

POINTS OF VIEW



Consensus

MEDICINSKA FAKULTETENS
STUDENTKÅR

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1. Fundamental principles

The university is to be characterised by a spirit of equality and open to all. It is to be free of charge and nurture democratic ideals and a humanist ethical and philosophical stance.

The university shall contribute to the advance of science through advanced research, and it shall disseminate knowledge to the surrounding society. It shall in this way ensure that higher education plays a central role in the development of society.

The education provided by the university shall be based on scholarship and on proven experience. It is to be characterised by a critical approach, and discussion of ethical considerations and equality. Education and research are to be integrated within the university in order to stimulate a climate favourable for learning.

The student union activities are to be based on voluntary membership. A fundamental requirement for this is the existence of a national political strategy that guarantees student influence, and that guarantees stable and reliable financing. If such a solution is not in place, compulsory membership of student unions shall be introduced for all students in order to ensure an organised system of student influence.

1.1 Student influence

Students at the university, together with the leaders and teachers, are to take responsibility that the courses and programmes given are subject to unceasing development. The participation of the students in this is to be given a high priority, and seen as a factor in quality assurance.

The students shall be given the possibility of influencing the university at all levels. Thus, at least two students are to be given the possibility of membership of all bodies that take decisions and all bodies that prepare cases for decision. They are to be given full insight into the operations of such bodies. Students are also to be represented in informal bodies at the university, and be given full insight into the complete operations there. Student representatives shall have the same opportunities for exercising influence as other interest groups. A student representative must not suffer negative consequences from the commission, and is to be guaranteed the opportunity to catch up on components of education that have been omitted as a consequence of work for the student union. The commission is to be seen as a factor given priority when, for example, determining the location of clinical training, and is to be classified as departmental work for PhD students.

The compositions of decision-making bodies at the university are to such that no single group, such as teachers or students, commands a majority.

The student unions shall work to ensure the present and future quality of education, and a positive work environment for students. They shall work to ensure powerful student influence at all levels of the university and all levels of higher education policy. The unions shall support individual students with advice and practical help in cases in which a unit of the university or other education-related body constitutes the other party. In order to ensure a



high level of legitimacy and powerful influence, the student unions are to strive to recruit all students in the relevant field of operations as members.

The student unions are to be independent of all political parties, religious denominations, and trade unions. They are to be founded on democratic principles and decision-making processes. They shall represent the diversity of the student body, and nurture a broad voluntary commitment.

In order to ensure long-term security of their operations, the major part of the financing of the student unions shall be constituted by membership fees and long-term agreements for financial support from external parties. In addition, activities may be financed by short-term sources of funding, student-based social activities, projects, and other short-term sources.

The university shall support the student unions to ensure long-term and effective student influence. This support may include not only providing training, but also providing working time, financial contributions and other remuneration. The financial support must be designed in a manner that allows the student unions to maintain freedom of opinion and independence from the university.

1.2 Policies in higher education

1.2.1 The right to education

All individuals have the right to education. No individual shall be compelled to refrain from taking education due to economic, medical or social reasons. Admission to higher education is to be determined by the ability of the individual to benefit from the education.

1.2.2 Dimensioning and resource allocation

The university itself is to decide which range of courses and programmes is to be given, and when doing so is to consider the needs of society for a well-educated population and the level of demand from students. The quantitative needs of society for a workforce must never be allowed to have a negative effect on the quality of the education. Free dimensioning, in which a greater number of students are admitted than the university can bring to graduation must not be applied, since this introduces an unsustainable competition during the early phases of the education, reduces the quality of the education and distributes society's economic resources in an unfavourable manner. During dimensioning of education determined by the government, the needs of society shall be considered, as also the possibility of the university to provide high-quality education.

A fixed compensation sum for undergraduate education is to be paid for each student. The amount that is associated with each student on a particular education is to be determined by the costs related to the contents of the education and the educational components that are necessary. In addition to the fixed compensation, a contribution for research is to be associated with each student. In order to stimulate the development of research and education, a small part of the government-provided financing is to be awarded in



competition between institutions of higher education. This must never lead to the financing of undergraduate education being placed at risk: high quality of the education may form the basis for an increase in compensation but it must never be possible to give lower compensation on the grounds of low quality.

1.2.3 Linköping University foundation management

Linköping University manages a number of foundations, whose return on capital is used to finance research. In its management of foundations, the university shall follow the provisions of: the United Nations Convention on the Rights of the Child, the International Labour Organization conventions, conventions on biological diversity, international environmental conventions, and conventions on human rights. Linköping University shall not invest in companies whose principal operations (any operation that comprises more than 5% of annual net sales) are the extraction, production or marketing of fossil fuels.

2. The student's situation

The student years are to be a period characterised by both challenge and security. In order to provide students the opportunity to focus on their education, the social security systems and student finance are to be designed such that students will not normally take paid employment during a period of full-time study.

Students are to be given the best possible opportunities to develop – intellectually, culturally and socially. Student health is to be given high priority and students should, for example, have access to preventive healthcare at a cost that can be borne by the students' financial situation.

2.1 Student finance

The amount of student finance awarded shall be sufficient for the student to maintain a reasonable standard of living throughout the complete study period. The greater part of student finance shall be in the form of a grant. Students are to have the possibility to work during their period of studies to the level of their ability without undergoing financial penalty for this. There is to be a condition-free part of the student grant, while student loans shall be available to all, independent of income.

Students shall have the opportunity to be awarded student finance for a total of 16 terms of full-time study. The duration of this period has been set in order to provide a certain margin of safety in the event of change of programme and the opportunity to supplement their studies. It also enables students to obtain double qualification. It should also make it easier for students with disabilities.

2.2 Social security systems

The social security systems are to contribute to ensuring that all individuals have the same true possibility to study, during all phases of life.



As long as the economic situation of students is poorer than the average in society, dental care and medical care are to be subsidised for students. When a student takes sick leave, the number of qualifying days is to be the same as that for people in paid employment. The amount of sickness benefit is to be the same as the amount given as full student finance during the complete period of sickness, and students are to have the possibility of partial time off for sickness. Student finance is to be sickness benefit qualifying income. Students shall have the right to the same hours off work per day and per week as those in paid employment.

It must be possible to combine higher education with family life. The amount of parental benefit is to be the same as the amount given as full student finance, and it must be practically possible for both parents to take parental leave at the same time. Students are to have the same possibility as those in paid employment to stay home to care for a sick child, and to receive pregnancy benefit. Students with children are to have easy access to suitable childcare.

It must be possible for students to apply for housing allowance, independent of age and size of domicile. The application is to be evaluated on the basis of income during termtime, independently of income during the summer months. The decision of entitlement to housing allowance is to be based on the personal situation of the applicant. The award of student finance is not to trigger a requirement for repayment from students who have received income support.

The personal injury insurance for students provided by the Legal, Financial and Administrative Services Agency is to correspond to the accident insurance that covers those in paid employment as specified by the occupational injury insurance, and is to cover all aspects of study, including those not carried out on campus, such as independent study in the library.

None of the benefits of the social security systems are to be conditional on the student receiving student finance.

3. From recruitment to graduation

The university is to aspire to diversity in the student body. It shall guarantee a positive study environment for the students, not only through intellectual challenges but also through a satisfactory work environment and a fulfilling social life. The university is to promote health, support the students in the event of various types of difficulty, and work actively to counteract all forms of discrimination.

3.1 Entry requirements, selection and admission

There shall be a diversity of admission pathways, in order to reflect all types of skill and knowledge, and ability relevant for the intended education. Factors such as school grades,



language skills and relevant occupational experience are to be considered during the admission procedure. The university admission system is to be adapted and updated to follow the system used in upper secondary schools to evaluate and grade pupils. The intention of the selection of forms of admission is to contribute to broadening recruitment to higher education, and to distinguish between applicants with the same evaluation and grades, while the ability of the applicant to benefit from the education is to be the fundamental basis of admission. In cases in which applicants have the same evaluations and grades, they are to be distinguished through a validated interview-based form of admission that follows the rule of law, or by another evaluation method such as the submission of a written essay that considers an ethical issue. If such a method cannot be applied, applicants with the same evaluation and grades are to be distinguished by drawing lots.

All individuals are to be given true opportunities later in life to complement upper secondary studies in order to satisfy entry requirements and to be able to compete for admission to higher education, and to strengthen the ability to benefit from higher education.

The legal system shall be able to issue a bar from exercising licensed professions for categories of crime where it deems this to be justified.

3.2 Recruitment to Linköping University

Linköping University is to conduct active recruitment to attract a diversity of students and increase its competitiveness as undergraduate teaching university. The university shall carry out recruitment campaigns targeted at groups in which the fraction that continues to take higher education is traditionally low, and in educational areas in which the student body is particularly homogenous. All potential students are to be given the opportunity to gain insight into what it's like to be a student at Linköping University.

3.3 Work environment and support for students at Linköping University

3.3.1 Student Health and work to promote equal opportunities

Preventive healthcare is to be the principal focus for Student Health, while it must be possible for students when necessary to gain rapid access to a counsellor, psychotherapist, physiotherapist or specialist in ergonomics. Student Health is to ensure that students on long-term sick leave are given the opportunity to satisfy their need of rehabilitation, and that the conditions for these students are the same as those for people in paid employment on long-term sick leave.

Further, Student Health is to maintain a close cooperation with Region Östergötland such that students can rapidly obtain referrals to the primary healthcare system. Student Health shall be provided with sufficient resources such that it can satisfy the needs of the student body, and its services shall be open to all students at Linköping University. The activities of Student Health shall be well-known among the students at the Faculty of Medicine and Health Sciences.



Linköping University and the student unions shall display zero tolerance of discrimination. The university is to maintain a well-developed system to deal with cases of discrimination and is to work proactively in the field.

The university shall work to bring about the acceptance of people's differences: on campus, at those locations at which students take clinical training, and in society in general.

Up-to-date and well-considered plans of action that have wide support are to be available for the promotion of equal opportunities at all organisational units within Linköping University.

3.3.2 Approved leave from studies, non-completion and guidance

Linköping University is to inform students about their possibilities, rights and obligations during approved leave from studies and non-completion. Students are to be offered supportive measures in the event of approved leave from studies or non-completion, and when resuming study. The support measures should also be available throughout the study period and students should be informed that these are available. A guaranteed place must be held for at least three years after approved leave from studies, independently of the cause of the interruption.

Students are to have access to high-quality study guidance and career guidance, specific to the programme. Doctoral students are to be offered relevant and regular career guidance relevant to the after-degree period, independently of whether this is planned to be in the academic world or outside of it.

Information about the opportunities for study guidance and career guidance must be well-disseminated among students.

3.3.3 Physical and psychosocial work environment

The work environment at Linköping is to be designed such that it does not constitute an obstacle for participation in education for people with disabilities. Together with the student unions, Linköping University is to conduct systematic work with the work environment with a focus on maintaining a high-quality work environment for the students. The work environment of students is to be subject to continuous evaluation, when changes to the study conditions, such as an increase in the number of students admitted, are carried out. A consequence analysis is always to be carried out before decisions are taken that may affect the work environment of students.

Premises must be adequately dimensioned and must have the technical equipment and technical aids required to meet the needs of the students and teachers. All lecture theatres dimensioned for more than 30 students must be equipped with an audio induction loop, wireless microphone and loudspeakers. These must be available for the lecturer's use without needing to book them. All computer rooms and the libraries are to be equipped with technical teaching aids such as text-to-speech programs.



Sufficient spaces are to be provided for independent study, relaxation and social interaction, both indoors and outdoors. Linköping University is to provide lunch facilities with sufficient capacity for heating food, and calm, attractive lunch rooms. Cafés and restaurants on campus are to be adapted to the wishes of students, and offer healthy and varied alternatives for lunch and coffee breaks, at prices suitable for students. The student must be represented in negotiations in preparation for the procurement of café or restaurant operations.

Linköping University shall work actively together with the student unions to ensure the mental health of students.

3.4 Student information

Linköping University shall provide information suitable for specific target groups for all students. All information provided to students must be readily available in the language that is used in the programme or course. Students are to be informed about both practical and operational matters.

All important information from both the central university administration and the local course managers is to be primarily provided through the teaching platforms. As a second choice, it may be send by email. The teaching platforms and e-mail are the main forms of communication within education.

Lists of e-mail addresses of students at Linköping University shall be available to units within the university and to the student unions and sections. These lists must be used with care, but limits on their use are to be set mainly from quality considerations, and not quantity considerations. It must be easy for students to find out who to contact with questions about the current education, and all associated topics. Information about points of contact and similar information is to be given to students when the course starts.

3.5 Timetabling, compulsory components and booking premises

The timetable is to be available at least four weeks before the start of the course and is to cover the complete term. It is to be made available in various formats, to meet the needs of the students. The courses are to strive to keep the number of timetable changes during an ongoing course to a minimum. If changes are, despite this, necessary, they must be announced clearly and as far in advance as possible. All timetable changes are to be announced on the teaching platform and sent by email, since these are the main forms of communication within education. This must be done even if the changes are announced during teaching operations. Time for a meal break (at least 30 minutes) must be included after each four-hour period of timetabled teaching.

The components that are compulsory shall normally constitute components subject to examination, and course managers shall strive to ensure that as few components as possible are compulsory. Compulsory components and examinations, with certain exceptions, shall be timetabled during normal working hours, and must never be held in the period 23 December-2 January. Compulsory components must never be subject to timetabling clashes



with each other or with other important components, such as exam resit opportunities for previous courses.

Students are to be able to book, well in advance, premises for groupwork, exercises in methods, and other independent study. A large number of study areas must be provided for student use around examination periods. Student societies approved by LUST are to be given ample opportunities to use the premises at Linköping University, and to book these through the booking system.

4. Undergraduate, master's and doctoral education at the Faculty of Medicine and Health Sciences

The Faculty of Medicine and Health Sciences shall offer education that is competitive both in Sweden and abroad, and its graduates shall be leading students in their field in Sweden. The education is to be well suited to the relevant programme, and may include elements such as lectures, EDIT scenarios (EDIT is an acronym for “Educational Development by Information Technology”), and interprofessional educational components.

Students who graduate from the Faculty of Medicine and Health Sciences are to be well-educated within their field, have a high employability, and be attractive on the labour market.

4.1 Problem-based learning and interprofessional learning as teaching concepts

The education at the Faculty of Medicine and Health Sciences is to be conducted using problem-based learning (PBL) as teaching concept. The education is also to promote interprofessional learning and familiarity in collaborating with other professions among the students. The principal aim of using PBL is to ensure that the learning is student-based and activates the students, and to develop the students' ability to collaborate. The role of the supervisor in problem-based learning is to be active and supportive. The contact between student and teacher is to be given a high value, and PBL must never be used as a way of saving money.

The teaching methods used at the Faculty of Medicine and Health Sciences are to be based on scientific principles and the teaching model must be subject to continuous development in order to maintain high quality. The Faculty of Medicine and Health Sciences is to be a pioneer in Sweden, and a leader in the application of modern university teaching methods.

4.1.1 Learning that activates students, tutorial groups and EDIT

The education is to be designed in a manner that gives the students both freedom and responsibility for their own learning. They are to be given the opportunity to select the learning model themselves. A wide range of high-quality lectures is to be offered, together with other reference literature and other technical aids for learning, such that all students shall be able to adapt the learning according to their requirements. These must be



well-designed for the various programmes and courses, and are to deal with the subject at a sufficiently deep level to achieve the learning outcomes. In order to maintain high quality in learning that activates students, high-quality supervision is required throughout the education.

Work in tutorial groups plays a central role problem-based learning and must take place in a manner that ensures its quality and continuous development. A tutorial group is to consist of six to eight students in order to provide a efficient application of the teaching model. All tutorial group supervisors must have taken the PBL supervisor training. They must be fully familiar with the contents and objectives of the education, and must have high expertise in the field of study in order to ensure that all students are given the same conditions. Tutorial groups without supervisors may be used in the latter phases of the education, with the aim of promoting learning that activates students and the independence of the group. It is, however, important that a contact teacher is always available for tutorial groups that lack a supervisor in order to be able to support the students.

Educational Development by Information Technology, EDIT, was developed at the predecessor of the Faculty of Medicine and Health Sciences ("Hälsouniversitetet") in 1999 with the aim of improving the scenarios used within problem-based learning. EDIT scenarios are web-based, and include not only the normal text-based scenario, but also multimedia elements.

Well-designed EDIT scenarios that are specific for a particular course are a major quality factor for work in tutorial groups within PBL. A precondition for this is that the EDIT scenarios are continuously updated and developed, as science and technology advance. EDIT is to be used in all courses and programme and in all components in which it can be considered to be quality-enhancing factor.

4.1.2 Interprofessional components

Suitable integration between the programmes and courses given by the Faculty of Medicine and Health Sciences is to significantly increase their quality. The components are to maintain a high quality and must be applicable for all programmes and courses that are included. The components are to promote an increase in the ability to take a comprehensive view and understanding by students of the healthcare profession in its entirety, of other professions, and of a future team-based career. The interprofessional components must never constitute an obstacle to students acquiring sufficiently deep expertise within the programme-specific field, nor may they be used as a means of saving money.

4.1.3 Undergraduate and master's theses

Students at the Faculty of Medicine and Health Sciences are to be given considerable freedom when choosing the topic of theses. Students are to be offered suggestions for relevant theses, and are to be given the freedom required to find their own topic. Independently of the choice of topic, stringent requirements are placed on the thesis supervisor. The supervisor must have insight into what is expected of the student, and the



objectives that he or she is to achieve by writing the thesis. Before work on the thesis starts, the student is to be made aware of the conditions for the work with respect to, for example, confidentiality of parts of the material. For each programme, a plan of action is to be available describing what is to be done if one of the members of a pair working on a thesis together cannot continue the work, and what is to be done if the supervisor cannot complete the undertaking. The student is to know who in the programme can be contacted if problems arise during the period of thesis work. The thesis work is to be of high quality and both the contents and the design are to contribute to the student's learning. Clear objectives that are specific for the programme are to be defined for the thesis work, and these are to be the same for all students, independently of the choice of topic.

4.1.4 Libraries

The libraries are a vital foundation on which good learning is based within the teaching model used at the Faculty of Medicine and Health Sciences. There is thus to be a broad range of up-to-date and relevant literature available as books to loan, e-books and reference material. The libraries are to aspire to a well-developed range of e-books, but this must not be done at the expense of reference literature. The libraries are to be available every day of the week with generous opening times, also during examination periods. Qualified personnel are to be available at the libraries to help students search for information. This requirement may, however, be relaxed in order to increase the opening hours on, for example, public holidays in the examination period, when the high demand for study areas and available reference literature may exceed the supply of qualified personnel. The libraries are to provide the students with the opportunity to access all of the reference literature that is included in the programmes and courses given at the Faculty of Medicine and Health Sciences.

The libraries are to offer all students training and supervision in searching for articles and information.

The libraries are to provide the students with access to computers for word processing and the use of the internet. These computers are to be equipped with technical aids for teaching. The students are to have the possibility of printing from the library computers and from their own. In the libraries or close to them, ample quiet study areas are to be available to which reference material may be taken.

4.1.5 Grading

Students at the Faculty of Medicine and Health Sciences are to be assessed according to a two-point grading system: pass or fail. The education is to maintain such a high quality and level that all students who pass have high and competitive levels of knowledge and ability. This means that there is no need for additional degrees of grading. The fundamental principal of problem-based learning is collaboration between students, and thus a grading system with more levels risks causing competition between students. Furthermore, the level required to achieve a pass grade would be lower.



In order to be able to guarantee the high quality and level of knowledge that is aspired to, the requirements and limits that are defined must be followed during exam correction and assessment. This is important also from a viewpoint of equal opportunities and fairness.

4.1.6 ICT in education

The use of ICT (information and communications technology) in teaching enables both student and teachers to take part in distance education for components such as lectures and work in tutorial groups. It is also possible to upload recorded material to the internet. Distance education is to take place solely when this is necessary.

A range of lectures is to be available, both as live transmissions and recordings. When lectures are transmitted live in conditions that allow the students to communicate with the lecturer in realtime, the education must be adapted to use teaching methods, and ICT solutions must be available that do not constitute an obstacle to the students, independently of whether they are taking part at a distance or not, having equal possibilities to share in the dialogue and interaction with the lecturer. In the same way, the lecturer is to have received guidance in how to carry out the lecture. The use of electronic resources, such as distance lecturing and the use of recorded material, is to equivalent in quality to the education that the ICT solution replaces. ICT solutions must be easy to use and readily available both on campus and when studying at another location. ICT solutions are to be available not only between teacher and students, but also between the students. Skilled ICT personnel must be available independently of study location.

4.2 Programme and course syllabuses

Programme and course syllabuses are to be useful and guiding documents for both teachers and students. They are to be designed in such a manner that it is easy to read and understand the information in them.

The documents provide guidance with respect to the contents and learning outcomes of the programmes and courses. The syllabuses are to specify which components are compulsory for the students and the forms of examination that will be used for them. Only the factors regulated in the course objectives may be subject to examination.

The learning outcomes must be clearly and comprehensively formulated, and they must cover not only the width of the expected knowledge but also its depth.

The students are to be informed of the programme and course syllabuses during the education and the contents of the education must always be coupled to the learning outcomes, in order to help the students appreciate the context and relevance of the components.



4.3 Ethical issues and a professional approach

During their education at the Faculty of Medicine and Health Sciences, students are to receive training in how to handle moral and ethical problems and issues. For this reason, all education at the Faculty of Medicine and Health Sciences is to include relevant ethical issues that lie within the scope of the subject matter. The education is also to provide intellectual and analytical tools for the students to use within specific fields of ethics.

Students taking profession-targeted programmes at the Faculty of Medicine and Health Sciences are to assimilate during their education a professional approach to be used in the future profession. They are to be given repeated possibilities to discuss with active personnel from their own professional group what this means. Reflections concerning the requirement that the future professional role will pose, and the possibility of dealing with these, are to be a natural part of the education. Students from all programmes are to be given the possibility to develop self-knowledge, in order to be able to manage different requirements in their future working life. Leadership training is to be offered within the framework of all programmes.

Teaching about knowledge of improvement is to be an integrated component of the programmes, while reflections about gender and equal opportunities are to be a natural element of the various components.

4.4 Forms of examination

Examinations at the Faculty of Medicine and Health Sciences are to take place in a manner that satisfies the requirements of the rule of law and quality assurance. Examiners must be given a sound basis for assessing student knowledge and abilities. All written examinations are to be anonymous, as are other forms examination as far as possible. After being given a fail grade in two examinations, a student shall have the right to request that the examiner be replaced, even if the examinations have been anonymous. An examination representative is to be available at the Faculty of Medicine and Health Sciences to whom students can address questions and from whom they can receive guidance with respect to the rights and obligations associated with examinations.

“Examination” is to be seen as a broader concept than written examinations, and the possibility of using alternate forms of examination and continuous assessment is to be continuously considered.

Examinations are not to solely include what is obviously measurable: methods to assess abstract factors such as demeanour and approach must be used. The components of a course subject to examination are to be designed such that the examiner has the possibility of assessing how individual students have achieved each one of the learning outcomes.

The examination tasks are to have a comprehensive perspective based on the contents of the course, and are not simply to constitute the sum of the various course components. An



emphasis is to be laid on the in-depth understanding gained by the student and the ability for logical reasoning, rather than primarily on matters of detail.

4.4.1 Forms and occasions of examination

Many possible forms of examination in which the student's judicial security can be guaranteed are to be available. All forms of examination that are used are to be defined and described in the course syllabus. During their education, students are to meet several forms of examination. For each course, the student is to be assessed for several components, preferably using different forms of examination.

For base group occasions where the examining teacher only participates during parts of the base group occasion, the teacher must take this into account when assessing the student's skills because the student is not able to show knowledge and skills during the time that the teacher is not present.

In the event of unplanned absence from compulsory components or components subject to examination where the cause is, for example, the student becoming seriously ill, or the illness or death of a close relative, etc., the student must be offered as soon as possible an alternative occasion for the component, or a relevant, equivalent, supplement. If the number of occasions on which the student may attempt to pass the component is limited, this occasion is not to be regarded as an attempt to pass the component.

Resit examinations are to be of an extent that corresponds to that of the ordinary examinations, but the form of examination may be adapted to suit the student's needs. The time between resit examinations must not be too long. Students are to be offered several examination occasions each term.

4.4.2 Examinations with the aid of digital tools

The possibility of taking written examinations in an examination hall using digital tools is positive from the point of view of accessibility, and strengthens student anonymity. The university is to work actively to develop digital technical aids, but investment in expensive digital forms of examination must not take place at the expense of work to develop alternate forms of examination that are not necessarily digital. Students should be given the opportunity to show knowledge by being able to easily draw figures and arrows for example on the examination even though the examination is digital.

Higher education is to be free of charge, and thus the university must provide computers in digital examinations for all students who request this.

Examinations that take place at home may not take place at the expense of the student's integrity and surveillance with a camera in the students' homes in connection with the degree shall not occur.



It is not to be an end in itself to achieve a situation in which all examinations are carried out with the aid of digital tools. If examinations are to be carried out with the aid of digital tools, it is a condition that judicial security can be ensured. On digital examinations, comments with feedback should be easy for the students to see.

4.4.3 Quality assurance of examinations

Examiners are to be objective and skilled within the field that is to be examined and they must be well familiar with the currently valid regulations. They must be extremely familiar with the contents and learning outcomes of the course, and they must ensure that the contents of the examination are relevant. Examiners must be willing to listen when students question the grade awarded, and they must be willing to reconsider their decision.

For written examinations, the examiner shall consult another teacher before reaching a decision to fail a student, and it is to be a goal when other forms examination are used that more than one teacher participate in the assessment. The contents and form of examination are to be continuously evaluated by students and teachers within the course, and they must be kept up-to-date and relevant. It must be possible for students and teachers to question and file an appeal against the design and contents of an examination.

4.4.4 Feedback and support for resit examinations

All students are to be offered feedback after an examination. Students who have failed are to be able to receive written feedback from the examiner. The feedback is to be concrete and describe the deficiencies that the student has shown during the examination. It is to describe what is required to achieve a pass grade.

A student who has failed is to have the opportunity to ask for support in preparations for the first resit examination. The student is to be contacted by the examiner before the third resit examination with an offer of support and advice. The minimum extent of the support is to be a meeting in person with a review of the overall pattern in the previous, failed, examinations, and an offer of training in study technique. The student is to be offered continuous contact with a teacher after the second resit examination.

4.5 Clinical training (education in the workplace, abbreviated here as “VFU”)

All students at Faculty of Medicine and Health Sciences are to be offered high-quality and relevant VFU as a natural and integrated part of the education. The purposes of VFU are to be to provide the theoretical knowledge with a coupling to practical ability, and to promote student development. The student must be able to influence the location of VFU, not only by selecting from the places offered but also by the possibility to seek independently for a place in another location.

Independently of the location, the requirements on the supervisors must be satisfied, and the goals of the VFU must be reached. If the student carries out VFU at another location, the host unit is to receive the same remuneration as those within the collaborative agreement



set up by the Faculty of Medicine and Health Sciences. Students are to be informed of the timetable for VFU at least two weeks before it starts.

All supervisors within VFU must have taken the training course for supervisors. They must be fully familiar with not only the teaching model used at the Faculty of Medicine and Health Sciences, but also with the contents and objectives of the relevant course.

If a student needs to contact the contact teacher during the VFU, there must be adequate facilities to make this contact using sound and/or video in cases in which the teacher is located some distance away.

All students are to have access to wireless networks independently of the location of VFU. They must have access to LISAM and other digital platforms, and to the student email system if this is required during the placement.

4.5.1 Quality assurance of VFU

VFU is a component that is subject to examination, and is to be regarded as such with respect to quality assurance and the judicial security of the student. Students are to be assessed under the same preconditions, independently of the location, supervisor and examiner. Factor that make a major contribution to the quality of VFU and clinical placements are that each supervisor is to have principal responsibility for only one student, and that each student is to have one principal supervisor who achieves good contact with the student. All students must have the opportunity to meet other students during periods of VFU, and carry out discussions with them.

If an episode of VFU has not achieved the required quality, the student is to be offered a new placement, without this being counted as one of the attempts that student has made to pass the component.

4.5.2 Priority of VFU location, and costs

Circumstances that are to guarantee placement at the most suitable location for the student, when the student so wishes, are involvement in a student union, care of a relative, disease and disability, care for children, parallel research, and other special circumstances that may be invoked. The faculty is to draw up a clear list of criteria that determine the priority of placements, and this is to be, in principle, common for all courses. A method to ensure fair distribution of locations is also to be in place for students who do not invoke the special circumstances listed above.

Placement at another location must not involve the student in any extra cost or temporary expenses for travel and accommodation. The student is to be offered help to find accommodation when the placement is at another location. The faculty shall enter into agreements with hosts for VFU specifying that the host is to be responsible for the extra costs and practical solutions that are required when locating students there.



4.6 Profession-targeted education and broad-focus degrees

Graduates from the Faculty of Medicine and Health Sciences may be in profession-targeted fields or in broad-focus degrees. All education, independently of this classification, is to be carried out on a sound academic basis.

The quality requirements and the overall objectives must be comparable, although differences between the classifications will be permitted and the education may be adapted to it.

4.7 Doctoral education

The doctoral education at the Faculty of Medicine and Health Sciences is to be the highest quality such education in medical sciences in Sweden. It shall be an education that well prepares students for a future career as researcher, independently of where the student chooses to work. The programme is to be characterised by good supervision and guidance, and the student is to be given the opportunity to carry out teaching and to improve teaching skills. All doctoral students are to be employees.

Doctoral students are to be assigned at least two supervisors, one of whom is to be the principal supervisor. This person must have taken the university's course for supervisors. All supervisors must be fully familiar with the student's individual study plan.

The university is home to, on the one hand, undergraduate students, and, on the other hand, employed teachers and researchers. Doctoral students are in an intermediate position relative to these groups. Given that they are employed by the university and carry out independent research and, in many cases, also teaching, they can often be regarded as a part of the group of teachers and researchers. At the same time and in other respects, they have the same status as undergraduate students. The status of doctoral students, however, does not reduce the university's responsibility for these to less than it has for other employees and students.

All doctoral students are to be offered 20% departmental work in administration, work with student unions, research or teaching. The total duration of the study is to be extended by a corresponding duration. The objectives of the departmental work are to be described in the individual study plan, and its extent may never exceed 20%.

4.7.1 Student support and forms of financing

Full-time employment as a doctoral student is the only form of student support that guarantees the student security and acceptable social benefits. Furthermore, doctoral students carry out work, and are for this reason to be paid a salary, rather than student finance. Full-time employment, therefore, is the only form of student support that is to be used at Linköping University.



The financing of doctoral education encompasses much more than the salary of the doctoral student. Premises, computers, literature, doctoral courses, operating costs of research, and a sufficient part of the supervisor's time are examples of costs that must also be covered. The financing of a position as doctoral student must include the complete doctoral education of the student.

The possibility of taking commissions as a student, parental leave and paid holidays must be taken for granted, as also the risk of the student becoming ill. The salary paid to doctoral students must be competitive within Sweden, and Linköping University is to aspire for a more similar progression pathways for doctoral students between different departments. It cannot be automatically assumed that all doctoral students are at the beginning of their careers, and it must for this reason be possible to pay a higher salary if the student possesses knowledge or experience relevant for the position as doctoral student.

4.7.2 Entry requirements, selection and admission

Information about available places for doctoral students is often spread through informal networks. It is not unusual that doctoral students have been recruited by, for example, a professor at the university, even before the place has been announced. This means that not all students have the same true opportunity to be admitted to doctoral studies. The recruitment process is to be transparent and unambiguous, with systematic central announcement in order to give all qualified persons the opportunity to apply.

Entry requirements for doctoral education are to be such that a master's degree or corresponding professional qualification give the right to apply for doctoral studies in fields that are related to the undergraduate education.

Selection for doctoral education is to be based on the ability of the student to benefit from the doctoral education. During the selection process, interviews are to be used to determine the level of interest and suitability of the applicant for the post. Applicants who have studied at another department than the one that is selecting students for education must never be disfavoured in the selection process. In cases in which applicants have equal qualifications and suitability for admission or employment, the selection is to be made by drawing lots.

Admission to doctoral education is to be a smooth and problem-free process that does not jeopardise the security of the applicants or the quality of the doctoral students admitted. Each department must continuously review its admission procedures to ensure that the judicial security of the applicants is not put at risk.

4.7.3 Individual study plan

The Higher Education Ordinance states that individual study plans are to be drawn up for each doctoral student. The individual study plan is to be seen as a planning aid for den individual doctoral student, and it is to be drawn up in collaboration between the doctoral student and the supervisor. The document is to be kept up-to-date and relevant during the complete period of education, and is to be used as a tool in day-to-day study. The individual



study plans are to be followed up annually through individual personal development dialogues and evaluations between the doctoral student, supervisor and assistant supervisor. They must be revised if necessary.

The requirements for a doctoral or licentiate thesis are to be set in a manner that makes it possible to complete the degree within the stipulated period.

4.7.4 Doctoral courses

A broad variety of elective courses of high quality is to be available to doctoral students. This can be achieved through, for example, national collaboration. Compulsory, fundamental courses should be taken at the beginning of the programme, if they are to fulfil their purpose. It must not, however, be a requirement that these courses have been taken in order to carry out, for example, a mid-way review. All compulsory courses are to be given in English.

The quality of doctoral courses is to be systematically evaluated by doctoral students who have completed the course. This evaluation is to form the basis of discussions between the university and the doctoral students about how courses can be improved. These discussions are to lead to plans of action that are to be followed up in order to ensure that the courses improve.

4.7.5 Doctor's and licentiate degrees

Announcements of places for study towards a licentiate degree are to be made extremely seldom, and when this is done it must be possible to justify it adequately. These announcements must be approved by a body that is central to the faculty, which is to contact the applicant in person. This contact is to ensure that the applicant is aware that the matter concerns a licentiate degree, and that he or she is not expecting to be awarded a doctor's degree.

A doctoral student may choose to be awarded a licentiate degree, but this must not be a requirement for continued study.

4.8 Quality development

Quality development of the programmes is to be carried out continuously, and changes must be well-supported by the persons involved. Students, both as a body and as individuals, must be included in the quality development. Since the students are the primary interested parties for the education, quality development cannot take place without them.

Everyone who participates in the education shall contribute to quality development and the improvement of the programmes, with the opinions of students as an unambiguous guideline. Course managers are to hold an open attitude to new suggestions and changes, and shall aspire to continuous improvement of course contents and teaching methods.



Students are to be given the opportunity during each course to evaluate the course contents, execution and participants in a constructive and well-grounded manner. At the end and start of each course, the students are to be given clear feedback of the evaluations that they and others have made, and information about changes that have been carried out as a consequence. This feedback is to be given both orally and in written form. The oral evaluation and feedback should be timetabled in association with other teaching.

The education is to encourage students to participate in both the evaluation and the feedback.

5. An academic world

The opportunity to be part of a stimulating academic world is to be seen as a fundamental aspect of the students' education and development. The university is to be characterised by scholarship and a vision of the future, and this is to permeate students' surroundings. The relationships between students, teachers and researchers is to be open, and based on an ample range of meeting places for all parties. Students must have ready access to teachers and researchers, who shall encourage a zeal for knowledge.

5.1 Undergraduate education and research

All undergraduate education is to occur under a research superstructure and is to be founded on scientific principles, where research results are incorporated into the education. Researchers shall participate in teaching, and the students are to be familiar with the research carried out in the faculty and in the area on which the education is based.

The contents of the programmes and courses are to be adapted according to new and well-established research results, in order to ensure that the students have excellent prospects for the future when they graduate.

The students are to be stimulated by the components of the courses to adopt a scientific approach, where the ability to formulate and solve scientific problems, to work in a scientific manner, and to make independent and critical assessments on scientific grounds are to be promoted.

5.2 Teachers at the Faculty of Medicine and Health Sciences

All who teach at the Faculty shall be engaged in the teaching and shall inspire and stimulate the students. Furthermore, they must have excellent knowledge of the subject and the ability to adapt the teaching to suit the starting points, needs and desires of the student group.

5.2.1 Teacher's expertise

All teachers at the Faculty of Medicine and Health Sciences must have high academic expertise. All teachers in clinical subjects shall be currently associated with clinical



operations, in addition to their teaching expertise. Teachers are to treat students with respect, and it is impermissible that a student feel offended or unfairly treated.

Teaching expertise and experience of professional life outside of the academic sphere are to strengthen an application for employment at the Faculty of Medicine and Health Sciences. All teachers must participate in continuous honing of their teaching skills, and opportunity for this must be given as part of the terms of employment. Professional development as a teacher is to include subject-specific teaching, supervisor skills, and knowledge of various forms of examination. The ability to provide positive criticism, support and guidance is the very foundation of good supervision. In order to be able to function as a good supervisor, the teachers will also take courses in communicative skills. All teachers must have good language skills in the language in which a course is given. The terms of employment must be such that they allow teachers to seek support for development in language skills.

5.2.2 Recruitment and terms of employment

The students are to have insight into the recruitment of teachers, and the opportunity of influence the matter, both during preparation and when the decision is taken. The academic appointments board is to consider the opinions of experts in the scientific field, and within teaching theory and other relevant fields. Teaching posts are to be filled following examination of scientific and teaching expertise and, where relevant, examination of work in clinical operations. Skills and interest in teaching are to be seen as fundamental when appointing teachers, and these are to be given the same weight as research accomplishments when assessing candidates for employment. It may be advantageous to organise test lectures and interviews in order to supplement the information given in the application documents.

It is necessary that teachers and students speak the same language, such that the teaching expertise at the university can achieve its full potential and that a natural dialogue be possible between the participants. For this reason, a requirement should be set when employing teachers that they can speak either Swedish or English, and preferably both, well.

All teachers appointed until further notice at the university must have a doctoral degree or extensive experience that, depending on the nature of the teaching to be conducted, supplies valuable knowledge to the programme or course. All teachers at the university are to be given the opportunity to carry out research, and researchers at the university are to participate in teaching. Recruitment shall take place both within Sweden and abroad, and the university is to aspire to broadness and diversity in the teaching staff.

5.2.3 Teaching assistants

In addition to ordinary teaching staff, it may be advantageous that doctoral students and older undergraduates participate in teaching as teaching assistants. Selection of components for this type of education is to take place with consideration and care.



In cases in which students have accepted the role of teaching assistant, they shall be regarded as teachers, and their rights should be monitored by other organisations than Consensus, such as employee organisations. The role of Consensus in this case is to work to ensure that the education given by the teaching assistants is of high quality.

In order to give the teaching assistants the conditions required to carry out high-quality teaching, relevant training in teaching methods and the field of study in which they teach is to be given. They are also to undergo a period of introduction before starting to teach, during which they can observe the teaching given by senior teaching assistants. Further, the opportunity to take continued training in teaching methods is to be a part of the terms of employment.

Teaching assistants are to be recruited through an open process, in which the selection is based on knowledge of the subject, previous experience, and personal suitability.

6. Decentralisation

Consensus and the Faculty of Medicine and Health Sciences are to work to establish close collaboration at the various institutions of higher education, and collaboration between the various student unions. The education is to be designed in an equivalent manner and to maintain a high quality at all study locations. In the same way, access to Student Health is to be the same at all study locations. Digital platforms, such as antagning.se, must have clear information that the teaching may take place at several locations. ICT solutions must be easy to use and readily available on campus and when studying at another location. Skilled ICT personnel must be available at all study locations (see the section above on ICT solutions for more details).

7. Linköping, Norrköping, Kalmar and Jönköping as student towns

The students at Linköping University are inhabitants of the municipalities of Linköping, Norrköping, Kalmar and Jönköping, now and in the future. For this reason, they are to be regarded as assets, and given priority as a group in society by the municipal decision makers. The municipalities of Linköping, Norrköping, Kalmar and Jönköping are to have a well-developed collaboration with Linköping University, and this is to be channelled through the student unions. Access to student discounts is to be the same in all towns.

7.1 Student accommodation

Ear-marked student accommodation is to be a supplement to the normal accommodation market and offer housing adapted to student requirements and financial situation. Reasonably priced accommodation in the vicinity of the campus, with natural meeting places, is to be offered. When designing student accommodation, consideration is to be taken of the heterogeneity of the student body: for example, the different needs of single young people and families with children must be considered.



In collaboration with the municipalities, Linköping University should offer guaranteed accommodation for all students, no matter where their studies are principally located. This guarantee of accommodation must not make it more expensive to rent accommodation.

Private and municipal actors active in the student accommodation market are to focus mainly on being beneficial to students.

7.2 Communication

7.2.1 Travel

There must be good methods for students to travel between the three campuses of Linköping University in an easy and efficient manner. Students are to have discounted prices on public transport within and between the university towns. The possibilities for students to travel to clinical training, when this is located within Östergötland, are to be good.

7.2.2 Campus bus

The existence of the campus bus is necessary for the ability of Linköping University to conduct education in two towns. The campus bus must be free of charge and it must have a generous timetable that takes the dates of the terms of all faculties into consideration. There is to be a reasonable time available to solve any problems that arise, such as problems with ticketing, in order to ensure that students arrive on time. Consensus is to work to make it possible to travel between the three campuses of the university located in Östergötland and the Vrinnevi Hospital. It must be possible for students to travel with the campus bus and arrive in time for compulsory components. This means that the earliest departures must reach their destination before 6.45 AM.

8. Collaboration and working life

The university is to develop deep and multifaceted collaboration with the surrounding society and is to ensure that the programmes and courses have a clear coupling with working life.

The collaboration mission of the university is to be one of the factors considered when allocating resources, and it is to be included as a factor in the quality-assessment system.

8.1 Linköping University and its collaboration with the surrounding society

Information about education and research at Linköping University is to be readily available to everyone. Transparency for society is a precondition for the operations to be able to be based on the needs and interests of the world around us. There must be a clear collaboration between the university, the business world and the public sector, in order to promote the exchange of knowledge between these three.



Linköping University is to maintain a continuous dialogue with upper secondary schools, both teachers and pupils, in order to make the transition to university studies easier.

8.2 Working life and undergraduate education at the Faculty of Medicine and Health Sciences

A coupling to working life is to be a natural part of all programmes and courses at the Faculty of Medicine and Health Sciences in order to prepare students for a society and professional life in continuous flux. The coupling to working life is also to contribute to making students more attractive on the labour market and to opening the door into professional life. It is important that students obtain a broad view of the labour market, and for this reason it is not to be presented as something that encompasses only the academic world and Region Östergötland. The Faculty of Medicine and Health Sciences is to inform about and market the contents of the education given and the expertise of graduates for potential employers.

The business world and the public sector shall have natural points of connection to the programmes given by the Faculty of Medicine and Health Sciences. A coupling with working life can be achieved through clinical training, and it may also be achieved through, for example, guest lectures, projects and thesis work undertaken in workplaces, study visits, and the execution of certain components of the education, such as laboratory work, at appropriate external actors. A coupling with working life may take place in several different relevant ways within each programme or course.

9 Internationalisation

Study at Swedish institutions of higher education is to be free of charge, independently of student background and country of origin.

Linköping University is to be a major player on the international field, and work actively with international collaboration in education and research. Linköping University is to strive to achieve International recruitment, both among employees and students. A necessary condition for this is that information in English is readily available.

Linköping University is to offer a diversity of international exchange opportunities for students, in order to promote understanding of international conditions and a mutual exchange of culture. Personal development of the students will be a further result of such exchange. Exchange activities are also to include teaching personnel, who are to be encouraged to participate.

9.1 Visiting students

Linköping University is to provide education of high quality for visiting students, in both theoretical and practical components. In order to make this possible, education and information about courses and placements must be given in English. It is also important that



supervisors and other teachers are well-prepared to receive visiting students. Visiting students shall have the same rights to supportive measures as other students.

Adaptation of the teaching must never take place at the expense of the quality of the education.

Linköping University is to offer visiting students an introduction that covers rights and obligations when studying at Linköping University, and a course in the Swedish language and culture. Linköping University should also help visiting students to find accommodation.

9.2 Exchange students

All students taking undergraduate, master's or doctoral education are to have the right and the opportunity to travel abroad on international exchange, and it must be possible to transfer the credits for study abroad for inclusion in their degree. Linköping University is to ensure a high quality of exchange destinations, and offer the students support and advice. Information adapted to the programme or course concerning the significance of international exchange is to be readily available, together with information about available places, selection criteria and application procedures.

Linköping University should offer financial support for international exchange visits and provide information about this. Such support may be in the form of, for example, free insurance or substantial scholarships. The university is to strive to achieve equal financial conditions for the programmes.

When writing a thesis abroad, students are to have the right to the same supervisor remuneration for a supervisor as at Linköping University.

9.3 Diploma supplement and translation of certificates

All students are to receive automatically and free of charge a diploma supplement when they apply for a degree certificate. All students are to receive degree certificates in Swedish and English. Linköping University shall inform students and the surrounding society what a diploma supplement is. The two-grade grading scale used at the Faculty of Medicine and Health Sciences is to be translated as "Pass" and "Fail" in the ECTS system.



Appendix 1: Glossary of terms in the Consensus Points of View document

Association approved by LUST – A student association that has been approved by LUST. In order to be approved, an association must be a democracy and follow other guidelines laid down by LiU and the student unions. Only associations approved by LUST may, for example, book premises on campus.

Component subject to examination – An exam or other activity that forms the basis for a grade, such as a written exam, clinical placement, seminar, etc.

Diploma supplement – An additional document that accompanies a degree certificate, written in English, that describes briefly and concisely the degree that the person has achieved in Sweden. Its purpose is to make it easier for students to move around and obtain recognition of their education in other countries.

Discrimination – Occurs when an individual is disadvantaged by not being given the same treatment as others are, have been, or would have been given in a comparable situation; and when this lack of treatment is connected with the statutorily defined grounds of discrimination; sex, ethnicity, religion or other belief, sexual orientation, transgender identity and expression, disability and age.

Double qualification – The situation in which a person has two or more degrees, often in different academic fields.

ECTS – A grading system for degree studies, intended to be a common measurement standard for the different gradings scales used in Europe. The ECTS system uses grades A to F.
Examiner – The person who ultimately determines the grade that a student has achieved during a component subject to examination.

Interprofessional component – Part of a programme, course, or other component that takes place together with students who are not reading, for example, the same course, term or programme, or studying at the same faculty.

Learning that activates students – Teaching in which the student is activated or stimulated. This may be by, for example, discussions with other students or the encouragement to give feedback by audience response buttons. Such teaching contrasts with being a passive listener at a lecture.

LUST – Linköping University Student Unions, a collaboration in which the three student unions at Linköping University (Consensus, LinTek and StuFF) are represented.

Paid employment – Work during which a person is employed and receives a salary, in contrast to, for example, non-profit work and work in the home.

Heterogeneous student body – “Heterogeneous” (or mixed, disparate, diverse) is sometimes used to describe a student body. In such cases this means that it consists of many different types of people with respect to, for example, age, gender, sexual orientation, religion, etc.



The members of a heterogeneous student body have many different requirements and wishes.

Profession-targeted education – A programme that leads to a professional qualification. This is the case for most of the programmes offered at the Faculty of Medicine and Health Sciences.

Reference literature – Technical publications that are primarily used to discover individual facts when studying, conducting research or carrying out other work.

Social security systems – The procedures and systems that society has established to help people with extra needs. The systems offer such support as child allowance, housing allowance, etc.

Student-centred teaching – Teaching that focuses on the students and how they assimilate knowledge, rather than having the didactic processes used by the teacher as its main focus.
Student finance – The financial support from CSN for which students can apply, including both loans and grants.

Teaching platform – An internet-based system for communication and interaction between teachers and students, by which it is possible, for example, to share documents, pose questions, etc. The currently used teaching platform is LISAM.

Work environment – The physical and mental environment in which students work on campus. It includes such factors as sound, light, temperature, access to seating, microwave ovens, quiet rooms, etc.

