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Political agenda of the Student Union of the University of Turku

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TYYE MAY 2024 Appendix 1: Executive Board proposal for the Political Agenda for the Student Union Council based on the preliminary debate

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| .3. Development cooperation and humanitarian aid42 |
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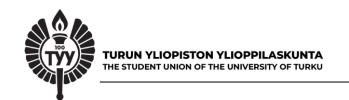
- 1 The political stands of the Student Union of the University of Turku (TYY) are
- 2 described in this political agenda approved by the Student Union Council.
- 3 In this agenda, 'faculty' refers to all units responsible for degree teaching at
- 4 the University of Turku, i.e. faculties and the Turku School of Economics.
- 5 Faculty organisation refers to faculties' student organisations and the
- 6 Association of economics students in Turku.

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1. ACADEMIC AFFAIRS

- The key aims in the promotion of academic interests include supporting the development of teaching, ensuring the students' influence possibilities in
- development of teaching, ensuring the students' influence possibilities in the university community, influencing the internal financing of the university
- 12 and safeguarding the legal protection of students. TYY carries its
- responsibility for the development of the entire university community and
- 14 contributes to developing the national education system.
- 15 TYY furthers the aims of its promotion of student interests at all
- 16 administrative levels of the University of Turku with student representatives
- in the administration, and by cooperating with the university management
- 18 and staff and the professional organisations of the staff. TYY supports the
- 19 promotion of interests of student representatives and subject-specific
- 20 organisations by providing them with information, training and peer
- 21 support.
- 22 The local knowledge of Satakunta campuses and the problematic issues
- 23 different from the Turku campus are acknowledged in the promotion of
- 24 student interests. The organisations of Satakunta campuses have an active
- role in promoting students interests in cooperation with TYY.
- 26 The automatic membership specified in the University Act as well as student
- 27 representation in administrative organs serve as the corner stone in the
- 28 promotion of student interests and as the basis for a wider sense of student
- 29 solidarity.



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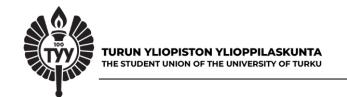
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1.1. Educational system

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, while prioritising contents. The profiling of universities and disciplines should be conducted in cooperation among the universities, consulting the internal groups of universities. In profiling academic subjects and research, the universities must ensure with cooperation between universities 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 methods discipline-specifically. Ranking higher education institutions in a simple ranking should be avoided. Instead of comparing, development of higher education institutions based on quality-assessment should be invested in, and academic subjects' different profiles in different universities should be taken into account.
- High-quality and competitive education and well-functioning support services for studies should be ensured also in smaller units.
- The funding model of the universities should be developed as a whole. The 49 funding model should be transparent, understandable and predictable. The 50 profit-centredness of the funding model should be decreased, while 51 52 increasing the share of balancing funding. The funding model should not emphasize first-time applicants unreasonably. The incentive effects of 53 54 degrees' target deadline coefficients and connected discipline-specific 55 expensiveness coefficients should be approached critically. University 56 funding should take into account and support the internationalisation of 57 education.
- 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.



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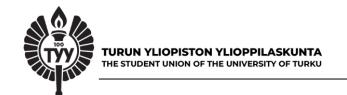
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- The funding model of universities should take into account different disciplines. The evaluation criteria of universities should not, for example, significantly weaken Finnish-language publication activities. Basic research and applied research should be equal. Basic funding should be increased when adding the number of students admitted.
- The funding model of universities should encourage international mobility and student exchange.
- The internal funding of the university should encourage the 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 academic subject inside the university, between universities and between universities and polytechnics. Suitable manners for separate admission and for recognising and acknowledging the acquired competence should be developed, in order to ensure mobility between degrees.
 - The Finnish degree system should not be made more complicated, in order for student and applicants to be ensured of the working life relevance provided by the degree. Degree entities smaller than current degrees should be carefully considered and used primarily only in retaining and upgrading of qualifications and in complementary education, not as a basic degree.

The admission numbers in degrees should be systematic and national and 86 based on overall discretion, taking into account primarily the long-term need 87 for work force and expertise and secondarily the applicant demand for the 88 89 education. The need for work force and expertise should, however, be proportional to the funding of the university so that admission numbers can 90 only be increased if resources are increased at the same time in the same 91 proportion to maintain the high quality of education. The intrinsic value of 92 science should be taken into account when planning admission numbers 93 and education. Sufficient resources should be reserved to implement 94



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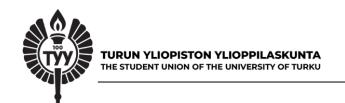
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education in the basic funding of the universities. The level of knowledge and
education of the population should not be decreased but increased. This can
be ensured by maintaining the passing of degrees at a high level.

Admission paths should be wide-ranging and admission should also be possible only based on entrance exam. The personalised arrangements of taking entrance exams must be unified in all disciplines and universities. The additional time given should be 1/3 of the exam time. Certificate-based admission should be applied with discretion and discipline-specifically and mainly for first timers. The points system of the certificate-based admission should not unreasonably affect the choice of subjects in upper secondary school. The effects of the certificate-based admission system should be monitored in the long term. Returning the total points (certificate and entrance exam) admission model as one model should be considered.

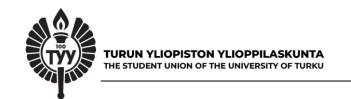
The starting point of student admission should be the equal treatment of applicants and the admission of the most applicable applicants. Student admission should enable fluent transfer from upper secondary school to higher education. First-timer quotas have proven to be completely nonfunctional and should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

- 123 Universities decide themselves on the student admission. In addition, the
- 124 influencing possibilities of faculties in student admission should be
- safeguarded.
- 126 Equal possibilities to be admitted to a university should also be ensured for a
- 127 person without matriculation exam.



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- All knowledge required in the entrance exam should be included in the accessible entrance exam material or material distributed in the entrance 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 discipline-specific entrance exams should be organised whenever possible.
- Transfer to more wide-ranging Bachelor's degrees should be justified with the significant development of educational contents and better working life relevance.
- Study right should be admitted directly for the higher university degree.
 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 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 and study counselling. 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 double degree students. The university should support students in integrating into the Finnish society.
- The establishment and development of international degree programmes should be systematic in order to ensure their quality.
- The role of the Open University in society is to provide university-level education widely with the aim of general education, without immediate connection to degree education. Open university should not serve as a route



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to degree studies, which is subject to charge and circumvents the entrance exam system. When the open university teaching and degree studies are equivalent, it should be cost-free for the students of the University of Turku.

1.2. Teaching

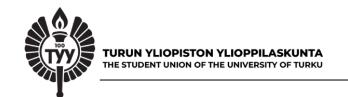
Successful higher education teaching must be competence-based. Setting the competence aims for courses, study modules, degrees and parts of degrees is a basic requirement for the students' self-understanding of their competence, recognising and acknowledging previous knowledge (AHOT) and for acquiring 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 competence 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 students doctorate 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. Teachers' IT competence and ability to utilise educational technologies should be supported and developed. Status of the Finnish language in education and scientific publishing should be secured.

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

188 Contact teaching supports communality and contributes to developing 189 social skills, which are necessary in students' lives. Studies should include a 190 sufficient amount of contact teaching. Attendance should only be required 191 when it is justified for learning. Remote teaching should be utilised



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appropriately as part of contact teaching, but a degree should not only consist of remote studying. The quality of contact teaching should be ensured. 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 primary completion method of a degree. Remote teaching should be justified for learning and at a right time. Optimally, remote teaching brings flexibility in completing degrees, as long as its quality and purposefulness is ensured. Hybrid teaching may complement and makes education more flexible. However, hybrid teaching should not take resources from other teaching. Contact teaching can be organised both as small group teaching and as mass lectures so that the choice serves students in an optimal manner. It should be possible to follow mass lectures remotely and through recordings of decent quality.

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 and supply of foreign and domestic languages should be developed side by side. Resourcing should take into account the requirements in different disciplines and working life. Foreign-language degree programmes of the faculties 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. Part-time education should be possible for those living with parental allowance, rehabilitation allowance, rehabilitation support, sickness allowance and unemployment benefit.

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 studying and teaching methods should be developed nationally in order to promote the mobility and cooperation of students and teachers.



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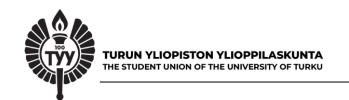
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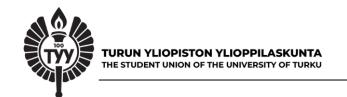
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- Digitalisation shall be utilised when developing learning and teaching methods, evaluation and students' support services. Digitalisation does not constitute an intrinsic value but should always benefit learning. Utilisation of teaching technology and electronic study environments have to be adopted in wide-ranging use. Electronic studying possibilities should, however, also be safeguarded for those without access to computer or other necessary devices. Paperless studying must be possible everywhere at the university.
- Degrees should include wide-ranging assessment of competence. The use of evaluation methods should be systematic and purposeful for learning. Flexibility of studying should be increased by providing sufficient alternative completion methods in courses.
- Electronic exams should be widely available in all faculties around the year.
 Enough exam facilities should be available for electronic exams and their
 non-usage should be actively decreased. Electronic exams should be
 accessible and the use of aids should be possible also in electronic exams. In
 addition to traditional and electronic exams, know-how should also be tested
 with material-oriented manners such as home exams and other evaluation
 methods.
- The possibilities of students to complete electronic exams of the University of Turku in the facilities of other higher education institutions should be developed and extended. It should be ensured that the university has sufficient software to realised electronic exams in different disciplines.
- Electronic and physical learning environments should be planned with attention to accessibility, diversity of teaching methods and the needs of individual learners. The university should also have 24/7 open physical studying facilities and facilities enabling ergonomic remote studying. The university facility planning should prioritise multi-use facilities and those suitable for studying. In change situations, students and their organisations currently using the facilities should be consulted.
- The information systems used by students should be mutually compatible.
 The usability of systems supporting studying and working should be promoted. The public documents and statements of the university and faculties should be available without university web IDs. The study



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- completions should be possible both with open source code software or the university should provide the student with the software necessary for completing the course. The used software should be meaningful for students also from the perspective of future working life.
- Student should be responsible for their own learning. A requirement is 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.
 Credits received from student-led study circles and courses should be able to be included in a degree.
- University degree should provide student with the necessary capabilities for 271 moving to working life. The teaching supply of transferable skills, such as 272 273 communication and information technology should be increased, and the 274 teaching of these skills should be included in the basic degrees better than 275 currently. In recognising the central discipline-specific transferable skills. 276 research knowledge and know-how produced by career services should be employed. Additional courses should be organised on the subjects that are 277 not easily integrated in the degree in the field. Each student of the University 278 279 of Turku must have a possibility to include project-based work, made in 280 cooperation with the actors in the public, private or third sector, in their 281 degrees that promote graduation.
- Teaching should support multi-professionalism. Students should be able to include studies in their degree, whereby they cooperate with students from different disciplines in a multi-professional and multi-disciplinary manner.
- 285 ECTS credits should be granted for acting in student organisations and in 286 acting as a student representative in the administration with unified 287 practices so that the model encourages students to societal activity. The 288 university should recognise the working life skills developed in the student 289 organisation activities. Study credits should not be automatised, but one 290 should be able to verify the acquired knowledge (AHOT).



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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 genuine and justified reason. The internal division of financial resources at the university should enable the mobility of minor students between sections and units. Academic subjects should provide their studies as free minor studies for all basic degree students of the university, at least for as many as the number of major students. 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 should, however, not decrease the quality of the studies of the major students.

Multidisciplinary minor modules should be useful for students' degrees. The university must enable versatile minor choices also for international students.

The Centre for Language and Communications Studies should 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 quality of teaching in the Swedish language must be ensured. 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 at all 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 shall 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.

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Agenda for the Student Union Council based on the preliminary debate

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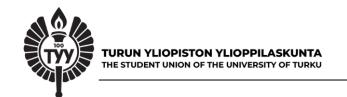
Terms should be effectively exploited. Teaching should be equally distributed among terms, weeks and daytime. The university should provide teaching included in the degree in at least nine months in a year. Simultaneously, overlap of study schedules should be decreased specially in close disciplines. 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 be able to 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. Orientation to the University of Turku and to studying at one's campus should be organised for new degree students. Even though presence is recommended in the orientation, remote participation should be enabled in some cases for e.g. international students who have not been able to enter the country due to delayed visa process. 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. International degree students 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 education preparing support entrepreneurship and the creation and entrepreneurship-promoting communities at the university in 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. A student's right to personal or small group counselling should be realised in each study year. In small group supervision, the size of the group should enable taking into account the individual needs of the students. The quality of teacher tutoring



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should be enhanced in order to better respond to the needs of academic counselling. Student tutors should receive training also in taking into account the well-being of the students in the counselling meetings and in referring them to support, if needed. 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 graduate degree and scientific postgraduate studies must be developed and its quality 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 371 sufficient amount of collections and the appropriateness of locations and 372 373 schedules should be ensured. The availability of course material should be in 374 proportion of the average number of students participating in each course. 375 The availability of electronic resources should be increased and audiobooks 376 should be extensively available. The effective use of library resources and the 377 purposefulness of reservations shall be ensured by setting a fee for 378 uncollected reservations.
- Counselling in the transfer to working life should be of high quality and wellresourced. Mentoring programmes are an important part of working life counselling. International students also have a right to a high-quality mentoring programme. Mentor programmes should be also expanded to peer mentor activities of students with disabilities and individual learners.
- Career guidance of the Career Services of the university should meet 384 students' needs and promote their employment. Information on student 385 386 employment and working life requirements produced by Career Services and interest groups outside the university should be utilised in the 387 preparation of curricula. Career Services should be able to support 388 internationalisation by promoting international traineeships and the 389 employment of international students. Working life services should be 390 available at all campuses. 391



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The university should utilise learning analytics to support learning and studying. The manners of using learning analytics and the studying data used for it should be clearly communicated to students. The use of data should be responsible and it should facilitate the activities of the student and the teacher. The conclusions drawn 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 promote both learning and well-being in the community.

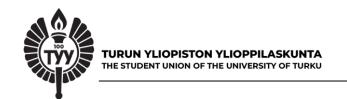
1.4. Administration

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 internal division of funding at the university should be just, targetoriented 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 the 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.

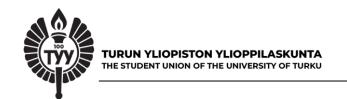
When reforming the structures of the university, sufficient time should be reserved in order for the university to take care of its obligations, the community has time to adapt to the reforms and the success of the already concluded reforms can be evaluated. University should continue to be



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constructed according to the division of faculties similar to the current 425 situation. The division of the university into faculties contributes to 426 427 guaranteeing the autonomy of the disciplines in research and education. The well-being of the members of the university community should be taken into 428 429 account, and the members of the community should be consulted in 430 structural reforms. In developing the education system, improving the quality of teaching and support services for studies are the most important 431 432 issues for students.

- When establishing new degree programmes the quality must be ensured in new fields and the expansion of education should not endanger the quality of existing education. The rights of all students should be ensured during the reform.
- Students admitted to specialising education and joint degrees should be guaranteed with the equivalent rights as ordinary degree students.
- Fixed activities and study modules should not be constructed with project funding in the university. It is the responsibility of the university administration and faculty councils to ensure that the projects which are made permanent support the university profile and represent its highest quality.
- Recruiting processes at the university should emphasise transparency and 444 employer's responsibility. Invitation procedure should be approached 445 critically and open vacancies should mainly be announced in open call. 446 Faculties and units should have the possibility to elect their directors. 447 Academic directors are required to have skills in HR and strategic 448 449 management. University should provide the staff with the possibility to 450 develop these skills. The University should purposefully increase the share of 451 regular employments and abolish recurrent temporary employments as well as to promote target-oriented career paths. 452
- When recruiting teaching staff, the evaluation of teaching skills should always also consult students.
- The most important resource in the promotion of student interest consists of student representatives in the administration. Student representatives



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should be supported and their work in the university administration should be enabled. The actors promoting academic interests in organisations should also be supported. Promotion of student interests in the administration is based on subsidiarity principle. The role of the student representative coordinators in the faculties is to function as a connector between different actors.

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

The university should promote good administrative culture and ensure the realisation of its rules. Special attention should be paid to the good preparation of decisions. Decisions should be prepared in a manner which 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 directly inform students of decisions concerning them and planned reforms. Communication began sufficiently early guarantees that students can influence 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. The evaluation of exams should be realised in a manner that



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THE STUDENT UNION OF THE UNIVERSITY OF TURKU

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490 minimises the effect of background factors and the publication of results 491 should be realised without personal data.

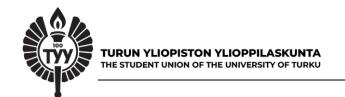
The right to claim correction included in the Universities Act is a key part of the realisation of students' legal protection. The University of Turku should aim at solving received claims for correction related to student admission within 14 days of the expiration of the deadline so that students receive 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. A key aim of the SORA legislation is to improve the safety of education and working life after it and to increase the possibilities of the organisers of education and degrees and higher education institutions to address a student's unsuitability for a field of study.

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 reform, the students' legal protection board should be abolished and the cancelling and returning of the right to study transferred to administrative court.

The status of doctoral students researchers in the university community should be strengthened. Selection of doctoral students researchers should be equal and just, and the requirements for admission should be informed in a sufficient extent 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 basic 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. Universities should provide better information on grants suitable for doctoral students and other financing possibilities as well as to provide guidance in drafting applications.



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The university should systematically follow and evaluate the realisation of the quality of their education. The quality assessment should take into account students' learning experiences 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. A student should, however, have the right to refuse 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

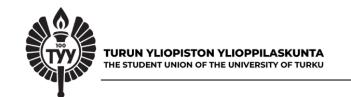
Higher-institution degree education organised in Finland should be costfree.

The Finnish education system should promote the realisation of educational equality. In order for equality to be realised in higher education, one should promote it at all educational levels. The education system should not include educational dead ends, but an individual should always have the possibility to pursue further education. The transfer to higher education institutions from vocational upper secondary school should be developed and strengthened. Cost-free upper secondary school, both general and vocational, should enable the realisation of educational equality. The regional



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- differentiation of schools should be decreased in comprehensive school and upper secondary school. The educational differences between genders should be decreased. Early access in high-quality early childhood education is the right of every child.
- 559 Annual fees for students from outside EU/EEA countries should be abolished.
 560 University should review the impact of annual fees on application numbers,
 561 on the number of those receiving the place of study and the number of
 562 students starting their studies. In addition, the university should monitor how
- much resources the measures caused by the 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 of the available grants should be transparent and easily understandable.
- 569 Sustainably realised educational export strengthens the financial foundation 570 of the university. University may import its education in the world, but it 571 should not take resources from other teaching or research. University 572 business should be based on university values. Business activities should be 573 ethical and in accordance with the principles of societal and social 574 responsibility.
- Teaching included in degree teaching should not be transferred in the sphere of continuing professional education.
- 577 Completing courses should not incur obligatory fees for students. Primarily,
 578 all course material should be free and electronically available for the student.
 579 The use of electronic material in studying should be enabled everywhere in
 580 the campuses and unnecessary paper consumption must be avoided.
 581 Lecture copies, necessary instruments for the course or other material should
 582 not incur costs, and the payment should not be the condition for a study
 583 record.
- The facilities of communication channels of the Student Union should not be used for preparatory course activities not owned by organisations under TYY.



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1.6. Continuous learning and working life

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

- The university must have procedures for assessing the quality of continuous learning.
- Functional right to complement one's degree decreases the need for reeducation. Graduates should be ensured a cost-free possibility to complement their degree with studies of at least the extent of minor studies. A sufficient time should be guaranteed for complementing the degree in order to make it flexible for those in working life and corresponds to the derived needs to complement the degree.
- 599 Internship posts and internship resources must be increased for local 600 domestic and international internship periods. An intern must get paid and 601 a just number of study credits. Internship periods must be provided for all 602 students, regardless of language skills, and international degree 603 programmes should include an internship period, if possible. University 604 should promote the internationalisation of students, and internationality 605 should be visible in each degree. There must also be active communication on internship posts in English. 606
- All students should have an equal possibility to receive an internship grant. 607 The internship support should be the same for all forms of internship. The 608 609 size of the internship support should be nationally unified, while taking into 610 account different internship forms. The application procedures of the University of Turku should be fair and all the money reserved for internship 611 612 support should be spent. The possibility for the grant should be available for 613 as many as possible. The university should be able to ensure the appropriate distribution of the internship support. The internship support must not be a 614 615 condition for recruitment.
- The credit transfer of competence acquired by students in work should include clear practices decided in advance. This ensures the goal-oriented accumulation of competence during working and sufficient counselling.

preliminary debate

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1.7 Mobility and internationalisation

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

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 the EU, especially in developing countries, should be increased. University level cooperation should not be conducted with universities close to the governments of totalitarian or human rights dumping countries. 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.

university student should have equal possibilities internationalisation abroad or at the home university. Students should be encouraged for internationalisation disregard of study field, age or gender. 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.

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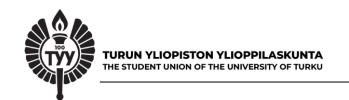
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2. SOCIAL AFFAIRS

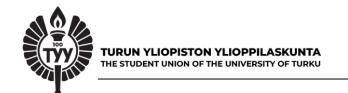
Promotion of social interests is based on the status of students as full members of the university community, as well as on communality and equality. The activities are based on the promotion of students' interests related to income, health, well-being, housing and equality together with different cooperation 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.

In the promotion of social interests, attention is also paid to certain student groups, such as international students and doctoral students. 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 inequality is increased, inter alia, by the residence requirements of students from non-EU/ETA countries, challenges in employment and lack of study support. For international students, procedures related to entry in Finland should be made as fluent as possible.

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

2.1. Income

Study subsidy is the primary source of income for students. It should enable full-time studying and safeguard the income of students. The study subsidy system should continue to be study grant -based and subject to need. In



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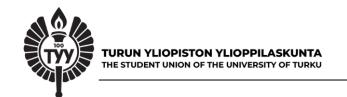
addition, the study grant should be raised to at least the level of 2017. In addition, the study grant should be raised to at least the level of 2017, considering the rise of the level of prices. In 2017, the thereotical maximum for study grant has been EUR 337. In 2017, the theoretical maximum of the study grant has been 337€, corresponds to ca. 401€ in 2024. The number of study subsidy months must be increased. The overlapping regulation created by the completion demand of twenty annual ECTS credits and the two-tier nature of the aid should be abolished. Student financial aid should enable student exchange.

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

Students must be included in general housing support. General housing support should be individual-based, not household-based. Study subsidy should not be counted as income when determining housing support. Income limits for housing support should not be monthly-based.

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

Study loan is a support method part of the student financial aid, and it should not create a major part of student's income. Attractiveness of the loan should be guaranteed with sufficient encouragement, including study loan compensation. The possibility of taking study loan should be ensured with sufficient incentives, e.g. study loan compensation. Taking study loans should be voluntary and profitable for students, for example, through study loan



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compensation. The number of study loans has increased in recent years, which means that the repayment times and the raise of the study loan compensation should be reviewed. The number of study loans of graduated Masters' has doubled since the 2017 reform, which means that the repayment times and the raise and structure of the study loan compensation should be reviewed. Non-withdrawn student loan should not be counted as student income when applying for social assistance. The study loan compensation should not be used as a tool in regional policy.

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

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

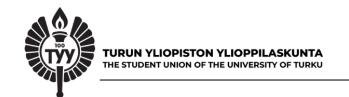
741 The transfer between study support and other support measures should be 742 simple and should not cause unreasonable breaks or problems in income. The right to study subsidy should not become a hindrance to enter other 743 744 social security, if the student does not have the essential studying possibilities for their degree, they become ill or are otherwise prevented from studying 745 746 full time. Part-time studying independent from support method must be 747 facilitated and its hindrances prevented. Part-time studying should be 748 possible regardless of the support method.

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



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- Adult education support is important support for a student coming from working life. Adult education support should not be weakened, the amount or support months should no longer be decreased. Adult education support should be returned and the amount should be at the level of 2023. Adult education support must be available also without a permanent employment agreement.
- The amount of meal support should be raised with the same proportion as prices so that the nutritional quality stays the same. The maximum meal price paid by a student must be possible to raise only when the meal support is raised. The level of the meal support should be regularly reviewed and the review should be entered in legislation. The take away of meal-subsidised meal of a student should be possible also in the future.
- Students should have an equal position with regard to other municipal citizens when applying for social assistance. 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 776 777 basic income a system similar to basic income that compensates student 778 financial aid and other social benefits. Basic income should be monthly paid 779 gratuitous benefit guaranteeing sufficient basic security for everyone and 780 encouraging working. In addition to basic income, a person should be able 781 to be granted with means-tested additional support, e.g. in the costs related 782 to housing, illness or children. Basic income should not decrease the current 783 income of students and it should be independent of the progression of 784 studies.



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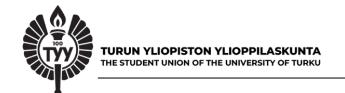
2.2. Well-being

Supporting and strengthening 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. 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 sickness or other pause, return to studies discussion can be organised to support the student, on the basis of which a plan to return to studies is prepared, supporting the student in all phases of the recovery.

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

Study environments should be comfortable, safe and socially and physically accessible. Students' well-being and coping should be ensured in daily learning situations. Special attention should be paid on the ergonomics, on decreasing sitting down and the quality of air in the studying facilities. Special attention should be paid on the ergonomics in the studying facilities, on decreasing sitting down, 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 communicate the situation openly and start measures without delay in order to find compensatory facilities for the users. Legal reviews of studying facilities should be completed in all faculties in a transparent manner.



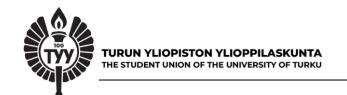
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Reviews of student environments obligated in law should be developed in order to better serve students and higher education institutions.

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

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

University should ensure the organisation of high-quality university sports and sufficient resources. The organisation responsibility for sport services should remain at the higher education institutions. Higher education institutions in Turku should together provide sufficient resources to organise university sports. Primarily, university sports should focus on supporting the beginning of exercising and on organising extensively serving, wide-ranging low threshold exercise in all the units of the University of Turku. University should also provide equal sport services in the Satakunta campuses. The price of students' sports fee should remain reasonable. University sports should actively review new sports facilities for students and the higher education institutions must commit to increasing sports facilities while the usage rate grows. The condition of the existing facilities should also be reviewed and repaired. In a longer term, new sports facilities should be built in the campus area, providing all higher education students in Turku with



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sports possibilities also in the evening. Students' nature sports possibilities and their accessibility should also be safeguarded in the campus cities.

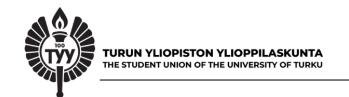
TYY promotes sports-related student interests locally in campus cities. Promotion of students' sports-related interests is locally conducted in close cooperation with the university, the higher education institutions and the city sports services. The decision-makers of the cities are also actively influenced in order to promote the sporty lifestyle of students in Turku, Pori 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 increased with regard to mental health services. FSHS should take care of the service provision of students' healthcare. The accessibility of the services in all campuses of the University of Turku must be safeguarded. Interaction between the FSHS and the Student Unions must be increased and student representation should be increased in the working groups of the health service units.

The cooperation between FSHS and other parties organising healthcare should be functional and the service chains fluent. When the new wellbeing services counties start their operation, student's healthcare services should not be weakened. 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 who provide the services, in order to be able to solve the social problems of students in a multiprofessional environment.

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



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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, and sexual health 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. 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 multi-professional service chains of social and healthcare services of students should be clarified. The focus of the activities of FSHS should remain in prevention and health promotion.

TYY promotes the mental health of student in cooperation 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 taken into account by e.g. offering possible completion methods for courses. Due to the prevailing mental health crisis, students' mental health services should be paid special attention to. There should be quick access to 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 the first contact should be clarified in accordance with the principle of one-stop-shop. Currently, it takes too long from the first contact to the beginning of treatment, because the need for treatment of the person who contacted the national telephone is assessed in municipalities' 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. The FSHS should take the individual needs of the customers into account in their services. Special attention should be paid to the preparedness of the staff to face the diversity of sexuality and gender as well as different cultural backgrounds. Information on the health care services



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Agenda for the Student Union Council based on the preliminary debate

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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 students taking an exchange period or completing a degree in Finland. The accessibility of the healthcare services of exchange students should be promoted. The wellbeing services counties should provide the exchange students with healthcare services in their own native language or at least in English Exchange students should be returned to be covered by FSHS services.

Students should only pay the healthcare fee for FSHS services. The 926 healthcare fee should remain at a reasonable level and be same for all 927 students. The healthcare fee system of higher education institution students 928 929 should be made clearer and an invoice should be provided for the healthcare 930 fee.

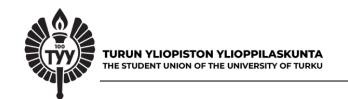
931 FSHS financing should be predictable and based on long-term agreements. 932 The impact of the variety of the annual number of students on FSHS should be predicted so that the payment share of students from FSHS funding does 933

934 not become higher than the 23% codified in law.

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

2.4. Housing 938

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



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

The price level of apartments of the Student Village Foundation of Turku (TYS) should remain reasonable disregard of new building and renovation. The price level of apartments of the Student Village Foundation of Turku (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, construction should take into account accessibility and cost-effectiveness. Construction should aim at providing as many students as possible a possibility for a student apartment. Buildings should have normal structural solutions and effective use of space.

- 775 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. The foundation should provide premises and be part of maintaining the leisure and hobby premises of students.
- The city 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.
- 980 Student housing should be flexible and taking into account changes in 981 different life situations. Long fixed-term rental agreements too high rent



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982 deposits should be abolished. 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 weaker position.

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

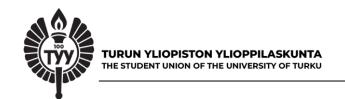
A permanent solution to the housing of international degree and exchange students should be found. The exchange student quotas of TYS should be maintained. Higher education institutions should take responsibility for the costs incurred by periodical idling together with TYS. Promotion of housing interests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

2.5. Equality

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

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

1010 In the university community, racism or discrimination is not tolerated in any 1011 form. TYY addresses the structural racism and discrimination observed in the 1012 university community and acts in a preventive manner to realise equality. 1013 The University and the Student Union should be a safe place for everyone.



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TYY follows the principles of a safe space in its activities. TYY follows the principles of a safer space in its activities. TYY should have the ability to recognise the forms of intersectional discrimination and the obligation, authorisation and measures to address different forms of discrimination, such as hate speech, discrimination and unequal treatment in the university community. The equality of genders serves as a building block of the welfare society. The diversity of genders should be genuinely recognised. Unnecessary gendering should be abolished. Parity rule should not be applied with an intrinsic value in situations where it is not obligated in law.

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

TYY promotes equality among generations. In all decision-making, the effect of the decisions on the equality between generations should be taken into account.

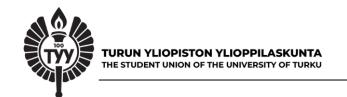
3. STUDENT COMMUNITY

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

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

3.1. TYY organisations

Organisations should be equally treated with regard to financial aid, paid tasks and other services. Special attention is given to creating an equal



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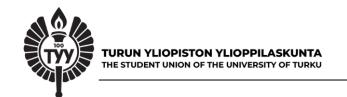
position for organisations of the Satakunta campuses. Organisations are provided financial aid means-tested in accordance with equal criteria. Financial aid directs the activities of the organisations in the direction hoped by TYY. The services should particularly take into account the needs of new organisations and those in remote campuses. The services are purposeful, adaptive to the different organisations and considerate of the needs of new organisations and those of remote campuses. Organisations that cannot apply for activity support on the basis of regulation, can be preferred in other support methods. The continuity of the activities of hobby and cultural organisations should be ensured and they should be provided with performance possibilities in TYY's events. For student led, unregistered, club activities that is in accordance with TYY's values, TYY offers support in communications i.e. through websites.

1058 TYY organisations are the corner stone of the promotion of student interests 1059 and the communality of the Student Union. The operational preconditions 1060 of the organisations should be supported with multifaceted services, support 1061 and high-quality training events. Organisations are required to act in 1062 accordance with TYY's values.

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

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

Organisations are encouraged to take into account equality affairs and to create a safer space in a wide-ranging manner in all their activities. The organisations should be encouraged to communicate their activities in English and to make their activities accessible for all students. Creating a safer space, the environmental effects of the activities and sustainable



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development, internationalism and equality are taken into account when distributing financial support in order to create a more inclusive and environmentally aware community.

3.2. Student culture

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

The most important annual traditional events of TYY include Porthan's day and anniversary celebration, Independence Day Torch Procession, the anniversary of the merge of the Student Unions, TYYlikäs vappu and opening carnival as well as TYYlikäs avaus. The preservation of the nature of the traditional events should be ensured, but simultaneously make them open and accessible events for all members. Organisations' cultural activities should be adopted as part of traditional events and celebration weeks.

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

3.3. Tutoring

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



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The coordination of tutoring should be the responsibility of the university and the units. TYY is part of the planning and development of tutor training. TYY organises its own training as part of tutor training. Training directed at tutors should emphasise particularly 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 the international degree programmes receive necessary support and training.

3.4. Administrative culture

TYY activities should be open and accessible and participatory with regard to the members. In the activities of TYY 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. TYY Office should be accessible for the members and a good working environment for those in a position of trust and for the staff.

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

3.5. Communication

1138 TYY communication should be influential, interactive and open.
1139 Communication is multi-channel and diversified. The communication
1140 reaches members, TYY organisations, interest groups and the media. TYY
1141 communicates its activities in Finnish and English. The image of
1142 communication is unified and stylish as well as accessible and easily

Appendix 1: Executive Board proposal for the Political Agenda for the Student Union Council based on the preliminary debate

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

4. SOCIETAL INFLUENCE

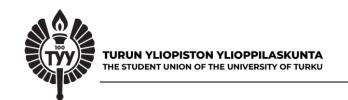
TYY conducts societal influence in different levels and diversified manners. Societal influence is conducted at the level of municipality, wellbeing services county, nationally, Europe wide and internationally, for example in cooperation with SYL. Internationally the student union promotes the interests of the students of the University of Turku and cooperates with SYL. Development cooperation is one of the forms of TYY's global influence. A significant form of societal influence is the influence in connection with elections.

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

4.1. Municipal policy

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

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



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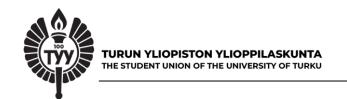
1173 The cities should request a statement from the student organisations on all the matters that essentially concern students. The participation of students in the decision-making should be enforced by maintaining permanent cooperation structures with the decision-makers of the cities and well-being services counties. In addition, TYY should create a similar structure towards the well-being services counties of South Western Finland and Satakunta.

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

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

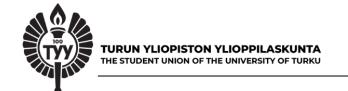
The transport of the centre and campus area of Turku should be primarily developed in terms of bicycle-riders and walkers. Cycling and storage of bicycle should be safe and fluent around the year. Winter cycling possibilities should be developed by improving the winter maintenance of cycling lanes. City bike stations should be more extensively located near TYS residential areas. Bicycle and walking transport should be developed in accordance with the Development programme on cycling 2029 of the city. Free parking areas outside the centre and public transport and walking and cycling lanes should be integrated so that they encourage reducing private driving to the centre.

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



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- Public transport should be developed by constructing a tramway and by providing enough public transport lines also during weekday nights. The construction of the tramway should not lead to neglecting the development of the entity of public transport. The everyday needs of students should be especially taken into account when building the tram.
- All students should be provided with significant student discount from public transport tickets. Föli student discount should cover all students of higher education institutions in Turku regardless of age, residence or the right to receive study subsidy. In addition, actors in Satakunta public transport should provide student discount. TYY reviews the situation with local actors.
- 1216 Transport connection to the capital area should be improved by constructing
 1217 the rapid train connection West Railway. The whole new Turku-Helsinki
 1218 railway should have double rails. When renewing the trains, the
 1219 enhancement of studying and working possibilities in the train should be
 1220 taken as a central concern. Better public transport connections, possibly also
 1221 a railway to Turku, Rauma and Turku nearby regions shall be promoted.
- Turku should be a coal-neural city by 2029. TYY should support the city objectives in promoting circular economy, public transport, walking and cycling, reducing emissions from car traffic and zero waste.
- The city should contribute to finding accessible premises for the use of student communities. Cooperation between the city, higher education institutions and business life should be tightened in order to solve the premise issues.
- Also in the future, the city should take international students and language minorities better into account in the communication and events. The services provided by the city should be able to use also without e-banking 1232 IDs.
- Master planning and town planning of Turku, Rauma and Pori should be flexible and enable sufficient housing construction. Centre and campus areas, the Student Village and other high-demand area planning and



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planning ordinances should enable sufficient and necessary housing construction. Planning should enable locating services where people live.

4.2. Climate and environment

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

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

TYY follows the Environmental and responsibility 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 Environmental programme and includes wide ranging environmental influence towards the university and other interest groups. 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 increasing the amount of vegetarian food and locally produced and seasonal material and to decrease the use of red meat in the supply of student cafeterias. TYY aims at increasing the amount of high-quality and nutritional vegan food and locally produced and seasonal material as well as through staggered incentives to reduce and finally stop



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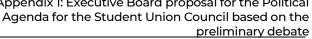
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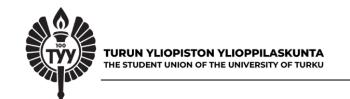
- the supply of meat in student cafeterias. Nationally the meal subsidy provided by the state should encourage the increase of vegetarian food.
- 1272 TYY has an active role in the societal discussion related to the climate and environmental crisis as well as in the activities preventing the climate and environmental crisis. The Student Union is leading the way and a pioneer in showing example to organisations and interest groups. 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.
- The protection of the Finnish Archipelago Sea is actively taken into account in the environmental and climate stance of TYY. In TYY projects, special attention is paid to protecting the Archipelago Sea and keeping it clean.

4.3. Development cooperation and humanitarian aid

The objective of the development cooperation activities of the Student Union is to reduce global inequality, promote modern development cooperation and partnerships and to increase the capacity or target countries. The purpose of humanitarian aid is to help the target countries in surviving acute crises and to promote the reconstruction of the crisis areas. TYY development cooperation must follow UN Agenda 2030 goals. For humanitarian aid, the reconstruction of crisis area is sought to be promoted 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.

- 1296 In development cooperation and humanitarian aid, especially the climate 1297 crisis and its impacts are taken into account.
- 1298 TYY should direct 0.7 % of the budget for operating funds to development 1299 cooperation or humanitarian aid. The share of 0.7 % should be calculated in 1300 manner which excludes collected funds and support from the Ministry for 1301 Foreign Affairs. The Executive Board should annually accept the plan of the





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use of the 0.7 % funds upon the proposal of the Development Cooperation 1302 1303 Wing. TYY can have its own development cooperation or humanitarian aid project 1304 or one implemented with another party. The project should work in 1305 cooperation with a local organisation operating in the target region while 1306 1307 supporting it. In addition to its own development cooperation project or a joint project, TYY may also have other development cooperation or 1308 1309 humanitarian aid targets. Members can support development cooperation targes or humanitarian aid projects with voluntary fees. 1310 In 2023-2024, funding from the 0.7 share targeted in development 1311 1312 cooperation and humanitarian aid is targeted to helping Ukraine, which is the victim of a war of aggression, unless it is tied in longer-term projects. After 1313 1314 the crisis is solved, funds will be targeted to reconstruct the country.