



<b>GUIDELINE</b>	<b>In effect as of</b>	<b>Reg. no.</b>
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<b>Decision-maker</b>	<b>Date of decision</b>	<b>Department in charge</b>
President	February 26, 2019	Planning, Quality Assurance and Administrative Law
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## Guideline on Student Influence

*This document is a translation. In case of a discrepancy between the Swedish original and the English version of the decision, the Swedish version will prevail.*

This guideline has been prepared in cooperation with the Student Union of the Royal Institute of Technology (THS). In this context, “students” refers to students at the first, second and third cycle level.

### 1. Student influence

Well-functioning student influence is important in order to achieve a high quality at KTH, and is equally important at all levels within KTH. KTH and THS shall work together to encourage students to engage in student influence. A large part of student influence is exercised by THS’s chapters, and good collaboration between these and KTH’s schools is essential for efficient student influence.

Provisions on student influence are included in Chapter 1, §§ 4 to 4a and Chapter 2, §§ 4 and 7 of the Higher Education Act (1992:1434), HL, as well as Chapter 2, § 14 and Chapter 10, § 4 of the Higher Education Ordinance (1993:100), HF. From these provisions, it follows that:

- Quality assurance is a common concern for staff and students (see Chapter 1, 4 § HL).
- The students have the right to exert influence over the education programmes (see Chapter 1, § 4a HL).
- KTH shall work to ensure that the students play an active role in the continued development of the education programmes (see Chapter 1, § 4a HL).
- The students have the right to representation on the University Board (Chapter 2, § 4 HL) and the Disciplinary Board (Chapter 10, § 4 HF).
- The students have the right to be represented when decisions are made, or preparations take place that is of significance for their education or situation (see Chapter 2, § 7 HL).

At KTH, provisions regarding student influence can be found in *work procedures at KTH*.

#### 1.1. The Student Union appoints and dismisses student representatives

By decision of the University Board, THS has the status of a student union at KTH. THS represents all students at KTH.

THS appoints and dismisses student representatives to KTH's decision-making and preparatory groups, as well as when an individual prepares or makes decisions (see Chapter 1, § 7 HF and § 7 of the Student Union Ordinance (2009:769)). Each student representative represents all students, including students who are not members of the Student Union (see § 8 of the Student Union Ordinance). THS shall inform KTH of any changes to the student representatives who have been appointed. In cases where THS has not been able to appoint a student representative, KTH may, in consultation with THS, temporarily appoint a student representative until THS renders its own decision on the matter.

KTH recommends that a PhD student exercise student influence in questions relevant to PhD students' education and situation, and in management groups at the departments.

## **1.2. Student influence in preparatory work and decision-making**

The students have the right to be represented when decisions are made, or when preparations take place that are of significance for their education or situation. Questions such as budget, resources, organization and administration may also be of relevance to the students' education or situation.

### **1.2.1. Preparatory and decision-making groups**

Normally, the students have the right to be represented by at least three members (see Chapter 2, § 14 HF) in all preparatory and decision-making groups. Depending on the composition of the group, the number of student representatives may vary. THS shall be consulted when determining the number of student representatives in a group.

KTH shall inform THS when a new preparatory or decision-making group is established, also when temporary groups are established. Student representatives shall be appointed in matters relating to the students' education or situation. In other matters, THS shall be consulted about the issues in question, and about how student representation should occur (where relevant). If it is unclear whether the students have the right to be represented in a group, the chair, convener or equivalent person in the group shall render a decision on the matter. The starting point for such a decision shall be the promotion of student influence.

Student representatives shall be given the opportunity to participate in the work, decision-making and preparation of decisions in the same way as other members. The chair or convener of the group is responsible for distributing documents in good time prior to a meeting, in order to give student representatives the opportunity to prepare and to participate in discussions and decisions. The chair or convener is responsible for ensuring that new student representatives are properly introduced to the group's tasks and working methods. Examples of preparatory groups include management groups in schools and departments, the schools' strategic councils, programme councils, third-cycle councils, undergraduate education councils and other equivalent groups.

### **1.2.2. When a single individual prepares or makes decisions**

If a decision is to be made or a preparation is to be carried out by a single individual, information must be provided and a student representative shall be consulted in good time before the decision is rendered or the preparation is completed (see Chapter 2, § 14 HF). The preparation of such decisions should be carried out in a preparatory group in which the students are represented. Examples of such decisions include:

- The appointment of Programme Directors, Director of First and Second Cycle Education, Directors of Third Cycle Education, heads of department, and examiners.
- The determination of course and programme syllabus, amendments to the same, and the setting up and closing down of courses.
- The preparation of general study plans and programme descriptions of PhD programmes.

At KTH:

- The decision-making official is responsible for ensuring compliance with Chapter 2, § 14 HF.
- The information provided to a student representative should normally consist of a proposed decision with a clarification of the reasons for said proposal.
- THS is responsible for appointing and dismissing student representatives. If no designated student representative exists, as a general rule, the information should be sent to THS seven calendar days prior to the date on which the decision is to be rendered or the preparation is to be completed.
- The decision document shall state whether consultation with a student representative has taken place and, if so, how it has been carried out. The heads of school and the university director decide on routines for how consultation with THS shall be carried out, beyond what is stated in the above paragraphs.

## **1.3. The promotion and follow-up of student influence**

### **1.3.1. Student influence in course and programme development**

Course evaluations and course analyses are important parts of well-functioning student influence. They are also important for KTH's course and programme development and quality assurance efforts. The course coordinator is responsible for ensuring the existence of a Course Board, that course evaluations and course analyses are carried out after each completed course offering, and that course analyses and compilations of course evaluations are available to all students, in accordance with KTH's *Instruction on Course Analysis and Course Evaluation at KTH*. Students shall also be given the opportunity to be represented in bodies that work with programme and quality issues at all levels. Provisions on course evaluations may be found in Chapter 1, § 14 HF.

### **1.3.2. How KTH shall facilitate the work of student representatives**

KTH shall facilitate the undertaking of a position as student representative. Carrying out assignments in one's capacity as a student representative is considered as a valid reason for absence from scheduled teaching elements and examined course elements, provided that these can be carried out at another time. In such cases, the course coordinator is responsible for offering the student representative the opportunity to participate in the teaching element or the examined element on another occasion during the same course offering.

### **1.3.3. The follow-up of the efficacy of student influence**

Follow-up of the student influence at the first cycle, second cycle and third cycle level shall be conducted at the end of the semester. The head of school is responsible for the follow-up of student influence at the school. The follow-up shall be documented and archived. The head of school, the director of first and second cycle studies, the director of third cycle education, and student representatives for first/second cycle and third cycle students should participate in the follow-up. The university director is responsible for the follow-up of student influence within the University Administration.

### **1.3.4. Responsibility for the development of student influence**

The head of school is responsible for deciding on routines for student influence in consultation with THS, and for developing student influence with THS's chapters at the school level. Similarly, the university director is responsible for student influence within the University Administration.