

Solutions for unsuitability (SORA) in teacher education, guidance and counselling as well as in psychology, psychotherapy and social work studies

Policy of the University of Jyväskylä

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1 Introduction

The SORA legislation (solutions for unsuitability to study) offers chances for higher education institutions to address a student's or student applicant's unsuitability for certain educational fields. The purpose is to ensure safety for minors, patients and customers as well as the student's legal protection. At the University of Jyväskylä, the SORA legislation is applied in the fields of teaching and counselling, psychology and psychotherapy education as well as social work. The University's SORA degrees in the academic year 2024–2025 are listed in Appendix 1.

The values and principles underlying the SORA legislation and guiding JYU's activities concern the following:

- Comprehensive safety of the learning and operation environment, taking into account safety and security for customers, patients, minors, students themselves as well as the learning and work community, and also the prevention of any situations causing insecurity
- Accessibility, where a person's right to study is the first priority
- Non-discrimination and equality both in the treatment of applicants or students and in solving various issues
- Student's legal protection, which emphasises the education provider's responsibility in decision-making as well as the basis of those decisions, documentation and requests for review
- Collaboration and versatile expertise in cooperation with social and health care specialists
- Student guidance and support aiming at preventing problems in advance, removing obstacles for learning and enabling sufficient studying capacity

The education provider, that is, the University of Jyväskylä (JYU), is responsible for assessing a student's aptitude at the admission stage, when considering the revocation or re-instatement of the right to study during education as well as in situations where a student is suspected of substance abuse or having a criminal background that could potentially endanger the safety of other people.

The JYU SORA policy for the relevant fields aims at:

- describing procedures in settings related to the possible unsuitability of a student,
- enhancing educational safety and security in the SORA fields of our University,
- protecting minors or pupils and other vulnerable persons, such as patients, customers, old people and people with health problems or disabilities,
- ensuring that the educational institution and workplace is free from substance abuse,
- ensuring non-discriminating treatment of students, accessible learning opportunities, and the use of approaches to prevent marginalisation,
- providing appropriate and sufficient support measures according to the principles of high-quality guidance in settings of weakened studying capacity and welfare as well as in conjunction with procedures concerning the revocation of the right to study, disciplinary matters, and drug testing or cases of substance abuse,

- clarifying the rules and procedures for obtaining, exchanging and handling information between students and the University as well as between educational institutions and health care personnel.

The SORA policy is implemented in phases, and it emphasises early recognition and intervention for study-related problems, above all by means of guidance as well as appropriate services regarding the student's individual setting and with the help of a multiprofessional expert group of the University and health care. The approaches described in this document are recommendations and examples of procedural options. It must be considered case by case how the issue can be best processed in the particular case (e.g. when to organise meetings, and who the participants are). Certain legislative requirements for appropriate stages, such as hearing the student and adequate investigation of the issue, must always be met. At JYU, Student and Academic Services and a designated contact person have the responsibility for the maintenance and development of the SORA procedure. In addition to the Universities Act, the design of the SORA model draws on the sources listed in the References section, especially the guidelines that the OHA forum (a cooperation network of universities' study administration directors) has prepared for university-level SORA procedures and also the instructions the Ministry of Social Affairs and Health has provided for the implementation of the SORA legislation in health care (see References).

2 SORA legislation at universities

The SORA legislation is related to a number of sections of the Universities Act (558/2009):

- Accessibility and prerequisites for student admission (Universities Act, section 37a)
- Access to information relating to student admission (Universities Act, 37b)
- Right to a safe learning environment (Universities Act, 41a)
- Revocation of the right to study (Universities Act, 43a)
- Access to information related to the revocation of the right to study (Universities Act, 43b)
- Reinstatement of the right to study (Universities Act, 43c)
- Drug testing (Universities Act, 43d)
- Disciplinary action (Universities Act, 45)
- Procedure in disciplinary actions and matters regarding revocation of the right to study (Universities Act, 45a)
- Handling of sensitive material (Universities Act, 45b)
- Appeal to the students' legal protection board (Universities Act, 83)
- Administrative Court Appeal (Universities Act, 83a)
- Implementation of decisions to take disciplinary action or to revoke the right to study (Universities Act, 85)
- Right to obtain information (Universities Act, 90a)

In addition, the national students' legal protection board was established by a specific Act (956/2011). The board serves as the first instance for appeals in issues concerning the revocation and reinstatement of the right to study.

3 SORA legislation and recognition of unsuitability at the student admission stage

For SORA degrees, the University cannot admit such student applicants who are unable in terms of their health status or functional capacity to cope with practical tasks pertaining to the studies at the educational institution, workplace, practical training or other learning environments. Student admission can be prevented for a reason related to the applicant's health status or functional capacity in cases where such a reason can be objectively considered to rule out these studies or where it might pose a risk to other people's safety. Rejection can also be based on a previous decision on the revocation of the right to study.

A limitation in health or functional capacity does not prevent studying if its effects can be reasonably mitigated, for example, through individual adaptations. The purpose is not to set unnecessary obstacles for access to education regarding people with disabilities or those suffering from other physical or mental limitations. Therefore, the restrictions are applied only in cases where it is obvious that the applicant is unable to attend the education programme due to their health status or functional capacity.

For study places covered by the SORA legislation, the faculties have decided in autumn 2023 on field-specific health requirements, which are part of universities' national recommendations for admission criteria (<https://yliopistovalinnat.fi/opiskelijaksi-ottamisen-rajoitukset-korkeakouluissa>). The field-specific health requirements are in force until further notice. Any alterations to them are discussed and approved annually in the expert network of Finnish university education (OHA-forum), and major policy changes are decided by the UNIFI vice rectors for education. The professional capacity requirements for 2024 in JYU's SORA fields are presented in Table 1.

Table 1. Field-specific requirements for professional capacity

Teaching and counselling field	Psychology	Psychotherapy education	Social work
Adequate interaction capacity for acting in professional tasks.	Adequate interaction skills. Must have prerequisites for developing these through support, training and guidance to a level that enables e.g. customer work.	Good or excellent interaction skills.	Adequate interaction capacity, able to perform professional tasks.
Adequate socioemotional skills for performing professional tasks.	--	--	Adequate socioemotional prerequisites for performing professional tasks.
	Adequate cognitive prerequisites, for example, for written and reciprocal oral communication.	Adequate cognitive prerequisites, for example, for written and reciprocal oral communication.	Adequate cognitive prerequisites for performing professional tasks.
Sufficient mental health for safely performing professional tasks. Progress in studies can be prevented because of repeated unstable or threatening behaviour observed in studies or practical training, which disturbs professional action.	Sufficient mental health for safely performing professional tasks. Progress in studies can be prevented because of repetitive unstable or threatening behaviour observed in studies or practical training, which disturbs professional action.	Sufficient mental health for safely performing professional tasks. Progress in studies can be prevented because of repetitive unstable or threatening behaviour observed in studies or practical training, which disturbs professional action.	Sufficient mental health for safely performing professional tasks. Progress in studies can be prevented because of repetitive unstable or threatening behaviour observed in studies or practical training, which disturbs professional action.
This field is not suitable for persons who have a severe drug or alcohol addiction without any successful therapeutic response.	This field is not suitable to persons who have a severe drug or alcohol addiction without any successful therapeutic response.	This field is not suitable to persons who have a severe drug or alcohol addiction without any successful therapeutic response.	This field is not suitable to persons who have a severe drug or alcohol addiction without any successful therapeutic response.
	Sufficient sensory capacity. When assessing suitability to study this field, it should be determined what possibilities and ways there are to compensate sensory limitations or		

	lacks by means of various aids in the context of psychological tests, for example. Visual and auditive impairments limit possibilities, e.g. in practical training to learn certain assessment methods used in psychologist's work, limiting also professional practice for certain parts.		
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For health status definitions, it must be noted that it is impossible to provide a list of diagnoses or health problems that would automatically mean unsuitability for the field of study. Below are examples of cases where the applicant's health status or functional capacity may be a safety risk (Government proposal 164/2010 for an Act to amend the Universities Act):

- A severe asocial personality disorder
- A severe psychotic disorder without sufficient therapeutic response
- A severe drug or alcohol addiction that has not been brought under control by therapeutic means
- A physical illness or injury that prevents participation in practical tasks or training or would risk the health or safety of people involved in these

Here are descriptions of what the above-mentioned health problems may involve:

- A severe asocial personality disorder includes traits of an asocial (e.g. indifference to other people's rights, inability or unwillingness to take other people into account), unstable (e.g. instability of emotional states and self-image, remarkably impulsive behaviour, lack of empathy), attention-seeking (e.g. theatrical expression of emotions, highlighted appearance, seeking attention, contextually inappropriate sexually seductive behaviour) and narcissistic personality (e.g. various fantasies of grandiosity, strong need for admiration, lack of empathy, seeking power) (see [Persoonallisuushäiriöt - Terveyskirjasto](#)).
- Severe psychotic disorders are mental disorders where the person's sense of reality is significantly weakened (e.g. schizophrenia, acute psychosis). These disorders often involve delusions, hallucinations and distorted ideas, and sometimes also mood disorders such as severe depression periods (see [Psykoosi - Terveyskirjasto](#)).

In addition, student admission can be denied because of drug or alcohol addiction verified by a physician or another expert, to which various forms of therapy or interventions have failed to produce a desired remedy, or in psychology and psychotherapy education, a sensory impairment that makes working in these professions impossible (for example, lacking sufficient eyesight or hearing). The suitability assessment of an applicant with disabilities calls for comprehensive knowledge of disabilities, educational possibilities for people with disabilities, various special study arrangements, services and support measures.

The SORA legislation does not take any position on how individual health problems, disabilities or drug or alcohol addiction affect a student's suitability for SORA degrees, and therefore individual consideration is necessary for each applicant or student.

The University must inform applicants about the kind of health-related requirements and other prerequisites the completion of a degree or education programme involves. For this reason, we have prepared in conjunction with the health requirements also field-specific descriptions of the operation environments for the SORA fields, which are presented in Table 2.

Table 2. Field-specific descriptions of operation environments

Teacher Education as well as Guidance and Counselling Education	Teachers' and student counsellors' jobs involve demanding expert and human relations work where knowledge and understanding are linked to pragmatic functional capacity. Teachers and counsellors work in early childhood education, basic education, upper secondary schools, vocational institutions, higher education institutions, and adult education. In addition, counsellors with teacher qualifications are also employed in many other fields where their expertise is needed. In their work, teachers facilitate growth, learning and well-being. A counsellor's tasks include psychosocial support as well as career and student counselling. The job descriptions vary according to the age groups teachers and counsellors are working with. The job calls for capability to plan, implement and review teaching and educational activities taking place in various learning and educational environments. Teachers and counsellors work increasingly in constructive cooperation with other teachers and counsellors in multiprofessional groups/teams /networks.
Psychology	Working as a psychologist takes place in highly diverse working environments and in continuous social interaction with clients or client groups as well as professional expert networks. The profession calls for self-reflection on one's own functional capacity and also the ability to assess these qualities in other people. In their work, psychologists should explore their customers' functional capacity as well as cognitive and socioemotional functions. This work also calls for autonomous decision-making. Depending on the application area, the physical and psychological operation environment may vary a lot. For the psychological operation environment, a psychologist's profession is especially demanding, and this should be considered when assessing a person's unsuitability for this field.
Psychotherapist Education	Working as a psychotherapist takes place in highly diverse operation environments and in continuous social interaction with customers or customer groups as well as professional expert networks. The profession calls for self-reflection on one's own functional capacity and also the ability to assess these qualities in other people. In their work, psychotherapists should explore their customers' functional capacity as well as cognitive and socioemotional functions. This work also calls for autonomous decision-making. Depending on the application area, the physical and psychological operation environment may vary a lot. The psychological working environment makes the psychotherapist's profession especially demanding, and this should be considered when assessing a person's unsuitability for this field.
Social Work	Social work aims at promoting people's and communities' well-being. Social workers seek to prevent and diminish social problems at the level of individuals, families, communities, and structures. Social workers do their work in highly diverse working environments and in continuous social interaction with customers or customer groups and professional specialist networks. In their work, they encounter ethically demanding and complex situations as well as people in vulnerable life settings. A social worker needs to be able to outline issues from various perspectives combining different types of information in a comprehensive fashion in practical customer situations as well. This profession calls for independent decision-making as well as self-reflection on one's own functional capacity.

In Opintopolku, it would be good to describe the demands and prerequisites of this field of work (see e.g. teacher education) so that the applicants can themselves consider whether they have the prerequisites for this profession.

The right to study can be revoked because of problems in functional capacity for the profession only if the particular prerequisites have been defined at the application stage and informed to the applicants. The education provider needs to investigate whether the obstacle related to health status or functional capacity can be removed by reasonable measures. The evaluation of reasonable measures is the University's duty. If the obstacle can be removed by reasonable measures, the University should take necessary action to do so.

3.1 Applying for SORA fields

The SORA process is applied in student admission for the SORA fields in the joint application system, for example, through which most students are selected for bachelor's and master's degree programmes. At the application stage, the applicants are asked to evaluate in Opintopolku their own suitability to the particular field, considering also whether their health and functional capacity meet the requirements set for these studies. For this, the following questions are used:

- Regarding your health status or functional capacity, are there any such factors that may pose an obstacle in the education programme(s), you are applying for? (Yes/No)
- Has any educational institution revoked your right to study because (1) some factors related to your health status or functional capacity have posed an obstacle for your studies, or (2) you have repeatedly and severely endangered other persons' safety and health, or (3) you have been convicted for serious crimes mentioned in the Universities of Applied Sciences Act or the Universities Act? (Yes/No)

3.2 The meaning of student's self-assessed professional functional capacity for student selection

At present, students' self-assessments of their own professional functional capacity given at the application stage have no influence on student selection. It is considered that the University cannot make valid interpretations at the application period on the basis of current requirement descriptions of health status and functional capacity as to whether or not an applicant's health status or functional capacity will actually pose an obstacle in the studies. This can be found out only in the course of the studies. Thus, while providing additional information for the education provider, these self-assessments are currently not utilised at the beginning or during the studies, however. It should be noted that since 2025, universities' student selections are carried out mainly in national cooperation, which means that a single university cannot autonomously decide how applicants' health status or functional capacity are taken into account at the different stages of student selection.

In some cases, a student may have long-term, severe health or functional problems already before the application stage, which affect the student's studying capacity in the course of the education programme, and the student has not informed about these in conjunction with student selection for a SORA field. Withholding relevant information related to one's health status or functional

capacity at the application stage may have a negative impact if the student's suitability is assessed and the revocation of the right to study is considered during education.

A publication by the Ministry of Social Affairs and Health concerning the implementation of the SORA legislation (SORA-lainsäädännön toimeenpano terveydenhuollossa [Implementation of SORA legislation in health care]) proposes a procedure for situations where an applicant reports health problems at the application stage. It suggests that the university could request the applicant to submit a health care professional's statement in order to assess whether the applicant meets the degree-specific health requirements. In such a case, the student admission would be conditional until the required documents are checked, and the university could cancel the admission if the documents have not been submitted in time or the information is incorrect. However, the current national joint application systems for universities does not involve such a process that would enable the assessment of an applicants' health status in accordance with the ministry proposal described above.

3.3 Aptitude test for teaching and counselling field in recognising unsuitability

The student selection procedure for the teaching and counselling fields includes an aptitude test assessing, among other things, the applicant's prerequisites for acting in the profession. If the assessor of the aptitude test identifies significant shortcomings in terms of prerequisites for professional capacity, the assessor can bring out the concerns in connection with the aptitude assessment. The national workgroup preparing the aptitude test goes through the marks the applicants have received and then makes final decisions on their aptitude or inaptitude.

4 Applying SORA legislation during education

In the Finnish legislation, the right to study is strongly secured and deciding on the revocation of the right to study belongs to the University Board. In educational fields where the studies involve requirements concerning the safety of minors, patients or customers, the University can nevertheless revoke the right to study in accordance with the SORA legislation if

1. it is evident that the student does not meet the health and/or functional capacity requirements of the studies, e.g. because of substance abuse (health justification)
2. the student has repeatedly or severely endangered in his/her studies another person's health or safety and proved to be clearly unsuitable to act in study-related practical tasks or training (endangerment justification)
3. the student has withheld information at the application stage about a decision on the revocation of the right to study, which could have prevented his admission (justification based on previous revocation of the right to study)
4. the student has been convicted for crimes specified in law, which include indecency and sexual crimes, murder, manslaughter, homicide, aggravated assault, aggravated robbery and drug crimes (excluding crime of using drugs, however), if the studies or related practical training essentially call for working with minors and revocation is necessary in order to protect minors (justification based on criminal background).

The reasons mentioned in the legislation may exist irrespective of each other, and the existence of one justification does not require the fulfilment of others. A revocation decision can also be based on a set of several legal criteria. For example, the student has severely or repeatedly endangered another person's safety so that the student's suitability for the field is doubted in terms of health status, and the outcome of the health status review is "Not suitable". In such a case, the decision can be based on both the endangerment and the health justification.

It should be noted that the SORA legislation obligates the education provider to monitor the health status, functional capacity and action of students enrolled in SORA programmes so as to recognise possible factors bearing a risk to the safety of people in a vulnerable position like minors. Especially important study units and practice periods include those that are essential in view of acting in the profession or yield relevant qualifications (including substitute qualifications). In assessing these study units, it must be possible to reject a student's study performance in situations where it is clear that the student does not meet the learning objectives or prerequisites for professional action. In addition, sufficient support measures need to be organised for students (e.g. services of the Finnish Student Health Service (FSHS), supplementary or enhanced guidance).

The revocation of the right to study is not a sanction, but the purpose is to secure the safety of learning and working environments at the University. Before taking up revocation procedures, the student's studying capacity and well-being is assessed and supported in cooperation with the student, including a discussion about possibilities to move to a more suitable field.

4.1 Justification related to health status and functional capacity

The right to study can be revoked if the student does not meet the health and functional capacity requirements of the studies and thus endangers other people's safety. For example, the student's health status or functional capacity may have changed during their studies due to a severe illness and there is no outlook for recovery in this respect. Hence, completing a degree is obviously impossible.

An obstacle pertaining to health status or functional capacity must be based on a medical assessment, where unsuitability is considered individually from the viewpoint of the SORA field concerned. Examples of health-related factors that can lead to the revocation of the right to study include severe asocial personality disorders, severe psychotic disorders without adequate therapeutic response, and severe drug or alcohol addiction that fails to be brought under control by therapeutic means (see section 3. SORA legislation and recognition of unsuitability at the student admission stage).

A factor pertaining to functional capacity can refer to sensory impairments, for example, or to a physical illness or injury that prevents participation in practical tasks or training or endangers the health or safety of people involved in these. This criterion does not necessitate, however, that another person's safety had been threatened in practice.

A factor pertaining to health status and functional capacity cannot be used as a justification for revoking the right to study if the obstacle can be removed by reasonable measures. Therefore, before making a decision, the University must consider whether the obstacle can be removed by

reasonable adaptations. Here, a health-related factor does not refer to less severe mental disorders that can be remedied or considerably mitigated with successful treatment so that possible obstacles for working in the profession are removed.

The revocation of the right to study is the last option, and before taking such action, the education provider must first resort to student welfare and health care services, referring the student to a sick leave or guiding the student to another, more suitable field of study.

4.1.1 Early intervention, support for studying capacity, and removing obstacles for studies

If a student has severe health problems during the studies or other such health-related factors occur that harm their studying capacity, the student must be directed to enhanced guidance for student welfare or to student health care in order to assess their studying capacity and organise necessary support measures. If the student's studying capacity is threatened severely or in the long term, health care services should cooperate with the University's student welfare team and look for ways to enable studying. Study-related problems due to changes in health status or functional capacity are solved primarily by individual teaching arrangements and supporting the student's studying capacity and well-being by means of various support services. The three-step support model used at JYU is described in the document Principles of High-Quality Guidance.

The model proceeds according to the following phases:

Initiating discussion on the issue, which is an important way to address problems in a student's health and functional capacity and prevent them from prolonging. The discussion is usually initiated by a staff member who knows the student's situation and is worried about it. The discussion is confidential and takes place one to one, aiming to support the student in their studies and assess needs for support measures and individual arrangements. The discussion serves as an early intervention, but the situation should be followed and considered again later on. Staff training as well as the contact persons for SORA issues and also for the drug and alcohol abuse prevention plan provide support the carrying out of these discussions.

In some cases, it may be necessary to mediate information about the student's situation to other staff members as well. In line with appropriate conduct, one should ask the student for their consent to this or suggest that the student take up the issue with the staff members concerned. It is allowed to discuss issues related to a student's studies with JYU employees who have a relevant connection to the student's studies (e.g. they teach or guide the student) and whose work tasks may be affected by the student's situation. The teachers and counsellors in charge have an overall responsibility for a student's competencies and capabilities for practical training, for example. In this regard, attention should also be paid to the safety of minors and customers at the training location if the student's situation may have implications for it.

Dealing with a student's health data (e.g. medical diagnoses) calls for special carefulness and discretion. Basically, only such information should be shared that pertains to the impacts of the situation on studying, not any specific health data. Health data are handled for justified reasons only and always in compliance with information security, for example using secure email or having a confidential oral discussion.

Needs assessment for support services. The SORA contact person working in the team for enhanced guidance as well as the contact person for students' drug and alcohol abuse have a particular responsibility for supporting and consulting staff in SORA issues and at the different steps of the three-step support model. In SORA study fields, it is essential to recognise situations related to risks for students' health, functional capacity and safety as well as consult the contact persons with a low threshold already when a student is within student welfare services on the steps of basic or supplementary guidance. It is especially important to ensure the transfer of information from the places of practical training further to the university staff.

Basic guidance (first step). At the first stage, students can be offered basic guidance available to all students. It consists of group guidance, different courses (e.g. HYVY001), self-help online programmes, self-help guides to support studying capacity, and a self-assessment instrument for academic learning skills.

Supplementary guidance (second step). If basic guidance is not enough, students are provided with supplementary guidance to support their studying capacity. Supplementary guidance involves e.g. student welfare advisors (a.k.a. *goodies*), Student Compass welfare coaches and the university chaplain. In addition, students have access to welfare and study counselling services provided by the University's internal and external bodies.

Enhanced guidance (third step). Enhanced guidance is intended for situations where the student needs specific and more intensive guidance for maintaining their studying capacity. Enhanced guidance is provided by experts specialised in supporting students' wellbeing and studying capacity. A student can enter enhanced guidance through supplementary guidance, for example as directed by a student welfare advisor, the University Chaplain, FSHS, or a Student Compass welfare coach.

Enhanced guidance can also include a student health consultation. If a student's studying capacity is declined because of a health-related reason, it is possible to organise a discussion between the student, JYU representatives (a student welfare specialist and a degree programme representative such as an Education Coordinator or a student welfare advisor) and FSHS representatives, so as to define the most appropriate measures to support the student's studying capacity. The purpose of a student health consultation is to look jointly for ways to promote the student's studying capacity and enable progress in studies. When looking for solutions, the focus is on how related obstacles can be overcome or bypassed by means of special pedagogical arrangements or the University's other support measures as well as specific support provided by FSHS, or by some other solutions.

A consultation on referral to health care is a meeting organised by the University and FSHS, in order to direct the student to seek appropriate therapeutic means if substance abuse has affected their studies or endangered their health and safety.

4.1.2 Transferring to another education programme

If a student has significant difficulties in coping with their studies and related practical tasks and training, it is investigated together with the student what possibilities there are for him or her for

other educational options. On the student's consent, he or she can be transferred to another programme of the University, providing that the student meets the admission criteria for this programme. In such a case, it is not necessary to apply the regulations concerning actual student admission.

Changing over to another education programme should take place before the student has completed the study units yielding qualification for a SORA field (for example, practice periods). For this reason, it is important to recognise and address early enough a student's difficulties in coping with the studies. At the initial stage of studies, a key role in problem recognition is played by personal study plan instructors and student welfare advisors, for example, who can contact and consult a SORA contact person where necessary. It is recommended that changing over to another education programme take place during bachelor's degree studies at the latest, so that the student would not complete any considerable extent of such studies that cannot be included in his or her degree later. It should be noted that qualifying studies cannot be taken away from a student if they have been successfully completed.

For the SORA fields at JYU, transfers to another education programme take place as follows.

Teaching and counselling field. In the Faculty of Education and Psychology, degree programmes can be changed within the faculty so that a student shifts from another field of educational studies yielding teacher's pedagogical qualification over to the bachelor's and master's degree programme in Education and Adult Education. In such shifts within the faculty, the target degree (M.A., Educ.) remains unchanged, but certain rights to study related to the earlier degree programme, such as POM studies, VAAM studies, and pedagogical studies, are terminated and the student cannot thus get a teacher qualification.

A student admitted to subject teacher education through direct selection, or an aptitude test can be transferred to specialist education that does not yield any substance teacher qualification. The transfer is prepared by the head of student and academic affairs of the Faculty of Education and Psychology as well as the head of student and academic affairs of the faculty where the degree programme is to be completed.

Psychology. Students studying for bachelor's and master's degrees in psychology (M.A., Psych.) can transfer to an M.A. degree programme in psychology. After the transfer, however, a graduate cannot apply from Valvira for the right to work as a registered professional psychologist, in other words, the graduate will lack a psychologist's qualification.

Social work. Students in the bachelor's and master's degree programme in social work can change over to a programme leading to a Master of Arts or Master of Social Sciences degree, for example in the study line of Social and Public Policy. These graduates cannot apply to be authorised professional social workers.

When the education programme is changed, the issue is prepared by the head of student and academic affairs and decided by the dean. The head of student and academic affairs information about the change to be recorded at the study service desk and at the same time the giving up of the right to study to the previous education programme is recorded. The study completion time stays

the same. The head of student and academic affairs notifies VALVIRA about the student's transfer to another education programme, including the decision and justifications thereof.

4.1.3 Initiating the revocation of the right to study

If a student's health or functional capacity has not improved sufficiently despite related interventions and support measures, and it is necessary to initiate the revocation of the right to study, the University starts an assessment of suitability for studies which pertain to the overall SORA legislation. A request for review is made to FSHS when the revocation of the right to study calls for a medical review and statement. The review is conducted at FSHS in accordance with the instructions issued by the Ministry of Social Affairs and Health (SORA-lainsäädännön toimeenpano terveydenhuollossa), and the University is responsible for the costs.

Initiating the revocation of the right to study typically proceeds in line with the following phases:

1. The University (for example, a SORA contact person) contacts the (OTE) public health nurses in charge of study cooperation for FSHS who are familiar with SORA issues. Alternatively, it is possible that the SORA field student is an FSHS customer, which obliges FSHS to notify the University. In such cases, FSHS contacts the team for student welfare, primarily the SORA or substance abuse contact person, or contacts the team by email for enhanced support.
2. A student health consultation is arranged by FSHS, including the following participants:
 - the student
 - responsible FSHS team comprising a SORA physician and public health nurse, and when needed, a psychologist/psychiatrist
 - the faculty's head of student and academic affairs
 - the head of the department (as a representative of the degree programme)
 - a student welfare representative, e.g. a SORA contact person and/or substance abuse contact person
 - the student's support person.

The FSHS SORA physician chairs the student health consultation. It includes an assessment of the student's situation, a discussion of observations made at the University regarding the student's health and functional capacity, and a review of applied support measures and their effectiveness. The purpose is to hear the student and ensure that the student is aware of the health requirements of the educational field and also of the education provider's concerns as well as the problems in health or functional capacity which can lead to the revocation of the right to study in the SORA field. FSHS prepares a memo of the consultation and saves it in a secure fashion in the patient data system. In addition, the SORA contact person saves the memo to a location, designated by the University, that meets the criteria regarding the information security of materials including sensitive data (Collabroom).

In the student health consultation, it is possible to identify the need to continue support services and therapy for the student in order to promote their studying capacity or to remove related obstacles.

Alternatively, the faculty's dean, the head of student and academic affairs or the head of department can announce during the consultation or after it that there is a need for a medical statement on the suitability for studies.

3. If a medical review is considered necessary, FSHS commences an assessment of the student's unsuitability for studies. For this, the University provides FSHS with a written description of the tasks which have been difficult for the student to cope with and also a description of possibly applied support measures and their impacts, together with the health requirements of the field of education. In providing these data, an FSHS background information form is used (Appendix 2).

FSHS decides on the medical examinations considered necessary in order to define the student's health status and functional capacity and based on these the physician gives a statement on the student's condition with relation to the health requirements of the studies. The assessment of unsuitability to studies is often carried out in multiprofessional cooperation coordinated by the SORA physician of the team responsible for the student. Where needed, the assessment involves a public health nurse or a psychiatric nurse, a psychologist and/or a psychiatrist. On the University's consent, it may also involve experts from outside FSHS, such as a specialist doctor, neuropsychologist or ophthalmologist. In highly demanding situations, the student can be referred to a HUS clinic for an assessment of their capacity to work. The medical statement must show that the student has received a health examination on the basis of which a review has been made of the student's functional capacity from the perspective of the health requirements of the studies.

While waiting for the medical statement, it is considered whether there are any immediate safety risks associated with the student's medical condition or their lack of functional capacity, and it is agreed what studies the student can pursue while the investigation is underway. This investigation involves representatives of the degree programme (e.g. head of department and education coordinator) and the SORA contact person.

If the student refuses the above-mentioned examinations and investigations, the student's right to study can be suspended under the Universities Act, section 85 until they agree to go for the necessary examinations and investigations within one month at the latest. When necessary, attendance in class can be suspended for three days at a time.

4. After ordering medical examinations for a student of psychology, psychotherapy education or social work, the head of student and academic affairs notifies Valvira about initiating the revocation of the right to study.
5. After the completion of the health assessment, a second student health consultation is arranged, includes the same participants, as far as possible, in addition to legal counsel from the University. The negotiation is arranged by FSHS, and it includes a review of the medical expert statement (T certificate), which takes a position on whether the student is suitable, suitable with certain limitations, or not suitable to continue the studies. The purpose is also to hear the student, who can bring along a support person as well.

6. Representing the University, the dean of the faculty decides on the continuation of the right to study or makes a proposal to the University Board about revoking the right to study on the grounds of the medical statement and points brought up in the student health consultation. The dean's decision is not bound to the statement, but it bears a great weight in the justification of it. It is important to consult the University's Legal Services in order to ensure the lawfulness of the process as well as non-discrimination and equality in the solution and decision-making process.

If the student is deemed to be suitable for studies in the medical statement, the need for possible support measures is considered at the University. If the student is found as suitable with certain limitations, the University considers whether the studies can be continued with the support measures recorded in the statement.

7. If the student is found to be not suitable, the head of student and academic affairs re-checks the student's willingness to move to another education programme for which they meet the requirements. In considering a new field of education, the student's health-related limitations are taken into account. Health care professionals have the right, notwithstanding their confidentiality obligation and upon their own discretion, to provide for a person in charge of study counselling such information concerning a student's health and functional capacity that is necessary for performing the duties; in this case the recipient is the head of student and academic affairs in order to direct the student to other studies and support services. A memo is prepared on the investigation and related discussions concerning the transfer to another educational programme. The head of student and academic affairs accounts for the filing of the memo. The decision on changing over to another education programme is made by the dean. the memo is saved to an information-secure location designated by the University (Collabroom).
8. If the student is not willing to transfer to another education programme and the need to revoke the right to study persists, the dean of the faculty makes a decision on proposing to the University Board for the revocation of the student's right to study.
9. The dean of the faculty prepares, in collaboration with the head of student and academic affairs, the head of department, the SORA contact person, and university legal counsel, a proposal to the University Board for the revocation of the student's right to study.
10. The student is informed of the revocation of the right to study. Within 14 days, the student can submit their appeal to be attached to the proposal forwarded to the University Board.
11. The proposal for the revocation of the right to study is dealt with by the University Board (see section 5. Deciding on the revocation of the right to study).

4.2 Endangerment

In cases of endangerment, the student has repeatedly or severely endangered another person's health or safety and thus proved unsuitable for the field of education. This may be about a single or repeated negligence of safety regulations, inadequate or inappropriate conduct, reckless approach or several careless or negligent actions. Such indifference is manifested, for example, as severe or repeated negligence or confusion involving safety risks in practical tasks at the

educational institution, workplace or other learning environment. Recklessness can also involve a student's indifference to the consequences of their own actions.

Another person subjected to this action may be a child, pupil, patient or customer or alternatively also a teacher, fellow student, or a bystander. The reasons for the endangering actions can be health related, but indicating such a reason is not required when appealing a case of endangerment. However, a single accident caused by carelessness does not fulfil the prerequisites for revoking the right to study if the deed or negligence does not indicate evident unsuitability to act in practical study-related tasks at the educational institution, workplace or other learning environment.

4.2.1 Early intervention, support for studying capacity and removing related obstacles

If other people's safety is severely endangered and the student's behaviour requires immediate intervention (e.g. violent, threatening or other behaviour jeopardising another person's life or health), the student can be ordered to leave the teaching facility, or an event organised by the University. Where necessary, the University's security specialists are contacted. Drug tests or other intoxicant testing can be required if the prerequisites for it are met. After that, it is possible to immediately begin the revocation of the right to study (see section 4.2.3 Initiating the revocation of the right to study).

If the fault or negligence endangering another person's health or safety does not call for an immediately initiating the revocation of the right to study, it is first addressed through guidance. The person who notices the issue contacts the SORA contact person and informs the faculty's head of student and academic affairs, dean and the head of the department about the case that led to a safety risk. A meeting is arranged to discuss the issue between the student, the notifier of the concern, other persons involved in the situation and the SORA contact person. With the student, the events related to safety and risks thereof are reviewed again together with the key content of the SORA legislation and it is clearly and in concrete terms explained what kind of behaviour or action is expected and required from the student in the future. In addition, the discussion includes a review of possible support measures and help providers. When needed, the student is directed to support services provided by student welfare or health care personnel (the University's enhanced guidance or FSHS). The SORA contact person drafts a memo on the meeting. For written records on meetings related to SORA processes, the memo template in Appendix 3 can be used where needed. It is recorded in the memo how the situation will be followed and who is responsible for it. The SORA contact person saves the memo to an information-secure location designated by the University (Collabroom).

4.2.2 Changing the education programme

See section 4.1.2

4.2.3 Initiating the revocation of the right to study

If the endangering of other people's health and safety continues or has been severe, the revocation of the right to study is initiated.

The referral of study right revocation proceeds ordinarily as follows:

1. A meeting is organised with the following participants:
 - the student
 - the person who raised the concern, also other persons involved in the situation if necessary
 - the head of the department, as a representative of the degree programme,
 - the faculty's head of student and academic affairs, and where necessary, the University's head of risk management and security
 - student welfare representatives, e.g. the SORA contact person and/or substance abuse contact person
 - a Legal Counsel of the Legal Services
 - the student's support person.

The meeting is summoned by a person in charge of monitoring the student or knowing the student's matters, in collaboration with the SORA contact person. The head of student and academic affairs chairs the meeting. The meeting includes charting of the situation or events, discussion about observations related to the student's action or behaviour as well as a review of potential support measures and their effectiveness. The purpose is to hear the student and ensure that the student is aware of the education provider's concerns as well as the problems in their actions which can lead to the revocation of the right to study in the SORA field. It is important to prepare well for the event by collecting as concrete and detailed descriptions of the events as possible. The SORA contact person acts as a secretary in drafting a memo on the meeting. The same person also saves the memo to an information-secure location designated by the University (Collabroom).

2. The head of student and academic affairs checks the student's willingness to seek other educational options, if on the grounds of the discussion event and possible subsequent further investigations it is found out that the endangerment justification is sustained and is therefore a sufficient reason for the revocation of the right to study. On the student's consent, the student can be transferred to some other education programme at the University, providing that he or she meets its student admission criteria. The decision on changing the education programme is made by the dean. A memo is drafted upon the investigation and decision. The head of student and academic affairs is responsible for recording and saving the memo. It is saved to an information-secure location designated by the University (Collabroom).
3. If the endangerment is sustained and the student is not willing to transfer to another education programme, the dean of the faculty decides on the proposal to the University Board for the revocation of the student's right to study.
4. The dean prepares in collaboration with the head of student and academic affairs, Head of Department, SORA contact person, and Legal Counsel a proposal to the University Board for the revocation of the student's right to study.
5. For students of psychology, psychotherapy education and social work, the head of student and academic affairs notifies Valvira about initiating the revocation of the right to study.

6. The student is informed of the proposal to revoke the right to study. Within 14 days, the student can submit their response to be attached to the proposal forwarded to the University Board.
7. The proposal for the revocation of the right to study is dealt with by the University Board (see section 5. Deciding on the revocation of the right to study).

4.3 Justification related to criminal background

To ensure safety for minors, there is a need to know that a student going for a practice period has no criminal record for certain serious crimes in Finland or other EU Member States. To demonstrate this, students admitted in 2012 or later must present an extract from a criminal record. It is checked during their studies, and it cannot be checked at the student admission stage.

The SORA legislation applies to the following offences: distributing a sexually indecent image, aggravated distribution of a sexually indecent image depicting a child, possession of a sexually indecent image depicting a child, sexual offences mentioned in chapter 20 of the criminal code, manslaughter, murder, homicide, aggravated assault, aggravated robbery, and drug crimes mentioned in chapter 50 of the criminal code.

4.3.1 Checking extracts from criminal record

An extract from the criminal record is requested from students whose study-related practice or other tasks essentially require working with minors, and the extract is requested prior to the beginning of such study units or practice periods. The students must be informed that the study unit or practice period cannot be started if the extract has not been presented. Throughout the process, the restrictions pertaining to the saving of extracts from the criminal record must be taken into account, that is, is forbidden to copy or save the extract in any other way. This restriction does not apply to cases where the extract includes markings of convictions covered by the SORA legislation. In such a case, a copy of the extract is taken for the University for the duration of processing the matter. It is the University's duty to define who are authorised to handle extracts from the criminal record because they contain sensitive and confidential information. A trainee's place of work is not permitted to handle the extracts (nor is the University's Teacher Training School).

Students order from the Legal Register Centre an extract from the criminal record tailored for studies, which is free of charge. The extract includes convictions only for serious crimes mentioned in the Universities Act, section 43a. The extract is valid for six months. If a student refuses to present an extract from the criminal record, their right to study can be suspended until the student agrees to present the extract.

Students present the extract to the person responsible for checking it, who then records necessary information only, such as the date and result of the check. The entry is retained for the duration of studies or at most four years from the date it was made.

The SORA education programmes define how many times the extract is checked during the studies. Students' equal treatment in checking the extracts is important, also between different

SORA programmes. It is recommended that the SORA fields develop shared field-specific policies regarding the checking of extracts from the criminal record.

At JYU, the extracts are checked at the beginning of bachelor's or master's degree studies or in connection with practice periods. For a specific reason, an extract from the criminal record can exceptionally be checked at other times as well. This is possible, for example, when the previous check was done a long time ago, if there is a justifiable reason to suspect that the student has been convicted for an offence covered by the SORA legislation or if the student has themselves reported a conviction that restricts working with minors.

If the extract includes entries for convictions covered by the SORA legislation, the person checking the extract takes a copy of it for the University for the duration of processing the matter and also informs the student about this. After that, the University starts to determine the student's eligibility to study.

4.3.2 Initiating the revocation of the right to study

If the check of a student's criminal record gives grounds for it, a more specific review of the matter is launched in order to revoke the student's right to study.

The procedure for initiating the revocation of the right to study is typically as follows:

1. A meeting is organised with the following participants

- the student
- the person who conducted the criminal record check
- the Head of Department (as a representative of the degree programme)
- the faculty's head of student and academic affairs, when needed also the University's head of risk management and security
- the SORA contact person and/or substance abuse contact person (as a representative of student welfare)
- legal counsel from University Legal Services
- the student's support person.

The head of student and academic affairs chairs the event. The meeting includes hearing the student, reviewing the criminal background report and ensuring that the student is aware of the education provider's concerns as well as the problems in their criminal record which can lead to the revocation of the right to study in the SORA field. The student can themselves provide an account supporting the continuation of the right to study. The head of student and academic affairs writes a memo on the meeting, which is saved to an information-secure location designated by the University (Collabroom).

It must be noted that in a case with one or more convictions entered in the criminal record extract, the right to study is not revoked automatically, but the matter is considered separately for each case. The factors considered may include, for example, the field of education, the crime committed, the time of offence, and the length and quality of penalty.

2. The head of student and academic affairs checks the student's willingness to seek other educational options, if on the grounds of the meeting and possible subsequent further investigations it is determined that the endangering behaviour has persisted, and the check of the student's criminal record provides a sufficient reason for the revocation of the right to study. On their consent, the student can be transferred to some other education programme at the University, providing that he or she meets its student admission criteria. The decision on transferring to another education programme is made by the dean. A memo is drafted about the investigation and decision. The head of student and academic affairs is responsible for entering and saving the memo. It is saved to an information-secure location designated by the University (Collabroom).
3. If the endangering behaviour and the student is not willing to move to another education programme, the faculty's dean makes a decision on the proposal to the University Board for the revocation of the student's right to study.
4. The dean prepares, in collaboration with the head of student and academic affairs, the head of the department, SORA contact person, and Legal Counsel a proposal to the University Board for the revocation of the student's right to study.
5. For students of psychology, psychotherapy education and social work, the head of student and academic affairs notifies Valvira about initiating the procedure for the revocation of the right to study.
6. The student is informed about the proposal to revoke the right to study. Within 14 days, the student can submit a response to be attached to the proposal forwarded to the University Board.
7. The proposal for the revocation of the right to study is handled by the University Board (see section 5. Deciding on the revocation of the right to study).

4.4 Drug or alcohol abuse

In accordance with the SORA legislation, JYU has a written plan for the prevention of drug and alcohol abuse and for interventions in related problems.

In cases related to drug or alcohol abuse arises, it is suspected that a student is under the influence of narcotics, drugs or alcohol in study-related practical tasks or learning at work, or it is suspected that the student is addicted to these. A reasonable suspicion does not mean that substance abuse had been proven, but the suspicion can be based on observations made by a teacher or instructor, for example, about a student's behaviour, or other such feedback from others which can be considered reliable. A further criterion is that in the studies the student is engaged in such tasks that call for special carefulness, reliability, independent discretion or good reaction capacity, and where acting under the influence of drugs severely endangers the life or safety of the student or another person, the protection of confidential information, or increases the risk for trafficking of drugs in the possession of the education provider or trainee's place of work.

4.4.1 Early intervention, promoting studying capacity and removing related obstacles

It is important to intervene as early as possible with a student's problematic use of drugs or alcohol. The earlier the problem use is addressed, the easier it is to prevent the problem from worsening.

Initiating discussion. If teaching or guidance staff become worried about a student's drug or alcohol abuse, the issue is immediately addressed with the student. This takes place in a one-to-one discussion and such discussions are confidential. The purpose is to express concerns about the students' drug or alcohol abuse and its impacts on the student's studies and wellbeing. The discussion in itself serves as an early intervention, but the situation is reviewed again after a few months, for example. In the discussion, it can also be recommended that the student contact an FSHS physician for an overall assessment of the situation. If the substance abuse hampers the student's studies, a negotiation about referral to appropriate therapeutic treatment is recommended.

Getting in touch with a substance abuse contact person. The teaching and guidance staff or the student can contact the University's contact person for students' substance abuse if they seek advice and support for addressing or dealing with the problem. The student can be provided with enhanced guidance in order to support his or her studying capacity. The contact person works as a link between the faculty, FSHS and, when needed, the therapeutic units. In addition, the contact person takes care of hearing the student and organises necessary drug or alcohol testing. The contact person also participates as the University's representative in the negotiation about referral to appropriate therapeutic treatment.

Dismissal from a teaching situation. According to the Universities Act, section 45, a student who disturbs teaching, behaves in a violent or threatening manner, or endangers another person's life or health can be ordered to leave the teaching facility or the event organised by the university. If the dismissal from a teaching situation or event was the result of drug or alcohol abuse, it is recommended that the issue be addressed already in conjunction with the instance or as early as possible after it. Dismissals from teaching are recorded as described in the plan for substance abuse issues (Appendix 1 to the Plan for student substance abuse issues) and notified to the substance abuse contact person. If the student finds that their dismissal from teaching took place on false grounds, they can submit a certificate (a breathalyzer result, blood test result or drug test result) of their appropriate condition to the person in charge of the dismissal. The student can obtain such a certificate from FSHS.

Meeting about referral to therapeutic treatment. If substance abuse has clearly affected a student's study performances or severely endangered the student's own health or public safety, the substance abuse contact person organises a meeting about referral to appropriate therapeutic treatment. For the negotiation, necessary background information is collected, and the participants receive a written invitation, which lists the participants and states the aim of the negotiation.

The participants include:

- the student

- an FSHS representative
- JYU representative(s)
- the student's support person when needed.

The negotiation is chaired by the FSHS representative. To expedite the referral to therapeutic treatment, it is recommended that the student contact FSHS in order to map the situation and plan for the treatment already before the negotiation. The content of such an appointment is confidential, and the matters discussed therein are not dealt with in the negotiation about referral to therapeutic treatment unless the student has given permission for it. The purpose of the negotiation is to get the student to understand their need for therapeutic treatment and seek it, as well as to ensure that necessary treatment is available to the student. The responsibility for commitment to the therapeutic process is on the student, while responsibility for the treatment is on the operational health care unit concerned. The University is not in charge of the student's therapeutic treatment, nor entitled to information about it without a statutory justification.

Drug testing. A drug test certificate can be required from university students of any field, not only from those involved in suitability assessment under the SORA legislation. The University can oblige a student to present a drug test certificate if there is reason to suspect that the student is under the influence of drugs in study-related practical tasks or training or that the student has a drug addiction (Universities Act, 43d).

A further requirement is that testing is necessary in order to determine the student's functional capacity and the student acts in such tasks that call for special carefulness, reliability, independent discretion or good reaction capacity, and where working under the influence or being addicted to drugs:

- 1) severely endangers the student's own or another person's life or health,
- 2) severely endangers the protection or integrity of confidential information
or
- 3) significantly increases the risk for trafficking and distribution of substances in the possession of the University or place of training with reference to the Narcotics Act (373/2008), section 3.1.5, and the Universities Act 43d.

A student can be required to present a drug test certificate by a decision made by the dean of the faculty or by another person authorised by the dean. After being informed about the faculty's decision, the substance abuse contact person coordinates the implementation of drug testing in cooperation with the FSHS staff. If the substance abuse contact person is not immediately available, a teacher or another staff member or training instructor can also arrange for drug testing in cooperation with FSHS staff. More detailed practices for drug testing are described in the JYU plan for student substance abuse issues (4.3. Drug testing).

If testing cannot be carried out immediately after ordering, a representative of the education or degree programme (dean, head of student and academic affairs or the head of the department) together with the substance abuse contact person must consider whether the student can continue studying during the waiting period. Continuing a practice period that has already begun requires good justifications, whereas ordinary lectures can usually be attended. In this connection, the

University has to weigh the student's right to study against taking care of the fellow students' right to a safe learning environment. Any behaviour that personally endangers the student or the learning environment of others should be interpreted strictly. Attendance to teaching can be suspended for three workdays at maximum, after which the situation must be reviewed again. Such a suspension is an actual administrative action taken for a justified reason. Hence, the student does not have the right to appeal at this stage.

The student receives a certificate prepared at FSHS which is to be submitted to the University. It must be submitted to the substance abuse contact person within a reasonable time, which is usually set as three to seven days.

The University is responsible the costs of the drug test certificate. It is recommended that the substance abuse contact person informs the FSHS unit as soon as a student is required to present a drug test certificate.

Referral to a drug test is an actual administrative action taken for a justified reason based on relevant background information. The student can refuse taking the test. Thus, the student is of course unable to present the required drug test certificate to the University. It is also possible that the student agrees to take the test but refuses to present the certificate to the University. Refusing to present a drug test certificate can lead to disciplinary sanctions. The Rector of the University can issue a written warning to the student, or when the refusal is repeated after the warning, the University Board suspends the student or a fixed term of one year at maximum. This kind of a sanction is an administrative decision and before making it the student must be heard.

The student shall be heard also in settings where the drug test result provides a basis for the consideration of launching SORA procedures in order to revoke the student's right to study. The student can bring along a support person at the different stages of the process. If the student so wishes, he or she can invite the support person from the local Student Union.

4.4.2 Initiating the revocation of the right to study

If the endangerment of other people's health and safety because of drug or alcohol abuse continues or has been severe, and not responding to therapeutic means, the revocation of the right to study is initiated.

The process for the revocation of the right to study typically proceeds as follows:

1. A discussion is organised with the following participants:

- the student
- the notifier of the substance abuse, also other persons involved in the situation if necessary
- representing the degree programme, the Head of Department
- the dean of the faculty and head of student and academic affairs, and where necessary, the University's head of risk management and security
- As student welfare representatives, the substance abuse contact person and the SORA contact person

- Legal counsel from the University Legal Services

The meeting is summoned by a person in charge of taking care of the student's situation or knowing the student's matters, in collaboration with the University's substance abuse contact person. The head of student and academic affairs chairs the meeting. The meeting includes charting of the situation or events, discussing about observations related to the student's drug or alcohol abuse, and reviewing possibly applied support measures and their effectiveness. The purpose is to hear the student and ensure that the student is aware of the education provider's concerns as well as the problems in his or her action, which can lead to the revocation of the right to study in the SORA field. It is important to prepare well for the event by collecting as concrete and detailed descriptions of the events as possible. The substance abuse contact person acts as a secretary in drafting a memo on the meeting. The same person also saves the memo to an information-secure location designated by the University (Collabroom).

2. The head of student and academic affairs checks the student's willingness to seek other educational options, if on the grounds of the discussion event and possible subsequent further investigations it is found out that the drug or alcohol addiction or substance abuse is still an active problem and is therefore a sufficient reason for the revocation of the right to study. On the student's consent, the student can be transferred to some other education programme at the University, providing that he or she meets its student admission criteria. The decision on changing the education programme is made by the dean. A memo is drafted upon the investigation and decision. The head of student and academic affairs accounts for recording and saving the memo. It is saved to an information-secure location designated by the University (Collabroom).
3. If the student is not willing to move to another education programme, the dean, head of student and academic affairs, Head of Department, substance abuse contact person and Legal Counsel prepare a proposal to the University Board for the revocation of the student's right to study.
4. For students of psychology, psychotherapy education and social work, the head of student and academic affairs notifies Valvira about the initiation of the revocation of the right to study.
5. The student is informed of the proposal to revoke the right to study. The student can submit their response to be attached to the proposal forwarded to the University Board.
6. The proposal for the revocation of the right to study is dealt with by the University Board (see section 5. Deciding on the revocation of the right to study).

4.5 Revoking the right to study because of a previous revocation decision

The right to study can be revoked if the student has withheld at the application stage relevant information about a decision on the revocation of the right to study that could have prevented the student from being admitted. The revocation of the right to study on these grounds requires that at

the application stage the educational institution has requested information about possible decisions on the revocation of the right to study and the applicant has provided incorrect information or withheld requested information. When considering the revocation of the right to study because of a previous revocation decision, an adequate investigation of the matter is needed and the student must be heard, for example, by arranging a discussion. Hearing the student has particular weight when the previous revocation decision was made a long time ago or for a different education.

For the review of the right to study, the University is entitled to receive necessary information about a decision on the revocation of the right to study and its basis from another educational institution (as part of the transfer application procedure). Similarly, the University is entitled to provide such information to another educational institution. The person responsible for providing and requesting such information is the head of student and academic affairs.

5 Deciding on the revocation of the right to study

The decision on the revocation of the right to study is made by the University Board. For this purpose, the Board is provided with the following information:

- an introductory memo describing the SORA legislation and how it is applied
- Health reasons: Prerequisites for professional functional capacity in the field of education as well as a medical statement on the student's health status or functional capacity
- Endangerment: A description of the case of endangerment and other necessary information (e.g. safety instructions, an expert evaluation of the risk for reoccurrence)
- Criminal record check: Information shown in the extract from the criminal record and other necessary information
- Drug or alcohol abuse: Drug or alcohol test results

Previous revocation of the right to study: An account from another educational institution.

- An account by the head of student and academic affairs about the student's refusal to move to another education programme.
- Reasons for proposing to revoke the right to study
- The student's response.

On the public agenda, the heading for the issue can be marked as "Revocation of the right to study". The agenda can also include a general description of the issue as well as a list of materials without the student's identification data. The documents handled in the Board meeting are labelled in compliance with the Act on the Openness of Government Activities, section 25, subsection 2. Any paper documents possibly distributed in the meeting are collected and destroyed. Confidential documents can also be available for viewing beforehand at the University's premises in order to ensure that the Board has the necessary information at their disposal for decision-making.

If the Board decides to revoke the right to study, they must also decide on the date of its enactment. The student should be notified about the decision in a verifiable manner, in which case

a certificate of receipt will be issued, or the decision can be officially delivered by a bailiff. The decision includes an address for appeals to the students' legal protection board and instructions for how to apply for the reinstatement of the right to study. The head of student and academic affairs checks that the termination of the right to study has been entered in the student register. The head of student and academic affairs also notifies Valvira about the revocation of the right to study and the related decision made by the University Board and the reasons for it.

Student welfare services seek to ensure that the student receives information regarding where they can obtain the necessary health care services in the future. The substance abuse contact person ensures support to the student before the right to study ends as well as sufficient access to information, because, for example, access to FSHS expires at the end of the semester during which the right to study ends. In these situations, a clear plan for further care must be made.

6 Disciplinary actions for students

Misconduct or inappropriate behaviour defined in the Universities Act, leading to disciplinary consequences for the student, includes aspects that are similar to those of the field-specific requirements for professional functional capacity in SORA fields. The situations that the Universities Act defines as leading to disciplinary consequences for the student comprise the following:

- 1) the student disturbs teaching
- 2) the student behaves in a violent or threatening way
- 3) the student engages in misconduct or otherwise violates the University's rules and regulations
- 4) the student refuses to present a drug test certificate or
- 5) the student has used drugs for purposes other than medical ones to the extent that their capacity has deteriorated.

The student's actions (e.g. substance abuse in studies, displaying threatening behaviour) can be addressed by applying either the SORA legislation or sanctions described in the Universities Act, but not both of these at the same time. The law does not forbid applying different processes consecutively, for example so that the student first receives a disciplinary warning. If the student continues the misbehaviour despite the warning, the SORA process is initiated (i.e. revocation of the right to study), providing that the legal preconditions for it are fulfilled.

Immediate dismissal from a facility. A student who disturbs teaching, behaves in a violent or threatening way, is intoxicated or endangers another person's life or health, can be ordered to leave the teaching facility or an event organised by the University. The student can be banned from attending teaching for three workdays at maximum if there is a risk that the safety of fellow students or other people working at the University would be endangered because of the student's violent or threatening behaviour, or if teaching or related activities would be unreasonably hampered due to the student's disturbing behaviour.

Disciplinary actions. In settings involving the application of disciplinary actions described in the Universities Act (written warning, temporary suspension), the process must comply with the Administrative Procedure Act (434/2003) and good governance.

- The suspected deed or negligence must be specified, and it must be documented in a memo.
- The student must be given a chance to be heard before any consequences are decided.
- The student must be given a chance to bring along a support person to the personal hearing, interview or other meeting arranged by the University's initiative and related to dealing with the issue. The hearing can also be arranged in a written form where needed.

If the criteria for disciplinary action are met, the student can be issued with a written warning by the Rector's decision.

If the student's deed or negligence is serious or if the student continues the misbehaviour after receiving the written warning, the student can be temporarily suspended, for one year at maximum. The suspension is decided by the University Board.

The Universities Act (section 45a, subsection 3) calls for the University to record the measures taken in disciplinary issues. In order to file an incident, the following pieces of information are needed:

- The notifier's contact information
- Date and time of the incident
- The site of the incident
- The faculty/department or unit
- The study unit / course/ other situation
- The person suspected
- Other persons involved
- Description of the incident

The sanctions on students need to be in proportion to the quality and severity of the offence. In considering these, attention should be paid to the degree of planning and deliberation as well as the scope, severity and reoccurrence of improper, dishonest or negligent conduct.

7 Reinstatement of the right to study

The student can request, using a free-form application, the reinstatement of their right to study if they were revoked for a reason related to the student's health status or functional capacity. In the same vein, if the right to study were revoked because of drug or alcohol abuse, the student can apply for reinstatement provided that the problem has been successfully resolved and an expert knowing the student's situation considers that the student meets the field-specific health requirements.

A person applying for the reinstatement of right to study is always entitled to be heard, and those responsible for processing and deciding the case can consult a physician, public health nurse,

student welfare specialist and other experts where necessary. The right to study needs to be reinstated if the student can demonstrate that the reasons for revocation are no longer present. There is no set deadline for the reinstatement of the right to study. It is advisable that the health statement for reinstating the right to study be prepared by a physician.

To start the process for the reinstatement of the right to study, the student submits a relevant health certificate and the required statements to the University. For these, special attention should be paid to determine whether the reason for revocation has been eliminated.

The application with attachments for the reinstatement of the right to study is submitted to the University's Registry Office and addressed to the faculty's head of student and academic affairs, who then prepares a proposal to the University Board for the reinstatement of the right to study. The University Board decides on the reinstatement.

Irrespective of whether the decision means accepting or rejecting the application, the student is entitled to guidance for support measures in conjunction with the decision, such as referral to therapeutic treatment. The student must also be informed about the possibility for appeal.

For a decision concerning the reinstatement of the right to study, an appeal can be made to the national students' legal protection board within 14 days from receiving the decision, and after that to the Administrative Court.

Universities have, notwithstanding the confidentiality regulations, an obligation to notify Valvira about the decision and related reasons on the reinstatement of the right to study so that the agency can perform its statutory duties.

8 Appeal in SORA issues

8.1 Appealing decisions in student admission

If a student is not admitted to an education programme and finds the student admission decision to be incorrect, the student can request a rectification. The request must be made within 14 days from the deadline set for publishing the student admission results. The rectification request is addressed to the University's Committee for Appeals. An appeal of the committee's decision can be made to the Administrative Court within the jurisdiction of which the University is located.

8.2 Appeal regarding the revocation of the right to study during education

The Act on the Students' Legal Protection Board (956/2011) established a national board to protect students' legal rights. The board is an independent national body operating in the administrative field of the Ministry of Education and Culture. The students' legal Protection board serves as the first instance for appeals for issues concerning the revocation or reinstatement of the right to study during education.

If a university makes a decision on these issues and the student files an appeal, the board gives a resolution on the appeal. The board deals with appeals for decisions concerning the revocation or

reinstatement of the right to study. However, the board does not handle any complaints or appeals regarding student admission.

An appeal to the board must be filed in a written form by mail or email within 14 days from receiving the decision. The appeal must state the grounds on which the decision is challenged, and the challenged decision must be attached to the appeal. The appeal must be signed and contain the appellant's contact information, stating also when and how the decision was notified. The resolution given by the board is free of charge. Appeals concerning the revocation and re-establishment of the right to study are processed as urgent. The board can forbid the enactment of the revocation decision either on the student's request or by their own initiative.

The board's decision can be further appealed to the Administrative Court of Helsinki within 14 days from receiving the decision. The Administrative Court decision on the revocation or reinstatement of the right to study cannot be appealed.

The board's operation is stipulated in the Act on the Students' Legal Protection Board (956/2011).

For dealing with the issue in the board, the Administrative Judicial Procedure Act is applied unless other legislation concerning the board specifically prescribes otherwise.

9 Handling and confidentiality of sensitive material

Sensitive material related to SORA procedures may have various origins. Data on health or functional capacity can be reported by the person themselves at the student admission stage, for example. A teacher or fellow student can include some personal data when reporting a risk situation. A decision on the revocation of the right to study may also include some sensitive personal data. However, a medical certificate provided for SORA procedures does not usually include any detailed health assessment data.

Sensitive material may relate to an applicant's or student's (1) health status or functional capacity, including results of drug or alcohol tests, and (2) criminal record checks. These data nearly always include personal data and therefore their processing is governed by the Data Protection Act (1050/2018) and the Universities Act.

9.1 Processors of sensitive material

The University must define the positions that include dealing with sensitive material (Universities Act, 45b). At JYU, especially the following positions can involve dealing with sensitive material:

- Faculty head of student and academic affairs, dean, head of department
- Specialists of Student and Academic Services (e.g. persons in charge of individual study arrangements, Admission Services staff)
- Student welfare specialists
- Education coordinators

- Registry Office
- Legal counsels
- Vice rector in charge of education
- University Board.

In addition, extracts from the criminal record can be checked by persons the dean has specifically assigned to this role, such as education coordinators, study secretaries or teachers in charge of the study unit. Other JYU staff members who have not been authorised to handle sensitive material, such as fellow students and staff at a trainee's place of work, are external parties in this respect.

Due to the nature of the SORA process, external parties should be given only strictly limited information about it. To external parties, such as staff at a trainee's place of work for example, the following can be said:

- The University has taken responsibility for investigating the matter, and Person X is in charge.
- Due to secrecy obligations, we cannot provide more specific information about the investigation.
- Any concerns related to this student's case should be reported to Person X in the future as well.

9.2 Public access to documents

Public access to documents is determined according to the Act on the Openness of Government Activities (621/1999) and the Universities Act. All sensitive material concerning health or criminal record data handled in the SORA process is essentially confidential on the grounds of the Act on the Openness of Government Activities (section 24, subsection 1, paragraphs 25 and 28).

Such a document or a copy or print-out of it may not be shown or given to an external party, neither shall it be displayed or submitted by any technical or other means to an external party. The secrecy obligation concerns JYU staff members both during the employment relationship and after it.

So that Valvira can perform its statutory duties, the University has an obligation to provide necessary information to the agency about a pending process concerning the revocation of the right to study as well as decisions and related reasons for the revocation of the right to study or transfer to another education programme. The initiation of the process refers to starting preparations for a revocation. A case can be regarded as pending already when the University starts preparing to revoke the student's right to study in accordance with the SORA process:

- based on health status when the student is ordered to a health assessment
- on the grounds of endangerment or criminal record when the student is given an opportunity to be heard, either by sending the student a summons or inviting them to a hearing.

Everybody participating in the preparations or decision-making are obliged to secrecy. In dealing with a process of revoking and reinstating the right to study, the introduction of personal data is

avoided as much as possible. Any unauthorised disclosure of confidential information is addressed (Administrative Procedure Act 434/2003, section 13).

The secrecy obligation concerns JYU employees or persons in a position of trust, but not private persons such as students, unless they have received confidential information while being employed by the University or in a position of trust. Secrecy and confidentiality apply to external parties, as everyone is generally entitled to information about their own case.

9.3 Secrecy

Sensitive and confidential information can be given to the person concerned. Information can be delivered to another person on the consent of the person whose interests the prescribed secrecy is to protect, or on the basis of legislation.

The Universities Act, section 90a, entitles the information holder, notwithstanding the secrecy regulations,

- a) to disclose information concerning a student's health status and functional capacity which is necessary to carry out one's duties
 - to the Rector and to another person in charge of the University's security in order to ensure safety in learning activities,
 - to persons in charge of study counselling in order to guide the student to other studies and support services,
 - to persons in charge of student health care for assuring the student's health and safety and guidance to necessary support services,
 - to persons in charge of training in order to ensure safety for the student, training place personnel and customers, and
 - to the police and the University representative with the primary responsibility for determining safety risks, in order to assess an immediate threat to safety or if the health assessment considers that the student poses a risk to other people's safety;
- b) to report necessary information to the police in order to consider a threat to life or health and to prevent a threatening action, if in the context of one's duties, a person has received information about particular circumstances giving reason to suspect that somebody is at risk of violence.

According to the Personal Data Act, a student as a data subject has the right to view what kind of data has been recorded about them and ask to rectify any incorrect data. Data subject rights also include the opportunity to give or deny consent. Data subjects should be informed in accordance with the Personal Data Act regarding how the personal data are processed in settings stipulated by SORA regulations.

9.4 Storing of documents

The SORA process does not include the creation of any documents that require archiving except for those that are kept for a fixed period. The University must keep any documents and data containing sensitive information separate from other personal data. In the University's Data

Management Plan (DMP) the storing of documents created as part of the SORA process is comparable with section "12.04.00.01 Processing of student disciplinary issues".

University Board decisions with related justifications on the revocation of the right to study are retained for four years. The place of deposit is the Registry Office.

The SORA process also generates other sensitive material, such as accounts or statements of the student's health as well as memos and other preparatory material. These are stored in Collabroom.

If the right to study is revoked, it is necessary to keep the preparatory material for the decision for the time of the appeal period. As a precautionary measure, it is advisable to keep the data in all revocation cases for an extra appeal period (five years from the date on which the original decision became final).

When the revocation of the right to study is based on the student's health status, functional capacity or substance abuse, the student has the right to apply for reinstatement, which can take place without any set deadlines even after a long period. The revocation decision states the reasons for revoking the right to study, and the medical statement takes a position on the possible dismissal of these reasons. Hence, the reinstatement process does not call for retaining the original preparatory documents for longer than the extra appeal period.

If it turns out that the criteria for revoking the right to study are not met and the processing of the SORA issue is aborted, the data and documents pertaining to the potential decision shall be immediately deleted. In some cases, however, the University can consider keeping the preparatory documents in order to facilitate possible further investigation. Such a situation could arise, for example, if revoking the right to study was considered on the grounds that the student's behaviour was regarded as endangering other people, and it is suspected that this behaviour may reoccur. In any case, the documents shall be deleted after four years at the latest (Universities Act, section 45).

9.5 Access to the student's health data

The University is entitled to obtain information required for student admission from another educational institution regarding decisions on the revocation of the candidate's right to study and the reasons for those decisions.

The University is entitled to obtain information required for student admission from another higher education regarding a pending process on the revocation of the right to study also when the student has sought admission to the University as a transfer student.

10 REFERENCES

Government Proposal 164/2010 for an Act to Amend the Universities Act.

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Code of Conduct for the data protection of student records in higher education

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Restrictions to student admission in higher education institutions: applicant's health status and functional capacity. <https://yliopistovalinnat.fi/opiskelijaksi-ottamisen-rajoitukset-korkeakouluissa>

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Solutions for unsuitability to studies: Instructions for university -level SORA procedures.

[https://oha-forum.fi/public_html/wordpress/wp-content/uploads/2021/04/SORA Ohjeistus_Yliopistoille.pdf](https://oha-forum.fi/public_html/wordpress/wp-content/uploads/2021/04/SORA_Ohjeistus_Yliopistoille.pdf)

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<https://docplayer.fi/110427543-Turun-ammatti-instituutin-SORA-toimielimen-menettelytapaohje.html>

11 APPENDICES

APPENDIX 1. SORA study programmes available for application at JYU (2023–2025)

Faculty of Humanities and Social Sciences

- Bachelor's and master's teacher education programme, which supports language awareness and multilingualism, B.A. and M.A. (3 + 2 years)
- Bachelor's and master's subject teacher education programme, B.A. and M.A. (3 + 2 years)
- Bachelor's and master's degree programme in music education, B.A. and M.A. (3 + 2 years)
- Master's degree programme in music education, M.A. (2 years)
- Open University channel, bachelor's and master's degree programme in social work, Bachelor and Master of Social Sciences (3 + 2 years)
- Bachelor's and master's degree programme in social work, Bachelor and Master of Social Sciences (3 + 2 years)
- Master's degree programme in social work, Master of Social Sciences (3 + 2 years)
- Bachelor's and master's degree programme for subject teachers of Finnish language and literature, B.A. and M.A. (3 + 2 years)
- Bachelor's and master's degree programme, subject teacher education
- Bachelor's and master's degree programme in social sciences and philosophy, subject teacher education

Faculty of Information Technology

Subject teacher education in Information Technology, to which students can apply after being admitted to some of the following options available for application:

- Open University route, bachelor's and master's degree programme in educational technology, B.Sc. and M.A. (3 + 2 years)
- Bachelor's and master's degree programme in educational technology, B.Sc. and M.A. (3 + 2 years)
- Master's degree programme in educational technology, M.A. (2 years)

Faculty of Education and psychology

- Bachelor's and master's degree programme in special education, B.A. (Educ.) and M.A. (Educ.) (3 + 2 years)
- Master's degree programme in special education, M.A. (Educ.) (2 years)
- Bachelor's and master's degree programme for class teachers, B.A. (Educ.) and M.A. (Educ.) (3 + 2 years)
- Bachelor's and master's degree programme for class teachers of adult education, B.A. (Educ.) and M.A. (Educ.) (3 + 2 years)
- Master's degree programme in the Field of Counselling, M.A. (Educ.) (2 years)
- Bachelor's and master's degree programme in psychology, B.A. (psych.) and N.A. (psych.) (3 + 2.5 years)
- Bachelor's and master's degree programme in early childhood special education, B.A. (Educ.) and M.A. (Educ.) (3 + 2 years)
- Master's degree programme in early childhood special education (ECEC special teacher), M.A. (Educ.) (2 years) (2 v)
- Open University route, bachelor's programme for ECEC teachers (3 years), Kokkola University Consortium Chydenius

- Bachelor's programme for ECEC teachers and master's programme in ECEC, B.A. (Educ.) and M.A. (Educ.) (3 + 2 years)
- Bachelor's programme for ECEC teachers, national multiform education, B.A. (Educ.) (3 years)
- Master's programme in ECEC, M.A. (Educ.) (2 years)

In addition:

- non-degree studies for special education Teachers
- non-degree pedagogical studies for teachers
- non-degree studies for study counsellors
- non-degree studies providing professional skills and knowledge for ECEC positions and pre-primary education

Faculty of Sport and Health Sciences

- Bachelor's and master's degree programme in sport pedagogy, Bachelor and Master of Sport Sciences (3 + 2 years)
- Master's degree programme in sport pedagogy (multiform education), Master of Sport Sciences (2 years)
- Master's degree programme for teacher education in health sciences (physiotherapy), Master of Health Sciences (2 years)

Faculty of Mathematics and Science

- Master's degree programme for subject teachers of physics, M.A. (2 years)
- Bachelor's and Master's degree programme for subject and class teachers of mathematics, chemistry or physics, B.Sc. and M.A. (3 + 2 years)
- Bachelor's and master's degree programme for subject teachers of mathematics, B.Sc. and M.A. (3 + 2 years)
- Master's programme for subject teachers of mathematics (2 years)

In addition, subject teacher education in physics and chemistry, respectively, to which students can apply after being admitted to the study field concerned:

- Open University route, bachelor's and master's degree programme in physics (physicist or subject teacher of physics), B.Sc. and M.A. (3 + 2 years)
- Bachelor's and master's degree programme in physics (physicist or subject teacher of physics), B.Sc. and M.A. (3 + 2 years)
- Bachelor and master's degree programme for subject teachers of physics
- Open University channel, bachelor's and master's degree programme in chemistry (chemist or subject teacher of Chemistry), B.Sc. and M.A. (3 + 2 years)
- Bachelor's and master's degree programme in chemistry (chemist or subject teacher of chemistry), B.Sc. and M.A. (3 + 2 years)

Kokkola University Consortium Chydenius

- Open University channel, bachelor's and master's degree programme in social work, Bachelor and Master of Social Sciences (3 + 2 years)
- Open University Channel, bachelor's degree programme for ECEC teachers, B.A. (Educ.) (3 years)
- Bachelor's and master's degree programme for class teachers, adult education (3 + 2 years)
- Master's degree programme of social work, Master of Social Sciences (2 years)
- ECEC teacher, B.A. (Educ.) (3 years)

APPENDIX 2. Background information form for health and functional capacity assessment during studies (FSHS)



FORM FOR HEALTH AND FUNCTIONAL CAPACITY
ASSESSMENT DURING STUDIES

1. Name of the educational institution _____ has referred

2. Student's name _____

3. Personal identity code _____

to a medical examination and assessments conducted by a licensed healthcare professional. The purpose of these assessments is to determine whether the student/ the qualification name meets the health and functional capacity requirements. Based on the Act on Vocational Education and Training (630/1998, Sections 32 and 32a), the Act on Vocational Adult Education (631/1998, Section 11, paragraphs 9 and 10), the Universities of Applied Sciences Act (932/2014, Section 34), and the Universities Act (558/2009, Sections 43a and 43b).

Justification by the education provider or higher education institution for requesting the statement, and a description of the tasks the student has difficulty performing:

Description of the actions taken by the educational institution to eliminate barriers to studying and an assessment of their impact:

Place and time

Signature and printed name of the
representative of the education provider or
higher education institution

APPENDIX 3. Memo template

Discussion date and place:
Present: Names of the persons, and titles where needed
Topic description:
Description of what has happened: Reasons why the discussion was held. Write down as in as much detail as possible what has happened, where and when. Write down possible witnesses, pieces of evidence, written material, etc.
The student's account and view on the situation:
Conclusion and planning for support measures: Write down what was jointly agreed about further steps in order to improve /remedy the situation. Write down if the student has a different view on what has happened. Write down those instances in which the student was encouraged to contact, if the issue is a concern.
Schedule: Write down the schedule in which possible agreed measures will be carried out.
Follow-up: Write down the ways in which the implementation of possible agreed measures will be monitored and who is responsible for monitoring. Write down also the contact practice agreed with the student in case that the problems continue. Write down which instances the parties have been encouraged to contact if the issue is bothering (e.g. FSHS, JYU and JYY harassment contact persons, helpline services, etc.)
Signatures (everybody participated in the discussion):