



Medicinska Föreningen

Medicinska Föreningen's Opinion Collection

This document is a translation of the original document in Swedish "Medicinska Föreningens Åsiktssamling". The Swedish version has been approved by the Union Council (Fullmäktige), which is not the case for this translation. If the information in English is different from the Swedish version, it is the Swedish version that applies.

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Table of contents

Medicinska Föreningen's values	3
Medicinska Föreningen's operational goals	3
Basic principles for student influence	3
Student influence.....	4
Student support	4
Student life	5
Education at Karolinska Institutet.....	5
Quality of education	5
Degree programmes	6
Teachers	7
Internationalisation.....	8
Digitalisation.....	9
Responsibility for historical heritage	9
Courses – Planning, information, and participation	10
Courses – Teaching material	11
Course evaluation	12
Examination.....	12
Grades	13
Merits for exchange studies	14
Recruitment, entry, and retention	14
Communication	15
Doctoral students	15
Education	15
Recruitment and admission	15
Salary.....	16
Representation.....	16
Equal treatment, diversity, gender equality and gender	17
Environment and sustainability	18
Student politics	18
Economy.....	18
Accommodation.....	19
Health and well-being	19
Study situation	20
Student and doctoral student ombudspersons	20
Study guidance.....	20
Student Health Centre.....	20
Language tools	21

Medicinska Föreningen's values

The values describe Medicinska Föreningen's principles and values, as well as what is important to Medicinska Föreningen as an organisation and to its members. Medicinska Föreningen's values apply to the entire organisation and are available to read in the document *Medicinska Föreningens Värdegrund*.

Medicinska Föreningen's operational goals

The work within Medicinska Föreningen as an organisation is based upon three main themes: student influence, student help and student life.

Basic principles for student influence

Education at Karolinska Institutet must keep high quality. A precondition for this is that the opinions of the students highly influence the day-to-day activities. It is crucial that the Higher Education Act, the Higher Education Ordinance and the local regulations regarding student influence are being followed.

Student influence should be a natural part of the organisation that is received in a good manner, is appreciated by the university, and permeate the day-to-day-operation as well as larger changes. It is important that the student representatives feel comfortable in their role, and to achieve this the students should get an education that makes their work easier and they should also feel appreciated within the organisation.

Medicinska Föreningen believes that:

- Karolinska Institutet must actively encourage students to get engaged. There must be an incentive for students to come forward as student representatives,
- Karolinska Institutet must give students reasonable compensation for their work as student representatives, since some posts demands more work than others,
- Karolinska Institutet must enable formal as well as informal student influence on all levels at the university. This applies to contexts that have decision-making as well as preparatory purposes according to 2 chapter 7 § Higher Education Act (1992:1434),
- Karolinska Institutet must elucidate and map out the parts where student representatives can participate, as well as help Medicinska Föreningen to spread information on how to candidate for these positions.

Student influence

One of the foundations in the work of Medicinska Föreningen is monitoring and developing the education and the precondition for studies at Karolinska Institutet according to the Higher Education Act 4 chapter, 8-14 §§. The efforts and work concerning this, i.e., student influence, must go on continuously to ensure a continued stable study situation.

The student influence includes:

- demanding a high-quality education with well-thought-out programme and course syllabuses,
- demanding teachers that are highly competent within the scientific as well as the pedagogical area,
- demanding well executed examinations,
- working systematically for equal treatment of students and doctoral students regardless of sex, gender identity, ethnicity, religion or other belief, sexual orientation, disability, social background, economic conditions and age,
- expanding the opportunities to affect one's own education,
- improving communication with and the response from the teachers concerning the studies,
- improving the possibility to, within one's own degree programme, spend some time abroad,
- making sure that help in the form of student health care, study guidance and language support are effective contributions of input early in the education to support the students,
- making sure that the above-mentioned tools are made visible as an opportunity, through all available platforms connected to the student union and the university,
- ensure the opportunity of the students to get an education that is as interprofessional as possible.

Student help

Medicinska Föreningen will work to ensure that Karolinska Institutet provides the help that students need during the length of their studies. In addition, supplementary help that Karolinska Institutet cannot offer should be provided by Medicinska Föreningen wherever possible.

Therefore, Medicinska Föreningen will work to ensure:

- there being a students' ombudsperson for students that encounter problems during their education,
- there being a doctoral students' ombudsperson for doctoral students that encounter problems during their doctoral education,
- that students are offered the opportunity to apply for scholarships,
- that operations that benefit the students' situation, e.g., restaurants with student-friendly prices, are being supported,
- there being a stimulating environment where the members can do their studying,
- that stimulating conferences that are both educational and enriching are provided.

There must be support for this work from Karolinska Institutet.

Student life

It is an important task to provide activities that improve the student life for the members of Medicinska Föreningen.

Therefore, Medicinska Föreningen will:

- arrange reception of all new students to welcome them to Karolinska Institutet and Medicinska Föreningen,
- arrange events to which all students are welcome and the members of Medicinska Föreningen are premiered, e.g., through discounts or priority to events,
- arrange activities which are educational and enriching, for example culture evenings with a film show or the like,
- arrange a yearly career fair that is directed to all members,
- provide premises that invite to social interactions,
- work to ensure that the organised activities enable communication and better relationships between students from different study programmes,
- Work to ensure that the students' private financial situation does not prevent them from being able to participate in arranged activities.

Education at Karolinska Institutet

Quality of education

At present, Karolinska Institutet offers a wide arrange of education programmes. Medicinska Föreningen considers this to be positive from both a scientific as well as diversity-focused point of view. However, this presupposes that Karolinska Institutet's education maintains high quality.

Medicinska Föreningen believes that:

- Karolinska Institutet's education must continuously undergo quality monitoring where student representatives must be present. The quality must meet the students' and society's expectations,
- Karolinska Institutet must have a system for crediting similar courses at Karolinska Institutet at change of programme,
- The dimensioning of the education must not affect its quality.

Degree programmes

In the present situation Karolinska Institutet offers many different degree programmes with different lengths, academic levels, and diplomas. Regardless of the education programme the student must be able to see a common thread throughout their education and in a beneficial manner be able to credit their knowledge in their future profession or future research.

Medicinska Föreningen believes that:

- all education must be based on the student taking responsibility for their learning,
- the student must, early on in their education, be presented with an overall picture of what the education is about and what the goal is; it needs to be clear in what manner all the components contribute to the totality of the education,
- all new knowledge the student acquires in their education is put into a context. By gaining knowledge of how the education is seen from a societal, research and business perspective increases the understanding of the purpose of the components,
- the education must be permeated by a scientific approach. Furthermore, the student needs to be informed about existing values and discuss ethics and morals in a medical context,
- practical and laboratory elements must be available in cases where this benefits the student's learning,
- Karolinska Institutet must, where possible, offer education in programme form in alternative ways, such as distance learning and part-time studies,
- all educational programmes must provide space for elective courses of appropriate length.

Teachers

In higher education, scientific competence often outweighs pedagogical competence. This is made clear when both new teaching posts are being filled and in the teaching itself. Too few initiatives are taken by Karolinska Institutet and teachers to develop pedagogical competence. Constant development, both pedagogical and scientific, in turn brings better opportunities for development among the students and thus that the learning objectives are met. It is also beneficial from a teacher's perspective if Karolinska Institutet can offer its teachers and other educators more opportunities to further develop their skills within the pedagogical area and improvement of their language skills.

Medicinska Föreningen believes that:

- pedagogical competence must be as highly valued as subject competence when hiring a teacher,
- pedagogical competence equivalent to at least 15 higher education credits must be required for employment or promotion to teaching positions at Karolinska Institutet,
- Karolinska Institutet must work to ensure that all teaching staff receive support in developing their competence regarding pedagogy, language, and science at least once a year in the form of courses, education or seminars,
- Karolinska Institutet must give precedence to teachers who stand for good education and drive the development of the education forward,
- Karolinska Institutet must work to ensure that teaching and pedagogical competence are regarded as a merit and develop concrete tools for how this should be valued.

Internationalisation

Internationalisation includes among other things student- and teacher exchanges and an international perspective in education. Within the framework of international exchanges, Karolinska Institutet is keen to establish itself as an internationally renowned medical university. One step in the internationalisation work in higher education is the Bologna Process which is an intergovernmental cooperation between European countries whose main goal is to promote free mobility for European students, promote student employability and promote European competitiveness. It is important that the internationalisation is integrated in the university operation and does not affect the quality of education and teaching in a negative way.

Medicinska Föreningen believes that:

- Karolinska Institutet must work to ensure international collaboration at undergraduate, graduate, and doctoral education level,
- Karolinska Institutet must develop international contacts by expanding existing exchange programmes, establish new ones as well as increase the variety among them,
- the wishes of the students must be considered when designing the exchange programmes,
- there must be room for the students themselves to take initiatives when it comes to the expansion of Karolinska Institutet's international collaborations, and support from the university,
- teachers' language skills in all courses in which students and international exchange students participate must not impair the quality of the education or the education itself. If a teacher teaches in a certain language, that same teacher must also master that language,
- teachers at Karolinska Institutet must be offered to develop their language skills when needed,
- Karolinska Institutet should encourage teachers to increase international experiences that e.g., promote development of education and teaching, and should consider this a merit when hiring teachers,
- an international exchange in the education must be integrated into all courses offered by Karolinska Institutet so that students are given the possibility to take part in an international perspective and context in their studies,
- extracurricular involvement such as work within the student union must be considered meritorious when applying for an exchange programme and ranked according to Medicinska Föreningen's guidelines for credits.

Digitalisation

For several years, Karolinska Institutet has developed into a digital university that manages its operation more and more online. In this work, Medicinska Föreningen believes that it is extremely important to ensure that this digitalisation does not affect the quality of education. The digitalisation must not distort the relationship between students and lecturers and should not be an obstacle for knowledge-sharing. Furthermore, digital resources need to be effectively used to improve learning and accessibility for all students at Karolinska Institutet. These resources must be used in a pedagogical way so that the level of knowledge requirements at Karolinska Institutet can be raised without exceeding the teachers' learning capacity.

Medicinska Föreningen believes that:

- recorded lectures must be available on all courses at Karolinska Institutet,
- education must be adapted to digitalisation, but still maintain a relevant level of competition,
- where it seems pedagogically reasonable not to digitise, i.e., in cases where digital aids during learning are considered disturbances, these should not be used. An example of this could be seminars where the purpose is not to seek out information without discussing and reasoning according to one's own ability.

Responsibility for historical heritage

Karolinska Institutet was founded in 1810. The university has a long and eventful history going back, where certain parts of this history have given names to areas on campus, buildings, and premises. Some of the history has been forgotten. This has proved to be problematic in some cases, where prominent research has violated ethical and equality principles and have yet been celebrated with symbolic gestures from leading figures at Karolinska Institutet. Medical history is important for perspective, context and contemporary research and practice in ethics, development, and organisation so that students and institutions can learn from history and not let it fall into oblivion.

Medicinska Föreningen believes that:

- action of a scrutinising kind needs to be taken actively by the university. There should be ongoing discussion on the issue and a kind of sensibility in the meaning of naming of halls and symbolism as well as the behaviour at organisational level,
- the collaboration between Karolinska Institutet's medical historians at Hagströmer Library should be strengthened in education and cultivation purposes at the different programmes,
- Karolinska Institutet should weave in medical history and conclusions that can be drawn in research ethics and research in the programmes,
- students who have opinions regarding equality should be taken seriously and that an ethically oriented, forward-thinking opinion should not be considered reactionary but fundamentally proactive,
- Karolinska Institutet must work ensure that the campus will have an established museum in research history.

Courses – Planning, information, and participation

Good planning and bilateral information exchange are important for students to feel confident about where the level of knowledge is during the course and what is required of them. In cases where the planning is substandard and it is perceived to be little commitment from the course management, great dissatisfaction is created among the students. If the course is at the wrong level, too low or too high, or if there is poor communication between lecturers leading to repetition, irritation arises. When the content of the course does not correspond with the intended course learning outcomes, many students experience great frustration and reluctance towards the course management, which does not contribute to a study-friendly environment.

Medicinska Föreningen believes that:

- all courses must have clear and explicit goals, the course content must follow the course syllabus and the purpose and context of the course within the study programme should be clear. The course objectives and syllabus must be clearly formulated, so that the students themselves understand what the course addresses,
- core curriculum must be available, where it is clearly specified what the student should be able to do and what the student will be examined on,
- all information about the course that is necessary for the students to know and the schedule must be available at least one month prior to course start,
- the implementation of the course must be well planned and be involved in the students' learning,
- the student must be able to compensate for missed attendance at mandatory course elements without being forced additional work than the missed element.

Courses – Teaching material

For some courses, the list of course literature is far too long, which complicates it for students to purchase books and the students' financial situation.

Medicinska Föreningen believes that:

- the course management must make sure that the course literature is available at the bookstore located at campus, by informing the store before the course starts and by specifying the minimum number of books required,
- the course management must pursue using a conscious method when choosing the mandatory reading list for the students; this must be based on price, availability, relevance, and longevity during the programme,
- reading references must be available to support students' information intake on questions that are difficult to find through index or other search methods,
- Karolinska Institutet must provide the students with the course material that is required to make it through the course besides the reading list,
- the teaching material must correspond to the objectives in the course syllabus and be relevant for the course content,
- Karolinska Institutet should work to use alternative and updated teaching methods which, however, must be well-proven and accessible to the students,
- absence from non-compulsory elements should not prevent the students from obtaining the knowledge in another way. For example, the lectures could be uploaded at the course web, otherwise there should be course literature or some other type of course reading material where the student can make up for what was missed.

Course evaluation

In the Higher Education Ordinance (1993:100) 14§ it is stipulated that the student must be able to influence their education by a course evaluation. Karolinska Institutet is responsible for issuing and approving such evaluations. It is up to the Programme and Education Committees to collect these and evaluate them after the students have finished them. The courses are most often evaluated in the form of written questionnaires, sometimes also orally with the appointed course council representatives and the student representatives at Education Committee level. The statutory course evaluations are not always sufficient and need complementary specified course evaluations. The purpose of these is to raise the quality of the courses and change or remove things that do not work. This works very well within some study programmes at Karolinska Institutet where it is obvious that the course coordinators and programme directors take note of both criticism and praise, which is later reflected in high quality courses. However, there are still many programmes that have not yet reached up to this level in their course evaluations, who need to work more on design and execution of these.

Medicinska Föreningen believes that:

- course evaluations must be done after each module and finished course,
- written questionnaires should be supplemented with verbal dialogues between the course coordinators and students, including both course council representatives and voluntarily participating students,
- a compilation ought to contain constructive criticism and suggestions on how the course can be improved for next time but should also highlight the things that have been appreciated. This should be available on the course web in time for the next course start,
- the course leaders must listen to the students' praise and criticism during the course councils, fix problems and keep developing parts that have worked well,
- Karolinska Institutet must actively work to implement the suggested changes that are brought up in the course evaluations. These must be documented to enable follow-up of the suggestions,
- the course leaders must be responsible for following up the course evaluations. This does not only apply to courses in programmes, but also elective or independent courses given at Karolinska Institutet,
- the compilation of the course evaluations should be made by someone else than the course leader.

Examination

Examinations are a natural part of education to confirm the students' knowledge. However, examinations in higher education should be more than that; it is an opportunity for the student to demonstrate to themselves and the examiner that they have reached a deeper understanding of the subject. The examination should also invite to reflection on one's own learning and encourage to put what has been learned into context. Furthermore, when it comes to examination, it is crucial to consider the students' different learning conditions.

Medicinska Föreningen believes that:

- Karolinska Institutet's education programmes should use varied forms of examination,
- written examinations must be balanced with different types of assignments,
- choice of examination form must be guided by the intended course learning outcomes. Formats other than written examinations may be preferred in some cases,
- a passing grade must be equivalent to reaching the intended course learning outcomes. A higher grade than pass means that the student has reached higher understanding than required in the intended learning outcomes,
- a grading scale (above "pass") must only exist when relevant and where it can be motivated by the examination format and the intended course learning outcomes,
- a student should be able to pass an exam without being present in non-mandatory course components,
- the exam must reflect the intended course learning outcomes, scope and core curriculum,
- results of the examination must be posted no later than ten workdays after the examination,
- written examinations ought to be marked and graded anonymously,
- every given examination must not exceed more than 7,5 credits,
- the results must be well anonymised when posted.

Grades

As a result of the Bologna Process, every higher education institution may decide if they want to use the seven-scale grading system ECTS. Karolinska Institutet does not use ECTS but a U-G-VG-scale (fail-pass-pass with distinction) or a U-G scale depending on the education programme.

Medicinska Föreningen believes that:

- Karolinska Institutet must strive for a uniform grading scale and at present keep the U-G-VG-scale or the U-G-scale as main alternative when it comes to grading,
- the programmes at Karolinska Institutet that use the ECTS scale must educate the teachers and examiners in grading and provide thorough information to the students about how the grading works and provide necessary tools for this,
- clinical study programmes leading to a professional credential should only use the U-G grading scale,
- if students want to translate their grades to the ECTS scale, the percentages on the examinations must be guiding and be able to provide support for the programmes for which this is appropriate.

Merits for exchange studies

Many of Karolinska Institutet's education programmes offer the possibility to go for exchanges. Since all programmes do not have a grading scale something else is needed to demonstrate the student's competence and experience.

Medicinska Föreningen believes that:

- Karolinska Institutet should, to the greatest extent possible, follow the guidelines Medicinska Föreningen has created for meritorious work within the student union,
- engagement within the student union should weigh heavily in the process of selecting candidates for exchanges studies.

Recruitment, entry, and retention

Higher education must be open to all students with different backgrounds and preconditions. Karolinska Institutet has not fulfilled its task from the government to broaden the recruitment, as this is skewed both within and between programmes. Therefore, Karolinska Institutet should prioritise efforts to improve this. Recruitment imbalance contributes to bias and inequality in education. Broadened recruitment promotes a student population that reflects society at large within every subject area and on every level.

Medicinska Föreningen believes that:

- everyone has an equal right to higher education,
- everyone must have the same real opportunity to access, undergo and complete higher education regardless of sex, gender identity, ethnicity, religion or other belief, sexual orientation, disability, social background, economic conditions and age,
- Karolinska Institutet ought to recruit students from different areas and different upper-secondary school backgrounds to increase diversity,
- Karolinska Institutet must counteract social stratification and gender segregation within the education,
- the admission system for higher education must be characterised by transparency,
- various forms of admission methods should be used to reduce skewed recruitment and that this should implicate positive discrimination; students who have had the socio-economic preconditions to be granted admission to the education through traditional paths must not be able to enter using these methods,
- Karolinska Institutet must review and design additional alternative admission methods to reduce skewed recruitment,
- prov- och intervjubaserat urval för läkarprogrammet (PIL) as an admission method and its consequences for biased recruitment should be investigated and evaluated,
- Högskoleprovet (the university entrance examination) as an admission method and a possible future care examination as an admission method should be investigated and evaluated,
- the transition between different levels of education must be facilitated.

Communication

A solid communication is required between Karolinska Institutet and the students. The above-mentioned fact that students have the right to representation in preparatory and decision-making contexts for the university is not worth anything if the student union and students do not receive the information in time that they can influence and participate in the process.

Medicinska Föreningen believes that:

- Karolinska Institutet should work with transparent communication that reaches students at an early stage,
- student representatives may participate in discussions that may be relevant to students, even if there is no requirement for student representation in those bodies,
- Karolinska Institutet should make student union activities visible in its channels.

Doctoral students

Education

The relationship between the doctoral student and the supervisor is important for the doctoral programme. It must be handled skillfully with both respect and sensitivity since the doctoral student is in a position of dependence.

Medicinska Föreningen believes that:

- the main supervisor must have completed a course or other training in how to be supervisor,
- the doctoral student must be given the opportunity to take an introductory course,
- that there should be a wide range of courses for the doctoral student to be able to acquire sufficient knowledge and competence to be able to complete the doctoral programme,
- so-called shadow doctoral students who are promised a doctoral position if they work in the lab - usually for quite low wages - should not exist at Karolinska Institutet to get cheap labour.

Recruitment and admission

The process that includes admission to the doctoral programme is not always fair and does not always take place in the same way for all doctoral students. The doctoral student must always be admitted to the doctoral degree if this is the degree goal. Admission to the licentiate degree is not permitted to limit financial risk-taking.

Medicinska Föreningen believes that:

- it is important that Karolinska Institutet follows up on the implementation of its rules on admission to the licentiate degree,
- a central admission should be implemented for registration of doctoral students at Karolinska Institutet to be able to achieve a clear and transparent admission routine that is legally secure and leads to the admission of the most competent doctoral students regardless of geographical residence, gender, gender identity, ethnicity, religion or belief, sexual orientation, disability, social background, economic conditions and age.

Salary

Doctoral students should receive a solid salary during the doctoral programme. It is common today for many doctoral students to receive low-paid scholarships. This mainly applies to foreign doctoral students who are paid through their home university.

Medicinska Föreningen believes that:

- Karolinska Institutet's rules regarding payment for doctoral students must be followed,
- Karolinska Institutet should, in cases where doctoral students are only funded with low scholarships abroad, cover the difference if the scholarship does not amount to a sum corresponding to the full CSN,
- Karolinska Institutet should introduce central routines for changing supervisors,
- Karolinska Institutet should clarify its funding policy after four years of full-time study,
- Karolinska Institutet should clarify the employer's responsibility for the doctoral student.

Representation

Doctoral students are in a position as both employee and student and get paid for their time as doctoral students, which differs them from other students at undergraduate and graduate level. Supervisors have in some cases shown reluctance towards having their doctoral student taking working time to attend meetings with Karolinska Institutet, where they have the right to attend. It shows that there is no incentive for doctoral students to get involved in student representation from the supervisor's side, which creates concerns in Medicinska Föreningen's recruitment process for student representatives.

Medicinska Föreningen believes that:

- Karolinska Institutet should, to the greatest extent, promote involvement within student representation among doctoral students,
- doctoral students should receive compensation in the form of financial compensation and extension of studies in the cases where the doctoral student wants this, according to the Sveriges Universitets Högskoleförbund (SUHF) recommendations on the extension of doctoral students' employment and study time in certain positions of trust,
- Karolinska Institutet should promote a research environment where supervisors encourage their doctoral students to get involved as student representatives.

Equal treatment, diversity, gender equality and gender

All students who have applied or are admitted to higher education institutions are covered by current discrimination legislation. This means that no student should be discriminated against or harassed based on gender, gender identity or expression, ethnic affiliation, religion or belief, sexual orientation, function variation or age.

Karolinska Institutet must work actively to prevent and counteract harassment. One part of this is to use of inclusive forms of education and teaching. That Karolinska Institutet follows suit discrimination legislation is a prerequisite for all students to feel that they belong at the university. The gender perspective, i.e., society's construction of gender, must be given attention and active measures to achieve real equality is required; similar applies to minorities or students with a challenging socio-economic background, as well as for students with function variation. This requirement also applies to the Medicinska Föreningen.

Medicinska Föreningen believes that:

- Karolinska Institutet and Medicinska Föreningen together should actively work to prevent and counteract discrimination and harassment,
- Karolinska Institutet's and Medicinska Föreningen's activities must be adapted for accessibility for students and employees with function variations,
- all activities within Karolinska Institutet and Medicinska Föreningen must be permeated by equal treatment, equality and diversity,
- students must be covered by current discrimination legislation also in matters concerning working life,
- Karolinska Institutet must actively work to take advantage of students' different individual perspectives to work for diversity,
- Karolinska Institutet should only work with inclusive and norm-critical education and teaching methods,
- the problems that exist regarding equal treatment grounds, gender equality work and gender perspectives should be made visible to both Karolinska Institutet's staff and students in a satisfactory manner,
- teachers at Karolinska Institutet must have basic education in equal treatment, gender equality and diversity issues and how these perspectives should be integrated into education,
- all bodies at Karolinska Institutet must have a concrete plan for equal treatment, gender equality and diversity development with mandatory follow-up and a clear division of responsibilities and management order,
- Karolinska Institutet should strive for an even distribution between men and women as teachers and use neutral credit rating and when appropriate positive discrimination in the appointment of positions,
- education and teaching must be conducted with gender-conscious pedagogy, i.e., so that everyone, regardless of gender can assimilate the education in an equal way,
- Karolinska Institutet should introduce and develop the gender perspective in all courses offered.

Environment and sustainability

Karolinska Institutet is among the leading universities globally and always discusses Sustainable Development Goals (SDG), give praise to these goals on several occasions and has also adopted these goals within the goals for the organisation. Still, we see an organisation that does not take real measures to meet these goals, as the prevailing culture has made Karolinska Institutet to one of the organisations that travel the most in the country. A healthy environmental responsibility should be compatible with adequate operations, in addition, it should be an opportunity to be a leader among institutions of higher education and health care actors. Sustainable development includes ecological as well as social and economic sustainability.

Medicinska Föreningen believes that:

- Karolinska Institutet should introduce a flight stop domestically as well as abroad where the infrastructure is well developed and thus lead by good example,
- Digital solutions as a replacement for physical conferences and meetings is positive where this seems appropriate,
- Karolinska Institutet should present sustainability reports on an annual basis,
- Karolinska Institutet should present its sustainability work in accordance with industry standard models such as Triple Bottom Line (TBL) and Framework for Strategic Sustainable Development (FSSD).

Student politics

Economy

The goal for Medicinska Föreningen is for members to have such a developing and thriving period during their studies as possible. On campus, students should be able to get inspired to choose different future career opportunities. One part of this is that students' finances should be kept stable and not suffer because of study-related costs. Here, Karolinska Institutet's platform will be of help to the students and support them in the issues below.

Medicinska Föreningen believes that:

- student discounts must be available to support all students in Stockholm,
- since Stockholm county has much higher living costs than many other counties, level of student aid should reflect and be based on the county where the student studies, where Karolinska Institutet should participate in this advocacy work,
- career support must be available to students,
- the SL discount should be increased for students.

Accommodation

Housing issues occupy a large part of both students' and employees' time at Karolinska Institutet, especially those who come from another place. Medicinska Föreningen sees opportunities at Karolinska Institutet's platform as well as financial capacities to free more student housing for all, especially students whose financial situation is strained. Other global universities have an established campus atmosphere that enables communication and knowledge exchange between students and faculty. This is however lacking due to the housing situation in Stockholm, which is not for the benefit of Karolinska Institutet's position internationally.

Medicinska Föreningen believes that:

- KI Housing should expand its capacity to accommodate first-year students so that domestic students from other locations will be able to have a place to live if they are admitted to an education at Karolinska Institutet,
- Karolinska Institutet should actively pursue politics and advocacy work to build more student housing,
- Karolinska Institutet should investigate opportunities for ownership and management of housing close to campus for both students as employees at all levels,
- Karolinska Institutet and Medicinska Föreningen should work to ensure that student housing rents are regulated and subsidised.

Health and well-being

The students' well-being is affected by the housing situation as well as financial aspects during the study period, as well as by achievement in education. Some students need more support than others, where the need is different. For a sustainable situation for students, Karolinska Institutet should take measures to maintain the quality of students' performance and well-being.

Medicinska Föreningen believes that:

- Karolinska Institutet should work to make the Student Health Centre visible to students,
- Karolinska Institutet should work to offer support to students who need this to complete their education,
- health and well-being must be prioritised during the students' education period,
- teaching must be organised so that community and knowledge are promoted; lectures should not be the main tool for learning knowledge as this can reduce the individual student's knowledge exchange.

Study situation

Student and doctoral student ombudspersons

The student ombudsperson helps students who during their studies encounter problems with their education, including support of students in the Disciplinary Board. The doctoral student ombudsperson helps doctoral students who, for various reasons, have a difficult work situation.

Medicinska Föreningen believes that:

- a student ombudsperson and doctoral student ombudsperson must be employed by Medicinska Föreningen,
- these must be independent of Karolinska Institutet and other authorities regardless of how the financing of the services are provided,
- Karolinska Institutet should support the activities financially and cover the cost of the student ombudsperson or the doctoral student ombudsperson.

Study guidance

Students must have access to study guidance and career orientation according to ch. Section 3 of the Higher Education Ordinance (1993: 100).

Medicinska Föreningen believes that:

- there must be study counsellors for each programme,
- all students must have access to study guidance,
- study guidance must continuously seek out students to inform about their activities and offer their help.

Student Health Centre

Karolinska Institutet has a Student Health Centre that is divided into two clinics, one in Solna and one in Flemingsberg. At present, the Student Health Centre lacks accessibility and presence on social media and the internet, which leads to that the students who need the help that they offer are not reached.

Medicinska Föreningen believes that:

- the Student Health Centre should continuously work to prevent mental and physical ill-health among Karolinska Institutet's students.
- the Student Health Centre must be available to all Karolinska Institutet's students, both Swedish and English speaking,
- the Student Health Centre must continuously seek out students to inform about their activities and offer their help. This therefore means a great responsibility to make themselves available on social media and on campus.

Language tools

Language tools must be available for students at undergraduate and graduate level as well as postgraduate level to be able to receive help with the Swedish and English languages when writing reports, essays, group or individual project work.

Medicinska Föreningen believes that:

- language tools must be available to students and researchers in general,
- language tools that are available for active use must be visible on campus and social media for students, to inform about their activities and offer help.