should

vary, with e.g. laboratory sessions, group discussions or projects. The degree of independent work should be high, and scheduled teaching should therefore not occur to such an extent that students are not given the opportunity to work independently during the day. Awareness that scheduled teaching is only one part of university level education should be achieved from the very beginning of a programme.

Teaching is an interaction between teacher and student. Both parties need to be active and interested in driving education forward. Education should be problem-oriented, focusing on whole entities and correlations. Teaching should encourage a high degree of independence, cooperation and willingness to continue learning in order to prepare the student for their learning role in the world of work.

### 2.2.3 Course content

#### **LinTek believes**

**that** courses in the humanities should also be included in the course offering.

**that** the content of a course must be topical and scientifically or artistically based.

**that** teachers should have good knowledge of the group of students they are teaching and their prior knowledge.

There should be a wide range of courses to choose from, both basic and advanced. In addition to technical and scientific courses from undergraduate to postgraduate level, it must be possible to take courses from other disciplines.

Courses included in a programme of study must be designed so that the student who has taken previous courses in the programme has no difficulty in assimilating the content of the course. The course developer and teaching staff should therefore be well aware of which group of students the course is intended and the group's prior knowledge.

The content of a course should be topical, scientifically based and able to be placed in a broader context. A course should provide information on research in the subject area of the course and its relationship with other subjects.

### 2.2.4 Prerequisites

#### **LinTek believes**

**that** prerequisites should clearly indicate what the students need to benefit from the course.

**that** the prerequisites for a course must be relevant to the course and kept up to date.

**that** the teachers of a course teach the course at the level specified in the syllabus.

In order for a course to be held at an appropriate level, all students attending the course must have some prior knowledge. Prerequisites should therefore be set, describing what the student need to be able to benefit from the course. These prerequisites must be defined in the course syllabus. It is important that the level of the course follows what is stated in the syllabus, whether a decrease or increase in the level is acceptable.

### 2.2.5 Freedom of choice

#### **LinTek believes**

**that** there should be a good balance between compulsory elements and freedom of choice.

**that** tracks, profiles or similar should be available on programmes with a high degree of choice.

**that** there must be no upper limit on the number of places available in specialisations and courses in higher years.

**that** it should be possible for all courses at the University to be taken as freestanding courses, provided that the student has sufficient prior knowledge to assimilate the material.



The structure of education must be based on freedom of choice. Everyone should be able to adapt their education to their own goals and interests, even if these vary during their studies. In order to make an informed choice, it is of utmost importance that information on course content as well as on the types of work tasks that different courses can lead to is given to the students well in advance of them making choices.

This means, among other things, that there should be no restriction on the number of places available in specialisations and for courses in higher years. This also means that information about different courses and what they lead to in the world of work should be easily accessible.

There must be a good balance between compulsory and optional courses. Requests for credit or substitution of compulsory courses should be treated with flexibility. Education should leave plenty of scope for individual choice without compromising competence after graduation. This should be done through clear tracks or profiles in the programmes. The range of courses on offer must be such that there is always a real possibility of choosing between different courses relevant to one's studies. In addition, it should be possible to choose from courses at the rest of the University.

## 2.2.6 Assessment

### LinTek believes

**that** assessment should measure the level of understanding and skills.

**that** all students should have the right to have their courses graded and credited according to ECTS.

**that** a course's grading system should primarily be grades on a scale, and pass/fail grades should only be applied if there are educational or practical reasons for doing so.

**that** it is the examiner's responsibility to be able to differentiate the performance of individual students.

**that** students should have at least one day off between regular examinations. that the individual performance of a student forms the basis for the grade issued. that the form of assessment is adapted to the nature of the course.

**that** the results of the assessment should be announced no later than ten working days after the assessment in a well-known and easily accessible place.

**that** compulsory elements are considered as assessments and thus award credits.

**that** a complete set of rules for assessment forms should be established and maintained by the Faculty of Science and Engineering.

**that** students who do not have Swedish as their mother tongue should be offered the opportunity to take examinations in English.

**that** anonymous assessment should be applied wherever practicable.

**that** an equal number of credits should correspond to an equal amount of work in all LiTH courses.

The assessment in a course must be adapted to the nature and content of the course, since the assessment, together with the form of teaching, guides the learning process. The assessment should mainly measure understanding and not just memorised knowledge. As forms of assessment influence what and how students learn and how a course is structured, it is important that there is a wide variety of assessment forms (such as group reports, essays, written and oral examinations and projects), adapted to the course content and context. All forms of assessment should be backed up by a complete set of rules and regulations that is available to both teaching staff and students.

In order to ensure that students are competitive on the labour market and when applying for studies abroad, scholarships, etc., graded should be awarded according to a grading scale, unless there are pedagogical or practical reasons for awarding only pass or fail (G or U, respectively, in the Swedish system).

To ensure fairness and legal compliance and to ensure that the University's exercise of authority is based on facts, grading must always be based on the individual performance of the student. This does not mean that group work or group assessments are discouraged.

LinTek believes that the individual performance of students should be the basis for the assessment of grades and that group grades should therefore not be awarded. The responsibility for distinguishing individual student performance lies with the examiner of the course.

In order to give students the opportunity to perform in all regular examinations, there should be enough time between examinations to allow for recovery. There should therefore be one day off between regular examinations.

The assessment in a course should not vary in difficulty from one assessment session to another. All assessments should be made objectively and consistently, and be anonymous wherever practically possible. Assessment results must be announced in a well-known and easily accessible place and reported to LADOK no later than ten working days after the assessment.

Language problems, if any, must not affect performance at the time of assessment. For this reason, it must be possible to be assessed in English. If a student takes an examination that is not in their mother tongue, the student should be entitled to bring a dictionary to the examination session.

### 2.2.7 Grade improvement

#### **LinTek believes**

**that** examination retakes for grade improvement should be allowed for all examinations.

Grade improvement is an opportunity for students to demonstrate knowledge and understanding gained for a higher grade in a course already completed. What timepoint a student demonstrates their knowledge should not be of relevance. What is key is that the student has acquired and can demonstrate the required level of understanding and knowledge.

### 2.2.8 Expertise of teaching staff

#### **LinTek believes**

**that** the teacher's role is to promote the student's own work and to share their knowledge with the students.

**that** the commitment of both teachers and students is a prerequisite for a good learning process.

**that** appointments to teaching positions should be made in a fair and equitable manner and should not involve any form of positive discrimination.

**that** all positions should be clearly advertised.

**that** personal relationships should not be a factor in the appointment of staff.

**that** all teachers should be competent in their subject.

**that** all teachers should have pedagogical training and insight.

**that** all teachers should be given space within the position to carry out educational development work.

**that** in the recruitment, promotion, wage setting and dismissal of teaching staff, emphasis should be placed on teaching ability and interest as well as on scientific ability, with emphasis on the former.

**that** all teachers should have an understanding of gender and equality issues.

The examiner of a course should be responsible for and participate in the planning and implementation of the course, and should have continuous contact with the students.

Teachers should be competent in their subject, committed, have pedagogical insight and knowledge of equality issues. All positions should be clearly advertised, personal relationships should be irrelevant, and positive discrimination and quotas should not be applied.

The commitment of teachers, as well as students, is a prerequisite for students' learning. The teacher should

keep abreast of developments in their field of knowledge and incorporate new findings into their instruction. For teachers to be able to respond well to all students and provide them with education on equal terms, they need to be aware of and willing to combat the discriminatory structures that exist in today's society.

Pedagogy and didactics courses can be considered as part, but not all, of the compulsory education. These pedagogy and didactics courses must include elements that address the teaching situation from a gender and equality perspective. In addition, credits for such courses may be counted towards the doctoral degree, up to a specified maximum. Teachers should also have space within the position to engage in pedagogical development work as part of skills enhancement and to further develop their courses. However, the responsibility for such development work lies with LiTH, not with the individual teacher.

## 2.2.9 International validity

### LinTek believes

**that** higher education institutions in Sweden have a shared responsibility for ensuring that Swedish programmes and degrees are internationally comparable and valid.

**that** the duration of the Master of Science in Engineering programme should be five years.

**that** degrees awarded at LiTH should be internationally valid.

**that** the Swedish degree titles “civilingenjör” and “magister” (in scientific subjects) should be translated as Master of Science.

**that** the Swedish degree titles “ingenjör” and “kandidat” (in scientific subjects) should be translated as Bachelor of Science.

For LiTH students to benefit from the increasingly international labour market, the outside world needs to understand their education and degrees. The universities in Sweden have a shared responsibility for ensuring that Swedish programmes and degrees are internationally comparable and valid. Furthermore, the Swedish higher education institutions must jointly ensure that a good reputation is spread internationally for Swedish education and degrees.

Today, most of the world's longer engineering programmes have a structure of either five continuous years or three plus two years. For many employers in other countries, the length of education is an important quality measure, which is why the Master of Science in Engineering programme in Sweden should be 5 years.

There must also be some kind of system for comparing our degrees with those in other countries. In order to have internationally valid degree titles, “civilingenjör” and “magister” (in natural sciences) should be translated as Master of Science. Similarly, “ingenjör” and “kandidat” (in natural sciences) should be translated as Bachelor of Science.

## 2.2.10 Quality assurance and evaluation

### LinTek believes

**that** evaluations should be mutual.

**that** evaluations should include both qualitative and quantitative elements.

**that** evaluations should be seen as a continuous process.

**that** the students should be given feedback on the results of evaluations.

**that** LiTH should organise evaluations by year of study and by programme.

**that** evaluations should be carried out in collaboration between teachers and students.

**that** the students' evaluation is taken seriously and, in cooperation with the examiner, leads to constructive improvements to the course.

**that** international students at LiTH should have the same opportunities to evaluate their courses as students for whom LiTH is the home institution.

**that** LiU should ensure that a system for quality assurance and quality development of the programmes is implemented in LiU's activities.

In order to maintain a high quality in the programmes, the University needs to implement systematic quality assurance at all levels. This system will focus not only on quality assurance but also on quality development to ensure that the programmes retain their high quality in the future. This system should clearly specify where responsibility for the different aspects of quality lies and include an unambiguous definition of quality in higher education.

Each course and programme must be constantly evaluated so that development never ceases. The evaluation should be carried out in collaboration between the students, teachers and assistants concerned. The evaluation shall have continuous improvement of the programme as its objective. The evaluation organised by students should be taken seriously by the teachers concerned and used as an instrument for quality development in cooperation with the examiner. The evaluations should be mutual, i.e. evaluate the course and the teaching skills of the teachers as well as the performance and involvement of the students. Course directors should be encouraged to adapt the course evaluation to their own course. There should be an exchange of ideas and experiences in the design of course evaluations, both within and outside the discipline.

Evaluations should include both qualitative and quantitative elements. As a basis for more qualitative forms of evaluation, e.g. discussion between students and teachers, some form of quantitative data is needed. It should be collected in a systematic way, e.g. via a document sent to the whole group. Some form of activity should be carried out at the beginning of the course (e.g. information about last year's course, what has changed), during the course (e.g. mid-term evaluation) and after the end of the course (e.g. survey, student council). In addition, during the course, there should always be a good dialogue between the students and the teachers to discuss and influence the design and content of the course. Course evaluations should therefore be seen as a continuous process and not an activity carried out at the end of the course. Students (both those who attended the course and the next group taking the course) should receive feedback on the results of the evaluations, with comments by concerned parties.

In order to reconcile the totality of the programmes offered by LiTH, it is necessary to look at the connection between the different courses that the students take and the range of courses available. It is important that the validity of and need for each of the programmes are tested. LiTH should therefore organise evaluations according to study year and programme.

By law, all students must have the opportunity to evaluate their courses. This applies to students for whom LiTH is the home university as well as for international students.

LiTH is responsible for ensuring that regular and standardised course evaluations are carried out even in courses where only international students participate in the instruction. This includes the possibility of all course evaluations organised by LiTH being conducted in English.

International students who leave Sweden after a period at LiTH have gained experience that LiTH will take advantage of, both to improve their reception and the courses they have studied, and to promote LiTH.

## 2.3 Internship

### LinTek believes

**that** internships may be credited within the framework of a BSc in Engineering or MSc in Engineering degree.

A BSc in Engineering or MSc in Engineering degree should include the possibility of an internship, as these degrees are professionally oriented. LiTH should be responsible for providing opportunities for students in the BSc in Engineering or MSc in Engineering programmes to carry out a qualified internship.

## 2.4 Degree project

### LinTek believes

**that** information on performing a degree project abroad should be readily available.

**that** LiTH should offer the possibility for students to do their degree project abroad, and facilitate this.

**that** all degree projects must have external reviewers.

**that** a degree project of at least 15 credits is required for the BSc/BSc in Engineering degree.

**that** a degree project of at least 30 credits is required for a Master of Science in Engineering degree.

**that** a Master's degree requires a degree project of at least 30 credits or two degree projects of at least 15 credits each.

**that** students should preferably carry out their degree projects for companies.

In all programmes, the degree project must be included as a compulsory element. A degree project must be carried out in order for the students to demonstrate that they have acquired the knowledge available in the programme and can apply it to a larger problem.

In order to graduate from LiTH with a BSc/BSc in Engineering degree, a MSc/MSc in Engineering degree, licentiate degree or doctoral degree from LiTH, a degree project and public discussion and assessment of such must therefore be performed. For a BSc in Engineering degree, BSc degree and MSc degree, the degree project must comprise at least 15 credits. For a MSc degree, it must also be at second-cycle level. For the MSc in Engineering degree, the degree project must comprise at least 30 credits and be at second-cycle level. For an MSc degree, the degree project must comprise at least 30 credits or two degree projects of at least 15 credits each, all at second-cycle level. A public discussion and examination of a degree project must be carried out by a student with sufficient opportunity to understand the work well and assessed by the examiner of the work of the author of the degree project.

International experience is also very important in degree project work. LiTH has a responsibility to ensure that it is possible for students to find and carry out degree projects abroad.

## 2.5 Language in the programmes

### LinTek believes

**that** all materials provided, as well as all teaching, during a course should be in the language in which the course is given, as far as possible.

**that** teachers who are required to teach in a foreign language speak the language well and master the subject's technical terminology.

**that** teaching in a foreign language must not reduce quality.

**that** students should not be limited by a narrow range of courses in English.

**that** all students should be offered language courses..

In a world of increasing internationalisation, it is vital that graduates have the opportunity to develop linguistically during their studies. There should be a wide range of courses taught in English. Taking courses in English, together with international students, should be encouraged to help students learn to work in international environments. When courses are given in languages other than Swedish, it is important that the quality of the courses is not lowered and that the teaching staff speak the language well and are familiar with the relevant technical terminology so as not to complicate student learning.

All information and teaching in a course should, as far as possible, be in the language specified in the student handbook. As far as course literature is concerned, English is always a perfectly acceptable option if it would be the most appropriate literature for the course.

The students should also have ample opportunities to take language courses to further develop their language skills.

## 2.6 Education and research information

### LinTek believes

**that** up-to-date information on doctoral courses should be available to undergraduate students.

**that** LiTH should inform the students about the research being conducted by the Faculty.

**that** LiTH should continuously inform the students about available doctoral positions in each student's subject.

**that** all students should have access to a study handbook with complete syllabuses for all LiTH courses.

**that** information about courses at other universities is available and kept up to date.

There will be a study handbook summarising all courses offered at LiTH. The study handbook should also describe the courses LiTH has for different degrees and the syllabi for all courses. The syllabus must contain the objectives, prerequisites, organisation, level, main subject, course content, literature, scope, form of assessment, course director, a link to the course website, and information on what language course is given, for whom and when it is offered. All students will have access to a study handbook, and it will be kept up to date and complete. This information is necessary to make freedom of choice in education possible in practice.

In addition, there should be comprehensive, easily accessible and up-to-date information on doctoral courses and courses in other parts of the University, so that those who so wish have good opportunities to take courses outside the science and engineering undergraduate programme.

LiTH will inform the students about the research conducted by the Faculty, show applications of the same, and discuss its standing internationally. This information should also be communicated in a popular science way to raise interest among science and engineering students in the lower study years.

## 2.7 Course planning and information

### LinTek believes

**that** cooperation should take place across course boundaries.

**that** the course director is responsible for ensuring that information on course literature is available in time.

**that** course literature should be in English or Swedish, unless special reasons exist.

**that** the main criterion for selecting course literature should be its quality.

**that** all the information students need for their studies should be available on a common and open combined student and course website.

**that** information linked to courses should be communicated in a similar way in all courses.

**that** it should be possible for all course components to be performed during the day, unless special reasons exist.

**that** the course information and schedule should be available at least four weeks before the course starts.

**that** all course information and schedules should be in one place, easily accessible to and generally known by the students.

**that** course information on all courses should be available to the student in an easily accessible and common place before the student selects their courses.

**that** information related to courses, such as lectures, sample examinations, etc., should be made available to all students.

At least four weeks before the start of the course, information about the courses must be available in a place easily accessible and known to the students, preferably on the course website. Course information should include the course purpose, level, prerequisites, an outline lecture plan, list of literature with various alternatives, references to advanced studies, main elements, teaching methods and forms of assessment, and materials from these with detailed instructions, if necessary, any grading requirements, and the department, course director and other teachers in the course.

In order for the student to be engaged and well prepared for their studies, those responsible for the courses need to have good foresight in planning and providing information about the programme so that the student can plan both their studies and social life.

In order for the students to be able to plan their studies and their social life, the teaching schedule must be available at least four weeks before the start of the course. The schedule must include the time and place of all scheduled teaching sessions, and the date of the assessments must be clearly communicated to the students. All rooms to be used during the course must be booked when the schedule is issued. This schedule must be kept in a place easily accessible to and generally known by the students. Scheduling instruction for full-time students in the evening reduces their opportunities for a social life outside the student community. This affects all students, but is even more difficult for students with children. In order to enable all groups of students to take part in instruction, it must be possible for all course components to be carried out during the day. However, this does not apply to evening courses. The scheduled time of the compulsory courses of a field of study must not be arranged in such a way that the teaching hours of these courses overlap. The block system should therefore be used to the fullest extent in the scheduling process. There should also be no overlap between courses from different blocks. In order to give each course a place in the whole, collaboration across courses is an important aspect. This makes it possible to link knowledge and applications in a natural way. However, it must always be possible to take and assimilate only one of the courses that cooperate. It should not be more difficult for a student to learn from a course simply because they are not taking another course at the same time, unless this is specified in the prerequisites.

The course literature recommended for a course should be well written and kept up to date. The course director is responsible for ensuring that information on course literature is available at least four weeks before the start of the course. The course literature should be in English or Swedish, unless there are special reasons to the contrary. The main criterion for selecting course literature should be its quality. If the literature is in a foreign language, there must be a glossary with accepted Swedish translations of the technical terms.

The list of literature accompanying the course information must include books that meet the above requirements. The course director's comments on the books should also be included.

The materials recommended and provided should together cover the course. The literature may cover a wider field than the course to allow for in-depth study. In cases where lecture or lesson materials are available in digital form, it is a good idea for the students to be given the opportunity to access these a few days before the session in question so that those who wish to use the materials for preparation have the opportunity to do so. Such material should also be available to other students who may be curious about the course.

Information related to courses, such as lectures, sample examinations, laboratory tutorials, etc., should be communicated to the students in the same way in all courses. The aim of this is to make it easier for the students and reduces confusion and misunderstanding. These should also be available to students who are not taking the course.

## 2.8 Opportunity to take doctoral student courses

### LinTek believes

**that** credits for doctoral student courses taken should be counted towards the doctoral degree regardless of whether these credits have already been counted towards previously obtained degrees.

**that** doctoral courses should be available to others beyond doctoral students and students at LiTH.

It is important that doctoral courses are also available to others beyond doctoral students and students at LiTH. Students who have taken doctoral courses prior to their doctoral studies should be able to count these towards their doctoral degree, just as they should be able to count towards a Master's degree. Doctoral courses should therefore be marketed to more than doctoral students.

## 2.9 Contract education

### LinTek believes

**that** the same scientific requirements that apply to courses in undergraduate and postgraduate education should apply to courses in contract education.

**that** it is important that LiU does not become dependent on income from contract education.



**that** contract education should not have a negative impact on undergraduate and postgraduate education.

Contract education means that someone commissions a course from a university college or university. For example, a company may order a tailor-made course for the continuing professional development of its employees.

Linköping University has much to offer society at large, including dissemination of knowledge through contract education. However, undergraduate and postgraduate education is the University's primary mission and must therefore never take a back seat to contract education in terms of teaching resources, access to facilities and laboratory equipment, hours, etc. All knowledge conveyed through the University should have a scientific foundation. The same scientific requirements that apply to courses in undergraduate and postgraduate education should therefore apply to contract education.

In order to safeguard LiU's position as an educational institution and authority, it is important that LiU never becomes dependent on contract education as a source of income. Contract education must not restrict the research and other education that is available.

## 2.10 Semester structure

### LinTek believes

**that** it is advantageous to have a completely study-free period around the turn of the year

**that** LiTH should apply a semester structure with two study periods per semester, followed by examination periods

**that** LiTH should schedule examination retake periods after each ordinary examination period.

**that** LiTH should have an examination retake period associated with each regular examination period and a catch-up session for all examinations, which are completely free of teaching and ordinary examinations.

The Institute of Technology previously had a semester structure whereby all courses in the autumn had assessments before the turn of the year. This structure was much appreciated by the students because it gave them the opportunity to take a break from their studies between the autumn and spring semesters.

In order to give students who have fallen behind in their studies the opportunity to catch up, there should be several opportunities per year to take examinations for courses already completed. These examination retake periods should be entirely free of teaching. In order to ensure that all examination retakes for courses do not end up being at the same time, LiTH should have at least five examination retake periods per year. These should be scheduled so as to interfere minimally with the regular studies of the students.

## 2.11 Study guidance

### LinTek believes

**that** the study guidance service should have outreach activities during the student's studies.

**that** LiTH's study guidance should focus on guiding students in their education.

**that** LiTH's study guidance should have ongoing contact with LinTek to ensure that they understand the students' situation.

**that** study counsellors should have the necessary education and background.

**that** the study counsellors should have a good knowledge of the circumstances of the students and the courses offered.

**that** a study counsellor for international students should be available.

**that** LiTH's study guidance should have good availability to the students in all periods during the academic year.



Students should feel that they can always turn to the study guidance service when they have questions or problems regarding their study situation. In order to ensure the role of study counsellors is clear, their tasks should focus on guiding students.

It is always important that students can get answers to their questions and support in their study planning. Study counsellors should therefore be available at all times during the academic year and students should never be at risk of being left without support.

The study guidance service should work with outreach activities so that the student has a natural contact with the study guidance service.

Study counsellors must have competence and interest in the field. The quality of the information on the courses and programmes must be high.

The study guidance service must actively seek out students who have problems with student finance, meeting requirements to move on to the next study year, etc. It is important that students in difficult situations feel supported by both the student union and the University. It is important that there is good contact between the study guidance service and the Student Health Care Centre in cases where the student may be in need of counselling, etc.

There should be special study counsellors to deal with the questions and problems of international students. There should be a central point at the University where they can go and either obtain help directly or be referred to the right person.

## 2.12 Graduation

### 2.12.1 Basic requirements

#### **LinTek believes**

**that** the demonstrated diversity (in terms of gender, age, social and/or ethnic background) of students who have graduated should be the same as that of admitted students.

**that** students should never be hindered in their pursuit of a degree because of their gender or gender identity, social background, ethnicity, age, sexual orientation, disability, family situation, etc.

The journey from admission to graduation is long. However, this path must be free of structural obstacles.

### 2.12.2 Degrees and diplomas

#### **LinTek believes**

**that** LiTH should award MSc in Engineering, BSc in Engineering, Vocational Education, Master's, Bachelor's, licentiate and doctoral degrees.

**that** the MSc in Engineering and BSc in Engineering programmes at LiTH should be designed to also result in a general Master's and Bachelor's degree, respectively.

LiTH should award MSc in Engineering, BSc in Engineering, Vocational Education, Master's, Bachelor's, licentiate and doctoral degrees. In the general degrees (Master's and Bachelor's), at least half of the credits must be in a specialisation subject.

## 3 Welcome weeks

### 3.1 Purpose of the welcome weeks

For many, entering university is a big step into the unknown. For some, it is their first step into adulthood. A new world is opening up and the new students of the Faculty of Science and Engineering are often thrust into a new and different reality in a campus life made up of a broad spectrum of students. In this situation, smooth, broad and efficient welcoming activities are of great importance.

The purpose of the welcoming activities is to welcome and prepare the new students for their time at Linköping University. Starting studies should be both fun and exciting, and the welcome weeks should be a fun period to remember for the rest of one's life.

### 3.2 Organisation of the welcome weeks

#### **LinTek believes**

**that** LiTH should support LinTek in its efforts to achieve smooth welcoming activities.

LiTH and LinTek are responsible for activities that welcome new undergraduate students to the University. It is important that the cooperation works well and that both work to make the students feel welcome. The ambition is to have the best welcome weeks in Sweden. LiTH and LinTek should also be responsible for ensuring that international science and engineering students have well-organised welcome weeks.

### 3.3 Welcome weeks for science and engineering students arriving from abroad

#### **LinTek believes**

**that** the University is responsible for creating the conditions necessary for the integration of international students into Swedish society.

**that** there should be special contact persons for science and engineering students arriving from abroad.

Science and engineering students arriving from abroad are students who are newcomers to Sweden and are therefore not fully familiar with the Swedish language and culture. These students need extra support to integrate into Swedish society and thus not be hindered in their study situation on the basis of social and cultural exclusion. There should be a central point at the University where they can go for help or be referred to the appropriate person. The University is responsible for creating the conditions for the integration of international students into Swedish society. This is done through specifically targeted measures such as language and cultural courses, extra welcome weeks activities, peer student activity and specific contacts.

## 4 Interaction with society and the business community

### 4.1 Marketing and information for recruitment purposes

#### LinTek believes

**that** LiTH is responsible for ensuring that information about LiTH's programmes is available to career guidance counsellors and employment agencies throughout the country.

**that** LiTH should actively market itself throughout the year.

**that** students should be extensively involved in outreach activities.

**that** LiTH should take the main responsibility for recruitment.

Career guidance counsellors, career guidance counsellors and employment agencies have an important role to play in providing information for higher education choices. One of LiTH's tasks is to keep career guidance counsellors and employment agencies constantly updated with information about the Institute and its programmes. In this context, it should be underscored that information should be provided on the options available, rather than just pushing for the most convenient path of education for the Faculty. The information that goes out from the Institute should state what is required to pass a particular course.

In order to attract the best students to LiTH, the Faculty must showcase itself, its programmes and its research to the outside world. LiTH will therefore work to gain visibility in the daily and trade press. Other important ways to promote the Faculty of Science and Engineering are to send out our students to tell upper-secondary school students about LiTH and its programmes, and to provide continuing professional development to upper-secondary school teachers. The involvement of these students should be encouraged in the form of some form of remuneration, to be provided by LiTH. Dissemination of this information at compulsory and upper-secondary schools is particularly important as these are a future recruitment base for the Institute of Technology. LiTH should have main responsibility for recruitment to the institute. This responsibility may not be transferred to any other party, in particular to the student union or sections.

### 4.2 Marketing of students and their preparation for the world of work

#### LinTek believes

**that** LiTH is responsible for ensuring that future employers are aware of the activities of the Institute

**that** LiTH should market all its programmes to future employers.

In order for students to establish themselves in the labour market, it is important that the business community is aware of our programmes. Responsibility for marketing the programmes lies with LiTH. It must be equally important for LiTH to ensure that the students admitted to the Institute also complete their education and establish themselves in the labour market. LiTH is responsible for ensuring that future employers know what education and research the Institute is conducting. LiTH should actively work to ensure that research results and articles are published in national and international trade press as well as national daily press.

In order for students to be aware of their future professional role and what is expected of them, contacts with the world of work need to be incorporated into their education. LiTH has major responsibility for ensuring that students receive a competitive education. LiTH should therefore ensure that all students are well versed in their future professional role. There are many ways to increase integration between students and the world of work, for example through guest lectures, case studies or study visits in the courses.

Ensuring that students establish themselves in the labour market is something that LiTH should consider a natural element of its role. In addition to working to increase integration between the business community and the Faculty, students need to be made aware of their options. LiTH will provide students with the tools they need to compete in the labour market and to find jobs, degree projects and internships.

## 4.3 Knowledge development in society

### LinTek believes

**that** LiTH should take its responsibility for the dissemination of scientific and technological knowledge in society.

Disseminating knowledge and contributing to the development of society are among the most important tasks of universities and higher education institutions. This is not limited to educating students who then work in different parts of society. Universities also need to disseminate their research results and information about their programmes through other channels. LiTH is responsible for communicating the education and research the Institute is conducting to the rest of society. LiTH should actively work to ensure that research results and articles are published in national and international trade press as well as national daily press.

## 4.4 Integration with the business community

### LinTek believes

**that** the company representative should primarily lecture as a source of knowledge.

**that** company representation should take place through sections, associations and student unions, not in connection with teaching.

**that** LiTH is responsible for ensuring that there is a clear business link in all study programmes at LiTH, where the connection must be strongly linked to the intended learning outcomes of the course concerned.

Collaboration is an area that is becoming increasingly sought after, both by the business community and the University, and therefore also by students. Contact between students and the business community already during their education helps to ensure that, when they graduate, they are better prepared for the world of work, more aware of what is required of them, and more aware of their future prospects. The collaboration also helps to give the students a first contact with a potential future workplace.

For all study programmes, interaction with the business community is important and should therefore exist for all programmes at LiTH. Students are very positive about collaboration and open to it in many different forms.

Collaboration can be difficult to distinguish from direct business representation, which is defined as the marketing of the company. This is a challenge in the instruction at LiTH.

With both this and LinTek's goals and visions in mind, LinTek should actively promote collaboration as part of all study programmes at LiTH.

## 5 Internationalisation

### 5.1 International exchanges

#### LinTek believes

**that** the visiting research fellows who come to LiTH should be able to participate in the undergraduate education.

**that** there should be opportunities to do part of their education, at whatever level, abroad.

**that** LiTH should give LinTek the opportunity to inform international students about the role of the student union and its activities.

There should be ample opportunities for students to do part of the studies abroad. LiU and LiTH should promote exchanges with other recognised universities in different countries.

Teachers and doctoral students should also have the opportunity to participate in various international exchanges between universities to gain new insights and knowledge that will benefit the undergraduate education. The guest research fellows that LiTH hosts should be able to participate in undergraduate education, for example through lectures, in topics of interest to the science and engineering students.

### 5.2 Contact and agreements with higher education institutions abroad

#### LinTek believes

**that** LiTH should carry out a thorough quality control of the courses offered by the institutions with which it signs agreements.

**that** LiTH should actively markets itself to students at universities abroad.

**that** LiTH should only enter into exchange agreements with foreign universities if there is a guarantee that a science and engineering student can carry out equivalent studies there without this affecting their possibility of graduating on time.

It is LiTH's duty to establish contacts with other higher education institutions. LiTH should promote exchanges with universities in several countries by signing agreements with them on exchange places for students. It is important for LiU to have collaborations with universities of varying levels of recognition. This ensures that we have collaborations that lift both LiU and the other University.

When entering into agreements, LiTH must take into account both the quality of the education and the social environment at the exchange institution. Where an agreement applies to only part of an institution, this should be clearly stated and the consequences of this (e.g. that courses can only be chosen from one of several faculties) explained wherever information about the institution is available. LiTH will work to ensure that as many people as possible have the opportunity to study at another higher education institution without compromising the quality control of the institutions with which LiTH enters into agreements.

LiTH must actively market itself and make itself known to students at other higher education institutions. Through national cooperation, higher education institutions can effectively disseminate information about the Swedish education system abroad.

### 5.3 Responsibility for exchange programmes

#### LinTek believes

**that** the University bears main responsibility for all matters related to the exchange programmes.

**that** the University and LiTH should have smooth organisations for exchange activities.

The basic principle of the exchange programmes is that the University bears responsibility. The student union is an asset and should help with various activities. As the main responsible body, the University should have a smooth organisation for the programmes, so that the international students feel welcome and get the most out of their time at the University.

## 5.4 Admission to international programmes at LiTH

### LinTek believes

**that** application and admission to exchange programmes should be uniform and fair, according to well-defined rules.

**that** international programmes should only exist if corresponding courses are offered at the host university.

**that** it should be possible to appeal against unfairly founded decisions on at least at three levels.

Application and admission to the exchange programmes at LiTH should be uniform and fair, according to well-defined rules. The rules should be reviewed periodically.

Applications from students wishing to study in one of LiTH's Master's programmes in English will also be treated uniformly and fairly, according to well-defined rules. The international students shall be admitted according to the same rules as the Swedish students applying to the programmes.

The Faculty makes decisions on the admission of students to exchange programmes and the transfer of credits earned at foreign universities. According to the Higher Education Ordinance, students must have representatives in all groups dealing with international affairs.

Students shall have the right to appeal against decisions taken without due cause.

## 5.5 Crediting of studies from institutions other than LiTH

### LinTek believes

**that** there should be flexibility in the assessment of courses taken at other institutions and that unnecessary obstacles to student mobility should be removed by the programme boards.

**that** the rules for credit transfer and exchange of courses and study periods should be easily accessible to all students.

**that** it should be possible to appeal against unfairly founded decisions on at least at three levels.

**that** the decision on credit transfer for courses must be completed within two months after the student has submitted a correct application.

LiTH should fully accept the assessment procedures of the host country and should credit the students' studies abroad as if they had continued to study at LiTH. LiTH should accept, understand and be able to evaluate the grades and credits a student brings home, whether or not they follow the ECTS system.

In order to facilitate student mobility, each programme board at LiTH requires a certain flexibility in credit transfer. It should not be required for a course taken at another institution to correspond exactly to the course the student would otherwise have taken at LiTH.

The rules for credit transfer for courses should be easily accessible so that all students can find out what the requirements are. Science and engineering students should receive a preliminary notification of credit transfer before departure. A student should have the right to appeal any credit transfer decision.

## 5.6 Introduction for international Master's students

### LinTek believes

**that** all of LiU's English-language Master's programmes should include an introduction to studying in Sweden.

**that** LiU should give the relevant student union the opportunity to inform international Master's students about the role and activities of the union during their education and/or introduction.

When international Master's students arrive at the University, they often experience major differences in culture and academic outlook compared to their home country. In order for them to gain understanding and have a good opportunity to feel comfortable with their studies, the Master's programmes should include a compulsory introduction. The introduction should address how studying in Sweden works and the Swedish system of student involvement.

## 6 Resources and services

### 6.1 Premises and equipment at the University

#### LinTek believes

- that** all students should have free access to laboratory equipment, unless there are special reasons to the contrary.
- that** well-equipped and accessible libraries should be available on all campuses.
- that** students should have access to facilities relevant to their studies 24 hours a day throughout their studies.
- that** all students should have access to the internet at the University.
- that** suspension from use of resources may not take place without sufficient evidence.
- that** students should be able to access their student accounts even when they are not directly connected to the LiU network.

High-quality education cannot be achieved with inadequate resources. Students should have virtually free access to study areas and laboratory equipment. More and more teaching is done in project form and it is important that there is a large availability of group rooms, where project groups can work undisturbed.

For high-quality education to take place, well-equipped libraries must be available on all campuses. It is the University's responsibility to meet this need. Libraries must be highly accessible and equipped to meet the demands of students and researchers at a university.

It is important to stimulate creativity and initiative outside of the scheduled lessons. Access to libraries, study areas, group workrooms and computers, both during the day and at night and weekends, is essential for good academic performance and a vibrant campus. No student should be prevented from entering the premises to which they have access during the day.

The availability of internet on campus for all students is a matter of course in order to give students the opportunity for independent study. In order to simplify things for students, all digital university resources should be available under the same login. It should be possible to access this student account even when the student is not directly connected to the LiU network.

### 6.2 Study and working environment

#### LinTek believes

- that** the University, employees and students share responsibility for the study and working environment on campus.
- that** there should be a consultative body at the University that deals specifically with the working environment of students.
- that** student representatives should be involved in the planning and design of new premises and buildings.
- that** LinTek should be informed continuously and in a timely manner of changes of significance to the working environment of the students.
- that** LinTek should have access to documents and obtain information relevant to the working environment.
- that** LinTek should be able to request and participate in safety inspections and other investigations related to working environment conditions within the protection zone.

The Work Environment Act covers both students and employees at the Institute and, as with all other activities at LiU, students must be represented in discussions about the working environment. A consultative body for the working environment of students is needed to address overall working environment issues. In the planning and design of new buildings, students should be represented to ensure that their views are taken into account.



## 6.2.1 Physical study and working environment

### LinTek believes

**that** relaxation facilities should also be available on campus.

**that** the University should provide a sufficient number of good quality study areas, computer workstations and group workrooms in connection with the university library and teaching facilities.

Sufficient study, group and computer workrooms must be available in the vicinity of the teaching facilities. The University must take responsibility for these premises. Off-campus study areas must be seen as complementary. Study areas should be well lit, have good ventilation and ergonomically correct furniture, and be soundproofed.

In order for students to work properly, they also need spaces for relaxation at lunch and non-scheduled time. In such spaces, the students should have the ability to rest, talk, and warm up and eat the food they have brought. Students are covered by the Work Environment Act, which means that their need for rest and dining rooms must be taken into account when remodelling and adding extensions to buildings. Entrances and exits to buildings shall be smoke-free.

## 6.2.2 Psychosocial study and working environment

### LinTek believes

**that** it is important that the composition of students who are admitted and graduate reflects the wider society.

**that** the University should continuously monitor and revise the Diversity and Equal Treatment Plan.

**that** the University should work to ensure that all students feel secure in their study situation.

The psychosocial environment includes the atmosphere in classes, lectures and laboratory sessions. It is of utmost importance that lecturers and assistants stimulate and help the student. In higher education for all, it is important that teaching is varied to meet most needs. An open dialogue between the teacher and the student, as well as the commitment of the teacher, promotes studies and makes it easier for the student to cope with setbacks. Social equality is important. A prerequisite for an equal society is that all people are given equal opportunities and responsibilities, regardless of gender and gender identity, social background, ethnicity, age, sexual orientation, disability, family situation, etc. To achieve an equal society, the University, as part of society, must also work to promote equality. The composition of graduating students should be as broad as the composition of those being admitted. It is important that LinTek and the University work to remove structural barriers so that all students can complete their education. A necessary condition for broader graduation is that students feel secure in their study situation. Part of this is working to ensure that no student feels excluded or singled out for who they are or who they identify as.

## 6.3 Meal opportunities

### LinTek believes

**that** the University should encourage restaurants, cafés and small shops to set up on the university campus.

**that** students should be able to buy coffee and light meals in the evenings and at weekends as well.

**that** students should be provided premises and equipment for heating food they bring with them.

**that** low prices for students should be a high priority when procuring on-campus catering permits.

**that** student-run, non-profit restaurants and cafés should be encouraged and supported by LiU.

**that** food served on campus should be aimed at meeting sustainability requirements and be climate friendly.

Students should be able to have their meal without spending the majority of their break in a queue. As the amount of time available for lunch is limited, there must be restaurants in the vicinity as well as the possibility to heat food that students bring with them. Dining facilities and cafés that are open evenings and weekends are needed as many people spend a large part of their day on campus. The University should promote freedom of choice in this sector in terms of price and range, prioritising low-cost products to fit a student budget.

## 6.4 Public transport

### LinTek believes

**that** travel discounts should be available to all registered students.

**that** public transport to and from the university areas should be well developed.

**that** LiU should guarantee free and well-functioning transportation for students between all LiU campuses in Norrköping and Linköping.

As the University is located on four campuses in three cities, it is important that public transport between them works well. In particular, public transport between the Norrköping campus and the two Linköping campuses should be well developed to facilitate integration and the possibility of taking courses on other campuses. LiU will provide transportation between these campuses for all science and engineering students. Travel discounts will be available to all registered students. It is natural for students to use public transport frequently when they move away from home and begin their studies. Since students generally have very limited funds, a way is needed to make the many trips cheaper. Student discounts for local and regional transport are also very important for the finances of students.

LinTek should lobby the municipality to take students into account when planning connections within the city. There should be bus routes running between the areas where students spend their time. There should also be good and safe bicycle paths.

## 7 Housing

During their studies, the housing options available to students are to stay in the family home (which is usually impossible), an ordinary apartment or accommodation specially adapted for students. The latter is called student accommodation, as opposed to student housing, which refers to any accommodation in which a student lives.

### 7.1 Housing situation of science and engineering students

#### LinTek requires

**that** Linköping and Norrköping municipalities and the University take responsibility for ensuring that there is sufficient student housing.

**that** students are not excluded from housing waiting lists because they are students.

Housing problems due to high rents or low supply must not lead to students abandoning their studies. Having a good housing situation for students makes Linköping and Norrköping attractive as a place to study. The University (as the higher education institution) and Linköping and Norrköping municipalities (as the new home municipality of the students) are fully responsible for the students' accommodation.

The supply of student housing should be varied in terms of both location and type of accommodation. However, student accommodation should only be seen as complementary to other housing. Students should not be excluded from other housing waiting lists because they are students. Municipalities should also promote the availability of grocery stores with a price level suitable for a student budget in close proximity to areas where many students live. Part of secure housing is having good home insurance. All students should therefore be informed of and offered student-friendly home insurance.

### 7.2 Student accommodation

#### LinTek believes

**that** accommodation for international students should be integrated as far as possible with the ordinary student housing.

**that** student accommodation is preferably located close to campus.

**that** students should have the right to live in student accommodation throughout their studies.

**that** there should be a wide range of housing.

**that** student accommodation should be rented at a reasonable rate, so that the student has a reasonable standard of living.

**that** student accommodation should be of good quality.

**that** accommodation for international students should be available upon arrival at their place of study.

Although students have access to the general housing market, there should be special student accommodation. Students should have the opportunity to live in such accommodation throughout their studies.

Students usually have a limited budget during their studies. Student accommodation should be inexpensive so the student does not have to spend an excessive proportion of their money on rent.

If special housing for students is being built, it must be adapted to their situation. There should be a variety of accommodation types – corridors, small apartments and family apartments. All of them should be suitable for study as well as for living.

Accommodation for international students should not be separate, but rather be integrated with other student accommodation. When building student accommodation, proximity to campus should be prioritised.

## 8 Funding of studies and research

### 8.1 Tuition fees

#### LinTek believes

**that** an application fee should be charged to non-Swedish citizens.

**that** all Swedish citizens should have the opportunity to receive higher education free of charge.

LinTek believes that education should be free of charge for the individual. Free higher education is a basic requirement of the Swedish welfare system.

However, as long as the Act SFS 1992:1434 concerning fees for individuals outside the EEA applies, LiTH should charge a fee to cover the cost of the individual's education and support services. In order to reduce the number of applications via application agents and to get applications from science and engineering students with a strong interest in starting the programmes they have applied for, LinTek is in favour of application fees for non-Swedish citizens.

### 8.2 Student finance

#### LinTek believes

**that** the creation of financial conditions for studies is a natural part of the State's responsibility to provide equal opportunities and rights to higher education for all.

**that** the financing of studies should be designed in such a way that both the State and the student take financial responsibility.

**that** the student grant should be based on sickness and parental benefits.

**that** the State should offer financial assistance to students.

**that** the total amount of student finance awarded should be sufficient to enable the student to maintain a reasonable standard of living throughout their period of study.

**that** the requirements for academic achievement should be the same for all students, taking into account the varying nature of different programmes.

**that** students who have not qualified for a new student grant at the time of the assessment should not be subject to more stringent requirements at the next assessment because of the rejection.

**that** the State should guarantee the availability of student loans.

A good and secure financial situation during their studies creates a foundation that promotes the student's well-being, ability to benefit from the studies, and ability to perform well. A good student finance system thus promotes the quality of education. The financial conditions offered to the student should be such as to encourage the individual to start and complete studies. They should also provide the conditions for broad and even recruitment to the Faculty and guarantee students a reasonable standard of living throughout their studies.

The rules of the student finance system should be clear and transparent so that students can plan their studies and finances for the long term. Student grants will be counted as income for sickness benefit purposes so that students are entitled to sickness and parental benefits.

The State should offer grants to those students who meet set academic achievement requirements. The finances of family members or how the student otherwise chooses to finance their studies should not affect the grant. Assessment of qualifications should be carried out in an equal manner for all students, taking into account the varying nature of different programmes. In order to qualify for new student finance, the student should have passed a reasonable, predetermined proportion of the studies for which student finance was awarded. In order to motivate newcomers to take up studies, the requirements should be slightly lower in the first year. Students who have not qualified for a new student grant at the time of the assessment should not be subject to more stringent requirements at the next assessment because of the rejection.

There should be the possibility of borrowing money to finance studies. The State should guarantee that loans

are available specifically for this purpose. The State should be a creditor so that no one is denied a student loan on the grounds of poor personal finances. Loans must be designed to ensure that the student has full oversight of their debt. This means that a student who has started borrowing in one system should be able to borrow in the same system throughout their studies. In addition, the loans must be free of interest and repayment during the period of study. Any remaining debt should be written off in the event of retirement, death or special circumstances.

The repayment must not become too much of a burden for the student after the end of their studies. It should be adapted to each individual's ability to pay. Moreover, the debt must not become a lifelong burden on personal finances. After a reasonable time, approximately 15–25 years, everyone should have paid back their debt.

## 8.3 Students with special needs

### LinTek believes

**that** students with special needs should have the possibility of additional grants to cover costs related to their special situation.

The State should ensure that students with special needs that result in additional costs, such as disability or children living at home, are entitled to additional study grants.

## 8.4 Student finance for studying abroad

### LinTek believes

**that** student finance for studies abroad should be paid according to the same principles as for studies in Sweden.

**that** student finance for studies abroad should be awarded with the cost of living in the different countries taken into account.

**that** recalculation of student finance should take place several times per semester.

**that** the economy of students should not be negatively affected by studying abroad.

Student finance for studies abroad should be paid according to the same principle as for higher education studies in Sweden, i.e. the student finance should be general.

When studying abroad, costs may also be incurred due to differences in the cost of living between countries. These regular changes in the cost of living should be covered by a student finance system. Moreover, the amount of study finance awarded should vary from one country to another, taking into account that the actual cost of living differs between countries.

In order to ensure that international students are not severely affected by a change in the exchange rate, the conversion of student finance against the exchange rate will be carried out several times per semester. Information on the rules and how the system works must be clearly presented. This information should be readily available.

## 9 Health and fitness

### 9.1 Student health services

#### LinTek believes

**that** LiU should guarantee student-specific healthcare.

**that** student health services should be made easily accessible to all students, at both the undergraduate and the postgraduate level.

**that** LiU should have clear case management regarding cases of discrimination.

In the event of absence, students are often more seriously affected than those in employment. Examinations, lectures and laboratory work cannot be carried out by others, nor can they be easily made up once the student is feeling healthy again.

In addition to beneficial effects on studies, preventive measures are an opportunity to improve the life of students. As the majority of students are in a phase of intensive development, this means that the conditions for influencing the student and their lifestyle are good. The nature of the student phase distinguishes the situation of the student from other phases of life, and a student-oriented healthcare function is therefore important.

Overall, the case for a student-specific healthcare function is strong. It is in the interest of all parties to improve the conditions for students to complete their studies in the best possible way. All students, both undergraduate and postgraduate, must be guaranteed access to student health services.

#### 9.1.1 Focus

#### LinTek believes

**that** the Student Health Service should be a student-specific complement to the county council's public healthcare system.

**that** the Student Health Service should focus primarily on prevention, but also have some treatment activities.

The Student Health Service is the unit that provides student healthcare at LiU. The Student Health Service must therefore provide both preventive and therapeutic activities – these two areas are not alternatives but complementary to each other. In concrete terms, preventive health work involves a variety of educational and attitudinal interventions aimed at improving the quality of life of students through awareness and lifestyle changes. The nature of the student phase of life and the breadth of the field of intervention mean that the work of the Student Health Service must be characterised by knowledge of the needs of students and a great understanding of the student's situation.

#### 9.1.2 Implementation

#### LinTek requires

**that** the needs of the students should guide the activities of the Student Health Service.

**that** the staff of the Student Health Service should have expertise in the psychosocial field and good knowledge of the students' situation.

**that** treatments and advice given by the Student Health Service should be scientific and evidence-based.

Healthcare for students is best provided in close proximity to the students, with an organisation that is familiar with and specialised in the students' situation.

It is important that the staff and the representatives who together manage the activities are both competent and personally motivated to run and develop the Student Health Service in a professional manner.

The task of the Student Health Service is to monitor the overall health situation of students in various ways and

work to ensure that it is satisfactory. The Student Health Service should complement the other health services provided by society and, with proximity, speed and security, be the resource that best provides students with access to good student healthcare. The role includes assisting students in various stages of adjustment related to studies. It also includes monitoring and legitimising the students' interests vis-à-vis the county council and municipal healthcare. However, it should be noted that the Student Health Service is a complement, not an equivalent alternative, to county council and municipal healthcare.

Contact with Student Health Service staff is a good way to capture signals from students and connect early with students in need of help.

### 9.1.3 Funding

#### **LinTek believes**

**that** the University has overall financial responsibility for student healthcare.

**that** student healthcare should be free of charge.

Students should be guaranteed student-specific healthcare, regardless of how it is funded. The State and LiU should bear the major part of the financial responsibility for student healthcare. The Student Health Service should be considered the occupational health service of the students and thus be free of charge.

## 9.2 Crisis management

#### **LinTek believes**

**that** the University should always have a crisis management team and a smooth organisation for handling crisis situations.

**that** the University should guarantee the possibility of evacuating its premises from several locations, if necessary.

**that** the University should keep a close watch on its premises, students and employees, and the potential threats and dangers to which they may be exposed.

In the event of an accident or death at the University, a crisis team may be needed. LinTek therefore requires that the University organises a crisis management team. The crisis team will take care of both staff and students at the University. The tasks include providing information about the incident and organising follow-up interviews.

## 9.3 Alcohol

#### **LinTek believes**

**that** good quality non-alcoholic alternatives should always be offered at parties and events organised for students.

**that** the Student Health Service should provide training in responsible serving of alcohol in accordance with current laws and regulations.

**that** binge drinking should not occur.

**that** the Student Health Service should work preventively on alcohol-related issues.

It is common for students to be associated with alcohol. This poses the danger of creating “traditions” that lead to an environment where the individual student finds it difficult to say no. It is important to pay attention to students with drug problems. The responsibility for this lies with other students as well as with teachers and staff at the University.

At events and parties organised for students, good quality non-alcoholic alternatives should be readily available. It should be as easy to choose non-alcoholic as other options. All sales of alcohol must be conducted in compliance with applicable laws and regulations.

## 9.4 Studentesque elements

### LinTek believes

**that** studentesque traditions and events should be preserved and nurtured. vårdas.

Students are often associated with odd behaviour and interesting traditions. LinTek believes that the world students have the opportunity to live in and be a part of during their studies is valuable to the student. As a young institution, it is particularly important that Linköping safeguards the traditions that exist, and works to create new ones.

## 9.5 Health and fitness

### LinTek believes

**that** a wide range of health and fitness activities, as well as their organisers, should be offered.

**that** physical activity should be made accessible and affordable.

**that** LiU should work to ensure that good opportunities for exercise and training are available in the vicinity of the campus and/or the housing areas of the students.

Physical exercise is an important part of students' health and fitness. The organisation of physical activity for students aims to both promote general health and prevent injuries. Physical exercise also has a social function and provides a break from studies.

A wide range of activities should be offered to satisfy as many students as possible. The activities must be accessible and affordable.



## 10 Doctoral students

### LinTek believes

**that** doctoral education at LiTH should lead to good employability within academia and/or the private sector.

**that** doctoral students admitted to doctoral studies should be part of a research team with other doctoral students or postdoctoral researchers.

**that**, when a doctoral student is admitted, there should be a financial plan covering the entire period of study and the doctoral student must be familiar with this.

**that** there should be the possibility of a joint introduction for new doctoral students.

**that** there should be a local and national course database containing all postgraduate courses.

**that** it should be possible for doctoral students to transfer credits from second-cycle courses, if the doctoral student so wishes.

**that** all doctoral courses should be evaluated.

**that** there should be a good range of courses for doctoral students who want to learn Swedish, and that these should be given within the doctoral programme if knowledge of Swedish is required for the doctoral student to be able to perform their duties.

**that** the doctoral programme should comprise the equivalent of 4 years of full-time work, with departmental service. It may also include teaching, at a maximum of 20% of the doctoral position, if it comprises the equivalent of 5 years of full-time work. In the case of assignments that entitle the doctoral student to a prolongation, the period of doctoral studies shall be extended accordingly.

**that** doctoral students who teach should have the right to teacher training prior to their first teaching assignment.

**that** the working hours of a doctoral student should not exceed 40 hours per week, and that the doctoral student's activities, such as research, participation in courses, conferences, departmental service and teaching, are planned into the position by the supervisor and the doctoral student together.

**that** the individual study plan should contain a detailed description of the scope of the supervision and how and when it will take place.

**that** the individual study plan should clearly state how the rights to ideas are handled if the research may lead to a patent.

**that** there should be an action plan at the Faculty to prevent and manage conflicts between supervisor and doctoral student and procedures to ensure that this is followed.

**that** the support offered to doctoral students should be equivalent regardless of the department.

**that** there should be procedures for changing supervisors, and that these should be known to all doctoral students.

**that** being a good supervisor should be considered an asset.

**that** each doctoral student should have at least two active supervisors, one of whom is the principal supervisor.

**that** the principal supervisor should have a doctoral degree or equivalent qualification.

**that** supervisors should only be allowed to supervise the number of students for which they can maintain regular and adequate supervision. This also includes feedback within a reasonable time-frame.

**that** doctoral students should be supported by supervisors to seek contact with collaborative partners in academia and industry.

**that** student union assignments either count as departmental service or provide extended time in their position.

**that** grades marked according to a grading scale should not be applied in doctoral studies.

**that** doctoral students should be given the opportunity to complete a licentiate degree, if they so wish. Otherwise they should be given the opportunity to conduct a mid-way review.

**that** the grading committee and the opponent must notify the supervisor and the doctoral candidate at least three weeks in advance if the thesis has quality deficiencies to such an extent that it risks receiving a failing mark during the defence.

**that** clear regulations on the role of doctoral students as employees and students should be readily available.

**that** doctoral students should be employed by the University or another employer and count as research students.

**that** doctoral students should have opportunities to present their research regularly at their own department and at (national and international) scientific conferences.

**that** information and documents aimed at doctoral students should be available in English.

**that** doctoral students should be given the opportunity to spend part of their study period at another Swedish or international university, research institute or research facility.

**that** there should be a central doctoral student ombudsman for all doctoral students at LiU.

**that** students with doctorates should experience the same difference in pay compared with non-doctoral students in Sweden as in the rest of the world.

**that** doctoral students should never have to fund their doctoral studies themselves.

**that** licentiate appointments should be avoided in favour of doctoral appointments.

A doctoral student should never have to fund their doctoral studies themselves; they should be funded by other means. Doctoral and undergraduate studies must therefore be kept separate to the extent that the doctoral student never takes significant parts of their doctoral studies at the undergraduate level, as these studies are funded by the individual student.

For LinTek, it is important that the doctoral students have a meaningful and rewarding time at LiTH and that the doctoral education at LiTH is competitive and leads to good employability in academia and/or the private sector. It is therefore considered an advantage to be a good supervisor and that there should be opportunities for the doctoral student to present their research regularly at their own department and at scientific conferences. In order for doctoral education and its courses to maintain a high level, all doctoral courses should undergo course evaluation.

In order for all doctoral students, regardless of which department they belong to, to have an equal doctoral education and to enjoy it, it is important that the support offered to doctoral students is equal regardless of department.

It is also very important that doctoral students feel secure about the rules that apply to them during their time at LiTH, both as a student and as an employee, if this is the case. This serves to lay a good foundation for the doctoral students and their time at the University.

In a strong international environment, it is essential that all documents and information aimed at doctoral students are available in English.

## 11 Sustainable development

### LinTek believes

**that** Linköping University's co-managed foundations should avoid all types of investments and ownership in companies in which a significant proportion of turnover (more than 5%) contributes to breaches of international standards for ethics, environment and sustainable development.

**that** Linköping University's co-managed foundations should avoid all types of investments and ownership in companies in which a significant proportion of turnover (more than 5%) is made up of fossil energy extraction.

As LiTH educates and develops science and engineering students for the future, environmental and sustainable development issues need to be considered and kept in focus. Climate change is taking place, and human use of fossil fuels is one of the causes of climate change.

Linköping University manages foundations with the aim of promoting education and research at Linköping University. The aim of the foundations is to remain in existence for a long period of time and for the investments to be long-term. The University Board is the governing body for these foundations.

For LinTek, it is important that the capital managed within Linköping University's foundations is managed in a good way, while investments meet certain ethical criteria. LinTek therefore believes that Linköping University's foundations should, as far as possible, take guidelines and standards for ethics, the environment and sustainable development into account in their investments. Examples of standard-setting to be taken into account are the UN Universal Declaration of Human Rights, the UN Convention on the Rights of the Child, the ILO Core Conventions, the UN Framework Convention on Climate Change, the UN Convention on Biological Diversity and the OECD Guidelines for Multinational Enterprises.