

Studerandeskyddsombud Handbook

*All you need to know to successfully complete your
assignment as a studerandeskyddsombud*

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1. Purpose

The purpose of this handbook is to define the role of *studerandeskyddsombud* (SSO), compile guiding information for the role of studerandeskyddsombud, as well as describe how the study environment work process takes place at Mälardalen Student Union (MDSU) in collaboration with Mälardalen University (MDU).

2. Mälardalens Student Union (MDSU)

[Mälardalen's Student Union](#) is a non-profit member association and is the only official student union at [Mälardalen University](#). The student union is run by engaged students and former students at MDU. That is why sometimes it's said that the student union is "by students, for students". The student union has a network of nonprofit workers and paid elected workers. Our organization can be run thanks to engaged students, those who choose to support the student union as a workforce, and our members. The student union functions like a labor-union for students, whose main mission is to ensure student influence. This student influence affects all students at MDU, and the student union is there to support students with questions about their studies. This is stated by the law, similar to the universities, that must ensure that student influence has its place at university.

In addition to student influence, the student union also contributes to making student life better in other ways, through business contacts, student housing, [fun activities](#), and great discounts for our members. The more members we have, the stronger we become. The student union works to ensure that your study time is of high quality, not just your education.

Figure 1: External structure of the Student Union

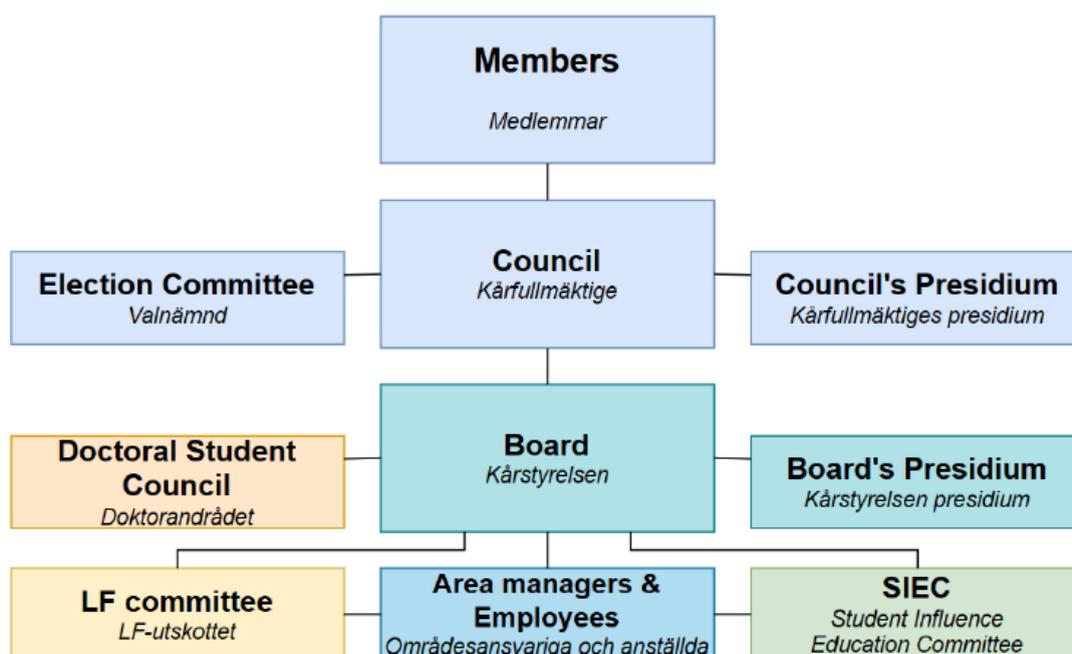
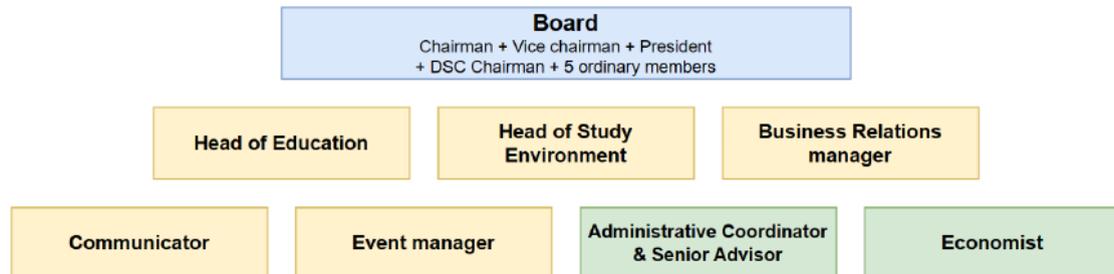


Figure 1 shows the association's overall organizational structure. It is the members who make up the council and can thus decide what the association should focus on. In order to better administer the association and ensure that it functions smoothly, there are various support functions as shown in the figure.

Figure 2: Internal structure of the Student Union



The board is the body that ensures that area managers and employees are well cared for, keeps MDSU running and works towards goals set by the council and board. Area managers (yellow) work directly for students, while employees (green) work to support the organization internally.

3. Studerandeskyddsombud (SSO)

3.1 What is a studerandeskyddsombud?

A studerandeskyddsombud, which also can be abbreviated as SSO, represents students in study environment matters. This can apply to the physical, social and organizational study environment. As SSO, you collect students' opinions, suggestions for changes within the study environment and represent the students within their area of responsibility. It is good if students know about their studerandeskyddsombud, so they know where to go if they have problems with the work environment. [Here](#) you will find all studerandeskyddsombud who have been officially appointed by Mälardalen's student union. The role is similar to that of the employees' studerandeskyddsombud, with almost the same rights except for claiming a safety stop which entails terminating ongoing work if there is an immediate and serious danger to the life or health of workers.

3.2 To become studerandeskyddsombud

It is Mälardalen's student union that appoints studerandeskyddsombud at Mälardalen University by letting students to apply for the position. However, students at the university can nominate a student as a studerandeskyddsombud, but it is the student union that officially appoints the person. The studerandeskyddsombud can never be appointed by teachers or the university.

To become a studerandeskyddsombud, these steps are required:

1. Apply for the role, which you can do [here](#).
2. Complete an interview with the student union.
3. Get formally appointed by the student union.
4. Undergo studerandeskyddsombud education, using this handbook as a basis.

3.3 When you are studerandeskyddsombud

3.3.1 Main tasks

- Collect and represent students' opinions about the study environment.
- Forward students' opinions to the huvudstuderandeskyddsombud (generally the same person as Head of Study Environment) at monthly SSOC meetings
- Participate in safety rounds that take place twice a year
- Attend Work Environment Committee (Arbetsmiljökommitté) meetings

According to the SFS SSO handbook (2023), studerandeskyddsombud must *contribute to and monitor* that the university:

- Conducts a systematic work environment management that prevents ill health
- Designs and implements the education in a way that leads to a good working environment
- Investigates ill-health among the students and continuously examines and takes measures to remedy the risks in the organization
- Offers work adaptation and rehabilitation activities

It is important to highlight that SSO are not responsible for examining the study environment and taking measures. It is always the university (MDU) that has the greatest responsibility for carrying out measures. SSO's main task is to monitor and forward the deficiencies in the environment to the university, usually with the help of the student union.

3.3.2 Expectations

- Read this handbook and understand what the role and study environment work entail
- Respond yes/no to the SSOC calendar invitation
- Add discussion points in the agenda prior to SSOC meetings
- Participation in SSOC meetings
- Respond to emails
- Be active on the Teams channel SSOC by answering and reacting when you have read the information (a tip is to download the Teams app on your mobile).
- Notify if you wish to end your assignment as a studerandeskyddsombud

Failure to meet these expectations may result in MDSU terminating you from your position as studerandeskyddsombud.

3.3.3 Rights

1. University must ensure that the studerandeskyddsombud receives the education needed for the assignment ([Chapter 6, Section 18\(2\) AML](#)).
2. Right to leave that is required for the assignment, which the university is responsible to provide e.g. during safety rounds, meetings at the Work Environment Committee (Arbetsmiljökommitté) and education for the assignment ([Chapter 6, Section 18\(2\) AML](#)).
3. Right to transparency and information. The university is obliged to notify the students of changes that have significance for the working environment ([Chapter 6, Section 18\(3\) AML](#)).
4. Employer (MDU) must notify the studerandeskyddsombud about changes of significance for the working environment conditions within the studerandeskyddsombud's area of responsibility ([Chapter 6, Section 4\(3\) AML](#)).
5. Right to raise matters to Arbetsmiljöverket (Swedish Work Environment Authority) if you have in writing pointed out deficiencies that need to be remedied within the institution, but have not received any remedial measures ([Chapter 6, Section 6a\(1-2\) AML](#)). You can make a report [here](#) on Arbetsmiljöverket's website.

3.3.4 Obligations

1. Non-disclosure for sensitive and personal information about individual students that SSO has come across during their assignment. The information can be passed on as long as it does not concern individual students ([Publicity and Privacy Act \(2009:400\), Act \(2009:870\)](#)).
2. It may be allowed to pass on information to Arbetsmiljöverket if required, but there is a need to transfer confidentiality if confidentiality prevails.
3. Only representing one's own opinions and thus acting in one's own interest is not permitted, and may result in termination of the assignment.

3.4 Meeting etiquette

3.4.1 Before a meeting

Make sure to read through the agenda so you can reflect on the points ahead of time. In addition, add discussion points that you want to bring up at the meeting. Make sure to know if the meeting is held online or on-site. If you are unable to attend the meeting, notify in advance the person who is holding the meeting. If you cannot make it to a SSOC meeting, you are welcome to leave your input on the meeting's points in writing to the head of study environment at the union, no later than the end of the day the meeting was held. The agenda is sent out to SSO one week prior. Please accept the meeting invitation so one can know who will be attending.

3.4.2 During a meeting

During an online meeting, make sure your camera is on and your microphone is working. Raise your hand when you want to speak and wait until the meeting chairman has given you the floor. Don't be afraid to speak up and be engaged!

3.4.3 After a meeting

Read through the protocol / meeting notes and let the meeting secretary know if anything should be corrected.

3.5 How do you gather student input?

Sometimes it can be difficult to know where and how to start collecting students' opinions and who to contact. As a studerandeskyddsombud, it is important that you collect as much input as possible because you represent more than your own opinion. Below is advice on how to collect student input:

- Ask for input from students in your class and students you see in the hallways
- Create or join a group chat in your program
- Create a survey (you can ask for help from the head of study environment)
- Make a class visit (contact the course or program responsible)
- Ask for input in SSOC

3.6 Ending the assignment

There is no fixed mandade period for SSO, so you can have the assignment:

- As long as you study.
- Until you decide to withdraw for your assignment. In such a case, please inform the Head of study environment at MDSU.
- Until you have been dismissed by the student union if you no longer have the trust of students or if you do not fulfill your main tasks and expectations as SSO.

4. Study environment work

4.1 Definition of study environment

Study environment includes the physical, social and organizational environment.

Physical environment applies to all physical spaces where studies occur. A certain standard must be maintained for it to be a healthy work environment and promote academic work. It can relate to temperature, ergonomics, sound, lighting, air, ventilation, accessibility, etc. Additional factors may exist depending on the type of education.

Organizational environment is how work is arranged, controlled, communicated and how decisions are made. It includes management and control, capacity for action, participation,

distribution of tasks as well as requirements, resources and responsibilities. One example is working with greater inclusion within the work process.

Social environment is how we interact and are influenced by the people around us, for example other students, employees, teachers and managers. It also includes digital forums such as email, SMS, chat, learning platforms and the like.

Organizational and social environments are sometimes collectively referred to as psychosocial environment. This also includes workload, stress, conflicts or offensive discrimination.

4.1.1 What is a good study environment?

A good study environment must positively support students' learning, social contexts and well-being. In practical terms, this may mean that there must be good lighting in the premises so that it is possible to study without having problems; that the premises are clean and hygienic; that you feel safe; or that everyone should get the support they need, etc. In the next section, you can read more about which factors can play a role in a good study environment.

4.2 What you can bring to attention as SSO

Here are examples of categories that you can think of when you observe the study environment.

- Temperature
- Ergonomics
- Sound
- Lighting
- Air
- Ventilation
- Cleaning
- Security
- Accessibility for students with special needs such as wheelchair adaptation, hearing and vision impairment, etc.
- Study places
- Toilets
- Availability
- Workload
- Mental Health
- Organization of work environment process

Consider whether there may be risks and shortcomings within the above-mentioned categories. Some risks can be pain in the back and shoulders, headaches, fatigue, stress, reduced concentration, increased contagion, discrimination, etc.

Laws and regulations that may be good to know can be found below. Note that not all legislations exist in English.

- The nature of the working environment ([Chapter 2, AML](#))
- Regulations on the design of the workplace ([AFS 2020:1](#))
- Ergonomics for the Prevention of Musculoskeletal Disorders ([AFS 2012:2Eng](#))
- Work nearby monitor ([AFS 1998:5](#)), brochure "[Properly adjust the load when working at a computer screen and in the digital environment](#)"
- Organizational and social work environment ([AFS 2015:4](#))
- Systematic work environment management ([AFS 2001:1Eng](#))

If you want to know more about the study environment in detail and the role of the studerandeskyddsombud, you can read more in the [SSO handbook by SFS](#).

4.3 Systematic work environment management (Systematiskt arbetsmiljöarbete (SAM))

In order to conduct sustainable studies and promote well-being during your time at the university, it is important to work systematically with the study environment work. Working systematically means to "investigate, implement and follow up activities to prevent accidents and ill-health" ([AFS 2001:1Eng](#)).

One of the important factors for carrying out systematic work environment management is that there are various forums where information-exchange and follow-up takes place. There are both internal forums within Mälardalen's student union such as SSOC, but also those in collaboration with MDU such as the work environment committee, collaboration student work environment and safety rounds that have an investigative and control function of the work environments. MDU also has a reporting system for reporting deficiencies in your study environment at MDU.

4.3.1 Studerandeskyddsombud Committee (SSOC)

The Studerandeskyddsombud Committee (SSOC) is a committee created and led by the student union for all studerandeskyddsombud at MDU. This serves as a forum for studerandeskyddsombud to exert their influence when it comes to the study environment at the university. SSOC meets on the first Tuesday of every month (with exceptions for January, June, July, and August). The huvudstuderandeskyddsombud from the student union leads the committee and pursues the discussed issues further to the institution. Student representatives, as well as MDU, are welcome to attend and discuss study environment-related topics with the committee.

4.3.2 Work Environment Committee (Arbetsmiljökommitté)

The Work Environment Committee is a decision-making body regarding work environment and study environment at MDU. Here, you can raise points, questions, and discussions related to the study environment that you wish to bring attention to. This may involve presenting students' perspectives, complaints, deficiencies, and requests for action. You are also there to contribute the student perspective on the issues discussed during the meeting.

The committee consists of an HR manager, head of academy, director of campus affairs, coordinator for student work environment, work environment coordinator, huvudskyddsombud, vice huvudskyddsombud, doctoral council representative, huvudstuderandeskyddsombud, union representatives from the Public Employees' Negotiating Council (OFR), and SACO.

As a studerandeskyddsombud, one can participate in the Work Environment Committee meetings if the issues raised are relevant to their area of responsibility or if you simply wish to represent students' voices in the meetings.

The Work Environment Committee meets five times a year. Meetings usually take place digitally via Teams, but may occur in person a few times a year. Points for the meeting agenda are requested to be submitted 14 days in advance to the work environment coordinator.

4.3.3 Safety rounds

During a safety round, the physical environment at MDU's campuses - Eskilstuna, Västerås, and Västerås Castle - are examined and evaluated. These inspections involve the huvudstuderandeskyddsombud from the student union, studerandeskyddsombud (representing the campus where the safety round is conducted), skyddsombud from MDU's employees, director of campus affairs, caretaker, and campus developers.

Safety rounds are conducted twice a year, at the end of each semester. During the safety round, the various parts of the campus are visited, and deficiencies are noted on a checklist/protocol, along with who is responsible for addressing the deficiency and ensuring follow-up action is taken.

4.3.4 Collaboration Student Work Environment (Samverkan Studentarbetsmiljö)

Collaboration between MDU and the student union is crucial for exchanging information, knowledge, and thus driving the work around the study environment. This collaboration occurs regularly once a month, together with the head of study environment at the student union (MDSU) and the coordinator of student work environment at the university (MDU). During these meetings, each party informs the other about the current status of the study environment work, current issues and projects, as well as specific matters relevant for discussion.

4.3.5 Aj Oj Halloj

"Aj Oj Halloj" is a reporting system where both students and staff can report injuries, accidents, and suggestions for improvements regarding their study and work environment at MDU. There are possibilities to report within three different categories.

Description according to MDU:

"Aj" - report if you sustain a physical or mental injury during studies.

"Oj" - report if you have been close to sustaining an injury in connection with your studies or have an unsustainable study situation that can make you ill.

"Halloj" - report if you as a student have an improvement suggestion regarding the work environment at MDU.

You can learn more and access the reporting system [here](#).

5. Communication techniques

As a student safety representative, you will often find yourself in social situations, both when gathering students' opinions and when presenting them. While you are not officially appointed to any councils, there may still be occasions where you need to present or express an opinion to students and/or university. Being able to make yourself heard and convey your opinions persuasively are therefore important skills to have.

At times, it may feel challenging to articulate your opinions and arguments in discussions with others. However, what you mustn't forget is that you play a significant role for the university and other students, so don't hesitate to voice your opinions. Additionally, the dynamics of a discussion can change depending on individuals' attitudes and the topic at hand. Therefore, it may be helpful to read this section, which provides tips on communication. The purpose of this section is to raise awareness when someone employs these power tactics so that their impact can be minimized. Keep these points in mind the next time you attend a meeting so that you can feel comfortable voicing your opinions. Below are five power tactics identified by Berit Ås (Amnéus et al., 2024).

5.1 Invisibility

This means making someone invisible by ignoring them, which can be shown both through speech, but also through body language and gestures. Some examples are when someone gets the word and suddenly the others in the room start rustling papers, moving chairs, whispering; diminishing the work you did; or talking over you all the time.

5.1.2 Counter Strategy: Take up space

One of the most important things is to act calmly and confidently, instead of showing anger and frustration. Verbally point out the invisible behavior that is happening in the moment, e.g. that you would like to finish what you have to say or that you ask for everyone's attention when you are speaking. Formulate your remark as a question rather than an accusation. It's also good to act immediately so that you get the respect you deserve and don't feel diminished for the rest of the meeting. In order to increase visibility for everyone in the room, it is important that you also show your engagement to others, give constructive criticism and listen to them. This way, you help create a culture where everyone feels seen and respected.

5.2 Ridicule

Ridiculing a person or their views is portraying them as unimportant. It can be ridiculing someone's dialect; what they look like; or addressing you as if you were a child etc.

5.2.1 Counter Strategy: Question

Never laugh along and instead stay cool and logical. Ask the other person to explain exactly what they mean, if you really heard them correctly and repeat back what they had said. Do not let the shame take over and instead take up space and question. To work against ridicule, it is also important that you treat others seriously. Another tip is to be well-read, which makes it harder to ridicule you and your arguments.

5.3 Withholding of information

Withholding information from someone is a way of exercising power. An example is decisions made in less formal contexts by a certain group without including everyone in the decision making. Without access to information, one is prevented from acting as one would have done if one had had access to it. This can look like late invitations, not receiving the agenda, protocol and other documents.

5.3.1 Counter Strategy: Claim the Cards on the Table

If you feel that everyone seems to know something you don't, then you should demand to be given the same information as everyone else. Decisions must not be made by the group if someone has not received the necessary information prior to decision-making. Often the lack of information can make you feel stupid, but this is not the case when you have simply not been informed. You can also argue for a better information structure. You yourself can ensure that you always report discussions that everyone else has not taken part in to create equality.

5.4 Double Punishment

With double punishment, you get the experience that whatever you do will be wrong. If, as a student representative, you choose to attend a council, but miss an examination opportunity, you have made a mistake by missing it. On the other hand, if you were to miss the council meeting, you would be criticized for it instead. Society's many expectations punish you no matter what you do.

5.4.1 Counter Strategy: Break the Pattern

You can handle double punishment more easily if you yourself understand your own priorities and communicate these in the right way. First, you must know or otherwise ask for a clear deadline on your tasks or if it's a hurry to finish them. Second, choose your priority, know why it is prioritized and feel confident in it. Then communicate your priority to the other actors whilst showing understanding. If you are not able to commit to a certain deadline you must be aware of the consequences. A tip for you in order not to double punish others is that everyone does the best they can with the conditions they have.

5.5 Inflicting Guilt and Shame

This is something of a mix of the previous ruling techniques, all of which have a nuance of shame as a consequence. Feeling ashamed of something that wasn't even wrong. An example is if you have not been officially called to a meeting and are expected to be responsible for finding out when and where the meeting is held.

5.5.1 Counter Strategy: Intellectualize

It is important that you understand that the shame you feel is not a truth but something that someone else has put on you. Think about what actually happened, why you felt shame and could it be that the inflicted shame comes from someone who themselves experiences shame regarding the same topic? Much of shame stems from norms and culture. To work against shaming, it is important if you accept yourself for who you are and also others around you, and give them your support.

6. Vocabulary list

Swedish	English	Definition
Acklamation	Acclamation	Acclamation is a way to make decisions. It means that one says "yes" when the chairman asks and a decision is to be approved or not. Instead of raising hands or submitting ballots.
Adjungering	Adjunction	Allowing external individuals to be present at a meeting. They often have the right to speak and make suggestions but not the right to vote.
Agenda/Dagordning	Agenda	A list of subjects that will be discussed at a meeting that is often sent out before each meeting.
Ajournera	Adjourn	Postponing a meeting for a shorter or longer period of time.
Arbetsgrupp	Work group	A group of individuals who come together to work towards a common goal.
Beredande	Preparatory	Preparation and work on an errand that will be decided upon.
Beslutande	Decision-making	When decisions are made based on the prepared agenda items.
Bordläggning	Postponement/To table	Decision to postpone an agenda item to a later meeting and/or occasion.

Doktorand	Doctoral student	A student studying at the doctoral level (PhD level) and employed by the university.
Justerare	Adjuster	One or two individuals appointed to approve, adjust, and correct the protocol.
Kallelse	Summons/invitation	Letter, advertisement, or email calling people to a meeting.
Kommitté	Committee	A group of individuals who investigate and propose solutions within a specific area, ex: SIEC and SSOC. A committee does not have decision-making authority.
Mandat	Mandate	Mission or task delegated to someone else to carry out or convey something.
Motion	Motion	The members' proposals to the board.
Nämnd	Board	A body responsible for a specific area, such as the disciplinary board. Such a board has decision-making authority.
Ordförande	Chairman	Person who has been appointed by, for example, an association's annual meeting to lead an association. Chairman should be distinguished from meeting chairman, who is a person appointed only to lead a meeting.
Praxis	Common practice	The way things are typically done. Rules can always be

		interpreted, and by deciding on how to interpret the written rule, "praxis" is established.
Proposition	Proposition	A proposal from the board submitted to the meeting in advance.
Protokoll	Protocol	Written notes of the meeting.
Råd	Council	An organized group of individuals constituting a council primarily tasked with advising a decision-making body or organization.
Samman kallande	Summoner/Coordinator	The summoner/coordinator of the meeting is responsible for ensuring that all participants receive an invitation specifying who is invited to attend the meeting, where and when the meeting will take place.
Sekreterare	Secretary	The person who takes notes/writes the protocol during a meeting.
Stadgar	By-law	The rules of the board or association that exist to secure member democracy and regulate the association's scope and working methods.
Studentombudsman	Studentombudsman (no English translation)	The studentombudsman is tasked with guiding you as a student if you encounter problems during your study period. It is a support person who can assist with questions about the university's laws and regulations, as well as your

		rights and obligations as a student.
Styrgrupp	Steering group	A group of individuals who meet to govern a specific operation. A steering group is decision-making.
Suppleant	Substitute	Substitute for when the regular person for the position is not available.
Universitetets Ledningsgrupp (ULG)	University Board	The University Board makes the overarching decisions at MDU and its responsibilities include resource allocation and decisions on strategy and policy matters.

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