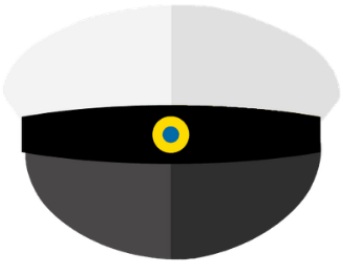
Elsa Ewert & Sigrid Welin

present



The Student Guide

A guide for students at Uppsala University

In collaboration with

UPPSALA UNIVERSITET

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The authors are responsible for the contents of the Student Guide. It will be regularly updated, so if you have suggestions for improvements you are welcome to send your comments to kvalitetsutveckling@uu.se.

Table of contents

FOREWORD **3**

Deputy Vice-Chancellor Coco Norén *3*
Authors' foreword *4*

DESIGN AND PURPOSE OF THE STUDENT GUIDE **5**
CHAPTER 1. INTERNATIONAL STUDENTS AT UPPSALA UNIVERSITY – WELCOME! **6**

1.1 "LAGOM" IS YOUR NEW BEST FRIEND 6
1.2 LET'S GET STARTED 6
1.3 WHO IS RESPONSIBLE? 9
1.4 YOUR TEACHER IS TRAINED TO TEACH 10
1.5 HOW DO I TAKE MY RESPONSIBILITY AS A STUDENT? 11
1.6 THE UNIVERSITY'S LEARNING ENVIRONMENT 13
1.6.1 Digital platforms for your studies *13*
1.6.2 Do you have a disability and need special adaptations for your studies? Don't worry! Help is available! *16*
1.6.3 Campus versus Café – Where's best for studying? *16*

CHAPTER 2. A STUDENT'S DAY-TO-DAY LIFE **19**

2.1 COMPULSORY VERSUS NON-COMPULSORY CLASSES 19
2.2 STUDY HABITS AND STUDY TECHNIQUES 20
2.2.1 Resources and tips for success! *20*
2.3 COURSE EVALUATIONS – WHAT'S THE POINT? 22
2.3.1 Constructive course evaluations *22*
2.4 READING THE ACADEMIC WAY 23
2.4.1. Academic writing *24*

CHAPTER 3. EXAMS, RESULTS AND FEEDBACK **25**

3.1 DIFFERENT MODES OF EXAMINATION 25
3.2 WORKING CONDITIONS FOR STUDENTS 26
3.2.1 The art of teamwork *26*
3.2.2. Feedback *27*
3.2.3 Cheating and plagiarism *27*
3.3 HELP! A G ISN'T GOOD ENOUGH! 28
3.3.1 Learn to be a resit wizard *29*
3.4 HELP! IT'S ALL TOO MUCH FOR ME! 29

CHAPTER 4. STUDENT UNIONS AND STUDENT REPRESENTATION **32**

UUFS FOREWORD 32
4.1 WHAT IS A STUDENT UNION AND WHAT DO THEY DO? 32
4.1.1 The student unions & Uppsala University *33*
4.1.2 Why be a student representative? *35*

CONCLUSION **36**
GLOSSARY **37**

Foreword

Deputy Vice-Chancellor Coco Norén

Dear student,

The Student Guide you have before you supplements the Framework for Teaching and Learning at Uppsala University. The Guide has been created by students, for students and contains both practical advice and personal reflections that can help you find your feet in the university world – from lectures and exams to student influence and student life.

The guide is written with warmth, humour and commitment – and I would like to express my sincere thanks to the authors for what they have done. By generously sharing their experiences as students, student representatives and student union chairs, they bring vital parts of the Framework for Teaching and Learning to life.

I hope that these pages will be an inspiration, a support and a mirror for you, the student – and that you will dare to claim space, ask questions and contribute both to your own and to others' development while you are here. I would also like to encourage you to try being a student representative at some point during your studies. This is not only a chance to influence and develop the University's courses and programmes – it also gives you valuable experience that puts you in a stronger position for the future.

Make the most of your opportunities, challenge yourself, contribute to a larger purpose – and have fun!

Coco Norén
Deputy Vice-Chancellor
Uppsala University



Authors' foreword

Dear student, dear reader - hello!

Our names are Sigrid Welin and Elsa Ewert and we're the ones who have written this text. Who are we? A couple of random students who feel like writing something in their spare time? Yes and no.

At the time of writing, Sigrid is President of the Pharmaceutical Student Association and Elsa was President of the Uppsala Student Union in 2024/25. Sigrid studies pharmacy. Elsa is in the humanities. We're two students who could have got through our entire time in Uppsala without meeting each other. But here we are now, a Student Guide later, and are friends for life.

As you may already suspect, this guide is anything but a strict academic text. We have giggled our way through certain parts and torn our hair out over others (hint, hint, the layout). If you're studying marketing, communications or aesthetics, we'd love to hear from you, we'd be grateful for feedback and help revising the text.

We have written the text at the request of the Division for Quality Enhancement at Uppsala University. We would like to start by saying a big thank you for entrusting us with this task and special thanks to Ulrike, Lovisa and Åsa for their support during the writing process. We hope that this information and our tips can help make your time as a student the best it can possibly be. Both in terms of your grades and in terms of your life outside your studies.

If the guide feels like "tips for negotiating your studies and student life from a big sister/brother who's just graduated", then we've succeeded. Enjoy the guide and good luck!

Sigrid Welin and Elsa Ewert
Students
Uppsala University



DESIGN AND PURPOSE OF THE STUDENT GUIDE

The purpose of this Student Guide is to supplement the Framework for Teaching and Learning at Uppsala University. It is meant for Bachelor's and Master's students (not doctoral students), whether you are studying in Uppsala or on Campus Gotland.

In the various parts of the guide you will find tips and tricks that will help you get through your years at Uppsala University. Sometimes there will be a quiz, sometimes an information box, but mostly it's continuous text. We explain a complicated world in terms that would make some academics raise their eyebrows. But we want more people to dare to study at Uppsala and to show that despite its imposing history, it's not all deadly serious and it's quite all right to joke about things now and then.

At the end of the guide you'll find a glossary where we've given brief descriptions of words and concepts that you'll run into during your time as a student at Uppsala University. So here's our first tip: if you don't want to read the whole text, start at the back with the glossary. That will get you a long way, but trust us, you'll be missing a lot of fun along the way!

The contents of the guide are based on the Framework for Teaching and Learning at Uppsala University. The purpose of the Framework for Teaching and Learning is to develop and support educational work and teaching at the University, to show how to create good learning environments, develop teaching practices and how students can benefit from the teaching and help to improve it.

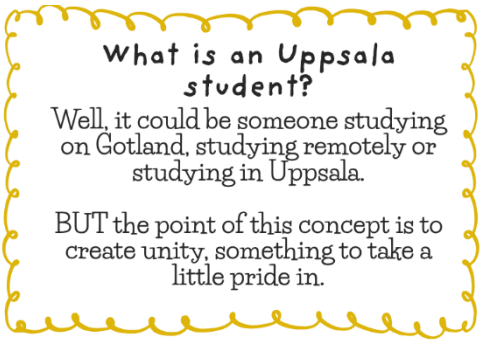
The Student Guide has been written both to help you in your studies and help you understand the Framework for Teaching and Learning. It is intended to give you, the student, a simple overview of your own responsibility for your studies and the responsibility borne by the University. We have picked out the information from the Framework for Teaching and Learning that is relevant for students and reformulated it in terms that make it more accessible to all students. In addition to that, it gives you a few tips and tricks to help you get through your years at Uppsala University, whether you are just starting out or a bit more experienced, and whether you're studying nursing, engineering, literature, dietetics, or something entirely different.

In this guide we use the term 'teacher' for all members of the teaching staff engaged in educational activities at first-cycle (Bachelor's), second-cycle (Master's) or third-cycle (doctoral) level.

Chapter 1. International Students at Uppsala University – Welcome!

1.1 "Lagom" is your new best friend

Okay, let's start with the most important thing first: the legendary word "lagom." There's no direct translation into other languages; it's a word unique to Sweden that has even shaped the mindset of an entire culture and a whole nation. We could explain the word "lagom" by describing it as "good enough" or "just right." "Lagom" is a sort of blend of these two concepts and implies that everything we do should be just right or good enough. It should be "lagom." We promise you'll come across the word sooner or later, so here you go—this was an insider tip for understanding the Swedish way of thinking.



Now, let's work together and use this student guide to become *true Uppsala students*. Uppsala University was founded in 1477 and many students have come and gone, but we want you to know and remember that you too are now an Uppsala student and that this is something *splendid*.

1.2 Let's get started

You, the reader, might be a master's student in political science from Egypt or a Spanish student writing your bachelor's thesis in biology. The wonderful thing about Uppsala University is that we all come from different backgrounds, from all corners of the world. At UU, students and staff come together regardless of background, field of study, or experience, but we have one thing in common: our connection to Uppsala.

Most international students are enrolled in master's or doctoral programs, but there are also some undergraduate courses taught in English. It is also not uncommon for "Swedish-speaking students" to enrol in international programs and courses. We're not going to list all the different programs and specializations—the university does that well enough—instead, we wanted to talk about what it's like to be an international student at Uppsala University. Since we (Elsa and Sigrid) aren't international students ourselves, we've brought in some help!

Let us introduce: Zikri

"My name is Zikri and I came to Uppsala University from Singapore for one semester during the fall. Back home I study data science and analytics, and during my exchange I took courses in Optimisation and Statistical Machine Learning. I chose Uppsala for two main reasons: first, I could take modules that really interested me, and second, Uppsala is home to Storvreta IBK, one of the best innebandy teams in the world. As an innebandy fan, that was a big deal for me.

Floorball, or "innebandy," is a popular sport in Sweden. It's kind of like ice hockey but played indoors (with slightly different rules) and isn't nearly as rough. It's a great sport for beginners, so give it a try if you get the chance!

One of my first surprises was the "warm summer" weather. In Singapore, it is usually hot and humid (since we're near the equator), so when people in Sweden said it was a warm summer, I definitely didn't expect to need a sweatshirt to stay warm! That was when I realised that Sweden and Singapore have very different definitions of warm.

Moving on from the pleasant surprise, I have to say, student life in Uppsala was amazing for me. I joined Kalmar Nation and spent a lot of time there with my friends.

The nations!
As Zikri says, a great way to find a community to join and get involved in is to join a student organization.

A student nation is a gathering place for students, a second living room and home, helping you find a sense of community that goes beyond just your studies. **There are 13 student nations**, and yo information ab them here → link

My first gasque was Harry Potter themed, at Östgöta Nation, and it was held in English, which made it perfect for international students to join! Later I attended the Lucia gasque at GH together with my Kalmar friends which was in Swedish (because I really wanted to experience a gasque in Swedish to appreciate the beautiful Swedish culture). One funny tradition I'll never forget during gasques is that when the last song is sung, you're not allowed to sit back down afterwards because, if you do, you'll never graduate!

At the nations, you can attend a "Gasque". It's a more formal dinner where you wear a suit or a floor-length dress and enjoy a three-course meal. There's usually a theme or a special occasion, and some people even wear medals. The evening features plenty of singing and the occasional schnapps.



What really impressed me about the Uppsala University student life is how student-driven everything is. Nations, events, and activities are largely organised and run by students themselves. It creates a very unique atmosphere where the city feels almost built around student life.

The academic structure was also interesting. At NUS (National University of Singapore), in Singapore, we usually take about five modules concurrently, over the course of three months. In Uppsala, the "pace of study" system spreads courses across different periods, which helps students focus on fewer modules at a time. It felt more balanced and less overwhelming.

Housing was thankfully very smooth. The university housing office arranged accommodation for exchange students, and I stayed in an apartment at Kantorsgatan. By coincidence, our Swedish buddy Alicia lived in the apartment below us, and some of our Singaporean friends lived one floor above. The chances of that happening felt almost unbelievable, but it made the whole exchange experience even more special.



Daily life in Uppsala quickly became something I loved. The city is incredibly bicycle-friendly, and I could get almost anywhere just by biking or using an e-scooter like Voi. I also started cooking more, which became a fun routine. I spent many afternoons having fika with my friends, spent late Thursday evenings playing innebandy with my Kalmar friends, doing supermarket runs to Willy's and running in Gamla Uppsala.

Fika is a must in Sweden! It usually includes coffee (or tea, if you ask Elsa) and some kind of pastry or baked good. You can have fika with a friend, at work with coworkers, or while studying with your classmates.

The winter was unforgettable. I had never seen snow that thick before, and I honestly loved every moment of it. Of course, the darkness was real too. It really isn't a joke when people say the sun disappears by around 3:30pm.

Hi, it's just us (Sigrid and Elsa) again

We just wanted to pop in quickly to say that we see you and we hear you. It's hard to arrive in a completely new country, especially one as unique as Sweden. It's cold and dark in the winter, and a little too bright and hot in the summer (but don't tell that to any Swedes, because they won't be happy about it, even though we all agree). Swedes are also very... reserved people. We don't mean to be that way; we're actually social beings, but we think it stems from not wanting to make a mistake, so we end up

doing nothing at all. BUT we want to encourage all international students to reach out. Don't take it personally if a Swede is shy. Unfortunately, it's in our nature to be reserved. If you reach out, there will be a Swedish student who will take your hand! Okay, back to Zikri!

"Living in Sweden also made me more aware of environmental responsibility. Recycling and sustainability are taken very seriously, and it made me reflect more on how we use resources in everyday life.

What's special in Sweden is that we return all our plastic bottles for a refund. This means you CAN'T throw your plastic soda bottle in the recycling bin; you have to go to a bottle return station to get your money back. You'll find these at many grocery stores.

If someone asked me whether I would recommend Uppsala for exchange, my answer would definitely be yes. It's a city that feels almost entirely dedicated to students, and it's an amazing place to meet people from all over the world. It was easy for me to call this place my home, albeit, it was only for a brief moment.

Thank you so much, Zikri, for a fantastic introduction to your time in Uppsala. We hope that all students coming to Uppsala University feel the same way you do, and that the rest of this student guide will help you get off to a good start. Enjoy the rest of the guide!

Love, Elsa & Sigrid

What I will miss most is the pace of life. Uppsala felt slower and calmer compared to Singapore. Being able to bike across town or take a long walk to meet friends is something I will always remember about my time here. I arrived in Uppsala as an exchange student, but I left with memories, friendships, and a city that will always feel a little like home. I hope everyone who comes here gets to create lifelong memories just as special as mine. Tack för en oförglömlig termin, Uppsala universitet."

1.3 Who is responsible?

Studying at a university can feel daunting. No one can deny it's a big responsibility and the studies will be difficult. It's meant to be a challenge, you're meant to learn new skills, broaden your horizons and acquire new knowledge. But you're not alone: teachers and students are in it together, taking ***joint responsibility*** for the contents and design of the courses and programmes, as is essential in good education.

The Framework for Teaching and Learning is laid out in columns to give readers a good overview of the document's content. Unlike the Student Guide, the Framework for Teaching and Learning

contains specialised terms but it's a rewarding text that helps both students and teachers to understand and develop teaching and learning at Uppsala University.

Example from the Framework for Teaching and Learning (2025):

University responsibility	Student responsibility and activity
1.1.1. The teaching is based on a **scholarly foundation, best practice and educational decisions**. This means that teachers have a responsibility to keep abreast of developments in research and continuously update their knowledge of their subject and of teaching and learning. Responsibility for implementation: Teachers *Responsibility for favourable conditions:* Relevant faculty board/disciplinary domain board	The student assimilates and reflects on course material and critically analyses sources and references from a scholarly perspective. The student is open to new perspectives on the subject, participates and reflects on the approach to knowledge and the scholarly basis. Responsibility for implementation: The student

From the Framework for Teaching and Learning (p. 8): All teaching at Uppsala University is based on a *scholarly foundation, best practice and sound educational decisions.*

What does that actually mean?

Sigrid & Elsa explain: The way your course or programme is designed varies depending on what you study. Some students have several hours of teacher time per day, others spend more time on self-study, in other words, required reading. No matter what course or programme you're taking, your teacher has a responsibility to be up to date in the subject and to have good teaching and learning knowledge and skills to support your learning process. All teachers employed at the University are required to take at least a 10-week course in teaching and learning in higher education to make them top teachers.

Are you interested in teaching expertise and what's expected of teachers?

Read the: Framework for Teaching and Learning

1.4 Your teacher is trained to teach

Apart from the compulsory 10-week course in teaching and learning, all teachers are also expected to undergo regular continuing professional

development. The focus is on student-centred learning and active student participation, which in everyday language means your teaching must be as good as possible and must facilitate learning!

When teachers are hired by the University, experts always scrutinise all the applicants' applications. If two candidates have an equally good knowledge of the actual subject, the candidate with better teaching and learning qualifications will have precedence over another applicant with more limited teaching and learning qualifications. If a candidate with poorer teaching and learning qualifications is given the job – for example, because they are better qualified in the actual subject – the department must make sure that the successful candidate takes a course in teaching and learning in higher education as soon as possible.

Do you think your teacher is unusually good? Nominate them! Showing what we appreciate is a way of influencing teaching through good examples.

Teachers with particular educational skills can apply for the title of 'distinguished university teacher'. When a teacher applies to become a distinguished university teacher, attention is also given to course evaluations that the teacher has had from students that can confirm that the applicant teaches in a way that supports student learning. There are also various teaching awards – from student unions and other associations – that can be given to particularly committed and skilled teachers, and many teachers are very proud to win these awards! Moreover, Uppsala University selects five distinguished teaching award winners each year, with both students and teachers able to nominate their favourite candidates.

1.5 How do I take my responsibility as a student?

In their teaching, your teacher should ensure that you get into the habit of always critically reviewing sources and references. You should be able to openly reflect on new scholarly perspectives within your subject. You should be given the opportunity to identify, formulate and solve problems, and to practise your critical thinking skills. Critical thinking involves an ability to independently analyse, reflect, draw conclusions, evaluate, question and be creative on a scholarly basis. Let's put this into perspective: at school, you mainly learn facts. At university, you learn to analyse, look at things from different perspectives, and examine facts critically and in comparison with other facts.

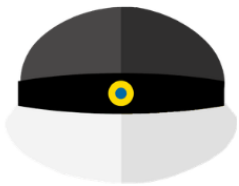
But who is responsible for ensuring that you acquire the tools and critically examine sources and references?

The answer is: You.

Or rather, you and your teacher. The University's teaching staff ensure that students have access to understandable information about the organisation and objectives of the teaching. The students ensure that they take advantage of the information, reflect on the teaching in relation to their own learning and make use of opportunities to collaborate with and give feedback to their teachers. As a student, you have a responsibility to reflect on how the teaching encourages and provides tools for critical thinking and creativity, and how different perspectives on the subject are discussed and treated. In practice, this means: let your teacher know if there's something you don't understand; your teacher is only human, BUT has ultimate responsibility for the teaching.

Suggested questions to ask yourself:

1. Who has written the set texts?
2. Is it a very homogeneous group of authors with the same perspective?
3. Do I have a chance to ask questions about the set texts and facts presented during teaching sessions?
4. Is there an opportunity to reflect on the teaching and the set texts in the course evaluation?



Answer key:

1. Authorities in the subject.
2. No.
3. Yes
4. Yes

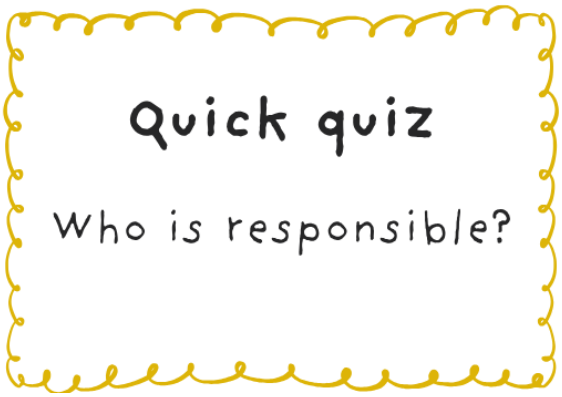
If your answers do not match the answer key, you can contact the course coordinator or a student representative at a student union for help.

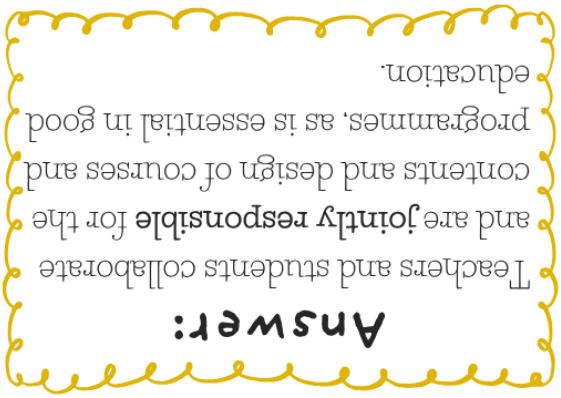
Your teacher is responsible for creating conditions within the course and for including different perspectives on the subject, such as different research traditions, sustainable development, ethical perspectives, gender perspectives, intercultural competence and international aspects. Where possible, the course or programme should also be linked to the world of work, which means that teaching should prepare students for working life after their studies.

Repeat after us: The teacher is responsible for creating conditions, the student is responsible for reflecting on how the content actually contributes to the objectives of the

course. In this case, how the content of the teaching includes different perspectives and contributes to working life relevance. If it is unclear to you whether and how the teaching contributes to the objectives, talk to your course mates and your teacher and/or write it in the course evaluation!

OK, now we've gone through who is responsible for a good teaching-and-learning-oriented education. Quick quiz in the box to see if you've kept up so far.





1.6 The University's learning environment

The Framework for Teaching and Learning says this (Chapter 1.3): *The **educational and knowledge environment** of the University is utilised to contribute to the personal development of students and to create conditions for **lifelong learning**.*



The University has a responsibility to provide an environment that facilitates student learning, both formally (scheduled teaching) and informally (studying on your own or with other students). This means that there should be lecture halls with the right technical equipment and study areas, i.e. desks and chairs outside the classroom for students to study at when they do not have lectures, labs, seminars or similar. It also means that you as a student make use of resources that promote learning, such as different learning environments, libraries and archives, study spaces, cultural heritage environments and digital resources.

1.6.1 Digital platforms for your studies

Uppsala University uses certain digital platforms that students (you!) are expected to use. We have divided these into three boxes to give you a quick overview of the existing platforms.

All students with a student login have access to the Office package

In Ladok you can:

- Register for courses
- Register for exams
- Change your contact details
- Order transcripts and certificates
- Apply for a degree certificate

Download or use the online version of

- Word
- Excel
- PowerPoint
- E-mail
- Calendar
- OneDrive with up to 100 GB of storage
- Copilot (AI service)

In Studium you can:

- View current courses and assignments
- Submit assignments
- View group members
- Teaching materials
- Communicate with teachers and course mates

TIP! Keep an eye on your student email and message inbox in Studium, as some teachers use email for important messages such as cancelled lectures or instructions for assignments. You will also receive notifications and reminders about registering for exams via email. If you need special adaptations for exams, for example, notify the course coordinator in good time and they will help you register your special needs. You can read more about this in section 1.5.2 of the guide.



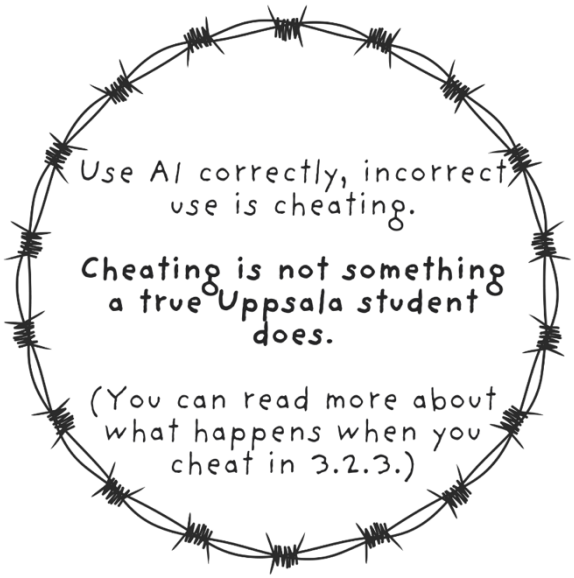
1.6.1.1 Generative AI, dos and don'ts

AI is a relatively new digital tool at the University that students also use. If you are reading this, you are one of the students who will need to learn how to use AI in a way that is good for your learning. In today's society, where the internet is our largest source of information, we always have to check where information comes from. Generative AI is a fantastic tool if used correctly. Uppsala University has a page on the use of AI in teaching and student learning.

How can AI help me study without writing my essay for me?

- A virtual sounding board
- A quizmaster – ask it to quiz you on questions before the exam
- Make multiple choice questions
- Ask AI to play the role of a critical course mate
- Paste your text in and ask AI to give feedback on your language

(but don't enter just anything! Read the guidelines first)



1.6.2 Do you have a disability and need special adaptations for your studies? Don't worry! Help is available!

If you have a permanent disability or need any adaptations to manage your studies, help is available at the University. Follow the link for more detailed information: Support and service Studying with disabilities.

Step 1 is to apply for study support for students with disabilities → Application page - Study support for students with disabilities

Step 2 is to have a conversation with a coordinator from the Student Affairs anf Academic Registry Division, who will then inform you whether you will be granted support and make recommendations for measures to be taken. Examples of support and assistance include being given extra time for exams, sitting in a more secluded area during an exam, having text read aloud to you, etc.

Step 3 is to contact the course coordinator at your department and – pay attention now, this is really important – you must do all this in good time.

What does "in good time" mean? Well, that's a good question, but we can give you some examples of what it doesn't mean:

- The day before the exam
- After the work placements have already been allocated
- After the deadline for a written assignment

The bottom line: take the first step in good time, preferably before your studies begin. NB: You will need to submit a new application for each term or academic year – a lot of trouble, we know, but that's how the system works right now.

1.6.3 Campus versus Café – Where's best for studying?

Best place to study? We called up our friends, the lawyer, the scientist and the humanities student, and asked them where they study best. Here's what they said:



For longer study sessions, before end of semester exams, for instance, Carolina Rediviva (also known as Carro) is the best place to study. Especially a few floors up, with a good view and a quiet atmosphere. There are also lots of places there to eat a packed lunch so it's perfect not

having to leave the building on a rainy November day. Otherwise, there are really good group rooms at Munken.

The scientist student replies:

Students in the Faculty of Science and Technology use many campus areas, which have different types of study spaces. BMC is big, and there are people here from many programmes in medicine and pharmacy as well, so it's no wonder A corridor, which is relatively newly renovated, fills up quickly. Luckily, the lunch restaurant offers places to sit and study when it's not lunchtime. The Geo Centre is much smaller and the library there is a definite favourite. If you're interested in making things, both the Ångström Laboratory and the Evolutionary Biology Centre (EBC) have makerspaces that students can book. You can do 3D printing or soldering or sewing there, for example. For group work, there are group rooms that vary in size and equipment – be sure to book in good time!

The humanities student answers:

Karin Boye! In other words: the library at the English Park Campus (EP to students). But you have to be quick – all the places get taken first thing in the morning. One tip is to go a few floors up, there are quiet sections up there, which are great for when you need to focus. At EP, you can also book classrooms for group work, it's dead easy to do that at the service centre. If you want to meet other students, you can alternate between EP and Carolina Rediviva (Carro), though you have to compete with more people for space, but it can be worth it!

Sigrid and Elsa's quick guide
THEME → Places to study

Cafés – watch out for student discounts, at the nations you can always buy drinks and snacks at cheap student prices and other students work there too! There's always a nice atmosphere and it's really good if you want to sit and discuss things with some course mate, on the other hand, cafés rarely offer quiet reading places so if you know you want to be somewhere really quiet, there are other good options.

Libraries – when you want to focus on your own work somewhere quieter than a café. You can often talk normally but it's more considerate to other people sitting there not to talk loudly. Not all libraries allow you to have drinks with you, there are signs telling you if not, so leave your flask in your backpack and take it out with you when you feel like a coffee. Remember there are municipal libraries as well as campus libraries!

Student unions and nations – there are lots of cosy study spaces off campus. As we mentioned, the student nations have cafés but you can also find impressive libraries there where you can study. Some student unions and nations also have copies of set texts for browsing if you haven't managed to get hold of any of the books for some course.

Home – the bed's not far away when you want a break, though this may be for better or worse…

The best advice we can give you is to dare to try out the options and make your own mind up about what you like best! What you need can vary from day to day or depending on what you want to get done. It's always more enjoyable to study if you apply your imagination to the task. And remember – a change of scene or a little fresh air are rarely bad for your memory or your mood!

Chapter 2. A student's day-to-day life

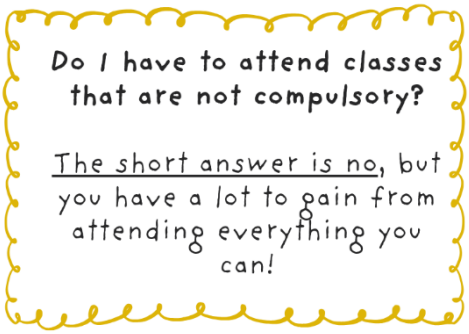
It's 7 a.m. and the alarm clock rings. Perhaps nothing feels less inspiring than getting up and going to that three-hour lecture that starts at 8. "Freedom with responsibility" comes to mind and you snooze for a while, but all the same, how are you going to get going? Can't I catch up later when I feel better rested? So what do I do?



We've talked before about teachers having a responsibility to provide high-quality teaching, but then students also have to come and attend the lectures. Even though it's naturally more appealing to sleep a little longer, what you'll miss is not just the contents of the lecture you skip, but also important information that the teacher wants you to master in this course. **So get up, turn off the alarm and go to the lecture!**

2.1 Compulsory versus non-compulsory classes

Why do we even have set texts if they don't contain all the information? Why do I have to spend time going to lectures as well when I could just read? These are questions we have all asked ourselves over the years at UU, but we can tell you why you should attend lectures – and should want to do so.



Firstly, it's true that most of the information is in the set texts, but lectures are there to give you a feel for where you can draw the limits, to explore points in greater depth, to give you a chance to ask your teachers questions and to talk to your fellow students. By refraining from non-compulsory teaching components (such as a lecture), you are also denying yourself information that is sure to come up in the exam. If you go to the lecture instead, you'll get a head start and free revision of what you need to learn for the exam anyway.

Secondly, there is a difference between reading material and actively working with it by answering questions or looking at it from another perspective. Attending seminars/equivalent (which are often compulsory), not only gives you a chance to see what has stuck in your mind, you also get to see a bit of what your course mates have picked up. Perhaps you totally got everything that was said at the beginning of the lecture and grew tired towards the end, while your friend woke up towards the end and grasped more of that part than you did? That means you've probably picked up very different information, even though you've attended exactly the same lecture. It's like having a team of *knowledge seekers* – take advantage of it and help each other!

You, just like us and many others reading this, receive student financial aid and a student loan (we're talking about CSN, of course). You will eventually have to repay the loan (boo, but okay then :(). Make sure you get everything you can out of your education while you are studying.

All the teachers you meet during your education are paid to teach you, and their job is to ensure that you become an expert in the subject you have chosen to study. Take advantage of the resources offered to you, whether it's a lecture or a seminar. Not only will your exams be sure to go better, you'll also have the opportunity to become the best at what you're studying to prepare you for your future career.

2.2 Study habits and study techniques

Trying out different study techniques may feel a chore, but it's really worthwhile spending some time on it. Do you remember in primary school having to think about "what's the best way for me to learn?" Go back to that question and apply it to your university studies.

- Do I learn better by grilling myself or others?
- Are flashcards useful or or do I spend more time making them look nice than actually taking in the content?
- Do I learn better visually by making mind maps or aurally by standing at home and reciting all the terms I need to know?

The internet is a fantastic place and there are incredible resources to take advantage of. Take the time to google around and search for different techniques that sound good to you and dare to try different ones in different courses.

If you ever feel the slightest bit unsure about how to tackle your studies, there are study counsellors and student health services employed at the University (we will return to student health services in section 3.4). They're there to help you feel well during your studies and to guide you if you get stuck. We also recommend asking older students how they approached exams and similar challenges when they took the same course you are taking now.

2.2.1 Resources and tips for success!

The University has more resources you can use to help you manage your studies as well as possible:

The University Library – here you can borrow the set texts for your course, but also find a wealth of other worthwhile things to read. You can get personal guidance on study techniques here. There

are also self-study courses in study strategies and information seeking. In addition, you can read scholarly articles completely free of charge through the library's licences! The library also offers other services such as the "Ask the Library" chat function and many friendly librarians who can help you find what you are looking for!

Learn to write/language workshop – individual guidance in academic writing. They will not give feedback on the content of your text, but on how to convey the content clearly.

One very good idea is to ask your course mates for tips. To get you started, here are some tips from Sigrid and Elsa:



Long day of studying at the library ahead? Don't try to study for eight hours straight, that's a guaranteed way to get tired and not take anything in. Start by setting a timer for 25 minutes, study for the entire time, and when the timer rings, take a five-minute break. This will give you time to get started, but you'll also be aware that you'll be taking a break before too long. Do this a few times until you feel that 25 minutes is too short and you want to make the sessions a little longer. It gets easier to manage longer sessions after a while, and eventually you can have really productive sessions for longer periods of time without taking a break. Four 25-minute sessions add up to almost two hours of studying, which is more than if you had sat for the same amount of time but been distracted half the time.

Tips on videos to search for on study techniques: "What I wish I had done when I was studying" by people who have completed their education and are looking back on their time at uni and what they would say to their younger selves. Warm, educational and important self-reflection! "Study tips from a medical student" is good if you are going to be a doctor. Not that tips from an engineering student are useless in any way, but linear algebra and immunology are rather different sciences.

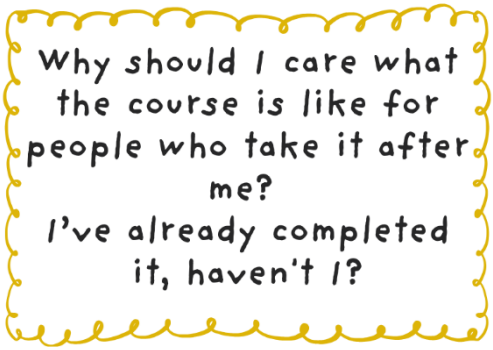


When you study a humanities subject, you often have to deal with lots of long, sometimes complicated texts. My biggest piece of advice, which I wish someone had told me earlier, is: you want to read everything, but you don't have time to read everything. Part of studying at university is learning to divide up the work and "make it doable". Read a bit more of texts that you find particularly interesting. Get through the rest by skimming some parts and trying to identify the point and conclusions of the text. The idea isn't to understand everything; part of studying at university is learning to read academically, i.e. long, complicated texts in a relatively short time, and being able to take the information with you to discuss

it with your course mates. One last tip: Jot down any thoughts that pop into your head while you're reading and take a look at them when you're done!

2.3 Course evaluations – what's the point?

Course evaluations are voluntary and you never owe it to anyone to fill them in, but it's very valuable to show solidarity and do it anyway! You're contributing to a better education for those who come after you. Wouldn't you have wanted students before you to do the same?



Course evaluations are without a doubt the easiest and most tangible way to influence your education, and they don't require much effort on your part. According to Uppsala University's own guidelines, course evaluations should be written and anonymous. It's a good opportunity for you to sit down and reflect on how the course has been. It helps the teacher improve the course, and you lose nothing by taking a moment to think about what you've learned, how you can use what you've learned previously, and whether the knowledge will be useful in the future, perhaps in your working life.

2.3.1 Constructive course evaluations

It's also very rewarding to practise giving constructive criticism. You will need to do this in any workplace you find yourself in, especially if you intend to climb the corporate ladder or become a manager of some kind.

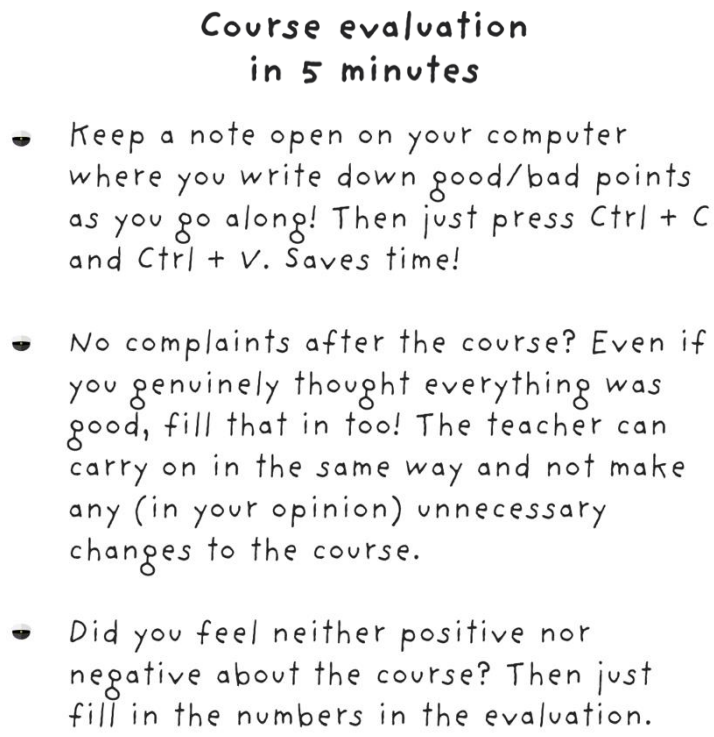
No teacher will ever take on board **"this course sucked, redo it!!! :(("**. For one thing, you don't go into what sucked, why it sucked or what can be done to stop it sucking. Okay, that word got weirder the more times we wrote it... back to constructive criticism.

By using constructive language and being clear about what you want to convey, you increase the chances that the teacher will take the criticism on board and be motivated to change things for the better. No immediate suggestions for changes you'd like to see in the course? Write that down too!

But we also want to underline that teachers are flesh and blood just like us, even if they have a great responsibility. **Maybe you'll be standing there yourself in a few years?** You should never be mean or nasty when filling in course evaluations, or when giving any kind of feedback for that matter. Sure,

teachers are adult people, but so are we students (at least legally speaking). Constructive feedback is always the best approach; attacks or, even worse, personal insults are simply mean and never contribute to development and change.

Do you think the course was really fantastic? Write that down too – and preferably say what makes it so good. It gives teachers the energy to continue doing a fantastic job. As we said, they're human too, and everyone enjoys positive feedback.



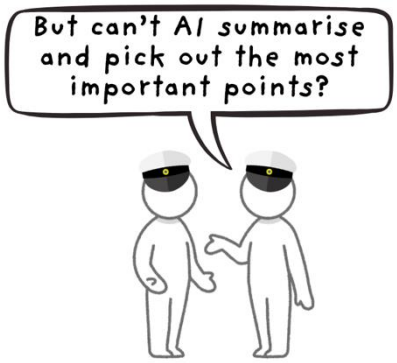
2.4 Reading the academic way

You may be asked to read a scholarly article for upcoming parts of the course, and even if it feels like you're supposed to read it from beginning to end, that's not actually the case.

Reading the academic way is a matter of practice, and even experienced researchers do not read every word in every article. There's a big difference between reading a scholarly text and all other types of reading. Being able to skim through an article and absorb the material without reading the entire thing is a skill that you practise, it's not something you're expected to be an expert at when you start university.

No matter what you have chosen to study, you will need to read scholarly articles and, in all likelihood, you will need to carry out some kind of independent project or other writing assignment in order to obtain your degree. You can't do that without reading articles, and these types of assignments become vastly easier if you've taken the time to learn how to read the academic way. Your future self, sitting there with that degree project, will thank your 'fresher' self for starting early. As the course goes on, training will get you used to finding important facts, arguments and conclusions without getting hung up on every word.

Make notes while you read. Can you write directly in the text or mark it up with a highlighter? Do that. Do you like using colourful tabs, as law students do? Do that too. As we've said a few times already: try things out, think about what worked, try something new, do what suits you.



Sure, AI can do that, but it's no substitute for your own reading. That's essential for the intellectual processing and deeper understanding that academic learning involves. Besides, AI can miss nuances and context, leading to misinterpretations of the text. Use AI as a complement, but don't miss the chance to develop your own language and understanding. You may need it for exams, and definitely in your working life. And as always, check the guidelines before using AI in your education.

2.4.1. Academic writing

In this guide, we have *not* written academically. The language in the text is designed to make it easier to absorb the content, it's supposed to feel a bit like a conversation between friends. Writing academically can feel difficult and tricky, but this is also a matter of practice.

There are countless resources available, not only online but also at the University's own language workshop, where you can get constructive feedback on your texts. Their job there is to help you become a better writer. Those big essay assignments can feel tedious, and one reason for this is that you don't know how to write well (academically); the language is the barrier, not the content. You will save yourself a lot of time by practising this.

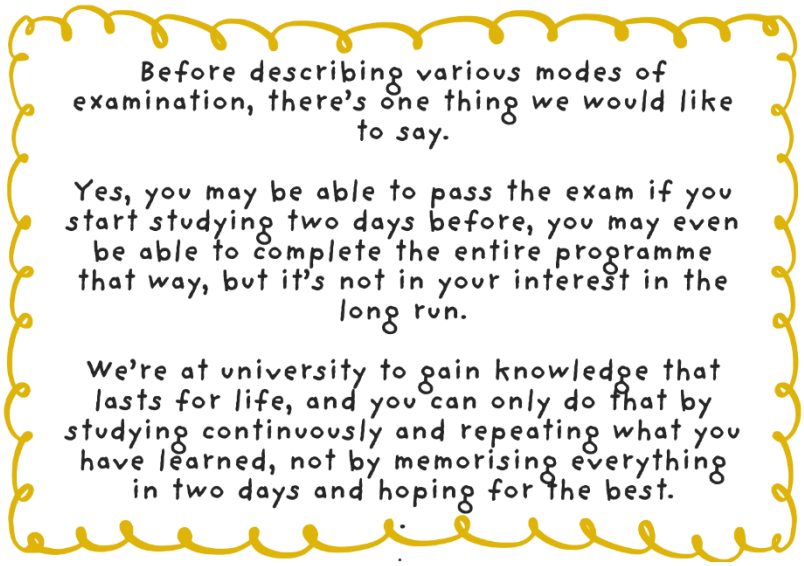
Just because you're not so good at academic writing doesn't mean you're no good at writing. You may write brilliant poetry or be Uppsala's new Gunnar Wennerberg (Google him), but being able to write academically will help you during your studies so that you can spend more time on content than language. It's also something that will be of great help when writing your CV, applying for jobs, at work and in life in general.

Here, too, you can use AI as an assistant, but don't outsource the job completely. AI is an ambitious but injudicious assistant that suffers from pure hallucinations from time to time. YOU have to be in control.

Chapter 3. Exams, results and feedback

3.1 Different modes of examination

You will run into various modes of examination during your studies. Whatever you study, you will be examined on it.



Here are the most common modes:

***Tentamen* (examination)** – also known as a *salstentamen*, an on-campus written examination. A written examination in a subject, you have to answer questions about the content of the course. Depending on the course, you may be allowed to use various aids, such as notes, pocket calculator, formula collections, etc. This is shown in Ladok. This is by far the most common mode of assessment at the University.

***Munta* (oral)** – an oral examination, sometimes in the form of an oral report with a presentation where you are questioned on the content.

***Dugga* (test)** – a sort of mini exam, a part of what you will get in the exam, where you are tested on your knowledge before the final exam. These are often worth extra points towards the exam and have saved many a student from a failing grade over the years.

***Promemoria* (essay)** – popularly known as a PM, an analytical, summarising text on a defined topic.

***Laboration* (laboratory exercise)** – you perform an experiment in one of the University's own labs. You are supposed to have read a lab compendium/manual/instructions in advance so you know what you have to do (you shouldn't read it for the first time when you're there). You are assessed on the practical application of what you have learned in the lectures and put the course content into context (in a Petri dish).

Lab report – written report on something you have done in the lab, the purpose, the procedure (so that the reader can replicate it), the results and how you interpret them. Often written in English, but not always.

Practical examination – this means you are assessed on applying your theoretical knowledge in practice. Often comes up in health sciences programmes, where you are tested on using various instruments, testing reflexes or carrying out patient examinations correctly and in a way that is safe for the patient.

3.2 Working conditions for students

It should always be clearly stated what mode of examination will be used and what it involves. All this information should be easy to find on the course website. If anything feels unclear, you can always get in touch with the course coordinator.

One document that is good to be aware of is "Students working conditions", where there is a whole separate chapter on examination and the rights you have related to all exam components. For example, you are supposed to receive your results no more than 25 working days after taking an exam.

There are different grading systems in different courses and programmes at Uppsala University – the most common grades are U (fail)-3-4-5, U (fail)-G (pass)-VG (pass with credit), U (fail)-G (pass). There are grade boundaries indicating how many points are needed out of the total possible to receive a pass or fail grade. These grade boundaries may be stated on the course page in Studium, but are generally also listed at the start of the exam paper. The grade boundaries may apply to the points for the whole exam, or the exam may be divided into objectives, in which case you often need to achieve at least a certain percentage of the points for each objective as well as a certain total number of points.

3.2.1 The art of teamwork

Okay, here comes the bit we've all had hammered into us since middle school (at least if you went to school in Sweden): you have to learn to cooperate with absolutely anyone, because at a workplace you don't get to choose who you work with. E

When you study at university, you will have to do assignments in cooperation with your course mates. Sometimes you learn masses doing this. You inspire one another to learn more, you can have deep discussions or you divide up the work between you perfectly. But other times, it's not a bed of roses. You can't get hold of your course mate, there's a tug-of-war about who's going to do what, or you feel you can't put your stamp on the assignment because the other person wants to decide everything.

The art of teamwork is about daring to give and take. You have a joint objective = to carry out the task as well as possible.

Our advice is to try to talk with one another right from the start. Set up guidelines and divide up the work so that you each feel you have responsibility for your part. Talk about expectations and if

possible, settle on a shared level of ambition. Give each other time and respect for the fact that you differ in how much you know about the subject and how well you're prepared for it.



Treat other people the way you want to be treated. Put as much energy into the assignment as you would like your partner to do.

If, contrary to expectations, it turns out to be impossible to work together, or your course mate treats you offensively, you must contact your teacher or your student representative at a student union for advice and support. **You should never have to endure abuse in order to complete an assignment.**

3.2.2. Feedback

We have spoken before about giving feedback, but you will also have to receive some feedback during your studies, both positive and negative. It may sometimes hurt a little, BUT it's actually free help. No one who corrects your assignments takes pleasure in criticising your work; they want you to take what they have said on board and then show that you have done so in the next assignment you submit.

You will receive feedback in working life after graduating too, by the way, so if you learn quickly not to take something personally that will help you in the future as well. Take on board both what you can improve and what went well, and continue to work on it. This is part of lifelong learning, something that a true *Uppsala student* is in favour of.

3.2.3 Cheating and plagiarism

If you have reached a point where you are considering cheating, you have a few things to think about. As previously stated, this is NOT something a true Uppsala student engages in. It is quite simply not worth it, for many reasons. Here are three:

1 If you are caught cheating or plagiarising (= copying someone else's work), you will be subject to a plagiarism investigation, which is not only stressful but also resource-intensive for the University. They have more important things to spend their resources on, such as more teacher contact hours. The findings of the investigation (whether the student is guilty of plagiarism or not) must be recorded, and the record then become a public document. This is not something that looks particularly good on your CV, especially not if you are considering a future career in academia.

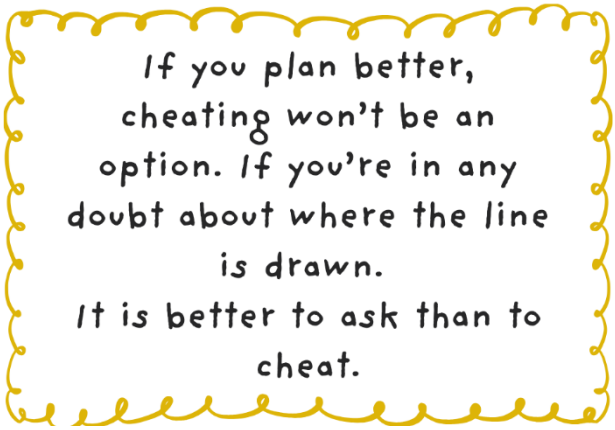
2 You don't learn as much. This will come back to haunt you later in your education and in working life.

3 Not satisfied with your work and it's due tomorrow? It's much better for you to hand in what you've done and then have a dialogue with the examiner/course coordinator about why you're not satisfied. You can get help for next time and instead put together a piece of work that you can feel really satisfied with and stand behind.

Life gets in the way sometimes, and it's always okay to catch up later, even if it feels a bore. It's much more honourable to do the right thing; cheating will likely lead to you wanting to cheat again, and then what's an academic education worth?

What happens if I am found guilty of cheating? Who can help me? Is everything lost? This is what applies at the University: Uppsala university - your rights – examination – cheating and plagiarism.

If you are planning to use generative AI, you must first check the rules about using AI in the particular course. See Uppsala university guidelines for AI for more information.



3.3 Help! A G isn't good enough!

Sometimes you don't meet your own expectations, or you feel that you don't live up to the expectations that others have of you. In secondary school, the grading scale is more nuanced, while some university programmes only have pass or fail grades. But if there are more grades, such as VG, and you have put VG time and VG energy into an exam or assignment and 'only' get a G, you may feel dissatisfied. Of course a VG is always nice, but most employers don't look at individual grades on individual courses, they just want to see that you have graduated and completed the education required for the position you are applying for.

Although it's okay to be disappointed and complain that things didn't go as well as you thought they would, even though you passed, it's good behaviour not to do so in front of everyone around you. Your classmate in the row behind who got a G even though they thought they were going to fail may feel inferior and be dejected. All they hear is that a G isn't good enough, when of course it is. If you're dissatisfied and want to discuss your grade with your teacher, there are a few things you should keep in mind. You'll find them in Rules and Rights in Examinations.

3.3.1 Learn to be a resit wizard



First, let us point out that you should, of course, avoid needing to retake an exam. It's obviously better to keep up with the course. But it happens to all of us at some point, and here is our best tip: Reflect on your results!

We know, we're nagging, but trust us!

OK, picture this: You've just got your exam back and see a U staring at you. Maybe you didn't revise, but gave the exam a shot anyway, thinking maybe it would work out all the same? Maybe you had a cold and prayed to some higher power that the exam would be easy? Maybe you studied a lot, but the questions were not at all what you expected and your brain completely froze?

Reflecting on your results, both good and bad, is incredibly rewarding. Just picking up your exam and seeing what went wrong can help you improve a lot before the resit. It bruises your ego, but ultimately it's something you'll thank yourself for.

In order to pass the resit, you have to accept that it didn't work out the first time, think about what didn't work and try again. If you weren't so far off, set aside time to study for the resit, even if the next course is running at the same time. It won't be any easier if you postpone the resit until the next round, because then what you need to know will be even more distant. But if you need to spend masses of time preparing for the resit, it may be better to save it for the resit period at the end of the summer, so that you don't end up in a vicious circle where you miss the next exam as well. But in that case, remember to set aside plenty of time for exam revision. The knowledge is there, but it will take a little longer to retrieve it from the depths of forgetfulness. You can always contact your study counsellor if you find it difficult to structure your studies yourself.

Bite the bullet and get going, we believe in you!

Good results are worth reflecting on too! What did I do in this course that helped me nail the exam? Was it a subject I care more about? Did I spend more time revising than I did on previous courses? Did I revise my flashcards often enough? Did I study more or less with others than I usually do? Did I go to all the workshops? Did I try out a new study technique/study environment? Self-reflection is never a waste of time and never a bad thing!

3.4 Help! It's all too much for me!

Not to worry, you're not the first to feel that way and help is available. Here's a list of tips to turn to and a link to all relevant websites in the reference section.

Talk with your course mates

Perhaps there are others who are stressed about the same question on an assignment or studying for a resit? Help each other! Dare to be open about the fact that your studies feel difficult or that it ended up a bit too much, what with preparing packed lunches for the week, mending your bike and making the rounds of the nations. Sit down and help each other understand and, above all, encourage each other to try again.

Student Health Service

"The Student Health Service helps you with issues associated with life as a student. It may concern issues caused by stress, sleep problems, low self-confidence, performance anxiety, speech anxiety, too much alcohol or other things that make student life complicated."[1] It costs nothing to use the Student Health Service and they offer lectures and counselling. They have met many students who are struggling with the same problems as you.

Student Health Service – Uppsala university
Calendar of Events – Student Health Service
Student Health in Uppsala
Student Health in Visby
National student health portal

University Library

Not sure which book you need or confused by the reference system? On the Uppsala University Library website, you can find guides and help for finding course literature and understanding difficult reference systems. You can also access newspaper articles behind paywalls and borrow course literature instead of buying it, which saves you money.

Uppsala University Library
Our libraries – Uppsala universitet

[1] Student Health Service, Uppsala University: https://www.uu.se/student/stod-och-service/studenthalsan (2026-03-25).

Student ombudsperson at your student union

All students can book an appointment with a student ombudsperson to get advice and support if they have problems with a course or a teacher, for instance. The student ombudsperson is available at your student union and offers counselling, can help you find relevant sections of the Higher Education Act, and accompany you if you need support during meetings with a course coordinator or if you have cheated and ended up in front of the Disciplinary Board. Be sure to contact the student ombudsperson as early as possible in the process for the best chance of getting the right help!

Find other things to do!

Studying isn't everything. There's lots of other stuff to do when you're at university, especially in Uppsala. Get involved in a student nation or a student union. Join an association, a choir or a spex club (student nation theatre). Make sure you have a good balance between studying and free time; school goes better when you feel better.



SIGRID

My first resit wasn't unexpected, but it was still a bit of a blow to my ego. I'd had COVID for ten days and my study technique wasn't great, so of course my efforts weren't good enough. I've failed exams since that one too, unfortunately I didn't learn much the first time around. Still, I want to commend the Swedish education system for not punishing people for failing now and then. You just have to roll up your sleeves and try again. There's honour in doing your best. I don't wish any of you readers academic setbacks in any way, but I do think that everyone needs to fail in order to learn; it builds character.

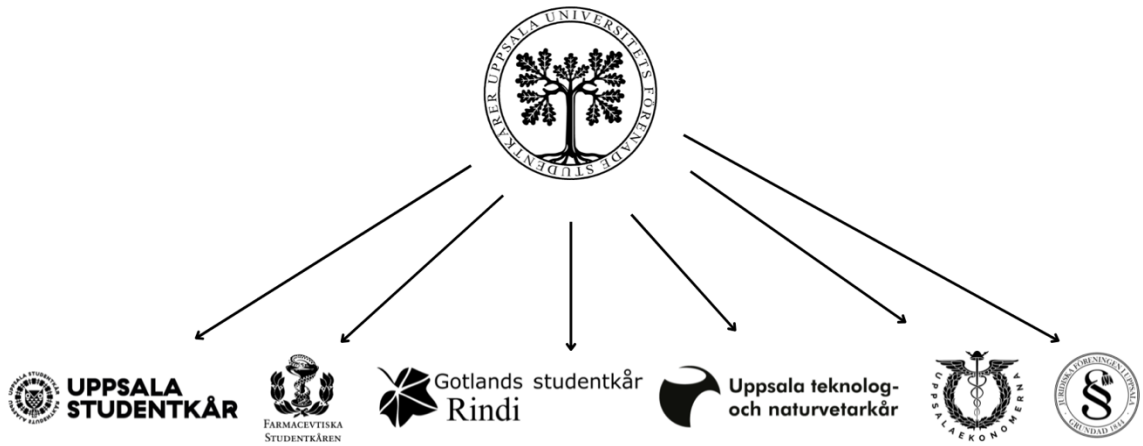
ELSA

My first resit, oh yes, I totally panicked! I'm not even exaggerating. First of all, it felt like a huge failure. I had studied for the regular exam, but I was too stressed to take in the information and when I got to the exam, I just felt, "Oh no, this isn't going to work." When I got the results, I felt completely crushed. Yes, I'm a dramatic person... sue me. I just felt like I wanted to drop out and that university studies are no doubt great, but not for me. But of course it wasn't the end of the world. I found a course mate who had also failed, we studied together, and I passed the resit on my first attempt.

CHAPTER 4. Student unions and student representation

UUFS foreword

Hi, glad you're reading this! Perhaps you are new in town, or a veteran of the student world. Either way, welcome to this guide, which we hope will help you navigate the great student city of Uppsala, with its academic and social life. We at Uppsala University Student Unions (UUFS) are very pleased that this guide has been written. It's a document offering guidance, motivation and answers to perhaps the very questions on your mind. Student life should give you the flutters at times, it should be fun and rewarding, but there can be periods that feel uncertain, difficult or less motivating. UUFS is here for you. We are a collaborative body for student issues in Uppsala and work to advance study-related policy issues. Each individual student union works every day to make your time as a student easier. Whether it's improving study spaces on campus, offering good coffee at the student union building or listening when you need to talk about a course or programme.



Moving to a new city (or staying where you are), starting a new programme or taking a single course is like turning over a new leaf. Much is new and much is possible, and you're the person who can influence how this new period in your life will turn out. We want to encourage you to take charge, try something new or just go with the flow. Do what motivates you and gives you the energy you need to move forward in your studies. UUFS wishes you happy reading!

4.1 What is a student union and what do they do?

Uppsala University Student Unions (UUFS) is a collaborative body that was founded to give the unions a single voice in relation to the University. The unions vary greatly in size and therefore cannot pursue all issues individually, as they simply do not have the resources to do so. UUFS is run by committed students who take a break from their studies to help their fellow students have a better study experience.

A student union is an organisation of students, for students, at a university or other higher education institution. Student unions work to serve the interests of students by monitoring the quality of education, representing students in decision-making bodies within the University, and offering social activities and work-related opportunities. Which union you belong to usually depends on what you are studying, but it is possible to be a member of several student unions if you wish.

The unions appoint student representatives who represent students in their dealings with the University. Our right to do so is also enshrined in Swedish law through the Ordinance on Student Unions. If you wish, you can read more about the student unions as student liaison officers at Uppsala University here.

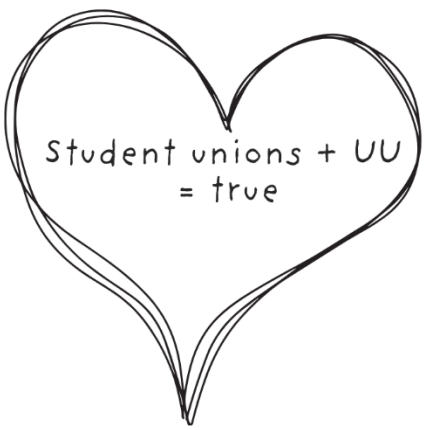
Through the student unions, you can meet other students, which is something everyone should (and needs to) do. Not just to make friends, but also because you have a lot to learn from your fellow students. One of the most appealing aspects of studying at university is the diversity of people who choose to study there. Someone you meet may have just left upper secondary school and started studying straight away, while someone else may have studied something completely different and worked for a few years but now wants to retrain.

You learn a lot when you sit together; it's not only good for your exam results, you also feel better and have more energy to study when you're part of a stable group! You can also meet many older students and learn a lot from them, which they are happy to share. No older students want you to do badly in your exams; the only thing they want is for those who come after them not to make the same mistakes they did. This is something you will also want to contribute to once you have a few semesters under your belt.

When you are new to university studies, it's not so easy to navigate all the documents telling you what you are entitled to, and also what you are obliged to do. This is something the student unions are very knowledgeable about, and you can always ask them if you are unsure about any study-related issues.

4.1.1 The student unions & Uppsala University

Uppsala University wants to educate the best students possible, and the student unions are there to help with precisely that. In constant dialogue, UU, the student unions and student representatives strive to develop programmes and courses, study spaces on campus, and improve the working environment for students.



A current example of student influence is how AI should/should not be used at Uppsala University and how students and the University as a whole should relate to generative AI in education. Student representatives become a voice for young people's views on AI and how we believe AI can affect us, negatively or positively. Students can provide perspectives on the benefits of AI as an educational tool, but also on students' need for clarity on what we are and are not allowed to use AI for so that no student happens to accidentally cheat. For example, the student unions have acted as a consultative body for the University when it has drawn up guidelines for the use of AI.

Through the unions, students have a chance to give their student perspective in a room full of adults. Even though all teachers have been students themselves, they do not know what it is like to be a student today and to study the current curriculum. When discussing issues that affect students, it is therefore extremely important that students are given the opportunity to present their perspective. It is the students who are experts on their own situation.

The student unions also have various forums for discussing current educational issues affecting that specific union, often through programme associations or committees. Representatives from the student unions/committees also usually participate in the faculties' various undergraduate education days to provide a student perspective, and our presence is greatly appreciated by the teachers! Check out what this forum is called at your particular student union and make sure to participate (free refreshments are usually provided for participants)!

Do you remember what we talked about at the beginning of the guide? Here's a reminder!

Students are responsible for the development of education by discussing the quality, development and renewal of teaching.[2] How can you do this? Well, through a student union.

Student unions appoint hundreds of student representatives who represent their fellow students in various bodies within the University. Students have the right to attend all bodies that make decisions or prepare proposals

Student unions are responsible for appointing student representatives, and this is done in slightly different ways in different unions.

Do you feel that you would like to become a student representative or get a little more involved?

Contact your student union and they will point you in the right direction!

[2] Framework for Teaching and Learning (2025), Uppsala University.

related to students, and at a university, a great deal is related to students.

4.1.2 Why be a student representative?

There are many different groups (departmental boards, faculty boards, education committees, working groups, etc.) to sit on at the University. We can't list them all here, as that would make the guide twice as long, but our best tip is to check out the student union websites, where you will find all the information you need if you want to apply.

Three reasons to become a student representative:

1. Good for your CV! When you sit on a university body, you gain experience of sitting on a board, reading official documents and practising constructive argumentation (you see, it keeps coming back!) for student issues.

2. Many assignments are remunerated, i.e. you get a little money in your pocket for giving your opinion, how great is that?!

3. You will make contacts that may be useful later when you enter the job market (add everyone on LinkedIn, of course!).

The rule of thumb is that all bodies at the University have a board or steering group where students have the right to be represented, i.e. to have a student representative. You can also read more about student influence at UU here. It is fine to be in several different groups if you have the time and want to!

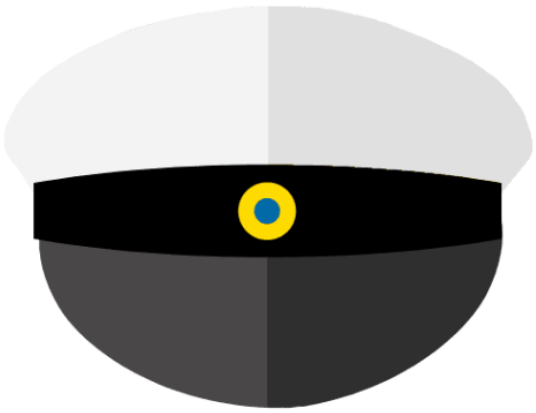
Being a student representative is like gaining work experience while still at university. At the same time, you get to know people and have a chance to influence education at the University in a positive way!

CONCLUSION

And just like that, the student guide is at an end. It's difficult to sum up everything involved in studying and being a student at Uppsala University. We hope that this guide has inspired you to make your years in Uppsala or on Gotland the best years of your life. We hope that you dare to explore the nations, student unions and other activities alongside your studies. We hope that you dare to fail, so that you can get back up and do better.

Uppsala University is big, educating everyone from archaeologists to media scholars to dietitians. It takes quite a lot for two students from completely different fields to write something together. If someone had told us that we would be writing something together, we would never have been able to guess what it would be about. How do you combine rhetoric with pharmacy? Maybe we'll have to start a new department for rhetorical pharmacy after this is done. In any case, our thanks to the student unions and student life for the opportunity!

If we have helped just one person with this guide, we have done our job. This guide isn't going anywhere, so if you need to refresh your memory at some point in the future, come on back. Repetition is the mother of learning! We hope you feel a little more prepared for what university life throws at you than you did before reading the guide. Good luck with your studies and student life, and follow our example: get involved!



Glossary

Studying at university means learning a new vocabulary, often referred to as academic language. The glossary can be read as a supplement to the guide, but can also be a first step in understanding important terms for your years at Uppsala University. Some words that appear in the guide you will have encountered in other contexts, while others will be completely new, but central to the university world. The list shows words in Swedish and English with a short description of their meaning and page numbers if the word appears in the guide.

Akademisk kvart (ak) / Academic quarter – The first thing you will encounter is that your lectures start at a quarter past the hour. For example, 09ak (=09:15) or 13ak (=13:15). This is because we have something called an *akademisk kvart* (academic quarter), abbreviated "ak". The student nations and student unions use this a lot. For example, they may announce that the *gasque* starts at 18dk. Since "dk" means "double quarter", this means that you should be there no later than 18:30 and arrive sometime between 18:00 and 18:30.

Fakultetsnämnd / Faculty board – Organisational unit at the University. At Uppsala University there are nine faculties in three different disciplinary domains. In the Disciplinary Domain of Humanities and Social Sciences (Humsam), each faculty has a faculty board, in the Disciplinary Domain of Science and Technology (Teknat) there is a single faculty board and in the Disciplinary Domain of Medicine and Pharmacy (Medfarm) there is a disciplinary domain board with equivalent duties to those of a faculty board. The faculty/disciplinary domain boards also include student representatives, i.e. students who are elected members of the board. The role of the faculties is "to conduct education and research within the University in one or more related subjects"[3]. (p. 9, p. 34)

Föreläsning / Lecture – A type of teaching session where the teacher teaches what is in the set texts for the course but also provides a broader perspective on the course content. Lectures are rarely compulsory. Before or after a lecture is a good time to ask your teacher questions. Some teachers also use student-activating elements in their lectures, such as short discussions in pairs or Mentimeter questions. Information about exams or seminars may also be provided during the lectures. (p. 2; p. 12; p. 14; p. 18; p. 19; p. 24; p. 29; p. 36)

Icke-obligatorisk / Non-compulsory –Some components of a course are not compulsory. This means you do not need to attend in order to pass the course, for example a lecture. BUT even if the

[3] "Faculty", Uppsala University, student, faculty, https://www.uu.se/student/facultet (2025-08-22).

component is not compulsory, it's not a waste of time to attend. It's there to help you learn so that you can pass the course. (p. 18)

Institution / Department – An organisational unit under the faculty that is responsible for a particular subject area. Most courses and programmes come under a department. (p. 10; p. 15; p. 34; p. 35)

Kursansvarig / Course coordinator – Person at the department who is responsible for the course. A course coordinator may be a teacher or someone who works at the department where the course is offered. You can contact the course coordinator for specific questions about the course, such as set texts, exams or certificates. (p. 11; p. 14; p. 15; p. 25; p. 27; p. 30)

Kursare / Course mates – Students you study with at university; they are called course mates rather than classmates. (p. 12; p. 18; p. 20; p. 21; p. 25)

Obligatoriskt / Compulsory – A word that may be self-explanatory, but in a university context it means a compulsory component, i.e. a component you must participate in in order to pass the course. Typical compulsory components are exams and seminars. This also means that if you fail or do not participate due to illness, for example, you must make up for it by taking a resit (i.e. a new exam for the same course, with different questions) or perhaps submitting a written assignment to replace the seminar. (p 8; p. 18)

Områdesnämnd / disciplinary domain board – Organisational unit at the University. At Uppsala University there are three different disciplinary domains. the Disciplinary Domain of Humanities and Social Sciences (Humsam), the Disciplinary Domain of Medicine and Pharmacy (Medfarm) and the Disciplinary Domain of Science and Technology (Teknat). (p. 9)

Omtentamen (omtenta) / resit – is an exam that you can take if you failed or missed the original exam. This exam may take place while you are taking the next course. The resit exam contains different questions than the first exam. (p. 28; p. 29; p. 30)

Promemoria (PM) / essay – A relatively short, assessed assignment or essay that you write during a course. Some PMs are co-authored, meaning that you write with one or more course mates, while others are written individually. Some PMs are also preparatory work for larger essays or degree projects. (p. 23; p. 24)

Recentior (recce) / fresher – is a new student at the University. You are a recce until there are new recces, which can be a year or six months depending on admissions to your programme. (p. 22)

Seminarier / seminars – Often a form of examination. In addition to exams, you can also be examined, i.e. assessed and tested on your knowledge, in a seminar. In a typical seminar, you and a few course mates will discuss the literature you have read and answer questions posed at random by the teacher. The seminar is also an opportunity for learning. The mix between examination and learning varies between different subjects at the University. (p. 12; p. 18)

Studentkår / Student union – A student union is like a trade union for students. "The student unions' main task is to represent you as a student throughout the university, at a local level, up to meetings with the vice-chancellor and the deputy vice-chancellor."[4] At Uppsala University, there are six student unions that are responsible for quality assurance of education in various fields within the University. As a student, you can be a member of one or more student unions. (p. 1–3; p. 10–11; p. 17; p. 26; p. 30–35)

Studentrepresentant / Student representative – All students can apply to be student representatives in the University's various bodies or organisational units. The student unions have the legal right to appoint student representatives at the University. The student representative represents all students affected by the body's area of responsibility. In other words, if you are a student representative on a programme council for medical students, you represent the interests of all medical students, regardless of which semester they are in or whether they are members of a student union or not. (p. 4; p. 27; p. 29; p. 30)

Tentamen (tenta) / exam – is a test. Some have semester exams, i.e. a single test that tests everything you have learned during the semester, but usually there are shorter exams at the end of each module, and you take several of them during the semester. (p. 2; p. 9–10; p. 14–16; p. 18–19; p. 23–25; p. 27–28; p. 30; p. 32–33; p. 35)

Why "1.2.3"? – The chapter is divided into different sections that are numbered for clarity. The first number "1" stands for the chapter, the second "2" indicates which section it is, and the last "3" indicates the subsection. Is that clear? You could also see "1.1" or "2.5.1" etc. It is a good idea to get used to this way of referring to parts of chapters now, as it is often used in degree projects/essays.

Workshop – Workshops may be held in certain courses. This usually means that a teacher is present and you and your course mates have the opportunity to discuss questions and get help from the teacher. (p. 20; p. 23; p. 28)

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[4] "Student unions", Uppsala University, student, student life, student unions https://www.uu.se/student/studentliv/studentkarer (2025-08-22).

Organisational chart of Uppsala University – To give you an idea of how the University is structured!

