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Why a study guide?

The purpose of this study guide is to give you information and advice that can help you as you undertake your studies. We hope it will ease the transition between countries. Consult it during your studies, if you get stuck or need some help along the way. And you are always welcome to contact your student guidance counsellor if you need to talk to someone about your study situation.

This study guide consists of two parts. The first part contains suggestions and hints from us about planning and study technique. This first part we suggest that you read thoroughly and reflect upon.

The second part contains a lot of information about rules and administration that you need for your studies here to work. This part we suggest that you use for reference and look up information when you need it.

All the best with your studies!

Study Guidance
Faculty of Arts and Sciences, Linköping University
Masters’ studies at the Faculty of Arts and Sciences

As a student at Linköping University you will encounter different types of instruction and work. These can perhaps differ from what you are used to, depending on what and where you have studied before. The instruction is based on student-centred learning, which means that you are active, take initiatives, and are responsible for your own learning.

Lectures alternate with self-study and group work, and seminars are common.

Every course has an examination, either on an ongoing basis or at the end of the course or semester. Examination forms differ, and may include exams in exam halls, take-home exams, group presentations and seminars, and they may be oral, written, or use presentation techniques.
Planning

Planning your time is key. Full-time studies are equivalent to 40 hours a week, but typically for master’s studies in the Faculty of Arts and Sciences only a rather small portion of those hours will be in class. This underlines the importance of your ability to plan, structure and make good use of your time.

How much time do you devote to various activities? Try to see patterns. What takes up the most time? What time of the day are you most alert? When are you most efficient? Where do you study the best and where do you find peace and quiet?

You should try to spread your learning evenly over the semester. Having a good plan from the start reduces the risk of procrastination.

To make your first study plan, you need information on timetabling, course layout, dates for handing in assignments, and examinations. Find out what assignments you have to complete during the coming week, which literature you have to read, and how much time you have at your disposal.

When you have an overview of the work you have to do, and how much time you have to do it, enter it into your plan – in sessions of a suitable length. Remember to include breaks. Numerous short breaks are often most effective. Enter your self-study sessions at a time of day when you’re alert and efficient.

You don’t get time, you have to take time. Prioritise. Where will you take the time from? Be realistic when assessing and allocating time. Remember to include time for rest and recovery – you need this if you are to manage your studies in the long term.

You should also make a plan for a longer period, for instance until the next examination or course component. Post it on your fridge, or save it in your computer or phone – somewhere you can always access it.

See your studies as a job, and make sure you develop good work habits.
When you start your planning, include the following:

- sleep and meals
- necessary activities such as lectures, seminars and group work
- self-study. How much time do you need? (You, not your classmates!)
- exercise, physical activity, recreation, recovery
Getting started

If you have read the previous section, you know a bit about why you should plan your studies. But now you’re sitting there, and you just can’t get going – even though you planned to start.

Decide how and where you are going to study.

Think about where and when you get your best studying done, and what it is that characterizes that setting. We are all individuals with different needs. So create a study situation that suits you.

Some people prefer to study at home, others have difficulty concentrating when there are lots of distractions. If you get frequent urges to wash up, clean, water the plants or check the internet, you should probably find another location where it’s easier to focus.

At the university there are lots of places where you can sit and study, either alone or together with others. If you have trouble concentrating, it can be a good idea to sit with someone else.
External factors

Make sure you have good lighting, a comfortable chair (but not too comfortable!) and a desk big enough for the books and other materials you need.

Try to identify the “dangers”, i.e. the things that make you lose concentration or that stop you from getting started. Remove them.

Turn off your phone. Set notifications and sounds to silent and put it where you can’t see it. Only take it out when you have a planned break.

Internal factors

To be able to keep up with your studies, you need both recovery and recharging of the right type of energy. Daylight, physical activity, a good diet and sleep are essential.

Take one step at a time. Set goals and intermediate goals for your studies. To get started, it’s important to focus on what you plan to study today, not everything you have to do for the entire course. Read more in the section on motivation.

Think positively about your upcoming studies: “I am going to learn this, it will be easy and it’s interesting.”
Reading course literature

It is likely your masters’ studies will include a large amount of course literature that you are expected to read. Having a conscious study method will help you during your time here. Below we describe one way for you to learn the course literature. The structure can be summarized with the progression “before, during and after”.

Before reading - get an overview

The first step when approaching new knowledge is to try to get an overview of the topic before you focus on the details. The same applies when you start reading a new text. Check the book’s title and read the back cover. Skim through the chapter titles and leaf through the contents. Look at images and diagrams. Ask yourself whether you already know anything about the subject matter. The fact that you have already seen certain terms, or that you recall the relationship between unfamiliar materials and things you already know, means that you have passed a major obstacle. Your brain has been prepared for the new material you are going to learn.

You can also take the opportunity to practice sorting through text, which is important for courses with large volumes of reading.

During the actual reading

When it’s time for the actual read, it’s important that you have first set up the framework of your studies, i.e., what we wrote about study environment and time planning in the Planning section. A good idea is to use a timer or a suitable app to divide your time into sessions of an appropriate length. Structuring your reading into numerous small modules with short breaks will help you retain focus and avoid fatigue.

You can start with short reading sessions of about 15-30 minutes, with 5-minute breaks, and then a short review or summary of what you have just read. Then a new session with the same timing. In the breaks you can give yourself small rewards: time on the phone, a snack or drink, a short walk or something else.
Model for reading - a starting point

BEFORE
Skim through the text. Get a sense of the content, and question it. The aim is to get an idea of what it’s all about, without going into too much detail.

DURING
Go through the text more carefully. Highlight key words and the most important sentences. This step is about searching for information and trying to answer the questions from the previous step.

AFTER
Put the text down, and try to summarize what it is all about. Review your notes and key words.

As you read, it’s a good idea to highlight key words, make brief notes or draw images or figures. Try to find the common theme in the text, and keep returning to the central message. Ask questions of the text; and try to summarize it and render it in your own words.

After reading - summarise and review

When you are absorbing a lot of information in a short time, it can feel like your brain is overloaded. Here it’s important to review in different ways, so the material you learned yesterday doesn’t disappear when you learn something new today. By reviewing, the knowledge is moved from your working memory to your long-term memory for secure storage.

Review can consist of revisiting your notes or your highlighted content, or sitting down with a few classmates and discussing what you have read. It can also be formulating questions on the text contents, and answering them in your own words. Another method is to draw a mind map of what you have read.

With reviewing, most important is that you do it on several occasions, with time periods in between. Try reviewing once the same day, once after a week and then again a few weeks later. By reviewing over a long time period, you improve your ability to absorb the material.

Reading speed

It’s a good idea to try to improve your reading speed. If your brain is fed with information too slowly, there’s a much higher risk that your mind will start to wander. You’ll quickly lose concentration. It’s not the case that you understand more if you read slowly and carefully. Actually, higher reading speed brings better understanding. For suggested readings, see the end of this guide.
Forms of instruction and working

Here we present some common forms of instruction and working. Many of these you are surely already very familiar with from your previous studies. They are all here for a reason: to allow you to practise the skills and capabilities you should learn. Give yourself the best possible chance to succeed in your studies. Take part in lectures, seminars, and other scheduled events as much as possible.

By discussing with others, listening to their opinions, and sharing your own thoughts and points of view, you get to practise and participate actively.

Lectures

Lectures can introduce a field or theme and give you theoretical foundations on which you can subsequently advance your knowledge. The lecturer complements the course literature by giving you new perspectives and presenting current research results. Lectures can also provide the background for future work – individual or in groups.

At times the pace can be fast. You will also notice that every lecturer has their own style, which you must adapt to.

Before

Before the lecture, prepare yourself by reading the literature that will be covered. Think through the questions that arise as you read and write down important thoughts. The more prepared you are, the more you will get out of the lecture. Also, it is easier to understand a lecture if you are familiar with the concepts that are mentioned, and if you have an overview of the field.

During

Choose a seat in the lecture hall where you can hear and see well. It is important to be focused, and to listen actively. Take notes – use key words, images, your own abbreviations or write in point form. If you do not understand something, ask questions! There are sure to be more people in the room wondering about the same thing.

After

Work through your notes, read the literature that was mentioned and rewrite your notes. Discuss the lecture with your classmates. By talking about it, you get a chance to review it, and to exchange knowledge and perspectives.

Seminars

Seminars are a way to process and discuss literature and scientific articles. They can lead you to new approaches by hearing other people’s interpretations; you can get constructive criticism; you can practise formulating your arguments and you can discuss your own and other people’s standpoints.

Arrive well prepared. Read the literature and/or articles that the seminar is to concern. Normally a written document is to be submitted before, after, or in conjunction with the seminar. Read the course information – what is expected of you?
Seminars can involve group or individual work. For a seminar to be worthwhile, everyone should get a chance to speak – to actively participate and to listen to other students’ standpoints. It’s a great opportunity to practise your argumentation skills and put words to your thoughts.

Group work

Group work is common in many programmes. Before you start the work itself, it is important that the group discusses what you expect from each another as group members. Together, formulate rules for the group. It is common to write a group contract that can provide guidance.

Be well prepared! For the work to proceed efficiently, everyone in the group should be well prepared. Begin to immerse yourself in the assignment. Read the literature that will be covered, as well as the syllabus, so you are well aware of what is expected of you.

Group work is sometimes presented in an oral presentation, or with a written assignment that you hand in, and sometimes these can be followed up by a seminar.

Oral presentations

Most programmes include oral presentation of an assignment, either in groups, pairs or individually.

When giving an oral presentation, it is good to start out from the following questions:

- What is the aim of the presentation (What do you want to achieve)?
- How can you prepare for the presentation?
- How will you structure the presentation? How long will it take?
- Will you use technical aids such as PowerPoint, whiteboard etc?

A good idea is to practise reading your presentation aloud to yourself or to a friend. If you want to learn more about developing oral presentations, there is a lot of literature to choose from. See the examples in the literature list at the back of this guide.
Taking notes

A good way to absorb knowledge is to take notes. Taking notes makes you more alert and focused. It supports you in your learning and gives you good material for review.

Make sure you always have paper, pen, computer or something else to write with, because taking notes is something you will have to do in various situations throughout your studies – during lectures, and when you study on your own. And when you prepare hand-in assignments and review for the exam.

The way to take notes so they deliver the most benefit differs from person to person. You will have to develop a method that suits your way of working, and that ensures your notes are useful also in the future. Return to your notes very soon, so you make the most of your learning capacity while the material is fresh in your memory.

Methods

Notes/comments. One way to take notes is to write down comments by the text you are reading. A good idea is to use differently coloured pens to show important points and what you should concentrate on when you return to the text later. In the margin you can write down points that you need to follow up on later, or that help you understand the context.
Mind map. Another way to take notes is to draw a mind map. A mind map can help you clarify structures.

To make a mind map, take a large paper. You always start with a central concept, and then you write down things that relate to that concept by working outwards from it. Use only keywords, and different colours to organise your map. It is good to start in the middle with an image or a word, and move outwards from there, with thicker branches with sub-headings. You then continue outwards, with thinner and thinner branches. There are also apps you can use to create mind maps.

Take notes in point form. Another method is to use bullet lists. With this method it can be helpful to use a numbering system, so you can easily identify the main points. You can also differentiate between the main theme and the sub-topics by indenting text. And you can develop your own system of abbreviations and symbols, so you can work more quickly.

Post-it notes. A good idea is to have some post-it notes. They make it easy to mark important sections, or you can write down thoughts that you have, and save them with your other notes.
Memory techniques

There are many different memory techniques; most are based on various types of associations. Using associations, you link new to existing knowledge. This connection makes it easier to remember the new knowledge.

Methods

Repetition is the most important method for memorising. The more repetitions you do, the stronger the mental connections to what you want to and have to remember.

Memory walk
Many people learn better when moving about. Walk around in a room, around the block or along a walking path. While you walk, position words and concepts along the way. By associating them with different objects or places, you facilitate memory. This technique is sometimes called the Loci Method, after the Latin word “loci” which means “places”.

Use your senses
The more senses we use, the better we remember. You can link words or concepts to a colour or an image, and visualise the words or images, to commit them to memory more easily. For instance, to remember the word “monkey” you can imagine a monkey eating a banana, while recalling the taste of a banana. By doing this, you connect a word to an image and a taste. It’s easier to remember things that stand out. When making associations, use exaggerations. There’s nothing unusual about a tree in a forest, but a tree in a shoe is so odd that it is easy to recall. You can also link words to places, clothes, furniture, things you like etc., as a way of connecting the new words to something familiar.

Acronyms
An acronym is a word or sentence formed by the first letters of other words. An acronym can also be used as a “real” word, such as LASER (from Light Amplification by Stimulated Emission of Radiation).

Memory rhymes
The use of memory rhymes can also be used to remember words or concepts. If sentences end in the same type of sound it is usually easier to remember them, such as “i before e, except after c” giving information about the correct way to spell words.
Motivation

Motivation will be one of the keys to success in your university studies. When you start, it might be easy to stay motivated, but how do you keep your motivation levels high when the going gets tough?

Targets

In order to maintain and boost your motivation, you need targets. Long-term targets can include an examination, more in-depth knowledge of the subject, good future prospects, etc.

To stay motivated in your everyday life, you also need short-term targets. These can include completing short, efficient study sessions. And do not forget to reward yourself when you meet your targets.

Attitude to self and situation

Your attitude towards yourself and your studies affects your subconscious to a very large degree. If you believe in yourself and in your ability to learn, you will greatly increase your chances of success.

Envisage what you want to happen in as much detail as possible; see yourself managing what you have to complete; and try to imagine how good it feels to succeed in this. Use this technique for both your long-term and your short-term targets.

We often repeat thoughts and patterns without being aware of it. Try to capture your negative thoughts and turn them into something positive.

Negative thought: It will take forever to get through this book.

Positive thought: I will read chapter 1 now. It won’t take long and then I’ll take a break.

Think about yourself: Who am I, why am I studying, what affects my attitude towards my studies, what do I want from my studies, what are my strengths and weaknesses, how do I best learn?

Try to imagine yourself as you want to be in 5 or 10 years. Look at others who are in the position you are aiming for and make them your role models.
Make up your mind to succeed with your studies!

THINK ABOUT THE OBJECTIVES
- of the course
- of the entire programme

IMAGINE
the knowledge in a future situation

GET INSPIRATION
from the guest lectures, job fairs and recruitment days that are held

CREATE A POSITIVE ATTITUDE BY
- choosing supportive co-workers
- choosing a good place to study
- thinking about what you have achieved
- doing something, instead of regretting what you didn’t do

REWARD YOURSELF
for what you have achieved
Preparing for examinations

Every course includes some sort of examination. The most common type is the written exam, which can be done either at an exam venue (lasting from 3 to 6 hours) or at home, where you have a few days to write a longer text that answers a number of questions based on the course literature. Other forms of examination could be computer-based exams, oral exams, obligatory seminars and group work.

Strategy

It is easy to get stressed ahead of an exam, and instead of recalling everything you have learnt during the course, it feels like you’ve forgotten everything. To avoid stress reactions like these, you can try to develop a well devised strategy for preparing yourself for an exam. A very important factor is when you start your preparations. These should start on the first day of your course. The more you work with the course materials while the course proceeds, the less the risk that you run out of time before the exam. And as the exam approaches, your focus should mainly be on review.

Preparation

Think through how you are going to prepare for the exam, both mentally and physically. As for the physical parts, it is important to sleep and eat well before the exam. If you get to the exam tired and hungry, you reduce your chances of doing well. Finish your review well in advance on the night before the exam, so both your body and mind have had time to recover.

Exam day

It is also a good idea to check, in advance, where the exam venue is located, so you do not have to search for it on the day of exam. Arrive on time. If you are stressed, do not talk about the exam with your classmates outside the venue. Rather, focus inward, and try to think positive thoughts. Bring something to drink and eat, so you can maintain an even blood sugar level. While you are sitting the exam, having a break to eat or drink something can be a good way to calm your nerves. Working calmly and methodically, and not hurrying through the questions, is normally the best strategy in the end.

View the exam as an opportunity to learn, and remember that if you fail, you will be able to retake it. Failing is not a disaster, but of course you should do everything you can in terms of preparation and concentration to pass it.
Academic writing

During your studies, you will get to practise academic writing. The focus in academic writing is on being systematic and objective. Further, it is important to provide references in the right way and to be source critical. You must learn to write in a way that is easy to understand and that uses academic language. You can prepare on your own, and at the back of this guide you will find tips for further reading so you can get started easily.

Academic writing is an important preparation for working life. Most decisions that are made in organisations are based on written reports.

Misconduct and plagiarism

By misconduct we mean using prohibited aids or other methods attempting to deceive an examiner when one’s study performance is to be assessed. One type of misconduct is plagiarism. Plagiarism is when you use other people’s texts in an illicit manner. Therefore, it is important that students know which rules and norms apply when referring to or quoting someone else’s text. On the university library’s website, under the tab “Guides and support”, you can find more information about managing references.

Degree project

All programmes end with some form of independent work. This gives you something concrete to show, something that reflects important parts of what you learned in your programme, to a potential employer. All written work leading up to the degree project can be seen as important experiences ahead of this more extensive work.

At our Språkverkstaden language workshop, you can get help to improve your oral and written language. Read more on the next page.
If you need support

At www.student.liu.se you can find more information about support for students.

Study guidance

At LiU we offer the possibility to see a Study Counsellor to discuss study and career choices. We support, we coach, we discuss ideas, and we guide. You can talk to us if you want to discuss your future, or if you are hesitant or anxious about your studies. All study counsellors are bound by confidentiality.

If you are interested working in Sweden, short or long term, you also might need to prepare yourself. Many academic reports based on the Swedish labour market demands show the importance of the Swedish language. A good advice is to start gaining your Swedish skills as soon as you can. LiU offers courses in Swedish for international students. For more information contact your faculty coordinator.

Language support

LiU’s Språkverkstaden (Language Workshop) is open to all students who want help with oral or written presentation. You can get help with academic writing. This can include presentations, reports and other similar texts that are common in higher education. You can also get help with oral assignments, planning a presentation, manuscript techniques, preparation, technical aids and more.

Student health care center

The Student Health Care Center offers advice and support when you have physical or mental health problems. The Center focuses on preventive health work with a perspective on promoting studies.

Our services are characterised by a student-focused approach where student needs are reflected in what we offer. The service is a complement to the public health and medical care (Vårdcentralen). They also provide support and service for students with a disability.

Study with disabilities

Students who require education assistance, who have been accepted to study at Linköping University, are advised to get in touch with our student coordinators who can assist you in arranging support during your studies. An individual assessment of the support required is made considering your needs in relation to the curriculum of your chosen studies. You may be entitled to the following services:

- Support with note-taking by a fellow student
- Talking books
- Extra time during examinations
- Alternative examination forms decided by the examiner
- Free text-to-speech software (TorTalk)
Please note that we cannot assist you with accommodations, transport service, technical equipment, aids and assistance outside the University setting. This support is the responsibility of the Social Welfare System in the municipality of your residence. Please contact the municipality before you apply to the University.

Sick leave

If you become ill during your studies, you can contact your study counsellor for study planning.

More information about insurance can be found here.

Contact information to the public health care system can be found here.

Approved leave of studies

If you are in need of a study leave, please contact your study adviser.

Student union

StuFF is the student union for students at the Faculty of Arts and Sciences. StuFF's core operations concern education, working environment, and student support and welfare. If you have questions or require support, you're welcome to contact the student union. For contact details, see StuFFs website.
LISAM

LISAM is the learning platform at Linköping university where you can find your course rooms and the Student portal.

Student portal/Ladok

In the Student portal you can amongst other things, register on courses and find the schedule. You can also print out certificates of your studies. It is also through the Student portal that you apply for your degree.

Course registration

As a new student at Linköping University (LiU), you will need to acquire a temporary LiU-ID to be able to register for the first courses. A checklist of the steps can be found here.

In the beginning of each following semester, you must register for the new courses in the Student portal to be allowed to partake in them. Remember to register on all courses you intend to take on the current semester at the start of the semester. If you are a fee-paying student, a registration can only be done if the fee for the current semester has been paid and allocated to the courses.

If you have applied for Swedish student finance via CSN, they will be automatically notified of your registration and you can submit a guarantee of studies on their website. You must register on courses worth at least the amount of the applied credits at least three (3) weeks after the start of the semester in order to be eligible for the grant and/or loan for the full semester.

De-registering from a course

Some programmes have more than 30 ECTS of courses available during a semester. If you decide to drop (de-register from) a course within three (3) weeks from the start of the course, if you are a fee-paying student, you can use the fee allocated for that course to fund another course included in the program curriculum. If you decide to drop the course after three (3) weeks from the start of the course, it is still important to notify the Study Counselor, but if you are a fee-paying student, the allocated fee cannot be used for another course.

Taking extra courses as a fee-paying student

Fee-paying students must in their plan for elective courses take into account the total number of credits on the program that you intend to study. All credits that exceed the 120 credits in total on the program results in an extra fee needing to be paid.

If your program has elective courses and you want to apply for a course that is not included in your program curriculum you will have to pay a new tuition fee.
Threshold requirements

For most programmes, there are threshold requirements that say how many credits you need to pass each semester or each year to continue. These requirements are specified in the programme syllabus.

If you don’t meet these requirements, you will not be able to move forward in the programme until you have passed the necessary credits. In most cases this would mean you would not be able to start the next semester until after a year. If you are behind in your studies, you are welcome to contact your study adviser to discuss your studies.

Swedish academic culture

In the Swedish academic environment, the student-teacher relationship is quite informal and students are free to approach and ask questions from their teachers, even in their own office. It is also customary that you address your lecturers or teachers by their first name. As a student here you are expected to be independent in your work and take responsibility for the quality of your learning.

Academic system

Higher education in Sweden is divided into first, second and third cycle, which corresponds to the European standard, as set up in the Bologna process. This includes bachelor’s, master’s and doctoral programmes. The degrees awarded at Linköping University are:

- Bachelor’s degree, three years, 180 credits
- Master’s degree one/two years, 60/120 credits

Several professional diplomas are offered as well.

Academic year

The academic year consists of two semesters, each comprising of around 20 weeks of planned study. The autumn semester usually runs from the middle or end of August to mid-January and the spring semester from mid-January to the beginning or middle of June. There is usually a study break for one or two weeks around Christmas. The lengths of other breaks, such as the Easter break, differ between different courses and programmes. Semester dates for each faculty are available here: LiU Student Semester Periods

Workload

Full-time studies usually require 40 hours of study per week, split between work in class and individual study. Classes and lectures are usually held during the day. You may find that several courses are given in parallel or they may be consecutive, depending on the programme. Subjects may also be integrated into themes or blocks.

The extent and method of instruction differs between courses and programmes. Technical courses tend to have more scheduled hours, while other courses are more flexible.
Courses may include lectures with a large number of students, and smaller seminars in which you are expected to be active in discussions and express your own views on the subject. Laboratory work, excursions, study visits and independent project work are also a part of most courses.

Digital classrooms are used widely both for on-campus and distance programmes.

Examinations
Various forms of examination occur throughout the semesters and varies from course to course. The most common form of examination is an individual written exam, but both individual oral and computer exams exist. However oral presentations, take-home exams, certain assignments and active participation in seminars and projects are also used to measure your performance in the course.

The larger examinations are usually planned at the end of each course. Each course has three (3) exam opportunities per academic year. You are allowed to write an exam for a course as many times as needed to acquire a passing grade, but as soon as you receive a passing grade, you are no longer able to write the exam to try and increase your grade.

The number of attempts at an exam will not be seen in your transcript but the date of the exam you passed will be shown.

Credits and grading
One semester of full-time studies equals 30 credits, and one academic year equals 60 credits. The exact number of credits you receive at the end of your studies, however, may differ. The grades received reflect not only your marks in the final examination, but also your participation in the course. Linköping University uses four grading systems, depending on the course or programme. The chart below explains the grading systems.

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<thead>
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<th>GRADING</th>
<th>GRADE</th>
<th>DESCRIPTION</th>
<th>ECTS GRADE</th>
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<tbody>
<tr>
<td>Four grades</td>
<td>5</td>
<td>Pass with distinction</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Pass with credit</td>
<td>B</td>
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<td></td>
<td>3</td>
<td>Pass</td>
<td>C</td>
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<td></td>
<td>U or I</td>
<td>Fail</td>
<td>F or Fx</td>
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<tr>
<td>Three grades</td>
<td>Väl godkänt (VG)</td>
<td>Pass with distinction</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td>Godkänt (G)</td>
<td>Pass</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td>Underkänt (U)</td>
<td>Fail</td>
<td>F</td>
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<tr>
<td>Two grades</td>
<td>Godkänt (G)</td>
<td>Pass</td>
<td>A to Fx</td>
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<td></td>
<td>Underkänt (U)</td>
<td>Fail</td>
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Equal opportunities

At LiU we carry out extensive and targeted work to promote equal rights, equal opportunities, and equal obligations. We work also to counteract all forms of discrimination, harassment, sexual harassment, victimisation and exclusion. This is our work towards equal opportunities, known by the term Equal Opportunities.

If you experience or see any form of discrimination or harassment, you can turn to:

• Director of studies or programme coordinator
• Teacher
• Study adviser
• Student union
• Student work environment representative
• Student Health
• Equal opportunities coordinator

At LiU the principle is to manage abuse that has been experienced as close to the affected person as possible. For students, the director of studies or corresponding person is responsible for handling and, where relevant, investigating the occurrence of abusive treatment. If you do not feel comfortable talking as an individual, the student union of your programme can represent you.

Some advice if you are subjected to offensive treatment of any kind:

• Speak up. Confront the person if you can. If you find it hard to tell them in person, write a letter or otherwise show them that you dislike their behaviour.
• You have the right to receive advice, support and information without giving your name. However, you may not be anonymous in the event of an investigation.
• Tell someone else.
• Write down the time and place, what happened, what was said and how you reacted. This documentation may be important if there is an investigation.
• Participate in the investigation measure process that is initiated by your superior/Director of Studies and accept the support you are offered.

Disciplinary board

According to Chapter 10 in the Higher Education Ordinance, disciplinary measures can be used against a student who:

1. Uses prohibited aids and equipment, or in any other way, purposely acts inappropriately during the examination or the assessment of a study assignment.
2. Causes disturbance, prevents teaching, examinations or other university-related activities from taking place.

Some examples of what can be deemed as cheating or misleading the assessment are:

• Text written onto a formula sheet
• Loose sheets of paper containing the student’s own writing during
a test
• plagiarising an essay
• copying program code during a lab exercise
• working with another group during individual projects when doing so was not allowed

**Possible disciplinary measures** imposed as a consequence of attempt to cheat are: formal warning and suspension from participation in classes and examinations for a period of up to six months. The most common suspension period is one or two months. As a rule, suspension occurs during term time, which means that the student is not allowed to participate in classes, lectures, labs, and any kind of examination where study achievement is assessed. During the suspension period, a student is not allowed to participate in any study-related activities, e.g. asking the teacher for guidance or tutoring. No results or registration can be reported during the suspension period.

**A snippet of Swedish culture**

You have probably already heard about one of Sweden’s most common custom, fika. Of course, we recommend you to try it. Just visit a café near you and order a black coffee and a cinnamon bun and you’ve got it. Enough about fika, Sweden has plenty more to offer and you find a lot of it if you go to this link.

**Public authorities**

In Sweden we have many different public authorities with different functions and connections. To understand how these authorities and which ones you might need to know about you will find through this link.

**The principle of public access to official documents (Offentlighetsprincipen)**

This principle states that documents created and handled by government agencies and/or authorities are publicly accessible documents. This principle applies to universities as well as most of them are government authorities. Read more on this website.
Further reading


*This book covers most of the information we write about and more. You can for example read about how to manage work together in groups, how to make presentations and about employability and preparing for the future which can be useful complements. The book also offers hands on self-evaluation documents for each chapter to help you clarify needs and what you might need to develop. This book is solid and works for international students at Swedish universities and covers a range of subjects.*


*A relatively short introduction to academic study skills. Its main advantage is made clear from the title; that it is written for a Swedish context.*
