



2026/2027 POLICY PLAN

Introduction

Sefa Student Party stands for a progressive, inclusive, and future-oriented learning environment. We are committed to ensuring that students from all backgrounds are equally represented and supported during their studies, and we are committed to improving their full development, academically and socially.

In the 2026/2027 agenda, we focus on Sefa's core values, such as academic excellence and student integration, whilst also pursuing new goals, such as artificial intelligence and transparency, and placing more emphasis on cultural diversity and social inclusion. By putting students first, we aim to create a learning environment that prepares them for the real world whilst simultaneously allowing them to thrive and prosper during their studies.

Academic and Career Prospects

The Faculty of Economics and Business performs well in global rankings. For example, the Amsterdam Business School belongs to the top 1% of business schools worldwide. The Sefa Student Party supports a university that sustains its academic excellence through continuous improvement. Therefore, the party has come up with different proposals for fair assessment, better teaching, and confident career preparation.

Examination Quality

It is important to have a fair and consistent structure in examinations and other forms of assessment. The Sefa Student Party thus encourages UvA to adopt stable and equal measures across all courses in the faculty.

- **Decreased guessing correction**

Guessing correction models should be reviewed to ensure fairness and stability, instead of eliminating them entirely.

- **Balanced assessment formats**

There should be a good mix of open and closed questions, and points should be given proportionally. A balanced examination can test a student more effectively, without requiring the student to rely on a single assessment format.

- **Consistency in procedures**

Uniform instructions, time management, and technical issue handling should apply across all courses.

- **Compensation for disruptions**

In exceptional circumstances, such as cancellations, the examination board and course coordinator should come with compensation for affected students. This can be in the form of grade bonuses, lowering the grade threshold, or lowering the guess correction.

- **Better mock exams availability**

At least two to three recent *and relevant* mock exams or past exams should be available for each course, where possible.

- **Grading essays**

Essay-based assessments should be graded on a curve to eliminate subjectivity and allow grades to be adjusted to the course/material's difficulty.

Teaching Quality & Transparency

The Sefa Student Party believes that the UvA can deliver high-impact teaching by reallocating teaching resources to benefit students most. Additionally, communication must be clear enough to prevent confusion and cause stress to students.

- **Smaller tutorial groups**

Where possible, tutorial group sizes can be reduced to increase engagement and student-teacher interaction.

- **Bonus points**

Bonus point opportunities should be accessible online (Canvas, Sowiso etc.) and open until the final exam takes place, instead of being tied exclusively to attendance. This approach ensures students with different study approaches or circumstances are rewarded for their effort accordingly.

- **Prevent staff overload**

Teaching assistants (primarily students) should not be burdened with an excessive workload. Furthermore, there should be a logical mix of experienced teachers and teaching assistants, so experienced teachers can support teaching assistants in their work.

- **Timely communication**

Changes to exams, assessments, or scheduling must be communicated as early as possible, accompanied by a clear explanation of the reason for the change and explicit guidance on the next steps for students. When decisions are still pending, realistic timelines and interim updates must be provided to prevent misinformation and unnecessary stress.

Student Innovation & Career Integration

UvA is already preparing students for their professional careers in good ways. The Sefa Student Party believes that more 'career readiness' should be part of the curriculum rather than left solely to extracurricular activities.

- **Support entrepreneurial thinking**

The university should give students the freedom to experiment and collaborate, and support them in developing creative problem-solving projects.

- **Real-world cases**

We propose stronger collaboration between the university and external organisations to integrate real-world challenges into the courses. With authentic industry cases (e.g., marketing strategies, financial planning, sustainability, or digital innovation), students will gain practical experience and confidence while developing independent thinking.

- **Networking and guided development**

More interactive guest lectures and alumni discussions should be integrated into the curricula, and students should have the opportunity to network. UvA should also help students become more confident through reflective assignments after meeting professionals and *through additional* workshops, such as the EBCC workshops.

Other: Study Spaces & University Ranking

The Sefa Student Party is aware that university rankings have a significant effect on where students choose to study, and UvA should do more to improve its global

reputation. Furthermore, students already enrolled need adequate study spaces on campus.

- **Improve Spacefinder**

The app should show accurate and up-to-date synchronisation with booking systems, show a clear indication of availability, and faster updates when a reservation is being made. This prevents situations where the app shows study spaces or rooms as available, even though they remain impossible to book in practice.

- **Exam-season capacity**

UvA should invest in more study space to address overcrowding, especially ahead of and during midterms and finals. This can be done by increasing the number of seats and tables available in libraries.

- **Improve research reputation**

UvA's relatively low ranking in both the Leiden rankings, where UvA places at 114th place, and ARWU (Shanghai), where UvA is seen in the 101-150th bracket. UvA should improve these metrics by becoming more research-intensive. For students, more research should be complemented with more opportunities to earn (higher) *research credits* at the Amsterdam Business School Lab.

Student Wellbeing and Housing

Student Wellbeing

Student well-being directly affects academic success. Academic pressure, financial concerns, and stress increasingly affect students' mental health throughout the academic year. The Sefa Student Party therefore focuses on strengthening preventive support structures, improving accessibility of professional help, and ensuring that students encounter clear points of contact when experiencing difficulties. Our effort does not stop at crisis support, but also aims at preventing escalation by improving early guidance, transparency, and practical coping resources within the existing university framework.

Better Access to Psychological Support & Tutorial Teachers as First Point of Contact

The Sefa Student Party advocates clearer communication regarding mental health support available through the University of Amsterdam. Students should be able to easily understand where to seek help, what types of support are available, and what waiting times they can expect. The Sefa Student Party promotes strengthening the role of tutorial teachers as an accessible first point of contact for students experiencing academic or mental stress.

- **Centralized and up-to-date information on mental support services**

There should be clear and consistently updated information about psychologists, study advisors, and other support staff. All the information should be found in one place. Students should also know when and how to move between faculty- and central-level university services.

- **Visibility of support during high-pressure periods**

Mental health support should be actively promoted during exam weeks and in the winter period. In addition, UvA should hire additional professionals and, if necessary, collaborate with external mental health providers to reduce waiting times.

- **Tutors as accessible first contact**

Students often hesitate to approach formal support structures. Therefore, tutorial teachers should be trained to recognize academic stress or mental stress early and provide support and direct students to professional assistance. This early contact can lower the threshold for seeking help and preventing escalation.

- **Facilitated stress support groups**

To complement professional services, the Sefa Student Party supports facilitated stress support groups during high-pressure periods. These groups provide structured spaces for students to share experiences and learn coping strategies while remaining supervised to ensure safety and inclusivity. The aim is to normalize conversations around stress and provide practical tools before problems become severe.

Physical Wellbeing & Life Skills

Physical activity plays an important role in maintaining mental well-being. The Sefa Student Party therefore advocates improving accessibility to sports and physical activity as part of a preventive wellbeing approach. On top of that, the Sefa Student Party also advocates expanding education in day-to-day skills.

- **More promotion of physical exercise**

UvA should inform students about on-campus sports facilities and activities. Furthermore, simple activities during stressful periods should also be encouraged, as these can support both physical and mental health.

- **Student-friendly gym discounts**

The university should have more partnerships with exercise facilities in Amsterdam, so students can receive better discounts.

- **Life skills workshops**

Many forms of student stress arise from unfamiliar administrative and financial responsibilities. To reduce long-term stress beyond academic workload, practical life skills education can be expanded through workshops on topics such as budgeting, managing personal finances, and understanding taxes. These workshops should be integrated into existing courses such as Skills & Connect. An online guide on Canvas or the UvA website would also serve as a first step.

Housing

Housing insecurity remains one of the most significant stressors. While students and student bodies do not directly control the housing market, they can reduce the impact of the housing crisis on student wellbeing by providing support and information.

- **Student housing support hub**

A service in the faculty can provide individual guidance on housing searches, legitimacy checks, and common risks in the Amsterdam housing market. This service would be student-run but professionally overseen and would act as a first point of contact for students.

- **Structured Guidance and information sessions**

The Sefa Student Party supports recurring housing information sessions focused on practical search strategies, legal precautions, and market realities. They can be scheduled around key housing search periods, and any student can sign up to attend.

- **More collaboration and student representation at administrative levels**

The Sefa Student Party urges UvA to intensify collaboration with external partners to expand housing options for students and stress the urgency of student housing in talks with the municipality. We also encourage UvA to increase the number of housing units reserved for first-year students where possible, recognizing that early housing stability plays a crucial role in academic success, mental well-being, and student retention.

- **Amsterdam student travel discount**

The Sefa Student Party proposes that UvA collaborates with HvA, VU, and other major Amsterdam universities to negotiate a stronger student discount or a structured city travel arrangement, as a joint approach would increase leverage and feasibility. A realistic model could involve a fixed yearly fee added to tuition in exchange for free (or heavily discounted) transport on weekdays. This would create predictability and reduce daily costs for those who travel frequently and further away from campus.

Diversity, Inclusion, and Social Safety

Diversity Awareness Training

Diversity awareness should be approached as a shared responsibility within the faculty, which is why training should be required not only for employees but also for students.

- **Focus on practical solutions**

For staff, including lecturers, tutors, study advisors, and administrative employees, the focus should be on practical, directly applicable topics, such as inclusive communication, managing sensitive classroom discussions, and responding appropriately to discrimination or misconduct.

- **Diversity awareness training in the curriculum**

For students, the training can be embedded into Skills & Connect, so expectations are clear from the start of the programme, and the overall study environment improves through everyday interactions and group work.

- **Prevention must be complemented by accountability**

Repeated verified violations by employees should lead to a stricter escalation procedure, as students need to trust that the faculty applies its standards consistently.

Inclusivity

Inclusivity should be reflected in whether students can access teaching materials and learning activities without having to repeatedly request accommodations. For this reason

- **Written course materials in Word & PDF**

Written course materials should be made available in an editable Word format alongside any PDFs, enabling students with visual impairments to adapt fonts, spacing, and layout to what is readable for them.

- **Improved lecture recordings**

Lecture recordings should be improved, especially regarding the visibility of whiteboards, because unclear board work significantly reduces the academic value of recordings and disproportionately affects students who rely on them due to disability, commuting, illness, or scheduling conflicts.

Protests

Protests are a legitimate and important form of expression within academic life, but they should not undermine students' ability to learn safely or disrupt the basic functioning of education.

- **Designated protest areas**

UvA should allocate specific protest areas that remain visible and meaningful while protecting lectures, tutorials, and examinations from disruption. Publishing dates of major protests, when possible, would help students who feel unsafe to plan accordingly. It would also allow staff to prepare. If credible safety risks exist, UvA should consider an appropriate security presence. This presence should focus on de-escalation and student safety.

- **Education on polarization**

The faculty should invest in clearer education on distinctions that are often misunderstood in political contexts, such as the difference between race, religion, and government, to reduce the risk that political tension translates into discrimination against particular groups.

- **Class cancellation due to protesting staff**

If lecturers choose to attend protests during scheduled teaching hours, students should not be penalised for the resulting disruption. Classes should be rescheduled where possible. If changes happen unexpectedly, attendance should not be made mandatory. At the same time, educators who knowingly miss teaching could be subject to a mild accountability step, such as a written statement.

Affordable, Nutritious, Diverse food

Roeterseilandcampus already provides a relatively diverse selection of food options, but there are still gaps in the affordability of the meals.

- **Affordable meals**

Affordability can be improved through practical pricing measures that do not require major restructuring, such as off-peak lunch deals, for example discounted meals after 16:00. This can also reduce food waste during quieter hours. Furthermore, UvA can introduce a rotating 'budget meal of the day' so students have at least one low-cost option, ideally with two simple alternatives, one meat option and one meat-free.

- **Portion sizes**

Smaller half-portions should be available at every stand. This would allow students to pick cheaper options and/or reduce food waste.

- **Canteen card**

UvA could explore a canteen subscription card. This could be offered as a monthly plan with meaningful discounts for frequent users. It would support students who regularly rely on campus food.

Amsterdam Survival Guide

UvA should publish a highly visible, pinned safety resource across UvA, faculty-wide, and Sefa channels (e.g., pinned Instagram post). It should function as an 'Amsterdam Survival Guide.' The goal is not to create more resources. The goal is to make existing support simple and reliable to reach in urgent moments. It should list emergency numbers and relevant hotlines, include major hospitals and police stations by districts, and provide clear instructions for common situations, such as theft, harassment, or medical emergencies. The guide should be updated regularly and be easily accessible.

AI in Education & Sustainability

Artificial Intelligence in Education

Artificial Intelligence (AI) is inevitable in students' future careers. UvA is already integrating AI into education, for example with UvA AI Chat, and this must happen transparently, fairly, and in the best interest of the students. The Sefa Student Party supports the use of AI in education, but only if it strengthens students' creativity and critical thinking. To ensure clarity, equality, and academic integrity in this process, the Sefa Student Party proposes the following:

Safeguards

AI is still undergoing major changes and developments. It is therefore irresponsible, and even unfair, to integrate it into graded work when clear, general rules have not yet been established in the Teaching and Examination Regulations (OER). Until then, the use of AI can be allowed and encouraged in education, as long as students know when they can or cannot use AI in their education.

- **Rules in every syllabus**

Every course syllabus must explicitly state whether AI is (conditionally) allowed or not allowed. These rules must be clear for each graded component as well, once AI is integrated into graded work.

- **Accessible language**

There should be a page on the UvA website with information and guidelines on AI in education (and research) that are easy to understand.

- **Human assessment**

Students should not be graded solely by AI. Teaching staff should always be able to justify their grading decisions.

- **Not in mandatory work**

Students should have the right to choose whether to use AI tools, and this decision should not directly affect the grade.

Integration in Graded Work

AI should help the student, not work against the student. Integration should happen gradually and carefully to ensure that it positively affects the student.

- **AI skills taught by UvA**

Before integrating AI in graded work, UvA must make sure that all students have learnt the basics of using AI. This can be done in course tutorials or even in development courses such as Skills & Connect.

- **Grade course understanding**

Grades should reflect mastery of course material, not prompt skills or access to better AI tools.

- **AI declaration**

Students must know how to properly declare the use of AI. These guidelines should be consistent across courses to prevent confusion.

- **Equal access**

UvA must only encourage UvA AI Chat to prevent students with paid AI tools from having an advantage over those with free tools. Safe use of UvA AI Chat must be guaranteed, and students will never be required to upload sensitive data.

- **Diverse assessment**

To reduce overreliance and ensure the student's mastery of the course material, more oral-based or creative assignments can be used.

- **Well-trained staff**

Teaching staff should understand how to fairly evaluate work that contains AI in any way.

Pilots and Continuous Evaluation

With ongoing developments in AI, policies cannot remain static. A good foundation starts with sufficient research, and responsible innovations require continuous evaluation.

- **Pilot-based experimentation**

Before making AI mandatory in graded work, teaching staff can voluntarily test small-scale AI initiatives to explore how to best integrate AI into the course and learn from feedback. These pilots should not negatively impact students' final grades, but students can be rewarded with bonus points for their participation and feedback. Furthermore, AI-specific feedback can also be gathered in course evaluations.

- **Annual review**

AI regulations should be evaluated annually in the OER, and improvements should be based on student feedback.

- **Evidence-based learning**

To integrate AI into graded work, courses must adopt evidence-based AI learning styles and explain how AI use in graded work benefits students.

Sustainability

The Sefa Student Party promotes sustainable development. Our focus is on pragmatic solutions for students and faculty to implement into their daily lives inside and outside of the university. As such, we call for increased connection of UvA with environmental objectives.

Sustainable Campus

Sustainability can be part of the student's daily life, and practical measures can reduce environmental harm while simultaneously benefiting the student community.

- **E-waste recycling stations**

Dedicated e-waste recycling stations can be installed across the campus to make the disposal of electronics accessible and straightforward. These stations and a dedicated UvA webpage can inform students about what qualifies as e-waste and how to recycle it.

- **Community Garden**

More campus space can be turned into green areas for relaxation, biodiversity, and student involvement in sustainability. Volunteers and part-time workers can maintain plants and flowers, and students can be informed about sustainable campus initiatives.

Responsible Investing & Transparent Reporting

The Sefa Student party applauds UvA for strengthening its commitment to sustainable investments and recognises this as a meaningful step toward a more sustainable future. However, long-term sustainability requires continuous commitment from the university.

- **Continued sustainable investment**

UvA should remain committed to ethical and sustainable investments, such as green financial institutions and climate-positive initiatives. UvA should continue to invest in renewable energy, sustainable transport, and other measures that actively reduce its environmental footprint.

- **Annual sustainability reporting**

The Sefa Student Party calls on the UvA to publish its sustainability reports every year, in both English and Dutch. Additionally, the university must take stronger action to meet its five sustainability goals and improve its QS Sustainability ranking, which currently places it 418th (QS International, 2026).

- **Benchmarking**

UvA should assess its weaknesses and benchmark against leading Dutch institutions, such as Delft University of Technology, which performs exceptionally across all sustainability indicators (placed 35th).

- **Sustainability and education**

While the UvA performs strongly in environmental research, it falls behind in environmental sustainability and education.

Social Life & Campus Culture

The Sefa Student Party believes that a vibrant campus culture is part of the student experience and that academic success is built on a foundation of physical and mental vitality.

Campus Culture

- **Sports events**

The Sefa Student Party wants to promote a campus culture that celebrates sports, from World Cup viewing parties on large screens to on-campus and football tournaments, because we believe that this creates a connected and energized student community.

- **Merchandise and Branding**

Strong branding is the identity of our community. Therefore, the Sefa Student Party strives to sell new merchandise, such as redesigned, modern apparel like hoodies and caps, and everyday items like stickers and water bottles at the Sefa Store. We believe incorporating a merchandise hub will foster a deeper sense of belonging and pride for every student on campus.

- **Intercultural Events**

Diversity in our student body is a great strength of UvA, and we believe that students from all over the world should be represented fairly. The Sefa Student Party stands for the creation of so-called Culture Days, featuring international food stalls from different cuisines, live music with traditional dances, and a heritage day when students can proudly wear traditional clothing.

Graduation and Prom

- **Graduation**

The Sefa Student Party believes graduation is the culminating communal event of a student's journey, and that every graduate deserves a special graduation ceremony. This

can be done by gathering all graduates and relatives in special places, like the Lutherse Kerk, to create a powerful and shared experience at the end of the academic year (first semester and second semester).

- **Prom**

To honour all academic timelines equally, the Sefa Student Party believes UvA must host two formal celebrations each year: a Winter Prom for first-semester finishers, and a Summer Prom for second-semester finishers. This way, no student is excluded from experiencing this kind of celebration.