



# **Welcome to the training session for student representatives of degree programmers' executive groups!**

**Specialist Jenna Sorjonen**

**HYY's Board member Mathilda Timmer**

**Chair of HYY's Committee of Study Affairs Riku-Petteri Kyllönen**

**Meilahti 4.12.2018 | Kumpula 5.12.2018 | City Centre 10.12.2018 | Viikki 11.12.2018**





# Tonight's agenda

- **ABC of being a student representative**
- **Basics to decision making at the university and within the degree programmes**
- **Duties and practical work of the executive groups**
  - **Preparing the Teaching Plan& deciding on the Teaching Programme**
  - **Preparing principles of student admission**
  - **Student feedback and quality management of education**
- **Information sources, help and some current affairs**





# **ABC of being a student representative**





# Student representative's

## Responsibilities:

- **Being present in meetings well prepared and having read the materials**
- **Representing students' point of view and aim to make decisions beneficial to students**
- **Being a link between students and the executive group & give information both ways**
  - **Other students must know what is being decided so they can form an opinion about the issue – you must know what that opinion is so you can represent it!**

## Rights:

- **Be treated as an equal member of the executive group with regard to the teacher members**
- **Get materials for meetings well in advance (at least a few days)**
- **Take part in preparing the decisions**
  - **This is where you really get to make a difference!**
- **Get a certificate from HYY and credits from the university for being a student representative**
- **It's possible to negotiate fees (per meeting) with the dean!**





# **Cooperation, cooperation, cooperation**

- **The student representatives of an executive group are a team!**
- **You can also get help from other student representatives, student associations and HYY**
  - **Student representatives in the faculty council and other decision-making bodies**
  - **Subject and faculty organisations**
  - **HYY: specialists, board members and the committee for study affairs**
- **Why cooperate?**
  - **Sharing the work load**
  - **Sharing information**





# **IF you need to resign from your position before the end of your term**

- **If you graduate, leave for an exchange year or for some other reason need to leave your position as a student representative in the middle of your term (1 Jan 2019-31 Dec 2020), tell about it ASAP:**
  - **To HYY at [kirjaamo@hyy.fi](mailto:kirjaamo@hyy.fi) OR [jenna.sorjonen@hyy.fi](mailto:jenna.sorjonen@hyy.fi)**
  - **To the executive group and especially its other student representatives**
- **HYY will find a replacement for you as soon as possible!**





# **Decision making at the university regarding education**



# UNIVERSITY OF HELSINKI 1 JANUARY 2018

UNIVERSITY COLLEGIUM

CHANCELLOR

BOARD

RECTOR

University Services

## FACULTIES, SSKH, and JOINT OPERATIONAL UNITS

### CITY CENTER CAMPUS

FACULTY OF THEOLOGY

FACULTY OF LAW

FACULTY OF ARTS

FACULTY OF EDUCATIONAL SCIENCES

FACULTY OF SOCIAL SCIENCES

SWEDISH SCHOOL OF SOCIAL SCIENCE  
SSKH

### KUMPULA CAMPUS

FACULTY OF SCIENCE

### VIKKI CAMPUS

FACULTY OF BIOLOGICAL AND  
ENVIRONMENTAL SCIENCES

FACULTY OF PHARMACY

FACULTY OF AGRICULTURE AND  
FORESTRY

FACULTY OF VETERINARY MEDICINE

### MEILAHTI CAMPUS

FACULTY OF MEDICINE

Helsinki Institute of Sustainability Science HELSUS

Institute for Atmospheric and Earth System Research INAR

DEGREE PROGRAMMES: 32 DOCTORAL PROGRAMMES IN 4 DOCTORAL SCHOOLS, 60 MASTER'S PROGRAMMES, 32 BACHELOR'S PROGRAMMES

## INDEPENDENT INSTITUTES

### RESEARCH-INTENSIVE UNITS

Finnish Museum of Natural History

Helsinki Collegium for Advanced Studies

Helsinki Institute of Life Science HiLIFE

### SERVICE UNITS

Centre for Information Technology

Helsinki University Library

Language Centre

National Library of Finland

Open University

UniSport





## University's management



**Rector**  
**Jari Niemelä**

**Vice Rector  
(education)**  
**Sari Lindblom**



## Faculty's management

**Vice Dean  
(education)**

**Dean**

**Council for  
Academic Affairs  
(ONE)**

**Executive groups  
for the degree  
programmes**

**Faculty Council**





# Guidelines for education at UH

- **The University Act and other legislation**
- **The University's Regulations**
- **Rector's and the vice rectors' decisions**
- **Decisions of the faculty council**
- **Dean's decisions**
- **Executive groups: teaching plans & teaching programmes**

**Decisions at any level can't contradict the guidelines made at a higher level!**

**All guidelines governing the entire university can be found in our intranet Flamma:**  
<https://flamma.helsinki.fi/en/group/yliopisto/johtosaannot-ja-saadokset>

**Take a special look at the guidelines concerning education:**  
<https://flamma.helsinki.fi/en/group/yliopisto/opetuksen-paatokset>





# **Practical work & influencing in the executive group**





# **Members of the executive group**

- **The director of the programme, who is also a member and the chairperson of the executive group**
- **6 members that represent the teachers of the programme**
  - **No vice members**
- **2+2 student representatives (actual and vice members)**

**All members are equal and have an equal vote!**





# **Duties of the executive group**

## **Regulations on Degrees and the Protection of Students' Rights 9a §:**

**The steering group of the degree programme shall submit a proposal for the three-year curriculum of the programme [=degree structure] and shall decide on the annual teaching programme [=what is taught during the next academic year].**

**The steering group shall prepare the proposals for the maximum number of students admitted to the programme as well as on the admission criteria.**

**In addition, the steering group shall see to the organisation of Swedish-language instruction in the programme [if relevant].**





# What is it like in practice?

- **Meetings approx. once a month, some groups may meet more frequently**
- **Meetings consist of handling, preparing and deciding on matters**
- **Commonly both actual and vice members can participate in meetings**
  - **As a minimum half of all members must be present for quorum**
- **Coversations, negotiations, planning, reacting and developing the programme as a whole**





# Important matters for students

- **Preparing the Teaching Plan (for 3 academic years)**
  - Officially decided at the faculty council
- **Deciding on the Teaching Programme (for the next academic year)**
- **Preparing the number of students admitted to the programme and the admission criteria (yearly)**
- **Handling student feedback and developing the programme based on the feedback (reported yearly)**





# **Examples of successful student influencing within executive groups**

- **Changing course reading materials based on a survey made by students**
- **Organising extra courses**
- **Changing the timing of courses to make students' work load more even during the year**







# **Case 1: Preparing the Teaching Plan**





# Fundamentals

- **Teaching Plan = Degree Structure (for 3 years at a time)**
  - **what all graduates of the programme should know, i.e.:**
    - **what courses are included in the programme**
    - **which courses are obligatory and which not**
    - **how much choice students have within their studies**
    - **what are the learning goals of individual courses and the whole programme**
  - **according to which rules is the teaching organised:**
    - **what reading materials and teaching methods are used**
    - **What completion methods each course has (book exam, essay, mandatory lectures!)**
- **These things are set in the course descriptions!**



# What's in the course descriptions?

- **Target group**
- **Preceding studies**
- **Learning goals**
- **Timing**
- **Contents**
- **Reading materials**
- **Activities and teaching methods**
- **Methods and criteria for evaluation**
- **Completion method**
- **Responsible teacher**

*With good planning you can  
avoid obstacles to the  
completion of studies and  
unequal treatment of  
students!*



## **Situation:**

- **The executive group is planning the teaching plan and you get proposals for course descriptions a week before the meeting**
- **You notice problems in the description of one course:**
  - a) **The course is organised at the same time with other teaching**
  - b) **Mandatory lectures as the only possible completion method**

## **Your task:**

### **Discuss in groups of 2-4**

- **Is it necessary to communicate the situation to students and how should you do it?**
- **What kind of a change could you propose to fix the problem?**
- **How will you prepare for the meeting?**





# **Case 2: Working life relevance of the degree**



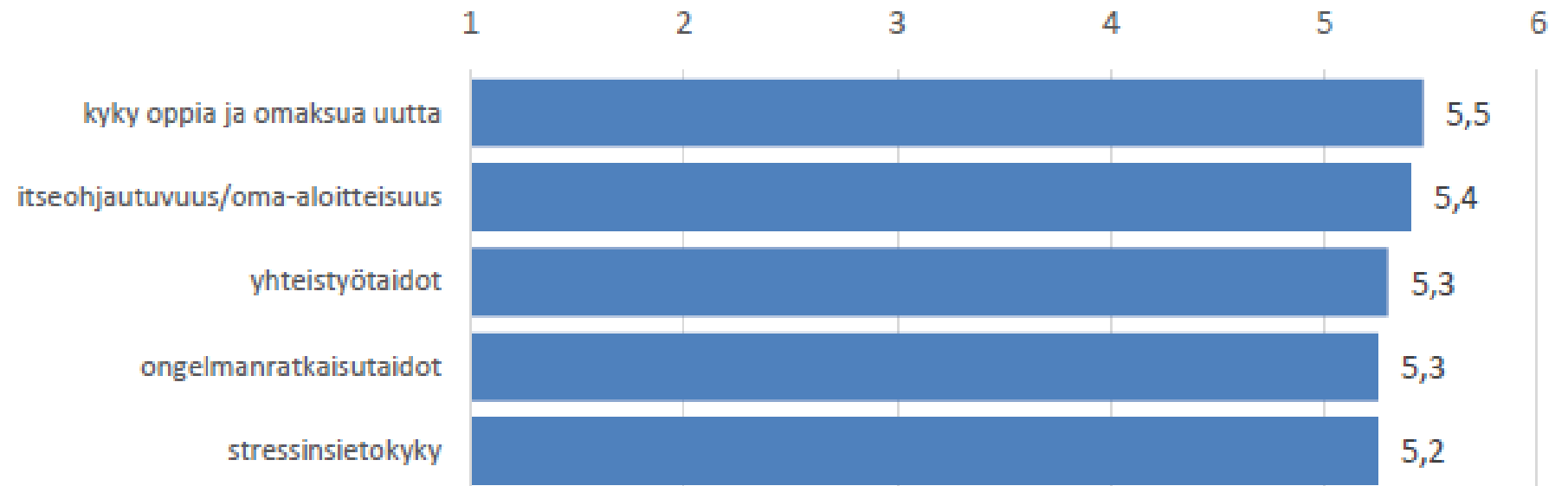


# Fundamentals

- **The working life relevance of degrees, i.e. learning skills important for your career during your studies is one of the university's focus areas during this round of preparing Teaching Plans.**
- **The goal is to give our graduates better assets to get jobs and succeed in their careers.**
- **Being able to tell about your skills is key – students must also learn to identify and promote their skills!**



## Nykyisessä työssä tärkeimmät taidot (N=5355)

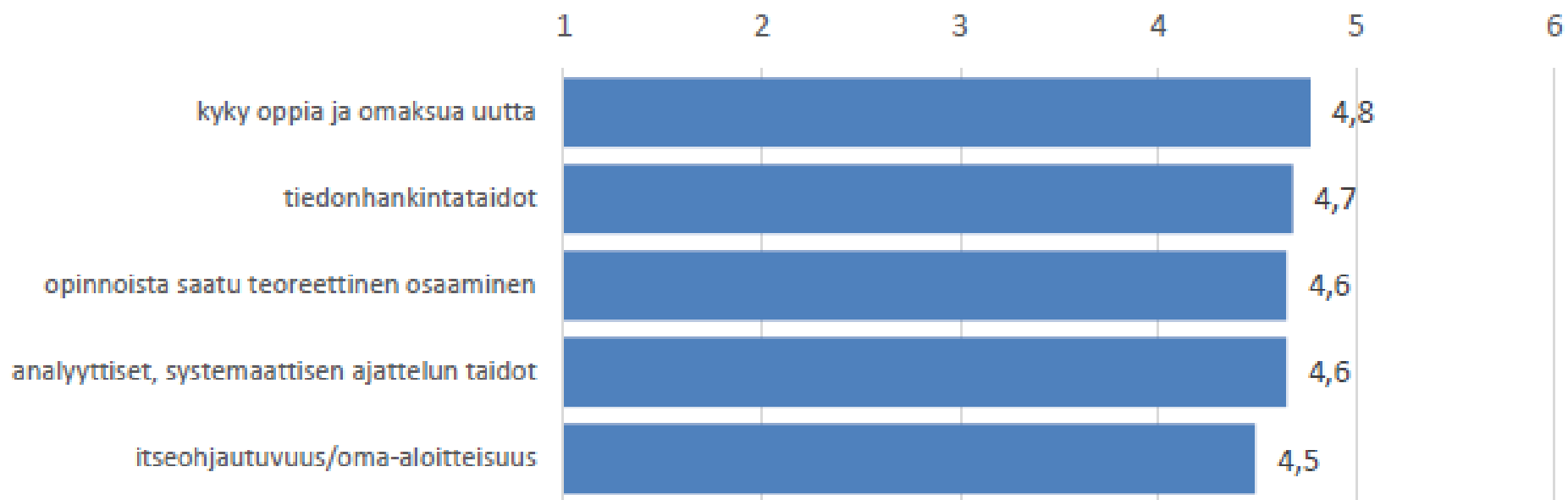


**Source:**  
**Aarresaari-**  
**verkoston**  
**maistereiden**  
**uraseuranta-**  
**kysely 2017**

Asteikko: 1=ei lainkaan tärkeä, 2=vain vähän merkitystä, 3=jonkin verran tärkeä, 4=melko tärkeä, 5=tärkeä, 6=erittäin tärkeä



## Yliopisto-opintojen eniten kehittämät työelämävalmiudet (N=5278)



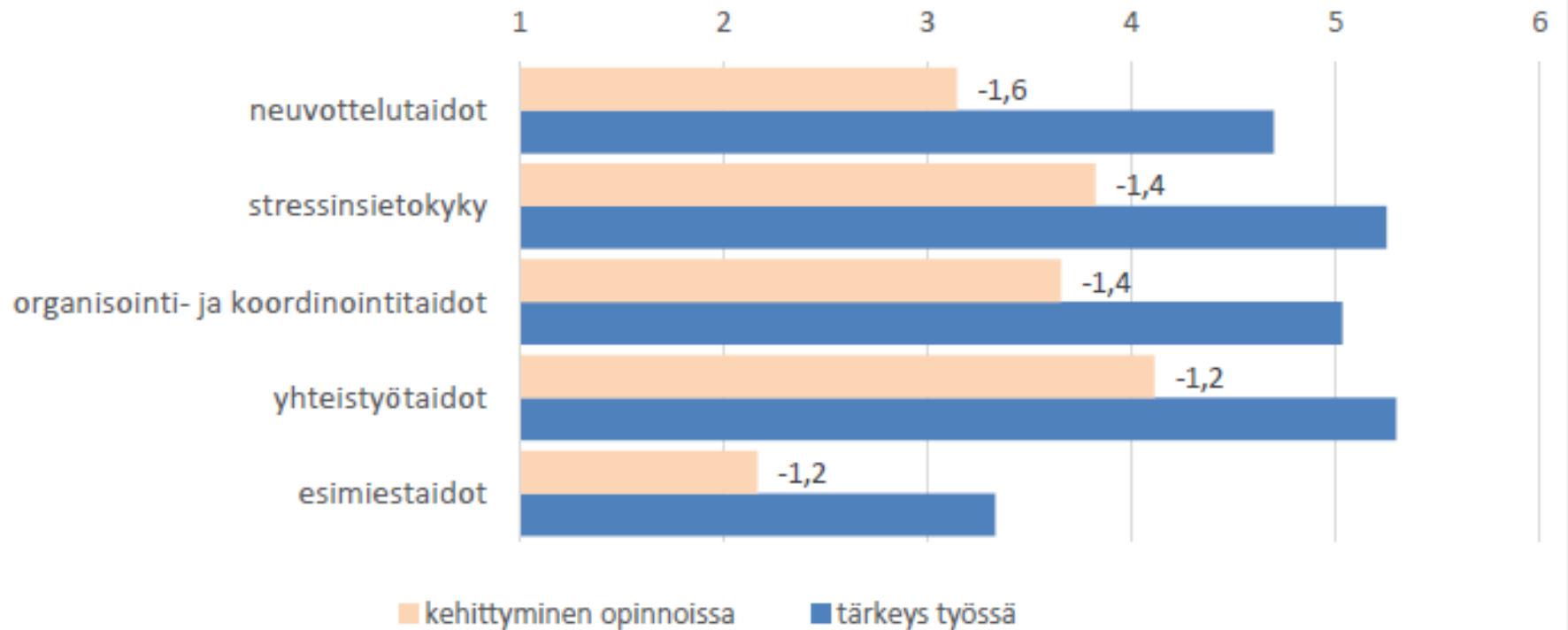
Asteikko: 1=ei lainkaan, 2=vain vähän, 3=jonkin verran, 4=melko paljon, 5=paljon, 6=erittäin paljon

**Source:**  
**Aarresaari-**  
**verkoston**  
**maistereiden**  
**uraseuranta-**  
**kysely 2017**





Suurimmat erot työtehtävissä tarvittavien tietojen ja taitojen ja yliopisto-opiskelun kehittämien tekijöiden välillä (N=5278)



**Source:**  
Aarresaari-  
verkoston  
maistereiden  
uraseuranta-  
kysely 2017





# **Your task:**

**Discuss in groups of 2-4:**

- **What are the most important career skills in your own field?**
- **What kind of teaching would promote developing these skills in students? Are there any obstacles for this goals in your current teaching?**
- **Should these skills be taught in separate courses or be integrated into "normal" teaching?**





# **Help & current affairs**





# Where can I get help?

- **HYY's Specialist Jenna Sorjonen, 0503255202, [jenna.sorjonen\(at\)hyy.fi](mailto:jenna.sorjonen(at)hyy.fi)**
- **HYY's Board member responsible for student representatives (changes yearly)**
- **Information about the tasks of student representatives on HYY's website:**

**<https://hyy.fi/en/guides/student-representatives>**

