



THS VIEWS 2016

The KTH Student Union, Tekniska Högskolans Studentkår (THS), is a party politically and religiously independent student union that promotes the interests of the students at KTH Royal Institute of Technology (KTH). The organisation is democratically organised and all students have an opportunity to influence the activities and views of THS.

The document 'THS Views' is a collection of clear positions that is meant to be used as a reference for the work of the Student Union.

Contents

THS VIEWS 2016	1
Contents	1
Foundation	2
<i>Equality and diversity</i>	2
Educational issues	2
<i>Issues of employment and teachers</i>	3
<i>Issues of examinations, grades, and admissions</i>	3
<i>The content and design of the educational programmes</i>	4
<i>International issues</i>	5
<i>Doctoral student issues</i>	6
Future	7
Leisure time student welfare	7
General student welfare.....	7
<i>Economic and housing issues</i>	8
Study environment.....	9
Environment and sustainable development	9



Foundation

THS believes that:

- The concept student does not imply the common student but each individual student;
- Doctoral students are included in the expression student;
- Diversity should be encouraged;
- Flexibility for students is always positive;
- The focus of KTH should be on motivating students instead of promoting throughput;
- Events, activities and meeting places should exist for each student;
- The focus of THS advocacy is on a central and local level at KTH;
- National and regional advocacy should not compete with the local advocacy.

Equality and diversity

THS believes that:

- an egalitarian perspective should permeate all processes and organisations;
- all aspects of equality are equally important;
- teachers at KTH should have a basic awareness of issues of equality and knowledge of how to integrate these perspectives into the educational programmes;
- it should be possible for repeated cases of discrimination and harassment to result in a notice of dismissal from employment at KTH;
- students should be protected by legislation against discrimination in a manner analogous to that which applies to working life;
- neither teachers nor teaching materials should without reasonable grounds determine the suitability of a group for studies in a subject or a programme;
- all bodies within KTH should have a clear distribution of responsibilities and a management order for harassment and discrimination cases. It should be public and accessible;
- Students should have the same conditions to report a case of discrimination at KTH as employees;
- it should be clear whom to contact in cases of discrimination at KTH;
- all harassment and discrimination cases that are investigated should be documented and registered, and statistics concerning these should be presented on a yearly basis;
- an investigation of a harassment or discrimination case should never take longer than one month;
- when a student with a disability requires support in order to assimilate an education at KTH, KTH should provide this support.
- Neither teaching, teaching material or any part of campus should be disabling.

Educational issues

THS believes that:



- All education at KTH should be internationally recognized as having high quality and examined by impartial instances;
- KTH's allocation of faculty funds should reflect the resource needs in the doctoral education;
- A student with any form of disability should not have to work extra in order to assimilate credits for their education;
- If a student with any form of disability should need support to assimilate credits for their education at KTH then KTH should provide this support in an effective manner.

Issues of employment and teachers

THS believes that:

- Pedagogical competence and research competence should be weighed equally when appointing teachers;
- Pedagogical competence should be strongly merit employees at KTH;
- pedagogical skill should be the basis for remuneration of teachers at KTH;
- there may only be teaching in languages in which the teachers have documented skills;
- when a post is being filled it should be required that the teacher in question be proficient in English, or be proficient in Swedish and possess a satisfactory knowledge of English;
- courses should be designed and taught by scientifically and pedagogically competent individuals;
- when appointing teaching employees a pedagogical specialist should be engaged;
- when a post is being filled an assessment should be made regarding whether or not the appointment is positive for the educational environment and the diversity of people and competences;
- KTH should try to achieve a balance of academic, pedagogical, and applied competences among its staff;
- when hiring or promoting a person to a tenured teaching position at KTH it should be required that the person in question possess pedagogical qualifications corresponding to 15 higher education credits in the methodology of higher education;
- the teaching staff at KTH should have at least 10% of their working hours earmarked for continuing professional development, where pedagogical competence should be paramount;

Issues of examinations, grades, and admissions

THS believes that:

- the grading scale used at KTH should be criterion-referenced;
- examination should be continuous in all courses;
- at least two elements of examination in a course should give university credits;
- a multipoint grading scale should only be used when appropriate;
- other forms of examination than written tests should be encouraged. In particular a high validity of the examination should be encouraged;
- there should be well-defined rules for all forms of examination so that other forms of examination than written tests can be used more often;



- it should be clearly stated in the course plan what form of examination will be used and what it means;
- teaching and examinations must be adapted for students who are not studying full-time, or have other conditions;
- a student who has not passed an examination should have an opportunity to retake the test;
- it should be possible to raise a previously attained passing grade;
- a passing grade should correspond to having fully assimilated the content of a course; a higher grade should measure performance above and beyond the course objectives;
- a multipoint grading scale should not be used for degree projects;
- anonymised examinations should be used at KTH in cases where it does not negatively affect the choice of pedagogical methods.
- the results of an examination should be posted no later than ten work days after the date of the examination;
- elements of an examination should not be scheduled at a shorter interval than three days. If the elements of an examination require preparation it should not be scheduled at shorter intervals than four days;
- the entrance level at KTH should be governed by the entry requirements in so far as the studies must not require implicit knowledge or experience;
- it should be possible for grades in qualifying subjects that are considered of particular importance for the educational programme being applied for to be given greater weight in the admission of a student to KTH;
- an element of feedback and reflection should be included at the end of a course where the grounds for grading are clearly presented.

The content and design of the educational programmes

THS believes that:

- KTH pedagogical and language usage should be inclusive;
- KTH should endeavour to inform students and doctoral students about their basic rights;
- education at KTH should primarily be provided in the form of educational programmes;
- the dimensioning of the educational programmes at KTH must not be such that it impairs KTH's good reputation for quality,
- commissioned education may only be offered when it does not negatively affect regular education or circumscribe the integrity and independent position of the university;
- the implementation and content of teaching should rest on a secure scientific or artistic foundation, or established practice from a professional perspective;
- work experience at a relevant company should be a part of undergraduate education at KTH;
- no less than fifteen percent of an educational programme should consist of fully elective elements,



- a student should be able to create his or her own individual emphasis on skills by, for instance, choosing to study courses from other programmes or non-technical courses;
- KTH should offer independent non-technical courses within, for example, languages, philosophy, and the history of technology;
- the student should be offered an opportunity to participate in research being carried out at KTH;
- the communication of working methods should be integrated into an educational programme rather than being provided in an independent course;
- the communication of technologically complementary knowledge that exists as examination goals should be integrated in the education instead of being presented in a separate course;
- new knowledge and skills should be presented in a context, from the perspective of a programme as well as from the perspectives of trade and industry, research, and society;
- practical laboratory work should be included in an educational programme;
- for each course there should be a clear course plan, learning objectives, a responsible teacher, and grading criteria before the course begins;
- timetabling should be completed at least one term in advance;
- students should not have more than six hours of teaching per day;
- no more than 8 hours of studies should be demanded per workday for a full time student;
- there should be pauses of at least 15 min per hour in all teaching that exceeds 1 hour;
- no regular lessons may begin before 8:00 a.m. or end after 6:00 p.m.;
- all of KTH's compendia and other study materials should be made accessible? digitally and in the Student Union bookshop;
- the responsibility for the evaluation of courses and feedback to the students shall rest with the course coordinator. The course evaluation should be drawn up in consultation with students, teachers, and programme coordinators;
- the scope of the course measured in university credits should reflect the amount of work needed to obtain a pass in the course.
- all mandatory elements of a course or a program should provide credits.
- parts of the course where computers are a requirement should be located in computer labs.

International issues

THS believes that:

- the International Office should be represented on all campuses;
- there should be persons responsible for the international Master's students at KTH to whom these students can turn for general assistance;
- all international coordinators should follow under a centrally governed regulation;
- an international coordinators work load of students or program should not be so high that it exceeds its subject or educational knowledge;



- after studying at KTH a student should be able to continue studying internationally and be attractive in the international labour market;
- KTH should actively promote an international exchange of students;
- there should be opportunities for the international exchange of students at both the Bachelor's and Master's levels;
- KTH should actively promote making attractive exchanges available for its students;
- students at KTH should be both encouraged to study abroad and provided with the assistance to do so;
- when studying abroad under the auspices of KTH a student should be given a guarantee that the courses he or she plans to study will be approved by KTH;
- all students should be given an opportunity to study language courses, irrespective of their year of study;
- instruction in the Swedish language should be offered to all students who come to KTH from a country other than Sweden;
- all teaching and other activities that concern students on advanced and postgraduate levels should be made available to speakers of English.

Doctoral student issues

THS believes that:

- all doctoral students should be employed;
- if doctoral students are appointed as scholarship doctoral students then they should have the same financial and social conditions as an employed doctoral student;
- the initial salary of a doctoral student should not fall significantly below the average salary of someone with a Master of Science in Engineering who graduated in the same year;
- a doctoral student who is on parental leave should be entitled to compensation corresponding to 90% of the doctoral student's salary, without this expense being charged to an individual research project or division;
- admission to doctoral studies should always be accomplished through the use of centrally announced doctoral studentships;
- postgraduate education at KTH should give every doctoral student the skills necessary to become a successful researcher;
- every doctoral student should have at least two active supervisors;
- the total time for supervising a doctoral student should correspond to no less than 10% of a full-time position. Supervision should include an opportunity for the doctoral student to meet regularly with the supervisor;
- postgraduate education should have a duration of four years, and departmental work should amount to no more than 20% of the doctoral studentship, which will in that case be no more than five years in length;
- all principal supervisors should have completed the relevant training for supervisors;



- the supervision of doctoral students should be subjected to independent review, at both a general and an individual level;
- a multipoint grading scale should not be used in postgraduate education;
- the advertisement of doctoral positions should be motivated and planned for a future employment;
- a doctoral student should be offered a mentor that is impartial to the student;
- the support that the doctoral student is offered should be equal no matter of what institution they belong to;
- the study plan should be written and audited on an individual level together with the supervisor;
- the courses offered to doctoral students should be pedagogical and relevant to the education;
- personal reasons should be able to be a reason for change of supervisor;
- the education should be goal-related;
- the working hours for a doctoral student should not exceed 40 hours per week and the study time for the doctoral student should be planned in the post together with the student.

Future

THS believes that:

- it is important that the student is informed and gets in contact with future employers already during the study period;
- internships at relevant work places should be included in the undergraduate studies.

Leisure time student welfare

THS believes that:

- support sessions with a counsellor should be available in order to safeguard the mental health of the students at KTH;
- the Student Health Service should be easily accessible to all students at KTH, both Swedish and English speakers;
- the Student Health Service should have the time and resources to work with preventive care;
- the Student Health Service should have a branch on every campus outside of the main campus in Stockholm;
- KTH should take an active interest in alcohol and drugs issues;
- each chapter should have access to its own chapter hall adapted for the activities of the chapter and for which it is possible to obtain a licence to serve alcoholic beverages;
- the turnaround time for a case in the Disciplinary Board should be no more than three months;

General student welfare

THS believes that:

- a study and career guidance service should be available for each individual programme, even for those that are exclusively Master's programmes;
- a student counsellors work load of students or programs should not be so high that it exceeds their subject or educational knowledge;
- all student counsellors should be followed by a centrally governed regulations.



Economic and housing issues

THS believes that:

- the level of student aid should be raised in proportion to the increase in costs in the rest of society;
- student aid should be dimensioned so that students can have at least five completely free weeks per year;
- the level of student aid should be sufficiently high to ensure that students do not have to live under subsistence level. A student should not have to work extra in order to reach subsistence level;
- a student who is on parental leave should have a right to a level of compensation that is no less than that of student aid;
- the income ceiling should be dimensioned so that a student can work full-time with a normal salary during the time of year when he or she is not studying, without having the level of his or her student aid reduced;
- the income ceiling should only be calculated on the basis of the part of the student aid that is a grant;
- it is natural for a student to change educational programmes at some point. For this reason, the rules of exemption of the Swedish National Board of Student Aid (CSN) should be formulated in such a way that they allow a student to complete the new educational programme with full student aid;
- the size of repayments to CSN should be based on both income and the size of the loan;
- a student's expenses for hidden costs in his or her education can amount to no more than 80 SEK per higher education credit. Examples of such costs are course literature, study materials, and mandatory study trips;
- the number of student housing units per student should be increased in Stockholm;
- the rents in the housing stock of the Stockholm Foundation for Student Housing (SSSB) should be designed so that an increase of the stock is made economically possible;
- all students should have access to a place to live that is situated within 45 minutes total travel time from their institution of higher education;
- the selection of available student housing should be diverse in order to meet the different housing needs of all students;
- the student aid should consist of 50% grant and 50% loan.
- Students should not have to bear excessive costs for technical equipment (eg, computers, instruments, other lab equipment) that is required to successfully complete their studies, these should be provided by KTH.
- The government's funding of KTH's undergraduate education will go to KTH's undergraduate education, undergraduate education and basic education overhead costs. And that the government's funding of KTH's research and research education will go to KTH's research, research education, research education quality and research and research education overhead costs.



Study environment

THS believes that:

- there should be a diverse selection of study spaces: places where conversation is allowed and silent places for working individually, in groups, or with a computer;
- the number of study spaces should be adapted so that all students can choose to study on the KTH premises;
- it should be possible for students to hang up their outer garments in all classrooms;
- students should have access to the KTH premises around the clock;
- when a student has classes on more than one campus in a single day, his or her timetable should be adjusted to allow for travel time;
- there should be at least one computer per 15 students;
- there should be sufficient space in the computer rooms for working both individually and in groups;
- there should be study spaces in close proximity to computer rooms;
- all the software necessary for studies should be made available so that students can work from home;
- the number of software licences for computer-based learning should be adjusted to match the number of students that are expected to use a program simultaneously;
- all students should be able to make use of the infrastructure and resources of KTH for their own technological initiatives as long as this does not interfere with ordinary operations;
- it should be clear who is responsible for security and service in all the rooms used for teaching;
- all students should have access to rooms for resting at each campus;
- all students at KTH should have access to a common combined student and course website containing all electronic course information; registration for courses, studies, laboratory work, and examinations; webmail; reporting of results; individual timetables; booking of educational resources; home directory; and a feature for submitting assignments.

Environment and sustainable development

THS believes that:

- KTH's campuses should be designed with human health and environmental impacts in focus.
- All education programmes should include consideration of economically, socially and ecologically sustainable development.
- KTH is to promote a sustainable society and sustainable resource use.
- KTH should work with students, teachers and the community in its sustainability efforts.
- KTH's foundations and donation capital should be placed so that it contributes to sustainable development.



- KTH should set sustainability requirements in all procurement contracts, suborders and purchasing.