



Political agenda of the Student Union of the University of Turku

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30 The political stands of the Student Union of the University of Turku (TYY) are described in this political
31 agenda approved by the Student Union Council. In this agenda, 'faculty' refers to all units responsible for
32 degree teaching at the University of Turku, i.e. faculties and the Turku School of Economics. Faculty
33 organisation refers to faculties' parent organisations and the Association of economics students in Turku.

34

35 1. ACADEMIC AFFAIRS

36 The central aims in the promotion of academic interests include supporting the development of
37 teaching, ensuring the students' influence in the university community, influencing the internal
38 financing of the university and safeguarding the legal protection of students. TYE carries its
39 responsibility for the development of the entire university community and contributes to developing
40 the national education system.

41 TYE furthers the aims of its promotion of student interests at all administrative levels of the University
42 of Turku with student representatives in the administration, and by cooperating with the university
43 management and staff and the professional organisations of the staff. TYE supports the promotion of
44 interests of student representatives and subject-specific organisations by providing them with
45 information, training and peer support.

46 The local knowledge of Satakunta campuses and the problematic parts diverging from Turku campus
47 are taken into account in the promotion of student interests.

48 The automatic membership specified in the University Act as well as student representation in
49 administrative organs serve as the corner stone in the promotion of student interests and as the
50 basis for a wider sense of student solidarity.

51 1.1. Educational system

52 The network of higher education institutions should be treated as one unit. Higher education
53 system based on dual model should have separate tasks for university and polytechnic sectors. The
54 cooperation between polytechnics and universities shall be increased and developed prioritising
55 contents. The profiling of universities and disciplines should be conducted in cooperation among the
56 universities, hearing the internal groups of universities. In profiling disciplines and research, the
57 universities must ensure with cooperation that students are provided sufficiently diversified teaching
58 to support their career choices despite of study location.

59 The quality of higher education institutions is evaluated and compared with extensive and
60 diversified measures discipline-specifically. Positioning higher education institutions in a simple



61 ranking should be avoided. Instead of comparing, developing based on quality-assessment should be
62 enforced, and subjects' different profiles in different universities should be taken into account.

63 High-quality and competitive education and well-functioning support services for studies should
64 also be ensured in smaller units.

65 The funding model of universities should be developed as an entity. The funding model should be
66 transparent, understandable and predictable. The result-emphasis of the funding model should be
67 decreased and the share of stabilising funding increased. The incentive effects of target deadline
68 coefficients and connected discipline-specific expensiveness coefficients should be approached
69 critically. [University funding should be considered and the internationalisation of education supported.](#)

70 The funding model of the universities should encourage cooperation between universities and
71 the provision of more extensive study modules for students from other universities. In addition, the
72 funding model should encourage universities to develop the quality of teaching and supervision.

73 The funding model of the universities should consider different disciplines. For example, the
74 evaluation criteria of the universities should not significantly deteriorate Finnish-language publication
75 activities. Basic research and applied research should be equal. When increasing admissions quota, basic
76 funding much be raised.

77 [The university funding model should encourage international mobility and student](#)
78 [exchange.](#)

79
80 The internal funding of the University should ensure all units the possibility for high-quality
81 activities and their development. Internal funding should encourage multidisciplinary cooperation.
82 Units that provide extensively teaching to others should be considered in funding.

83 Mobility between Bachelor's and Master's degrees should be enabled. After Bachelor's degree, it
84 should be possible to complete higher degree in another section inside the university, between
85 universities and between universities and polytechnics. Suitable manners for recognising and
86 acknowledging the knowledge gained and for separate entrance should be developed, in order to ensure
87 mobility between degrees.

88 The Finnish degree system should not be made more complicated, so that students and
89 applicants can be sure about the working life relevance of the degree. Degree entities smaller than
90 current degrees should be used with caution and preliminarily only in retraining and complimentary
91 education, not as basic degrees.



92 The admissions quota in degrees should be well-planned and national and based on
93 comprehensive discretion, where the attention is primarily on the long-term labour and
94 knowledge needs of the education and secondarily on the applicant demand of the education. [The](#)
95 [need for labour force and expertise should, however, be matched with university funding so that admission](#)
96 [numbers can only be increased if resources are increased at the same time with the same share in order to](#)
97 [ensure the high quality of teaching.](#) The intrinsic value of science should be considered when planning
98 admissions quota and education. University basic funding should reserve sufficient funds for realising
99 education. The level of knowledge and education should not be decreased but increased. This can be
100 ensured by maintaining the completion of degrees at a high level.

101 [Election paths should be wide-ranging and admission should be possible also on the basis of just](#)
102 [an entry examination.](#) The personalised arrangements of passing an entrance exams must be unified
103 in all fields and universities. Certificate admission should be used with caution, discipline-specifically
104 [and mainly for first-timers. The points system of certificate admission should not have an unreasonable](#)
105 [effect on the subject choices in upper secondary school.](#) The impacts of certificate admission should be
106 evaluated in the long term. [Restoring the combined points model as one admission method should be](#)
107 [considered.](#)

108 The starting point of student admission should be the equal treatment of applicants and the
109 admission of the most applicable applicants. [Student admission should enable a smooth transfer](#)
110 [from upper secondary school to higher education. Those applying for their first student places can be](#)
111 [moderately favoured in the major admission, but quotas for first-timers should not be used. First-timer](#)
112 [quotas have proved to be completely non-functional and should be abandoned.](#) First-timer quotas have
113 clearly increased admission stress and the technical impact of quotas has remained marginal. [Extensive](#)
114 [use of quotas should be abandoned and quotas should only be used in certificate admission.](#) Those with
115 a prior higher education degree and students that have accepted a post of study should have a similar
116 possibility for a higher education. The number of people to be admitted through separate admission
117 should correspond to the changes made in the main admission. The practices for separate admission
118 should be nationally unified.

119 Universities decide themselves on the student admission. In addition, the impact possibilities of
120 faculties on student admission should be ensured.

121 Equal possibility to be admitted into University should also be guaranteed for people without a
122 matriculation examination.



123 All knowledge required in entrance exams must be included in accessible exam material or
124 material distributed in the exam. The units organising entrance exams should also provide model
125 answers for previous exam questions. After the exams, clear point criteria on the basis of which the
126 exam answers have been assessed, must be published. National discipline-specific entrance exams
127 should be organised whenever possible.

128 Transfer to more wide-ranging Bachelor's degrees should be justified with the significant
129 development of educational contents and better working life relevance.

130 Study right should be admitted directly for the higher university degree. Lower university degree
131 should provide basic academic abilities, and the working life abilities provided should be enforced.
132 Moving to working life between degrees and completing the higher university degree substantially later
133 than the lower degree must be more meaningful than it currently is.

134 Internationalisation of the university should be treated comprehensively, and the university
135 should take into account the resources needed for internationalisation. The number of
136 international students should be increased and the university staff should, with training, be able to
137 respond to the challenges brought by the internationalisation of the university.

138 The university should ensure the sufficient resources and accessibility of the services needed by
139 international students, such as housing, health care, tutoring and study counselling. The
140 accessibility of services and studies should be ensured with good communication at all campuses. The
141 University should ensure the availability of services also for international degree students. The
142 University should support the students in integrating in the Finnish society.

143 Establishment and development of international degree programmes should be well-planned in
144 order to guarantee quality.

145 The role of the Open University in society is to provide university-level education widely with
146 the aim of education, without immediate connection to degree education. Open university should
147 not serve as a way to degree studies, subject to charge, by circumventing the entrance system. When the
148 open university teaching and degree studies are corresponding, it should be cost-free for the basic
149 degree students of the University of Turku.

150 1.2. Teaching

151 Successful higher education teaching is necessarily required to be based on knowledge. Definition
152 of learning aims for courses, study modules, degrees and parts of degrees is a basic requirement for the



153 students' self-understanding of knowledge, recognising and acknowledging previous knowledge
154 (AHOT) and for gathering working life abilities. Learning aims should be clearly communicated.

155 Teaching qualifications and experience of student counselling should be observed when filling
156 teaching-oriented positions. When recruiting new employees for teaching positions, completion of
157 university pedagogics should be required in a reasonable time after the start of the employment or the
158 verification of corresponding knowledge with other means (AHOT). If the job description includes
159 English teaching, applicant's language skills should be ensured in order to guarantee the quality of
160 teaching.

161 University should organise high-quality education of university pedagogy. Pedagogic education
162 should be provided for teaching staff and doctoral students. Teaching staff's language skills,
163 international capabilities and abilities to operate in a changing and multicultural environment should
164 be promoted through staff and language training. [IT knowledge of teachers and the ability to use
165 teaching technology should be supported and developed.](#)

166 Co-teaching should be utilised more extensively at the University. Co-teaching contributes to
167 ensuring the quality of education and supports the teachers' development in their work.

168 [Contact teaching supports communality and contributes to developing social skills that are
169 necessariy in students' lives.](#) Studies should include a sufficient amount of contact teaching.
170 Attendance should only be required when it is justified for learning. Distance education should be
171 utilised as part of contact teaching when appropriate, but the degree should never consist of distance
172 learning only. The quality of contact teaching should be ensured. When recruiting staff and deciding on
173 admission numbers, special attention should be made in increasing the student-teacher ratio especially
174 in disciplines where contact teaching and small group studying have a central role and in disciplines
175 where the student-teacher-ratio is already poor.

176 [Distance or independent studying should not be the main studying method in a degree. Distance
177 studying should be justified for learning and at the right time. At its best, distance studying brings
178 flexibility in completing degrees, as long as its quality and purposefulness is ensured. Hybrid teaching
179 can have a flexible and complementary role in studies. Hybrid teaching should not, however, take
180 resources from other studies. Contact teaching can be organised as small group teaching and mass lectures
181 so that the selection serves the students in a optimal manner. It should be possible to follow mass lectures
182 online and from decent-quality recordings.](#)



183 Studies should include a sufficient amount of diversified English contact teaching. The quality of
184 English teaching should be improved and evaluated with the same criteria as Finnish teaching. Teaching
185 and supply of foreign and domestic languages should be developed side by side. Resourcing should take
186 into account the demands of different disciplines and working life. Foreign-language degree
187 programmes should include a possibility to study sufficiently domestic languages and culture as part of
188 the degree, while taking into account the needs of the working life.

189 Students' different life conditions and individual learners should be taken into account when
190 organising education and in the completion of studies. Part-time education should be possible for
191 those living with parental allowance, rehabilitation allowance, rehabilitation support, sickness
192 allowance and unemployment benefit.

193 Flexible teaching and study possibilities and the wide-ranging utilisation of teaching technology
194 promote the progression of studies. While increasing flexibility, the influence of diversifying
195 completion manners on the working arrangements and time usage of staff should be observed.
196 Electronic study and teaching methods should be nationally developed in order to promote the mobility
197 and cooperation of students and teachers.

198 Digitalisation shall be utilised when developing learning and teaching methods, evaluation and
199 students' support services. Digitalisation does not have an intrinsic value but it should always
200 benefit learning. Utilisation of teaching technology and electronic study environments have to be
201 adopted in wide-ranging use. Electronic study possibilities should, however, also guaranteed for those
202 who do not have access to a computer or other necessary devices. Paperless studying must be possible
203 everywhere at the university. ~~Lectures should be systematically recorded for distance use. This is~~
204 ~~primarily an alternative complementing contact teaching, not replacing it. Online teaching should be~~
205 ~~recognised as part of contact teaching when it is appropriate, e.g. for teaching realised simultaneously~~
206 ~~in two campuses.~~[Transfer to the distance studies chapter]

207 Degrees should include diversified evaluation of knowledge. The use of assessment methods should
208 be well-planned and appropriate for learning. The flexibility of studies should be increased by providing
209 enough alternative studying methods.

210 Electronic exams should be widely available in all faculties around the year. There should be
211 enough exam premises for electronic exams, and their idle time should be actively decreased. Electronic
212 exams should be accessible and the use of aids should be possible also in electronic exams. In addition



213 to traditional and electronic exams, know-how should also be tested with material-oriented manners
214 such as home exams and other evaluation methods.

215 Students' possibility to complete electronic exams of the University of Turku in the premises of
216 other higher education institutions should be developed and enlarged. It should be ensured that
217 the University has sufficient software to realise electronic exams in different disciplines.

218 Electronic and physical learning environments should be planned while taking into account
219 accessibility, diversity of teaching methods and needs of individual learners. The University
220 should also have studying premises that operate around the clock [and premises that enable ergonomic](#)
221 [distance studying](#).

222 The information systems used by students should be mutually compatible. The usability of
223 systems supporting studying and working should be promoted. The public documents and statements
224 of the university and faculties should be available without university web IDs. The study completions
225 should be possible both with open source code software or the university should provide the student
226 with the software necessary for completing the course. [The used software should be meaningful to the](#)
227 [students also from the perspective of future working life](#).

228 Student should be responsible for their own learning. A requirement is agreeing together on the
229 responsibilities and duties among the university community, and bringing them forth. Students'
230 responsibility also requires confidence from the teaching staff.

231 The university should encourage students to study independently. Participation at visit lectures
232 should be counted as part of completed studies. The ECTS received from student-led study circles and
233 courses should be credited as part of a degree.

234 University degree should provide student with the necessary capabilities for moving to working
235 life. The teaching supply of transferable skills, such as communication and information technology
236 should be increased, and the teaching of these skills should be included in the basic degrees better than
237 currently. In recognising the central discipline-specific transferable skills, research knowledge and
238 know-how produced by career services should be employed. Additional courses should be organised on
239 the subjects that are not easily integrated in the degree in the field. Each student of the University of
240 Turku must have a possibility to include project-based work, made in cooperation with the actors in the
241 public, private or third sector, in their degrees that promote graduation.



242 Teaching should support multi-professionalism. Students should be able to include such studies in
243 their degree, in which they work with students from other disciplines in a multi-professional and
244 multidisciplinary manner.

245 Study credits should be granted with uniform practices for serving in student organisations and
246 student representatives in the administration, in order to encourage students for societal activity.
247 The university should recognise the working life skills developed in the student organisation activities.
248 Study credits should not be automatised, but one should be able to verify the knowledge (AHOT).

249 [Students' academic freedom and free selection of minor subjects is one of the strengths of a](#)
250 [multi-disciplinary university. Students' possibilities to freely choose their studies should not be](#)
251 [restricted without a real and justified reason.](#) The internal division of financial resources at the
252 university should enable the mobility of minor students between sections and units. Sections should
253 provide their studies as free minor studies for all basic degree students of the university, at least for as
254 many as the number of major students. The realisation methods of minor students should be flexible
255 and multimodal. The university should encourage students to multidisciplinary minor studies through
256 counselling. Offered minor studies may, however, not decrease the quality of the studies of the major
257 students.

258 Multidisciplinary minor modules should be useful for students' degrees.

259 Centre for Language and Communication Studies should be able to provide a sufficiently wide
260 supply of languages and courses in order to meet the needs of an international multidisciplinary
261 university. Compulsory language studies should be provided for all students in a manner which will
262 not delay studies. The realisation methods should be flexible and multimodal [and take into](#)
263 [consideration the competence level of the participants.](#) Sufficient course supply and teaching quality in
264 Swedish language should be guaranteed. The consistency of evaluation and evaluation criteria of
265 Swedish for civil service should be ensured everywhere in the University. Study curricula should enable
266 studying optional languages in all faculties and campuses. Cooperation between higher education
267 institutions in language teaching should be developed. Overlap between the teaching organised by the
268 faculties and the Centre for Language and Communication Studies should be decreased.

269 Teaching of Finnish and Swedish targeted at international students should be in a sufficient
270 amount, and it should be of high-quality and discipline-specific. The teaching of national languages
271 should provide the student with the linguistic abilities to work in their own field in Finland. [Also](#)



272 international degree programmes should provide an extensive, wide-ranging and multi-lingual course
273 selection with free choices.

274 Terms should be effectively exploited. Teaching should be equally distributed among terms, weeks
275 and daytime. The university should provide teaching included in the degree in at least nine months in a
276 year. Simultaneously, overlap of study schedules should be decreased specially in close disciplines.
277 Studies in the summer should be possible for each degree in a manner which enables completing the
278 ETSC credits in a flexible manner and by utilising several methods. Summer studies should effectively
279 advance degrees in all phases of studies.

280 University degree programmes should pay special attention to the quality of teaching and
281 counselling and to the availability of necessary support services. New degree students should be
282 organised with orientation in the University of Turku and studying in their campus. All degree
283 programmes should be tempting and useful for working life. A student representative should be
284 included in the administrative and planning organs of degree programmes. International degree
285 students should have a possibility to impact the planning and development of English programmes.

286 University should support academic entrepreneurship and to provide good preconditions for
287 innovation creation and their transfer into business. Entrepreneurial awareness in the academic
288 community should be raised especially where the contact with entrepreneurship is otherwise poor.
289 University should provide diversified entrepreneur-preparing education and support the creation and
290 activities of entrepreneurship-promoting communities at the university at all campuses.

291 1.3. Study support

292 Students should have equal possibilities for study counselling (personal study plan, teacher
293 tutoring, organised minor studies counselling, thesis supervision) in all study stages. Good
294 counselling practices defined by the university should be utilised in study counselling. A student's right
295 to personal or small group counselling should be realised in each study year. In small group counselling,
296 the size of the group should enable taking into account the individual needs of students. The quality of
297 teacher tutoring should be enhanced in order to better respond to the needs of academic counselling.
298 Student tutors should receive training in order to consider the well-being of students in counselling
299 meetings and to refer them to support, if needed. In thesis supervision, the Rector's decision on the
300 supervision of theses should be followed. Needs of **certain groups**, including international degree
301 students, disabled students and individual learners, should be taken into account in study counselling.



302 Counselling of those completing a Master's degree or scientific graduate degree should be
303 developed and the quality should be ensured.

304 Support services should be equally available for all. Library, Centre for Language and
305 Communication Studies, Career Services and other support services should be available for different
306 units and for [Satakunta](#) campuses.

307 The quality and availability of library services should be guaranteed. The sufficient amount of
308 collections and the appropriateness of locations and schedules should be ensured. The availability of
309 course material should be in proportion of the average number of students participating in each course.
310 The availability of electronic resources should be increased and audiobooks should be extensively
311 available. [The effective use of library resources and the purposefulness of reservations is ensured by](#)
312 [setting a fee for reservations that are not collected.](#)

313 Counselling in the transfer to working life should be of high quality and well-resourced.
314 Mentorship programmes are an important part of working life counselling. International students also
315 have a right to a high-quality mentorship programme. Mentorship programmes should be also enlarged
316 to the peer mentor activities of students with disabilities and individual learners.

317 Career guidance of the Career Services of the university should meet students' needs and
318 promote their employment. Information on student employment and working life requirements
319 produced by Career Services and interest groups external to the University should be utilised in the
320 preparation of curricula. Career Services should be able to support internationalisation by promoting
321 international traineeships and the employment of international students. Working life services should
322 be available at all campuses.

323 The University should utilise learning analytics to support learning and studying. The students
324 should be clearly informed of the manners of utilising learning analytics and of the used studying data.
325 The use of the data should be responsible and facilitate the activities of the student and the teacher. The
326 conclusions made on the basis of the data should be made by a human, even though analytics supports
327 drawing them. This requires training both teachers and students. Optimally, learning analytics promotes
328 not only learning but well-being in the community.

329 1.4. Administration

330 Maintaining the majority position of the internal groups of the university community should be
331 promoted with the principle of equal tri-partite division in the university administration. in



332 collegial decision-making organs and preparatory organs, student representation must be ensured.
333 Administrative organs and other groups specified at the statute level should convene regularly and
334 realise the provided mission. Students' possibility to represent themselves must be ensured in unofficial
335 and temporary preparatory organs, such as in steering groups and premise working groups.

336 The internal division of funding at the university should be just, target-oriented and long-term.
337 The distribution of resources should not be uniquely based on the financial model utilised by the
338 Ministry of Education and Culture, but internal financing of the University should promote the strategic
339 aims of the university and encourage high-quality education and research.

340 In the steering system of the university, all members of the community should have influence in
341 the issues related to their discipline, and the community should be committed to implement the
342 common decisions. Faculties should be provided with sufficient support from the university and the
343 autonomy to decide on their own issues. The autonomy of the units should not be in contradiction with
344 the equal treatment of students.

345 When reforming University structures, sufficient time should be reserved in order for the
346 University to be able to take care of its obligations, the community has time to adapt to changes
347 and the success of the completed reforms can be assessed. University should continue to be
348 constructed according to the current-type division of faculties. Division of the University into faculties
349 contributes to ensuring the autonomy of research and teaching of disciplines. The well-being of the
350 members of the university community should be taken into account, and the members of the community
351 should be consulted in structural reforms. In developing the education system, improving the quality of
352 teaching and support services for studies are the most important issues for students.

353 When the enlargement of the Faculty of Technology is implemented, quality must be ensured in
354 the new disciplines, and the enlargement should not endanger of any current education at the
355 University. The rights of all students should be ensured during the reform.

356 Students admitted to specialising education and joint degrees should be guaranteed with the
357 equivalent rights as ordinary degree students.

358 Fixed activities and study modules should not be constructed with project funding in the
359 university. It is the responsibility of the university administration and faculty councils to ensure that
360 the projects which are made permanent support the university profile and represent its highest quality.



361 Recruiting processes at the university should emphasise transparency and employer's
362 responsibility. Calling procedures should be critically approached and open vacancies should mainly
363 be announced in open call. Faculties and units should have the possibility to elect their directors.
364 Academic directors are required to have skills in HR and strategic management. University should
365 provide the staff with the possibility to develop these skills. The University should purposefully increase
366 the share of regular employments and abolish recurrent temporary employments as well as to promote
367 target-oriented career paths.

368 When recruiting teaching staff, the evaluation of teaching qualification should consult always
369 students, too.

370 The most important resource in the promotion of student interest consists of student
371 representatives in the administration. Student representatives should be supported and their work
372 in the university administration should be enabled. The actors promoting academic interests in
373 organisations should also be supported. Promotion of student interests in the administration is based
374 on subsidiarity principle. The role of the student representative coordinators in the faculties is to
375 function as a connector between different actors.

376 Student representatives in the administration should be appointed in the tasks openly and
377 democratically. The relevant subject-specific and faculty organisations should be consulted in
378 appointments. In the election, primary attention shall be put on the representation of faculties and
379 sections and the organ and secondary attention to the gender division. The participation of international
380 students and staff in the University administration should be possible equally with other students and
381 staff.

382 The university should promote good administrative culture and ensure the realisation of its
383 rules. Special attention should be paid to the good preparation of decisions. Decisions should be
384 prepared in a manner which ensures sufficient background material for the decision-makers. Student
385 representatives should have an equal position in the decision-making and they should have training in
386 the task. All material related to the decisions should be provided for student representatives
387 simultaneously with the other members of the group. Participating in the meetings of a university organ
388 or a working group established by it should also be a sufficient reason for absence from compulsory
389 teaching.

390 The University should cherish open decision-making culture. The University administration,
391 faculties and units should inform student-related decisions and planned reforms directly to the



392 students. Sufficiently early communication guarantees that students can influence the decisions
393 concerning them.

394 Students' legal protection in the university community should be ensured. Information on
395 students' rights should be sufficiently clearly available for all students, including international students.
396 The results of completed studies should be published in a reasonable and predictable time from the
397 students' perspective. Exam evaluation should be realised in a manner that minimises the impact of
398 background factors and the publication of the results should be realised without personal data.

399 The right to correction included in the Universities Act is a key part of the legal protection of students.
400 The University of Turku should aim at solving the claims for correction in 14 days from the deadline so
401 that the students receive information on the study place in reasonable time.

402 ~~SORA legislation is not functional and should not be applied but rejected. Revoking the right to study,
403 i.e. the so-called SORA legislation should not jeopardise the legal protection of an individual student, and
404 the disciplines under the legislation should provide the students with information and support in this
405 regard in the beginning of the studies.~~

406 SORA legislation related to the safety of education and working life will be reformed in 2023. The key
407 aim of SORA legislation is to improve the safety of education and working life after it and to increase the
408 possibilities of education, degree organisers and higher education institutions to tackle the
409 inadaptability of students in a field.

410 TYY aims in the reform of the SORA legislation to ensure the legal protection of students in study-related
411 problems and to contribute to the application of the reforming legislation so that the procedures are
412 based on legislation and provisions stipulated under it. As part of the legislative reform, students' legal
413 protection board should be disbanded and the revocation and restoration of study right should be
414 transferred to Administrative Court.

415 The status of doctoral students in the university community should be strengthened. Selection of
416 doctoral students should be equal and just, and the requirements for admission should be informed in
417 a sufficient amount and early enough. Doctoral students should have equal possibilities with other
418 university groups to participate in the preparation and decision-making of the university.

419 Doctoral students should be guaranteed with an equivalent right to study counselling as degree
420 students. Sufficient introduction to postgraduate studies should be available and should enable the
421 inclusion of pedagogic studies and transferable skills. Part-time research and postgraduate studies



422 should be possible. Universities should provide better information on grants suitable for doctoral
423 students and other financing possibilities as well as to provide guidance in drafting applications.

424 The University should systematically monitor and assess the realisation of the quality of its
425 education. Quality assessment should consider the learning experiences and learning results of
426 students and the self-assessment of the unit.

427 Quality assurance system is an important part of the university development. The university
428 should put an effort in developing their quality system on the basis of the auditing result. The quality
429 system should be visible both for the university members and outsiders. Systematic feedback system,
430 including Bachelor's feedback, should have a central role in the quality assurance of the university.
431 Processing of all feedback should be open, and it should have an effect in the development of university
432 activities.

433 Sections should collect feedback in a systematic manner concerning their teaching and activities.
434 University should start using a unified feedback system. Course feedback is provided in connection with
435 completing the course, and providing the feedback can be part of the completion of the course. The
436 student should have the right to refuse from providing feedback. Students should have the possibility to
437 provide anonymous feedback and to review the results of the feedback. Superiors should have the right
438 to review a summary of the feedback. The collected feedback should be discussed together with the
439 students and the actions to be taken on the basis of the feedback should be reviewed. Subject-specific
440 organisations and sections must cooperate in developing the feedback systems and to also observe
441 international students in the feedback systems.

442 1.5. Educational equality

443 Higher-institution degree education organised in Finland should be cost-free

444 The Finnish educational system should promote the realisation of educational equality. In order
445 for equality to realise in higher education, one should promote it in all educational levels. The
446 educational system should not include educational dead ends, but an individual should always have the
447 right to obtain further education. The transfer to higher education institutions from vocational upper
448 secondary level should be developed and strengthened. Cost-free upper secondary level, both general
449 and vocational, enables the realisation of educational equality. Regional differentiation of schools should
450 be decreased in the comprehensive and upper secondary levels. Educational differences between
451 genders should be lowered. Early access in high-quality early childhood education is the right of every
452 child.



453 Annual fees for students from outside EU/EEA countries should be abolished. The University
454 should monitor the impact of annual fees on the application number, number of those who accepted the
455 place and those who started studies. In addition, the University should monitor how much resources the
456 measures required by annual fees take from the administration and staff.

457 The University should provide a competitive grant system, which covers completely the annual fee
458 for as many students from outside EU/EEA countries as possible. The criteria for the available grants
459 should be transparent and understandable.

460 Sustainably realised educational export strengthens the financial foundation of the university.
461 University may import its education in the world, but it should not take resources from other teaching
462 or research. University business should be based on university values. Business activities should be
463 ethical and in accordance with the principles of societal and social responsibility.

464 Teaching included in degree teaching should not be transferred in the sphere of continuing
465 professional education.

466 Completing courses should not incur obligatory fees for students. Primarily, all course material
467 should be free and electronically available for the student. The use of electronic material in studying
468 should be enabled everywhere in the campuses and unnecessary paper consumption must be avoided.
469 Lecture copies, necessary instruments for the course or other material should not incur costs, and the
470 payment should not be the condition for a study record.

471 Premises or communication channels of the Student Union should not be used for preparation courses,
472 [which is not owned by organisations under TYY](#).

473 1.6. Continuous learning

474 The University should promote the ability to learn and the possibilities for lifelong learning.
475 Continuous learning should primarily promote the development of learning and educational level of
476 people and communities.

477 The University should have measures for the quality assessment of continuous learning.

478 A functional right to complement education reduces the need for re-education. Graduates should
479 be ensured a possibility to complement their degree with at least minor-scale studies. Sufficiently long
480 period for complementing the degree should be ensured, in order to make complementing flexible for
481 those in working life and corresponds to the incurred complementing needs.



482 Trainee posts and trainee resources must be increased for local, domestic and international
483 trainee periods. Trainee must get paid and a just number of study credits. Trainee periods must be
484 provided for all students, regardless of language skills, and international degree programmes should
485 include trainee period, if possible. University should promote the internationalisation of students, and
486 internationality should be visible in each degree. There must also be active communication on trainee
487 posts in English.

488 All students should have an equal opportunity for internship grant. Internship grant should be the
489 same for all internship models. The amount of the internship grant should be nationally uniform, while
490 taking into account different internship models. The application processes of the University of Turku
491 should be fair and all funds reserved for internship grants should be spent. The possibility for the grant
492 should be available for as many as possible. The University should be able to ensure the appropriate
493 distribution of the internship grants. Internship grant should not be a requirement for recruitment.

494 Advance-thought practices should exist for the crediting of know-how students acquired through
495 work. This will require the target-oriented gathering of know-how while working as well as sufficient
496 counselling.

497 1.7 Mobility and internationalisation

498 University should promote the internationalisation of students. Study counselling should
499 encourage to carry out studies and trainee periods abroad. Integration of internationalisation
500 periods in the degrees is supported. Exchange agreements between universities should be renewed and
501 the sufficiency of the number of quotas should be assessed with regular intervals. Possibilities for
502 internationalisation at home must be increased. Possibilities provided by internationalisation should be
503 observed in mobility. [Mobility encourages sustainable travelling.](#)

504 Studies completed abroad should be accepted in full, and the faculty-specific ECTS limits should
505 be removed. Studies completed during an exchange period should be possible to include in a degree. In
506 addition, the compensation of studies should be developed. When making exchange agreements,
507 attention should be made to the international level of cooperation universities and to the quality of the
508 education provided. Cooperation with universities outside EU, especially in developing countries,
509 should be increased. [University-level cooperation should not be conducted with universities that are
510 close to totalitarian or human rights violating governments. Individual research and study cooperation,
511 e.g. field work related to research can be conducted based on specific ex ante consideration.](#)



512 Each university student should have equal possibilities for internationalisation abroad or at the
513 home university. Students should be encouraged for internationalisation disregard of study field, age
514 or gender. In the accessibility of student exchange, attention should be especially paid to the
515 internationalisation possibilities of adult students, students with children and students with disabilities.

516

517 2. SOCIAL AFFAIRS

518 Promotion of social interests is based on the status of students as full members of the university
519 community, as well as on communality and equality. The activities are based on the promotion of
520 students' interests related to income, health, well-being, housing **and equality** together with different
521 cooperation partners. In the promotion of student interests, it is important to monitor regularly the
522 factors influencing the progress of study, including study counselling and students' well-being. Kela
523 should communicate student income in a clear and understandable manner.

524 In the promotion of social interests, attention is also paid to **certain student** groups, such as
525 international students and doctoral students. The income of international students should not be
526 complicated, since they are primarily in an unequal position compared to Finnish students. The
527 inequality is increased, for example, by the annual fees, residence requirements of students from non-
528 EU/ETA countries, challenges in employment and lack of study support.

529 Promotion of national interest is mainly coordinated by the National Union of University Student
530 in Finland (SYL) and conducted in cooperation with other Student Unions and student
531 organisations. ~~Locally, information on student income and eventual problems are presented and~~
532 ~~influenced in cooperation with the cities of Turku, Rauma and Pori, Finnish Student Health Service FSHS,~~
533 ~~Kela, the university and student organisations.~~ **Locally, problems related to the social affairs of students**
534 **shall be brought up. Problems are tackled with information received from students and cooperation**
535 **partners. The most important cooperation partners include the Cities of Turku, Rauma and Pori,**
536 **Satakunta and South-Western Finland Social and Healthcare areas, FSHS, Kela, university and student**
537 **organisations.** ~~In issues related to the interest promotion of doctoral students, TYV supports doctoral~~
538 ~~students with applicable parties.~~ **Promotion of the interest of doctoral students is made with relevant**
539 **parties, because their social position should be improved.**



540 2.1. Income

541 Student financial aid is the primary source of income for student. It should enable full-time
542 studying and to safeguard students' income. Study subsidy system should continue to be study grant
543 -based and subject to need. In addition, a raise should be made in the study grant in order to be at least
544 at the level of 2017. In 2017, the theoretical maximum for study grant has been EUR 337. The number
545 of study grant should be increased. The overlapping regulation created by the completion demand of
546 twenty annual ECTS credits and the two-tier nature of the aid should be abolished. Student financial aid
547 should enable student exchange.

548 Instead of separate reforms, the student financial aid system should be developed as a whole.
549 The pace of the changes related to student financial aid [system](#) should be moderate. Sufficient time
550 should be reserved for the evaluation of the impacts of previous reforms before new changes are
551 implemented. The aim of the reforms should be supportive, flexible and just study support. Student
552 financial aid should be transferred from the Ministry of Education and Culture to the Ministry of Social
553 Affairs and Health, as the other social benefits.

554 General housing support should be individual-based, not household-based. Study subsidy should
555 not be counted as income when determining housing support. Income limits for housing support should
556 not be monthly-based.

557 ~~The income limits of students should be significantly raised within the limits of economic~~
558 ~~realities.~~ Despite the raise in income limits, the amount of study subsidy should not be decreased [and](#)
559 [the most important task of study subsidy is to safeguard students' income.](#) When claiming student
560 financial aid for recovery, students should not be collected additional interests or costs and the repaid
561 student financial aid months should be reusable. Such payment schedule should always be able to be
562 agreed upon that does not endanger the income of the student.

563 Study loan is a support method part of the student financial aid, and it should not create the
564 major part of student's income. Attractiveness of the loan should be guaranteed with sufficient
565 encouragement, including study loan compensation. [Study subsidy amounts have increased in recent](#)
566 [years, which is why the repayment times of loans and the raise of the study loan refund should be](#)
567 [considered.](#) Non-withdrawn student loan should not be counted as student income when applying for
568 social assistance. [Study loan refund should not be used as a regional policy tool.](#)

569 The parental increase in study subsidy should be sufficient The guardian's increase should not only
570 belong to the guardian of the child but also to the parent liable to provide maintenance that is not the



571 guardian. Students should have a possibility to have children during studies without unreasonable delay
572 of graduation for reasons dependent of the student and without risk for income. The breadwinner's
573 raise should be targeted directly at the study grants, not income limits or study loan.

574 More doctoral students than currently should be guaranteed with the possibility for full-time
575 studying. A doctoral student without financing enabling full-time studying should not be registered as
576 full-time student and therefore reject social benefits such as unemployment allowance.

577 The transfer between study support and other support measures should be simple and should
578 not cause unreasonable breaks or problems in income. The right to the study subsidy should not
579 constitute a hinder for receiving other social security, if the student does not have the essential studying
580 possibilities for their degree, they get sick or otherwise prevented from full-time studying. Part-time
581 studying independent of support modes should be facilitated and the hindrances should be removed.
582 Part-time studying should be possible regardless of the support method.

583 The maximum limit of study credits to be completed during sickness allowance should be
584 removed. This [maximum](#) limitation leaves part of ill students between support modes and does not
585 support the recovery of all students who are sick.

586 Adult education allowance is an important support for a student coming from working life. Adult
587 education allowance should not be decreased and its amount or support months should not be reduced.
588 Adult education allowance should also be possible without a permanent employment contract.

589 State's meal support is a natural part of students' daily income. The amount of meal support should
590 be raised with the same proportion as prices so that the nutritional quality stays high. The maximum
591 price paid for student meal should be possible to raise only when the meal support is raised. The level
592 of meal support should be regularly reviewed and the review should be stipulated in law. [The possibility
593 to take away students' subsidised meals should continue to exist.](#)

594 Students should have an equal position with regard to other municipal citizens when applying
595 for social assistance. [The bureaucracy of processing income support applications should be simplified
596 and it should be targeted](#) enough resources to avoid unreasonably long processing times.

597 Social provision of loans should be [extended](#) as a manner to reduce problems in student income.
598 Social provision of loans should be able to be granted to students with low income without a possibility
599 to receive commercial loan on reasonable terms in order to fulfil the basic living needs or to cut a circle
600 of debt. Possibility to receive social loan should not limit the student's right to social assistance.



601 Social security system should be reformed by moving progressively towards basic income that
602 compensates student financial aid and other social benefits. Basic income should be monthly paid
603 gratuitous benefit guaranteeing sufficient basic security for everyone and encouraging working. In
604 addition to basic income, a person should be able to be granted with means-tested additional support,
605 e.g. in the costs related to housing, illness or children. Basic income should not decrease the current
606 income of students and it should be independent of the progression of studies. **The basic income should**
607 **be introduced with the steps provided by SYL in the roadmap towards basic income.**

608 2.2. Well-being

609 Supporting and strengthening working ability, i.e. studying ability, is an essential part of
610 promoting students' well-being. Promoting the studying abilities and the evaluation and development
611 of the study environment should be considered societally as important as the development of working
612 abilities and working environment.

613 A student is a full-fledged member of the university community, and the preconditions for the
614 well-being and community attachments include well-resourced, correctly-targeted and
615 functional study support and counselling services. It is particularly important to pay attention to the
616 support in the early stages of studies and in the guidance services in the transfer stages, such as
617 Bachelor's and Master's stages. Promotion and realisation of student well-being should be monitored in
618 a university-led well-being working group. The performance negotiations of the Ministry of Education
619 and Culture should consider the aims supporting the well-being of the university community. After a
620 long sick leave or other absence, a discussion on return to studies can be organised for a student, on the
621 basis of which a plan for returning to studies is prepared, supporting the student in all phases of
622 recovery.

623 The amount of study psychologists should be **increased**. The aim is that there was at least one full-
624 time study psychologist for **4,000** basic degree students.

625 Study environments should be comfortable, safe and socially and physically accessible. Well-
626 being and condition of students should be ensured in daily learning situations. Special attention should
627 be paid on the ergonomics, reduced sitting and the quality of indoor air in the studying facilities.
628 **Studying and teaching premises should respond to accessibility criteria for all senses.** If problems
629 arise, the university should inform the situation openly and start actions without delay in order to find
630 compensatory premises for the users. Legal reviews of studying facilities should be completed in all
631 faculties in a transparent manner.



632 University community should **not tolerate any sort of bullying, harassment, racism, discrimination or**
633 **violence.** ~~Bullying includes bad behaviour, physical and mental violence, harassment, racism and~~
634 ~~discrimination.~~ Each student should feel being an accepted member of the community regardless of
635 gender, sexual orientation, ethnic origin, age, disability, conviction, health, study discipline, family
636 relations, political activities, opinion or other person-related reason. Problem situations and
637 disturbances in the study community should be immediately addressed **in accordance with the model**
638 **for early support of students.** The model ~~for early intervention~~ should be further developed in order to
639 make it generally known and accessible. The resources of the service should correspond to demand.

640 The University community should encourage a healthy lifestyle, which also includes responsibility
641 in intoxicant use. The risk-use of intoxicants in the university community should be reduced. There
642 should be an equal possibility for not using intoxicants, and it should not make students unequal.
643 University should have a separate substance programme with a focus on prevention and supporting the
644 student.

645 University should ensure the organisation of high-quality university sports and sufficient
646 resources. The responsibility to organise sports services should remain at higher education
647 institutions. Turku higher education institutions should provide sufficient resources for organising
648 higher education sports in cooperation. Primarily, university sports should focus on supporting the
649 beginning of exercising and on organising wide-ranging low threshold exercise in all the units of the
650 University of Turku. University should also provide equal sport services in the ~~distance~~Satakunta
651 campuses. The price of students' sports fee should remain reasonable. Sports services should actively
652 review new sports facilities for students. **The condition of existing premises should also be monitored**
653 **and improved.** In a longer term, new sports premises should be built in the campus areas, providing all
654 higher education students in Turku with sports possibilities also in the evening.

655 TYY promotes sports interests locally **in the campus cities.** **Promotion of students' sports interest is**
656 **made locally in close cooperation with the university, higher education institutions and the cities' sport**
657 **services.** **In addition, city** decision-makers are actively influence in order to promote students' sporty
658 lifestyle in Turku, Pori and Rauma. Recommendations book for higher education sports ~~(2018)~~ should
659 be implemented at campuses in cooperation with the University and further resources are proposed for
660 higher education sports in the future.

661 2.3. Health

662 Students **have** a right to timely and high-quality healthcare services. The sufficiency of the services
663 should be guaranteed and increased with regard to mental health services. FSHS should take care of the



664 service provision of students' healthcare. The availability of services at all campuses of the University of
665 Turku should be guaranteed. Interaction between FSHS and Student Unions should be increased and
666 student representation should be raised in the working groups of healthcare service units.

667 The cooperation between FSHS and other parties organising healthcare should be functional and
668 the service chains fluent. [When new social and healthcare services areas start to operate, the students'](#)
669 [healthcare services should not become worse.](#) In addition to functional healthcare, sufficient and better
670 student-targeted mental health and social work resources should be ensured. Healthcare professionals
671 and study psychologists of the university should have a functional connection with the personnel
672 providing services, in order to be able to solve the social and health-related problems of students in a
673 multi-professional environment.

674 [The quality, accessibility and seamlessness of outsourced services should be monitored and](#)
675 [results reported. Students should not have additional fees for using outsourced services, such as](#)
676 [telephone bookings that cost.](#)

677 FSHS should focus on providing the essential services with regard to the physical and mental
678 development of the studying age groups, [which also include certain specialist services.](#) In addition
679 to basic health and dental health, these services include mental health, and sexual health services and
680 the expertise in skin conditions. Sufficient dental surgery services are also important. Students in a
681 vulnerable and/or sensitive life situation [must](#) be better considered in the service provision of
682 healthcare. Students [must](#) be able to influence the selection of treating personnel. [A student in need of](#)
683 [treatment should not be bounced from one counter to another. The multi-professional service chains of](#)
684 [students' social and healthcare services should be clarified.](#) The focus of the activities of FSHS should
685 remain in prevention and health promotion.

686 TYE promotes the mental health of students together with the University, FSHS and other parties
687 by investing in preventive activities. Studying, study counselling and other support structures should
688 prevent the creation of mental health problems [and to support good mental health.](#) If mental health
689 problems arise, their impact on everyday life should be considered e.g. by providing alternative
690 completion forms for courses. [Due to the ongoing mental health crisis, special attention should be paid](#)
691 [to students' mental health services.](#) It should be possible to quickly access mental health services and
692 the threshold for seeking support should be low.

693 Accessing treatment in FSHS should be as fluent as possible. [Treatment paths from first contact](#)
694 [should be clarified based on one counter principle. At the moment, it takes too much time from first](#)



695 [contact to start of treatment, because a person who contacts national telephone has their treatment](#)
696 [needs assessed in municipal weekly team meetings.](#) The fulfilment of the statutory care guarantee
697 should be actively monitored both in terms of the evaluation of the need for care and the access into
698 care.

699 FSHS should provide all services in English in addition to both domestic languages. FSHS should
700 take into account the individual needs of customers in their services. Special attention should be paid to
701 the ability of the staff to face sexual and gender diversity and different cultural backgrounds.
702 Information on the health care services available for international students should be increased. The
703 university should inform in a more specific manner what sort of health care services are provided for
704 students taking an exchange period or completing a degree in Finland. The availability of healthcare
705 services for exchange students should be promoted. [Social and healthcare services areas should provide](#)
706 [exchange students with healthcare services with the help of interpreter in the students' native language](#)
707 [or at least in English.](#)

708 Students should only pay healthcare fee for FSHS services. The healthcare fee should remain at a
709 reasonable level and be same for all students. [The healthcare fee system of higher education students](#)
710 [should be clarified and the healthcare fees should be billed.](#)

711 FSHS financing should be predictable and based on long-term agreements.

712 ~~[Widening the FSHS sphere of activity to cover polytechnic students should not decrease the](#)~~
713 ~~[quality or availability of FSHS services or to raise the costs for individual students.](#)~~ [FSSH](#)
714 [expansion has caused problems for students treatment access. Improvement methods should be](#)
715 [found and sufficient resources ensured.](#)

716 2.4. Housing

717 There should be enough high-quality, reasonably priced and different-sized student apartments
718 in Turku, Pori and Rauma. In addition to student apartments, the studying cities should have other
719 supported housing and functional free rent markets. The raise in rents should be held down and the
720 number of rental apartments should be increased especially through the number and prices of
721 apartments provided by the City. The investing support distributed by the Housing finance and
722 development centre of Finland (ARA) should be maintained in order to guarantee the building of new
723 student apartments. The general rent level of the city is influenced by the amount and prices of the
724 apartments provided by the city. TYY conducts municipal influence in order to ensure student-priced
725 apartments both at regulated and free markets.



726 The City of Turku should offer lots near the campus for TYS new building. If student apartments
727 are constructed far away from the campus area, it should be ensured that the area has a sufficient
728 amount of services and good transport connections both to the centre and to the university.

729 The price level of apartments of the Student Village Foundation of Turku (TYS) should remain
730 reasonable disregard of new building and renovation. The building projects should not put
731 unreasonable burden on the other tenants in other TYS apartments.

732 Energy-saving and energy-efficient building should be observed in student housing. The new
733 water and electricity meters should be installed in the new apartments, and the fees should be based on
734 consumption. Energy-efficient solutions should be preferred in the construction [and green construction](#)
735 [should be increased](#). In addition, accessibility and cost-effectiveness should be taken into account in the
736 building of student apartments. [Construction should aim at providing as many students as possible a](#)
737 [possibility for student apartment. Constructions should have regular solutions and effective use of](#)
738 [premises](#).

739 TYS apartments should have a functional resident consultation model. The resident cooperation
740 model of TYS should promote resident democracy. TYY should also have a wide representation in the
741 administrative bodies of TYS.

742 TYS should support the preconditions for communal student activities and culture. The
743 foundation should provide premises and be part of maintaining the leisure and hobby premises of
744 students.

745 The city and the higher education institutions should assume responsibility for the short-term
746 emergency housing of students in the autumn. The need for emergency housing should be minimised
747 with structural solutions, such as by increasing the turnover of student apartments and by intensifying
748 housing agency.

749 Student housing should be flexible and taking into account changes in different life situations.
750 Long fixed-term leases and too high rental deposits should be gotten rid of. In addition, TYS should
751 provide housing solutions for different life situations, from studios to family apartments.

752 The selection of TYS residents should be transparent and the selection criteria means-tested.
753 Students should have a possibility to find out their situation during the apartment application process,
754 and the selection should prefer people in worse situations.



755 International students should be guaranteed with the same housing possibilities as Finnish
756 students. International degree and exchange students should have the same tenant conditions as
757 Finnish students, and higher rent or rental deposit should not be collected.

758 A permanent solution to the housing of international degree and exchange students should be
759 found. The exchange student quotas of TYS should be maintained. Higher education institutions should
760 take responsibility for the costs incurred by periodical idling together with TYS. Promotion of housing
761 interests should also be targeted at the city.

762 2.5. Equality

763 All students should have equal rights and possibilities for studies, support services an study life.
764 Questions related to equality are widely and systematically taken into account in the university
765 community. [TYY has committed to promote the equality of the university community and the society on](#)
766 [the basis of feminist and anti-racist principles](#). The procedures related to the promotion of equality are
767 more specifically outlined in TYY Equality Programme.

768 Nobody should be discriminated against based on gender, sexual orientation, ethnic
769 background, origin, nationality, language, age, disability, religion, conviction, health, study
770 discipline, family relations, political activities, opinion or other person-related reason.

771 [University community does not tolerate racism or discrimination in any form. TYY intervenes in](#)
772 [discrimination observed in the student community and contributes to realising equality. TYY intervenes](#)
773 [in structural racism and discrimination in university community and acts preventively to realise](#)
774 [equality](#). The University and the Student Union should be a safe place for everyone. TYY follows the
775 principles of safe space. TYY should have an ability to recognise the forms of multi-basis discrimination
776 and the obligation, authorisation and measures to tackle different forms of discrimination, such as hate
777 speech, harassment and unjust treatment in the university community. Gender equality functions as a
778 pillar of the welfare society. The diversity of genders should be genuinely acknowledged. Unnecessary
779 gendering should be given up. Parity rule should not be applied with an intrinsic value in situations
780 where it is not obligated in law.

781 Accessibility is observed comprehensively in the university community in terms of physical,
782 psychological and social accessibility.

783 TYY promotes equality among generations. All decision-making should consider the impact of
784 decisions on gender equality.



785

786 3. STUDENT COMMUNITY

787 The aim of communality is to create an open, equal and inspiring environment in the entire
788 Student Union. Inter-disciplinary, diversified and international student community is constituted by all
789 university students, the Student Union, campuses and student organisations. Academic traditions, rich
790 student culture and diversified organisational field have a significant role in promoting communality.

791 TYY should make its activities interesting and accessible for its members. Student Union should
792 be encouraging, educational and inspiring place to act and work. Company cooperation is conducted in
793 accordance with the lines of company cooperation document approved by the Student Union Council.
794 The history of the Student Union also before the merging of the Student Unions is respected in
795 communication and activities.

796 3.1. TYY organisations

797 Organisations should be equally treated with regard to financial aid, paid tasks and other
798 services. Organisations are provided financial aid means-tested in accordance with equal criteria.
799 Financial aid guides the activities of the organisations in the direction preferred by TYY. The services
800 should particularly taken into account the new organisations and those in remote campuses.
801 Organisations that cannot apply for activity support on the basis of regulation, can be preferred in other
802 support methods. The continuity of the activities of hobby and cultural organisations should be ensured
803 and they should be provided with performance possibilities in TYY's events.

804 TYY organisations are the corner stone of the promotion of student interests and the
805 communality of the Student Union. The operational preconditions of the organisations should be
806 supported with multifaceted services, support and high-quality training events. Organisations are
807 required to act in accordance with TYY's values.

808 TYY training events support organisations in a diversified manner and provide many types of
809 know-how for organisational actors. Know-how from training events is acknowledged at the
810 University as part of study credits received from organisational activities equally in all faculties. Training
811 events are accessible for all regardless of campus.

812 There must be accessible premises suitable for the use of student organisations in the campus
813 area and elsewhere in Turku. The long-term objectives in the promotion of premise interests are



814 formulated in cooperation with the organisations. ~~The Student Houses and Q House should have~~
815 ~~premises suitable for diversified student activities.~~

816 Organisations are encouraged to consider equality matters and to create safer space in a
817 diversified manner in all their activities. The organisations should be encouraged to communicate
818 their activities in English and to make their activities accessible for all students. Creation of safer space
819 Sustainable development, environmental impacts of activities as well as sustainable development,
820 internationality and equality is taken into consideration in the distribution of financial aid.

821 3.2. Student culture

822 Student culture and academic traditions are a significant part of the city culture in Turku, Pori
823 and Rauma. Student organisations, the university community and the city should together ensure the
824 maintenance of traditions and support their preservation. Simultaneously, the creation of new student
825 culture and new traditions should be supported. The cultural activities of TYY and its organisations
826 complement each other and are a part of common cultural tradition.

827 TYY's most important annual traditional events include Porthan's day and anniversary
828 celebration, Independence Day torch procession, Anniversary of the merge of Student Unions,
829 First of May and the Opening carnival and TYYlikäs opening. The preservation of the nature of the
830 traditional events should be ensured, but simultaneously make them open, accessible and appropriate
831 events for all members. Organisations' cultural activities should be adopted as part of traditional events
832 and celebration weeks.

833 The equality of events should be the corner stone of student culture. Student culture should reflect
834 the values of the Student Union. TYY events are environmentally friendly and sustainable.

835 3.3. Tutoring

836 High-quality tutoring has a central significance in attaching students as part of the university
837 community. In the tutor selection inside units, diversified subject-specific representation should be
838 promoted and subject-specific organisations should be consulted. As selection criteria, equality and the
839 applicability of the person in the task should be emphasised. The ECTS and fee practices related to
840 tutoring should be unified in different units. Tutoring training is quality-wise uniform in all units, while
841 taking into account the special characteristics of units. The distribution of responsibilities between
842 student and teacher tutors should be clear and adhered to.



843 The coordination of tutoring should be the responsibility of the university and the units. TYY is
844 part of the planning and development of tutor training. [TYY organises its own training as part of tutor](#)
845 [training](#). The expertise of subject-specific organisations is utilised in tutor election. [Organisations'](#)
846 [persons responsible for tutoring are supported and their knowledge is utilised in developing tutoring](#).
847 The University should ensure that the tutors of international degree programmes receive necessary
848 support and training.

849 3.4. Administrative culture

850 TYY activities should be open and accessible and participatory with regard to the members. TYY
851 Executive Board, Student Union Council, Wings and other Committees should adhere to the principles
852 of safe space. All actors should be treated equally. International students should be guaranteed with the
853 same services and participation possibilities in the activities of the Student Union as other students. The
854 most important documents should be available in English. Participation in English should be possible in
855 the Student Union Council, in the Executive Board, in Wings and in project work where the knowledge
856 of Finnish is not necessary, as well as in SYL. TYY Office should be accessible for the members and a good
857 working environment for those in a position of trust and for the staff.

858 The voluntary groups under TYY, such as Wings and the Film Club Kinokopla are a significant
859 connecting link between TYY Office and members. Volunteers realise TYY's values in their activities.
860 Voluntary activities should be open for all members and it should be guaranteed with sufficient
861 counselling and financial support. Wing activities are guided by the Instructions on the activities and
862 election of Wings.

863 3.5. Communication

864 TYY communication should be influential, interactive and open. Communication is multi-channel
865 and diversified. Communication reaches members, TYY organisations, interest groups and media. TYY
866 communicates its activities in Finnish and English. The communication design is uniform and elegant as
867 well as accessible and easy to understand. TYY should have its own communicative identity functioning
868 as the core of communication and increasing the awareness of the Student Union.

869

870 4. SOCIETAL INFLUENCE

871 TYY conducts societal influence in different levels and diversified manners. Societal influence is
872 conducted at municipal level, [at social and healthcare services areas](#), nationally and more extensively



873 e.g. In cooperation with SYL. Development cooperation is one of the forms of global influence at TYY. A
874 significant form of societal influence is the influence in connection with elections.

875 The aim of societal influence is to promote the realisation of the aims determined in the Political
876 Agenda of the Student Union. Lines related to sustainable development and development cooperation
877 are part of societal influence. The lines take into account ecological, economic, social, [cultural](#) and human
878 sustainability.

879 4.1. Municipal policy

880 The objective of municipal influence is to create campus cities with jobs for people with higher
881 education and with healthy students and a comfortable city environment. All campuses are equally
882 taken into account in the municipal influence.

883 The potential brought by higher education institutions and the students must be fully utilised in
884 the development of the area of Turku. In order to attain this, TYY promotes municipal student
885 interests and participates in the activities of the network Group 40,000 together with the Student Unions
886 of the Åbo Akademi University, TUO, Novium, HUMAKO and O'Diako. Group 40,000 drafts every four
887 years a new municipal programme on the basis of a questionnaire for students.

888 The city should request a statement from the student organisations on all the matters that
889 essentially concern students. The participation of students in the decision-making should be enforced
890 by maintaining permanent cooperation structures with the city. In addition, TYY should create a similar
891 structure [in the Soutwestern Finland and Satakunta social and healthcare services regions](#).

892 The cities should promote the employment possibilities of the recently graduated and decrease
893 academic unemployment together with the local business life, TE Offices and higher education
894 institutions. The trainee and summer job positions should be increased and communicated in Finnish
895 and English. It should be possible to do summer internships also in English.

896 Campus areas should be developed into unique, accessible and clearly signed parts of
897 city. Campuses are developed in cooperation with students and the University. The cities should also
898 support other modern and unique solutions in the city planning. The service provision in the campus
899 areas should also correspond to student needs in evening time.

900 The transport of the centre and campus area of Turku should be developed [primarily](#) in terms of
901 bicycle-riders and walkers. ~~The transport of the centre and campus area of Turku should be developed~~
902 ~~in terms of bicycle-riders and walkers~~. Cycling and storage of bicycle should be safe and fluent around



903 the year. Winter cycling possibilities should be developed by improving winter maintenance of bicycle
904 lanes. City bike stations should be more extensively located near TYS residential areas. Bicycle and
905 walking transport should be developed in accordance with the [Development programme on walking
906 and cycling 2029](#) of the city. [Free parking areas outside centre as well as public and bicycle and walking
907 routes should be integrated so that they encourage decreasing private driving coming from outside the
908 centre.](#)

909 [University of Turku campus areas should also ensure sufficient student parking availability in
910 the future. Coming to the parking areas and moving in the campus area has to be fluent. Parking should
911 not be exaggerated. Parking areas should be flexibly available for student and staff parking. Electric car
912 charge should be sufficiently available.](#)

913 [Public transport in Turku should be developed by constructing tram and to providing sufficient
914 public transport routes also during weekday nights.](#) The construction of the railway should not lead
915 to neglecting the development of [overall other](#) public transport. Students' everyday needs should be
916 considered specially when constructing the tram.

917 ~~[Föli should provide student discount for all students in higher education institutions in Turku
918 regardless of age, residence or right to study subsidy.](#)~~ [All students should be provided a
919 significant student discount from public transport tickets. Föli student discount should cover all
920 students at higher education institutions in Turku despite of age, residence or student subsidy right. In
921 addition, Satakunta public transport actors should provide a student discount. TYY reviews the situation
922 with local actors. ~~The activation of the student discount feature of the bus card should be possible
923 without the student having to visit Föli office.~~](#)

924 Transport connection to the capital area should be improved by constructing the rapid train
925 connection - one-hour train. ~~[The new railway should be significantly shorter and faster than the
926 current one.](#)~~ The entire railway between Turku and Helsinki should be made double-tracked. When
927 renewing the trains, the enhancement of studying and working possibilities in the train should be taken
928 as a central concern. Better transport connections, possibly also train connection, to Pori and Rauma is
929 promoted.

930 ~~[The student discounts for VR and Matkahuolto should always be at least 50 % of the price of a
931 normal ticket.](#)~~



932 Turku should be a coal-neural city by 2029. TYY should support the aims of the city in promoting
933 circular economy, public and light traffic, [in decreasing the emissions from private driving](#) and zero
934 waste.

935 The city should contribute to finding [accessible](#) premises for the use of student communities.
936 Cooperation between the city, higher education institutions and business life should be tightened in
937 order to solve the premise issues.

938 The city should continue to take international students and language minorities better into
939 account in the communication and events. Services provided by the City should be possible to use
940 without online bank account.

941 [Master planning in Turku, Rauma and Pori should be flexible and enable sufficient housing](#)
942 [construction. Master planning in centre and campus areas, Student Village and other high-demand](#)
943 [regions should enable sufficient and purposeful housing construction. Master planning should enable](#)
944 [locating services where people live.](#)

945 4.2. [Preventing climate and environmental crisis and sustainable development](#)

946 Sustainable development is a cross-cutting theme in the activities of the Student Union. [TYY has](#)
947 [committed to follow the UN Agenda 2030 objectives.](#) Each basic degree should include studies that relate
948 to sustainable development. The themes of sustainable development concern all disciplines and should
949 be included in all degrees.

950 [University of Turku is CO2 neutral by 2025. TYY supports the university goals in achieving CO2](#)
951 [neutrality.](#)

952 TYY follows the environmental programme approved by the Student Union Council, determining
953 the lines of environmental influence of the Student Union. Environmental influence is an essential
954 part of the environmental programme and includes diversified environmental influence to the
955 University and other interest groups. [TYY aims at increasing the amount of vegetarian food and locally](#)
956 [produced and seasonal ingredients and to decrease the use of red meat in the student cafeterias.](#)

957 TYY has an active role in the social discussion related to the climate and environmental crisis
958 and in the activities preventing the climate [and environmental crisis.](#) The Student Union is a
959 pathfinder and pioneer, which shows example for organisations and interest groups with its activities.
960 [TYY actively develops its activities in a more environmentally friendly and sustainable direction.](#)



961 TYY follows the principles of sustainable development in its business activities. The activities are
962 guided e.g. in the Financial Strategy of the Student Union, in the Environmental Programme and in the
963 Instructions for Investment activities.

964 Protection of the Finnish Archipelago Sea is actively considered in TYY environmental and
965 climate political line. TYY projects pay special attention to the protection of the Finnish Archipelago
966 Sea and keeping it clean.

967 4.3. Development cooperation and humanitarian aid

968 ~~The aim of the development cooperation activities of the Student Union is to create discussion~~
969 ~~and to provide learning possibilities for members on global interaction issues and sustainable~~
970 ~~development.~~

971 ~~TYY development cooperation must follow the UN Agenda 2030 objectives. TYY organises an~~
972 ~~annual theme week related to Agenda 2030 aims and global citizenship together with Wings and interest~~
973 ~~groups.~~

974 ~~TYY should direct 0.7 % of the budget for operating funds to development cooperation. The share~~
975 ~~of 0.7 % should be calculated in manner which excludes collected funds and support from the Ministry~~
976 ~~for Foreign Affairs. The Executive Board should annually accept the plan of the use of the 0.7 % funds~~
977 ~~upon the proposal of the Development Cooperation Wing.~~

978 ~~TYY should have a development cooperation project of its own or realised with another party. In~~
979 ~~addition to its own development cooperation project or a joint project, TYY may also have other~~
980 ~~development cooperation support targets. The members can support development cooperation projects~~
981 ~~with voluntary development cooperation donations.~~

982 The aim of the development cooperation activities of the Student Union is to decrease global inequality,
983 promote modern development cooperation and partnerships and to increase the capacity of target
984 countries. The purpose of humanitarian aid is to help the target countries to survive acute crises and to
985 promote the reconstruction of crisis areas. TYY development cooperation must follow the UN Agenda
986 2030 objectives, and humanitarian aid aims at promoting the reconstruction of crisis areas in a
987 sustainable manner. TYY organises an annual theme week related to Agenda 2030 aims and global
988 citizenship together with Wings and interest groups.

989 Development cooperation and humanitarian aid takes specially into account the climate crisis and its
990 impacts.



991 TYY should direct 0.7 % of the budget for operating funds to development cooperation or humanitarian
992 aid. The share of 0.7 % should be calculated in manner which excludes collected funds and support from
993 the Ministry for Foreign Affairs. The Executive Board should annually accept the plan of the use of the
994 0.7 % funds upon the proposal of the Development Cooperation Wing.

995 TYY should have a development cooperation or a humanitarian aid project of its own or realised with
996 another party. The project should work in cooperation with a local organisation operating in the target
997 region, supporting the organisation. In addition to its own development cooperation project or a joint
998 project, TYY may also have other development cooperation or humanitarian support targets. The
999 members can support development cooperation targets or humanitarian aid projects with voluntary
1000 fees.

1001 In 2023-2024, out of the 0.7 per cent share directed at development cooperation or humanitarian aid,
1002 funding is targeted to help Ukraine being a victim of a war of aggression, in so far as it has not been tied
1003 to longer-term projects. After the crisis has been solved, funds will be targeted to reconstruct the
1004 country.