

1 **Draft of the Policy Paper of the Student Union of** 2 **Tampere University (for community comments)**

3 This Policy Paper is valid until further notice.

4

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35 **1. Introduction**

36

37 The Student Union of Tampere University (TREY) acts as a link between its
38 members, promoting their societal, social, and intellectual aspirations, as well
39 as their aspirations regarding education and the students' status in the
40 society. The Student Union also works as a service, advocacy, and interest
41 organisation for the students of Tampere University and protects the
42 students' rights within the University and in the society. The purpose of this
43 Policy Paper is to communicate TREY's policies and political objectives to
44 members and stakeholders. In the daily life of the Student Union, this Policy
45 Paper provides the Student Union's Executive Board and employees with
46 guidelines for protecting the students' interests and expressing official
47 statements.

48

49 All decisions regarding TREY's policies are made by the Council of
50 Representatives. The content of the Policy Paper will be regularly reviewed
51 and updated by the decision of the Council of Representatives. In cases
52 where TREY needs to form a stance on a topical social issue not specified in
53 this Policy Paper, it will be the Executive Board's duty to define the Student
54 Union's official line on the matter.

55

56 The Student Union evaluates this Policy Paper against the Council's
57 objectives and the developments in the operating environment. While the
58 Strategy outlines the Student Union's values and the Plan of Action defines
59 the detailed annual objectives, the Policy Paper explains the general targets
60 for TREY's advocacy work.

61

62 In addition to the Policy Paper, the Strategy, and the annual Plans of Action,
63 the Student Union also has other council-approved documents to guide the
64 sectors' activities. These documents include the Equality Plan, the Principles
65 for Safer Spaces, the Environment Programme, the Language Principles and
66 the Election Platform. Although the purpose of these documents is to
67 supplement the Policy Paper, the policies and objectives listed in them are
68 just as binding as the Policy Paper. In the event of any discrepancy between
69 the above documents and this Policy Paper, the Policy Paper will take
70 precedence.

71

72 The Equality Plan is a document which guides TREY's equality work and
73 defines measures and objectives for equality promotion work. TREY's
74 Principles for Safer Spaces apply to all of TREY's activities and events.

75

76 The Municipal Election Platform specifies TREY's local advocacy targets for
77 each electoral term.

78 **2. Equality**

79

80 This chapter explains TREY's equality-related goals. Equality is a guiding
81 principle in all of the Student Union's activities. TREY is hereby an
82 intersectional feminist Student Union. The status of each individual is
83 governed by various social structures and classifications, both in themselves
84 and in relation to each other. Having recognised this, we are committed to
85 abolishing any restrictive, discriminatory structures.

86

87 All students, regardless of age, nationality, ethnicity, skin colour, gender,
88 sexuality, health, ability, conviction, family situation, socio-economic
89 background, size, or other personal factor, are equal members of the Student
90 Union and the university community, and they feel equally welcome in their
91 activities. None of the above-mentioned personal factors will prevent people
92 from applying for studies or hinder their activities at the University or in
93 student organisations. None of the above-mentioned personal factors will
94 put people at a disadvantage in studies, academic services, or decision-
95 making.

96

97 The university community and student organisations do not tolerate any
98 discrimination, harassment, or bullying, and will address any such issues.

99 TREY reserves the right to refuse cooperation with third parties that violate the

100 Student Union's principles of equal treatment. TREY ensures that at TREY
101 events its partners commit to following the Principles for Safer Spaces.

102
103 TREY's activities take all students of Tampere University into consideration on
104 all campuses and units.

105

106 Targets for advocacy work:

- 107 • Tampere University will hire a DEI specialist (diversity, equity, inclusion).
- 108 • The University will make active efforts to eliminate barriers to education
109 that are related to, for example, different situations in life.
- 110 • The university will change its systems so that they take better account
111 of gender diversity. When asked about gender, a person is given the
112 opportunity to indicate their own gender. The systems are updated so
113 that a person can, with their own notification, change their calling
114 name to the information systems.
- 115 • TREY's decisions will be drafted transparently and democratically to
116 allow the student community to participate in decision-making. The
117 possibility to participate in the Student Union's activities in English will
118 be improved.
- 119 • TREY and Tampere University are committed to anti-racism. This
120 involves the identification and abolition of racist and discriminatory

- 121 structures, as well as self-reflection, by both individuals and
122 organisations.
- 123 • TREY advocates intergenerational equity. The impact of decisions on
124 intergenerational equity must always be taken into consideration in
125 decision-making.
 - 126 • The entire university community will pay attention to physical,
127 psychological, social, and digital accessibility.
 - 128 • Students from all campuses have equal opportunities to make their
129 voices heard in the university community.

130

131 **3. Student associations**

132

133 This chapter explains TREY's objectives for the student community and
134 association activities.

135

136 The Student Union supports the associations that work within it by offering
137 them guidance and training, as well as financial and communicational
138 support, as needed. Through the associations, the Student Union can
139 strengthen its ties with the student community and offer the students a
140 variety of possibilities to learn by doing, engage in activities, and spend their
141 free time with others, both to support their education and to help balance
142 their life and studies.

143

144 The associations that work within the Student Union are the most important
145 link between the Student Union members. This is why they play a significant
146 role in all activities of the Student Union.

147

148 Targets for advocacy work:

- 149 • Associations will be encouraged to organise events that are accessible
150 to everyone, both physically and socially. Accessibility will also be taken
151 into consideration in other association activities.
- 152 • Associations will organise international activities. Non-Finnish speaking
153 students can also participate in the activities.
- 154 • Associations will make constant efforts to promote equality in their
155 activities. Associations will be able to identify equality-related
156 problems. The Student Union will offer training to associations and help
157 them solve any issues.
- 158 • The associations have an important role in educating students into
159 becoming student activists in the higher education community. The
160 associations' abilities to fulfil their educational tasks and protect
161 students' interests in their own field will be supported through
162 guidance, communication, and training.
- 163 • To ensure mutual communication, the Student Union will encourage
164 subject associations and student representatives from the same field
165 to actively communicate with each other.

- 166 • Associations will encourage their members to take care of their own
167 and other people’s well-being.
- 168 • Associations will organise sober activities, and students can participate
169 in all events without being pressured into using alcohol or drugs.
- 170 • The associations and the Student Union will communicate with each
171 other directly and regularly. Associations should find the Student Union
172 approachable.
- 173

174 **4. Campus facilities of Tampere University**

175

176 This chapter explains TREY’s objectives regarding the campus facilities of
177 Tampere University.

178

179 The University’s facilities are safe. All campuses and facilities are accessible
180 in terms of both studying and teaching. The university community is a
181 pioneer in testing and using high-quality, ergonomic, accessible, and multi-
182 purpose electronic and physical learning environments.

183

184 Targets for advocacy work:

- 185 • Accessible facilities will be clearly indicated with signs. Students will be
186 able to move around and attend classes and lectures unassisted.

- 187 • Entrance exams will be held in accessible facilities, and applicants do not
188 have to apply for special arrangements due to restricted mobility.
- 189 • Physical and cognitive ergonomics will be taken into consideration when
190 designing university facilities.
- 191 • The facilities should enable contact and interaction between students and
192 staff. Staff members will receive training on current and future electronic
193 systems.
- 194 • The University's learning, sport, and hobby facilities can be accessed
195 during all hours and seasons.
- 196 • Campuses will offer plenty of facilities to student associations for
197 organising diverse student activities. These facilities include the
198 associations' private facilities and public association facilities. All
199 associations should be entitled to have their own facilities and to use the
200 common facilities. The University will take the need for student facilities
201 into account during renovations and construction.
- 202 • There are visible, versatile, comfortable and flexible spaces that enable
203 diverse encounters for students.
- 204 • There are 24-hour facilities available for students from all campuses for
205 study and community-building activities, such as associational activities.
- 206 • Students should be able to participate in activities that require group
207 work, remote working and attendance during the same day. Flexible
208 facilities must be provided for this. The entry needs to be edited to fit.

- 209 • University staff and students know how to recognise and respond to
210 threatening situations.
- 211 • Students should be offered enough rooms for group work, studying, and
212 recreation.
- 213 • The campuses must have enough quiet studying rooms and workstations
214 with sockets.
- 215 • All University buildings should have a sufficient number of gender neutral
216 and accessible bathrooms to ensure that finding them does not take too
217 much time or effort.
- 218 • Students with families can easily combine studies and family life. Efforts
219 must be made to ensure that parents feel that children and childcare are
220 accepted on campus.
- 221 • The campus facilities will be suitable for nursing and taking care of
222 children. The needs of families and children will be taken into account
223 when designing accessible features.
224

225 **5. University politics**

226

227 This chapter looks into TREY’s objectives regarding the education system,
228 Tampere University, and studies and learning.

229

230 **The education system**

231

232 This chapter looks into TREY’s objectives regarding the education system and
233 higher education in general. This chapter also describes TREY’s advocacy
234 targets regarding higher education institutions, university funding, lifelong
235 learning, and free, accessible education.

236

237 **Autonomy of Finnish universities**

238

239 Finnish universities have autonomy to guarantee their freedom of research
240 and teaching. Universities work in close cooperation with each other in
241 education and research, and they also engage in cross-sectoral teaching
242 cooperation.

243 The degrees from universities and universities of applied sciences have their
244 own distinct profiles. The closer education cooperation should not mean that
245 entire degrees or study modules can be outsourced from one sector to

246 another. Cooperation should be based on improving the quality of education
247 and research, not on saving resources.

248

249 Targets for advocacy work:

250 • All students taking a basic academic degree at Tampere University are
251 members of the Student Union in the future as well.

252 • The dual model for universities and universities of applied sciences will
253 be kept.

254 • On fields where different higher education institutions already provide
255 degrees with similar skill profiles, flexible study paths will be created to
256 allow students to flexibly switch from one degree programme to
257 another.

258 • The standard of education will be raised without without compromising
259 on quality.

260 • The Universities Act is updated with regard to sections concerning
261 foundation universities to safeguard university democracy and
262 university self-government.

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266 The national university funding model will be transparent and predictable,
267 and it will ensure sufficient funding for the execution of the universities' basic

268 tasks on all fields. The funding system will give the universities room to
269 operate, supporting the autonomy and long-term development of education
270 and research.

271

272 Targets for advocacy work:

- 273 • The funding model will reward for the quality of teaching, research, and
274 societal influence.
- 275 • The university index will be in force.
- 276 • University funding will not depend on the amount of tuition fees
277 collected.
- 278 • Universities must be ensured sufficient resources to fulfil their task of
279 continuous learning.
- 280 • The university funding model will reward universities for the number of
281 study credits acquired by students. This way, the model will encourage
282 universities to offer a variety of courses, modules, and lifelong learning
283 opportunities to students from other universities as well.
- 284 • Faculties have strong core funding, and they will set their strategic
285 indicators themselves. The strategic indicators will encourage the
286 promotion of sustainability, internationality, and other strategic targets
287 of the University.
- 288 • The university funding model will encourage the completion of
289 internationalisation modules.

- 290 • The University will reward faculties for the international mobility of
291 students and staff.
- 292 • University funding also covers increasing the number of start-up
293 places for universities.

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297 An accessible higher education system ensures equality in the society and
298 enables the social mobility of individuals. Education is a whole that includes
299 lifelong learning opportunities and genuinely free early childhood education
300 and basic, secondary, and higher education.

301

302 Special attention is paid to the education of underrepresented groups, and
303 the level of participation in education will increase among these groups.
304 Basic education and upper secondary education provide all students with
305 sufficient skills and equal opportunities to apply for higher education.

306

307 The student admission system of higher education treats applicants equally:
308 it does not put applicants on an unequal footing based on their prior
309 education, socio-economic background, or wealth. Universities have several
310 student admission paths.

311

312 Targets for advocacy work:

- 313 • Degree education will be free of charge for all students taking a
314 bachelor's degree, a master's degree, or a doctoral degree.
- 315 • The tuition fees for non-EU/EEA students will be discontinued.
- 316 • Immigrants will be offered sufficient education opportunities and ways
317 to have their prior education and skills incorporated in a degree.
- 318 • Gender, minority status, socio-economic background, or the parents'
319 educational background have no bearing on the education or career
320 choices of individuals.
- 321 • The school network will be geographically comprehensive enough and
322 of high quality.
- 323 • People will be offered enough support and guidance for making
324 educational choices.
- 325 • The admissions system will not create a demand for fee-based
326 preparatory courses.
- 327 • The first-time applicant quotas will be discontinued.
- 328 • The transfer application system will be an easy and flexible way to
329 transfer to another field or university.
- 330 • Student admission procedures, such as entrance exams, should be
331 organised as national joint selection procedures, while still taking the
332 special characteristics of different disciplines into consideration.

- 355 system by paying. Degree students should not be directed to fee-
- 356 based education if the degree programme lacks the resources.
- 357 • The Open University, continuing education, and made-to-order
 - 358 education must be kept separate. Commercial education is also
 - 359 examined as a separate entity from degree education.
 - 360 • Paying students cannot enjoy special privileges over other students.
 - 361 • Tampere University alumni must be automatically admitted to alumni
 - 362 studies after graduation so that they can flexibly update their skills
 - 363 during their careers.
 - 364 • Alumni studies will be free of charge.
 - 365 • The possibilities of individuals and companies to access continuing
 - 366 education will be promoted.

367 **Tampere University**

368

369 This chapter describes TREY's objectives regarding the University's

370 administration and management, as well as studies, learning, and learning

371 support at Tampere University.

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374 **Multi-discipline university**

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376 Science, art, and education are the cornerstones of the university community.
377 As a multi-discipline university, Tampere University recognises the value of
378 different academic disciplines and their cultures and accepts them into the
379 science and education community. The University's assets include extensive
380 competency-based and student-oriented learning, cross-disciplinarity, and
381 academic freedom. Research and teaching, as well as the development of
382 both, go hand in hand. Along with multi-disciplinarity, the diverse university
383 community offers the University different perspectives, all of which are
384 essential for the sake of scientific progress.

385

386 Targets for advocacy work:

- 387 • The characteristics of different disciplines will be taken into account in
388 decision-making, funding, and contents.
- 389 • The University will encourage people from all backgrounds to
390 participate in the activities of the higher education community.
- 391 • The University will guarantee the freedom of students by, for example,
392 ensuring the free choice of minor subject.

393

394 **Advocacy opportunities at Tampere University**

395

396 Encouraging participation and inclusion in the university community is at the
397 core of Tampere University's operations. What this means is that the
398 University's administrative structure should help promote the development of

399 teaching and research, support flexible, cross-faculty education
400 opportunities, encourage interdisciplinary cooperation, and help people
401 integrate into their own community and the University. The University's
402 decision-making is transparent, and the entire community is publicly
403 informed of matters that are under preparation.

404

405 Students are equal members of the university community. Different groups of
406 the university community are involved in preparing, drafting, and making
407 decisions on all matters that concern them, on all levels of administration. For
408 international students and staff, the threshold for participating in different
409 administrative bodies is low.

410

411 Targets for advocacy work:

- 412 • The university administration observes the principle of subsidiarity,
413 meaning that any decisions on matters regarding education and
414 research, or matters within academic autonomy, are generally made
415 as close to the concrete operational level as possible.
- 416 • The University can give university-wide guidelines on academic
417 matters. These guidelines will be drafted in cooperation with faculty
418 councils and the Academic Board's councils.
- 419 • All documents will be made electronically available to the entire
420 community.

- 421 • The University will organise faculty-specific and public events for the
422 university community to discuss and work on current issues.
- 423 • The members of an administrative body will be elected by a relevant
424 group of the university community.
- 425 • All multi-member university bodies, apart from the University Board, will
426 be balanced tripartite bodies with deputy members. Professors,
427 teaching and research staff, other personnel, and students will be
428 represented in the administrative bodies.
- 429 • When deciding the tripartite composition of the University Board,
430 attention should be paid to diversity and the members' expertise in
431 education and student matters.
- 432 • The Student Union will offer its members support for campus
433 advocacy.
- 434 • Student representatives will be appropriately supported during their
435 term and fully trained for their tasks by the Student Union.
- 436 • International students and staff members will have the opportunity to
437 work as representatives in the University's administrative bodies.
- 438 • The University Board will consult the Academic Board on all important
439 issues that concern the entire University, such as decisions regarding
440 the strategy, important operational and financial objectives, and other
441 long-term policies.

- 442 • When appointing the rector, the vice rectors and the deans, the
443 University Board will be assisted by tripartite preparatory appointment
444 committees. The members of the preparatory appointment committee
445 are chosen by the community in question.
- 446 • The university community will hold the chairmanship and the majority
447 of the seats in the preparatory University Board appointment
448 committee.
- 449 • The Academic Board will be led by a tripartite group of chairpersons,
450 elected from among the Academic Board's members.
- 451 • Decisions on the faculties' targets, staff plans, budgets, and important
452 operational and financial objectives will be made by faculty councils.
- 453 • The dean will be assisted by a management group where students and
454 staff are represented.
- 455 • Working under the faculty councils, there are degree programme
456 planning groups and curriculum planning groups where students and
457 staff are represented.

458

459 **Tampere University as an employer**

460

461 The University is a fair, reliable, and attractive employer. As the best
462 academic workplace in Finland, it is able to compete with other public and
463 private sector employers of the same size. Built in cooperation between staff,

464 students, and management, the University is a healthy, pleasant, and
465 cooperative workplace.

466

467 Targets for advocacy work:

- 468 • The recruiting practices will be transparent and equal.
- 469 • Students will be represented in the recruiting processes of teaching
470 staff.
- 471 • Fixed-term employment contracts will only be made for justified
472 reasons.
- 473 • Tampere University will introduce anonymous recruitment with the
474 exception of university administration.
- 475 • Everyone will have an equal opportunity to further their career at all
476 levels of the University, regardless of gender, minority status, language,
477 socio-economic status, or other personal factors.
- 478 • The doctoral students employed by the University will have decent
479 salaries, and they can spend most of their working time on their own
480 research.
- 481 • The contract and thesis supervision practices of doctoral researchers
482 will be standardised throughout the University.
- 483 • The Student Union will, where appropriate, offer support to doctoral
484 researchers and take their perspective into consideration in campus
485 advocacy.

- 486 • Doctoral grant researchers are held as equal members of the
487 university community.
- 488 • University teaching and research staff can focus on teaching, research,
489 or both. Job descriptions and career paths that allow focusing on
490 societal impact will also be developed.
- 491 • Tampere University will adopt salary transparency.

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495 **Digital learning environments and electronic systems**

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497 Digital learning environments and electronic systems support student-
498 oriented learning. The benefit of students must be the basis for the
499 development of digital and electronic systems. Digital systems should
500 support the organisation and development of classes and lectures. The
501 systems must be user-friendly to both students and staff, and they should
502 comply with digital accessibility. Universities must produce information to
503 support knowledge management in the activities of senior university
504 administration, degree programmes, and individual students.

505

506 Targets for advocacy work:

- 507 • Electronic systems will be of high quality and accessible throughout the
508 University.
- 509 • Teaching staff will be actively supported and trained in the use of
510 different electronic systems. The trainings will ensure that the teaching
511 staff is equipped to handle accessibility matters.
- 512 • Different course completion options will be considered. Both contact
513 learning and online learning will be utilised in a pedagogically relevant
514 manner.
- 515 • The use of lecture recordings is encouraged to support students'
516 studies during the course. All lecture recordings are available with at
517 least a transcription, preferably with subtitles, and the university is
518 adequately resourced to implement these.
- 519 • Resource savings should not be the reason for the shift to digital
520 learning environments.
- 521 • Students will be given access to the university management's
522 information systems, such as academic monitoring data.
- 523 • The University has clear rules for the use of artificial intelligence in
524 studies, and the use of artificial intelligence in teaching must be
525 pedagogically justified.

526

527 **Management of education**

528

529 The University's management of education is arranged in a manner that
530 supports student-oriented learning. The University invests in the
531 development and management of education.

532

533 Targets for advocacy work:

- 534 • Time and money will be reserved for the development of teaching.
- 535 • Teachers will be required to have expertise in university pedagogy and
536 to give a trial lecture. These requirements do not, however, apply to
537 degree students.
- 538 • Teaching staff will have the opportunity to complete additional
539 pedagogical training.
- 540 • Teaching staff will be offered further training on sustainable
541 development and its application in teaching.
- 542 • The high quality of teaching in English will be ensured by offering the
543 teaching staff enough opportunities to develop their language skills
544 and to participate in long teacher exchange programmes.
- 545 • Working as a teacher at the University will be as significant a criterion
546 for career development as research merits.

547

548 **Degrees**

549

550 Tampere University offers high-quality degrees based on the highest
551 scientific and artistic knowledge. Broad degree programmes are only

552 desirable when they are based on a functional combination of compatible
553 scientific disciplines. Degree programmes are planned with students at the
554 centre. Students can participate in the development of education at all
555 stages of the development process.

556

557 Targets for advocacy work:

- 558 • Degrees will be developed with the needs of the disciplines in mind.
- 559 • The curriculum will be primarily planned from the perspective of
560 degree education.
- 561 • In principle, students are granted the right to study for both the
562 bachelor's and the master's degree. The bachelor's degree may only
563 be the student's final degree out of their own choice.
- 564 • The maximum number of study credits that can be included in a
565 degree will not be limited.
- 566 • Students will be offered the possibility to develop their skills in diverse
567 ways and to create personalised degrees.
- 568 • Students can complete optional studies across faculties and
569 universities, and they will also be encouraged to do so. Students can
570 easily access information about cross-faculty and cross-institutional
571 optional studies.
- 572 • Course contents and workloads will be reviewed regularly. The
573 workload required to acquire study credits will be comparable between
574 different courses.

- 575 • New degree programmes are set up with careful consideration. There
576 must be a genuine need for a new degree programme, and the degree
577 programme is not brought together on the basis of already existing
578 courses of study.
- 579 • Cross-disciplinary degree programmes will only be created for justified
580 reasons.
- 581 • Broad degree programmes will be prepared within the faculties in
582 cooperation between degree programmes. If the initiative to create a
583 new degree programme comes from outside the degree programmes,
584 the degree programmes in question will be given a central role in
585 decision-making and preparation.
- 586 • The content of broad degree programmes is logical, and their different
587 parts complement each other.
- 588 • When students begin their studies, they should be aware of by which
589 criteria and at which stage they should select their specialisation, and
590 of how to proceed if they are not admitted to the specialisation of their
591 choice.
- 592 • Students can easily complete cross-institutional studies between the
593 University and the University of Applied Sciences. Students will be
594 aware of how they can acquire study credits from the other higher
595 education institution.

- 596 • The introductory courses of degree programmes will discuss
597 sustainable development in the degree programme's context.
- 598 • Tampere University will hold graduation ceremonies for bachelor's and
599 master's degree graduates at the end of each period.
- 600 • Three persons who are close to the graduate will be allowed to attend
601 the graduation ceremony.
- 602

603 **Credit transfer and recognition of prior learning**

604

605 The recognition of prior learning has a central role in higher education as it is
606 based on the learning outcomes of higher education. Students should be
607 able to have the skills they have acquired in formal higher education and
608 through informal means incorporated in their degrees in accordance with
609 the learning outcomes of the degree. Making changes to the curriculum or
610 transferring educational responsibilities from one university to another
611 should not hinder students' study progress.

612 Targets for advocacy work:

- 613 • At Tampere University, credit transfer and recognition of prior learning can
614 be carried out easily throughout the year and for a reasonable amount of
615 work.
- 616 • Students can acquire credits from prior learning and have them
617 incorporated into their degrees.

- 618 • Students and teachers will be aware of the possibilities of credit transfer
619 and the recognition of prior learning.
- 620 • Students can acquire study credits for learning acquired by working in
621 positions of trust, doing volunteer work, and participating in leadership
622 training in, for example, the Finnish Defence Forces, non-military service, or
623 the Scouts.
- 624 • Students have the right to complete the study modules they have started
625 within a reasonable timeframe.
- 626 • If educational responsibilities are transferred from one university to
627 another, the transition period may not be shorter than the target time for
628 the completion of the degree. After the target time, the University should
629 ensure the possibility to complete the degree in another university.
- 630 • It is possible for the selected student to complete without problems the
631 degree that is in accordance with the right to study in accordance with
632 the general information related to the degree reported by the university in
633 the application phase.

634

635 **Flexible and competency-based education**

636

637 The degrees offered at Tampere University are competency-based and
638 arranged in a manner that allows flexible studying. The University provides

639 education in an equal manner. Students can easily take courses from other
640 universities.

641

642 Targets for advocacy work:

- 643 • Teaching, degrees, and courses will be planned and organised in line
644 with the principles of competency-based learning. Competency-based
645 learning is understood, from a student-oriented viewpoint, as the
646 recognition, identification, and verbalisation of the student's
647 competencies.
- 648 • Concrete learning outcomes will be set for both field-specific
649 knowledge and general academic skills.
- 650 • Students will be helped to identify their own study motivation and
651 learning objectives. University education emphasises and illustrates the
652 fact that the students' skills are an important part of study modules and
653 their path to becoming an expert on the field.
- 654 • Teaching methods and arrangements serve the course contents.
- 655 • Flexible studying will be at the core of university education and reflected
656 in the variety of studying and teaching methods.
- 657 • When planning the curriculum, special attention will be paid to the
658 flexibility of studies.
- 659 • Flexible study methods allow students to study regardless of time and
660 place, and at all hours throughout all seasons.

- 661 • The purpose of flexible study methods is to complement contact
662 teaching, not to reduce it.
- 663 • Courses and lectures are accessible. The University is responsible for
664 ensuring that the teaching personnel can provide accessible courses.
- 665 • Students should be aware of special arrangements as soon as they
666 start their studies. Special arrangements can be received without
667 difficulty as needed.
- 668 • Tampere University will collect qualitative feedback on each degree,
669 study module, and course. It is part of the feedback system to let
670 students reflect on their own learning and skills.
- 671 • Feedback will always be processed confidentially, and it has an
672 important role in the planning of education and the University's internal
673 decision-making.
- 674 • The teaching staff will be required to respond to the feedback they have
675 been given.
- 676 • Course feedback must be a mandatory part of each course. The
677 feedback system could offer the option to skip course feedback, but
678 students should enter the feedback system nonetheless.
- 679 • Submitting course feedback should be made as effortless as possible.

680

681 **Academic guidance and counselling**

682

683 High-quality academic guidance and counselling are offered throughout the
684 study path, especially in the beginning of studies and in transition phases.
685 Guidance given in transition phases emphasises how choices made during
686 studies can affect the student's career path. Members of teaching staff
687 should be aware of their role as counsellors.

688

689 Targets for advocacy work:

- 690 • Students will be offered career planning services both in Finnish and
691 in English.
- 692 • Guidance and counselling will be incorporated in each course.
- 693 • Peer counselling and tutoring will be organised and developed as a
694 part of guidance and counselling. The University and faculties will
695 ensure resources and support for guidance and counselling.
- 696 • Faculties will hire a study counsellor for each basic degree
697 programme.
- 698 • The University will adopt common criteria for thesis supervision. The
699 supervision will be professional and regular.
- 700 • At the time of postgraduate student selections, attention will be paid
701 to the resources needed to provide counselling in the language of
702 studies.
- 703 • The academic services will also offer students guidance to help them
704 identify their skills, both as a part of the University's services and as
705 study modules.

- 706 • The study psychologist services have enough resources to provide
707 the necessary services on all campuses. Appointments can also be
708 directly offered to students.
- 709 • More resources will be allocated to the University's low-threshold
710 services.
- 711 • Support services and guidance will be offered both in Finnish and in
712 English. The information about support services should always be
713 well-timed and bilingual.
- 714 • Counselling must be easily accessible, be it face to face or online. The
715 opening hours must be long enough.
- 716

717 [ë Å! ÅÅ! "OÅ! ÔËÅÅ](#)

718

719 The University has well-resourced career services. These services, individual
720 career counselling included, should be offered to both Finnish and
721 international students to help them find employment in Finland or abroad.

722

723 Targets for advocacy work:

- 724 • The University will recognise the special needs of international
725 students in career planning and provide them with clear
726 information about the services available.

- 727
- All interested students can acquire working life skills and contacts
- 728 during their studies through a traineeship or a thesis, for example.
- 729
- The University will maintain contacts with businesses and public
- 730 and third sector employers by, for example, organising recruiting
- 731 events.
- 732
- The University will offer sufficient internship grants on fields that
- 733 need financial support. Differences in the internship grant policies
- 734 of faculties will not put students on an unequal footing when they
- 735 apply for traineeships in the same field.
- 736
- Internships are paid.
- 737
- Traineeships that are part of the degree can also be completed
- 738 abroad. The University will offer financial support regardless of
- 739 whether the employer is Finnish or foreign.
- 740
- The University will offer versatile academic entrepreneur training
- 741 and support pro-entrepreneurship activities and communities on
- 742 all campuses.

743

744 **6. International and multilingual community**

745

746 This chapter explains TREY's objectives for internationalisation,
747 multilingualism, bilingual communication, and language studies.

748

749 Internationalisation is in the interests of the entire university community.
750 International students are equal members of the Student Union. Their
751 participation in the activities of the university community is encouraged.
752 Tampere University encourages the internationalisation of all university
753 community members and treats international and Finnish-speaking
754 members of the community equally. The Student Union and Tampere
755 University pay thorough attention to language aspects in their activities.

756

757 **Internationalisation and international students**

758

759 All members of the university community are entitled to internationalisation
760 opportunities. Completing a period abroad should be easy. All students are
761 trained during their studies to work in international and multi-cultural
762 environments. Tampere University is an attractive option for international
763 students. The University promotes the employment and integration
764 opportunities of international students in Finland.

765

766 Targets for advocacy work:

- 767 • The University will allocate enough resources to international services.
- 768 • Guidance and counselling will encourage students to complete
769 studies and traineeships abroad.

- 770 • Students have enough information about completing courses and
771 traineeships abroad. The University will offer support to students for
772 planning their internationalisation modules.
- 773 • Financial support is available for exchange studies.
- 774 • Students can easily incorporate courses from other institutions from
775 their studies abroad in their degrees.
- 776 • To ensure accessible exchange studies, special attention will be paid
777 to the internationalisation opportunities of adult students, students
778 with families, and disabled students.
- 779 • International mobility will be implemented in an environmentally
780 friendly and sustainable way.
- 781 • The University also offers short mobility periods, for example through
782 ECIU.
- 783 • Different options for internalisation at home will be created. The
784 University will provide enough information about internationalisation
785 at home and about incorporating it in a degree.
- 786 • Education export is done responsibly. Education exports do not take
787 resources from other teaching or research.
- 788 • High-quality student tutoring will help support international students
789 and promote their integration into the student community. Subject
790 associations and other relevant parties will be included in the
791 development of student tutoring and international student tutoring.

- 792 • International students will be granted a residence permit for the
793 entire duration of their studies. Everyone who has completed an
794 academic degree in Finland will be offered the possibility to acquire a
795 permanent residence permit. Residence permit application and
796 renewal processes will be made easier. The amount of wealth
797 required for a residence permit is reduced.
- 798 • The scholarship system for international students from outside EU
799 and ETA countries who are liable for payment is predictable and
800 clear, and the granting criteria are transparent.
- 801 • The university offers support in applying for a scholarship.
- 802 • The scholarship system is not only based on academic success, but a
803 means-testing is also applied in the granting criteria.
- 804 • International students' chances of finding employment in Finland will
805 be promoted by encouraging them to network with local employers
806 and stakeholders at an early stage.
- 807 • The integration of international students into the community will be
808 promoted by accommodating international students in the same
809 buildings and neighbourhoods with Finnish students more often.
- 810 • Interaction between Finnish and international students will be
811 increased in studies, everyday life, and free-time activities. Active
812 efforts will be made to remove barriers to integration.

- 813
- International students should be able to open a bank account, get
- 814 access to banking services and use strong identification easily
- 815 without having to pay any additional fees.

816

817 **Bilingualism and multilingualism**

818

819 By bilingualism, we mean opportunities to participate equally in the activities

820 of our university community in Finnish and English. Multilingualism is an asset

821 for the members of the university community and people of Tampere in

822 general. The university community's communication is bilingual and

823 accessible. The Student Union and Tampere University encourage students to

824 be multilingual in their everyday lives.

825

826 Targets for advocacy work:

- 827
- It is possible to participate in the activities of the Student Union
- 828 equally in Finnish and English.
- 829
- The Student Union implements services and communications
- 830 bilingually. The communication is synchronised and of the same
- 831 high quality in both languages.
- 832
- Where appropriate, the Student Union's cooperation partners will
- 833 also offer bilingual services.

- 834 • To promote equal participation and advocacy opportunities,
835 Tampere University will adopt English as an administrative and
836 working language alongside Finnish.
- 837 • Where appropriate, the communication of Tampere University is
838 always bilingual. The University will have enough translators to
839 ensure synchronised, high-quality bilingual communication.
- 840 • The city of Tampere will offer international students comprehensive
841 services and ensure multilingual communication. The city of
842 Tampere will invest in having its website translated into different
843 languages, and the city's information will also be accessible to
844 persons whose communication language is not Finnish.

845

846 **Language and communication studies**

847

848 The University promotes students' linguistic competence and cultural
849 knowledge. Finnish students have a low threshold for participating in
850 language and communication courses. The studies encourage interaction
851 between Finnish and international students. The University offers diverse
852 language courses that help improve the students' language repertoire.

853

854 Targets for advocacy work:

- 855 • The University has a well-resourced language centre to enable flexible
856 language studies. Students will be able to complete their compulsory
857 language studies within the timeframe set in the curriculum.
- 858 • Students can take a wide variety of language and communication
859 courses on different campuses. The students' wishes will be taken into
860 consideration when planning language courses.
- 861 • The course completion options of language and communication
862 studies are flexible and diverse. There will be remote online language
863 courses that can be taken regardless of time and place.
- 864 • Foreign language courses can also be taken with English as the
865 language of instruction. International students will be offered a
866 sufficient number of Finnish language courses at a level which reflects
867 the actual needs of education and working life.

868

869 **7. City and society**

870

871 This chapter explains TREY's objectives for the city and society. The themes
872 include urban advocacy, housing, transport, and sustainable development.

873

874 **Urban advocacy**

875

876 The city of Tampere communicates with students when making any
877 decisions that concern them. The university students of Tampere do
878 advocacy work together in matters that concern all students. The city of
879 Tampere will make an effort to be the most student-friendly city to all kinds of
880 students.

881

882 Targets for advocacy work:

- 883 • The city of Tampere and the Wellbeing Services County of Pirkanmaa
884 will invest in preventive services.
- 885 • The Wellbeing Services County will offer free contraception and
886 menstrual products to all young people under the age of 29 and
887 provides all students enough information about these options. Different
888 types of contraception will be offered, with gender and sexual diversity
889 in mind.
- 890 • The urban environment and the outdoor recreation areas and facilities
891 encourage students to engage in exercise, hobbies, and community
892 activities.
- 893 • Urban planning takes into account the sufficient number of public
894 toilets, garbage bins and water points in the urban space.
- 895 • The city supports the renovation of facilities suitable for organizing
896 events and other events to be accessible.

- 897 • The Wellbeing Services County of Pirkanmaa's social services have
898 expertise in student matters, and they will support students who are at
899 risk of social exclusion.
- 900 • The city will offer free debt counselling and social loans.
- 901 • Early childhood education services will adopt flexible policies to support
902 student families, and they will offer enough day care placements near
903 campuses.
- 904 • The city's goal-oriented climate policy will take into account the future
905 of the student generation and ensure climate neutrality by 2030.
- 906 • The city of Tampere will adopt anonymous recruitment policies to hide
907 the applicant's background information, such as age, gender, or ethnic
908 background, from recruiters before the job interview.

909

910 **Transport**

911

912 Moving between campuses and central student locations is easy by foot,
913 bike, or public transport 24 hours a day, also on weekends. Bike paths and
914 walkways are of high quality and kept open all year round. Tampere will
915 invest in sustainable modes of transport.

916

917 Targets for advocacy work:

- 918 • It is possible for passengers to pay for the trip in various ways in the
919 public transport of the City of Tampere.

- 920 • All students are entitled to good public transport discounts. Student
921 discounts will be made available for all ticket types, regardless of the
922 payment method.
- 923 • The aim is to reduce public transport charges in the Tampere region
924 without compromising on quality.
- 925 • Electric carsharing services will be made more widely available to
926 students.
- 927 • The city will promote low-emission transport by offering parking fee
928 discounts for low-emission vehicles and by increasing the number of
929 electric car charging stations.
- 930 • City bikes will be made available on campuses and in central student
931 housing areas.
- 932 • The tram and local train network will be developed as a part of a
933 student-friendly public transport system.
- 934 • Tampere will be made more accessible to all pedestrians, cyclists, and
935 wheelchair users.
- 936 • The urban space will be developed in line with the principles of a
937 pedestrian city.

938

939 **Housing and urban planning**

940

941 The city's urban planning and housing policies respond to the students'
942 needs. Student apartments are located in attractive locations. Urban

943 development projects pay attention to ecological, social, economic, and
944 cultural sustainability. Green urban areas will be systematically increased,
945 and natural areas will be kept as untouched as possible when developing the
946 city.

947

948 Targets for advocacy work:

- 949 • The parking space requirement will be discontinued in the city centre
950 and along the central public transport routes in areas with student
951 housing. The requirement will also be relaxed in other parts of the city
952 to free up urban space and decrease the cost of housing.
- 953 • Student housing services will promote cycling and invest in bike
954 shelters.
- 955 • Diverse student housing options will be planned in central residential
956 areas near the campuses.
- 957 • When justified, densification will be favoured in urban planning along
958 public transport routes. Densification processes should pay attention to
959 local nature, valuable built environment, and the impact on the urban
960 landscape and environment.
- 961 • The city and student housing foundations will make determined efforts
962 to promote housing that encourages communality and enables
963 encounters between students from different backgrounds.
- 964 • The city and other actors will offer sustainable and affordable housing
965 options, but not only in the form of student housing.

- 966 • Student housing foundations are systematically developing their
967 operations to be more environmentally friendly.

968

969 **Sustainable development**

970

971 TREY plays an active role in environmental and climate-related advocacy
972 work, social dialogue, and preventive work. TREY is a pioneer whose work sets
973 an example for associations and interest groups. TREY is part of the Fair Trade
974 University community.

975

976 Targets for advocacy work:

- 977 • TREY will become carbon-neutral by the end of 2025. The primary
978 means to achieve carbon neutrality is to reduce the carbon footprint
979 by making adjustments to activities.
- 980 • Vegan food is offered at events and occasions organized by the
981 Student Union. This policy can be deviated from in the case of special
982 diets.
- 983 • The Student Union takes sustainable development into account in all
984 activities and advocacy efforts.
- 985 • The university sets itself ambitious environmental goals and
986 communicates them openly. The university's sustainable development
987 activities are resourced to cover the work required to achieve the goals.

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- 1007
- TREY assumes its share of the global responsibility to promote sustainable development. The Student Union participates in development cooperation. The members and associations find it motivating, and it is an opportunity for students to put their skills to use.
 - The University and the Student Union require that their activities, investments, and companies comply with the principles of sustainable development. The activities of the Student Union's partners may not conflict with the Student Union's values.
 - TREY encourages and educates its associations and students to pay attention to sustainable development in their activities.
 - TREY's activities and advocacy work reflect social, economic, and ecological sustainability. TREY will promote and contribute to the fulfilment of these principles.
 - TREY is committed to the sustainability targets of the UN's Agenda 2030. The Student Union's activities and policies may not be incompatible with these targets.
 - Tampere University will develop its degree programmes and curriculum to help bring students' professional competence in line with the principles of sustainable development. Teaching staff will be offered assistance for the development of courses and lectures.

- 1008 • Tampere University invests in recycling. There are a variety of sorting
1009 bins available on all campuses and they are placed in visible places.
1010 The campuses also have recycling rooms for community use.
- 1011 • On-campus restaurant services serve the principles of sustainable
1012 development. The environmental impact of meal options is clearly
1013 communicated and the low-emission option is easy to choose.
- 1014 • One of the principles of competitive tendering at the University is to
1015 take account of the indicators of sustainable development.
- 1016 • The University's facilities services and the University Properties of
1017 Finland work systematically to reduce emissions from properties.
- 1018

1019 **8. Students and income**

1020

1021 This chapter explains TREY's objectives regarding students' income. The
1022 economic background or financial situation of students should not be a
1023 hindrance to studies or enrolment.

1024

1025 **Students and the social security system**

- 1026
- 1027 Targets for advocacy work:
- 1028 • It is financially possible to combine studies with work, family, illness,
1029 and other situations and changes in life.
- 1030 • Students will be included in all social security reform projects.

- 1031 • The goal of the social security reform is an unconditional basic income
1032 that is tied to the cost-of-living index. The basic amount of the
1033 universal basic income must ensure sufficient basic security for people.
1034 Means-tested supplementary benefits may also be granted to help
1035 cover the costs of housing, illness, or custodianship. Universal basic
1036 income helps enable lifelong learning, regardless of the person's
1037 situation or stage in life.
- 1038 • The limit to the number of study credits that a student can acquire
1039 while receiving sickness allowance must be removed. This limitation
1040 causes some students who suffer from illnesses to fall through the net,
1041 hindering their recovery.
- 1042 • State meal subsidy is part of students' subsistence. The meal subsidy
1043 must be increased in line with the increase in prices, while ensuring the
1044 high nutritional value of the food. The meal subsidy criteria will pay
1045 attention to not only health-related guidelines but also the
1046 environmental impact of food.
- 1047 • The meal subsidy will also be available for takeaway meals. The
1048 number of subsidised meals will not be limited.

1049

1050 **Students' financial aid**

1051

1052 Targets for advocacy work:

- 1053 • There will be no restrictions as to how and by which date the student
1054 should use their financial aid. The two-step study grant process will be
1055 discontinued to enable more flexible study paths.
- 1056 • The support systems will not limit students' options without reason. Kela
1057 cannot decide to withhold parts of the study grant without explicit
1058 notice.
- 1059 • The students' financial aid will be tied to the National Pensions Index.
- 1060 • The requirement to acquire 20 study credits per year to receive study
1061 grant will be removed.
- 1062 • Students can apply for additional study grant months if they start a
1063 new degree or make a career change.
- 1064 • The responsibility for study grant matters must be transferred from the
1065 Ministry of Education and Culture to the Ministry of Social Affairs and
1066 Health.
- 1067 • If a student is asked to pay back study grant, no additional fees or
1068 interest will be charged, and the grant months must be restored for
1069 later use. Students should always be able to arrange repayment plans
1070 to ensure that their income is not in danger.
- 1071 • Improvements to the students' financial aid will be primarily made by
1072 increasing either the amount of study grant or the number of grant
1073 months.

- 1074 • The study grant and housing allowance should be enough to cover the
1075 cost of living during studies. The study grant should enable full-time
1076 studies.
- 1077 • The annual income limit of the study grant should be high enough to
1078 make working during studies a profitable option. The income limit
1079 regulations will be clear and flexible, and any study grant
1080 overpayments can be paid back flexibly in instalments.
- 1081 • The study grant will include a sufficient provider supplement to ensure
1082 that starting a family during studies will not lead to an unbearable
1083 financial burden.
- 1084 • The student loan will be an optional addition to the students' income.
- 1085 • An interest rate ceiling will be set for student loans.

1086

1087 **Social assistance**

1088

1089 Targets for advocacy work:

- 1090 • Students can be granted social assistance to pay compulsory study-
1091 related fees, such as the healthcare fee or the Student Union
1092 membership fee.
- 1093 • Undrawn student loan should not be counted as income when the
1094 student applies for social assistance. Instead, the student loan should
1095 be a fully optional addition to the student's income.

- 1096 • The basic amount of social assistance of full-time degree students will
1097 not be reduced if they make progress with their studies.

1098

1099 **Housing allowance**

1100

1101 Targets for advocacy work:

- 1102 • Housing allowance will be paid individually: the income of other people
1103 living in the same household will not affect the amount of housing
1104 allowance. The housing allowance system will not treat different types
1105 of households unequally: the allowance is equally paid regardless of
1106 whether the student lives alone or with flatmates.
- 1107 • The housing allowance will be in line with the actual costs of housing
1108 and increased in proportion to them. The income limits of housing
1109 allowance will be flexible to take irregular income into account.

1110

1111 **9. Health, well-being, and sports**

1112

1113 This chapter explains TREY's goals for students' health, well-being, sports, and
1114 exercise. This chapter also describes TREY's objectives for the Finnish Student
1115 Health Service (FSHS).

1116

1117 Students are entitled to receive high-quality healthcare services and
1118 sufficient support for their well-being. Cooperation between students and the

1119 most important health, welfare, and sport service providers, such as the FSHS,
1120 social services, and the University, works seamlessly. Students are always
1121 involved in the development of services. If necessary, the service providers
1122 are able to direct students to services offered by another provider.

1123

1124 **Accessibility of services**

1125

1126 All students, regardless of their life situation, income, or other circumstances,
1127 have equal opportunities to pursue well-being, health, and sports. All
1128 students are treated equally as service users in terms of the healthcare fee
1129 and the availability of health services. Financial aspects should not become
1130 a hindrance to students' ability to take care of their health.

1131

1132 Targets for advocacy work:

- 1133 • Students can access social services without difficulty as needed. Social
1134 workers have sufficient knowledge of student matters.
- 1135 • The Wellbeing Services County of Pirkanmaa will offer timely and high-
1136 quality student healthcare services to the exchange students who are
1137 entitled to municipal services also in English.
- 1138 • Doctor's appointments will be free of charge in healthcare.
- 1139 • The city, the Wellbeing Services County of Pirkanmaa and the FSHS
1140 work in close cooperation with TREY, Tamko, and the rest of the
1141 university community in matters related to the health and welfare of

1142 students. Students will be referred to the services they need, regardless
1143 of the service provider. If necessary, students can also be referred to
1144 the services of third-sector actors.

1145 • Students have access to preventive, low-threshold services that
1146 support their health and well-being.

1147 • The availability of mental health services will be guaranteed by
1148 ensuring sufficient resources and improving the division of
1149 responsibilities between service providers.

1150 • The city, the Wellbeing Services County of Pirkanmaa, the FSHS,
1151 Tampere University, and other actors must promote students' mental
1152 health in cooperation with the Student Union, with focus on preventive
1153 services.

1154 • The support systems must prevent mental health problems. If people
1155 experience problems with their mental health, they must be able to
1156 access services easily and quickly.

1157 • Kela-funded psychotherapy will be fully free of charge for people under
1158 30 and for students.

1159 • Campus restaurant services will offer a varied selection and offer
1160 meals also during the evenings and weekends.

1161

1162 **The Finnish Student Health Service (FSHS)**

1163

1164 Students are provided timely healthcare. The threshold for seeking
1165 healthcare services is low, and students can access treatment quickly. The
1166 services of the FSHS are constantly improved to better promote the health of
1167 students. The FSHS offers students general, mental, and oral health services.
1168 The services of the FSHS must take the diversity of students into
1169 consideration. If necessary, the FSHS personnel should be provided training
1170 on this. The communication of the FSHS should be well-timed and of high
1171 quality, both in Finnish and in English. The accessibility of the FSHS services
1172 should be regularly monitored, and any issues must be promptly addressed.

1173

1174 Targets for advocacy work:

- 1175 • FSHS basic funding must be raised to meet the need for service without
1176 increasing the students' health care fee.
- 1177 • The FSHS provides acute treatment and preventive healthcare services
1178 and engages in health promotion work. The services offered by the
1179 FSHS will be expanded to include specialised medical services that are
1180 relevant to students, such as gynaecologist and dermatologist
1181 services.
- 1182 • Cooperation between the FSHS and other social and healthcare service
1183 providers works well, and their service chains are smooth and efficient.
1184 Students can easily access follow-up treatment and specialised
1185 medical care through the FSHS.

- 1186 • The annual healthcare fee and the client fees will be allocated so that
1187 they will not burden the most underprivileged students. Payment
1188 schedules can be arranged on an individual basis.
- 1189 • A bill for the health care fee for university students is sent to all
1190 students.
- 1191 • The long-term objective is to achieve free, well-resourced healthcare
1192 services that are run by the FSHS and specialised in students' health
1193 issues.
- 1194 • To free up resources for actual healthcare work, the online services of
1195 the FSHS will be improved by, for example, offering preventive support
1196 services and online contact services.
- 1197 • Remote appointments will be an additional service offered in
1198 appropriate cases, never the only option available.
- 1199 • International students with access to the FSHS services will be able to
1200 use the healthcare services in English without difficulty. The FSHS staff
1201 will be capable of referring them to other services.
- 1202 • Exchange students should be entitled to the services of the FSHS again.
- 1203 • The resources of the FSHS must be increased, especially in oral and
1204 mental health services.
- 1205 • An even larger number of students will take the online health survey of
1206 the FSHS. The survey and the utilisation of its results will be developed in
1207 multi-professional cooperation and together with students. The online

1208 health survey will help make successful interventions and prevent
1209 problems and social exclusion among students.

1210

1211 **Sports and exercise**

1212

1213 Students can access high-quality and cost-effective sport services all year
1214 round. Students are encouraged to exercise and take care of their overall
1215 health and well-being. Sport communication emphasises a holistic idea of
1216 health. The University's sport services will share information about support
1217 services available to people battling with health problems, such as body
1218 image issues. Associations organise low-threshold sports events. Students
1219 can easily access sport facilities on all campuses. The sport services are on
1220 the same level on all campuses. University sport services are understood as a
1221 part of maintaining the students' work and study ability. The University and
1222 campus premises support both low-threshold exercise and competitive
1223 sports, taking into account people who are at different athletic skill levels.

1224

1225 Targets for advocacy work:

- 1226 • The local higher education sport fees will be in proportion to the
1227 students' income level.
- 1228 • Popular student areas will feature outdoor gyms and facilities for other
1229 free outdoor activities.

- 1230 • Students only need to pay for sport services when they are available. If
1231 the sport services are unavailable for a long time, the sport fees must
1232 be refunded to students.
- 1233 • Access to sport facilities will be guaranteed 24 hours a day.
- 1234 • SportUni will involve students in the development of sport services.
- 1235 • Sport services will offer changing rooms and washing facilities that
1236 take gender diversity into account.
- 1237 • Sport services are able to provide guidance for people with reduced
1238 mobility.
- 1239 • Associations will be on an equal footing when booking sport facilities
1240 on any campus. Associations will be treated fairly in the allocation of
1241 sport facilities.
- 1242 • The staff of university sport services will be given training on equality
1243 and anti-discrimination.
- 1244 • Sport services will support an active lifestyle, with body positivity as a
1245 cornerstone to respect the right of all kinds of bodies to exist and
1246 exercise. Body positivity helps protect the human rights, equal
1247 treatment, and safety of students.
- 1248 • The sport counselling will be able to identify and address symptoms of
1249 disordered eating.