



EQUAL

METROPOLIA

NON-DISCRIMINATION POLICY FOR STUDENTS,
PERSONNEL, PARTNERS AND APPLICANTS



FOREWORD

EQUAL METROPOLIA - Non-Discrimination Policy for Students, Personnel, Partners and Applicants aims to provide support for studying and working at Metropolia as well as for cooperating with partners. The Policy is founded on the humanistic conception of the human being, meaning that people are regarded as valuable and unique as who they are.

The themes of the Policy include age, world view, belief, opinion, ethnic background, nationality, language, gender diversity, sexual orientation, disability, and state of health. The Policy includes recommendations for enforcing non-discrimination. Reading about these themes gives you information and an opportunity to re-examine your attitudes and think about the concept of non-discrimination. The Policy can also be used in the communities of students and personnel.

Metropolia received funding for the Non-Discrimination Project from the Ministry of Education in 2008–2009. The Non-Discrimination Policy was created in this Project, and it will be used in the functions of the Competence Team for Student Well-Being. A follow-up plan was made for the implementation of the Policy. The Policy was reviewed by the Metropolia Cooperation Committee.

The Policy was created by a multi-actor project team:

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During the creation process of the Policy, the project team cooperated with the Threshold Association Kynnys, Metropolia's Student Union METKA, the Union of Students in Finnish Universities of Applied Sciences - SAMOK, and Seta - LGBT Rights in Finland. Metropolia was also represented in the quality team of the national ESOK Project (Inclusive Higher Education) which reviewed and developed equality and non-discrimination plans and policies.

Metropolia students and personnel had the opportunity to comment on the Policy via the Tuubi portal. Some students also participated in the development of the Policy as a part of their elective studies. A draft version of the Policy was introduced during Metropolia's well-being and security weeks in autumn 2009 and suggestions for further development were received. The opinions and suggestions of students and personnel have been taken into account in the creation of the Non-Discrimination Policy.

The project team wishes to thank all those who participated in the creation and further development of the Policy.

Approved by the President on 18 May 2010, decision 25§



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INTRODUCTION

The Non-Discrimination Policy of Helsinki Metropolia University of Applied Sciences is founded on the principles of non-discrimination and equality. The two concepts are closely related. The Policy is based on the idea that Metropolia students, personnel, partners, and applicants can function as equals regardless of their personal characteristics. Metropolia's objective is to create a culture of safety, caring, communality, and accessibility for students and personnel alike.

The Non-Discrimination Policy conforms to the Finnish Constitution. According to the Constitution, no-one may, without an acceptable reason, be treated differently from others. The Non-Discrimination Act forbids discrimination on the basis of gender, age, ethnic or national origin, language, religion, belief, opinion, state of health, disability or other personal characteristics.

A gender equality plan, required by the Act on Equality between Women and Men, will also be created at Metropolia. The purpose of the Plan is to promote equality between women and men at Metropolia. The plan pays special attention to equality issues typical of a university environment. The objective is to increase awareness among all the members of the Metropolia community of problems related to equality, and to enable both students and personnel to contribute to the removal of any discriminatory structures that they may notice in the community.

Equality issues affect everybody in the Metropolia community but are especially important to those community members or partners who need special support or arrangements due to disability or aging. Metropolia takes into account the special accessibility needs of cultural and language minorities and minorities with foreign background. Individual needs are met in the learning and working environment to enable target-oriented studying and working.

The Non-Discrimination Policy concerns Metropolia students, personnel, visitors, and applicants taking part in entrance examinations. The Policy includes information on equality as well as questions for your consideration.

There may not be absolute answers to the questions, but their purpose is rather to inspire extensive contemplation on the concept of non-discrimination. The Appendices include information on special arrangements for students and applicants. After the approval of the Policy, work on non-discrimination continues. At the end of the Policy there is a list of recommendations for the development of non-discrimination at Metropolia.

Students, personnel and partners are people in various life stages and circumstances. The principles of respecting people and appreciating the equality of different people are valued at Metropolia. We make conscious and informed efforts to live by these principles. An open and positive atmosphere and interaction foster a culture of equality, thus promoting the well-being of all members of the community.

By following the principles of this Policy, students, personnel and partners can promote non-discrimination. It can also be promoted by developing and sharing good practices, identifying flaws, and proposing solutions to the flaws. This way, non-discrimination and the rights of the individual can be enforced in the university environment. If discrimination cases occur, they are dealt with immediately and systematically.

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AGE

Ageism means discrimination of individuals on the basis of their age. Anyone can face ageism, although it may be poorly recognised as a cause of discrimination. Ageism can be directed at individuals of any age but is often targeted at younger or older people. It is important to understand that ageism is often based on false assumptions on ageing. Correct information helps to prevent age discrimination. People of different ages should be respected as members of the community and their skills should be valued. Ageing entails experience and diverse skills, but may also bring about a general slowdown of activity. Youth, on the other hand, often entails energy and up-to-date computer skills, but also fragility.

Metropolia as a community consists of students and employees of different ages and life stages. As the opportunities for adult education and Master's degree studies increase, the average age of Metropolia students will rise. The combination of family life, studying, and work poses a challenge for young and older people alike, if, for example, they need to provide care for young children or elderly, sick parents. In the future, support services will be developed especially for working evening students.

Metropolia's personnel strategy addresses the concept of age management. Because individual people age in different ways, the challenge of age management is to make sure different people can work in the community. Metropolia is responsible for the well-being of ageing employees and the transfer of tacit knowledge from experienced experts to their successors. The orientation of a new employee and the transfer of tacit knowledge are important; on the other hand, the fresh skills and innovations of a young, recently graduated employee enrich the work community.

METROPOLIA'S PRINCIPLES

- Different stages of life and people of different ages with their own strengths and challenges are respected.
- The ideas of young employees and the experience and tacit knowledge of older employees is valued and respected.
- A positive atmosphere is created for the encounters of students, employees and visitors of different ages.
- The needs of different age groups are taken into account.
- In communications, a positive approach is developed toward different life stages, people of different ages, and their individual needs at the University of Applied Sciences.

QUESTIONS FOR YOUR CONSIDERATION

- The Student Union needs to recruit a new Social Officer. One of the applicants is 48 years old. She is qualified and has previous experience in the same field. The chairman of the selection team proposes the rejection of the application because of the applicant's age. What do you do?
- Students express a wish to have younger lecturers. What do you think?

3

WORLD VIEW, BELIEF AND OPINION

The concepts of belief and opinion involve various value bases that may be ethical, social, or religious by nature. Vegans, total objectors, freethinkers, Mormons, Muslims, or politically active individuals, among others, may face discrimination. Belief-based discrimination is forbidden by law. It is also forbidden to justify one's own discriminatory behaviour with belief. Belief-based discrimination is demeaning of a person's ideological values.

At Metropolia, a person's values and way of life, such as an ideologically based diet, are respected. The atmosphere is open to various beliefs, and different beliefs are regarded equal. As disrespect for others' beliefs may result from ignorance and prejudices, students and personnel are encouraged to engage in dialogue on ideological values.

METROPOLIA'S PRINCIPLES

- Organisations representing students and personnel are open and respectful in their actions and communications regarding different ideological issues such as religious, social and ethical values.
- Different beliefs and values are respected in official communications and counselling provided by the personnel.
- Prejudices against different beliefs are challenged by encouraging constructive dialogue between beliefs and by providing opportunities to get familiar with different sets of values.
- Religious beliefs and special diets are catered for whenever food is served.
- Belief-based discrimination is not acceptable in the selection of persons (personnel recruitment, student admissions, or the recruitment of student representatives to different Metropolia institutions).
- If possible, a quiet room for purposes like reflection, prayer, or meditation will be provided in Metropolia premises.

QUESTIONS FOR YOUR CONSIDERATION

- You are responsible for food catering in a meeting. You think one of the participants may be a Muslim. How do you take this participant's religious conviction into account?
- How should we react if an employee or a student talks frequently about his/her political conviction in different situations?
- If an employee or a student talks frequently about his/her religious conviction, how do you feel about this?



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ETHNIC BACKGROUND, NATIONALITY AND LANGUAGE

Internationalisation creates increased contact between people with different backgrounds, nationalities and languages. Issues of ethnicity are emphasized in the encounters of different people and groups. Ethnicity is a multidimensional concept. Key terms regarding ethnicity include ethnic identity and ethnic group. An ethnic group is a group of people whose members identify with each other through, for example, a common origin, culture, or group identity. A person's ethnic and cultural background is a part of his/her identity and encompasses various ways of relating to oneself, others, and the environment.

Metropolia strives to be an international university of applied sciences that values multiculturalism. Our students and employees have various ethnic backgrounds and nationalities. Increased international mobility (such as student and teacher exchange) also gives everyday life at Metropolia a sense of multiculturalism and multilingualism. The main language of instruction at Metropolia is Finnish, but we also have degree programmes conducted in English.

METROPOLIA'S PRINCIPLES

- Everyone is equal regardless of ethnic background, nationality, or language.
- The right of students, personnel and visitors to ethnic and cultural identity is respected.
- Racism and ethnic discrimination are not allowed. Our objective is to prevent such cases beforehand. Discrimination cases are recognised and dealt with immediately.
- Metropolia aims to develop and support a culture which appreciates diversity, promotes conversation and encourages interaction and encounters in an atmosphere of equality.
- Personnel are provided with opportunities for continuous language training.
- Instruction and information is provided in English.
- Different views and methods are accepted.
- Multiculturalism is regarded as a positive resource enriched by the competencies of different people. Diverse competencies should be utilized whenever possible.

QUESTIONS FOR YOUR CONSIDERATION

- During a break, someone tells a joke which you consider racist. What do you do?
- How does Metropolia promote cooperation between the students and lecturers of degree programmes conducted in English and Finnish?



5

GENDER DIVERSITY

A person's gender is designated by other people soon after birth, and children are raised into certain roles on the basis of this definition. The definition is based on the binary gender system where people are categorised, by legal gender, as either female or male. This categorisation fails to take into account that people cannot be unequivocally divided into women and men. Sometimes a person's inner sense of gender identity is not consistent with the gender designated at birth or with the person's gender expression. In terms of gender, a person's own definition is conclusive.

The naturalised gender system is disarranged by, for example, intersexuals, transsexuals, and people who prefer not to define their gender or define it as something other than female or male. Like gender identity, a person's gender expression may also differ from the legal gender.

The forced binary gender system produces prejudices and expectations of what a "woman" or a "man" is interested in or what he or she can do. It also makes it more difficult for members of sexual and gender minorities to be open about their identities in the community of students or colleagues. The active revision of stereotypical conceptions of gender and gender differences and the emphasising of gender diversity are important aspects of promoting equality.

Both men and women may face discrimination on the basis of gender. Non-normative gender expression may also lead to discrimination. Discrimination on the basis of gender can include, among other things, demeaning a person's gender identity or gender expression, or derogatory remarks. At Metropolia, everyone's own gender identity, or decision not to define it, is respected. There is also room and time for all kinds of gender expression, not expressing gender, and identity searching, because gender identity construction may continue in adulthood.

METROPOLIA'S PRINCIPLES

- All students, employees and visitors are treated equally and with respect regardless of gender or gender expression.
- Metropolia's objective is equal pay for equal work, regardless of gender.
- Discrimination or demeaning of others on the basis of gender, gender identity, or gender expression is unacceptable, as well as sexual harassment and harassment on the basis of gender.

QUESTIONS FOR YOUR CONSIDERATION

- What should be done at Metropolia for the promotion of sexual equality?
- When you hear the title Financial Secretary, do you expect that person to be a man or a woman? What about Information Manager, or a student of health care or engineering? How would you describe a 'gendered approach'? What do you think about it?
- An employee or a student starts the process of sex reassignment. How do you feel about this?
- How do you feel about the non-normative gender expression of a fellow employee or student?

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SEXUAL ORIENTATION

A person's romantic, erotic, emotional and/or sexual attachment to another person is referred to as sexual orientation. In terms of sexuality, individual people can define themselves as asexual, bisexual, heterosexual, homosexual, lesbian, or something else – or choose to remain undefined. This sexual diversity must be respected. It is illegal to treat people unequally on the basis of sexual orientation. Sexual orientation may have different meanings even to the same person at different times. A person may also prefer a definition that is different from someone else's supposedly similar sexual orientation. Metropolia is a community of all kinds of people. At Metropolia, we respect each individual's self-defined sexual orientation and do not try to define others on the basis of, for example, their behaviour or appearance. At Metropolia, there is room for sexual diversity.

Heteronormativity is a set of norms that dictates there are only two kinds of people: women and men. According to this set of norms, people are romantically and sexually interested in the opposite sex only. This set of norms is in itself discriminatory, because it marginalises sexual and gender diversity and causes discrimination of sexual and gender minorities. As people cannot, in reality, be divided into women and men only, using the concept of opposite sex can in itself be confusing. Challenging heteronormative thinking is important so that all the students and employees of Metropolia can feel welcome and accepted as members of the community.

All the students, employees and visitors of Metropolia have the right to choose whether or not to talk about their relationships and sexual orientation. A person is not defined on the basis of sexual orientation. There is no obligation to disclose personal information that has no relevance to the person's studies or work.

The oversexualisation of homo- and bisexuality is problematic. Talking about a same-sex partner is often regarded as talking about sexuality, whereas mentioning a heterosexual partner is regarded as casual everyday conversation. This is one of the reasons why it must be everyone's personal choice whether or

not to talk about one's private life. It is important that both choices are socially acceptable and possible.

METROPOLIA'S PRINCIPLES

- The sexual orientation of all students, employees and visitors is respected.
- Discrimination on the basis of sexual orientation is not allowed.
- A culture that promotes encountering and respecting different people is supported.
- Systematic and conscious efforts are made to create an approving, open and unprejudiced atmosphere.
- Students, employees, and their organisations take sexual diversity into account in their activities and communications.
- Sexual orientation does not influence the selection of persons (personnel recruitment, student admissions, or the recruitment of student representatives).
- Sexual diversity is discussed during lectures as a part of the curriculum.

QUESTIONS FOR YOUR CONSIDERATION

- There are rumours about the gender of your colleague's partner. What stand do you take on the rumours?
- A lecturer or a student is eager to tell gay jokes. You must be able to talk about their appropriateness. What do you do?

DISABILITY AND HEALTH

Illness can be long- or short-term. Long-term illnesses typically have symptomatic and asymptomatic phases. The condition of arthritis patients or psychiatric patients, for example, fluctuates greatly. Disability is a condition that is either congenital or caused later in life by an illness or accident. A disabled person is not necessarily sick. A person may also have a learning disability, manifested in, for example, reading and writing difficulties. This kind of difficulties are not necessarily caused by illness or disability, but can be regarded as personal characteristics.

A disabled person may have reduced mobility and may therefore need disability aids and mobility equipment. The user of such aids must be able to fully participate in all activities with others. Disability also becomes apparent in the disabled person's relationship to the physical environment. The disabled are affected by the physical qualities of the environment as well as people's attitudes toward disability. A well-designed, accessible environment and a readiness to make special arrangements reduce the inconvenience caused by disability. Such an environment is also safe. It is up to the disabled to decide if they ask for help or special arrangements. It should not be assumed that all the disabled need help in all situations.

People may also have hearing or visual disabilities, or difficulties with the perception of the environment. Clear and up-to-date signs and maps facilitate spatial perception and finding one's way about. A functioning environment requires good visual and auditory conditions. This calls for the careful design of lighting, colours, contrasts, and acoustics as well as informed material choices. Basic information, such as brochures, guides and teaching materials, should also be understandable and accessible to all. Metropolia's web pages should also be developed in this regard.

METROPOLIA'S PRINCIPLES

- No one is discriminated against on the basis of disability or state of health. People are treated equally and with respect, regardless of psychiatric or physical disability or illness.
- Students and employees have the right to decide what information they disclose to their colleagues or fellow students about their disability or state of health.
- Special arrangements are made at Metropolia facilities

or employees' job descriptions, if possible. These are separately agreed on with the person in question, bearing also in mind the support systems provided by society.

- Accessible routes are clearly signposted.
- Accessibility (stairs, lifts, doors, toilets, lighting, and noise and echo reducing materials) is secured when designing new buildings or renovating old ones.
- The opening mechanisms of doors are designed to ensure that everybody can use the same routes.
- More information and help regarding accessibility issues is available at the information desk of each unit.
- The accessibility of Metropolia communications (web pages, guides, brochures, teaching materials, documents) is improved.
- Mobile induction loops will be acquired and Metropolia personnel will be trained to use them.

QUESTIONS FOR YOUR CONSIDERATION

- A student using a wheelchair is taking your course. You make an excursion to a place that is not easily accessible by wheelchair. How do you ensure students' equality in this situation?
- A visually or hearing impaired student is taking your course. You want to support the student but do not know how to meet the challenge. Where will you find guidance?
- A hearing impaired student is taking your course. Some of the other students have a loud discussion, which distracts the hearing impaired student. How do you get the students to participate without making disruptive noise?

8

WHAT TO DO IN CASE OF DISCRIMINATION OR HARASSMENT

All Metropolia students and employees are responsible for making sure that all the members of this community are treated as equals, regardless of their personal characteristics. Apart from experiencing discrimination or harassment, a person may also observe a situation where someone else is being discriminated against or harassed. In all these cases, you should contact one of the below-mentioned people.

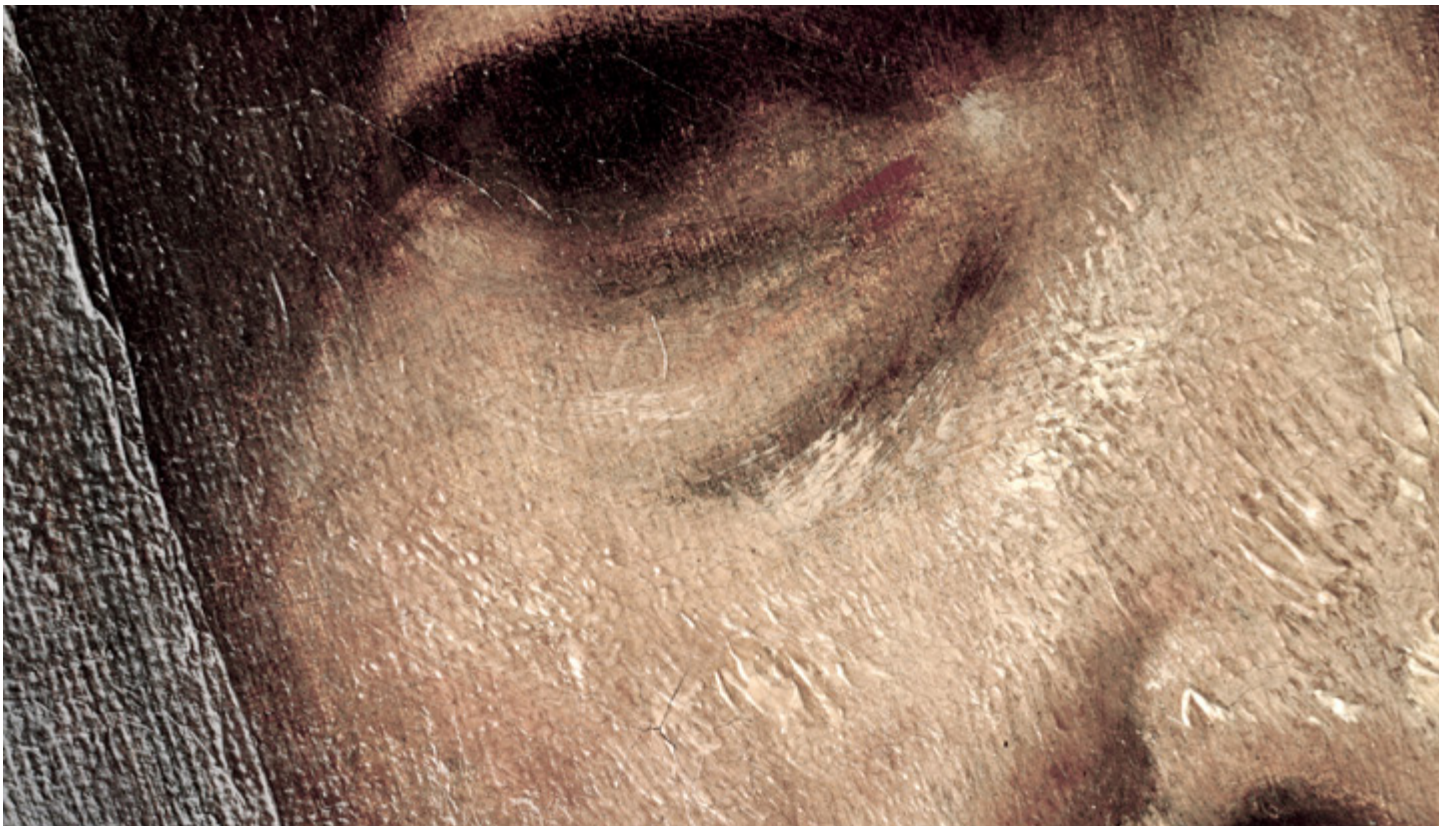
METROPOLIA'S PRINCIPLES

- If you are a student and you believe that you are or someone else is being discriminated against or harassed on the basis of gender, sexual orientation, age, belief, ethnic origin, nationality, language, disability, or state of health, you can contact a Student Advisor, Student Well-Being Advisor, or one of the Student Union METKA harassment contact

persons. The email address of the METKA harassment contact persons is hairinta@metkaweb.fi. If you want to contact only one of them, you can find the names and personal contact information of the harassment contact persons on the METKA web pages at <http://metkaweb.fi>.

- If you are a staff member, you can contact your superior, an industrial safety delegate, or your shop steward. The employees of occupational health care can also be contacted regarding harassment or discrimination issues.

The contact information of the above-mentioned persons can be found on the home pages of METKA and Metropolia, and in Tuubi.



9

SUMMARY AND RECOMMENDATIONS

Metropolia strives for equality. The Metropolia community consists of the personnel, students, partners, and applicants. Good studying and working conditions are to be secured for all community members. Age, ethnic or national origin, nationality, language, religion, belief, opinion, state of health, disability, and sexual orientation are all aspects of human diversity and different ways of thinking. Discrimination is not acceptable at Metropolia; diversity is valued as a resource.

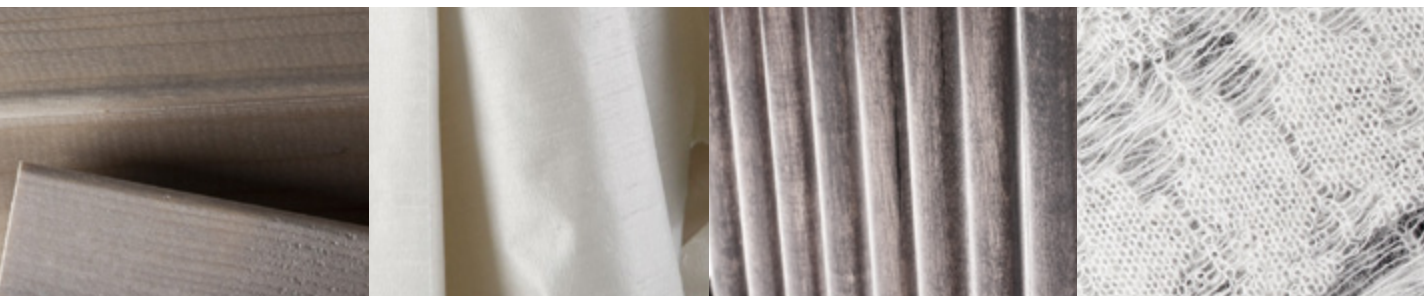
Metropolia's values - expertise, transparency, high quality and community spirit - support efforts for equality. The realisation of equality requires that employee and student communities contemplate the state of equality and any threats to equality that may exist. On the one hand, Metropolia strives to create a culture that promotes a tolerant, conversational atmosphere and finds new, flexible operating procedures. On the other hand, open discussion on conflicting views is valued and encouraged.

Discrimination may be manifested as direct or indirect harassment and discrimination in the community of students and personnel. Direct discrimination means that a person or a group of people is treated differently from other people in the same position. Indirect discrimination happens when a person is treated unfavourably in comparison with others on the basis of seemingly neutral rules or practices. Harassment means the intentional or actual violation of the dignity and integrity of a person or a group of people. A harassment situation is characterised by a sense of threat, hostility, derogation, humiliation, or aggression. At Metropolia, discrimination is dealt with immediately and efficiently. Accepting and respecting other people as who they are is equality at its simplest.

When facing illness, disability, mental health problems, or marginalisation, people often need support for empowerment or coping. There can also be learning difficulties. A socially caring community communicates and supports its members. It can be deemed as expertise that a portion of the employees are trained to support students with learning difficulties. Recognising a student's need for support and counselling also requires expertise. When necessary, students may be directed to the Student Advisor, Student Well-Being Advisor, or Psychologist. Lecturers can also seek guidance from experts on how to instruct students that need support.

The Student Union METKA has declared itself discrimination-free and is committed to promoting equality in all its functions. METKA also provides support and counselling for students who have encountered discrimination or harassment. These students can contact the METKA harassment contact persons. Harassment contact persons will not forward the issue to other institutions without the student's consent, so it is also possible to contact them just for support. The harassment contact persons know how to take the issue forward in Metropolia, so an individual student does not have to search for the appropriate staff member or department.

The accessibility of the physical environment is under systematic development at Metropolia, because accessibility promotes equality. Information material on accessibility will be developed so that it is available and understandable to all.



THE FOLLOWING RECOMMENDATIONS ARE MADE ON THE BASIS OF THE NON-DISCRIMINATION POLICY:

1. A position is created for an Equality Coordinator, responsible for equality issues. The coordinator's job description would include acting as an internal and external contact person for equality issues, communication, taking part in work groups, executing actions recommended in the Policy, and taking on both expert and implementation level tasks as a member of the student well-being competence team.
2. The individual study plans (HOPS) of students needing support and counselling are further developed.
3. The accreditation of prior learning (AHOT) of students needing support and counselling is further developed.
4. Starting from spring term 2010, special support is provided for the students concerned (see Appendix 1).
5. Plans are drawn up to start dyslexia testing.
6. The need for a Principal Lecturer of Remedial Education is examined and, if regarded necessary, a proposal for creating this position is made by the year 2012.
7. A remedial education team, consisting of various experts, is created.
8. Lecturer's Guides are written. The Dyslexic UAS Student – Guide for the Lecturers of Helsinki Metropolia University of Applied Sciences is produced in the non-discrimination project.
9. Efforts are made to ensure that equality is visible in official Metropolia documents (such as the Degree Regulations, values, strategy, electronic study guide, entrance examination materials, student feedback forms, well-being at work surveys, and quality feedback forms).
10. Efforts are made in cooperation with real estate management to improve, where possible, the physical accessibility of the Metropolia premises.
11. A camp is arranged during the orientation period for as many students as possible in the degree programmes conducted in English. The aim of the camp is to promote the grouping process and the students' sense of community.
12. Metropolia declares itself a discrimination-free zone.

APPENDIX 1.

SPECIAL ARRANGEMENTS DURING STUDIES

The purpose of special arrangements is to promote equality in the entrance phase as well as during the actual studies. Special arrangements involve individual support. The need for special support may be acute, or it may have been known already at the beginning of studies. It can involve the student's situation in life, physical or psychiatric illness, mental exhaustion, disability, difficulties in reading, writing and other learning activities, or the student's linguistic or cultural background. A student with a need for special support can apply for individual pedagogical support for contact teaching, distance learning and work placement. Individual arrangements can be provided throughout the studies as well as for shorter periods. The content and the concrete form of the special support are determined by the student's needs and situation in life and studies. Pedagogical support may pertain to the application and entrance process, different circumstances of teaching, learning environments, and examinations. The support may be provided in the form of individual teaching arrangements or study materials, or the student may be granted assistant services and aids, paid for by society.

Students can discuss their need for support with their tutor or Student Advisor. If the student knows about this need at the beginning of studies, it can be included in the individual study plan. The student can apply for individual pedagogical support by filling in a form, enclosing, if necessary, an expert's opinion on the need for special support. In the case of dyslexia, a dyslexia test and statement by a special education teacher at Metropolia are sufficient. The student first submits the application to the Student Advisor and agrees on possible forms of individual support with her/him. After this, the application is submitted to the Head of Degree Programme for approval. The Head of Degree Programme provides a written decision on the pedagogical support granted, delivered to the student and the Student Advisor. The Student Advisor informs the tutor, who adds the granted support to the student's individual study plan. The Head of Degree Programme also decides on resources in the working hours plans for lecturers.

APPLICATION FOR SPECIAL SUPPORT

Student's name _____

Student identification number _____

Group (class) _____

I need special support in my studies. I have discussed my needs with the Student Advisor.
An expert's statement is attached to this application: yes ___ / no ___.

I need special support for the following studies:

I apply for the following support arrangements:

I apply for support for the following period of time:

STUDENT'S CONSENT TO THE TRANSMISSION OF INFORMATION

The information given in this application may be used by the

Tutor _____

Student Advisor _____

Head of Degree Programme _____

Place and time

Student

Student Advisor

DECISION OF THE HEAD OF DEGREE PROGRAMME ON SPECIAL SUPPORT ARRANGEMENTS

The following special support arrangements have been approved:

The period of time for which the special support arrangements have been granted:

Application declined: ___

Reasons:

Place and time

Head of Degree Programme

APPENDIX 2.

SPECIAL ARRANGEMENTS IN ENTRANCE EXAMINATIONS

Applicants requiring special arrangements in the entrance examination should submit a free-form written application for special arrangements to the Admissions Office after receiving the entrance examination invitation. A medical certificate or other expert statement on the disability or illness in question must be attached to the application. The Admissions Office decides on the special arrangements and communicates the decision to the applicant and those responsible for the entrance examination arrangements.

Special arrangements may include, for example, the use of the applicant's personal aids and equipment (such as a wheelchair, Braille display, computer), the facilities (additional lighting, spatial arrangements), services (a personal assistant or sign language interpreter), or extra time.

The special arrangements are decided on with regard to the entrance examination methods of individual degree programmes. If applicants use their own equipment (such as a computer) in the entrance examination, the files and software of the device are examined beforehand by Metropolia.

METROPOLIA UNIVERSITY OF APPLIED SCIENCES

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