



1 *Approved in the meeting of the Student Union Council of the Student Union of the University of*  
2 *Turku on 20 May 2015.*

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## **Political agenda of the Student Union of the University of Turku**

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34 *The political stances of the Student Union of the University of Turku (TYO) are specified in this*  
35 *political agenda approved by the Student Union Council. In this agenda, 'faculty' refers to all*  
36 *units responsible for degree teaching at the University of Turku, i.e. faculties and Turku*  
37 *School of Economics. 'Faculty organisation' refers to faculty organisations and to the Association*  
38 *of economics student in Turku.*

39

## 40 **1. ACADEMIC AFFAIRS**

41

42 The central aims of the promotion of academic student interests include supporting the development  
43 of teaching, guaranteeing students' influence possibilities in the university community, influencing  
44 the internal finances of the university and safeguarding students' legal protection. TYO is  
45 responsible for the development of the entire university community and it influences the  
46 development of the national educational system.

47 TYO promotes the academic affairs aims at all administrative levels of the University of Turku  
48 with student representatives and organisations, as well as by cooperating with the university  
49 management and staff as well as the trade unions of the staff. TYO supports the promotion of  
50 student affairs of student representatives and subject-specific organisations by providing them with  
51 communication, education and peer support.

52

53 **Automatic membership defined in the Universities Act and student representatives**  
54 **in the administrative organs serve as the corner stone in the promotion of student**  
55 **interests and as the foundation for wider student communal spirit.**

56

### 57 **1.1. Educational system**

58

59 **Network of higher education institutions should be treated as one unit.** In the higher  
60 education system based on dual model, university sector and the sector of the polytechnics shall have  
61 their own separate tasks. The cooperation between polytechnics and universities shall be increased  
62 and developed based on contents. The profiling of the universities and educational fields shall  
63 be made in cooperation among the universities and while consulting the internal groups of the  
64 universities. In the profiling of study subjects and research, it must be ensured with cooperation that  
65 students have sufficiently diversified teaching available to support their career choices, regardless of  
66 the place.

67 **The quality of the higher education institutions is evaluated and compared with wide-**  
68 **-ranging and diversified indicators subject-specifically.** It should be avoided to put higher  
69 education institutions in a simple ranking.



70 Instead of comparison, effort should be put on the higher education institutions' development based  
71 on quality assessments, and the different profiling of subjects in different universities shall be taken  
72 into account.

73 **Higher education policy shall not be made under the conditions of regional policy.** The  
74 amount of overlapping education in too many higher education units should be decreased in  
75 Finland. Filial campuses and parent universities should have different profiles and educational  
76 tasks. High-quality and competitive education and well-functioning support services for studies  
77 should also be ensured in smaller units.

78 **Mobility between Bachelor's and Master's degrees should be enabled.** After Bachelor's  
79 degree, it should be possible to complete higher degree in another subject inside the university,  
80 between universities and between universities and polytechnics. Possibilities provided by  
81 internationalisation should be observed in mobility. Suitable manners for recognising and  
82 acknowledging the knowledge gained and for separate entrance should be developed, in order to  
83 ensure mobility between degrees. In the mobility between Bachelor's and Master's degrees, the  
84 special features of different fields should also be observed.

85  
86 **Number of admitted degree students in universities should be decreased moderately.**  
87 The decreases should be well planned and nation-wide and to be based on employment needs and  
88 educational demand in the long term. The level of basic funding should be maintained. The  
89 guaranteeing of financing and moderate decrease in admission numbers should result in a better  
90 student-teacher-ratio. The level of knowledge and education should not be decreased but increased.  
91 This can be guaranteed by increasing the completion of degrees.

92  
93 **From the point of view of starting higher education, decreasing the number of**  
94 **application targets is not appropriate.** The entrance should be guaranteed also solely based  
95 on entrance exam. The special arrangements of passing entrance exams must be unified in all fields  
96 and universities.

97  
98 **Transfer to more wide-ranging Bachelor's degrees should be justified with the**  
99 **significant development of educational contents and better working life relevance.**

100  
101 **The starting point of student admission should be the equal treatment of applicants**  
102 **and the admission of the most applicable applicants.** Universities decide themselves on the  
103 student admission. In the main admission, those applying for the first post of study shall not be  
104



105 favoured. Those with a prior higher education degree and students that have accepted a post of  
106 study should have a similar possibility for higher education. The number of people to be admitted  
107 through separate admission should correspond to the changes made in the main admission. The  
108 practices for separate admission should be nationally unified.

109 **Study right should be admitted directly for the higher university degree.** Lower  
110 university degree should provide basic academic abilities, and the working life abilities provided  
111 should be enforced. Moving to working life between degrees and completing the higher university  
112 degree substantially later than the lower degree must be more meaningful than it currently is.  
113

114 **Internationalisation of the university should be treated comprehensively, and the**  
115 **university should take into account the resources needed for internationalisation.** The  
116 number of international students should be increased and the university staff should, with training,  
117 be able to respond to the challenges brought by the internationalisation of the university. The  
118 university should ensure the sufficient resources and accessibility of the services needed by  
119 international students, such as housing, health care, tutoring and study counselling. The  
120 accessibility of the services should be ensured with good communication.  
121

122 **The role of the Open University in society is to provide university-level education**  
123 **widely with the aim of education, without immediate connection to degree education.**  
124 Open University should not serve as a way to degree studies, subject to charge, by circumventing the  
125 entrance system. When the Open University teaching and degree studies are corresponding, it  
126 should be cost-free for the students of the University of Turku.  
127

## 128 **1.2. Teaching**

129

130 **Successful higher education teaching is necessarily required to be based on**  
131 **knowledge.** Definition of learning aims for courses, study modules, degrees and parts of degrees  
132 is a basic requirement for the students' self-understanding of knowledge, recognising and  
133 acknowledging previous knowledge (AHOT) and for the working life abilities. Learning aims should  
134 be clearly communicated.  
135

136 **Teaching qualifications and experience of student counselling should be observed**  
137 **when filling teaching-oriented positions.** When recruiting new employees for teaching  
138 positions, completion of university pedagogics should be required within three years after the start  
139 of the employment or the verification of corresponding knowledge with other means (AHOT). If the  
140 job description includes English teaching, applicant's language skills should be ensured in order to



141 guarantee the quality of teaching.

142 **University should organise high-quality education of university pedagogy.** Pedagogic  
143 teaching should be provided for teaching staff and doctoral students. Teaching staff's language  
144 skills, international capabilities and abilities to operate in a changing and multicultural  
145 environment should be promoted through staff and language training.

147 **Studies should include a sufficient amount of contact teaching.** When recruiting staff and  
148 deciding on admission numbers, special attention should be made in increasing the student-teacher  
149 ratio especially in disciplines where contact teaching and small group studying have a central role  
150 and in disciplines where the student-teacher-ratio is already poor.

152 **Studies should include a sufficient amount of diversified English contact teaching.** The  
153 quality of English teaching should be improved and evaluated with the same criteria as Finnish  
154 teaching. Teaching and supply of foreign and domestic languages should be developed side by side.  
155 Foreign-language degree programmes should include a possibility to study sufficiently national  
156 languages and culture as part of the degree, while taking into account the needs of the working life.

158 **Students' different life conditions and individual learners should be taken into  
159 account when organising education and in the completion of studies.** Part-time  
160 education should be possible for those living with maternity allowance, rehabilitation support,  
161 sickness allowance and unemployment benefit.

163 **Flexible teaching and study possibilities and the wide-ranging utilisation of teaching  
164 technology promote the progression of studies.** Utilisation of teaching technology and  
165 electronic study environments have to be adopted in wide-ranging use. While increasing flexibility,  
166 the influence of diversifying completion manners on the working arrangements and time usage of  
167 staff should be observed.

169 **Electronic exams should be widely available in all faculties around the year.** Electronic  
170 exams should be accessible and the use of aids should be possible in electronic exams.

172 **Study environments should be observed as part of teaching and they must serve  
173 learning.** Accessibility should be taken into account in study environments and environments  
174 should be planned to serve their main usage. In making both electronic and physical learning  
175 environments, different learners should be observed.



---

177 **The information systems used by students should be mutually compatible.** The usability  
178 of systems supporting studying and working should be promoted. The public documents and  
179 statements of the university and faculties should be available without university web IDs. The study  
180 completions should be possible both with open source code software or the university should  
181 provide the student with the software necessary for completing the course.

182

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

186

187 **The university should encourage students to study independently.** Participation at visit  
188 lectures should be counted as part of completed studies. The ECTS credits received from student-led  
189 study circles and courses organised with the support of Universitas Turku project should be  
190 accepted as part of a degree.

191

192 **University degree should provide student with the necessary capabilities for moving  
193 to working life.** The teaching supply of transferable skills, such as communication and  
194 information technology should be increased, and the teaching of these skills should be included in  
195 the basic degrees better than currently. In recognising the central discipline-specific transferable  
196 skills, research knowledge and expertise produced by career services should be employed.  
197 Additional courses should be organised on the subjects that are not easily integrated in the degree in  
198 the field.

199

200 **ECTS credits should be granted for serving in the student organisations and in  
201 serving as the student representative in the administration.** The university should  
202 recognise the working life skills developed in the student organisation activities. Study credits  
203 should not be automatized, but one should be able to verify the knowledge (AHOT).

204

205 **Free option to select minor studies is multi-discipline university strength.** The internal  
206 division of financial resources at the university should enable the mobility of minor students  
207 between subjects and units. Sections should provide their studies as free minor studies for all basic  
208 degree students of the university, at least for as many as the number of major students. The  
209 university should encourage students to take multidisciplinary minor studies through counselling.

210 **Multidisciplinary minor modules should be useful for students' degree.**

211 The entities shall promote societal interaction and working life abilities.

212



213 **Language Centre should be able to provide a sufficiently wide supply of languages and**  
214 **courses in order to meet the needs of an international multidisciplinary university.**

215 Compulsory language studies should be provided for all students in a manner, which will not delay  
216 studies. Supplementary course supply should be increased particularly in the Swedish language  
217 before the obligatory studies. Study curricula should enable studying optional languages in all  
218 faculties. Cooperation between higher education institutions in language teaching should be  
219 developed. Overlap between the teaching organised by the faculties and the Language Centre should  
220 be decreased.

221  
222 **Teaching of Finnish and Swedish targeted at international students should be in a**  
223 **sufficient amount, and it should be of high quality and discipline-specific.** The teaching  
224 of national languages should provide the student with the linguistic abilities to work in their own  
225 field in Finland.

226  
227 **Terms should be effectively exploited.** Teaching should be equally distributed among terms,  
228 weeks and daytime. The university should provide teaching included in the degree in at least nine  
229 months in a year. Simultaneously, overlap of study schedules should be decreased specially in close  
230 disciplines. Studies in the summer should be possible for each degree in a manner, which enables  
231 completing the ETSC credits in a flexible manner and by utilising several methods.

232  
233 **University Master's Programmes should pay special attention to the quality of**  
234 **teaching and counselling and to the availability of necessary support services.** All  
235 Master's Programmes should be tempting and useful for working life. A student representative  
236 should be included in the administrative and planning organs of Master's programmes.  
237 International degree students should have a possibility to impact the planning and development of  
238 English programmes.

239  
240 **University should support academic entrepreneurship and to provide good**  
241 **preconditions for innovation creation and their transfer into business.** Entrepreneurial  
242 awareness in the academic community should be raised especially where the relevance to  
243 entrepreneurship is otherwise poor. University should provide diversified studies preparing to  
244 entrepreneurship and support the creation and activities of entrepreneurship communities.

245  
246  
247 **1.3. Study support**  
248



249 **Students should have equal possibilities for study counselling (personal study plan,**  
250 **teacher tutoring, organised minor studies counselling, and thesis supervision) in all**  
251 **study stages.** Good counselling practices defined by the university should be utilised in study  
252 counselling. In thesis supervision, the Rector's decision on the supervision of theses should be  
253 followed. Needs of special groups, including international degree students, disabled students and  
254 different learners, should be taken into account in study counselling.

255  
256 **Support services should be equally available for all.** Library, Language Centre, Career  
257 Services and other support services should be available for different units and for filial campuses.

258  
259 **The quality and availability of library services should be guaranteed.** The sufficient  
260 amount of collections and the appropriateness of locations and schedules should be ensured. The  
261 availability of course material should be in proportion of the average number of students  
262 participating in each course. The availability of electronic resources should be increased. In filial  
263 campuses, it is reasonable to unite the library units of different higher education institutions. All  
264 books of the higher education institutions in Turku should be found and reserved through a single  
265 common database.

266  
267 **The electronic publication of Master's theses and doctoral dissertations should be**  
268 **encouraged.**

269  
270 **Counselling in the transfer to working life should be of high quality and well**  
271 **resourced.** Mentor programmes are an important part of working life counselling and they have  
272 special significance for doctoral students and for the integration and employment of international  
273 degree students. Mentor programmes should be also enlarged to the peer mentor activities of  
274 students with disabilities and individual learners.

275  
276 **Career guidance of the Career Services of the university should meet students' needs**  
277 **and promote their employment.** Information on student employment and working life  
278 requirements produced by Career Services should be utilised in the preparation of curricula.  
279 Career Services should be able to support internationalisation by promoting international  
280 traineeships and the employment of international students.

#### 281 **1.4. Administration**

282  
283 **The maintenance of the internal groups of the university community should be driven on**  
284 **the basis of equal tripartite representation in the administration.** Student representation





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

289 **The internal division of funding at the university should be just, target-oriented and**  
290 **long-term.** The distribution of resources should not be uniquely based on the financial model  
291 utilised by the Ministry of Education and Culture, but financing should promote the strategic aims  
292 of the university and encourage high-quality education and research.  
293

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

300 **Enough time should be reserved when renewing university structures in order to be**  
301 **able to evaluate the success of the already implemented reforms.** University should  
302 continue to be constructed according to the current division of faculties. The well-being of the  
303 members of the university community should be taken into account, and the members of the  
304 community should be consulted in structural reforms. In developing the education system,  
305 improving the quality of teaching and support services for studies are the most important issues for  
306 students.  
307

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

310 **Fixed activities and study modules should not be constructed with project funding in**  
311 **the university.** It is the responsibility of the university administration and faculty councils to  
312 ensure that the projects, which are, made permanent support the university profile and represent its  
313 highest quality.  
314

315 **Recruiting processes at the university should emphasise transparency and employer's**  
316 **responsibility.** Calling procedure should be avoided and open vacancies should mainly be  
317 announced in open search. Faculties should have the possibility to elect their directors. Academic  
318 directors are required to have skills in HR and strategic management. University should provide the  
319



320 staff with the possibility to develop these skills. Universities should increase in a target-oriented  
321 manner the share of regular employments and abolish recurrent temporary employments as well as  
322 to promote target-oriented career paths.

323

324 **The most important resource in the promotion of student interest consists of student**  
325 **representatives in the administration.** Student representatives should be supported and their  
326 work in the university administration should be enabled. The actors promoting academic interests  
327 in organisations should also be supported. Promotion of student interests in the administration is  
328 based on subsidiarity principle. The role of the student representative coordinators in the faculties  
329 is to function as a connector between different actors.

330

331 **Student representatives in the administration should be appointed in the tasks openly**  
332 **and democratically.** The relevant subject-specific and faculty organisations should be consulted  
333 in appointments. Primary attention shall be put on the representation of faculties and sections and  
334 the organ and secondary attention to the gender division. Participation of international students  
335 and staff in the university administration should be enabled.

336

337 **The university should promote good administrative culture and ensure the**  
338 **realisation of its rules.** Special attention should be paid to the good preparation of decisions.  
339 Decisions should be made on proposals and they should be prepared in a manner, which ensures  
340 sufficient background material for the decision-makers. Student representatives should have an  
341 equal position in the decision-making and they should have training in the task. All material related  
342 to the decisions should be provided for student representatives simultaneously with the other  
343 members of the group. Participating in the meetings of a university organ or a working group  
344 established by it should also be a sufficient reason for absence from compulsory teaching.

345

346 **Students' legal protection in the university community should be ensured.** Students'  
347 rights should be sufficiently clearly available for all students, including international students. The  
348 results of completed studies should be published in a reasonable and predictable time from the  
349 students' perspective. The evaluation of exams and the publication of results should be realised  
350 without personal data, and equivalent procedure should be applied in other completed studies, if  
351 possible.

352

353 **Revoking the right to study, i.e. the so-called SORA legislation should not jeopardise**  
354 **the legal protection of an individual student, and the sections should provide the**  
355 **students with information and support in this regard in the beginning of the studies.**  
SORA legislation is not functional and should not be applied but rejected.



356 **The status of doctoral students in the university community should be strengthened.**

357 Selection of doctoral students should be equal and just, and the requirements for admission should  
358 be informed in a sufficient amount and early enough. Doctoral students should have equal  
359 possibilities with other university groups to participate in the preparation and decision-making of  
360 the university.

361 **Doctoral students should be guaranteed with an equivalent right to study counselling**  
362 **as degree students.** Sufficient introduction to postgraduate studies should be available and  
363 should enable the inclusion of pedagogic studies and transferable skills. Part-time research and  
364 postgraduate studies should be possible. Universities should provide better information on grants  
365 suitable for doctoral students and other financing possibilities as well as to provide guidance in  
366 drafting applications.

367  
368 **Quality assurance system is an important part of the university development.** The  
369 university should put an effort in developing their quality system based on the auditing result. The  
370 quality system should be visible for both the university members and outsiders. Systematic feedback  
371 system, including Bachelor's feedback, should have a central role in the quality assurance of the  
372 university. Processing of all feedback should be open, and it should have a genuine effect in the  
373 development of university activities.

374  
375 **Sections should collect feedback in a systematic manner concerning their teaching**  
376 **and activities.** University should start using a unified feedback system. Providing feedback should  
377 be part of course completion, but students should have the possibility to reject providing feedback.  
378 Students should have the possibility to provide anonymous feedback and to review the results of the  
379 feedback. Superiors should have the right to review a summary of the feedback. The collected  
380 feedback should be discussed together with the students and the actions to be taken based on the  
381 feedback should be reviewed. Subject-specific organisations and sections must cooperate in  
382 developing the feedback systems and in observing international students in the feedback systems.

383  
384 **1.5. Cost-free education**

385  
386 **Higher education organised in Finland should be cost-free.**

387  
388 **University application system should not discriminate against potential applicants.**  
389 The system should be such that the fee is possible to pay in the home country of the applicant  
390 without unreasonable burden.

391



---

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

397

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

400

401 **The continuing professional education of the university is the primary study method,**  
402 **which supplements studies.**

403 Everyone should be guaranteed equal opportunities in participating in it.

404

405 **Completing courses should not incur obligatory fees for students.** Primarily, all course  
406 material should be free and electronically available for the student. The use of electronic material in  
407 studying should be enabled everywhere in the campus and unnecessary paper consumption must be  
408 avoided. Lecture copies, necessary instruments for the course or other material should not incur  
409 costs, and the payment should not be the condition for a study record.

410

411 **Premises or communication channels of the Student Union should not be used for**  
412 **preparation courses.**

413

414 **All advance information required in the entrance exams must be included in the exam**  
415 **material.** The units organising entrance exams should also provide model answers for previous  
416 exam questions. After the exams, clear point criteria based on which the exam answers have been  
417 assessed, must be published.

418

#### 419 **1.6. Traineeship and mobility**

420

421 **Trainee posts and trainee resources must be increased for local, domestic and**  
422 **international trainee periods.** Trainee must be paid. Trainee periods must be provided for all  
423 students, regardless of language skills, and international Master's programmes should include  
424 trainee period, if possible. University should promote the internationalisation of students, and  
425 internationality should be visible in each degree. There must also be active communication on  
426 trainee posts in English.



---

427 **University should promote the internationalisation of students.** Study counselling should  
428 encourage carrying out studies and trainee periods abroad. Integration of internationalisation  
429 periods in the degrees is supported. Possibilities for internationalisation at home must be increased.

430

431 **Studies completed abroad should be accepted in full, and the faculty-specific ECTS**  
432 **credit limits should be removed.** Studies completed during an exchange period should be  
433 possible to include in a degree. In addition, the compensation of studies should be developed. When  
434 making exchange agreements, attention should be made to the international level of cooperation  
435 universities and to the quality of the education provided. Cooperation with universities outside the  
436 EU, especially in developing countries, should be increased.

437

438 **Each university student should have equal possibilities for internationalisation**  
439 **abroad or at the home university.** Students should be encouraged for internationalisation  
440 disregard of study field, age or gender. In the accessibility of student exchange, attention should be  
441 especially paid to the internationalisation possibilities of adult students, students with children and  
442 students with disabilities.

443

## 444 **2. SOCIAL AFFAIRS**

445

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

453

454 In the promotion of social interests, attention is also paid to special groups, such as international  
455 students and doctoral students. The income of international students should not be complicated,  
456 since they are primarily in an unequal position compared to Finnish students. The inequality is  
457 increased by the residence requirements of students from non-EU/ETA countries, challenges in  
458 employment and lack of study support.

459

460 The promotion of student interests at the national level is normally coordinated by the National  
461 Union of University Students in Finland (SYL) and in cooperation with other Student Unions and  
462 student organisations.



463 Locally, information on student income and eventual problems are presented and influenced in  
464 cooperation with the cities of Turku, Rauma and Pori, Finnish Student Health Service FSHS, Kela,  
465 the university and student organisations. In questions related to the interests of doctoral students,  
466 cooperation is primarily conducted with the Finnish Union of university researchers and teachers.

467

## 468 **2.1. Income**

469

470 **Student financial aid is the primary source of income for students, and it should**  
471 **enable full-time studying.** The student financial aid system should continue to be based on  
472 study grant and be means-tested, and tying the study grant to an index should not be cut or frozen.  
473 The study grants months should not be limited from the current situation, and the follow-up of  
474 study progression should not be tightened. The overlapping regulation created by the completion  
475 demand of twenty annual ECTS credits should be abolished. Student financial aid should enable  
476 student exchange.

477

478 **Instead of separate reforms, the student financial aid system should be developed as a**  
479 **whole.** The pace of the changes related to student financial aid should be moderate. Sufficient time  
480 should be reserved for the evaluation of the impacts of previous reforms before new changes are  
481 implemented. The aim of the reforms should be supportive, flexible and just student financial aid.  
482 Student financial aid should be transferred from the Ministry of Education and Culture to the  
483 Ministry of Social Affairs and Health, as the other social benefits.

484

485 **Students should be transferred from the housing supplement of student financial aid**  
486 **to the cover of general housing aid.** Housing support should be all-year and independent of  
487 the progression of studies. Housing support should not be household-specific. The income limits for  
488 housing should not be month-specific and parallel with student financial aid. A sufficient transition  
489 period should be followed when the support method changes.

490

491 **A significant general increase should be introduced to the students' income limits,**  
492 **and the income limits should be tied to the index following the rise in earned income.**  
493 When claiming student financial aid for recovery, students should not be collected additional  
494 interests or costs and the repaid student financial aid months should be reusable. Such payment  
495 schedule should always be able to be agreed upon that does not endanger the income of the student.

496

497 **Study loan is a support method part of the student financial aid, and it should not**  
498 **create the major part of student's income.** The attractiveness of the loans should be



---

499 guaranteed with sufficient incentives, including tax deduction. Non-withdrawn student loan should  
500 not be counted as student income when applying for social assistance.

501

502 **A breadwinner's raise should be made in the student financial aid for students with**  
503 **children.** Students should have a possibility to have children during studies without unreasonable  
504 delay of graduation for reasons dependent of the student and without risk for income. The  
505 breadwinner's raise should be targeted directly at the study grants, not income limits or study loan.

506

507 **More doctoral students than currently should be guaranteed with the possibility for**  
508 **full-time studying.** A doctoral student without financing enabling full-time studying should not  
509 be registered as full-time student and therefore be rejected social benefits such as unemployment  
510 allowance.

511

512 **The transfer between study support and other support measures should be simple**  
513 **and should not cause unreasonable breaks or problems in income.** Right to student  
514 financial aid should not become an obstacle in being covered by the social security when a student  
515 gets ill or spends periods without the possibility to carry out studies essential to their degree. Part-  
516 time studying should be possible regardless of the support method.

517

518 **State's meal support is a natural part of students' daily income.** The amount of meal  
519 support should be raised with the same proportion as prices so that the meal price stays the same  
520 for the student.

521

522 **Students should have an equal position with regard to other municipal citizens when**  
523 **applying for social assistance.** Sufficient resources should be directed to the processing of  
524 social assistance applications in order to prevent long processing times.

525

526 **The City of Turku should introduce social provision of loans in order to guarantee**  
527 **students' income.** Social provision of loans should be able to be granted to students with low  
528 income without a possibility to receive commercial loan on reasonable terms in order to fulfil the  
529 basic living needs or to cut a circle of debt. Possibility to receive social loan should not limit the  
530 student's right to social assistance.

531

532 **Social security system should be reformed by moving progressively towards basic**  
533 **income that compensates student financial aid and other social benefits.** Basic income  
534 should be monthly paid gratuitous benefit guaranteeing sufficient basic security for everyone and  
encouraging working.



535 In addition to basic income, a person should be able to be granted with means-tested additional  
536 support, e.g. in the costs related to housing, illness or children. Basic income should not decrease  
537 the current income of students and it should be independent of the progression of studies. The  
538 basic income should be introduced with the steps provided by SYL in the roadmap towards basic  
539 income.

540

## 541 **2.2. Well-being and health**

542 **Students' well-being is best supported by supporting and strengthening the working**  
543 **ability, i.e. the study ability of students.** Promoting the studying abilities and the evaluation  
544 and development of the study environment should be considered societally as important as the  
545 development of working abilities and working environment.

546

547 **Students should have a right to timely and high-quality healthcare services.** The  
548 sufficiency of the services should be guaranteed and increased with regard to mental health services.  
549 FSHS should take care of the service provision of students' healthcare.

550

551 **The cooperation between FSHS and municipal healthcare should be functional and**  
552 **the service chains fluent.** In addition to functional healthcare, sufficient and better student-  
553 targeted social work resources should be ensured. Healthcare professionals and study psychologists  
554 of the university should have a functional connection with the personnel of the city's social work, in  
555 order to be able to solve the social problems of students in a multi-professional environment.

556

557 **FSHS should focus on providing the essential services with regard to the physical and**  
558 **mental development of the studying age groups.** In addition to basic health and dental  
559 health, these services include mental health, and sexual health services and the expertise in skin  
560 conditions. Sufficient dental surgery services are also important. The focus of the activities of FSHS  
561 should remain in prevention and health promotion.

562

563 **Accessing treatment in FSHS should be as fluent as possible.** The fulfilment of the  
564 statutory care guarantee should be actively monitored both in terms of the evaluation of the need  
565 for care and the access into care.

566

567 **FSHS should provide all services in English in addition to both national languages.**  
568 FSHS should have the ability to consider different user profiles in the services, intercultural  
569 differences and the differences in the position towards the other gender. Information on the health  
570 care services available for international students should be increased. University must inform the





571 exchange student or a degree student from abroad of the health care services they are entitled to.

572

573 **The emphasis of the student fees at FSHS should be in healthcare fees.** Raises in the fees  
574 are approached negatively. Mental health services should remain cost-free. The fees collected for  
575 gynaecological services are monitored and the fees should be abolished. The foundation should  
576 introduce an annual fee cap for the service fees. The introduction of the fee cap should not  
577 unreasonably raise the costs of single visits.

578

579 **The legal status and financing of FSHS should be guaranteed in the societal**  
580 **healthcare reform process.** FSHS financing should be predictable and based on long-term  
581 agreements.

582

583 **FSHS services should be enlarged to cover all higher education students.** Widening the  
584 FSHS sphere of activity to cover polytechnic students should not decrease the quality or availability  
585 of the FSHS services or raise the costs for individual students.

586

587 **A student is a full-fledged member of the university community, and the**  
588 **preconditions for the well-being and community attachments include well-resourced,**  
589 **correctly-targeted and functional study support and counselling services.** It is  
590 particularly important to pay attention to the support in the early stages of studies and in the  
591 guidance services in the transfer stages, such as Bachelor's and Master's stages. Promotion and  
592 realisation of student well-being should be monitored in a university-led well-being working group.  
593 The performance negotiations of the Ministry of Education should consider the aims supporting the  
594 well-being of the university community.

595

596 **The amount of study psychologists should be increased.**

597

598 **Study environments should be comfortable, safe and socially and physically**  
599 **accessible.** Special attention should be paid on the ergonomics and the quality of air in the  
600 studying facilities. When problems arise, the university should inform the situation openly and start  
601 actions immediately in order to find compensatory premises for the users.

602

603 **The university community should encourage healthy lifestyle and avoidance of**  
604 **alcohol and drugs.** University should have a separate substance programme with a focus on  
605 prevention and supporting the student.

606



607

608 **University community should have zero tolerance towards bullying.** Each student should  
609 be able to feel accepted member of the community regardless of gender, sexual orientation, ethnic  
610 origin, age, disability or conviction. Problem situations and disturbances in the study community  
611 should be immediately addressed. The model for early support, the so-called Vartu model should be  
612 introduced university-wide so that it also covers students.

613

614 **University should ensure the organisation of high-quality university sports and**  
615 **sufficient resources.** The organisation responsibility of university sports should not be  
616 transferred to the Student Union. Primarily, university sports should focus on supporting the  
617 beginning of exercising and on organising wide-ranging low threshold exercise in all the units of the  
618 University of Turku. University should also provide equal sport services in the filial campuses. The  
619 price of students' sports fee should remain reasonable. Sports services should actively review new  
620 sports facilities for students. The beginning of a new ball or campus hall should be began as soon as  
621 possible and it should provide exercise times for all students of Turku higher education institutions.

622

623 **Finnish Student Sports Federation (OLL) should focus in their activities especially on**  
624 **the promotion of student exercise and the coordination of sports activities nationally.**  
625 OLL should create closer contact with all sports organisations covered by Student Unions and  
626 support them in their activities.

627

### 628 **2.3. Housing**

629

630 **There should be enough high-quality, reasonably priced and different-sized student**  
631 **apartments in Turku and in the filial campuses.** In addition to the apartments of the  
632 Student Village Foundation (TYS), the university cities should have other supported housing and  
633 functional free rent markets.

634

635 **The amount of rental apartments in Turku should be increased and the raise in rents**  
636 **should be moderated.** The investing support distributed by the Housing finance and  
637 development centre of Finland (ARA) should be maintained in order to guarantee the building of  
638 new student apartments. The general rent level of the city is influenced by the amount and prices of  
639 the apartments provided by the city.

640



---

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

644

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

648

649 **Energy-saving and energy-efficient building should be observed in student housing.**  
650 The new water and electricity meters should be installed in the new apartments, and the fees should  
651 be based on consumption. Energy-efficient solutions should be preferred in the construction.

652

653 **TYS apartments should have a functional resident consultation model.** The resident  
654 representation model of the Student Village Foundation of Turku (TYS) should promote resident  
655 democracy and maintain additional services for living. TYS should also have a wide representation  
656 in the administrative bodies of TYS.

657

658 **TYS should support the preconditions for student activities and culture.** The foundation  
659 should provide premises and be part of maintaining the leisure and hobby premises of students.

660

661 **Accessibility is taken into account in the building of student apartments.**

662

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

667

668 **Student housing should be flexible and taking into account changes in different life**  
669 **situations.** Long fixed-term tenancy agreements should be abolished.

670

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

674

675 **International students should be guaranteed with the same housing possibilities as**  
676 **Finnish students.** International degree and exchange students should have the same tenant



677 conditions as Finnish students, and higher rent or rental deposit.

678

679 **A permanent solution to the housing of international degree and exchange students**  
680 **should be found.** The exchange student quotas of TYS should be maintained. Higher education  
681 institutions should take responsibility for the costs incurred by periodical idling together with TYS.  
682 Promotion of housing interests should also be targeted at the city, especially at Retrodorm.

683

#### 684 **2.4. Equality**

685

686 **All students should have equal rights and possibilities for studies, support services**  
687 **and study life.** Questions related to equality are widely and systematically taken into account in  
688 the university community. The procedures related to the promotion of equality are more specifically  
689 outlined in TYY Equality Programme.

690

691 **Nobody should be discriminated against based on age, gender, origin, nationality,**  
692 **language, religion, conviction, opinion, political action, study field, family relations,**  
693 **health status, disability, sexual orientation or other personal reason.**

694

695 **Accessibility is observed comprehensively in the university community in terms of**  
696 **physical, psychological and social accessibility.**

697

### 698 **3. STUDENT COMMUNITY**

699

700 The aim of communality is to create an open, equal and inspiring environment in the entire Student  
701 Union. All university students and the Student Union with its organisations constitute inter-  
702 disciplinary, diversified and international student community. Academic traditions, rich student  
703 culture and diversified organisational field have a significant role in promoting communality.

704

705 TYY should make its activities interesting and accessible for its members. Student Union should be  
706 encouraging, educational and inspiring place to act and work. TYY follows the environmental  
707 instructions approved by the Student Union Council in all its activities. Company cooperation is  
708 conducted in accordance with the lines of company cooperation document approved by the Student  
709 Union Council.

710

711

712



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713 **3.1. TYY organisations**

714

715 **Organisations should be equally treated with regard to financial aid, paid tasks and**  
716 **other services.** Organisations are provided financial aid means-tested in accordance with equal  
717 criteria. The services should particularly take into account the new organisations and those in filial  
718 campuses. Organisations that cannot apply for activity support based on the regulation can be  
719 preferred in other support methods. The continuity of the activities of hobby and cultural  
720 organisations should be ensured and they should be provided with performance possibilities in  
721 TYY's events.

722

723 **TYY organisations are the corner stone of the promotion of student interests and the**  
724 **communality of the Student Union.** The operational preconditions of the organisations should  
725 be supported with multifaceted services, support and high-quality training events. Organisations  
726 should be a seamless part of the Student Union. Organisations are required to act in accordance  
727 with TYY's values.

728

729 **There must be premises suitable for the use of student organisations in the campus**  
730 **area and elsewhere in Turku.** The long-term objectives in the promotion of premise interests  
731 are formulated in cooperation with the organisations. After the renovation, the Student Houses  
732 should have premises suitable for diversified student activities.

733

734 **The organisations should be encouraged to communicate their activities in English**  
735 **and to make their activities accessible for international students.** Internationality is  
736 taken into account when distributing activity support.

737

738 **3.2. Student culture**

739

740 **Student culture and academic traditions are a significant part of the city culture in**  
741 **Turku.** Student organisations, the university community and the city should together ensure the  
742 maintenance of traditions and support their preservation. Simultaneously, the creation of new  
743 student culture and new traditions should be supported. The cultural activities of TYY and its  
744 organisations complement each other and are a part of common cultural tradition.

745

746 **TYY's most important annual traditional events are Porthan's day and anniversary**  
747 **celebration, Fastlaskiainen, First of May and the Opening carnival.** The preservation of  
748 the nature of the traditional events should be ensured, but simultaneously make them open and  
accessible events for all members. The cultural activities of the organisations should be assumed



749 as part of the traditional events and celebration weeks. It must be ensured that events are  
750 environmentally friendly.

751

### 752 **3.3. Tutoring**

753 **High-quality tutoring has a central significance in attaching students as part of the**  
754 **university community.** In the tutor selection inside units, diversified subject-specific  
755 representation should be promoted and subject-specific organisations should be consulted. As  
756 selection criteria, equality and the applicability of the person in the task based on personal qualities  
757 should be emphasised. The ECTS credits, fees, and training practices related to tutoring should be  
758 unified in different units. The distribution of responsibilities between student and teacher tutors  
759 should be clear and adhered to. The quality of teacher tutoring should be enhanced in order to  
760 better respond to the needs of academic counselling.

761 **The coordination of tutoring should be the responsibility of the university and the**  
762 **units.** TYY and the subject-specific organisations are involved, but tutoring should not be  
763 completely transferred under the responsibility of the Student Union.

764

### 765 **3.4. Administrative culture**

766

767 **TYY activities should be open, accessible, and participatory with regard to the**  
768 **members.** All actors should be treated equally. International students should be guaranteed with  
769 the same services and participation possibilities in the activities of the Student Union as other  
770 students. The most important documents should be available in English. Participation in English  
771 should be possible in the Student Union Council, in the Executive Board, in Wings and in project  
772 work where the knowledge of Finnish is not necessary, as well as in SYL. TYY Office should be  
773 accessible for the members and a good working environment for those in a position of trust and for  
774 the staff.

775

776 **The activities of the Wings should be able for all TYY members.** Sufficient resources  
777 should be reserved for the activities of the Wings. Wings can be included in the preparation of  
778 decision-making, for applicable parts.

779

### 780 **3.5. Communication**

781

782 **TYY communication should be influential, interactive and open.** Communication is  
783 understood in the wide sense and it should cover interest groups, media, TYY organisations and the  
784 majority of the members. TYY should communicate its activities in Finnish and English. The image  
of communication is to be unified and elegant.



785 TYY should have its own communicative identity functioning as the core of communication and  
786 increasing the awareness of the Student Union.

787

#### 788 **4. SOCIETAL INFLUENCE**

789

790 The objective of municipal influence is to create a Turku with jobs for people with higher education  
791 and with healthy students and a comfortable city environment. The potential brought by higher  
792 education institutions and the students must be fully utilised in the development of the area of  
793 Turku. In order to attain this, TYY promotes municipal student interests and participates in the  
794 activities of the network Group 30,000 together with the Student Unions of the Åbo Akademi  
795 University, TUO and Novium. Group 30,000 drafts every four years a new municipal programme  
796 based on a questionnaire for students. The filial campuses are also taken into account in the  
797 municipal influence.

798

799 The aim of the development cooperation activities of the Student Union is to create discussion and  
800 to inform students on global interaction issues. Ways for wider citizen influence are opened through  
801 SYL and by realising a communications and global education project with the support of the  
802 Ministry for Foreign Affairs. TYY sets an example for the members, organisations and the society by  
803 following the 0.7 principle in its activities.

804

##### 805 **4.1. Municipal policy**

806

807 **The city should request a statement from the student organisations on all the matters**  
808 **that essentially concern students.** The participation of students in the decision-making should  
809 be enforced by creating permanent cooperation structures with the decision-makers of the city.

810

811 **The city should promote the employment possibilities of the recently graduated and**  
812 **decrease academic unemployment in Turku region together with the local business**  
813 **life, TE Offices and higher education institutions.** The trainee and summer job positions  
814 should be increased and communicated in Finnish and English.

815

816 **The campus area should be made into a unique city area with clear signboards.**

817 The city should also support other modern and unique solutions in the city planning.

818

819



820 **The transport of the centre and campus area of Turku should be developed in terms of**  
821 **bicycle and walking roads.** The transport of the centre and campus area of Turku should be  
822 developed in terms of bicycle-riders and walkers. Cycling and storage of bicycle should be safe and  
823 fluent around the year. Bicycle and walking transport should be developed in accordance with the  
824 Development programme on walking and cycling 2010 of the city.

825

826 **Public transport should be developed by constructing a railway and by providing**  
827 **enough bus lines during weekday nights.** The construction of the railway should not lead to  
828 neglecting the development of other public transport. Nightly bus transport should reach the centre  
829 to the largest suburbs, such as Varissuo, Runosmäki, the Student Village and Halinen. All students  
830 should be treated equally as public transport customers regardless of age.

831

832 **Transport connection to the capital area should be improved by constructing the**  
833 **rapid train connection - one-hour train.** The new railway should be significantly shorter than  
834 the current one. Turku-Salo line should have double rails. When renewing the trains, the  
835 enhancement of studying and working possibilities in the train should be taken as a central concern.

836

837 **The student discounts for VR and Matkahuolto should always be at least -50 % of the**  
838 **normal price.**

839

840 **Turku should be a coal-neutral city by 2040.** Turku must surpass the share of fossil energy  
841 with renewable forms of energy by 2020. TYY should support the aims of the city in promoting  
842 circular economy and zero waste.

843 **The city should contribute to finding premises for student communities.** Cooperation  
844 between the city, higher education institutions and business life should be tightened in order to  
845 solve the premise issues.

846

847 **The city should take international students and language minorities better into**  
848 **account in the communication.** International degree and exchange students should be  
849 organised an information event or information package on the services in the Turku region and  
850 their accessibility. English communication should be increased and the services provided by the city  
851 should be able to use also without e-banking IDs.

852

#### 853 **4.2. Development Cooperation**

854 **TYY development cooperation must follow the UN Post 2015 objectives.**

855





856 **TYY should direct 0.7 % of the budget for operating funds to development cooperation**

857 The share of 0.7 % should be calculated in manner, which excludes collected funds and support

858 from the Ministry for Foreign Affairs. The Executive Board should annually accept the plan of the

859 use of the 0.7 % funds.

860

861 **TYY should have its own development cooperation project.** In addition to its own

862 development cooperation project, TYY may also have other development cooperation supporting

863 targets. The members can support development cooperation projects with voluntary development

864 cooperation donations.

865