

Göta studentkår's Document of Opinions

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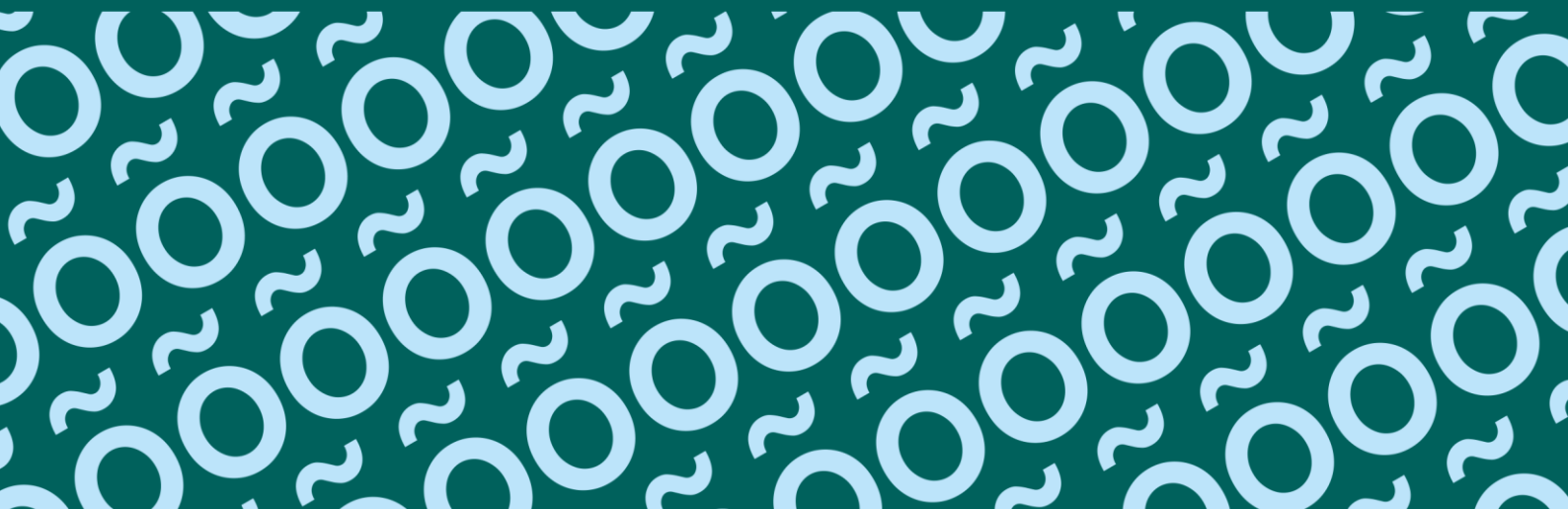




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Introduction

Göta studentkår is Sweden's second largest student union, representing students at both undergraduate and advanced levels in social sciences, natural sciences and engineering, educational sciences, and humanities at the University of Gothenburg. Its primary task is to improve students' academic experience and education through student influence.

We fulfill this mission by appointing student representatives at the departmental and faculty levels and by engaging in advocacy work. This is accomplished in part through our affiliations with collaborative organizations, namely, Göteborgs universitets studentkårer (GUS), Göteborgs förenade studentkårer (GFS), and Sveriges förenade studentkårer (SFS). The primary entities Göta studentkår aims to influence include not only the University of Gothenburg but also the City of Gothenburg, the Västra Götaland Region, and the Ministry of Education.

The opinion document serves as a guide for the union's student representatives and elected officials, forming the student political foundation from which we operate in our daily efforts to influence various stakeholders. Additionally, this document provides answers to what Göta studentkår believes on various student political matters for students, members, and other interested parties.

The content of Göta studentkår's opinion document is determined by the organization's highest decision-making body, the Representative assembly. The opinion document is directly subject to the statute and can only be amended through decisions made by the Representative assembly. The views articulated in this document should form the basis for the guiding principles of the organization's other governing documents

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Influence on the University of Gothenburg

The primary focus of Göta studentkår's advocacy work is the University of Gothenburg, which is the entity we actively engage with to influence. Our student representatives participate in all decision-making and preparatory bodies across the four faculties for which Göta studentkår holds student union status. Through Göteborgs universitets studentkårer (GUS), we also exert influence on the University of Gothenburg at the central level.

Student Influence

Student influence is one of the cornerstones of Göta studentkår. It is legally mandated that students have the right to influence education at universities and colleges, and that each institution should work to ensure that students actively participate in the development and improvement of education. The quality of education depends on a student's ability to be actively engaged in the learning process. To ensure active student influence, it is Göta studentkår's responsibility to represent our students and members at all possible levels within the university.

Therefore, Göta studentkår demands that:

- › All students and staff should be informed about students' rights and responsibilities.
- › Students have the right to be represented in all decision-making and preparatory bodies related to education and/or students' circumstances, including temporary working groups.
- › The University of Gothenburg should consider student influence as an essential part of quality work.
- › Student representatives should be treated on an equal basis with other members in the bodies where they are represented.
- › Student representative roles at all levels within the University of Gothenburg should be compensated either financially or with employment time.
- › The University of Gothenburg should support student influence through educational efforts for student representatives and by providing information and orientation to student representatives in the relevant bodies.

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- › The university should enable student representatives to make up for missed teaching moments due to their student representative roles.

Working Environment

Göta studentkår strives to ensure that every active student at the University of Gothenburg enjoys a good working environment, which in turn contributes to a conducive study environment. A favorable study environment encompasses factors such as the availability of study spaces, microwaves, and the overall accessibility of university facilities.

Study Spaces

The quality of the study environment offered on campus significantly impacts students' ability to pursue their education. In general, a student's working and study environment is equated with that of an employee under labor law. Given that most of a student's studies are conducted through various forms of self-study, it is of great importance that the university offers a variety of study spaces. Equally essential is the ergonomic suitability of these study spaces.

Göta studentkår has established a set of criteria to define a study workspace with a good working environment.

General Requirements:

- › The study space should offer good ergonomics.
- › Adequate lighting in the study area.
- › Effective ventilation, reasonable noise levels, and comfortable temperature.
- › Availability of the space for at least 8 hours on weekdays.
- › Close proximity to restroom facilities.
- › Access to wireless internet.

Reading Spaces

A reading space is an area where a student can read course literature, such as sofas and armchairs without an adjoining writing surface.

Definition:

- › A seating area without a writing surface designed for reading.
- › The reading space should provide good ergonomics.

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Study Workspaces

Here, an individual should be able to sit and study, with space for both course materials and note-taking, either by hand or with a computer. The concentration on studies should not be disrupted by the surrounding environment.

Definition:

- › A chair with back support.
- › Access to a table or a surface that is at least 50x70 cm.
- › Equipped with electrical outlets.
- › The space should not be pre-booked by anyone.
- › Low noise level in the area.

Group Workspaces

This area should allow students to work in groups without disturbing others nearby. There should be group workspaces for both smaller and larger groups.

Definition:

- › Comprising several study spaces in a designated area.
- › Can also consist of round tables of sufficient size to meet the requirements for an individual study space per person.
- › Can be reservable by students.
- › Ideally equipped with a whiteboard.

Therefore, Göta studentkår demands that:

- › The student perspective is an integral part of ongoing work environment efforts.
- › The University of Gothenburg applies the above criteria to define a good study space when considering all new construction projects.
- › There should be one (1) study space per every three (3) students in all faculties at the University of Gothenburg.
- › Existing study spaces that do not meet the criteria listed above should be revised to meet these standards as much as possible.

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Psychosocial Working Environment for Students

All students shall have the opportunity to undertake and complete their studies. For this to be possible, it is important that students' physical as well as mental working environment is of good quality.

Studies should be free from risks and health hazards, and it is the responsibility of the University of Gothenburg to ensure this. Students shall be provided with a safe and secure working environment, even in the absence of legislative support. Students shall have the same right to a good psychosocial working environment as employees at the University of Gothenburg.

Therefore, Göta studentkår demands that:

- › It should be made easier for a student to report psychosocial working environment problems in the IA-system.
- › The university should provide support, in the form of information and materials, for individual students who have difficulty studying at the university due to mental health issues.
- › The university should work preventively to reduce the number of cases where stress symptoms and similar issues arise due to studies in the university's various programs.
- › The University of Gothenburg shall annually conduct surveys to monitor students' mental health.
- › The University of Gothenburg shall prioritize funding for work related to students' mental health when allocating resources.
- › The university should involve students in their work related to the working environment.

Students' Right to Recovery

The ability of students to recover is a crucial aspect of their well-being and academic performance. To support student recovery, it is important to review how the University of Gothenburg schedules its courses. A well-balanced schedule allows students sufficient time for rest, reflection, and leisure, which not only strengthens their mental and physical health but also enhances their long-term ability to focus and perform. Conversely, a dense and unfavorable schedule without adequate breaks can hinder recovery and contribute to poorer well-being.

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Therefore, Göta Studentkår demands that:

- › The University of Gothenburg should generally avoid scheduling mandatory components or examinations during weekday evenings (after 18:00) for courses conducted during daytime hours.
- › In cases where the University of Gothenburg must schedule mandatory components or examinations during weekday evenings (after 18:00), compensatory adjustments should be made in the schedule for the same day and the following day to ensure students have time for recovery. This applies to courses conducted during daytime hours.
- › The University of Gothenburg should generally avoid scheduling mandatory components or examinations on weekends (Saturdays, Sundays, and public holidays).
- › In cases where the University of Gothenburg must schedule mandatory components or examinations on weekends (Saturdays, Sundays, and public holidays), compensatory adjustments should be made in the schedule for the following weekday to ensure students have time for recovery.
- › The autumn semester should either conclude no later than December 23 or include at least two (2) weeks without scheduled activities during the holiday break to allow students sufficient time for recovery.

Students' Rights During Sick Leave, Medical Absence, and Childcare Leave (VAB)

To ensure a fair and inclusive study environment, it is essential to consider the diverse life situations of students. Illness and the need to care for a sick child should not prevent students from completing their education or put their financial security at risk. No student should have to choose between their health and their studies. Attending mandatory sessions while ill poses a health risk to both the individual student and their peers. Students must therefore have the opportunity to complete examinations at a time when they can perform at their actual level of knowledge.

Göta Studentkår therefore demands that:

- › Students must always be given the opportunity to make up for mandatory course components missed due to illness.

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- › Students must always be given the opportunity to make up for mandatory course components missed due to childcare leave (VAB).
- › Students must retain their student financial aid during short-term sick leave.
- › Students must retain their student financial aid during part-time sick leave.
- › The University of Gothenburg must work to ensure that student parents have the same opportunities to complete their education as students without children.

Safety and Wellbeing on Campus

It is of great importance that the University of Gothenburg fosters a safe and social environment on campus. Such an environment not only ensures that students feel secure during their studies, but also helps them feel welcome and included. When students experience safety, both physical and social, it creates better conditions for learning and mental wellbeing. An open and inviting campus that offers space for community makes it easier for students to find their place and develop a meaningful student life.

Göta Studentkår therefore demands that:

- › There should be no video surveillance on the University of Gothenburg's campuses.
- › There should be more varied social and study spaces on campus.
- › Free menstrual products should be available in all campus restrooms, funded by the University of Gothenburg.

Quality and Student Influence in Education

All education at the University of Gothenburg must maintain a high standard through continuous and university-wide quality work. To achieve this, Göta studentkår believes that every student should have a good opportunity to influence the structure of their education. It is also crucial that students at the University of Gothenburg have the means to understand and impact the development of quality in the university, through information and communication.

Course Evaluations

Course evaluations are a necessary instrument for shaping and ensuring the quality of education. Students should be given the opportunity to express their experiences and views on a course through an evaluation organized by the university.

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The results of course evaluations should be compiled and made accessible. Students should be informed of the results and any actions taken as a result of the evaluations. Göta studentkår's elected representatives have noted that students perceive their input in course evaluations as insignificant, something that can be addressed through improved feedback. Therefore, the university should develop clear, common guidelines for the format and implementation of course evaluations. This is not only to establish a minimum standard but also to enable comparisons over time.

Therefore, Göta studentkår demands that:

- › The University of Gothenburg should create university-wide guidelines for course and program evaluations and actively encourage student participation in these evaluations.
- › Course and program evaluations should be conducted for all courses and programs, and the results should be taken into account in course development.
- › The results of completed evaluations and any actions taken should be clearly communicated back to the students who have been involved and affected. This should be done through publication on the University of Gothenburg's digital learning platform and verbally during teaching sessions.
- › All course syllabi should specify how evaluations are conducted and presented.
- › The compilation of evaluation results should not be performed by the course coordinator or the teaching faculty but by a person appointed by the institution. However, the course coordinator should have the right to add comments to the compilation.

Research Integration

As a university, the University of Gothenburg has responsibilities in both research and education. To strengthen both of these responsibilities, it is important that students are involved in research. Teaching should be based on the latest research in the subject area of the programs, and students should have knowledge of the type of research being conducted at their respective faculties.

Students' scientific attitudes should be nurtured through elements in their education. This should include developing the ability to formulate and solve scientific problems and the acquisition of a scientific approach that enables independent and critical assessments and analyses based on scientific principles.

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Research is also a potential future career for many students. Therefore, it is essential to present clear and early pathways into academia within all programs.

Therefore, Göta studentkår demands that:

- › Research integration should be a clear and integral part of education.
- › Current research in the field of education should be integrated into the educational programs.
- › Career paths within academia should be highlighted in all programs.

Examination

Examinations can take various forms other than traditional in-person exams, and different examination methods are more suitable for different course components. Additionally, all students are unique and may handle various examination formats differently. Therefore, examination methods should be diversified throughout the course of study.

Göta studentkår, therefore, demands that:

- › Examinations should reflect the course content and objectives outlined in the course syllabus.
- › Examinations should assess theories, concepts, and understanding rather than rote memorization.
- › All forms of examination should be anonymous.
- › Assessment of examinations should be consistent and justifiable by the examiner.
- › The knowledge requirements for each examination should be clearly outlined.
- › All compulsory components should be credit-bearing and justified based on the course syllabus.
- › Students should be given the opportunity to review their corrected examinations with the examiner.
- › Examinations should accommodate the varying needs and conditions of students.
- › Examination components should not have a negative impact on the overall course grade.

Grading

Every individual is unique, and thus there is a wide variation in students' levels of knowledge. To fairly assess and recognize the knowledge as a competitive asset for further

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studies and employment, a method of measuring knowledge is needed, with a multi-grade grading scale being one of several ways to achieve this.

Göta studentkår, therefore, demands that:

- › Grading criteria should have a clear connection to the course objectives.
- › A three-grade grading scale (F, P, A) should be applied to exams and quizzes, while a two-grade grading scale (F, P) should be used for essays and group work.
- › The process of recognizing grades from other courses and institutions should be clearly outlined.
- › The same grading scale should be applied to all courses within a program.

Pedagogy

Prioritizing pedagogy in teaching is of utmost importance for effective knowledge transfer. Therefore, the University of Gothenburg needs to actively promote and encourage education and training in pedagogy and take this into consideration when hiring teaching staff. The university should be at the forefront of new pedagogical methods and learning environments, including digital solutions and various interactive learning methods.

Göta studentkår, therefore, demands that:

- › Formal higher education pedagogical training and/or experience should be prioritized and meritorious when hiring teachers.
- › The University of Gothenburg should assess pedagogical competence practically when hiring teaching staff, such as through a test lecture before a panel consisting of students and experts in both the subject matter and pedagogy.
- › The University of Gothenburg should create incentives that make higher education pedagogy meritorious and desirable.
- › All teaching doctoral students should have completed qualifying higher education pedagogical training.
- › Special education-competent staff and resources should be available to support students with disabilities who have special pedagogical needs in all forms of education.
- › All educational components, including self-study, should have a clear demonstrable pedagogical connection.
- › All teaching staff should have access to ongoing professional development in pedagogy.

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Hybrid Teaching

Since the pandemic, digitalization has become more prominent in education, including digital teaching formats for campus-based programs. This includes, for example, digital lectures and seminars. The use of digital teaching in campus-based education should be avoided as much as possible because it negatively impacts the quality of education. The interactions that occur in a classroom are important for the student's learning process and are expected in campus-based education.

Therefore, Göta studentkår demands that:

- › Hybrid teaching may only be used as a complement or tool to facilitate teaching when campus-based teaching is not possible.
- › In cases where hybrid teaching is necessary, pre-recorded lectures should be used as a first option.
- › In cases where hybrid teaching occurs, students should be offered the opportunity to participate in digital lectures in a lecture hall on campus.
- › Digital solutions should not be prioritized over campus-based teaching and should only occur under controlled conditions with good advance notice for students.
- › In connection with pre-recorded lectures, there should be an opportunity to participate in a Q&A session where students can ask questions directly to the lecturer.
- › Pre-recorded lectures should be of good audio and video quality, have clear content, and show the lecturer in the video.
- › Exam sessions and seminars should be conducted on-site as much as possible.

Instances where it is appropriate to use hybrid teaching:

- › During nearby public holidays and/or celebrations.
- › Unforeseen extreme weather conditions.
- › During Q&A sessions, informational events, and lectures that are no longer than 1 hour.
- › As a substitute for otherwise canceled lectures, for example, if the lecturer feels well enough to give a lecture while ill.
- › When the university's teaching facilities do not have the capacity to accommodate all registered students for the course.

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Generative Artificial Intelligence

Generative artificial intelligence (generative AI) has undergone significant development that affects society as a whole, including higher education and students. Generative AI has a clear presence in all aspects of students' lives and should therefore be utilized as a tool and complement to studies with clear guidelines to simplify and enrich students' work and learning.

Therefore, Göta studentkår demands that:

- › The University of Gothenburg should view generative AI as a tool and complement to studies.
- › The University of Gothenburg should have clear guidelines for how generative AI may and may not be used during examinations and assessment moments.
- › The University of Gothenburg should encourage critical scrutiny of generative AI and have ongoing discussions about its impact and use.
- › Course coordinators should convey the guidelines and any consequences of incorrect use of generative AI clearly at each course introduction.
- › Course coordinators ensure that the guidelines and any consequences of incorrect use of generative AI are clearly stated and available on Canvas.
- › Course coordinators ensure that guidelines and any consequences of incorrect use of generative AI are clearly specified in examination instructions.

Supervision

When a student is about to complete a thesis or project, they should be assigned a supervisor. This supervisor should have relevant knowledge and training in guiding students through the entire work process. To provide the student with the right conditions to complete a thesis or project, they should be given the opportunity for personal supervision, at least one (1) hour per higher education credit. It is also crucial that the student has the opportunity to change supervisors if they strongly feel the need to do so. The student is in a dependent relationship with the supervisor, so the student's experience of support and guidance should weigh more heavily than anything else in this context.

Therefore, Göta studentkår demands that:

- › Students should have the opportunity to write their theses individually or in groups.
- › Students writing theses should have the right to receive at least one (1) hour of supervision per higher education credit.

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- › Students writing theses should have the right to change supervisors.
- › Students writing theses should, to the greatest extent possible, be assigned a supervisor with knowledge in the scientific area they wish to write their work in.
- › Students on the same course should have an equal opportunity for feedback, regardless of which supervisor they are assigned.
- › Theses should not need extensive changes after the supervisor has given their approval for examination.

Course Materials and Textbooks

Students should receive a high-quality education characterized by a variety of courses and study methods. Course materials should be accessible to all students, and textbooks should be within a reasonable cost frame.

Therefore, Göta studentkår demands that:

- › The University of Gothenburg should use educational materials that are free from stereotypical portrayals, and in cases where this is not possible, always problematize and discuss the image presented.
- › The quantity and cost of course materials should be proportionate to the number of higher education credits and the level of the course.
- › Course reading lists should clearly specify the page count for required literature and be available at least eight weeks before the course begins.
- › Course literature and course materials should be available digitally and as audiobooks and braille books for borrowing at the university library in volumes that correspond to the course's needs.
- › All course literature should be available at the university library in a volume adapted to the number of course participants, but at least equivalent to 10% of the number of students on the course.
- › The university should ensure that printed course literature is available for sale/lending at the library, and that links to digital course materials are updated and functional.
- › All courses should have a course guide that includes reading instructions for lectures and seminars.
- › There should be an opportunity for all educators to record their teaching and make the recorded material available through the learning platform.
- › The University of Gothenburg should work to ensure that course literature has a balanced gender distribution among its various authors, is not overly represented

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by the same individuals who teach the course, and that there is a strong connection between the literature and the examination.

VFU and Internships

VFU and internships are essential parts of education. VFU and internships prepare students for their future professional lives and guide them throughout their education. It provides an opportunity for students to make contacts in preparation for their future careers.

To gain a comprehensive view of the future professional life, it's essential that WIL reflects society as a whole. As a student, you should experience various forms of schools in different areas in and around Gothenburg.

Therefore, Göta studentkår demands that:

- › All expenses (such as travel costs and accommodation) incurred during work-integrated learning should be reimbursed by the University of Gothenburg.
- › All VFU supervisors should allocate time for guidance.
- › Students enrolled in programs that include work-integrated learning or internships should have placements that are relevant to their education.
- › The University of Gothenburg should have clear agreements with authorities related to VFU/internships regarding the distribution of responsibilities for the working environment of both students and supervisors.
- › Teacher students should be offered VFU in all subjects they study.
- › There should be easily accessible and good information about VFU/internships and guidance and support for students.
- › There should be opportunities for internships in all fields of education at the University of Gothenburg.

Workplace Relevance

A clear and natural connection to the workplace is crucial for all students to be well-prepared for their future careers. The University of Gothenburg is responsible for ensuring that all educational programs have a clear connection to the workplace and should work to establish a broad collaboration with the surrounding community to increase the relevance of the education. Students should gain a broad perspective on their employment opportunities through methods such as alumni contacts, professional guest lecturers, work-integrated projects and theses, field visits, and internships.

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Therefore, Göta studentkår demands that:

- › All students should be well-prepared for their future careers through continuous workplace relevance throughout their studies.
- › Course and program development should take workplace relevance and the future job market into account.
- › Various career paths should be highlighted and encouraged in all educational programs.
- › All educational programs should regularly conduct alumni surveys.
- › The University of Gothenburg should develop and actively use its alumni network, both for following up on and developing programs and for students to connect with professionals in the workplace.
- › The University of Gothenburg should have representatives from the workplace/alumni in suitable committees.

Internationalization

In today's globalized society, higher education must strive for a well-developed international exchange, both in education and research. By drawing inspiration from other systems and operations, we gain new perspectives that can contribute to the development of our own activities. Internationalization refers to an increased exchange and collaboration among universities and internal organizations.

Therefore, Göta studentkår demands that:

- › The conditions for international exchanges and collaborations at all levels of the university should be favorable.
- › Relevant information about international exchange and collaboration should be easily accessible in English and, if possible, other languages.
- › The University of Gothenburg should take responsibility for foreign students who choose to study at the university and ensure that international students feel welcome in Gothenburg both before, during, and after their studies.
- › There should be mandatory follow-up meetings with the responsible person at the department at the beginning of each semester for students who completed their studies abroad the previous term.
- › International students should have the same opportunities for student influence as domestic students.

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- › Internationalization and global perspectives should be integrated as a natural part of education.
- › The University of Gothenburg should work to constantly expand its international network, thereby increasing opportunities for exchanges for both students and staff.

Practical Elements

In many of the programs represented by Göta studentkår, a connection to practical aspects is fundamental. Everyone learns differently, and therefore, practical elements are a vital part of education. Students should be given the opportunity to apply theory in practice. A lab or field trip, on its own, does not add value unless it has a strong connection to the course's theory. Practical elements that have clear links to the course's theory provide an extra dimension to learning and have a significant impact on understanding the topic at hand.

Therefore, Göta studentkår demands that:

- › Practical elements should be incorporated into education to the greatest extent possible.
- › Practical elements should be relevant and linked to the course's content and syllabus.
- › Practical elements should have high safety requirements where students are guaranteed a safe working environment.
- › Students should be provided with the necessary prerequisites for the safe implementation of practical elements.
- › Lab assistants or their equivalents should be well-versed in the theory covered in the course, even if they are only involved during lab sessions.
- › Students' expenses for excursions and fieldwork should be kept as low as possible.

Equal Treatment and Diversity

Göta studentkår believes that efforts for equal treatment and diversity should permeate all activities at the University of Gothenburg. This should be taken into account in admission, recruitment, promotion, salaries, accessibility of premises, teaching, research, etc. This means that employees and students, as well as those seeking employment or studies at the university, should be treated and evaluated equally regardless of gender identity, gender expression, ethnicity and language, religion or other belief systems, disabilities, sexual orientation, socio-economic background, or age.

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Therefore, Göta studentkår demands that:

- › All students should have equal rights and conditions to complete their education.
- › Equal treatment and diversity should be considered in all objectives, strategies, and follow-ups of the activities at the University of Gothenburg.
- › The University of Gothenburg should actively work to increase diversity in student recruitment and recruitment and promotion of staff.
- › Employees at the university should have undergone basic training and be offered professional development on the responsibilities that employees have under the Discrimination Act.
- › The University of Gothenburg should actively work to prevent and combat harassment to create an inclusive learning environment.
- › The University of Gothenburg should work to increase knowledge about where students can turn in cases of discrimination and how such cases are handled.
- › Students who require assistance, interpretation, or similar support due to disabilities should be able to receive this even outside of lectures, for example, during group work.
- › Up-to-date information about accessibility should be available on the University of Gothenburg's website.

Accessibility on Campus

Göta studentkår recognizes the need for work on accessibility of facilities at the University of Gothenburg. There are many facilities at the university where both educational activities and student social activities take place that are not accessible. It is of utmost importance for students' working environment and well-being that the campus is adapted so that all students, regardless of their circumstances, have equal opportunities to participate in studies and student life. No student shall be disadvantaged or excluded due to a lack of accessibility on campus.

Therefore, Göta studentkår demands that:

- › All facilities at the University of Gothenburg shall be accessible.
- › Automatic door openers shall be installed on all doors accessible to students.
- › Induction loops shall be available in all lecture halls.
- › Information about the accessibility of facilities shall be available on campus and on the student portal.
- › Signage on campus regarding facility accessibility shall be clear.

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Environment and Sustainability

It is of utmost importance that the University of Gothenburg takes an active role in environmental issues to contribute to a more sustainable climate. As a leading institution in education and research, the university has a unique opportunity to influence both students and society at large. By integrating sustainability into its operations, the University of Gothenburg can serve as a role model for others and drive progress toward a more environmentally friendly and sustainable future. By taking responsibility for its own environmental impact while educating the next generation of decision-makers, the university can play a key role in developing long-term solutions for our planet.

Göta Studentkår therefore demands that:

- › The University of Gothenburg should work to ensure that its staff generally avoid domestic air travel for work-related trips. Exceptions may be accepted for long journeys or when no other travel options are available.
- › The University of Gothenburg should work to ensure that campus restaurants offer a greater variety of vegetarian and vegan food options.
- › The University of Gothenburg should work to ensure that at least 50% of the offerings in campus restaurants consist of vegetarian and vegan options.
- › The University of Gothenburg should only offer vegetarian or vegan food at its conferences and meetings.
- › The University of Gothenburg should work to make campus recycling stations more visible.
- › The University of Gothenburg should work to make campus recycling stations more accessible for people with disabilities.
- › The University of Gothenburg should work to ensure that more bottle deposit stations are available on all campuses.

Impact at the Local, Regional, and National Levels

Living and studying in Gothenburg

It is in the interest of Gothenburg to provide favorable conditions for students to pursue their education in the city, both for national and international students. Students are

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essential for Gothenburg's future competence development and competitiveness. Therefore, the city should always consider the student perspective in decisions that can affect students. This can be achieved in the student unions' and the city's joint meeting place, the student forum.

To get around Gothenburg, there must be opportunities for students to have good mobility. Student discounts in public transportation and excellent cycling opportunities are two fundamental principles for this. Students should also have the ability to move within the region, so the student discount should be expanded to cover all Västtrafik tickets.

As students have a lower paying capacity than the rest of the population, the city must ensure students' access to culture, including student discounts for the city's cultural institutions.

Therefore, Göta studentkår demands that:

- › Public transportation should offer a generous student discount on all tickets within the region, and the student discount should be increased.
- › Single tickets at a reduced student price should be available.
- › There should be good commuting options to all university campuses, with departures prioritized during rush hours.
- › Gothenburg should continue to develop a well-established, clear, and safe cycling network in the city, primarily to and from the university campuses.
- › There should be a good supply of bicycle parking facilities around the city, with a focus on the various university campuses.
- › The city should take responsibility for international students who choose to study in Gothenburg and work to ensure that international students feel welcome in Gothenburg.
- › The city of Gothenburg should use the student forum as a referral body for issues related to students.
- › The city should take more responsibility for retaining competence in the city by providing opportunities for internships, part-time jobs, summer jobs, and permanent employment after studies.
- › The number of public study places should increase.
- › More study-friendly spaces for students outside the campuses should be prioritized.

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Housing

In Gothenburg and many other university cities in Sweden, there is a shortage of housing. For students who choose to study in Gothenburg, this shortage is a barrier to starting their studies, and some students choose to decline offers of admission or drop out of their education due to the housing shortage.

The housing situation should never hinder students from pursuing their dream education. To secure the supply of competence to the Gothenburg region and make Gothenburg an attractive city to live and study in, housing is a fundamental requirement.

Housing is an important social right for everyone, including students. Many students live in insecure housing arrangements and pay a significant portion of their study grants in rent. This generates stress and worry about how to manage their studies. Students must also be offered different housing options beyond single rooms and studios. Students are a heterogeneous group with various needs and circumstances. It's essential not to overlook students when planning new areas and housing.

To address the housing crisis, more student housing needs to be built in Gothenburg. These should come in varying sizes and forms with reasonable rents. It's crucial that the standards for student housing are not lowered due to the housing shortage and that the apartments will last for several generations of students to come. Quality should never be sacrificed to increase the quantity of housing.

Additionally, more small rental apartments are needed to allow students to continue living in the city after completing their studies.

Therefore, Göta studentkår demands that:

- › All students are guaranteed safe accommodation for the entire duration of their studies.
- › International students who choose Gothenburg as their student city are guaranteed student housing at the beginning of their studies.
- › More student housing is built, and students are included in city planning.
- › The construction of more student housing is high on the priority list.
- › Temporary building permits are not an acceptable long-term solution to address the shortage of student housing.

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- › Temporary exceptions from the study requirement for student housing should be granted for specific reasons.
- › New student apartments should be built within a 30-minute walking distance from the various campuses of Gothenburg University. The longest commuting distance using public transportation should be 30 minutes and should be within ticket zone A.
- › A wide variety of student housing options should be built, including shared apartments, corridor housing, and individual apartments. See design requirements below.
- › When constructing new student housing, 50–75% should be accessibility-adapted.
- › Student housing should have a rent that is lower than one-third of the student grant per tenant.
- › Student housing should have direct access to sunlight.
- › Student housing should have the same protection against noise levels as other types of housing.
- › That there should be a secondary housing portal for students to create a smoother and safer subletting market for both renting out and finding accommodation.

Göta studentkår's demands on what should be included in the rent and provided in new construction:

High Priority:

- › Hot and cold water
- › Electricity
- › Internet connection
- › Private kitchen
- › Private bathroom

Medium Priority:

- › Security door
- › Storage space
- › Fully equipped kitchen

Low Priority:

- › Fully tiled bathroom

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- › Cable TV
- › Shared social areas
- › Furniture

Students' Finances

Education should be accessible to all. The time spent studying is a period filled with challenges and change, something that requires certain financial prerequisites. Whether it's possible to undertake this period of study, succeed in it, and simultaneously make the most of one's education as well as the social context should not depend on whether the student can work alongside or the size of a parent's wallet. It should be possible to study regardless of the financial circumstances a student has before their period of study begins.

Student Aid

Student aid forms the foundation of students' finances. There needs to be financial support that is sufficient for students to maintain a reasonable standard of living throughout their entire period of study.

Therefore, Göta studentkår demands that:

- › Student aid is adjusted to the price base amount every year.
- › Student aid should be substantial enough so that students don't need to work alongside full-time studies.
- › The distribution of student aid between grants and loans should be at least in a ratio of 30/70.
- › Students studying full-time without student aid should not be required to pay off their student loans.
- › Incomes in the months of June, July, and August should not be counted towards the income threshold, except when student aid is taken during the summer months.
- › Changing educational programs should be considered a compelling reason when applying for an extended disbursement period of student aid.
- › Repayment of student loans should be income-related and capped at a reasonable portion of income.
- › Students who wouldn't be approved as borrowers through a regular credit check are guaranteed student aid.

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- › Repayment of student loans should not be required during registered study breaks, and the requirement for loan repayment should not start earlier than 12 months after completing studies.
- › The entire student debt is written off at retirement, in the case of death, or for exceptional reasons.

Housing Allowance

Housing rent is the single largest expense for most students, and many student accommodations have relatively high rents in proportion to student aid. Therefore, the design of the housing allowance should be revised so that more students are eligible to apply for it and feel comfortable applying without the fear of repayment demands.

To streamline administration and avoid duplication of work, responsibility for student housing allowances should be transferred to the Swedish National Board of Student Aid (CSN) instead of the Swedish Social Insurance Agency (Försäkringskassan). To prevent the risk of repayment, eligibility for housing allowance should be assessed on a monthly basis, as students' income tends to fluctuate.

Therefore, Göta studentkår demands that:

- › All students, regardless of age and income, should be entitled to apply for housing allowances.
- › CSN takes over the responsibility for students' housing allowances.
- › Eligibility for housing allowances is assessed on a monthly basis for students.

Student Healthcare

Just like everyone else, students can also get sick, and in some cases, illness is related to their studies. Therefore, it's important to provide access to student healthcare to create good conditions for students to stay healthy and well during their entire period of study. Even illnesses that are not directly related to studies often have a negative impact on a student's academic progress, which means that student healthcare should function as a support to regular healthcare, physiotherapy, and psychiatry.

Therefore, Göta studentkår demands that:

- › Student healthcare should focus on preventive and curative activities.

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- › Student healthcare should be available to all students at the University of Gothenburg.
- › Student health services should have an active outreach program.
- › Dental care should be free for students.
- › Student health services should have active collaboration with regular healthcare.
- › Students should have access to more than today's three (3) hours of student healthcare.
- › Students should be able to seek student healthcare for reasons that are not initially deemed study-related.

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