



DECISION

Reg. no STYR 2023/1421*Date* 21 December 2023

Vice-Chancellor

Guidelines for Student Welfare Reviews Regarding the Student Work Environment at Lund University

Background

Lund University's vision is to be a world-class university that works to understand, explain and improve our world and the human condition. A prerequisite for a successful organisation is that it is characterised by a good work and study environment that is enriching, stimulating, safe and secure, for both employees and students.

The Work Environment Act (1977:1160) states that the employer, in this case the higher education institution, must, among other things, regularly review working conditions and assess the risks of someone potentially being affected by ill-health or accidents related to work, in this case studies, and also in other respects to promote the attainment of a good work environment. The Discrimination Act (2008:567) sets requirements for the higher education institution, in its capacity as an education provider, to annually review its own organisation in order to identify and analyse the causes of possible risks of discrimination or reprisals, or other impediments to an individual's equal rights and opportunities in connection with the education provided within the organisation.

With university-wide guidelines for conducting student welfare reviews regarding the student work environment, the organisation receives support for its working methods regarding how risks can be examined, assessed and remedied at both an overall and programme or course-specific level. Student refers to a person who is admitted to,

and pursues, studies at Lund University, regardless of whether the studies are pursued on campus or remotely. Doctoral students, regardless of their financing source, who are covered by systematic work environment management for employees, are not included.

Information in compliance with Section 19 of the Swedish Employment (Co-Determination in the Workplace) Act was provided on 26 September and 12 December 2023.

Aim

The aim of a student welfare review is to examine the factors that affect students in their work environment and to identify possible risks in the work environment before these lead to ill-health among students. The aim is also to examine, identify and analyse possible risks of discrimination or reprisals, or other impediments to an individual's equal rights and opportunities within the organisation.

Decision

The University decides that

- A student welfare review regarding the student work environment is to be carried out at least once per academic year.
- In the student welfare review, there is to be collaboration with the student health and safety representative/principal student health and safety representative and/or other student representatives who are appointed in accordance with the regulation stipulated in Section 7 of the Ordinance on Student Unions (2009:769). There is also to be collaboration with an employee in the organisation.
- There is to be guidance that is used in the conducting of student welfare reviews. Student Affairs is responsible for producing guidance and revising it, if necessary, in consultation with the organisational units and Lund University Student Unions.

- Annual follow-up of the student welfare reviews is to be included in the University's annual follow-up of systematic work environment management and systematic preventive work against discrimination.

The decision on this matter was taken by the undersigned Vice-Chancellor in the presence of University Director Susanne Kristensson after a consultation with a representative of Lund University Student Unions and after a presentation by Work Environment Coordinator Marie Gruvhammar, Student Affairs. Coordinator Åsa K Nilsson participated in the processing of the matter.

Erik Renström

Copies sent to

- All faculty offices
- Student Affairs
- External Relations
- HR Division
- Education Board
- Research Programmes Board
- Council for Gender Equality and Equal Opportunities
- Central Health and Safety Committee
- Internal Audit Office
- Employee organisations
- Lund University Student Unions



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Date 21 December 2023

Student Affairs

Guidance for Student Welfare Reviews Regarding the Student Work Environment at Lund University

Background

Lund University's vision is to be a world-class university that works to understand, explain and improve our world and the human condition. A prerequisite for a successful organisation is that it is characterised by a good work and study environment that is enriching, stimulating, safe and secure, for both employees and students.

The Work Environment Act (1977:1160) states that the employer, in this case the higher education institution, must, among other things, regularly review working conditions and assess the risks of someone potentially being affected by ill-health or accidents at work, in this case their studies, and also in other respects to promote the attainment of a good work environment. The Discrimination Act (2008:567) sets requirements for the higher education institution, in its capacity as an education provider, to annually review its own organisation in order to identify and analyse the causes of possible risks of discrimination or reprisals, or other impediments to an individual's equal rights and opportunities in connection with the education provided within the organisation.

With university-wide guidelines for conducting student welfare reviews regarding the student work environment, the organisation receives support for its working methods regarding how risks can be examined, assessed and remedied at both an overall and programme or course-specific level. Student refers to a person who is admitted to,

and pursues, studies at Lund University, regardless of whether the studies are pursued on campus or remotely. Doctoral students, regardless of their financing source, who are covered by systematic work environment management for employees, are not included.

The aim of a student welfare review

The aim of a student welfare review is to examine the factors that affect students in their work environment and to identify possible risks in the work environment before these lead to ill-health among the students. The aim is also to examine, identify and analyse possible risks of discrimination or reprisals, or other impediments to an individual's equal rights and opportunities within the organisation.

Organisation of a student welfare review

A student welfare review is conducted as a structured discussion and is to be carried out at least once per academic year. It may be divided up and managed on different occasions and in different forums based on the conditions at the specific faculty/department/equivalent. Programme/course/subject-specific risks may need to be managed at a different organisational level and the issues may require the addition of a separate review, for example a physical inspection regarding accessibility at premises. Other issues may be more appropriate for discussion at a more overall level at the faculty/equivalent.

If work environment risks and/or risks of discrimination or reprisals regarding the doctoral students' and/or employees' work environment are noted in connection with a student welfare review, this is to be raised within the framework of systematic work environment management (Swedish abbreviation, SAM) and/or systematic preventive work against discrimination (Swedish abbreviation, SFAD) concerning employees.

Participants in a student welfare review

The task of ensuring that a student welfare review is conducted is to be allocated in accordance with the Regulations on the Allocation of Duties with Regard to Work Environment and Fire Safety

Management, STYR 2020/2060. The person who has been allocated the task is responsible for bringing together the relevant employees at the specific faculty/department/equivalent, as collaboration is to be undertaken with employees in the organisation. This could include:

- Head of department
- Programme director
- Teaching staff
- SFAD coordinator/work environment coordinator/equivalent
- Study adviser
- Other relevant employees.

A student welfare review is to be carried out in collaboration with students and student unions. These are represented in a student welfare review by the student health and safety representative/principal student health and safety representative and/or other student representatives who are appointed in accordance with the regulation stipulated in Section 7 of the Ordinance on Student Unions (2009:769). This means that it cannot be conducted without the presence of a student health and safety representative/student representative. Note that a student health and safety representative/student representative can never take responsibility for carrying out measures.

It is primarily the faculty's work environment coordinator/SFAD coordinator/equivalent who can support those responsible for the work on the student welfare review. They can in turn contact the university-wide SAM and SFAD teams if more support is required.

Discussion document as a basis for conducting student welfare reviews

There is a discussion document that provides support for a student welfare review, see appendix 1. The discussion document is divided into different risk areas that are to be examined in accordance with the Work Environment Act (1977:1160) and Discrimination Act (2008:567).

Other documentation could include reported incidents, ill-health and accidents, work environment risks identified by course evaluations, any complaints regarding the work environment, results from surveys (e.g. questionnaires) conducted by the faculty/department/equivalent and/or the student union, and relevant statistics regarding completions rates and students on sick leave, etc.

Documentation of student welfare reviews

The identified risks are to be documented and assessed in accordance with the Work Environment Act (1977:1160) and Discrimination Act (2008:567). Use the template *Documentation of risks as a part of systematic work environment management and preventive work against discrimination regarding students at Lund University*, see appendix 2. The template includes some examples of already noted risks, and if these risks exist in the organisation in question, the causes are to be analysed and proposed measures are to be drawn up. If these risks are not present, they can be removed. If risks emerge other than those already stated in the template, they are to be entered into the template, assessed for risk, analysed and followed up in the same way as the already noted risks. Completed templates are then to be registered in accordance with Lund University's Records Management Plan (V 2023/1358).

Annual follow-up of the student welfare reviews is to be included in the University's annual follow-up of systematic work environment management and systematic preventive work against discrimination.

Discussion Document for Student Welfare Reviews Regarding the Student Work Environment at Lund University

Below are examples of some questions that are to be considered as support in the work of examining risks in the student work environment. The questions that are relevant for the organisation are discussed and if there are further questions linked to the various examined areas, these can be added to the discussion.

The questions are divided up into different areas in order to fulfil legal requirements in accordance with the Work Environment Act and Discrimination Act: *Admission and recruitment procedures, Study environment¹, Teaching methods and organisation of education, Examinations and assessments of students' performance, Possibilities to reconcile studies with parenthood and Adaptations, sick leave and learning support.*

According to the Discrimination Act (2008:567), all risks are to be assessed based on the six forms of discrimination (direct discrimination, indirect discrimination, inadequate accessibility, harassment, sexual harassment and instructions to discriminate) and the seven grounds of discrimination (sex, transgender identity or expression, ethnicity, disability, religion or other belief, sexual orientation or age).

Bear in mind that specific individuals/individual cases are not to be discussed.

Documentation is carried out in the template *Documentation of risks as a part of systematic work environment management and preventive work against discrimination regarding students at Lund University*, see appendix 2. It is divided up into two parts: Systematic work environment management and Systematic preventive work against

¹ The term *study environment* is used here as this is how it is referred to in the Discrimination Act. In other respects, the guidance uses the term *student work environment* in order to correspond with work environment legislation.

discrimination, as there are different legal requirements regarding documentation.

Area: Admission and recruitment procedures

This area covers how students are admitted and recruited to courses and programmes at the University.

Examples of questions to discuss:

- Do current admission requirements and alternative selection procedures entail a risk of students being discriminated? If so, how?
- How are students recruited by the University (marketing of courses and programmes, information material, contacts with prospective applicants, etc.)? Could this entail a risk of discrimination?

Area: Study environment

This area covers, among other things, norms and jargon, social support, harassment and sexual harassment, culture around alcohol among students and the physical study environment.

Examples of questions to discuss:

- What is the procedure regarding the introduction for new students? For example, do students receive information about the University's Work Environment Policy, Guidelines regarding hazardous and harmful substance use at Lund University and other relevant guidelines, policies and procedures? Do students receive information about the University's zero-tolerance policy against harassment and sexual harassment?
- Do students receive the information they need to reduce the risk of ill-health due to their studies? For example, information about different support services.
- Have students received information on the procedure for reporting perceived victimisation, harassment, sexual harassment or other unwanted actions that relates to their studies?
- Have students received information on where within the University they can receive support in the event of perceived victimisation, harassment or sexual harassment that relates to their studies?

- Do we know if there are experiences of victimisation, harassment or sexual harassment among the students? If yes, have these been investigated in order to find the underlying causes?
- Are there reported incidents, accidents or study-related ill-health regarding students? If yes, has the investigation of these led to measures that reduce the risk of similar occurrences happening again?
- Do we know if there are students who do not dare to report perceived victimisation, harassment, sexual harassment or viewpoints on the course or programme due to fear of reprisals? From other students? Or from teaching staff/other staff?
- Do we know if students feel that there is social support, for example that the students feel that there is a person (fellow student, teaching staff, employee at Lund University, etc.) who they can turn to in the event of various study-related problems?
- Is the physical study environment accessible to all, regardless of any grounds of discrimination (premises, aids, equipment etc.)?
- Do we know if there are norms and values at the faculty/department/equivalent that may entail a risk of ill-health for students?

Area: Teaching methods and organisation of education

This area covers workload, how/when/where the University conducts education (lectures, seminars, remote teaching, online courses etc.) and the organisation of group work.

Examples of questions to discuss:

- Are there responses to course evaluations that refer to the work environment? If yes, what do they concern?
- Are semesters/the academic year balanced or do certain periods have workloads that are too high or too low?
- How are students divided up into groups for group work? Could the way in which the groups are formed entail a risk of ill-health?
- Is there a risk that teaching methods and organisation of education can have a negative effect on a group of students based on any of the grounds of discrimination?
- Do we know of any work environment risks linked to remote teaching?

Area: Examinations and assessments of students' performance

This area covers examinations, assessment, feedback and interaction.

Examples of questions to discuss:

- Are there work environment risks or risks of discrimination in relation to different examinations and assessments of students' performance? What is the feedback process to students for examinations and assessments of their performance? Are there students who feel unfairly assessed or feel they are openly criticised in front of fellow students in a way that could lead to ill-health?
- What is the completion rate? What percentage of students discontinue their studies? What percentage of students do not pass their examinations?

Area: Possibilities to reconcile studies with parenthood

This area covers the possibility of combining studies with parenthood.

Examples of questions to discuss:

- Is the course or programme designed in a way that makes it easy for students to combine studies with parenthood? For example, when and where is teaching scheduled?

Area: Adaptations, sick leave and learning support

This area covers students who need adaptations, are on sick leave or who have received a decision regarding learning support.

Examples of questions to discuss:

- Do we know if there are students who need adaptations for their studies? Do we know what form of adaptations are needed, for example help with individual study planning, extra supervision or another type of adaptation? If yes, do the students get help with the adaptations?
- Do we know if there are students who have received a decision regarding learning support, but this could not be fulfilled? If yes, why not?
- Do we know if there are students who have approved leave from studies for medical reasons and/or are on sick leave? If yes, do the students get the support they need in order to resume their studies?

Are there other risks that have been identified?

Other risks that have been identified are added on a new line of the risk assessment template in order to be managed in the same way as the already noted risks, see appendix 2.

APPENDIX 2



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Dokumentation av risker som en del av det systematiska arbetsmiljöarbetet och förebyggande arbetet mot diskriminering gällande studenter vid Lunds universitet
Documentation of risks as a part of systematic work environment management and preventive work against discrimination regarding students at Lund University

Titel <i>Title</i>		Datum <i>Date</i>		Diarienummer <i>Reg. no</i>	
Fakultet/institution/motsvarande <i>Faculty/department/equivalent</i>		Deltagare <i>Participants</i>			

Systematiskt arbetsmiljöarbete
Systematic work environment management

Resultat av riskbedömning <i>Result of risk assessment</i>				Handlingsplan <i>Action plan</i>			
Riskkällor och risker <i>Risks and risk sources</i>	Riskbedömning <i>Risk assessment</i>			Åtgärder <i>Measures</i>	Ansvarig <i>Person responsible</i>	Klart datum <i>Finished by</i>	Åtgärd uppföljd <i>Measure reviewed</i>
	Låg <i>Low</i>	Medel <i>Medium</i>	Allvarlig <i>High</i>				
Risk that students in the introduction to the course or programme do not receive the information they need to ensure prevention of the risk of ill-health due to studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Risk that students may develop ill-health due to inadequate social support during studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

Risk that there are norms, values and jargon at the faculty/department/ equivalent that may lead to ill-health among the students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Risk that the design of the course or programme creates an excessively high workload that may lead to ill-health among the students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Risk that different teaching components, e.g. group work, may lead to ill-health among the students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Risk that remote teaching may lead to ill-health among the students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Risk that current examinations and assessments of students' performance may lead to ill-health among the students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Risk that students do not have their adaptation needs met, both within the framework of learning support and in individual adaptations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Other identified risks relating to the work environment:							

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Låg risk Low risk				Risk som kan ge obetydlig eller snabbt övergående ohälsa/skada på person, organisation, miljö eller fastighet. <i>Risk that can cause insignificant or rapid transient illness/damage to person, organization, environment or property.</i>			
Medel risk Medium risk				Risk som kan ge betydande ohälsa/skada (behandling motsv. 1:a hjälpen) på person, org., miljö eller fastighet. Alternativt obetydlig eller snabbt övergående ohälsa/skada som förekommer ofta. <i>Risk that can cause significant illness/injury (first aid treatment) to a person, organization, environment or property. Alternatively insignificant or rapid transient illness/damage that occurs frequently.</i>			
Allvarlig risk High risk				Risk som kan ge allvarlig och/eller bestående ohälsa/skada på person (sjukfrånvaro/bestående men), organisation, miljö eller fastighet alternativt betydande ohälsa/skada som förekommer ofta. <i>Risk that can cause serious and/or permanent illness/injury to a person (sick leave/permanent injury), org., environment or property or alternatively significant illness /injury that occurs frequently.</i>			

Systematiskt förebyggande arbete mot diskriminering

Systematic preventive work against discrimination

According to the Discrimination Act, all risks are to be assessed based on the six forms of discrimination (direct discrimination, indirect discrimination, inadequate accessibility, harassment, sexual harassment and instructions to discriminate) and the seven grounds of discrimination (sex, transgender identity or expression, ethnicity, disability, religion or other belief, sexual orientation or age).

Steg 1 – Undersökning av risker <i>Step 1 – Investigation of risks</i>		Steg 2 – Analys <i>Step 2 – Analysis</i>	Steg 3 – Åtgärder/åtgärdsplan <i>Step 3 – Actions/action plan</i>			
Riskområden <i>Areas of risk</i>	Beskriv eventuell risk eller hinder <i>Describe possible risk or hindrance</i>	Beskriv orsakerna <i>Describe the causes</i>	Åtgärder <i>Measures</i>	Ansvarig <i>Responsible</i>	Klart datum <i>Finished by</i>	Åtgärd genomförd <i>Measures completed</i>
Admission and recruitment procedures Is there a risk that someone will be treated unfairly or have inferior conditions due to one of the seven grounds of discrimination because of the entry requirements and alternative selection procedures that determine which students are admitted to the course or programme?						
Is there a risk that someone will be treated unfairly or have inferior conditions due to one of the seven grounds of discrimination because of the way students are recruited to the course or programme?						

<p>Study environment Is there a risk of harassment or sexual harassment in the study environment?</p>					
<p>Is there a risk of students being subjected to reprisals as a result of them having reported harassment/sexual harassment or having pointed out that the University has in some other way infringed the Discrimination Act?</p>					
<p>Is there a risk of inadequate accessibility regarding premises and teaching environments?</p>					
<p>Teaching methods and organisation of education Is there a risk that teaching methods and organisation of education can lead to students being treated unfairly or have inferior conditions due to one of the seven grounds of discrimination?</p>					
<p>Examinations and assessment of students' performance Is there a risk that students are examined or assessed differently due to one of the</p>					

seven grounds of discrimination?						
Possibilities to reconcile studies with parenthood <i>Is there a risk that the organisation of education is designed in a way that makes it difficult for students to reconcile studies with parenthood?</i>						
Other identified risks relating to gender equality/equal opportunities/discrimination:						

Step 4 – Follow-up on the results of measures, see support document on the HR web.

Signatur – ansvarig prefekt/motsvarande

Signature – head of department/equivalent representative

Signatur – studerandeskyddsombud/studeranderepresentant

Signature – student health and safety representative/student representative

Signatur – anställd
Signature – employee