

Policy Paper of the Student Union of Tampere University

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1. Introduction

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

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

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

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

The Student Union's Values in Financial Affairs includes TREY's general guidelines for long-term financial planning.

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

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

2. Equality

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

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

The university community and student organisations do not tolerate any discrimination, harassment, or bullying, and will address any such issues. TREY reserves the right to refuse cooperation with third parties that violate the Student Union's principles of equal treatment. TREY ensures that at TREY events its partners commit to following the Principles for Safer Spaces.

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

Targets for advocacy work:

- Tampere University will hire a DEI specialist (diversity, equity, inclusion).
- The University will make active efforts to eliminate barriers to education that are related to, for example, different situations in life.
- The university will change its systems so that they take better account of gender diversity. When asked about gender, a person is given the opportunity to indicate their own gender. The systems are updated so that a person can, with their own notification, change their calling name to the information systems.
- TREY's decisions will be drafted transparently and democratically to allow the student community to participate in decision-making.
- TREY and the University are committed to anti-racism and anti-ableism. This includes identifying and actively dismantling racist and

discriminatory structures based on, for example, ethnicity or disability, as well as engaging in self-reflective activities at both individual and organisational levels.

- TREY advocates intergenerational equity. The impact of decisions on intergenerational equity must always be taken into consideration in decision-making.
- The entire university community will pay attention to physical, psychological, social, and digital accessibility.
- Students from all campuses have equal opportunities to make their voices heard in the university community.

3. Student associations

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

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

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

Targets for advocacy work:

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

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

4. Campus facilities of Tampere University

This chapter explains TREY's objectives regarding the campus facilities of Tampere University.

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

Targets for advocacy work:

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

- Entrance exams will be held in accessible facilities, and applicants do not have to apply for special arrangements due to restricted mobility.
- Physical and cognitive ergonomics will be taken into consideration when designing university facilities.
- The facilities should enable contact and interaction between students and staff. Staff members will receive training on current and future electronic systems.
- The University's learning, sport, and hobby facilities can be accessed during all hours and seasons.
- All campuses will offer plenty of facilities to student associations for organising diverse student activities. These facilities include the associations' private facilities and public association facilities. All associations should be entitled to have their own named facilities and to use the common facilities. The University will take the need for student facilities into account during renovations and construction.
- There are visible, comfortable and flexible spaces that enable diverse encounters for students.
- There are 24-hour facilities available for students from all campuses for study and community-building activities, such as associational activities.

- University's facilities, such as classrooms, are available to students outside of learning sessions. Students can use the facilities for group work and independent study time without reservation.
- The university has computers available for students to use and enables them use of their own computers with an additional screen.
- Students should be able to participate in activities that require group work, remote working and attendance during the same day. Flexible facilities and necessary digital tools must be provided for this.
- University staff and students know how to recognise and respond to threatening situations.
- Students should be offered enough rooms for group work, studying, and recreation.
- The campuses must have enough quiet studying rooms and workstations with sockets.
- All University buildings should have a sufficient number of gender neutral and accessible bathrooms to ensure that finding them does not take too much time or effort.
- Students with families can easily combine studies and family life. Efforts must be made to ensure that parents feel that children and childcare are accepted on campus.

- The campus facilities will be suitable for nursing and taking care of children. The needs of families and children will be taken into account when designing accessible features.

5. University politics

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

The education system

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

The higher education system and universities

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

The degrees from universities and universities of applied sciences have their own distinct profiles. The closer education cooperation should not mean that entire degrees or study modules can be outsourced from one sector to another. Cooperation should be based on improving the quality of education and research, not on saving resources.

Targets for advocacy work:

- All students taking a basic academic degree at Tampere University are members of the Student Union in the future as well.
- The dual model for universities and universities of applied sciences will be kept.
- On fields where different higher education institutions already provide degrees with similar skill profiles, flexible study paths will be created to allow students to flexibly switch from one degree programme to another.
- The standard of education will be raised without without compromising on quality.
- The Universities Act is updated with regard to sections concerning foundation universities to safeguard university democracy and university self-government.

University funding

The national university funding model will be transparent and predictable, and it will ensure sufficient funding for the execution of the universities' basic tasks on all fields. The funding system will give the universities room to operate, supporting the autonomy and long-term development of education and research.

Targets for advocacy work:

- The funding model will reward for the quality of teaching, research, and societal influence.
- The university index will be in force.
- University funding will not depend on the amount of tuition fees collected.
- Universities must be ensured sufficient resources to fulfil their task of continuous learning.
- The university funding model will reward universities for the number of study credits acquired by students. This way, the model will encourage universities to offer a variety of courses, modules, and lifelong learning opportunities to students from other universities as well.
- Faculties have strong core funding, and they will set their strategic indicators themselves. The strategic indicators will encourage the

promotion of sustainability, internationality, and other strategic targets of the University.

- The university funding model will encourage internationalisation.
- The University will reward faculties for the international mobility of students and staff.
- University funding also covers increasing the number of start-up places for universities.

Accessible and free education

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

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

The student admission system of higher education treats applicants equally: it does not put applicants on an unequal footing based on their prior

education, socio-economic background, or wealth. Universities have several student admission paths.

Targets for advocacy work:

- Degree education will be free of charge for all students taking a bachelor's degree, a master's degree, or a doctoral degree.
- The tuition fees for non-EU/EEA students will be discontinued.
- Immigrants will be offered sufficient education opportunities and ways to have their prior education and skills incorporated in a degree.
- Gender, minority status, socio-economic background, or the parents' educational background have no bearing on the education or career choices of individuals.
- The school network will be geographically comprehensive enough and of high quality.
- People will be offered enough support and guidance for making educational choices.
- The admissions system will not create a demand for fee-based preparatory courses.
- The first-time applicant quotas will be discontinued.
- The transfer application system will be an easy and flexible way to transfer to another field or university.

- Studying during extension period should not limit the student's study opportunities. Applying for an extension must be free of charge.
- Student admission procedures, such as entrance exams, should be organised as national joint selection procedures, while still taking the special characteristics of different disciplines into consideration.
- The language requirements of higher education will be reviewed on national level to ensure that everyone has an equal opportunity to apply for higher education, regardless of their language of education.
- A certificate of matriculation or other proof of success in upper secondary education will not be generally held as the primary admission criterion.
- The transition from vocational education to higher education will be improved and supported.
- The Open University must be kept as a supplementary, minor, and free route to higher education.

Lifelong learning and the Open University

Adults must have access to lifelong learning, regardless of their educational background, socio-economic position, or labour-market status. The Open University allows people to update their skills.

Targets for advocacy work:

- Free lifelong learning opportunities are part of the higher education system, along with degree education, paid adult education, and continuing education.
- The Open University, continuing education, and made-to-order education should not, however, be a way to avoid the entrance exam system by paying. Degree students should not be directed to fee-based education if the degree programme lacks the resources.
- The Open University, continuing education, and made-to-order education must be kept separate. Commercial education is also examined as a separate entity from degree education.
- Paying students cannot enjoy special privileges over other students.
- Tampere University alumni must be automatically admitted to alumni studies after graduation so that they can flexibly update their skills.
- Alumni studies will be free of charge.
- A student can be accepted as an alumni student in the degree programme regardless of whether they have completed studies there before.
- The possibilities of individuals and companies to access continuing education will be promoted.
- The University interacts with citizens and enables educational encounters outside the university community, such as speaking events and learning events.

Tampere University

This chapter describes TREY's objectives regarding the University's administration and management, as well as studies, learning, and learning support at Tampere University.

University administration and management

Multi-discipline university

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

Targets for advocacy work:

- The characteristics of different disciplines will be taken into account in decision-making, funding, and contents.

- The University will encourage people from all backgrounds to participate in the activities of the higher education community.
- The University will guarantee the freedom of students by, for example, ensuring the free choice of minor subject.

Advocacy opportunities at Tampere University

Encouraging participation and inclusion in the university community is at the core of Tampere University's operations. What this means is that the University's administrative structure should help promote the development of teaching and research, support flexible, cross-faculty education opportunities, encourage interdisciplinary cooperation, and help people integrate into their own community and the University. The University's decision-making is transparent, and the entire community is publicly informed of matters that are under preparation.

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

Targets for advocacy work:

- The university administration observes the principle of subsidiarity, meaning that any decisions on matters regarding education and research, or matters within academic autonomy, are generally made as close to the concrete operational level as possible.
- The University can give university-wide guidelines on academic matters. These guidelines will be drafted in cooperation with faculty councils and the Academic Board's councils.
- All documents will be made electronically available to the entire community.
- The University will organise faculty-specific and public events for the university community to discuss and work on current issues.
- The members of an administrative body will be elected by a relevant group of the university community.
- All multi-member university bodies, apart from the University Board, will be balanced tripartite bodies with deputy members. Professors, teaching and research staff, other personnel, and students will be represented in the administrative bodies.
- When deciding the tripartite composition of the University Board, attention should be paid to diversity and the members' expertise in education and student matters.

- The Student Union will offer its members support for campus advocacy.
- Student representatives will be appropriately supported during their term and fully trained for their tasks by the Student Union.
- International students and staff members will have the opportunity to work as representatives in the University's administrative bodies.
- The University Board will consult the Academic Board on all important issues that concern the entire University, such as decisions regarding the strategy, important operational and financial objectives, and other long-term policies.
- When appointing the rector, the vice rectors and the deans, the University Board will be assisted by tripartite preparatory appointment committees. The members of the preparatory appointment committee are chosen by the community in question.
- The university community will hold the chairmanship and the majority of the seats in the preparatory University Board appointment committee.
- The Academic Board will be led by a tripartite group of chairpersons, elected from among the Academic Board's members.
- Decisions on the faculties' targets, staff plans, budgets, and important operational and financial objectives will be made by faculty councils.

- The dean will be assisted by a management group where students and staff are represented.
- Working under the faculty councils, there are degree programme planning groups and curriculum planning groups where students and staff are represented.

Tampere University as an employer

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

Targets for advocacy work:

- The recruiting practices will be transparent and equal.
- Students will be represented in the recruiting processes of teaching staff.
- Fixed-term employment contracts will only be made for justified reasons.
- Tampere University will introduce anonymous recruitment with the exception of university administration.

- Everyone will have an equal opportunity to further their career at all levels of the University, regardless of gender, minority status, language, socio-economic status, or other personal factors.
- The doctoral students employed by the University will have decent salaries, and they can spend most of their working time on their own research.
- The contract and thesis supervision practices of doctoral researchers will be standardised throughout the University.
- The Student Union will, where appropriate, offer support to doctoral researchers and take their perspective into consideration in campus advocacy.
- Doctoral grant researchers are held as equal members of the university community.
- University teaching and research staff can focus on teaching, research, or both. Job descriptions and career paths that allow focusing on societal impact will also be developed.
- Tampere University will adopt salary transparency.

Studying, learning, and learning support

Digital learning environments and electronic systems

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

Targets for advocacy work:

- Electronic systems will be of high quality and accessible throughout the University.
- Teaching staff will be actively supported and trained in the use of different electronic systems. The trainings will ensure that the teaching staff is equipped to handle accessibility matters.
- Different course completion options will be considered. Both contact learning and online learning will be utilised in a pedagogically relevant manner.

- The use of lecture recordings is encouraged to support students' studies during the course. All lecture recordings are available with at least a transcription, preferably with subtitles, and the university is adequately resourced to implement these.
- Resource savings should not be the reason for the shift to digital learning environments.
- Students will be given access to the university management's information systems, such as academic monitoring data.
- The University has clear rules for the use of artificial intelligence in studies, and the use of artificial intelligence in teaching must be pedagogically justified.

Management of education

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

Targets for advocacy work:

- Time and money will be reserved for the development of teaching.

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

Degrees

Tampere University offers high-quality degrees based on the highest scientific and artistic knowledge. Broad degree programmes are only desirable when they are based on a functional combination of compatible scientific disciplines. Degree programmes are planned with students at the centre. Students can participate in the development of education at all stages of the development process.

Targets for advocacy work:

- Degrees will be developed with the needs of the disciplines in mind.
- The curriculum will be primarily planned from the perspective of degree education.
- In principle, students are granted the right to study for both the bachelor's and the master's degree. The bachelor's degree may only be the student's final degree out of their own choice.
- The maximum number of study credits that can be included in a degree will not be limited.
- It must be possible to complete the degree mainly in the language specified in the degree programme.
- Students will be offered the possibility to develop their skills in diverse ways and to create personalised degrees.
- Students can complete optional studies across faculties and universities, and they will also be encouraged to do so. Students can easily access information about cross-faculty and cross-institutional optional studies.
- Course contents and workloads will be reviewed regularly. The workload required to acquire study credits will be comparable between different courses.
- New degree programmes are set up with careful consideration. There must be a genuine need for a new degree programme, and the degree

programme is not brought together on the basis of already existing courses of study.

- Cross-disciplinary degree programmes will only be created for justified reasons.
- Broad degree programmes will be prepared within the faculties in cooperation between degree programmes. If the initiative to create a new degree programme comes from outside the degree programmes, the degree programmes in question will be given a central role in decision-making and preparation.
- The content of broad degree programmes is logical, and their different parts complement each other.
- When students begin their studies, they should be aware of by which criteria and at which stage they should select their specialisation, and of how to proceed if they are not admitted to the specialisation of their choice.
- Students can easily complete cross-institutional studies between the University and the University of Applied Sciences. Students will be aware of how they can acquire study credits from the other higher education institution.
- The introductory courses of degree programmes will discuss sustainable development in the degree programme's context.

- Every university degree includes studies in the philosophy of science and ethics, considering the special characteristics of the field.
- Tampere University will hold graduation ceremonies for bachelor's and master's degree graduates at the end of each period.
- Three persons who are close to the graduate will be allowed to attend the graduation ceremony.

Credit transfer and recognition of prior learning

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

Targets for advocacy work:

- At Tampere University, credit transfer and recognition of prior learning can be carried out easily throughout the year and for a reasonable amount of work.

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

Flexible and competency-based education

The degrees offered at Tampere University are competency-based and arranged in a manner that allows flexible studying. The University provides education in an equal manner. Students can easily take courses from other universities.

Targets for advocacy work:

- Teaching, degrees, and courses will be planned and organised in line with the principles of competency-based learning. Competency-based learning is understood, from a student-oriented viewpoint, as the recognition, identification, and verbalisation of the student's competencies.
- Concrete learning outcomes will be set for both field-specific knowledge and general academic skills.
- Students will be helped to identify their own study motivation and learning objectives. University education emphasises and illustrates the fact that the students' skills are an important part of study modules and their path to becoming an expert on the field.
- Teaching methods and arrangements serve the course contents.
- Flexible studying will be at the core of university education and reflected in the variety of studying and teaching methods.

- When planning the curriculum, special attention will be paid to the flexibility of studies.
- Flexible study opportunities must ensure studying that is independent of time and place and can be done at all times of the day and year.
- The purpose of flexible study methods is to complement contact teaching, not to reduce it.
- Courses and lectures are accessible. The University is responsible for ensuring that the teaching personnel can provide accessible courses.
- Students should be aware of special arrangements as soon as they start their studies. Special arrangements can be received without difficulty as needed.
- Tampere University will collect qualitative feedback on each degree, study module, and course. It is part of the feedback system to let students reflect on their own learning and skills.
- Feedback will always be processed confidentially, and it has an important role in the planning of education and the University's internal decision-making.
- The teaching staff will be required to respond to the feedback they have been given.
- Course feedback must be a mandatory part of each course. The feedback system could offer the option to skip course feedback, but students should enter the feedback system nonetheless.

- Submitting course feedback should be accessible and as effortless as possible.

Academic guidance and counselling

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

Targets for advocacy work:

- Students will be offered career planning services both in Finnish and in English.
- Guidance and counselling will be incorporated in each course.
- Peer counselling and tutoring will be organised and developed as a part of guidance and counselling. The University and faculties will ensure resources and support for guidance and counselling.
- Faculties will hire a study counsellor for each basic degree programme.
- The University will adopt common criteria for thesis supervision. The supervision will be professional and regular.
- At the time of postgraduate student selections, attention will be paid to the resources needed to provide counselling in the language of studies.

- The academic services will also offer students guidance to help them identify their skills, both as a part of the University's services and as study modules.
- The study psychologist services have enough resources to provide the necessary services on all campuses. Appointments can also be directly offered to students.
- More resources will be allocated to the University's low-threshold services.
- Support services and guidance will be offered both in Finnish and in English. The information about support services should always be well-timed and bilingual.
- Counselling must be easily accessible, be it face to face or online. The opening hours must be long enough.

Career services

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

Targets for advocacy work:

- The University will recognise the special needs of international students in career planning and provide them with clear information about the services available.
- All interested students can acquire working life skills and contacts during their studies through a traineeship or a thesis, for example.
- The University will maintain contacts with businesses and public and third sector employers by, for example, organising recruiting events.
- The University will offer sufficient internship grants on fields that need financial support. Differences in the internship grant policies of faculties will not put students on an unequal footing when they apply for traineeships in the same field.
- Internships are paid.
- Traineeships that are part of the degree can also be completed abroad. The University will offer financial support regardless of whether the employer is Finnish or foreign.
- The University will offer versatile academic entrepreneur training and support pro-entrepreneurship activities and communities on all campuses.

6. International and multilingual community

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

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

Internationalisation and international students

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

Targets for advocacy work:

- The University will allocate enough resources to international services.
- Guidance and counselling will encourage students to complete studies and traineeships abroad.
- Students have enough information about completing courses and traineeships abroad. The University will offer support to students for planning their internationalisation modules.
- Financial support is available for exchange studies.
- Students can easily incorporate courses from other institutions from their studies abroad in their degrees.
- To ensure accessible exchange studies, special attention will be paid to the internationalisation opportunities of adult students, students with families, and disabled students.
- International mobility will be implemented in an environmentally friendly and sustainable way.
- The University also offers short mobility periods, for example through ECIU.
- Different options for internalisation at home will be created. The University will provide enough information about internationalisation at home and about incorporating it in a degree.
- Education export is done responsibly. Education exports do not take resources from other teaching or research.

- High-quality student tutoring will help support international students and promote their integration into the student community. Subject associations and other relevant parties will be included in the development of student tutoring and international student tutoring.
- International students will be granted a residence permit for the entire duration of their studies. Everyone who has completed an academic degree in Finland will be offered the possibility to acquire a permanent residence permit. Residence permit application and renewal processes will be made easier. The amount of wealth required for a residence permit is reduced.
- The scholarship system for international students from outside EU and ETA countries who are liable for payment is predictable and clear, and the granting criteria are transparent.
- The university offers support in applying for a scholarship.
- The scholarship system is not only based on academic success, but a means-testing is also applied in the granting criteria.
- International students' chances of finding employment in Finland will be promoted by encouraging them to network with local employers and stakeholders at an early stage.
- The integration of international students into the community will be promoted by accommodating international students in the same buildings and neighbourhoods with Finnish students more often.

- Interaction between Finnish and international students will be increased in studies, everyday life, and free-time activities. Active efforts will be made to remove barriers to integration.
- International students should be able to open a bank account, get access to banking services and use strong identification easily without having to pay any additional fees.
- For students who, for example, have fled conflict and persecution to Finland will be created permanent ways to continue their studies and complete their degree in Finland. In addition, grants and support are available to enable students fleeing to Finland to complete their studies as well as the necessary protection and support measures.

Bilingualism and multilingualism

By bilingualism, we mean opportunities to participate equally in the activities of our university community in Finnish and English. Multilingualism is an asset for the members of the university community and people of Tampere in general. The university community's communication is bilingual and accessible. The Student Union and Tampere University encourage students to be multilingual in their everyday lives.

Targets for advocacy work:

- It is possible to participate in the activities of the Student Union equally in Finnish and English.
- The Student Union implements services and communications bilingually. The communication is synchronised and of the same high quality in both languages.
- Where appropriate, the Student Union's cooperation partners will also offer bilingual services.
- To promote equal participation and advocacy opportunities, Tampere University will adopt English as an administrative and working language alongside Finnish.
- Where appropriate, the communication of Tampere University is always bilingual. The University will have enough translators to ensure synchronised, high-quality bilingual communication.
- The city of Tampere will offer international students comprehensive services and ensure multilingual communication. The city of Tampere will invest in having its website translated into different languages, and the city's information will also be accessible to persons whose communication language is not Finnish.

Language and communication studies

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

Targets for advocacy work:

- The University has a well-resourced language centre to enable flexible language studies. Students will be able to complete their compulsory language studies within the timeframe set in the curriculum.
- Students can take a wide variety of language and communication courses on different campuses. The students' wishes will be taken into consideration when planning language courses.
- The course completion options of language and communication studies are flexible and diverse. There will be remote online language courses that can be taken regardless of time and place.
- Intercultural communication studies are included in compulsory language and communication studies.
- Foreign language courses can also be taken with English as the language of instruction.

- International students will be offered a sufficient number of Finnish language courses at a level which reflects the actual needs of education and working life.

7. City and society

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

Urban advocacy

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

Targets for advocacy work:

- The city of Tampere and the Wellbeing Services County of Pirkanmaa will invest in preventive services.
- The Wellbeing Services County will offer free contraception and menstrual products to all young people under the age of 29 and provides all students enough information about these options. Different

types of contraception will be offered, with gender and sexual diversity in mind.

- The urban environment and the outdoor recreation areas and facilities encourage students to engage in exercise, hobbies, and community activities.
- Urban planning takes into account the sufficient number of public toilets, garbage bins and water points in the urban space.
- The city supports the renovation of facilities suitable for organizing events and other events to be accessible.
- The city supports libraries, adult education centres and other organisations that organise open and accessible learning events for all.
- The Wellbeing Services County of Pirkanmaa's social services have expertise in student matters, and they will support students who are at risk of social exclusion.
- The city will offer free debt counselling and social loans.
- Early childhood education services will adopt flexible policies to support student families, and they will offer enough day care placements near campuses.
- The city's goal-oriented climate policy will take into account the future of the student generation and ensure climate neutrality by 2030.

- The city of Tampere will adopt anonymous recruitment policies to hide the applicant's background information, such as age, gender, or ethnic background, from recruiters before the job interview.

Transport

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

Targets for advocacy work:

- It is possible for passengers to pay for the trip in various ways in the public transport of the City of Tampere.
- All students of all ages are entitled to good public transport discounts. Student discounts will be made available for all ticket types, regardless of the payment method.
- The aim is to reduce public transport charges in the Tampere region without compromising on quality.
- It is possible to pay the annual ticket for public transport in addition to the one-time fee in smaller parts without increasing the total price.

- Public transport routes and shifts enable students to move around on weekdays. In addition, major student events are taken into account in the frequency and schedule of public transport services.
- Electric carsharing, electric bikes, and other environment-friendly common-use means of transport services will be made more widely available to students.
- The city will promote low-emission transport by offering parking fee discounts for low-emission vehicles and by increasing the number of electric car charging stations.
- City bikes will be made available on campuses and in central student housing areas.
- The tram and local train network will be developed as a part of a student-friendly public transport system.
- Tampere will be made more accessible to all pedestrians, cyclists, and those moving with assistive devices.
- Pedestrian and cycle routes focus on unity, usability, and comfort. Movement along major pedestrian and cycle routes is smooth and uninterrupted.
- The urban space will be developed in line with the principles of a pedestrian city.

Housing and urban planning

The city's urban planning and housing policies respond to the students' needs. Student apartments are located in attractive locations. Urban development projects pay attention to ecological, social, economic, and cultural sustainability. Green urban areas will be systematically increased, and natural areas will be kept as untouched as possible when developing the city.

Targets for advocacy work:

- The parking space requirement will be discontinued in the city centre and along the central public transport routes in areas with student housing. The requirement will also be relaxed in other parts of the city to free up urban space and decrease the cost of housing.
- Student housing services will promote cycling and invest in bike shelters.
- Diverse student housing options will be planned in central residential areas near the campuses.
- When justified, densification will be favoured in urban planning along public transport routes. Densification processes should pay attention to local nature, valuable built environment, and the impact on the urban landscape and environment.

- The city and student housing foundations will make determined efforts to promote housing that encourages communality and enables encounters between students from different backgrounds.
- The city and other actors will offer sustainable and affordable housing options, but not only in the form of student housing.
- Student housing foundations are systematically developing their operations to be more environmentally friendly.

Sustainable development

TREY plays an active role in environmental and climate-related advocacy work, social dialogue, and preventive work. TREY is a pioneer whose work sets an example for associations and interest groups. TREY is a responsible investor, and investments take into account different aspects of sustainability. TREY is part of the Fair Trade University community.

Targets for advocacy work:

- TREY will become carbon-neutral by the end of 2025. The primary means to achieve carbon neutrality is to reduce the carbon footprint by making adjustments to activities.
- Vegan food is offered at events and occasions organized by the Student Union. This policy can be deviated from in the case of special diets.

- The Student Union takes sustainable development into account in all activities and advocacy efforts.
- The university sets itself ambitious environmental goals and communicates them openly. The university's sustainable development activities are resourced to cover the work required to achieve the goals.
- 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.
- Tampere University invests in recycling. There are a variety of sorting bins available on all campuses and they are placed in visible places. The campuses also have recycling rooms for community use.
- On-campus restaurant services serve the principles of sustainable development. The environmental impact of meal options is clearly communicated and the low-emission option is easy to choose.
- One of the principles of competitive tendering at the University is to take account of the indicators of sustainable development.
- The University's facilities services and the University Properties of Finland work systematically to reduce emissions from properties.
- Students are encouraged to make more environmentally friendly choices by reducing the price of vegan student meals.

8. Students and income

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

Students and the social security system

Targets for advocacy work:

- It is financially possible to combine studies with work, family, illness, and other situations and changes in life.
- Students will be included in all social security reform projects.
- The goal of the social security reform is an unconditional basic income that is tied to the cost-of-living index. The basic amount of the universal basic income must ensure sufficient basic security for people. Means-tested supplementary benefits may also be granted to help cover the costs of housing, illness, or custodianship. Universal basic income helps enable lifelong learning, regardless of the person's situation or stage in life.
- The limit to the number of study credits that a student can acquire while receiving sickness allowance must be removed. This limitation causes some students who suffer from illnesses to fall through the net, hindering their recovery.
- State meal subsidy is part of students' subsistence. The meal subsidy must be increased in line with the increase in prices, while ensuring the high nutritional value of the food. The meal subsidy criteria will pay attention to not only health-related guidelines but also the environmental impact of food.

- The meal subsidy will also be available for takeaway meals. The number of subsidised meals will not be limited.

Students' financial aid

Targets for advocacy work:

- There will be no restrictions as to how and by which date the student should use their financial aid. The two-step study grant process will be discontinued to enable more flexible study paths.
- The support systems will not limit students' options without reason. Kela cannot decide to withhold parts of the study grant without explicit notice.
- The students' financial aid will be tied to the National Pensions Index.
- The requirement to acquire 20 study credits per year to receive study grant will be removed.
- Students can apply for additional study grant months if they start a new degree or make a career change.
- The responsibility for study grant matters must be transferred from the Ministry of Education and Culture to the Ministry of Social Affairs and Health.
- If a student is asked to pay back study grant, no additional fees or interest will be charged, and the grant months must be restored for

later use. Students should always be able to arrange repayment plans to ensure that their income is not in danger.

- Improvements to the students' financial aid will be primarily made by increasing either the amount of study grant or the number of grant months.
- The study grant and housing allowance should be enough to cover the cost of living during studies. The study grant should enable full-time studies.
- The annual income limit of the study grant should be high enough to make working during studies a profitable option. The income limit regulations will be clear and flexible, and any study grant overpayments can be paid back flexibly in instalments.
- The study grant will include a sufficient provider supplement to ensure that starting a family during studies will not lead to an unbearable financial burden.
- The student loan will be an optional addition to the students' income.
- An interest rate ceiling will be set for student loans.

Social assistance

Targets for advocacy work:

- Students can be granted social assistance to pay compulsory study-related fees, such as the healthcare fee or the Student Union membership fee.
- Undrawn student loan should not be counted as income when the student applies for social assistance. Instead, the student loan should be a fully optional addition to the student's income.
- The basic amount of social assistance of full-time degree students will not be reduced if they make progress with their studies.

Housing allowance

Targets for advocacy work:

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

9. Health, well-being, and sports

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

Students are entitled to receive high-quality healthcare services and sufficient support for their well-being. Cooperation between students and the most important health, welfare, and sport service providers, such as the FSHS, social services, and the University, works seamlessly. Students are always involved in the development of services. If necessary, the service providers are able to direct students to services offered by another provider.

Accessibility of services

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

Targets for advocacy work:

- Students can access social services without difficulty as needed. Social workers have sufficient knowledge of student matters.
- The Wellbeing Services County of Pirkanmaa will offer timely and high-quality student healthcare services to the exchange students who are entitled to municipal services also in English.
- Doctor's appointments will be free of charge in healthcare.
- The city, the Wellbeing Services County of Pirkanmaa and the FSHS work in close cooperation with TREY, Tamko, and the rest of the university community in matters related to the health and welfare of students. Students will be referred to the services they need, regardless of the service provider. If necessary, students can also be referred to the services of third-sector actors.
- Students have access to preventive, low-threshold services that support their health and well-being.
- The availability of mental health services will be guaranteed by ensuring sufficient resources and improving the division of responsibilities between service providers.
- The city, the Wellbeing Services County of Pirkanmaa, the FSHS, Tampere University, and other actors must promote students' mental health in cooperation with the Student Union, with focus on preventive services.

- The support systems must prevent mental health problems. If people experience problems with their mental health, they must be able to access services easily and quickly.
- Kela-funded psychotherapy will be fully free of charge for people under 30 and for students.
- Campus restaurant services will offer a varied selection and offer meals also during the evenings and weekends.

The Finnish Student Health Service (FSHS)

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

Targets for advocacy work:

- FSHS basic funding must be raised to meet the need for service without increasing the students' health care fee.

- The FSHS provides acute treatment and preventive healthcare services and engages in health promotion work. The services offered by the FSHS will be expanded to include specialised medical services that are relevant to students, such as gynaecologist and dermatologist services.
- Cooperation between the FSHS and other social and healthcare service providers works well, and their service chains are smooth and efficient. Students can easily access follow-up treatment and specialised medical care through the FSHS.
- The annual healthcare fee and the client fees will be allocated so that they will not burden the most underprivileged students. Payment schedules can be arranged on an individual basis.
- A bill for the health care fee for university students is sent to all students.
- The long-term objective is to achieve free, well-resourced healthcare services that are run by the FSHS and specialised in students' health issues.
- To free up resources for actual healthcare work, the online services of the FSHS will be improved by, for example, offering preventive support services and online contact services.
- Remote appointments will be an additional service offered in appropriate cases, never the only option available.

- International students with access to the FSHS services will be able to use the healthcare services in English without difficulty. The FSHS staff will be capable of referring them to other services.
- Exchange students should be entitled to the services of the FSHS again.
- The resources of the FSHS must be increased, especially in oral and mental health services.
- An even larger number of students will take the online health survey of the FSHS. The survey and the utilisation of its results will be developed in multi-professional cooperation and together with students. The online health survey will help make successful interventions and prevent problems and social exclusion among students.

Sports and exercise

Students can access high-quality and cost-effective sport services all year round. Students are encouraged to exercise and take care of their overall health and well-being. Sport communication emphasises a holistic idea of health. The University's sport services will share information about support services available to people battling with health problems, such as body image issues. Associations organise low-threshold sports events. Students can easily access sport facilities on all campuses. The sport services are on the same level on all campuses. University sport services are understood as a part of maintaining the students' work and study ability. The University and

campus premises support both low-threshold exercise and competitive sports, taking into account people who are at different athletic skill levels.

Targets for advocacy work:

- The local higher education sport fees will be in proportion to the students' income level.
- Popular student areas will feature outdoor gyms and facilities for other free outdoor activities.
- Students only need to pay for sport services when they are available. If the sport services are unavailable for a long time, the sport fees must be refunded to students.
- Access to sport facilities will be guaranteed 24 hours a day.
- SportUni will involve students in the development of sport services.
- Sport services will offer changing rooms and washing facilities that take gender diversity into account.
- Sport services are able to provide guidance for people with reduced mobility.
- Associations will be on an equal footing when booking sport facilities on any campus. Associations will be treated fairly in the allocation of sport facilities.
- The staff of university sport services will be given training on equality and anti-discrimination.

- Sport services will support an active lifestyle, with body positivity as a cornerstone to respect the right of all kinds of bodies to exist and exercise. Body positivity helps protect the human rights, equal treatment, and safety of students.
- The sport counselling will be able to identify and address symptoms of disordered eating.