



Political agenda of the Student Union of the University of Turku

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1 *The political stands of the Student Union of the University of Turku (TY Y) are*
2 *described in this political agenda approved by the Student Union Council.*
3 *In this agenda, 'faculty' refers to all units responsible for degree teaching at*
4 *the University of Turku, i.e. faculties and the Turku School of Economics.*
5 *Faculty organisation refers to faculties' student organisations and the*
6 *Association of economics students in Turku.*

7

8

1. ACADEMIC AFFAIRS

9 The key aims in the promotion of academic interests include supporting the
10 development of teaching, ensuring the students' influence possibilities in
11 the university community, influencing the internal financing of the university
12 and safeguarding the legal protection of students. TY Y carries its
13 responsibility for the development of the entire university community and
14 contributes to developing the national education system.

15 TY Y furthers the aims of its promotion of student interests at all
16 administrative levels of the University of Turku with student representatives
17 in the administration, and by cooperating with the university management
18 and staff and the professional organisations of the staff. TY Y supports the
19 promotion of interests of student representatives and subject-specific
20 organisations by providing them with information, training and peer
21 support.

22 The local knowledge of Satakunta campuses and the problematic issues
23 different from the Turku campus are acknowledged in the promotion of
24 student interests.

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

29

1.1. Educational system

30 The network of higher education institutions should be treated as one unit.
31 Higher education system based on a dual model should have separate tasks
32 for university and polytechnic sectors. The cooperation between
33 polytechnics and universities shall be increased and developed, while



34 prioritising contents. The profiling of universities and disciplines should be
35 conducted in cooperation among the universities, consulting the internal
36 groups of universities. In profiling academic subjects and research, the
37 universities must ensure with cooperation between universities that
38 students are provided with sufficiently diversified teaching to support their
39 career choices despite of study location.

40 **The quality of higher education institutions is evaluated and compared with**
41 **extensive and diversified methods discipline-specifically.** Ranking higher
42 education institutions in a simple ranking should be avoided. Instead of
43 comparing, development of higher education institutions based on quality-
44 assessment should be invested in, and academic subjects' different profiles
45 in different universities should be taken into account.

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

48 **The funding model of the universities should be developed as a whole.** The
49 funding model should be transparent, understandable and predictable. The
50 profit-centredness of the funding model should be decreased, while
51 increasing the share of balancing funding. The incentive effects of degrees'
52 target deadline coefficients and connected discipline-specific expensiveness
53 coefficients should be approached critically. University funding should take
54 into account and support the internationalisation of education.

55 **The funding model of universities should encourage cooperation between**
56 **universities and providing more extensive study entities for students outside**
57 **one's own university.** In addition, the funding model should encourage
58 universities to develop the quality of teaching and supervision.

59 **The funding model of universities should take into account different**
60 **disciplines.** The evaluation criteria of universities should not, for example,
61 significantly weaken Finnish-language publication activities. Basic research
62 and applied research should be equal. Basic funding should be increased
63 when adding the number of students admitted.

64 **The funding model of universities should encourage international mobility**
65 **and student exchange.**



66 The internal funding of the university should encourage the possibilities of
67 all units to conduct high-quality activities and develop them. Internal
68 funding should encourage multidisciplinary cooperation. Units that
69 extensively provide teaching to other units should be taken into account in
70 the funding.

71 **Mobility between Bachelor's and Master's degrees should be enabled.** After
72 Bachelor's degree, it should be possible to complete higher degree in
73 another academic subject inside the university, between universities and
74 between universities and polytechnics. Suitable manners for separate
75 admission and for recognising and acknowledging the acquired
76 competence should be developed, in order to ensure mobility between
77 degrees.

78 The Finnish degree system should not be made more complicated, in order
79 for student and applicants to be ensured of the working life relevance
80 **provided by the degree.** Degree entities smaller than current degrees should
81 be carefully considered and used primarily only in retaining and upgrading
82 of qualifications and in complementary education, not as a basic degree.

83 The admission numbers in degrees should be systematic and national and
84 based on overall discretion, taking into account primarily the long-term need
85 for work force and expertise and secondarily the applicant demand for the
86 **education.** The need for work force and expertise should, however, be
87 proportional to the funding of the university so that admission numbers can
88 only be increased if resources are increased at the same time in the same
89 proportion to maintain the high quality of education. The intrinsic value of
90 science should be taken into account when planning admission numbers
91 and education. Sufficient resources should be reserved to implement
92 education in the basic funding of the universities. The level of knowledge and
93 education of the population should not be decreased but increased. This can
94 be ensured by maintaining the passing of degrees at a high level.

95 Admission paths should be wide-ranging and admission should also be
96 possible only based on entrance exam. The personalised arrangements of
97 taking entrance exams must be unified in all disciplines and universities.
98 Certificate-based admission should be applied with discretion, discipline-
99 specifically and mainly for first-timers. The points system of the certificate-
100 based admission should not unreasonably affect the choice of subjects in



101 upper secondary school. The effects of the certificate-based admission
102 system should be monitored in the long term. Returning the total points
103 (certificate and entrance exam) admission model as one model should be
104 considered.

105 The starting point of student admission should be the equal treatment of
106 applicants and the admission of the most applicable applicants. Student
107 admission should enable fluent transfer from upper secondary school to
108 higher education. First-timer quotas have proven to be completely non-
109 functional and should be abolished. **One should be able to restrict the**
110 **approval of the right to complete a degree without intention to study with**
111 **more functional methods.** First-timer quotas have had a clear effect in
112 increasing application stress and at the same time, the technical effect of the
113 quotas on admissions has remained marginal. Extensive use of the quotas
114 should be abolished and quotas should only be used in certificate-based
115 admission. Those with a prior higher education degree and students that
116 have accepted a place of study should have a similar possibility to pursue
117 higher education. The number of people to be admitted through separate
118 admission should correspond to the changes made in the main admission.
119 The practices for separate admission should be nationally unified.

120 **Universities decide themselves on the student admission.** In addition, the
121 influencing possibilities of faculties in student admission should be
122 safeguarded.

123 **Equal possibilities to be admitted to a university should also be ensured for a**
124 **person without matriculation exam.**

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

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



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

140 Internationalisation of the university should be treated comprehensively,
141 and the university should take into account the resources needed for
142 internationalisation. The number of international students should be
143 increased and the university staff should, with training, be able to respond to
144 the challenges brought by the internationalisation of the university.

145 The university should ensure the sufficient resources and accessibility of the
146 services needed by international students, such as housing, health care,
147 tutoring and study counselling. The accessibility of services and studies
148 should be ensured with good communication at all campuses. The university
149 should ensure the availability of services also for international double degree
150 students. The university should support students in integrating into the
151 Finnish society.

152 The establishment and development of international degree programmes
153 should be systematic in order to ensure their quality.

154 The role of the Open University in society is to provide university-level
155 education widely with the aim of general education, without immediate
156 connection to degree education. Open university should not serve as a route
157 to degree studies, which is subject to charge and circumvents the entrance
158 exam system. When the open university teaching and degree studies are
159 equivalent, it should be cost-free for the students of the University of Turku.

160 1.2. Teaching

161 Successful higher education teaching must be competence-based. Setting
162 the competence aims for courses, study modules, degrees and parts of
163 degrees is a basic requirement for the students' self-understanding of their
164 competence, recognising and acknowledging previous knowledge (AHOT)
165 and for acquiring working life abilities. Learning aims should be clearly
166 communicated.



167 Teaching qualifications and experience of student counselling should be
168 observed when filling teaching-oriented positions. When recruiting new
169 employees for teaching positions, completion of university pedagogics
170 should be required in a reasonable time after the start of the employment or
171 the verification of corresponding competence with other means (AHOT). If
172 the job description includes English teaching, applicant's language skills
173 should be ensured in order to guarantee the quality of teaching.

174 University should organise high-quality education of university pedagogy.
175 Pedagogic education should be provided for teaching staff and doctoral
176 students. Teaching staff's language skills, international capabilities and
177 abilities to operate in a changing and multicultural environment should be
178 promoted through staff and language training. Teachers' IT competence and
179 ability to utilise educational technologies should be supported and
180 developed.

181 The university should make more extensive use of joint teaching. Joint
182 teaching ensures the quality of teaching and supports the development of
183 teachers in their work.

184 Contact teaching supports communality and contributes to developing
185 social skills, which are necessary in students' lives. Studies should include a
186 sufficient amount of contact teaching. Attendance should only be required
187 when it is justified for learning. Remote teaching should be utilised
188 appropriately as part of contact teaching, but a degree should not only
189 consist of remote studying. The quality of contact teaching should be
190 ensured. When recruiting staff and deciding on admission numbers, special
191 attention should be paid to increasing the student-teacher ratio especially in
192 disciplines where contact teaching and small group studying have a central
193 role and in disciplines where the student-teacher-ratio is already poor.

194 Remote or independent studying should not be the primary completion
195 method of a degree. Remote teaching should be justified for learning and at
196 a right time. Optimally, remote teaching brings flexibility in completing
197 degrees, as long as its quality and purposefulness is ensured. Hybrid teaching
198 may complement and make education more flexible. However, hybrid
199 teaching should not take resources from other teaching. Contact teaching
200 can be organised both as small group teaching and as mass lectures so that



201 the choice serves students in an optimal manner. It should be possible to
202 follow mass lectures remotely and through recordings of decent quality.

203 **Studies should include a sufficient amount of diversified English contact**
204 **teaching.** The quality of English teaching should be improved and evaluated
205 with the same criteria as Finnish teaching. Teaching and supply of foreign
206 and domestic languages should be developed side by side. Resourcing
207 should take into account the requirements in different disciplines and
208 working life. Foreign-language degree programmes of the faculties should
209 include a possibility to study sufficiently domestic languages and culture as
210 part of the degree, while taking into account the needs of the working life.

211 **Students' different life conditions and individual learners should be taken**
212 **into account when organising education and in the completion of studies.**
213 Part-time education should be possible for those living with parental
214 allowance, rehabilitation allowance, rehabilitation support, sickness
215 allowance and unemployment benefit.

216 **Flexible teaching and study possibilities and the wide-ranging utilisation of**
217 **teaching technology promote the progression of studies.** While increasing
218 flexibility, the influence of diversifying completion manners on the working
219 arrangements and time usage of staff should be observed. Electronic
220 studying and teaching methods should be developed nationally in order to
221 promote the mobility and cooperation of students and teachers.

222 **Digitalisation shall be utilised when developing learning and teaching**
223 **methods, evaluation and students' support services.** Digitalisation does not
224 constitute an intrinsic value but should always benefit learning. Utilisation of
225 teaching technology and electronic study environments have to be adopted
226 in wide-ranging use. Electronic studying possibilities should, however, also
227 be safeguarded for those without access to computer or other necessary
228 devices. Paperless studying must be possible everywhere at the university.

229 **Degrees should include wide-ranging assessment of competence.** The use
230 of evaluation methods should be systematic and purposeful for learning.
231 Flexibility of studying should be increased by providing sufficient alternative
232 completion methods in courses.

233 **Electronic exams should be widely available in all faculties around the year.**
234 Enough exam facilities should be available for electronic exams and their



235 non-usage should be actively decreased. Electronic exams should be
236 accessible and the use of aids should be possible also in electronic exams. In
237 addition to traditional and electronic exams, know-hoe should also be tested
238 with material-oriented manners such as home exams and other evaluation
239 methods.

240 The possibilities of students to complete electronic exams of the University
241 of Turku in the facilities of other higher education institutions should be
242 developed and extended. It should be ensured that the university has
243 sufficient software to realised electronic exams in different disciplines.

244 Electronic and physical learning environments should be planned with
245 attention to accessibility, diversity of teaching methods and the needs of
246 individual learners. The university should also have 24/7 open physical
247 studying facilities and facilities enabling ergonomic remote studying. **The**
248 **university facility planning should prioritise multi-use facilities and those**
249 **suitable for studying. In change situations, students and their organisations**
250 **currently using the facilities should be consulted.**

251 The information systems used by students should be mutually compatible.
252 The usability of systems supporting studying and working should be
253 promoted. The public documents and statements of the university and
254 faculties should be available without university web IDs. The study
255 completions should be possible both with open source code software or the
256 university should provide the student with the software necessary for
257 completing the course. The used software should be meaningful for students
258 also from the perspective of future working life.

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

263 The university should encourage students to study independently.
264 Participation at visit lectures should be counted as part of completed studies.
265 Credits received from student-led study circles and courses should be able
266 to include in a degree.

267 University degree should provide student with the necessary capabilities for
268 moving to working life. The teaching supply of transferable skills, such as



269 communication and information technology should be increased, and the
270 teaching of these skills should be included in the basic degrees better than
271 currently. In recognising the central discipline-specific transferable skills,
272 research knowledge and know-how produced by career services should be
273 employed. Additional courses should be organised on the subjects that are
274 not easily integrated in the degree in the field. Each student of the University
275 of Turku must have a possibility to include project-based work, made in
276 cooperation with the actors in the public, private or third sector, in their
277 degrees that promote graduation.

278 **Teaching should support multi-professionalism.** Students should be able to
279 include studies in their degree, whereby they cooperate with students from
280 different disciplines in a multi-professional and multi-disciplinary manner.

281 **ECTS credits should be granted for acting in student organisations and in**
282 **acting as a student representative in the administration with unified**
283 **practices so that the model encourages students to societal activity.** The
284 university should recognise the working life skills developed in the student
285 organisation activities. Study credits should not be automatised, but one
286 should be able to verify the knowledge (AHOT).

287 **The academic freedom and free choice of minor subjects constitute**
288 **strengths of a multi-disciplinary university.** Students possibilities to freely
289 choose their studies should not be restricted without a genuine and justified
290 reason. The internal division of financial resources at the university should
291 enable the mobility of minor students between sections and units.
292 Academic subjects should provide their studies as free minor studies for all
293 basic degree students of the university, at least for as many as the number of
294 major students. The realisation methods of minor students should be flexible
295 and multimodal. The university should encourage students to
296 multidisciplinary minor studies through counselling. Offered minor studies
297 should, however, not decrease the quality of the studies of the major
298 students.

299 **Multidisciplinary minor modules should be useful for students' degrees.**

300 **The Centre for Language and Communications Studies should provide a**
301 **sufficiently wide supply of languages and courses in order to meet the needs**
302 **of an international multidisciplinary university.** Compulsory language studies



303 should be provided for all students in a manner which will not delay studies.
304 Completion methods should be flexible and multimodal and take into
305 account the competence of the participants. Sufficient course supply and
306 quality of teaching in the Swedish language must be ensured. The equality
307 of the evaluation and evaluation criteria of public officials' Swedish language
308 skills should be safeguarded everywhere at the university. Study curricula
309 should enable studying optional languages in all faculties and at all
310 campuses. Cooperation between higher education institutions in language
311 teaching should be developed. Overlap between the teaching organised by
312 the faculties and the Centre for Language and Communication Studies shall
313 be decreased.

314 **Teaching of Finnish and Swedish targeted at international students should**
315 **be in a sufficient amount, and it should be of high-quality and discipline-**
316 **specific.** The teaching of national languages should provide the student with
317 the linguistic abilities to work in their own field in Finland. International
318 degree programmes should also provide an extensive, wide-ranging and
319 multilingual elective course supply.

320 **Terms should be effectively exploited.** Teaching should be equally distributed
321 among terms, weeks and daytime. The university should provide teaching
322 included in the degree in at least nine months in a year. Simultaneously,
323 overlap of study schedules should be decreased specially in close disciplines.
324 Studies in the summer should be possible for each degree in a manner which
325 enables completing the ETSC credits in a flexible manner and by utilising
326 several methods. Summer studies should be able to effectively advance
327 degrees in all phases of studies.

328 University degree programmes should pay special attention to the quality of
329 teaching and supervision and to the availability of necessary support
330 services. Orientation to the University of Turku and to studying at one's
331 campus should be organised for new degree students. **Even though**
332 **presence is recommended in the orientation, remote participation should be**
333 **enabled in some cases for e.g. international students who have not been able**
334 **to enter the country due to delayed visa process.** All degree programmes
335 should be attractive and useful for working life. A student representative
336 should be included in the administrative and planning organs of degree



337 programmes. International degree students should have a possibility to
338 impact the planning and development of international programmes.

339 University should support academic entrepreneurship and to provide good
340 preconditions for innovation creation and their transfer into business.
341 Entrepreneurial awareness in the academic community should be raised
342 especially where the contact with entrepreneurship is otherwise poor.
343 University should provide diversified education preparing for
344 entrepreneurship and support the creation and activities of
345 entrepreneurship-promoting communities at the university.

346 1.3. Study support

347 Students should have equal possibilities for study counselling (personal
348 study plan, teacher tutoring, organised minor studies counselling, thesis
349 supervision) in all study stages. Good counselling practices defined by the
350 university should be utilised in study counselling. A student's right to
351 personal or small group counselling should be realised in each study year. In
352 small group supervision, the size of the group should enable taking into
353 account the individual needs of the students. The quality of teacher tutoring
354 should be enhanced in order to better respond to the needs of academic
355 counselling. Student tutors should receive training also in taking into
356 account the well-being of the students in the counselling meetings and in
357 referring them to support, if needed. In thesis supervision, the Rector's
358 decision on the supervision of theses should be followed. Needs of certain
359 groups, including international degree students, students with disability and
360 individual learners, should be taken into account in study counselling.

361 Counselling of those completing a graduate degree and scientific
362 postgraduate studies must be developed and its quality ensured.

363 Support services should be equally available for all. Library, Centre for
364 Language and Communication Studies, Career Services and other support
365 services should be available for different units and for Satakunta campuses.

366 The quality and availability of library services should be guaranteed. The
367 sufficient amount of collections and the appropriateness of locations and
368 schedules should be ensured. The availability of course material should be in
369 proportion of the average number of students participating in each course.
370 The availability of electronic resources should be increased and audiobooks



371 should be extensively available. The effective use of library resources and the
372 purposefulness of reservations shall be ensured by setting a fee for
373 uncollected reservations.

374 **Counselling in the transfer to working life should be of high quality and well-**
375 **resourced.** Mentoring programmes are an important part of working life
376 counselling. International students also have a right to a high-quality
377 mentoring programme. Mentor programmes should be also enlarged to the
378 peer mentor activities of students with disabilities and individual learners.

379 **Career guidance of the Career Services of the university should meet**
380 **students' needs and promote their employment.** Information on student
381 employment and working life requirements produced by Career Services
382 and interest groups outside the university should be utilised in the
383 preparation of curricula. Career Services should be able to support
384 internationalisation by promoting international traineeships and the
385 employment of international students. Working life services should be
386 available at all campuses.

387 **The university should utilise learning analytics to support learning and**
388 **studying.** The manners of using learning analytics and the studying data
389 used for it should be clearly communicated to students. The use of data
390 should be responsible and it should facilitate the activities of the student and
391 the teacher. The conclusions drawn on the basis of the data should be made
392 by a human, even though analytics supports drawing them. This requires
393 training both teachers and students. Optimally, learning analytics promote
394 both learning and well-being in the community.

395 **1.4. Administration**

396 **Maintaining the majority position of the internal groups of the university**
397 **community should be promoted with the principle of equal tri-partite**
398 **division in the university administration.** in collegial decision-making organs
399 and preparatory organs, student representation must be ensured.
400 Administrative organs and other groups specified at the statute level should
401 convene regularly and realise the provided mission. Students' possibility to
402 represent themselves must be ensured in unofficial and temporary
403 preparatory organs, such as in steering groups and premise working groups.



404 The internal division of funding at the university should be just, target-
405 oriented and long-term. The distribution of resources should not be uniquely
406 based on the financial model utilised by the Ministry of Education and
407 Culture, but the internal financing of the university should promote the
408 strategic aims of the university and encourage high-quality education and
409 research.

410 In the steering system of the university, all members of the community
411 should have influence in the issues related to their discipline, and the
412 community should be committed to implement the common decisions.
413 Faculties should be provided with sufficient support from the university and
414 the autonomy to decide on their own issues. The autonomy of the units
415 should not be in contradiction with the equal treatment of students.

416 When reforming the structures of the university, sufficient time should be
417 reserved in order for the university to take care of its obligations, the
418 community has time to adapt to the reforms and the success of the already
419 concluded reforms can be evaluated. University should continue to be
420 constructed according to the division of faculties similar to the current
421 situation. The division of the university into faculties contributes to
422 guaranteeing the autonomy of the disciplines in research and education. The
423 well-being of the members of the university community should be taken into
424 account, and the members of the community should be consulted in
425 structural reforms. In developing the education system, improving the
426 quality of teaching and support services for studies are the most important
427 issues for students.

428 The rights of all students should be ensured during the reform.

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

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

436 Recruiting processes at the university should emphasise transparency and
437 employer's responsibility. Invitation procedure should be approached



438 critically and open vacancies should mainly be announced in open call.
439 Faculties and units should have the possibility to elect their directors.
440 Academic directors are required to have skills in HR and strategic
441 management. University should provide the staff with the possibility to
442 develop these skills. The University should purposefully increase the share of
443 regular employments and abolish recurrent temporary employments as well
444 as to promote target-oriented career paths.

445 When recruiting teaching staff, the evaluation of teaching skills should
446 always also consult students.

447 The most important resource in the promotion of student interest consists
448 of student representatives in the administration. Student representatives
449 should be supported and their work in the university administration should
450 be enabled. The actors promoting academic interests in organisations
451 should also be supported. Promotion of student interests in the
452 administration is based on subsidiarity principle. The role of the student
453 representative coordinators in the faculties is to function as a connector
454 between different actors.

455 Student representatives in the administration should be appointed in the
456 tasks openly and democratically. The relevant subject-specific and faculty
457 organisations should be consulted in appointments. In the election, primary
458 attention shall be put on the representation of faculties and sections and the
459 organ and secondary attention to the gender division. The participation of
460 international students and staff in university administration should be
461 possible equally with others students and staff.

462 The university should promote good administrative culture and ensure the
463 realisation of its rules. Special attention should be paid to the good
464 preparation of decisions. Decisions should be prepared in a manner which
465 ensures sufficient background material for the decision-makers. Student
466 representatives should have an equal position in the decision-making and
467 they should have training in the task. All material related to the decisions
468 should be provided for student representatives simultaneously with the
469 other members of the group. Participating in the meetings of a university
470 organ or a working group established by it should also be a sufficient reason
471 for absence from compulsory teaching.



472 The university should cherish open decision-making culture. The university
473 administration, faculties and units should directly inform students of
474 decisions concerning them and planned reforms. Communication began
475 sufficiently early guarantees that students can influence decisions
476 concerning them.

477 Students' legal protection in the university community should be ensured.
478 Information on students' rights should be sufficiently clearly available for all
479 students, including international students. The results of completed studies
480 should be published in a reasonable and predictable time from the students'
481 perspective. The evaluation of exams should be realised in a manner that
482 minimises the effect of background factors and the publication of results
483 should be realised without personal data.

484 The right to claim correction included in the Universities Act is a key part of
485 the realisation of students' legal protection. The University of Turku should
486 aim at solving received claims for correction related to student admission so
487 that students receive information on their place of study in a reasonable
488 time.

489 SORA legislation related to the safety of education and working life is
490 reformed in 2023-2027. A key aim of the SORA legislation is to improve the
491 safety of education and working life after it and to increase the possibilities
492 of the organisers of education and degrees and higher education institutions
493 to address a student's unsuitability for a field of study.

494 In the reform of the SORA legislation, TYY aims at ensuring the legal
495 protection of students in problematic situations related to studying and at
496 influencing the application of the legislation being reformed so that the
497 procedures are based on legislation and regulations provided under it. As
498 part of the reform, the students' legal protection board should be abolished
499 and the cancelling and returning of the right to study transferred to
500 administrative court.

501 The status of doctoral **students researchers** in the university community
502 should be strengthened. Selection of doctoral **studentsresearchers** should
503 be equal and just, and the requirements for admission should be informed
504 in a sufficient extent and early enough. Doctoral researchers should have



505 equal possibilities with other university groups to participate in the
506 preparation and decision-making of the university.

507 **Doctoral researchers should be guaranteed with an equivalent right to study**
508 **counselling as basic degree students.** Sufficient introduction to
509 postgraduate studies should be available and should enable the inclusion of
510 pedagogic studies and transferable skills. Part-time research and
511 postgraduate studies should be possible. Universities should provide better
512 information on grants suitable for doctoral students and other financing
513 possibilities as well as to provide guidance in drafting applications.

514 **The university should systematically follow and evaluate the realisation of the**
515 **quality of their education.** The quality assessment should take into account
516 students' learning experiences and the self-assessment of the unit.

517 **Quality assurance system is an important part of the university development.**
518 The university should put an effort in developing their quality system on the
519 basis of the auditing result. The quality system should be visible both for the
520 university members and outsiders. Systematic feedback system, including
521 Bachelor's feedback, should have a central role in the quality assurance of the
522 university. Processing of all feedback should be open, and it should have an
523 effect in the development of university activities.

524 **Sections should collect feedback in a systematic manner concerning their**
525 **teaching and activities.** University should start using a unified feedback
526 system. Course feedback is provided in connection with completing the
527 course, and providing the feedback can be part of the completion of the
528 course. A student should, however, have the right to refuse providing
529 feedback. Students should have the possibility to provide anonymous
530 feedback and to review the results of the feedback. Superiors should have
531 the right to review a summary of the feedback. The collected feedback
532 should be discussed together with the students and the actions to be taken
533 on the basis of the feedback should be reviewed. Subject-specific
534 organisations and sections must cooperate in developing the feedback
535 systems and to also observe international students in the feedback systems.

536 **1.5. Educational equality**

537 Higher-institution degree education organised in Finland should be cost-
538 free.



539 The Finnish education system should promote the realisation of educational
540 equality. In order for equality to be realised in higher education, one should
541 promote it at all educational levels. The education system should not include
542 educational dead ends, but an individual should always have the possibility
543 to pursue further education. The transfer to higher education institutions
544 from vocational upper secondary school should be developed and
545 strengthened. Cost-free upper secondary school, both general and
546 vocational, should enable the realisation of educational equality. The regional
547 differentiation of schools should be decreased in comprehensive school and
548 upper secondary school. The educational differences between genders
549 should be decreased. Early access in high-quality early childhood education
550 is the right of every child.

551 **Annual fees for students from outside EU/EEA countries should be abolished.**
552 University should review the impact of annual fees on application numbers,
553 on the number of those receiving the place of study and the number of
554 students starting their studies. In addition, the university should monitor how
555 much resources the measures caused by the annual fees take from the
556 administration and staff.

557 University should provide a competitive grant system, which covers
558 completely the annual fee for as many students from outside EU/EEA
559 countries as possible. The criteria of the available grants should be
560 transparent and easily understandable.

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

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

569 **Completing courses should not incur obligatory fees for students.** Primarily,
570 all course material should be free and electronically available for the student.
571 The use of electronic material in studying should be enabled everywhere in
572 the campuses and unnecessary paper consumption must be avoided.



573 Lecture copies, necessary instruments for the course or other material should
574 not incur costs, and the payment should not be the condition for a study
575 record.

576 The facilities of communication channels of the Student Union should not be
577 used for preparatory course activities not owned by organisations under TYU.

578 **1.6. Continuous learning and working life**

579 The university should promote the ability to learn and the possibilities to
580 continue learning throughout one's life. Continuous learning should
581 primarily promote the development of competence and level of education
582 of people and communities.

583 The university must have procedures for assessing the quality of continuous
584 learning.

585 Functional right to complement one's degree decreases the need for re-
586 education. Graduates should be ensured a cost-free possibility to
587 complement their degree with studies of at least the extent of minor studies.
588 A sufficient time should be guaranteed for complementing the degree in
589 order to make it flexible for those in working life and corresponds to the
590 derived needs to complement the degree.

591 Internship posts and internship resources must be increased for local
592 domestic and international internship periods. An intern must get paid and
593 a just number of study credits. Internship periods must be provided for all
594 students, regardless of language skills, and international degree
595 programmes should include an internship period, if possible. University
596 should promote the internationalisation of students, and internationality
597 should be visible in each degree. There must also be active communication
598 on internship posts in English.

599 All students should have an equal possibility to receive an internship grant.
600 The internship support should be the same for all forms of internship. The
601 size of the internship support should be nationally unified, while taking into
602 account different internship forms. The application procedures of the
603 University of Turku should be fair and all the money reserved for internship
604 support should be spent. The possibility for the grant should be available for
605 as many as possible. The university should be able to ensure the appropriate



606 distribution of the internship support. The internship support must not be a
607 condition for recruitment.

608 The credit transfer of competence acquired by students in work should
609 include clear practices decided in advance. This ensures the goal-oriented
610 accumulation of competence during working and sufficient counselling.

611 1.7 Mobility and internationalisation

612 The university should promote the internationalisation of students and
613 integration of internationalisation periods into degrees is to be supported.
614 Study counselling should encourage to carry out studies and trainee periods
615 abroad. ~~Integration of internationalisation periods in the degrees is~~
616 ~~supported.~~ The exchange agreements between universities should be
617 reformed and the sufficiency of the number of quotas should be reviewed
618 regularly. Possibilities for internationalisation at home must be increased.
619 Possibilities provided by internationalisation should be observed in mobility.
620 In mobility, sustainable travelling shall be encouraged.

621 Studies completed abroad should be accepted in full, and the faculty-specific
622 ECTS limits should be removed. Studies completed during an exchange
623 period should be possible to include in a degree. In addition, the
624 compensation of studies should be developed. When making exchange
625 agreements, attention should be made to the international level of
626 cooperation universities and to the quality of the education provided.
627 Cooperation with universities outside the EU, especially in developing
628 countries, should be increased. ~~University level cooperation should not be~~
629 ~~conducted with universities close to the governments of totalitarian or~~
630 ~~human rights dumping countries.~~ ~~The university should pay attention to~~
631 ~~how cooperation with other universities impacts the realisation of human~~
632 ~~rights. The university should refuse cooperation, which is observed to~~
633 ~~contribute to violating human rights.~~ Individual research and study
634 cooperation, for example, field work related to research, can, however, be
635 conducted on the basis of careful advance consideration.

636 Each university student should have equal possibilities for
637 internationalisation abroad or at the home university. Students should be
638 encouraged for internationalisation disregard of study field, age or gender. In
639 the accessibility of student exchange, attention should be especially paid to



640 the internationalisation possibilities of adult students, students with children
641 and students with disabilities.

642

643

2. SOCIAL AFFAIRS

644 Promotion of social interests is based on the status of students as full
645 members of the university community, as well as on communality and
646 equality. The activities are based on the promotion of students' interests
647 related to income, health, well-being, housing and equality together with
648 different cooperation partners. In the promotion of student interests, it is
649 important to monitor regularly the factors influencing the progress of study,
650 including study counselling and students' well-being. Kela should
651 communicate student income in a clear and understandable manner.

652 ~~In the promotion of social interests, attention is also paid to certain student~~
653 ~~groups, such as international students and doctoral students. Promotion of~~
654 ~~student interests in social affairs pays also attention to international students~~
655 ~~and doctoral researchers.~~ The income of international students should not
656 be complicated, since they are primarily in an unequal position compared to
657 Finnish students. The inequality is increased, inter alia, by the residence
658 requirements of students from non-EU/ETA countries, challenges in
659 employment and lack of study support. ~~For international students,~~
660 ~~procedures related to entry in Finland should be made as fluent as possible.~~

661 National-level promotion of student interests is mainly coordinated by the
662 National Union of University Student in Finland (SYL) and conducted in
663 cooperation with other Student Unions and student organisations. At a local
664 level, shortcomings related to social affairs of students are brought up.
665 Shortcomings are addressed with the help of information received from
666 students and cooperation parties. The most important cooperation parties
667 include the cities of Turku, Rauma and Pori, Satakunta and South-Western
668 Finland wellbeing services counties, Finnish Student Health Services (FSHS),
669 Kela, the university and student organisations. The promotion of
670 postgraduate students' interest is conducted with applicable parties, since
671 their societal position should be improved.



2.1. Income

672
673 Study subsidy is the primary source of income for students. It should enable
674 full-time studying and safeguard the income of students. The study subsidy
675 system should continue to be study grant -based and subject to need. ~~In~~
676 ~~addition, the study grant should be raised to at least the level of 2017. In~~
677 ~~addition, the study grant should be raised to at least the level of 2017,~~
678 ~~considering the rise of the level of prices. In 2017, the theoretical maximum~~
679 ~~for study grant has been EUR 337. In 2017, the theoretical maximum of the~~
680 ~~study grant has been 337€, corresponds to ca. 401€ in 2024.~~ The number of
681 study subsidy months must be increased. The overlapping regulation
682 created by the completion demand of twenty annual ECTS credits and the
683 two-tier nature of the aid should be abolished. Student financial aid should
684 enable student exchange.

685 Instead of separate reforms, the student financial aid system should be
686 developed as a whole. The pace of the changes related to student financial
687 aid system should be moderate. Sufficient time should be reserved for the
688 evaluation of the impacts of previous reforms before new changes are
689 implemented. The aim of the reforms should be supportive, flexible and just
690 study support. Student financial aid should be transferred from the Ministry
691 of Education and Culture to the Ministry of Social Affairs and Health, as the
692 other social benefits.

693 General housing support should be individual-based, not household-based.
694 Study subsidy should not be counted as income when determining housing
695 support. Income limits for housing support should not be monthly-based.

696 Despite the raise of income limits, the amount of study subsidy must not
697 decrease and the most important task of study subsidy is to safeguard the
698 income of students. When claiming student financial aid for recovery,
699 students should not be collected additional interests or costs and the repaid
700 student financial aid months should be reusable. Such payment schedule
701 should always be able to be agreed upon that does not endanger the income
702 of the student.

703 Study loan is a support method part of the student financial aid, and it should
704 not create a major part of student's income. ~~Attractiveness of the loan should~~
705 ~~be guaranteed with sufficient encouragement, including study loan~~



706 ~~compensation. The possibility of taking study loan should be ensured with~~
707 ~~sufficient incentives, e.g. study loan compensation. The number of study~~
708 ~~loans has increased in recent years, which means that the repayment times~~
709 ~~and the raise of the study loan compensation should be reviewed. The~~
710 ~~number of study loans of graduated Masters' has doubled since the 2017~~
711 ~~reform, which means that the repayment times and the raise and structure~~
712 ~~of the study loan compensation should be reviewed.~~ Non-withdrawn student
713 loan should not be counted as student income when applying for social
714 assistance. The study loan compensation should not be used as a tool in
715 regional policy.

716 **The parent raise in study subsidy should be sufficient.** The parent raise should
717 cover not only custodies of the child but also a parent liable to provide
718 maintenance who is not a custodian. Students should have a possibility to
719 have children during studies without unreasonable delay of graduation for
720 reasons dependent of the student and without risk for income. The
721 breadwinner's raise should be targeted directly at the study grants, not
722 income limits or study loan.

723 ~~More doctoral students than currently should be guaranteed with the~~
724 ~~possibility for full-time studying. More doctoral researchers than currently~~
725 ~~should be guaranteed with the possibility for full-time studying. A doctoral~~
726 ~~student without financing enabling full-time studying should not be~~
727 ~~registered as full-time student and therefore reject social benefits such as~~
728 ~~unemployment allowance. A doctoral researcher without financing enabling~~
729 ~~full-time studying should not be registered as full-time student and~~
730 ~~therefore reject social benefits such as unemployment allowance.~~

731 The transfer between study support and other support measures should be
732 simple and should not cause unreasonable breaks or problems in income.
733 The right to study subsidy should not become a hindrance to enter other
734 social security, if the student does not have the essential studying possibilities
735 for their degree, they become ill or are otherwise prevented from studying
736 full time. Part-time studying independent from support method must be
737 facilitated and its hindrances prevented. Part-time studying should be
738 possible regardless of the support method.



739 The maximum limit of ECTS credits to be completed during sickness benefit
740 should be abolished. The maximum limit leaves part of ill students between
741 support measures and does not support the recovery of all ill students.

742 Adult education support is important support for a student coming from
743 working life. Adult education support should not be weakened, the amount
744 or support months should no longer be decreased. Adult education support
745 must be available also without a permanent employment agreement.

746 State's meal support is an essential part of students' daily income. The
747 amount of meal support should be raised with the same proportion as prices
748 so that the nutritional quality stays the same. The maximum meal price paid
749 by a student must be possible to raise only when the meal support is raised.
750 The level of the meal support should be regularly reviewed and the review
751 should be entered in legislation. The take away of meal-subsidised meal of a
752 student should be possible also in the future.

753 Students should have an equal position with regard to other municipal
754 citizens when applying for social assistance. The bureaucracy of the
755 processing of social assistance applications should be simplified and
756 sufficient resources should be directed to it in order to prevent long
757 processing times.

758 Social provision of loans should be extended to alleviating the problems in
759 student income. Social provision of loans should be able to be granted to
760 students with low income without a possibility to receive commercial loan
761 on reasonable terms in order to fulfil the basic living needs or to cut a circle
762 of debt. Possibility to receive social loan should not limit the student's right
763 to social assistance.

764 Social security system should be reformed by moving progressively towards
765 a system similar to basic income that compensates student financial aid and
766 other social benefits. Basic income should be monthly paid gratuitous
767 benefit guaranteeing sufficient basic security for everyone and encouraging
768 working. In addition to basic income, a person should be able to be granted
769 with means-tested additional support, e.g. in the costs related to housing,
770 illness or children. Basic income should not decrease the current income of
771 students and it should be independent of the progression of studies.



2.2. Well-being

772
773 Supporting and strengthening studying ability is an essential part of
774 promoting students' well-being. Promoting the studying abilities and the
775 evaluation and development of the study environment should be considered
776 societally as important as the development of working abilities and working
777 environment.

778 A student is a full-fledged member of the university community, and the
779 preconditions for the well-being and community attachments include well-
780 resourced, correctly-targeted and functional study support and counselling
781 services. It is particularly important to pay attention to the support in the
782 early stages of studies and in the guidance services in the transfer stages,
783 such as Bachelor's and Master's stages. Promotion and realisation of student
784 well-being should be monitored in a university-led well-being working
785 group. **Early support of students and On my mind activities should be**
786 **sufficiently resourced and effective.** The performance negotiations of the
787 Ministry of Education and Culture should consider the aims supporting the
788 well-being of the university community. After a long sickness or other pause,
789 return to studies discussion can be organised to support the student, on the
790 basis of which a plan to return to studies is prepared, supporting the student
791 in all phases of the recovery.

792 **The amount of study psychologists should be increased.** The aim is that for
793 4,000 basic degree students, there should be at least one full-time study
794 psychologist.

795 Study environments should be comfortable, safe and socially and physically
796 accessible. Students' well-being and coping should be ensured in daily
797 learning situations. ~~Special attention should be paid on the ergonomics, on~~
798 ~~decreasing sitting down and the quality of air in the studying facilities.~~
799 **Special attention should be paid on the ergonomics in the studying facilities,**
800 **on decreasing sitting down, on the quality of air and green construction.**
801 Studying and teaching facilities should correspond to the criteria of
802 accessibility for all senses. If problems arise, the university should
803 communicate the situation openly and start measures without delay in order
804 to find compensatory facilities for the users. ~~Legal reviews of studying~~
805 ~~facilities should be completed in all faculties in a transparent manner.~~



806 **Reviews of student environments obligated in law should be developed in**
807 **order to better serve students and higher education institutions.**

808 The university community shall not tolerate any form of bullying,
809 harassment, racism, discrimination or violence. Each student should feel
810 being an accepted member of the community regardless of sex, **gender,**
811 **gender expression, gendered features of the body,** sexual orientation, ethnic
812 origin, age, disability, conviction, health, study discipline, family relations,
813 political activities, opinion or other person-related reason. Problem situations
814 and disturbances in the study community should be immediately addressed
815 in accordance with students' early support model. The model should be
816 further developed to make it known and accessible. The resources of the
817 service should correspond to demand.

818 The university community should encourage healthy lifestyle, including
819 **responsibility in using intoxicants.** Risk use of intoxicants in the university
820 community should be decreased. Not using intoxicants should be an equal
821 opportunity and should not make students unequal. University should have
822 a separate substance programme with a focus on prevention and supporting
823 the student.

824 University should ensure the organisation of high-quality university sports
825 and sufficient resources. The organisation responsibility for sport services
826 should remain at the higher education institutions. Higher education
827 institutions in Turku should together provide sufficient resources to organise
828 university sports. Primarily, university sports should focus on supporting the
829 beginning of exercising and on organising extensively serving, wide-ranging
830 low threshold exercise in all the units of the University of Turku. University
831 should also provide equal sport services in the Satakunta campuses. The
832 price of students' sports fee should remain reasonable. University sports
833 should actively review new sports facilities for students **and the higher**
834 **education institutions must commit to increasing sports facilities while the**
835 **usage rate grows.** The condition of the existing facilities should also be
836 reviewed and repaired. In a longer term, new sports facilities should be built
837 in the campus area, providing all higher education students in Turku with
838 sports possibilities also in the evening. **Students' nature sports possibilities**
839 **and their accessibility should also be safeguarded in the campus cities.**



840 TY Y promotes sports-related student interests locally in campus cities.
841 Promotion of students' sports-related interests is locally conducted in close
842 cooperation with the university, the higher education institutions and the
843 city sports services. The decision-makers of the cities are also actively
844 influenced in order to promote the sporty lifestyle of students in Turku, Pori
845 and Rauma. The recommendations of university sports are sought to be put
846 into practice in the campuses in cooperation with the university and further
847 resources are provided for university sports in the future.

2.3. Health

848
849 **Students shall have a right to timely and high-quality healthcare services.**
850 The sufficiency of the services should be guaranteed and increased with
851 regard to mental health services. FSHS should take care of the service
852 provision of students' healthcare. The accessibility of the services in all
853 campuses of the University of Turku must be safeguarded. Interaction
854 between the FSHS and the Student Unions must be increased and student
855 representation should be increased in the working groups of the health
856 service units.

857 **The cooperation between FSHS and other parties organising healthcare**
858 **should be functional and the service chains fluent.** When the new wellbeing
859 services counties start their operation, student's healthcare services should
860 not be weakened. In addition to functional healthcare, sufficient and better
861 student-targeted mental health and social work resources should be
862 ensured. Healthcare professionals and study psychologists of the university
863 should have a functional connection with the personnel who provide the
864 services, in order to be able to solve the social problems of students in a multi-
865 professional environment.

866 **The quality, accessibility and seamlessness of the services organised as**
867 **outsourced services should be monitored and the results reported.** Students
868 should not have to pay additional fees for using outsourced services, e.g. In
869 the form of telephone booking.

870 **FSHS should focus on providing the essential services with regard to the**
871 **physical and mental development of the studying age groups, including also**
872 **certain specialist services.** In addition to basic health and dental health, these
873 services include mental health, and sexual health services and the expertise



874 in skin conditions. Sufficient dental surgery services are also important.
875 Students in a vulnerable and/or sensitive life situations should be better
876 taken into account in the service supply of health care. Students should have
877 influencing possibilities in choosing their own treating personnel. A student
878 in need of treatment should not be bounced from one counter to another.
879 The multi-professional service chains of social and healthcare services of
880 students should be clarified. The focus of the activities of FSHS should remain
881 in prevention and health promotion.

882 **TY Y promotes the mental health of student in cooperation with the**
883 **university, FSHS and other parties by investing in preventive activities.**
884 Studying, counselling and other support structures should prevent the
885 creation of mental health problems and support good mental health. If
886 mental health problems arise, their impact on everyday life should be taken
887 into account by e.g. offering possible completion methods for courses. Due
888 to the prevailing mental health crisis, students' mental health services should
889 be paid special attention to. There should be quick access to mental health
890 services and the threshold for seeking support should be low.

891 **Accessing treatment in FSHS should be as fluent as possible.** Treatment
892 paths from the first contact should be clarified in accordance with the
893 principle of one-stop-shop. Currently, it takes too long from the first contact
894 to the beginning of treatment, because the need for treatment of the person
895 who contacted the national telephone is assessed in municipalities' weekly
896 team meetings. The fulfilment of the statutory care guarantee should be
897 actively monitored both in terms of the evaluation of the need for care and
898 the access into care.

899 **FSHS should provide all services in English in addition to both domestic**
900 **languages.** The FSHS should take the individual needs of the customers into
901 account in their services. Special attention should be paid to the
902 preparedness of the staff to face the diversity of sexuality and gender as well
903 as different cultural backgrounds. Information on the health care services
904 available for international students should be increased. The university
905 should inform in a more specific manner what sort of health care services are
906 provided for students taking an exchange period or completing a degree in
907 Finland. The accessibility of the healthcare services of exchange students
908 should be promoted. The wellbeing services counties should provide the



909 exchange students with healthcare services in their own native language or
910 at least in English **Exchange students should be returned to be covered by**
911 **FSHS services.**

912 Students should only pay the healthcare fee for FSHS services. The
913 healthcare fee should remain at a reasonable level and be same for all
914 students. The healthcare fee system of higher education institution students
915 should be made clearer and an invoice should be provided for the healthcare
916 fee.

917 FSHS financing should be predictable and based on long-term agreements.
918 **The impact of the variety of the annual number of students on FSHS should**
919 **be predicted so that the payment share of students from FSHS funding does**
920 **not become higher than the 23% codified in law.**

921 FSHS extension has caused problems in students' treatment access.
922 Improvement measures to the situation should be found and sufficient
923 resources safeguarded.

924 2.4. Housing

925 There should be enough high-quality, reasonably priced and different-sized
926 student apartments in Turku, Pori and Rauma. In addition to student
927 apartments, the university cities should have other supported housing and
928 functional free rent markets. The increase in rents must be controlled and
929 the number of rental apartments increased especially through the number
930 of apartments provided by the City and through pricing. The investing
931 support distributed by the Housing finance and development centre of
932 Finland (ARA) should be maintained in order to guarantee the building of
933 new student apartments. The general rent level of the city is influenced by
934 the amount and prices of the apartments provided by the city. TYU makes
935 municipal influence in order to guarantee student-priced apartments both
936 from regulated and free market.

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



941 ~~The price level of apartments of the Student Village Foundation of Turku~~
942 ~~(TYS) should remain reasonable disregard of new building and renovation.~~
943 ~~The price level of apartments of the Student Village Foundation of Turku~~
944 ~~(TYS) should remain reasonable disregard of sustainable new building and~~
945 ~~renovation.~~ The building projects should not put unreasonable burden on
946 the other tenants in other TYS apartments.

947 Energy-saving and energy-efficient building should be observed in student
948 housing. The new water and electricity meters should be installed in the new
949 apartments, and the fees should be based on consumption. Energy-efficient
950 solutions should be preferred in the construction and green construction
951 should be increased. In addition, construction should take into account
952 accessibility and cost-effectiveness. Construction should aim at providing as
953 many students as possible a possibility for a student apartment. Buildings
954 should have normal structural solutions and effective use of space.

955 TYS apartments should have a functional resident consultation model. The
956 resident cooperation model of TYS should promote resident democracy. TYU
957 should also have a wide representation in the administrative bodies of TYS.

958 TYS should support the preconditions for communal student activities and
959 culture. The foundation should provide premises and be part of maintaining
960 the leisure and hobby premises of students.

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

966 Student housing should be flexible and taking into account changes in
967 different life situations. Long fixed-term rental agreements too high rent
968 deposits should be abolished. In addition, TYS should provide housing
969 solutions for different life situations, from studios to family apartments.

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



974 International students should be guaranteed with the same housing
975 possibilities as Finnish students. International degree and exchange
976 students should have the same tenant conditions as Finnish students, and
977 higher rent or rental deposit should not be collected.

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

2.5. Equality

983
984 All students should have equal rights and possibilities for studies, support
985 services an study life. Questions related to equality are widely and
986 systematically taken into account in the university community. TY Y is
987 committed to promoting the equality of the university community and
988 society on the basis of feminist and anti-racist principles. The procedures
989 related to the promotion of equality are more specifically outlined in TY Y
990 Equality Programme.

991 Nobody should be discriminated against based on sex, gender, gender
992 expression, gendered features of the body, sexual orientation, ethnic
993 background, origin, nationality, language, age, disability, religion, conviction,
994 health, study discipline, family relations, political activities, opinion or other
995 person-related reason.

996 In the university community, racism or discrimination is not tolerated in any
997 form. TY Y addresses the structural racism and discrimination observed in the
998 university community and acts in a preventive manner to realise equality.
999 The University and the Student Union should be a safe place for everyone.
1000 ~~TY Y follows the principles of a safe space in its activities.~~ TY Y follows the
1001 principles of a safer space in its activities. TY Y should have the ability to
1002 recognise the forms of intersectional discrimination and the obligation,
1003 authorisation and measures to address different forms of discrimination,
1004 such as hate speech, discrimination and unequal treatment in the university
1005 community. The equality of genders serves as a building block of the welfare
1006 society. The diversity of genders should be genuinely recognised.



1007 Unnecessary gendering should be abolished. Parity rule should not be
1008 applied with an intrinsic value in situations where it is not obligated in law.

1009 Accessibility is observed comprehensively in the university community in
1010 terms of physical, psychological and social accessibility.

1011 TY Y promotes equality among generations. In all decision-making, the effect
1012 of the decisions on the equality between generations should be taken into
1013 account.

1014

1015

3. STUDENT COMMUNITY

1016 The aim of communality is to create an open, equal and inspiring
1017 environment in the entire Student Union. Inter-disciplinary, diversified and
1018 international student community is constituted by all university students,
1019 the Student Union, campuses and student organisations. Academic
1020 traditions, rich student culture and diversified organisational field have a
1021 significant role in promoting communality.

1022 TY Y should make its activities interesting and accessible for its members.
1023 Student Union should be encouraging, educational and inspiring place to act
1024 and work. Company cooperation is conducted in accordance with the lines
1025 of company cooperation document approved by the Student Union Council.
1026 The history of the Student Union also before the merge of the Student
1027 Unions is respected in communication and activities.

1028

3.1. TY Y organisations

1029 Organisations should be equally treated with regard to financial aid, paid
1030 tasks and other services. Organisations are provided financial aid means-
1031 tested in accordance with equal criteria. Financial aid directs the activities of
1032 the organisations in the direction hoped by TY Y. The services should
1033 particularly take into account the needs of new organisations and those in
1034 remote campuses. Organisations that cannot apply for activity support on
1035 the basis of regulation, can be preferred in other support methods. The
1036 continuity of the activities of hobby and cultural organisations should be
1037 ensured and they should be provided with performance possibilities in TY Y's
1038 events.



1039 TY Y organisations are the corner stone of the promotion of student interests
1040 and the communality of the Student Union. The operational preconditions
1041 of the organisations should be supported with multifaceted services, support
1042 and high-quality training events. Organisations are required to act in
1043 accordance with TY Y's values.

1044 TY Y training support the organisations in a wide-ranging manner and
1045 provide many types of competence for their actors. Competence accrued
1046 from these shall be recognised at the university as part of study credits
1047 received from organisational activities equally in all faculties. The trainings
1048 are accessible for all regardless of the campus.

1049 There must be accessible premises suitable for the use of student
1050 organisations in the campus area and elsewhere in Turku. The long-term
1051 objectives in the promotion of premise interests are formulated in
1052 cooperation with the organisations. **The university should communicate in
1053 an early phases their facility plans. At the same time, the basic information of
1054 the concerned facilities should be easily accessible for the community.**

1055 Organisations are encouraged to take into account equality affairs and to
1056 create a safer space in a wide-ranging manner in all their activities. The
1057 organisations should be encouraged to communicate their activities in
1058 English and to make their activities accessible for all students. Creating a
1059 safer space, the environmental effects of the activities and sustainable
1060 development, internationalism and equality are taken into account when
1061 distributing financial support **in order to create a more inclusive and
1062 environmentally aware community.**

1063 3.2. Student culture

1064 Student culture and academic traditions are a significant part of the city
1065 culture in Turku, Pori and Rauma. Student organisations, the university
1066 community and the city should together ensure the maintenance of
1067 traditions and support their preservation. Simultaneously, the creation of
1068 new student culture and new traditions should be supported. The cultural
1069 activities of TY Y and its organisations complement each other and are a part
1070 of common cultural tradition.

1071 The most important annual traditional events of TY Y include Porthan's day
1072 and anniversary celebration, Independence Day Torch Procession, the



1073 anniversary of the merge of the Student Unions, TY Ylikäs vappu and opening
1074 carnival as well as TY Ylikäs avaus. The preservation of the nature of the
1075 traditional events should be ensured, but simultaneously make them open
1076 and accessible events for all members. Organisations' cultural activities
1077 should be adopted as part of traditional events and celebration weeks.

1078 The equality of the events should be the corner stone of student culture. The
1079 student culture should reflect the values of the Student Union. TY Y events
1080 are environmentally friendly and sustainable.

1081 3.3. Tutoring

1082 High-quality tutoring has a central significance in attaching students as part
1083 of the university community. In the tutor selection inside units, diversified
1084 subject-specific representation should be promoted and subject-specific
1085 organisations should be consulted. As selection criteria, equality and the
1086 suitability of the person in the task should be emphasised. The ECTS and fee
1087 practices related to tutoring should be unified in different units. Tutoring
1088 trainings shall have unified quality in all units, while taking into account the
1089 special features of the units. The distribution of responsibilities between
1090 student and teacher tutors should be clear and adhered to.

1091 The coordination of tutoring should be the responsibility of the university
1092 and the units. TY Y is part of the planning and development of tutor training.
1093 TY Y organises its own training as part of tutor training. **Training directed at**
1094 **tutors should emphasise particularly their responsibility for equality.** The
1095 expertise of subject-specific organisations is utilised in tutor election. The
1096 organisational actors responsible for tutoring are supported and their
1097 competence is utilised when developing tutoring. The university should
1098 ensure that the tutors of the international degree programmes receive
1099 necessary support and training.

1100 3.4. Administrative culture

1101 TY Y activities should be open and accessible and participatory with regard to
1102 the members. In the activities of TY Y Executive Board, the Student Union
1103 Council, the Wings and other committees should follow the principles of a
1104 safer space. All actors should be treated equally. International students
1105 should be guaranteed with the same services and participation possibilities
1106 in the activities of the Student Union as other students. The most important



1107 documents should be available in English. Participation in English should be
1108 possible in the Student Union Council, in the Executive Board, in Wings and
1109 in project work where the knowledge of Finnish is not necessary, as well as in
1110 SYL. TYY Office should be accessible for the members and a good working
1111 environment for those in a position of trust and for the staff.

1112 Volunteer groups operating in TYY, such as Wings and Film club Kinokopla,
1113 are a significant link between TYY Office and the members. The volunteers
1114 realise TYY values in their activities. The voluntary activities should be open to
1115 all members and appropriate guidance and financial support should be
1116 reserved for it. The Wing activities are guided by the Instructions on the
1117 activities and election of Wings.

1118 3.5. Communication

1119 TYY communication should be influential, interactive and open.
1120 Communication is multi-channel and diversified. The communication
1121 reaches members, TYY organisations, interest groups and the media. TYY
1122 communicates its activities in Finnish and English. The image of
1123 communication is unified and stylish as well as accessible and easily
1124 understandable. TYY should have its own communicative identity
1125 functioning as the core of communication and increasing the awareness of
1126 the Student Union.

1127

1128 4. SOCIETAL INFLUENCE

1129 TYY conducts societal influence in different levels and diversified manners.
1130 Societal influence is conducted at the level of municipality, wellbeing services
1131 county, nationally, Europe-wide and internationally, for example in
1132 cooperation with SYL. Development cooperation is one of the forms of TYY's
1133 global influence. A significant form of societal influence is the influence in
1134 connection with elections.

1135 The aim of societal influence is to promote the realisation of the objectives
1136 defined in the Political Agenda of the Student Union. Lines related to
1137 sustainability, environment and development cooperation are part of the
1138 societal influence section. The lines should take into account ecological,
1139 economic, social, cultural and human sustainability.



4.1. Municipal policy

1140
1141 The objective of municipal influence is to create campus cities with jobs for
1142 people with higher education and with healthy students and a comfortable
1143 city environment. All campuses are equally taken into account in the
1144 municipal influence.

1145 The potential brought by higher education institutions and the students
1146 must be fully utilised in the development of the area of Turku. In order to
1147 attain this, TYY promotes municipal student interests and participates in the
1148 activities of the network Group 40,000 together with the Student Unions of
1149 the Åbo Akademi University, TUO and Novium ~~HUMAKO and O'Diako~~. Group
1150 40,000 drafts every four years a new municipal programme on the basis of a
1151 questionnaire for students **and topics currently impacting students**.

1152 The **cities** should request a statement from the student organisations on all
1153 the matters that essentially concern students. The participation of students
1154 in the decision-making should be enforced by maintaining permanent
1155 cooperation structures with the decision-makers of the **cities and well-being**
1156 **services counties**. ~~In addition, TYY should create a similar structure towards~~
1157 ~~the well-being services counties of South Western Finland and Satakunta.~~

1158 The cities should promote the employment possibilities of the recently
1159 graduated and decrease academic unemployment together with the local
1160 business life, TE Offices and higher education institutions. The trainee and
1161 summer job positions should be increased and communicated in Finnish
1162 and English. It should be possible to complete summer traineeships also in
1163 English.

1164 Campus areas should be developed into unique, accessible and clearly
1165 signed city districts. Campuses are developed in cooperation with the
1166 students and the university. The cities should also support other modern and
1167 unique solutions in the city planning. The service supply in the campus areas
1168 should also meet students' needs in evening time.

1169 The transport of the centre and campus area of Turku should be primarily
1170 developed in terms of bicycle-riders and walkers. Cycling and storage of
1171 bicycle should be safe and fluent around the year. Winter cycling possibilities
1172 should be developed by improving the winter maintenance of cycling lanes.
1173 City bike stations should be more extensively located near TYS residential



1174 areas. Bicycle and walking transport should be developed in accordance with
1175 the Development programme on cycling 2029 of the city. Free parking areas
1176 outside the centre and public transport and walking and cycling lanes should
1177 be integrated so that they encourage reducing private driving to the centre.

1178 The campus areas of the University of Turku should also ensure sufficient
1179 availability of student parking also in the future **for those who necessarily**
1180 **need it**. Entry to the parking areas and campus area should be fluent. The
1181 need for parking should not be overestimated. The parking areas should be
1182 flexibly used for both student and staff parking. There should be sufficient
1183 availability of electronic vehicle charging points.

1184 Public transport should be developed by constructing a tramway and by
1185 providing enough public transport lines also during weekday nights. The
1186 construction of the tramway should not lead to neglecting the development
1187 of the entity of public transport. The everyday needs of students should be
1188 especially taken into account when building the tram.

1189 All students should be provided with significant student discount from
1190 public transport tickets. Föli student discount should cover all students of
1191 higher education institutions in Turku regardless of age, residence or the
1192 right to receive study subsidy. In addition, actors in Satakunta public
1193 transport should provide student discount. TY Y reviews the situation with
1194 local actors.

1195 Transport connection to the capital area should be improved by constructing
1196 the rapid train connection - West Railway. The whole new Turku-Helsinki
1197 railway should have double rails. When renewing the trains, the
1198 enhancement of studying and working possibilities in the train should be
1199 taken as a central concern. Better public transport connections, possibly also
1200 a railway to Turku, Rauma **and Turku nearby regions** shall be promoted.

1201 Turku should be a coal-neural city by 2029. TY Y should support the city
1202 objectives in promoting circular economy, public transport, walking and
1203 cycling, reducing emissions from car traffic and zero waste.

1204 The city should contribute to finding accessible premises for the use of
1205 student communities. Cooperation between the city, higher education
1206 institutions and business life should be tightened in order to solve the
1207 premise issues.



1208 Also in the future, the city should take international students and language
1209 minorities better into account in the communication and events. The
1210 services provided by the city should be able to use also without e-banking
1211 IDs.

1212 Master planning and town planning of Turku, Rauma and Pori should be
1213 flexible and enable sufficient housing construction. Centre and campus
1214 areas, the Student Village and other high-demand area planning and
1215 planning ordinances should enable sufficient and necessary housing
1216 construction. Planning should enable locating services where people live.

1217 4.2. Climate and environment

1218 **Ecological responsibility** is a cross-cutting theme of the activities and sectors
1219 of the Student Union. TY Y is committed to following the UN Agenda 2030
1220 objectives. **Measures related to ecological responsibility are described in**
1221 **more detail in the Environment and responsibility programme. TY Y is**
1222 **committed to reducing its own negative climate and environmental impact,**
1223 **to increasing restorative activities and to serve as an active environmental**
1224 **influencer.** Each basic degree should **continue to** include studies that relate
1225 to sustainable development. The themes of sustainable development
1226 concern all disciplines and should be included in all degrees. **Teaching and**
1227 **research should take into account cross-disciplinary solutions to solving**
1228 **climate and environmental crises.**

1229 The University of Turku shall be CO₂ neutral by 2025. TY Y supports the
1230 objectives of the university in reaching CO₂ neutrality. **The University of Turku**
1231 **should continue to implement actions related to CO₂ neutrality also after**
1232 **2025 and to act to restore nature. The university should aim at finding**
1233 **commensurate measuring methods for the footprint with other higher**
1234 **education institutions in order to have comparable calculations. In addition**
1235 **to the carbon footprint, attention should also be paid on biodiversity and**
1236 **maintaining it.**

1237 TY Y follows the Environmental and responsibility programme approved by
1238 the Student Union Council, determining the lines of environmental influence
1239 of the Student Union. ~~Environmental influence is an essential part of the~~
1240 ~~Environmental programme and includes wide-ranging environmental~~
1241 ~~influence towards the university and other interest groups.~~ Environmental



1242 influence is an essential part of the programme and includes influence
1243 extensively towards the university, cooperation partners, interest groups and
1244 TYU possessions. ~~TYU aims at increasing the amount of vegetarian food and~~
1245 ~~locally produced and seasonal material and to decrease the use of red meat~~
1246 ~~in the supply of student cafeterias.~~ TYU aims at increasing the amount of
1247 high-quality and nutritional vegan food and locally produced an seasonal
1248 material as well as through staggered incentives to reduce and finally stop
1249 the supply of meat in student cafeterias.

1250 TYU has an active role in the societal discussion related to the climate and
1251 environmental crisis as well as in the activities preventing the climate and
1252 environmental crisis. The Student Union is leading the way and a pioneer in
1253 showing example to organisations and interest groups. TYU actively develops
1254 its activities towards a more environmentally friendly and **restorative**
1255 direction.

1256 **In accordance with its Strategy, TYU also bears responsibility in its business**
1257 **activities in an ecological, social, economic and administrative manner. In**
1258 **addition**, the activities are guided, inter alia, by the financial strategy,
1259 Environmental programme and instructions for investment activities of the
1260 Student Union.

1261 The protection of the Finnish Archipelago Sea is actively taken into account
1262 in the environmental and climate stance of TYU. In TYU projects, special
1263 attention is paid to protecting the Archipelago Sea and keeping it clean.

1264 4.3. Development cooperation and humanitarian aid

1265 The objective of the development cooperation activities of the Student Union
1266 is to reduce global inequality, promote modern development cooperation
1267 and partnerships and to increase the capacity or target countries. The
1268 purpose of humanitarian aid is to help the target countries in surviving acute
1269 crises and to promote the reconstruction of the crisis areas. TYU development
1270 cooperation must follow UN Agenda 2030 goals. For humanitarian aid, the
1271 reconstruction of crisis area is sought to be promoted in a sustainable
1272 manner. Annually, TYU organises **events related to** the UN Agenda 2030 goals
1273 and global citizenship together with the Wings and interest groups.

1274 In development cooperation and humanitarian aid, especially the climate
1275 crisis and its impacts are taken into account.



1276 TYU should direct 0.7 % of the budget for operating funds to development
1277 cooperation or humanitarian aid. The share of 0.7 % should be calculated in
1278 manner which excludes collected funds and support from the Ministry for
1279 Foreign Affairs. The Executive Board should annually accept the plan of the
1280 use of the 0.7 % funds upon the proposal of the Development Cooperation
1281 Wing.

1282 TYU **can have** its own development cooperation or humanitarian aid project
1283 or one implemented with another party. The project should work in
1284 cooperation with a local organisation operating in the target region while
1285 supporting it. In addition to its own development cooperation project or a
1286 joint project, TYU may also have other development cooperation or
1287 humanitarian aid targets. Members can support development cooperation
1288 targets or humanitarian aid projects with voluntary fees.

1289 ~~In 2023-2024, funding from the 0.7 share targeted in development~~
1290 ~~cooperation and humanitarian aid is targeted to helping Ukraine, which is~~
1291 ~~the victim of a war of aggression, unless it is tied in longer term projects. After~~
1292 ~~the crisis is solved, funds will be targeted to reconstruct the country.~~