



Political agenda of the Student Union of the University of Turku 2026

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

1. ACADEMIC AFFAIRS

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

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

The local knowledge of Satakunta campuses and the problematic issues diverging from Turku campus are taken into account in the promotion of student interests. Organisations at Satakunta campuses have an active role in the promotion of student interests together with TYY.

The automatic membership specified in the University Act as well as student representation in administrative organs serve as the corner stone in the promotion of student interests and as the basis for a wider sense of student solidarity. The Student Union must, however, be prepared for the removal of automatic membership and therefore to strive for more self-sufficient financial management that does not emphasise obligatory membership fees. The objective is that in the long term, the membership in the Student Union is cost-free.

1.1. Educational system

The network of higher education institutions should be treated as one unit. Higher education system based on a dual model should have separate tasks for university and polytechnic sectors. The cooperation between



polytechnics and universities shall be increased and developed prioritising contents. The profiling of universities and disciplines should be conducted in cooperation among the universities, consulting the internal groups of universities. In profiling disciplines and research, universities must ensure with cooperation that students are provided with sufficiently diversified teaching to support their career choices despite of study location.

The quality of higher education institutions is evaluated and compared with extensive and diversified measures discipline-specifically. Positioning higher education institutions in a simple ranking should be avoided. Instead of comparing, developing based on quality-assessment should be enforced, and subjects' different profiles in different universities should be taken into account.

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

The funding model of universities should be developed as an entity. The funding model should be transparent, understandable and predictable. The result-emphasis of the funding model should be decreased and the share of stabilising funding increased. The primacy of being a first timer in the funding model should be decreased. Quantitative graduation objectives and funding incentives should not lead to decrease in academic standards or the quality of teaching. The incentive effects of target deadline coefficients and connected discipline-specific expensiveness coefficients should be approached critically. The funding of higher education institutions should be based on accumulating study credits leading to a degree instead of the number of completed degrees.

University funding should be considered and the internationalisation of education supported. If tuition fees are collected from international students, the funds should be invested openly in improving the quality of education, student services and integration programmes and not in fixing public basic funding.

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

The funding model of the universities should consider different disciplines. For example, the evaluation criteria of the universities should not



significantly deteriorate Finnish-language publication activities. Basic research and applied research should be equal. When increasing admissions quota, basic funding much be raised.

The university funding model should encourage international mobility and student exchange.

The internal funding of the university should ensure the equal possibilities of all units to conduct high-quality activities and develop them. Internal funding should encourage multidisciplinary cooperation. Units that extensively provide teaching to other units should be take into account in the funding.

Mobility between bachelor's and master's degrees should be enabled. After bachelor's degree, it should be possible to complete higher degree in another section inside the university, between universities and between universities and polytechnics. Suitable manners for recognising and acknowledging the knowledge gained and for separate entrance should be developed, in order to ensure mobility between degrees. The number of possible study places should not be restricted to one, and students should continue to have the possibility accept a study right without losing a previously valid study right.

The Finnish degree system should not be made more complicated, in order for student and applicants to have guaranteed working life relevance provided by the degree. Degree entities smaller than current degrees should be used with caution and preliminarily only in retraining and complimentary education, not as basic degrees.

The admissions quota in degrees should be well-planned and national and based on comprehensive discretion, where the attention is primarily on the long-term labour and knowledge needs of the education and secondarily on the applicant demand of the education. As a rule, one should be critical towards increases in admission numbers unless they have clear justifications based on labour force needs. TYY should primarily listen to the views of faculty students in all situations concerning increase in admission numbers and promote these views actively in the university administration. The universities should not use the increase in admission numbers as a pure competitive tool to increase national basic funding share. Admission numbers for degrees can only be increased if resources are increased at the same time with the same share in order to ensure the high quality of teaching.



Admission paths should be wide-ranging, and admission should also be possible only based on entrance exam. The personalised arrangements of passing an entrance exams must be unified in all fields and universities. The additional time granted for an admission exam should be 1/3 of the time of the exam. Certificate admission should be used with caution and discipline-specifically. The points of certificate admission should not have an unreasonable effect on the subject choices in upper secondary school. The impacts of certificate admission should be evaluated in the long term. Restoring the combined points model as one admission method should be considered.

The starting point of student admission should be the equal treatment of applicants and the admission of the most applicable applicants. Student admission should enable a smooth transfer from upper secondary school to higher education. First-timer quotas have proved to be completely non-functional and should be abandoned. First-timer quotas have clearly increased admission stress and the technical impact of quotas has remained marginal. Those with a prior higher education degree and students that have accepted a place of study should have a similar possibility for a higher education. The number of people to be admitted through separate admission should correspond to the changes made in the main admission.

Universities decide themselves on the student admission. In addition, the impact possibilities of faculties on student admission should be ensured. The influence possibilities of faculties in planning entrance exams must be safeguarded also in the new entrance exam system.

All knowledge required in entrance exams must be included in accessible exam material or material distributed in the exam. The units organising entrance exams should also provide model answers for previous exam questions. After the exams, clear point criteria on the basis of which the exam answers have been assessed, must be published. National entrance exams should be developed using a test structure to ensure being discipline specific. The new entrance exam system should be critically reviewed, and purposeful changes should be made if needed so that the entrance exam benefits those graduated both from general secondary school and vocational training.

Transfer to more wide-ranging bachelor's degrees should be justified with the significant development of educational contents and better working



life relevance. More comprehensive bachelor's degrees should always ensure that the discipline-specific competence remain strong. Comprehensive bachelor's degrees should not threaten the ability of the university to train experts with deep knowledge of their own discipline.

Study right should be admitted directly for the higher university degree. The university should review the comprehensive bachelor's degrees faculty-specifically, considering the special features of disciplines. Lower university degree should provide basic academic abilities, and the working life abilities provided should be enforced. Moving to working life between degrees and completing the higher university degree substantially later than the lower degree must be more meaningful than it currently is.

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

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

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

The role of the Open University in society is to provide university-level education widely with the aim of education, without immediate connection to degree education. Open university should not be granted the right to provide degrees. The open university fees shall be reasonable. Open university should not serve as a way to degree studies, subject to charge, by circumventing the entrance system. When the open university teaching and degree studies are corresponding, participation in open university teaching should be cost-free for the basic degree students at the University of Turku.

1.2. Teaching



Successful higher education teaching is necessarily required to be based on knowledge. The study entities shall correspond to the amount of work calculated in ECST credits. The university shall control the equivalence of the used working time and ECST credits received from courses. Definition of learning aims for courses, study modules, degrees and parts of degrees is a basic requirement for the students' self-understanding of knowledge, recognising and acknowledging previous knowledge (AHOT) and for gathering working life abilities. Learning aims should be clearly communicated.

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

University should organise high-quality education of university pedagogy. Pedagogic education should be provided for teaching staff and doctoral researchers. Teaching staff's language skills, international capabilities and abilities to operate in a changing and multicultural environment should be promoted through staff and language training. IT knowledge of teachers and the ability to use teaching technology should be supported and developed.

The position of Finnish language in education and scientific publication activities shall be safeguarded. Finnish-language degree programmes should primarily provide teaching in the Finnish language. Writing a thesis in English should be fully voluntary and Finnish-language supervision should be available for a Finnish-language thesis. International students should be provided with studies in domestic languages focusing on language skills preparing for working life.

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

Contact teaching supports communality and contributes to developing social skills that are necessary in students' lives. Studies should include a sufficient amount of contact teaching. Attendance should only be required when it is justified for learning. Remote teaching should be utilised



appropriately as part of contact teaching, but a degree should not only consist of remote studying. The quality of contact teaching should be ensured. Remote teaching shall not replace contact teaching for savings reasons but shall be justified and timely from the perspective of learning. When recruiting staff and deciding on admission numbers, special attention should be paid to increasing the student-teacher ratio especially in disciplines where contact teaching and small group studying have a central role and in disciplines where the student-teacher-ratio is already poor.

Remote or independent studying should not be the main studying method in a degree. In the early phase of a bachelor's degree in particular, remote teaching should not be the primary teaching method. This improves students' well-being and integration. However, the special status of international students in the early phase of studies should be considered.

Remote studying should be justified for learning and at the right time. At its best, remote studying brings flexibility in completing degrees, as long as its quality and purposefulness is ensured. Hybrid teaching has been established as part of modern higher education studies. It needs to be developed comprehensively and the qualitative gaps between faculties in hybrid teaching should be decreased. Hybrid teaching should not, however, take resources from other studies. Contact teaching can be organised as small group teaching and mass lectures so that the selection serves the students in an optimal manner. It should be possible to follow mass lectures online and from decent-quality recordings.

In multicampus universities, the teaching forms should support the vitality of campuses and the equality of students. Remote and hybrid teaching should not be used to replace contact teaching organised at Satakunta campuses for cost-saving reasons, but the teaching should ensure the completion of a degree with high quality at one's own campus.

Studies should include a sufficient amount of diversified English contact teaching. The quality of English teaching should be improved and evaluated with the same criteria as Finnish teaching. Teaching shall be at a level where international students can equally participate in it. Common courses between Finnish and international students shall be organised in order to improve the oral language skills of university students. Teaching and supply of foreign and domestic languages should be developed side by side. Resourcing should take into account the demands of different



disciplines and working life. Foreign-language degree programmes should include a possibility to study sufficiently domestic languages and culture as part of the degree, while taking into account the needs of the working life.

Students' different life conditions and individual learners should be taken into account when organising education and in the completion of studies. Both whole-time and part-time studying should be enabled for those living with parenthood allowance, rehabilitation allowance, rehabilitation support, sickness allowance, unemployment support and income support.

Flexible teaching and study possibilities and the wide-ranging utilisation of teaching technology promote the progression of studies. While increasing flexibility, the influence of diversifying completion manners on the working arrangements and time usage of staff should be observed. Electronic study and teaching methods should be nationally developed in order to promote the mobility and cooperation of students and teachers. The possibility of temporary exam premises shall be actively reviewed in order to alleviate peak hours.

The university should teach working life relevant, discipline-specific and as responsible as possible use of artificial intelligence. The university shall enable the cost-free use of language models relevant for working life. The university instructions for students' AI use should be clear and up to date. Students should be taught to become critical users of AI programmes considering the ethical issues, environmental problems and security risks related to the use of AI.

The university should consider human rights related, environmental and ethical perspectives in the use and licencing of AI models. When using AI, it should be primarily used as an assisting tool so that the teacher's expertise or students' education is not deteriorated. The use of AI as the primary tool for preparing teaching material should be avoided.

Digitalisation shall be utilised when developing learning and teaching methods, evaluation and students' support services. Digitalisation does not have an intrinsic value, but it should always benefit learning. Electronic study possibilities should, however, also be guaranteed for those who do not have access to a computer or other necessary devices.

Degrees should include diversified evaluation of knowledge. The use of assessment methods should be well-planned and appropriate for learning.



292 The flexibility of studies should be increased by providing enough
293 alternative studying methods.

294 **Electronic exams should be widely available in all faculties around the year.**
295 Enough exam facilities should be available for electronic exams, and their
296 non-usage should be actively decreased. Taking electronic exams should be
297 possible 24/7. In addition, degree students should have 24/7 accession
298 rights to university premises. The preconditions for electronic exams should
299 be made more accessible. The exam premises should also provide pens and
300 paper to facilitate taking the exam. In addition to traditional and electronic
301 exams, competence should also be tested with material-oriented manners
302 such as home exams and other evaluation methods.

303 **The possibilities of students to complete electronic exams of the University**
304 **of Turku in the facilities of other higher education institutions should be**
305 **developed and extended.** It should be ensured that the University has
306 sufficient software to realise electronic exams in different disciplines.

307 **Electronic and physical learning environments should be planned while**
308 **taking into account accessibility, diversity of teaching methods and needs**
309 **of individual learners.** The university should also have 24/7 open physical
310 studying facilities and facilities enabling ergonomic remote studying. The
311 facility planning of the university shall prioritise multi-purpose premises
312 suitable for studying and supporting concentration. In change situations,
313 students and their organisations currently using the facilities should be
314 consulted and to ensure that there are enough available premises. Different
315 teaching and seminar premises shall be available also for studying in the
316 evenings. Satakunta campuses should have accessible and sufficient exam
317 and studying premises so that the progress of studies is not slowed down to
318 the location of the campus or premise resources.

319 **The information systems used by students should be mutually compatible.**
320 The usability of systems supporting studying and working should be
321 promoted. The public documents and statements of the university and
322 faculties should be available without university web IDs. The study
323 completions should be possible both with open-source code software or
324 the university should provide the student with the software necessary for
325 completing the course. The used software should be meaningful to the
326 students also from the perspective of future working life.

327 **Student should be responsible for their own learning.** A requirement is
328 agreeing together on the responsibilities and duties among the university



community and bringing them forth. Students' responsibility also requires confidence from the teaching staff.

The university should encourage students to study independently.

Participation at visit lectures should be counted as part of completed studies. The ECTS received from student-led study circles and courses should be credited as part of a degree.

University degree should provide student with the necessary capabilities for moving to working life.

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

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

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

The academic freedom and free choice of minor subjects constitute strengths of a multi-disciplinary university. Students' possibilities to freely choose their studies should not be restricted without a real and justified reason. The internal division of financial resources at the university should enable the mobility of minor students between sections and units. Subjects shall provide more of their studies as free minor studies for the basic degree students at the university. The realisation methods of minor students should be flexible and multimodal. The university should encourage students to multidisciplinary minor studies through counselling. Offered minor studies may, however, not decrease the quality of the studies of the major students.



Multidisciplinary minor modules should be useful for students' degrees. The university should enable wide-ranging minor subject choices also for international students. The increase should not, however, endanger the position of high-quality and comprehensive Finnish science and teaching.

Centre for Language and Communication Studies should be able to provide a sufficiently wide supply of languages and courses in order to meet the needs of an international multidisciplinary university. Compulsory language studies should be provided for all students in a manner which will not delay studies. Completion methods should be flexible and multimodal and take into account the competence of the participants. Sufficient course supply and teaching quality in Swedish language should be guaranteed. The equality of the evaluation and evaluation criteria of public officials' Swedish language skills should be safeguarded everywhere at the university. Study curricula should enable studying optional languages in all faculties and campuses. Cooperation between higher education institutions in language teaching should be developed. Overlap between the teaching organised by the faculties and the Centre for Language and Communication Studies should be decreased.

Teaching of Finnish and Swedish targeted at international students should be in a sufficient amount, and it should be of high-quality and discipline specific. The teaching of national languages should provide the student with the linguistic abilities to work in their own field in Finland. International degree programmes should also provide an extensive, wide-ranging and multilingual elective course supply. International students should be provided with projects integrating them better to the working life, including international and Finnish students.

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

University degree programmes should pay special attention to the quality of teaching and counselling and to the availability of necessary support services. New degree students should be provided with orientation in the



University of Turku and studying in their campus. Although presence is recommended in the orientation, remote participation shall be possible in special cases. All degree programmes should be attractive and useful for working life. A student representative should be included in the administrative and planning organs of degree programmes. Those studying in international programmes should have a possibility to impact the planning and development of international programmes.

University should support academic entrepreneurship and to provide good preconditions for innovation creation and their transfer into business.

Entrepreneurial awareness in the academic community should be raised especially where the contact with entrepreneurship is otherwise poor.

University should provide diversified entrepreneur-preparing education and support the creation and activities of entrepreneurship-promoting communities at the university at all campuses.

1.3. Study support

Students should have equal possibilities for study counselling (personal study plan, teacher tutoring, organised minor studies counselling, thesis supervision) in all study stages. Good counselling practices defined by the university should be utilised in study counselling. Practices that have been considered good and functional in some faculties should be introduced also in other faculties. A student's right to personal or small group counselling should be realised in each study year. In small group counselling, the size of the group should enable taking into account the individual needs of students.

The quality of teacher tutoring should be enhanced in order to better respond to the needs of academic counselling. Student tutors should receive training in order to consider the well-being of students in counselling meetings and to refer them to support, if needed. The equal realisation of teacher tutoring shall be promoted. In thesis supervision, the Rector's decision on the supervision of theses should be followed. Needs of certain groups, including international degree students, students with disability and individual learners, should be taken into account in study counselling.

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



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

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

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

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

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

1.4. Administration

Maintaining the majority position of the internal groups of the university community should be promoted with the principle of equal tri-partite



division in the university administration. in collegial decision-making organs and preparatory organs, student representation must be ensured. Administrative organs and other groups specified at the statute level should convene regularly and realise the provided mission. Students' possibility to represent themselves must be ensured in unofficial and temporary preparatory organs, such as in steering groups and premise working groups. The administrative language of the university is Finnish. It should be possible to participate in the university decision-making in all languages in which degree programmes are provided.

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

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

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

In the establishment of new degree programmes, the realisation of quality shall be ensured in new disciplines, and the expansion of education shall not endanger the quality of any current education at the university. The rights of all students should be ensured during the reform.



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

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

517 Recruiting processes at the university should emphasise transparency and
518 **employer's responsibility.** Calling procedures should be critically
519 approached and open vacancies should mainly be announced in open call.
520 Faculties and units should have the possibility to elect their directors.
521 Academic directors are required to have skills in HR and strategic
522 management. University should provide the staff with the possibility to
523 develop these skills. The University should purposefully increase the share of
524 regular employments and abolish recurrent temporary employments as
525 well as to promote target-oriented career paths.

526 When recruiting teaching staff, the evaluation of teaching qualification
527 should consult always students, too.

528 The most important resource in the promotion of student interest consists
529 **of student representatives.** Student representatives should be supported
530 and their work in the university administration should be enabled. The
531 actors promoting academic interests in organisations should also be
532 supported. Promotion of student interests in the administration is based on
533 subsidiarity principle. The role of the student representative coordinators in
534 the faculties is to function as a connector between different actors.

535 Student representatives should be appointed in the tasks openly and
536 **democratically.** The relevant subject-specific and faculty organisations
537 should be consulted in appointments. In the election, primary attention
538 shall be put on the representation of faculties and sections and the organ
539 and secondary attention to the gender division. The participation of
540 international students and staff in the University administration should be
541 possible equally with other students and staff.

542 The university should promote good administrative culture and ensure the
543 **realisation of its rules.** Special attention should be paid to the good
544 preparation of decisions. Decisions should be prepared in a manner which
545 ensures sufficient background material for the decision-makers. Student



representatives should have an equal position in the decision-making, and they should have training in the task. All material related to the decisions should be provided for student representatives simultaneously with the other members of the group. Participating in the meetings of a university organ or a working group established by it should also be a sufficient reason for absence from compulsory teaching.

The University should cherish open decision-making culture. The University administration, faculties and units should inform student-related decisions and planned reforms directly to the students. Sufficiently early communication guarantees that students can influence the decisions concerning them.

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

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

SORA legislation related to the safety of education and working life is reformed in 2023-2027. The key aim of SORA legislation is to improve the safety of education and working life after it and to increase the possibilities of education, degree organisers and higher education institutions to tackle the inadaptability of students in a field.

In the reform of the SORA legislation, TYY aims at ensuring the legal protection of students in problematic situations related to studying and at influencing the application of the legislation being reformed so that the procedures are based on legislation and regulations provided under it. As part of the legislative reform, students' legal protection board should be disbanded and the revocation and restoration of study right should be transferred to Administrative Court.

The status of doctoral researchers in the university community should be strengthened. Selection of doctoral researchers should be equal and just,



and the requirements for admission should be informed in a sufficient amount and early enough. Doctoral researchers should have equal possibilities with other university groups to participate in the preparation and decision-making of the university.

Doctoral researchers should be guaranteed with an equivalent right to study counselling as degree students. Sufficient introduction to postgraduate studies should be available and should enable the inclusion of pedagogic studies and transferable skills. Part-time research and postgraduate studies should be possible, and the completion time should not be restricted. Universities should provide better information on grants suitable for doctoral researchers and other financing possibilities as well as to provide guidance in drafting applications. Doctoral research should continue to remain high-quality, and its scientific quality should not be lowered in order to accelerate the graduation of doctors.

The university should systematically follow and evaluate the realisation of the quality of their education. Quality assessment should consider the learning experiences and learning results of students and the self-assessment of the unit.

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

Sections should collect feedback in a systematic manner concerning their teaching and activities. University should start using a unified feedback system. Course feedback is provided in connection with completing the course, and providing the feedback can be part of the completion of the course. The university should ensure that course feedback can also be provided with low threshold during the course. The student should have the right to refuse from providing feedback. Students should have the possibility to provide anonymous feedback and to review the results of the feedback. Superiors should have the right to review a summary of the feedback. The collected feedback should be discussed together with the students and the actions to be taken on the basis of the feedback should be



reviewed. Subject-specific organisations and sections must cooperate in developing the feedback systems and to also observe international students in the feedback systems.

1.5. Educational equality

Cost-free education is the cornerstone of equal educational system. Higher-institution degree education organised in Finland should be cost-free

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

The University should monitor the impact of annual fees on the application number, number of those who accepted the place and those who started studies. In addition, the University should monitor how much resources the measures required by annual fees take from the administration and staff.

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

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

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

Completing courses should not incur obligatory fees for students. As a rule, all course material should be free and electronically available for the



student. The use of electronic material in studying should be enabled everywhere in the campuses, and unnecessary paper consumption must be avoided. Lecture copies, necessary instruments for the course or other material should not incur costs, and the payment should not be the condition for a study record.

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

1.6. Continuous learning

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

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

Functional right to complement one's degree decreases the need for re-education. Graduates should be ensured a possibility to complement their degree with at least minor-scale studies. Sufficiently long period for complementing the degree should be ensured, in order to make complementing flexible for those in working life and corresponds to the incurred complementing needs.

Trainee posts and trainee resources must be increased for local, domestic and international trainee periods. The university should ensure that obligatory internship positions under it include appropriate dressing and recreational premises for students.

The number of internship positions targeted at higher education students and resources encouraging their creation should be increased in order not to delay graduation due to the lack of an internship position. In degree studies, obligatory internships should be cost-free for students, should be paid in accordance with the demands of the work and result in a fair number of study credits.

Trainee periods must be provided for all students, regardless of language skills, and international degree programmes should include trainee period, if possible. University should promote the internationalisation of students, and internationality should be visible in each degree. There must also be active communication on trainee posts in English.



All students should have an equal opportunity for internship grant.

Internship grant should be the same for all internship models. The amount of the internship grant should be nationally uniform, while taking into account different internship models. The application processes of the University of Turku should be fair and all funds reserved for internship grants should be spent. The possibility for the grant should be available for as many as possible. The University should be able to ensure the appropriate distribution of the internship grants. Internship grant should not be a requirement for recruitment.

The credit transfer of competence acquired by students in work should include clear practices decided in advance. This will require the target-oriented gathering of know-how while working as well as sufficient counselling.

1.7 Mobility and internationalisation

University should promote the internationalisation of students by facilitating the inclusion of studies during study exchange as part of the degree. Study counselling should encourage to carry out studies and trainee periods abroad. Exchange agreements between universities should be renewed and the sufficiency of the number of quotas should be assessed with regular intervals. Possibilities for internationalisation at home should be ensured in all campus cities. Possibilities provided by internationalisation should be observed in mobility. Mobility encourages sustainable travelling.

Studies completed abroad should be accepted in full, and the faculty-specific ECTS limits should be removed. Studies completed during an exchange period should be possible to include in a degree. In addition, the compensation of studies should be developed. When making exchange agreements, attention should be made to the international level of cooperation universities and to the quality of the education provided. Cooperation with universities outside EU, especially in developing countries, should be increased. The university should pay attention to how cooperation with other universities impacts the realisation of human rights. The university should refuse cooperation, which is observed to contribute to violating human rights. Individual research and study cooperation, for example, field work related to research, can, however, be conducted on the basis of careful advance consideration.



Each university student should have equal possibilities for internationalisation abroad or at the home university. Internationalisation should be possible regardless of discipline, age, gender or economic situation. In the accessibility of student exchange, attention should be especially paid to the internationalisation possibilities of adult students, students with children and students with disabilities.

2. SOCIAL AFFAIRS

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

TYY improves its promotion of students' social policy interests in Satakunta campuses.

Promotion of student interests in social affairs pays also attention to international students and doctoral researchers. The income of international students should not be complicated, since they are primarily in an unequal position compared to Finnish students. The income of international students should be safeguarded. International students should have tax exemption possibility for tuition fees. For international students, procedures related to entry in Finland and family reunification should be made as fluent as possible.

Promotion of national interest is mainly coordinated by the National Union of University Student in Finland (SYL) and conducted in cooperation with other Student Unions and student organisations. Locally, problems related to the social affairs of students shall be brought up. Problems are tackled with information received from students and cooperation partners. The most important cooperation partners include the Cities of Turku, Rauma and Pori, Satakunta and South-Western Finland Social and Healthcare areas, FSHS, Kela, university and student organisations. The promotion of doctoral researchers' interest is conducted with applicable parties, since their societal position should be improved.



763 2.1. Income

764 **Study subsidy is the primary source of income for students.** It should enable
765 full-time studying and safeguard the income of students. Study subsidy
766 system should be study grant -based and subject to need. Study grant
767 should be raised. In addition, the index raises of the study grant shall be
768 returned. The number of study grant should be increased. The overlapping
769 regulation created by the completion demand of twenty annual ECTS
770 credits and the two-tier nature of the aid should be abolished. Student
771 financial aid should enable student exchange and the completion of an
772 internship that is obligatory in the studies. The link between study grant
773 and loan shall be removed, according to which taking study loan always
774 requires taking study grant.

775 **Instead of separate reforms, the student financial aid system should be**
776 **developed as a whole.** The pace of the changes related to student financial
777 aid system should be moderate. Sufficient time should be reserved for the
778 evaluation of the impacts of previous reforms before new changes are
779 implemented. The aim of the reforms should be supportive, flexible and just
780 study support. The student financial aid system should encourage working
781 when life situation allows, but working should not be necessary for a
782 student's income. Student financial aid should be transferred from the
783 Ministry of Education and Culture to the Ministry of Social Affairs and
784 Health, as the other social benefits.

785 **Students' housing subsidy should enable housing during the whole year.**
786 The housing addition of study subsidy is individual, and the income limits
787 are the same as in study grant. The level of the housing addition of study
788 subsidy shall be set in a manner which does not decrease the average
789 housing support. The maximum number of study subsidy months shall be
790 increased in order to enable all-year support for the entire target duration
791 of studies. Housing addition should also be received for the duration of
792 study subsidy during summer months. If a student does not receive
793 housing addition, they should receive general housing support. The
794 students should be again included under general housing support, and it
795 should be individual. The 300-euro income decrease of general housing
796 support shall be returned.

797 **Despite the raise of income limits, the amount of study subsidy must not**
798 **decrease, and the most important task of study subsidy is to safeguard the**
799 **income of students.** When claiming student financial aid for recovery,



800 students should not be collected additional interests or costs, and the
801 repaid student financial aid months should be reusable. Such payment
802 schedule should always be able to be agreed upon that does not endanger
803 the income of the student.

804 **Study loan is a support method part of the student financial aid, and it**
805 **should not create a major part of student's income.** Taking study loan shall
806 be volunteer and affordable for students, e.g. through study loan
807 compensation. The structure of the repaying times of study loans should be
808 reviewed and the amount of study loan compensation increased. Non-
809 withdrawn student loan should not be counted as student income when
810 applying for social assistance. Study loan refund should not be used as a
811 regional policy tool.

812 **The parental increase in study subsidy should be sufficient.** The guardian's
813 increase should not only belong to the guardian of the child but also to the
814 parent liable to provide maintenance that is not the guardian. Students
815 should have a possibility to have children during studies without
816 unreasonable delay of graduation for reasons dependent of the student
817 and without risk for income. The breadwinner's raise should be targeted
818 directly at the study grants, not income limits or study loan.

819 **More doctoral researchers than currently should be guaranteed with the**
820 **possibility for full-time studying.** A doctoral researcher without financing
821 enabling full-time studying should not be registered as full-time student
822 and therefore reject social benefits such as unemployment allowance.

823 **The transfer between study support and other support measures should be**
824 **simple and should not cause unreasonable breaks or problems in income.**
825 Transfer from study subsidy to other forms of support should be clearly
826 communicated nationally and the understanding of the income situation
827 should not be unclear. The right to the study subsidy should not constitute
828 a hinder for receiving other social security, if the student does not have the
829 essential studying possibilities for their degree, they get sick or otherwise
830 prevented from full-time studying. Part-time studying independent of
831 support modes should be facilitated and the hindrances should be
832 removed. Part-time studying should be possible regardless of the support
833 method.

834 **The maximum limit of study credits to be completed during sickness**
835 **allowance should be removed.**



Adult education support should be restored. Adults' degree education shall be directed especially to education raising the educational level and improving working life position.

State's meal support is an essential part of students' daily income. The amount of meal support should be raised with the same proportion as prices so that the nutritional quality stays high. The maximum price paid for student meal should be possible to raise only when the meal support is raised. The level of meal support should be regularly reviewed, and the review should be stipulated in law. Take away of meals under students' meal support should be enabled.

Students should have an equal position with regard to other municipal citizens when applying for social assistance. Students should have the right to claim income support and maintain their student status. The bureaucracy of the processing of social assistance applications should be simplified, and sufficient resources should be directed to it in order to prevent long processing times.

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

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

2.2. Well-being

Supporting and strengthening working ability, i.e. studying ability, is an essential part of promoting students' well-being. Promoting the studying abilities and the evaluation and development of the study environment



should be considered societally as important as the development of working abilities and working environment.

A student is a full-fledged member of the university community, and the preconditions for the well-being and community attachments include well-resourced, correctly targeted and functional study support and counselling services. It is particularly important to pay attention to the support in the early stages of studies and in the guidance services in the transfer stages, such as Bachelor's and Master's stages. The attachment to the community should consider, in particular, the needs of international students. Promotion and realisation of student well-being should be monitored in a university-led well-being working group. Early support of students and On my mind activities should be sufficiently resourced and effective. The performance negotiations of the Ministry of Education and Culture should consider the aims supporting the well-being of the university community. After a long sick leave or other absence, a discussion on return to studies can be organised for a student, on the basis of which a plan for returning to studies is prepared, supporting the student in all phases of recovery.

The number of study psychologists should be increased at all campuses. The aim is that for 4,000 basic degree students, there should be at least one full-time study psychologist. Satakunta campuses should have a joint study psychologist that can be seen face-to-face.

Study environments should be comfortable, safe and socially and physically accessible. Well-being and condition of students should be ensured in daily learning situations. Special attention should be paid on the ergonomics in the studying facilities, such as decreasing the burden of sitting down as well as on the quality of air and green construction. Studying and teaching facilities should correspond to the criteria of accessibility for all senses. If problems arise, the university should inform the situation openly and start actions without delay in order to find compensatory premises for the users. Inner and outer facilities of the university shall have regular accessibility reviews. Reviews of student environments obligated in law should be developed in order to better serve students and higher education institutions.

The university community shall not tolerate any form of bullying, harassment, racism, discrimination or violence. Each student shall feel as an approved member of the community regardless of personal characteristics.



908 Problem situations and disturbances in the study community should be
909 immediately addressed in accordance with students' early support model.
910 The model should be further developed to make it known and accessible.
911 The resources of the service should correspond to demand.

912 **The university community should encourage healthy lifestyle, including**
913 **responsibility in using intoxicants,** The risk-use of intoxicants in the
914 university community should be reduced. There should be an equal
915 possibility for not using intoxicants, and it should not make students
916 unequal. University should have an up-to-date students' substance
917 programme that should focus on prevention and supporting the student.

918 **University should ensure the organisation of high-quality university sports**
919 **and sufficient resources.** The organisation shall also consider possible
920 activity restrictions of students. The responsibility to organise sports services
921 should remain at higher education institutions. Turku higher education
922 institutions should provide sufficient resources for organising higher
923 education sports in cooperation. Primarily, university sports should focus on
924 supporting the beginning of exercising and on organising extensively
925 serving, wide-ranging low threshold exercise in all the units of the University
926 of Turku. University should also provide equal sport services in the
927 Satakunta campuses. The price of students' sports fee should remain
928 reasonable. University sports should actively review new sports facilities for
929 students and the higher education institutions must commit to increasing
930 sports facilities while the usage rate grows. The condition of the existing
931 facilities should also be reviewed and improved. TYYP should review the
932 opening of Assari swimming hall for student sports, for example, as
933 swimming or other sport premises as part of the widening of the premise
934 network of higher education sports. In a longer term, new sports premises
935 should be acquired or built in the campus areas, providing all higher
936 education students in Turku with sports possibilities also in the evening.
937 Students' nature sports possibilities and their accessibility should also be
938 safeguarded in the campus cities.

939 **TYYP promotes sports-related student interests locally in campus cities.**
940 Promotion of students' sports-related interests is locally conducted in close
941 cooperation with the university, the higher education institutions and the
942 city sports services. The decision-makers of the cities are also actively
943 influenced in order to promote the sporty lifestyle of students in Turku, Pori
944 and Rauma. The recommendations of university sports are sought to be put



into practice in the campuses in cooperation with the university and further resources are provided for university sports in the future.

2.3. Health

Students shall have a right to timely and high-quality healthcare services.

The sufficiency of the services should be guaranteed and mental health services increased. FSHS should take care of the service provision of students' healthcare. The availability of FSHS services at Turku, Pori and Rauma campuses is an equality issue. Students should access cost-free health services regardless of their place of living. Travel costs to FSHS services in different cities should be fully reimbursed. Interaction between FSHS, higher education institutions and student unions should be further developed, and student representation should be increased.

The cooperation between FSHS and other parties organising healthcare should be functional and the service chains fluent. The well-being county and student healthcare services should work seamlessly. Interaction and cooperation between well-being counties and student organisations should be increased. All students should be included under faster guaranteed treatment and guaranteed therapy. In addition to functional healthcare, sufficient and better student-targeted mental health and social work resources should be ensured. Healthcare professionals and study psychologists of the university should have a functional connection with the personnel providing services, in order to be able to solve the social and health-related problems of students in a multi-professional environment.

The quality, accessibility and seamlessness of outsourced services should be monitored and results reported. Students should not have additional fees for using outsourced services, such as telephone bookings that cost or travel costs.

FSHS should focus on providing the essential services with regard to the physical and mental development of the studying age groups, including also certain specialist services. In addition to basic health and dental health, these services include mental health, sexual health and gynaecological services and the expertise in skin conditions. Sufficient dental surgery services are also important. Students in a vulnerable and/or sensitive life situations should be better taken into account in the service supply of health care. The competence of FSHS treatment staff shall be ensured with additional education on diversity themes in order for all students be equally



encountered at FSHS. Students should have influencing possibilities in choosing their own treating personnel. A student in need of treatment should not be bounced from one counter to another. The multiprofessional service chains of students' social and healthcare services should be clarified. The focus of the activities of FSHS should remain in prevention and health promotion.

TY promotes the mental health of students together with the University, FSHS and other parties by investing in preventive activities. Studying, counselling and other support structures should prevent the creation of mental health problems and support good mental health. If mental health problems arise, their impact on everyday life should be considered e.g. by providing alternative completion forms for courses. Due to the prevailing mental health crisis, students' mental health services should be paid special attention to. It should be possible to quickly access mental health services and the threshold for seeking support should be low.

Accessing treatment in FSHS should be as fluent as possible. Treatment paths from first contact should be clarified based on one counter principle. At the moment, it takes too much time from first contact to start of treatment, because a person who contacts national telephone has their treatment needs assessed in municipal weekly team meetings. The fulfilment of the statutory care guarantee should be actively monitored both in terms of the evaluation of the need for care and the access into care.

FSHS should provide all services in English in addition to both domestic languages. FSHS should take into account the individual needs of customers in their services. Special attention should be paid to the ability of the staff to face sexual and gender diversity and different cultural backgrounds. Information on the health care services available for international students should be increased. The university should inform in a more specific manner what sort of health care services are provided for international students taking an exchange period or completing a degree in Finland. The availability of healthcare services for exchange students should be promoted. Social and healthcare services areas should provide exchange students with healthcare services with the help of interpreter in the students' native language or at least in English. Exchange students shall be returned to FSHS services while ensuring the quality of services.



1018 **Students should only pay healthcare fee for FSHS services.** The healthcare
1019 fee should remain at a reasonable level and be same for all students. Kela
1020 should develop communicating on higher education students' healthcare
1021 fees. In addition, an invoice should be provided for the healthcare fee. If a
1022 student is directed to public healthcare, that should not cost separately.
1023 FSHS travel costs' excess shares shall be abandoned in cases where one
1024 travels to the service from permanent studying location. Finnish exchange
1025 students abroad should receive remote and telephone appointments
1026 during their exchange period.

1027 **FSHS financing should be predictable and based on long-term**
1028 **agreements.** The impact of the variety of the annual number of students on
1029 FSHS should be predicted so that the payment share of students from
1030 FSHS funding does not become higher than the 23% codified in law.

1031 **2.4. Housing**

1032 **There should be enough high-quality, reasonably priced and different-sized**
1033 **student apartments in Turku, Pori and Rauma.** In addition to student
1034 apartments, the studying cities should have other supported housing and
1035 functional free rent markets. The raise in rents should be held down, and
1036 the number of rental apartments should be increased especially through
1037 the number and prices of apartments provided by the City. Investment
1038 assistance to safeguard the building and renovation of student housing
1039 should be increased and developed. Funding mechanisms should support
1040 the operation of student housing foundations. The general rent level of the
1041 city is influenced by the amount and prices of the apartments provided by
1042 the city. TYY conducts municipal influence in order to ensure student-
1043 priced apartments both at regulated and free markets.

1044 **TYY cooperates with the campus cities of the University of Turku and TYS in**
1045 **order to prevent the spread of pests. TYS shall cover the costs for**
1046 **eliminating the pests found in their apartments.**

1047 **The City of Turku should offer lots near the campus for TYS new building.** If
1048 student apartments are constructed far away from the campus area, it
1049 should be ensured that the area has a sufficient number of services and
1050 good transport connections both to the centre and to the university.

1051 **The price level of apartments of the Student Village Foundation of Turku**
1052 **(TYS) should remain reasonable disregard of sustainable new building and**



renovation. The building projects should not put unreasonable burden on the other tenants in other TYS apartments.

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

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

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

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

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

The selection of TYS residents should be transparent and the selection criteria means-tested. Students should have a possibility to find out their situation during the apartment application process, and the selection should prefer people in worse situations. The fluent access to housing when entering a new studying city for students starting their studies should be ensured. The housing period after graduation should be shortened in order to safeguard a sufficient number of student apartments for new students.



1088 **The housing situation of Satakunta students should be improved.** The cities
1089 of Rauma and Pori should review measures to improve the housing
1090 situation of those studying at Satakunta campuses.

1091 **International students should be guaranteed with the same housing**
1092 **possibilities as Finnish students.** International students should have the
1093 same tenant conditions as Finnish students, and higher rent or rental
1094 deposit should not be collected. International students are welcomed in city
1095 apartments throughout their studies.

1096 **A permanent solution to the housing of international students should be**
1097 **found.** The exchange student quotas of TYS should be maintained. Higher
1098 education institutions should take responsibility for the costs incurred by
1099 periodical idling together with TYS. The position of international students at
1100 private housing markets should be developed. Fake deals and online scams
1101 should be prevented. Promotion of housing interests should also be
1102 targeted at the city.

1103 **2.5. Equality**

1104 **All students should have equal rights and possibilities for studies, support**
1105 **services and study life.** Questions related to equality are widely and
1106 systematically taken into account in the university community. TYY is
1107 committed to promoting the equality of the university community and
1108 society on the basis of feminist and anti-racist principles in an intersectional
1109 manner. The procedures related to the promotion of equality are more
1110 specifically outlined in TYY Equality Programme.

1111 **Nobody must be discriminated against in a community under Section 8 of**
1112 **the Equality Act and Section 7 of the Act on Equality between Women and**
1113 **Men. The condemnation of discrimination is further discussed in TYY**
1114 **Equality Programme.**

1115 **In the university community, racism or discrimination is not tolerated in any**
1116 **form.** TYY intervenes in structural racism and discrimination in university
1117 community and acts preventively to realise equality. The University and the
1118 Student Union should be a safe place for everyone. TYY follows the
1119 principles of a safer space in its activities. TYY should have an ability to
1120 recognise the intersecting forms of multi-basis discrimination and the
1121 obligation, authorisation and measures to tackle different forms of
1122 discrimination, such as hate speech, harassment and unjust treatment in
1123 the university community. Gender equality functions as a pillar of the



1124 welfare society. The diversity of genders should be genuinely
1125 acknowledged. Unnecessary gendering should be given up. Parity rule
1126 should not be applied with an intrinsic value in situations where it is not
1127 obligated in law. TYY condemns racism and fascism in higher education
1128 institutions and does not cooperate with racist and/or fascist groups or
1129 organisations.

1130 **Accessibility must be observed comprehensively in the university**
1131 **community in terms of physical, psychological and social accessibility.** The
1132 university should review manners to improve accessibility, for example, in
1133 the mobility between campus buildings. The university should review the
1134 accessibility of all lecture halls. Awareness of the different forms of
1135 accessibility should be increased. Physical accessibility is more than just
1136 ramps for those with limited mobility, for example, limiting the use of
1137 perfumes and adapting lighting.

1138 The change of university IT IDs, email addresses and user names should be
1139 possible upon announcement.

1140 **TYY promotes equality among generations.** All decision-making should
1141 consider the impact of decisions on gender equality.

1142 **3. STUDENT COMMUNITY**

1143 **The aim of communality is to create an open, equal and inspiring**
1144 **environment in the entire Student Union.** Inter-disciplinary, diversified and
1145 international student community is constituted by all university students,
1146 the Student Union, campuses and student organisations. Academic
1147 traditions, rich student culture and diversified organisational field have a
1148 significant role in promoting communality.

1149 **TYY should make its activities interesting and accessible.** Student Union
1150 should be encouraging, educational and inspiring place to act and work.
1151 Company cooperation is conducted in accordance with the lines of
1152 company cooperation document approved by the Student Union Council.
1153 The history of the Student Union also before the merging of the Student
1154 Unions is respected in communication and activities.

1155 **3.1. TYY organisations**

1156 **Organisations should be equally treated with regard to financial aid, paid**
1157 **tasks and other services.** Special attention is paid to the realisation of the
1158 equal position of the organisations operating at Satakunta campuses.



1159 Organisations are provided financial aid means-tested in accordance with
1160 equal criteria. Financial aid guides the activities of the organisations in the
1161 direction preferred by TYY. The services shall be purposeful, adapted to
1162 different organisations and considering the needs of especially new
1163 organisations and those operating at Satakunta campuses. Organisations
1164 that cannot apply for activity support on the basis of regulation, can be
1165 preferred in other support methods. The continuity of the activities of
1166 hobby and cultural organisations should be ensured, and they should be
1167 provided with performance possibilities in TYY's events. TYY provides
1168 communicational support, especially through website, for student-oriented
1169 and unregistered club activities in accordance with Student Union values.

1170 **TYY organisations are the corner stone of the promotion of student**
1171 **interests and the communality of the Student Union.** The operational
1172 preconditions of the organisations should be supported with multifaceted
1173 services, support and high-quality training events. Organisations are
1174 required to act in accordance with TYY's values.

1175 **TYY training events support organisations in a diversified manner and**
1176 **provide many types of know-how for organisational actors.** Know-how from
1177 training events is acknowledged at the University as part of study credits
1178 received from organisational activities equally in all faculties. Training
1179 events are accessible for all regardless of campus.

1180 **There must be accessible premises suitable for the use of student**
1181 **organisations in the campus area and elsewhere in Turku.** The long-term
1182 objectives in the promotion of premise interests are formulated in
1183 cooperation with the organisations. The university should communicate in
1184 an early phase their facility plans. At the same time, the basic information of
1185 the concerned facilities should be easily accessible for the community.
1186 Different teaching and seminar premises should be available cost-free for
1187 key organisational activities, such as regular meetings of organisations
1188 regardless of late hours.

1189 **Organisations are encouraged to take into account equality affairs and to**
1190 **create a safer space in a wide-ranging manner in all their activities.** The
1191 organisations should be encouraged to communicate their activities in
1192 English and to make their activities accessible for all students. Creating a
1193 safer space, the environmental effects of the activities and sustainable
1194 development, internationalism and equality are taken into account when



1195 distributing financial support in order to create a more inclusive and
1196 environmentally aware community.

1197 **3.2. Student culture**

1198 **Student culture and academic traditions are a significant part of the city**
1199 **culture in Turku, Pori and Rauma.** Student organisations, the university
1200 community and the city should together ensure the maintenance of
1201 traditions and support their preservation. Simultaneously, the creation of
1202 new student culture and new traditions should be supported.
1203 Discriminatory and mocking traditions should be abandoned and
1204 simultaneously, the creation of new student culture and new traditions
1205 should be supported. The cultural activities of TYY and its organisations
1206 complement each other and are a part of common cultural tradition.

1207 TYY's most important annual traditional events include Porthan's day and
1208 anniversary celebration, Independence Day torch procession, Anniversary of
1209 the merge of Student Unions, First of May and the Opening carnival and
1210 TYYlikäs opening. The preservation of the nature of the traditional events
1211 should be ensured but simultaneously make them open and accessible
1212 events for all members. Organisations' cultural activities should be adopted
1213 as part of traditional events and celebration weeks.

1214 **The equality of events should be the corner stone of student culture.**
1215 Student culture should reflect the values of the Student Union. TYY events
1216 are environmentally friendly and sustainable.

1217 **3.3. Tutoring**

1218 **High-quality tutoring has a central significance in attaching students as**
1219 **part of the university community.** In the tutor selection inside units,
1220 diversified subject-specific representation should be promoted, and
1221 subject-specific organisations should be consulted. As selection criteria,
1222 equality and the applicability of the person in the task should be
1223 emphasised. The ECTS and fee practices related to tutoring should be
1224 unified in different units. Tutoring training is quality-wise uniform in all
1225 units, while taking into account the special characteristics of units. The
1226 distribution of responsibilities between student and teacher tutors should
1227 be clear and adhered to. The responsibilities and duties of tutors shall be
1228 clarified, and their realisation emphasised during the entire tutoring period.

1229 **The coordination of tutoring should be the responsibility of the university**
1230 **and the units.** TYY is part of the planning and development of tutor training.



TYO organises its own training as part of tutor training. Training directed at tutors should emphasise their responsibility for equality. The expertise of subject-specific organisations is utilised in tutor election. The organisational actors responsible for tutoring are supported and their competence is utilised when developing tutoring. The University should ensure that the tutors of international students receive necessary support and training. The tutoring shall be aware of the cultural, linguistic and academic backgrounds of international ~~degree~~ students and the special characteristics of Finnish university and student culture. The significance and benefits of tutoring shall be communicated to international ~~degree~~ students clearly as part of starting and advancing studies.

3.4. Administrative culture

TYO activities should be open and accessible and participatory with regard to the members. In the activities of TYO Executive Board, the Student Union Council, the Wings and other committees should follow the principles of a safer space. All actors should be treated equally. International students should be guaranteed with the same services and participation possibilities in the activities of the Student Union as other students. The most important documents should be available in English. Participation in English should be possible in the Student Union Council, in the Executive Board, in Wings and in project work where the knowledge of Finnish is not necessary, as well as in SYL. TYO Office should be accessible for the members and a good working environment for those in a position of trust and for the staff.

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

3.5. Communication

TYO communication should be influential, interactive and open. Communication is multi-channel and diversified. Communication channels are used strategically in accordance with their purpose, target group and impact. Communication reaches members, TYO organisations, interest groups and media in Turku, Pori and Rauma. TYO communication shall be seen as a two-way process enabling dialogue between TYO, members and member organisations and strengthens trust and participation. TYO



1268 communicates its activities in Finnish and English. The communication
1269 design is uniform and up to date as well as accessible and easy to
1270 understand. TYY should have its own communicative identity functioning
1271 as the core of communication and increasing the awareness of the Student
1272 Union.

1273

1274 **4. SOCIETAL INFLUENCE**

1275 **TYY conducts societal influence in different levels and diversified manners.**
1276 Societal influence is conducted at municipal, well-being county, national
1277 and international levels. Internationally, the Student Union promotes the
1278 interests of the students of the University of Turku and cooperates with SYL.
1279 Development cooperation is one of the forms of global influence at TYY. A
1280 significant form of societal influence is the influence in connection with
1281 elections.

1282 **The aim of societal influence is to promote the realisation of the aims**
1283 **determined in the Political Agenda of the Student Union.** Lines related to
1284 sustainability, environment and development cooperation are part of the
1285 societal influence section. The lines should take into account ecological,
1286 economic, social, cultural and human sustainability.

1287 **4.1. Municipal policy**

1288 **The objective of municipal influence is to create campus cities with jobs for**
1289 **people with higher education and with healthy students and a comfortable**
1290 **city environment.** All campuses are equally taken into account in the
1291 municipal influence.

1292 **The potential brought by higher education institutions and the students**
1293 **must be fully utilised in the development of the area of Turku.** In order to
1294 attain this, TYY promotes municipal student interests and participates in
1295 the activities of the network Group 40,000 together with the Student
1296 Unions of the Åbo Akademi University, TUO, Novium and HUMAKO. Group
1297 40,000 drafts every four years a new municipal programme on the basis of
1298 a questionnaire for students and topics currently impacting students.

1299 **The cities should request a statement from the student organisations on all**
1300 **the matters that essentially concern students.** The participation of students
1301 in the decision-making should be enforced by maintaining permanent
1302 cooperation structures with the decision-makers of the cities and well-
1303 being services counties.



- 1304 Municipalities and well-being counties actors should develop cooperation
1305 and influence possibilities for students. The relations of students with
1306 decision-makers should be fluent and transparent in order for student
1307 views to cross cut through decision-making. TYY acts as an active student
1308 voice in local decision-making processes from preprocessing to decision-
1309 making.
- 1310 The cities should promote the employment possibilities of the recently
1311 graduated and decrease academic unemployment together with the local
1312 business life, working areas and higher education institutions. The trainee
1313 and summer job positions should be increased and communicated in
1314 Finnish and English. It should be possible to do summer internships also in
1315 English.
- 1316 Campus areas should be developed into unique, accessible and clearly
1317 signed parts of city. Campuses are developed in cooperation with students
1318 and the University. The cities should also support other modern and unique
1319 solutions in the city planning. The service supply in the campus areas
1320 should also meet students' needs in evening time.
- 1321 The transport of the centre and campus area of Turku should be primarily
1322 developed in terms of bicycle-riders and walkers. Cycling and storage of
1323 bicycle should be safe and fluent around the year. TYS should increase
1324 locked storage spaces for bikes near their apartments. Winter cycling
1325 possibilities should be developed by improving winter maintenance of
1326 bicycle lanes. City bike stations should be more extensively located near TYS
1327 residential areas. Bicycle and walking transport should be developed in
1328 accordance with the Development programme on cycling 2029 of the city.
1329 Free parking areas outside centre as well as public and bicycle and walking
1330 routes should be integrated so that they encourage decreasing private
1331 driving coming from outside the centre.
- 1332 The campus areas of the University of Turku should also ensure sufficient
1333 availability of student parking also in the future for those who need it.
1334 Coming to the parking areas and moving in the campus area has to be
1335 fluent. Parking should not be exaggerated. Parking areas should be flexibly
1336 available for student and staff parking. Electric car charge should be
1337 sufficiently available.
- 1338 Public transport should be developed by constructing a tramway and by
1339 providing enough public transport lines also during weekday nights. The
1340 construction of the tramway should not lead to neglecting the



- 1341 development of the entity of public transport. Students' everyday needs
1342 should be considered specially when constructing the tram.
- 1343 **All students should be provided a significant student discount from public**
1344 **transport tickets.** Föli student discount should cover all students at higher
1345 education institutions in Turku despite of age, residence or student subsidy
1346 right. Föli should provide student discount also in its mobile application and
1347 make the showing of the ticket more fluent in its public transport. In
1348 addition, Satakunta public transport actors should provide a student
1349 discount. TYT reviews the situation with local actors.
- 1350 **Transport connection to the capital area should be improved by**
1351 **constructing the rapid train connection – Länsirata.** The entire railway
1352 between Turku and Helsinki should be made double-tracked. When
1353 renewing the trains, the enhancement of studying and working possibilities
1354 in the train should be taken as a central concern. Internet connections of
1355 trains shall be improved. TYT actively influences for better public transport,
1356 especially rail connections to Pori, Rauma and the surrounding area of
1357 Turku.
- 1358 **Turku should be a coal-neutral city by 2029.** TYT shall have an ambitious role
1359 in spurring the targets of the city. TYT should support the city objectives in
1360 promoting circular economy, public transport, walking and cycling,
1361 reducing emissions from car traffic and zero waste.
- 1362 **The city should contribute to finding accessible premises for the use of**
1363 **student communities.** Cooperation between the city, higher education
1364 institutions and business life should be tightened in order to solve the
1365 premise issues.
- 1366 **The city should continue to take international students and language**
1367 **minorities better into account in the communication and events.** Services
1368 provided by the city should be possible to use without online bank account.
- 1369 **Master planning in Turku, Rauma and Pori should be flexible and enable**
1370 **sufficient housing construction.** Master planning in centre and campus
1371 areas, Student Village and other high-demand regions should enable
1372 sufficient and purposeful housing construction. Master planning should
1373 enable locating services where people live.
- 1374 **4.2. Ecological responsibility**



TYYP is committed to economically, socially, ecologically and culturally sustainable development. The ratio of the Finnish public debt to GDP shall be at a maximum 60 % and the deficit of public finances not higher than 3 %. Ecological responsibility is a cross-cutting theme of the activities and sectors of the Student Union. TYYP has committed to follow the UN Agenda 2030 objectives. Measures related to ecological responsibility are described in more detail in the Environment and responsibility programme. TYYP is committed to reducing its own negative climate and environmental impact, to increasing restorative activities and to serve as an active environmental influencer. Sustainable development themes are considered in the learning objectives of each degree always from a discipline-specific perspective. The expertise of the teaching staff on sustainable development themes shall be strengthened. Teaching and research should take into account cross-disciplinary solutions to solving climate and environmental crises.

AI teaching provided for students should also include teaching on ethical issues related to AI. Ethical education on AI should be conducted in all disciplines.

The ethical dimensions of AI include its energy consumption and use of natural resources, human rights impacts and effects on information reliability and democracy. In addition, the university should acknowledge technological dependency on foreign servers, hardware and technology actors and related security of supply and data protection risks.

The University of Turku follows national and international nature and climate objectives. TYYP supports the university goals in achieving these objectives. The University of Turku shall decrease its own climate and nature burden, take concrete actions to cherish biodiversity and to pursue nature positivity in all activities. The university should aim at finding commensurate measuring methods for the footprint with other higher education institutions in order to have comparable calculations.

Even though the university would not achieve climate neutrality in its activities, it shall set a concrete and measurable target for reducing emissions. The university should monitor and report its carbon footprint systematically and to take actions to reduce it.

TYYP follows the environmental programme approved by the Student Union Council, determining the lines of environmental influence of the Student Union. Environmental influence is an essential part of the programme and



includes influence extensively towards the university, cooperation partners, interest groups and TYY possessions. TYY aims at influencing in order to improve the attractiveness of high-quality and nutritious vegetarian and vegan food. Influencing is conducted both locally and nationally. In order to increase attractiveness, TYY promotes, for example through influencing in meal subsidy, larger incentives for vegetable-based food. The amount of food waste will be decreased by distributing waste food for students for free or by selling it at a considerably lower price than currently and by actively communicating the possibility to buy affordable waste food.

TYY has an active role in the societal discussion related to the climate and environmental crisis as well as in the activities preventing the climate and environmental crisis. The Student Union is a pathfinder and pioneer, which shows example for organisations and interest groups with its activities. TYY actively develops its activities towards a more environmentally friendly and restorative direction.

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

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

4.3. Development cooperation and humanitarian aid

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

Development cooperation and humanitarian aid shall take specially into account the climate crisis and its impacts.



TYY should direct 0.5 % of the budget for operating funds to development cooperation or humanitarian aid. The share of 0.5 % should be calculated in manner which excludes collected funds and support from the Ministry for Foreign Affairs. The Executive Board should annually accept the plan of the use of the 0.5 % funds upon the proposal of the Development Cooperation Wing.

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

From the 0.5 per cent targeted at development cooperation and humanitarian aid, funding is directed at humanitarian aid based on global need, emphasising humanitarian crises, the impact zones of armed conflicts, large-scale displacement, disasters and suffering of civilian population. Humanitarian aid should support both immediate emergency aid and sustainable reconstruction in accordance with the humanitarian principles.

4.4. International solidarity

TYY participates in Israel boycott in accordance with BDS movement's instructions. The boycott is followed in all purchases and investments of the Student Union. TYY influences the University of Turku in order to promote its participation in the academic boycott of Israel. The boycott is also promoted by influencing cooperation partners, stakeholders and TYY possessions and at a larger societal level. The aim of the boycott is to cut economic, political and cultural support for the government of Israel and to promote the abolition of the apartheid system and the realisation of international law.

The same operational model is applied to Russia and its stakeholders.