



Policy of the Student Union

Aalto University Student Union's Policy Paper

4 Contents

5	1.	Introduction	4
6	2.	Aalto Community	4
7	2.1.	Aalto University	4
8	2.1.1.	Decision-making	5
9	2.1.2.	High-quality Teaching	6
10	2.1.2.1.	Teaching	6
11	2.1.2.2.	Feedback	7
12	2.1.2.3.	Course Arrangements	7
13	2.1.3.	Workload and Flexibility of the Studies	8
14	2.1.4.	Mobility in the Studies	9
15	2.1.5.	Guidance, Counselling and Tutoring	11
16	2.1.6.	Alumni Activities	11
17	2.1.7.	Languages	12
18	2.2.	Campus	13
19	2.2.1.	Innovative and Developing Campus	13
20	2.2.2.	Campus Promoting Sustainable Traffic	13
21	2.2.3.	Campus Supporting Aalto People Coming Together	14
22	2.2.4.	Campus Supporting Learning	15
23	2.2.5.	Campus with Diverse Services	15
24	2.2.6.	Campus Supporting Student Accommodation	16
25	2.3.	Wellbeing	17
26	2.3.1.	Student Healthcare and FSHS	17
27	2.3.2.	University Sports	18
28	2.4.	Equality	18
29	3.	Society	19
30	3.1.	Educational Policy	19
31	3.1.1.	Structure of the Higher Education System	20

32	3.1.2.	Funding of Studies	20
33	3.1.3.	Degrees.....	21
34	3.1.4.	Student Admission	22
35	3.2.	International Movement.....	23
36	3.3.	Subsistence	23
37	3.3.1.	Basic Income	24
38	3.4.	Corporate Activities and Working Life.....	25
39	3.5.	Helsinki Metropolitan Area	26
40	3.5.1.	Accommodation.....	26
41	3.6.	Sustainable Development	26
42	3.6.1.	Ecological Sustainability	27
43	3.7.	Arts Policy	28
44	3.8.	Information Society.....	29
45			

46 1. Introduction

47 **This document describes the Student Union's** views on different matters. Unlike a
48 strategy, action plan or office programme, the policy paper does not generate
49 operational activity but guides it. It may also include policies on matters which AYY
50 is not actively working on.

51 The policy paper is divided into two parts: the Aalto community and society. The
52 Aalto community section deals with the advocacy goals directly influencing Aalto
53 University and the student community. For its part, the society section deals with
54 anything related to external stakeholders, such as objectives requiring legislative
55 changes or decisions by the local authorities. Each section begins with a general
56 description of the topic, which also acts as the summary for said section. The body
57 text is followed by bullet points listing **AYY's advocacy goals**.

58 The policy paper is primarily meant as a support tool for the Student Union's
59 advocacy work. The policy paper is applied to all of the Student Union's operations,
60 excepting the journalistically independent Aino magazine.

61 The Student Union is a community with values. AYY is a bold pioneer, a builder of
62 communality, a defender of equality and a promoter of wellbeing. These values
63 form the basis for the Student Union's opinions.

64 2. Aalto Community

65 The autonomous Aalto University needs the financially and operatively independent
66 Aalto University Student Union by its side to represent all of its students. The
67 students are an active part of the Aalto community, not just its customers. Everyone
68 can discover their own passion and try new things without fear of failure.
69 Volunteering is considered valuable in terms of learning, networking and working
70 life skills. The strength of the community also helps the University through times of
71 change.

72 2.1. Aalto University

73 Aalto University is a community in which everyone gets to flourish in their own way
74 while supporting one another. Aalto offers both bachelor's and master's degree
75 programmes as well as further studies. **At Aalto University, high-quality teaching is**

76 offered and influential research conducted in all of the University's fields. At Aalto
 77 University, students have the opportunity for interdisciplinary studies and self-
 78 realisation in their studies.

79 Aalto University is an international university offering its students versatile
 80 opportunities for an international study environment and high-quality learning in
 81 three languages. The international Aalto community is beneficial to both the
 82 students and society at large, and it enables the Aalto students to gain not only
 83 the transferable skills required in the increasingly international job market but also
 84 perspectives and opportunities that will enrich their lives.

85 • Interaction between Finnish and international students must be increased
 86 and supported in teaching as well as in everyday life and free time. Any
 87 obstacles and hindrances to integration must be actively removed. An
 88 increase in the number of international students in the statistics alone will
 89 not lead to internationalisation if there is no interaction. Working together
 90 improves skills and eases integration.

91 2.1.1. Decision-making

- 92 • Decisions must be made as close as possible to the people affected by the
 93 decision.
- 94 • The Aalto University bodies that make and prepare decisions must have
 95 student representation in addition to staff representatives to ensure that
 96 the students' point of view is taken into account. The student representatives
 97 have deputies and their access to information is secured.
- 98 • The University Board must also have student representation. The voice of
 99 the student community must be heard in major decisions.
- 100 • The Student Union appoints the student representatives to the bodies
 101 defined in the Universities Act and any other bodies established by the
 102 university.
- 103 • The committees appointing the University Board and management team must
 104 have student representation.
- 105 • When making decisions that apply to the whole university, their impact on all
 106 fields of study must be considered. The content of these decisions must not
 107 depend on the fields of the members of the body.

- 108 • The recruitment and salary of staff at Aalto are transparent and equal, and
109 the students will also be heard on this matter. The salary of course assistants
110 is proportional to the demands and amount of their work.

111 2.1.2. High-quality Teaching

112 ~~Quality comes from gathering feedback and developing the teaching accordingly.~~
113 Both in terms of its content and pedagogically, the teaching is of high quality. The
114 staff are knowledgeable and encouraged to train themselves continually. The
115 quality of teaching is improved based on feedback. The teaching is proficiency-
116 based, and the learning goals of courses and degrees are formulated as part of
117 curriculum work. Students develop both field-specific skills and generic working life
118 skills. They recognise the best learning methods for themselves and are able to
119 manage their own work.

120 2.1.2.1. Teaching

- 121 • A bachelor's degree prepares students well for completing a master's
122 degree in their field.
- 123 • A master's degree provides students with good transferrable skills for acting as a
124 specialist in their own field.
- 125 • Courses utilise the latest research knowledge and materials are up-to-date.
126 Course materials are appropriate, clear and of high quality.
- 127 • AYY sees plenty of opportunities in the development of multifaceted
128 teaching. ~~Study modules must support broad learning by utilising several~~
129 ~~methods.~~ Study modules must support broad learning by utilising several
130 appropriate methods. Functional distance learning concepts, new types of
131 digital teaching tools and interdisciplinary collaborative projects are
132 examples of the studies of the future.
- 133 • AYY promotes cooperation in teaching with parties external to Aalto, such
134 as corporations. The cooperation must match the learning goals defined by
135 the University itself. The quality of teaching must not suffer because of the
136 cooperation. In course-related cooperation, a business must not demand an
137 unreasonably lengthy covenant not to compete from students or copyrights
138 to the students' work.
- 139 • Each university lecturer must participate in pedagogical training throughout
140 their working career. Course assistants must also have access to
141 pedagogical training. Attending pedagogical training counts as paid work
142 for course assistants who teach.

- 143 • Growing into a societal influencer and taking responsibility for oneself and
144 other people is reflected in the teaching. Ethicality, sustainable development,
145 societal influence and a diverse understanding of leadership belong in the
146 learning goals of every degree programme.
- 147 • The University must set goals for the development of its students'
148 international competence and define the procedures that will advance the
149 development of these skills. The development of international competence
150 must be taken into account in study performances and learning goals and
151 supported by financial resources.
- 152 • The valuable role of working, entrepreneurship and organisational and
153 voluntary activities **alongside one's studies** in terms of learning and working
154 life skills is recognised in the degree programmes **in the form of study credits.**
- 155 • The employment opportunities of international students must be paid special
156 attention to. During their studies, international students must gain the
157 networking and working life skills required in the Finnish working life.

158 2.1.2.2. Feedback

- 159 • Feedback is crucial for development work. Students must be encouraged to
160 give course feedback, and feedback opportunities must be available.
- 161 • The received feedback must be processed and the developments based on
162 it introduced to the students when the course is next organised.
- 163 ~~• Students must be given regular written feedback on their course
164 performances, in addition to a numerical score.~~
- 165 • **Students must be given regular personal feedback in addition to the course
166 grades.**
- 167 • Feedback discussions between the course organisers and the students can
168 be had already during a course.
- 169 ~~• During the teaching, students will get to reflect on their own performance as
170 well as to give and receive feedback that supports learning.~~
- 171 • **Students reflect on their own performance and learn to give and receive
172 peer feedback that supports learning.**
- 173 • The answers to exercises and exam questions are easily available to students
174 afterwards, even if they cannot attend the exercise or assessment session.

175 2.1.2.3. Course Arrangements

- 176 • The assessment criteria of studies are transparent and known at the
177 beginning of the course. Different assessment methods are used at Aalto as
178 appropriate.
- 179 • Mass lectures are videoed.
- 180 • Course materials are available electronically and free of charge.
- 181 • Students have free and easy access to article databases.
- 182 • Study materials are versatile, and the opportunities offered by new
183 technologies are utilised boldly and appropriately. Staff are trained on and
184 assisted in the use of technology.
- 185 • All software used on the courses must be available for the students to use
186 for free. Whenever possible, entities with a free software licence will be
187 favoured in the teaching.
- 188 • The University offers students professional and versatile digital tools
189 according to their demand. Such tools include powerful work stations with
190 professional software and work stations enabling the use of private devices.
191 Work stations are available for use around the clock on every day of the
192 week.
- 193 • Students know their own rights and are able to seek help in problematic
194 situations.

195 2.1.3. Workload and Flexibility of the Studies

196 Part of the students only study during the academic year and focus on working in
197 the summer, while another part combine working and studying throughout the year.
198 In terms of planning the studies, it is important that the teaching and courses take
199 place according to the period division. At Aalto, it must be possible to complete 60
200 ECTS credits that form part of the degree programme in one academic year.
201 Simultaneously, good opportunities must be created for summer studies that add
202 alternative completion times for courses and enable year-round studying.
203 Uncertainty increases the workload of the studies.

- 204 • It is always possible to resit an exam, and electronic examination is widely
205 used.
- 206 • As a rule, it is possible to complete compensatory assignments to pass a
207 course.
- 208 • It must be possible to complete online courses and sit electronic exams all
209 year round.

- 210 • Distance learning and intensive studies to be completed in the summer for
 211 inclusion in the degree programme must be available free of charge to
 212 students of all fields.
- 213 • **Working is an important part of students' development into professionals in**
 214 **their field, and hence, the study pace must enable it. Fields have different**
 215 **practices regarding summer work, and these must be able to be taken into**
 216 **account as appropriate for each degree programme.**
- 217 • The teaching times, locations, assignment deadlines, assessment criteria,
 218 learning goals and completion options will be published before the start of
 219 the course in MyCourses or on an alternative platform.
- 220 • In addition to traditional classroom teaching, language studies can be
 221 organised as participatory online courses. This would increase the
 222 opportunities to complete language studies in both the compulsory and the
 223 optional languages.
- 224 • Studies must be planned so that it is possible for a student to complete 30
 225 ECTS credits per semester and 60 credits per academic year at a normal
 226 study pace. The accumulation of ECTS credits must not be hindered by the
 227 overlapping of compulsory courses, the miscalculated workload of
 228 assignments, difficulties in getting study guidance, or inflexibility with due
 229 dates in difficult circumstances.
- 230 • The workload of courses correlates with the amount of ECTS credits awarded
 231 for them, whether by cutting back the contents of overtly demanding courses
 232 or by awarding more credits for them.
- 233 • The amount of work required for one ECTS credit is uniform and not
 234 dependent on the field or teacher in question.
- 235 • In the pursuit of the pace of 60 ECTS credits per academic year, AYY
 236 primarily promotes investing in the planning and arrangements of studies
 237 and support services and does not see monetary scholarships, for example,
 238 as a significant agent of change.

239 2.1.4. Mobility in the Studies

240 The studying of various fields **both at one's own university and in other national**
 241 **and international higher education institutions enables individual choices and a**
 242 **versatile degree.**

- 243 • Students must have an opportunity to take courses from other higher
 244 education institutions. This requires smooth mobility and cooperation
 245 between institutions.
- 246 • The amounts of ECTS credits awarded for courses at Aalto University must
 247 be uniform, which genuinely supports internal mobility. In the future, courses
 248 staged into three sizes (3, 6 and 12 credits), for example, would serve this
 249 goal. The distribution of ECTS credits for courses of study modules would
 250 simultaneously support the goal of 60 credits per year.
- 251 • Previously gained skills can be transferred towards a degree smoothly, and
 252 skills gained outside of higher education will be studyficated.
- 253 • The transfer of exchange studies must be smoothed by ensuring a sufficiently
 254 versatile and high-quality variety of study modules through closer
 255 collaboration with the partner universities. Full equivalence to national
 256 course contents must not be demanded from the studies completed abroad.
 257 It should be kept in mind that studying abroad is challenging in itself and
 258 develops many skills that the student would not absorb in their home country.
- 259 • Courses must be open to all students with the prerequisite knowledge,
 260 regardless of their home institution or degree programme. If attendance
 261 must be restricted due to resource issues, precedence can be given to
 262 students majoring or minoring in the subject.
- 263 • The University encourages its academic staff to combine their abilities and
 264 to cooperate across School borders.
- 265 • The University offers courses and study modules that are open to all Aalto
 266 people and whose completion does not require previous knowledge about
 267 the field.
- 268 • Students are encouraged to fearlessly combine different study modules
 269 based on their personal interests.
- 270 • There is as much freedom of choice as possible in **master's level studies**.
- 271 • **Changing one's major subject and degree programme** within universities is
 272 easy.
- 273 • International mobility must be as straightforward as possible.
- 274 • Internationalisation must also be possible within the home country: all
 275 degrees must include internationalisation studies that can be completed
 276 flexibly either in the home country or abroad.
- 277 • All **English-language** degree programmes must aim to have both local and
 278 international students.

279 2.1.5. Guidance, Counselling and Tutoring

280 Student guidance and counselling is an entity comprised of ~~an up-to-date personal~~
 281 ~~study plan (PSP), peer guidance,~~ tutoring, academic guidance, study counselling,
 282 study guidance, ~~and~~ career services ~~and an up-to-date personal study plan (PSP).~~

283 The resources for guidance must be sufficient so that the studies can advance
 284 smoothly, and the student can be helped to progress proactively. **All new students**
 285 **have equal opportunities for a high-quality orientation.**

- 286 • A process will be developed for the integration and guidance of master's
 287 level students transferring to Aalto that will make them feel like a part of the
 288 community.
- 289 • The goals for the orientation of new students are equality among all new
 290 students and **the best student's life in the world beginning from the first**
 291 semester, regardless of degree level.
- 292 • As a result of a successful orientation, each new student feels like they have
 293 joined an academic community and are a fully rounded member of the Aalto
 294 community. They will also know where to find information on topics related
 295 to their studies and coping with the everyday.
- 296 • All new students arriving at Aalto, regardless of their age, native tongue,
 297 degree level and other variables, have a competent and responsible tutor
 298 and teacher tutor.
- 299 • All Aalto tutors will be offered collective training as applicable, which will act
 300 as a basic course on group guidance.
- 301 • Both Aalto University and the Student Union are visible in the orientations
 302 and receptions of the Aalto Schools.
- 303 • Students will receive personalised ~~counselling for planning their PSP~~
 304 **counselling for planning their studies** throughout their studies.

305 2.1.6. Alumni Activities

306 The Aalto spirit is forever. The goal of alumni activities should be to bring together
 307 alumni and students. The Aalto spirit is a collective and shared identity which brings
 308 together the students and graduates of different fields for life. The organisations
 309 operating within AYY must have the opportunity to organise high-quality alumni
 310 activities of their own. Starting a new alumni organisation must also be as effortless
 311 as possible.

- 312 • **Aalto University's alumni activities** must bring together alumni with different
 313 backgrounds as smoothly as possible. Interaction and interdisciplinarity
 314 between alumni associations is encouraged.
- 315 • **More effort** must be put on the development of the activities of less
 316 organised alumni groups, such as the alumni of arts and design and those
 317 living abroad.
- 318 • Versatile alumni activities of high quality are ideal for the development of a
 319 culture of giving back. Giving back means, for example, mentoring or support
 320 in different projects.
- 321 • Lifelong learning is important now and in the future. Aalto University must
 322 offer its alumni flexible training opportunities to **complement their degree**
 323 **complement their abilities** and to **develop themselves**. These can be, for
 324 example, public Studia Generalia lectures or courses meant for alumni.
- 325 • The alumni organisations operating within the Aalto community can utilise
 326 **the University's alumni register to reach their own alumni**.
- 327 • The University supports the alumni organisations within the Aalto community
 328 by providing them with facilities, training and financial support.

329 2.1.7. Languages

- 330 • AYY has a positive **attitude towards bachelor's programmes taught fully in**
 331 **English, as long as there are bachelor's programmes available** in Finnish for
 332 business studies and in both Finnish and Swedish for arts and technology.
- 333 • **It must be possible to complete the majority of master's degrees** in English.
- 334 • The guidance and counselling services are available in Finnish, Swedish and
 335 English.
- 336 • It is possible to participate in the development and decision-making of the
 337 University in Finnish, Swedish and English.
- 338 • When the language of teaching is Finnish or Swedish, the Swedish-speaking
 339 students have the opportunity to also write the exam or other assignments
 340 in Swedish.
- 341 • The teaching of the Finnish language to international students must be
 342 improved and its resources increased. The teaching must not be too focused
 343 on grammar or detached from everyday life.
- 344 • The teaching must be of **equally** high quality in all languages, and the
 345 **teachers' language skills must be considered in the curriculum work**.
- 346 • **The availability of university-level, field-specific language courses is versatile.**

- 347 • Language courses must be organised even with small numbers of
348 participants.

349 2.2. Campus

350 The Otaniemi campus is a central location for the entire Aalto community. It houses
351 the University's operations and facilities, the urban services of the campus and a
352 large number of student apartments. The Otaniemi campus is designed for its
353 students and also reflects them. The Mikkeli campus is developed together with
354 local student organisations.

355 2.2.1. Innovative and Developing Campus

356 The Otaniemi campus never stops and is never ready. The campus is developed
357 with the future in mind, but also with respect to history. Otaniemi is a unique
358 learning environment. The different environments around the campus encourage
359 innovation, creativity and the realisation of student projects and events. Otaniemi
360 is its own district that is developing into an urban environment whilst appreciating
361 nature, and that is becoming a natural part of Keilaniemi and Tapiola.

- 362 • Students are highly involved in developing the campus, and the student's
363 touch is visible on campus.
- 364 • Creative activities designed and executed by members of the Aalto
365 community must be enabled through clear processes.
- 366 • When developing the facilities, the usefulness of the old facilities in relation
367 to modern requirements is taken into account.
- 368 • Campus development is guided by ecological values sustainability, user-
369 oriented design and equality (e.g. accessibility).
- 370 • The outdoor areas on campus are designed to be comfortable, which will
371 encourage people to, for example, spend time and move around on campus.
372 Responsibility for the cleanliness of the outdoor areas campus is shared by
373 all campus users.
- 374 • Attention will be paid to the usability of and the users' easy movement in the
375 outdoor areas in winter, as well as winter maintenance.

376 2.2.2. Campus Promoting Sustainable Traffic

377 The Otaniemi campus is a significant transport hub in the metropolitan area
378 because of the metro, the Jokeri Light Rail and the Science Tram projects.

- 379 • Access onto campus by public transport is constantly being developed so
380 that it will also meet future needs, such as movement between different
381 academic communities and higher education institutions.
- 382 • In Otaniemi, urban solutions and different experiments for the development
383 of traffic are promoted.
- 384 • The core of the campus is an area for public transport, cyclists and
385 pedestrians. Parking spaces on campus will be reduced in relation to floor
386 area, and parking will be centred on the outskirts of the campus.
- 387 • As a rule, the parking spaces **for temporary use** on campus are available for
388 all Aalto people to use.
- 389 • The roads and routes on campus are comprehensively developed with the
390 needs of walking and cycling in mind. Moving around campus encourages
391 people to get exercise from everyday routines.
- 392 • New innovations (e.g. robot buses) are utilised in the development of modes
393 of transport, and ecologicality and sustainable development are taken into
394 account. Ecological issues must be highly prioritised, even if they might lead
395 to increased costs.

396 2.2.3. Campus Supporting Aalto People Coming Together

397 The Otaniemi campus enables interdisciplinary encounters across different study
398 fields and subjects. Functional facilities that take into account the characteristics of
399 various fields are an important part of the campus development work and must
400 respond to the changing needs of studies and community activity.

- 401 • **The Aalto community needs a meeting place that is open to all students.**
- 402 • In the Otaniemi campus area, wide-ranging student activity in all its forms is
403 taken into account and facilitated.
- 404 • The fields studied at Aalto are a visible part of the campus and create the
405 special features of the Otaniemi campus culture.
- 406 • The outdoor areas on campus are designed to support encounters and
407 leisure activities **as well as event organisation in the campus area.**
- 408 • The **University** facilities are at the entire Aalto community's disposal for
409 round-the-clock usage for teaching, studying and communal activities.
- 410 • On campus, permanent field-specific facility requirements are taken into
411 account, and the facilities of one school or department are located close to
412 one another.

- 413 • Students are involved with the planning of the facilities and the campus, on
414 both a large and a small scale.
- 415 • The campus facilities are versatile and transformable, and they support
416 learning and learning and leisure activities.
- 417 • To support the accessibility of all campus area operations it is important that
418 all Aalto people have access to knowledge of them, also on the internet and
419 in mobile-compatible systems.

420 2.2.4. Campus Supporting Learning

- 421 ~~• Air quality inside the University is good and regularly measured.~~ The quality
422 of the internal environment of the University, especially air quality and
423 temperature, is good, being measured and adjustable.
- 424 • When building or renovating facilities, places for both silent and group work
425 must be created. Also rest spaces and quiet places to retreat to on campus
426 are important. Students can reserve campus facilities for their use as flexibly
427 as possible via an up-to-date reservation system.
- 428 • Standing while working must be enabled in the teaching facilities by, for
429 example, acquiring stand-up workstations and designing lecture halls in a
430 way that enables stretching one's legs during lectures.
- 431 • In the choice of furniture for teaching facilities, work ergonomics and
432 acoustics takes precedence.
- 433 • Teaching facilities must enable the versatile use of different teaching
434 methods.
- 435 • Learning facilities must offer the prerequisites for the use of digital
436 equipment. This includes, for example, the presence of enough sockets and
437 fast wireless internet.
- 438 • The student organisations of different fields have facilities at their disposal
439 at the University free of charge. The facilities are located as close as possible
440 to the study facilities of the students of the fields in question. When changes
441 occur, the organisations are offered a facility that is at least equal to the
442 previous one.

443 2.2.5. Campus with Diverse Services

444 Otaniemi is its own district, and the necessary urban services are taken into account
445 in the development work.

- 446 • Also low-price services are developed for the campus that will meet the
447 needs of students and other campus users. The services on Otaniemi campus
448 are easily accessible.
- 449 • The campus has a wide selection of sports and leisure services that offer
450 versatile hobby opportunities and make use of the special geographic
451 features of Otaniemi. The campus has versatile and functional health and
452 sports services, enabled especially by the FSHS, UniSport and the City of
453 Espoo.
- 454 • The coastal areas of Otaniemi are developed especially for leisure and
455 recreational purposes. ~~not for non-subsidised construction of dwellings.~~
- 456 • Student support services, such as study psychologists and student benefit
457 counselling, are centrally located and easily accessible for students.
- 458 • Student catering on campus is functional and versatile. The opening hours of
459 the student restaurants are sufficiently long at dinner-time and on weekends
460 in addition to lunch.

461 2.2.6. Campus Supporting Student Accommodation

- 462 • The efficient construction of student accommodation is made possible in the
463 central areas of the campus, and student accommodation is the most
464 significant form of housing in Otaniemi. Non-student housing (i.e. non-
465 subsidised dwellings) are constructed on the outskirts of the campus.
- 466 • The number of student apartments on campus is increased, taking into
467 account the needs of future students.
- 468 ~~The eased parking requirements are applied when constructing student
469 accommodation.~~
- 470 • When constructing student accommodation, the necessary number of parking spaces
471 must be assessed case-by-case. The assessment must also appraise the true cost of the
472 parking spaces and the consequent desirability for future residents. For justified
473 reasons, it must also be possible to realise student accommodation projects without
474 any parking spaces. A parking space must not be seen as an imperative housing service
475 in a student apartment located in the campus area if there can be said to be sufficient
476 public transport connections.
- 477 • New types of housing solutions, technologies and innovations are utilised in
478 the construction of student accommodation. Otaniemi acts as a test
479 laboratory for student accommodation.
- 480 • Communality is an important factor for accommodation and wellbeing.
481 Communal living increases space efficiency. AYY takes a stand on the

482 prevailing norms and support systems to increase the appeal of communal
483 living.

- 484 • Ecological and sustainable alternatives are favoured in the housing solutions.

485 2.3. Wellbeing

486 Student wellbeing must be taken into account in all decision-making by the
487 **University and the Student Union. Particularly the students' ability to cope should**
488 be a constant focal point. Wellbeing must be taken into account when planning the
489 teaching, by observing the workload of study modules from the point of view of the
490 **students' study paths, for example.** Teaching that develops learning skills and ability
491 must be included in the early part of studies.

492 In terms of the upkeep of learning ability, study psychologists are a very important
493 service that must be well resourced also in the future. Transferrals between the
494 **University's study psychologists and the FSHS mental health services must be**
495 smooth.

- 496 • **The primary purpose of the students' support services is to be preventative.**
- 497 • **The University's wellbeing work** such as the Success of Students campaign
498 must be developed further and included as part of the ongoing operations.
499 Student wellbeing must be regularly monitored in the future as well.
- 500 • The study psychologist service must be well enough resourced so that when
501 necessary, an appointment with the study psychologist is available quickly
502 and easily, at least within two weeks.
- 503 • The cooperation of study psychologists and the FSHS must be developed.
- 504 • The volunteers of the Aalto community are doing well. The volunteers are
505 operating in an environment where the self and others are looked after, and
506 they are offered training on how to take care of their own wellbeing.
- 507 • Even small efforts to volunteering are acknowledged.
- 508 • Participation in student activities must be meaningful also without
509 recreational drugs.

510 2.3.1. Student Healthcare and FSHS

511 Student healthcare will continue to be provided by the Finnish Student Health
512 Service, who specialise on students. The purpose of the FSHS must be the
513 improvement of study capability. Online services and treatment need assessment
514 must be invested in even more.

515 In the whole of society, mental health services must focus especially on prevention
516 and the accessibility of services.

- 517 • Transferring from FSHS services to municipal specialised medical care or
518 other services must be smooth for students. Treatment must be available
519 sufficiently quickly and reasonably priced.
- 520 • Exchange students and international students must be guaranteed the same
521 level of health care service as Finnish students.
- 522 • Access to FSHS mental health services must be quickened.
- 523 • Free contraception must be offered to everyone under 25 years of age.
- 524 • Rehabilitative psychotherapy by Kela must be free of charge for **individuals**
525 **under 29 years of age** students.

526 2.3.2. University Sports

527 Exercise has a central role in establishing wellbeing. Special attention must be paid
528 to increasing low-threshold daily exercise among Aalto students.

- 529 • The university sports recommendations established by the Finnish Student
530 Sports Federation are followed at Aalto University.
- 531 • There are versatile and reasonably priced sports and exercise facilities on
532 campus, both indoors and outdoors.

533 2.4. Equality

534 The interests of current and future students must be realised regardless of their
535 nationality, gender, sexuality, religious or political stance or any other matter
536 pertaining to the person. AYY is a feminist organisation. The aim of advancing
537 equality is to ensure that in the future, everyone has an equal opportunity to enjoy
538 **the best student's life in the world as offered by AYY.**

- 539 • A **uniform clear** set of practices **should will** be established for intervening in
540 harassment occurring in the Aalto community, whether the harassment
541 occurs between students and staff or two students in their leisure time.
- 542 • Racism, bullying, harassment or any inappropriate behaviour is not condoned
543 in the Aalto community.
- 544 ~~• The life choices of students must not affect their place in the community.~~
- 545 ~~• Students with family can complete their studies as smoothly as possible with~~
546 ~~their life situation taken into account.~~

- 547 • Students with family are offered flexible opportunities to complete studies
548 with their life situation taken into account.
- 549 • The bathrooms on campus that are suitable must be changed to be gender
550 neutral.
- 551 ~~• The harassment contact persons of the Student Union must be replaced by~~
552 ~~harassment contact persons employed by the University to improve their~~
553 ~~resources.~~
- 554 • In addition to the harassment contact persons of the Student Union, the
555 University must employ harassment contact persons to guarantee better
556 resources.
- 557 • The Sexpo foundation and the Trasek and Seta organisations are the experts
558 on advancing the equality of sexual and gender minorities in the Finnish
559 society. As a rule, AYY promotes the activities and campaigns of these
560 organisations.
- 561 • A transgender law, based on the recommendations of Trasek and Seta and
562 the right to self-determination, must be decreed in Finland.
- 563 • A model for family leave that divides parental leave and its costs equally
564 between both parents and their employers must be established in Finland.
- 565 • The gender-based national defence obligation in Finland must be replaced
566 by a model that is more equal.

567 3. Society

568 Aalto students are a force that changes society. The Student Union promotes the
569 **best student's life in the world also by** changing societal structures, developing
570 equality and bringing generational politics into societal discussion. The Student
571 Union promotes societal decision-making that is based on science and research,
572 **and it is independent in terms of party politics.**

573 3.1. Educational Policy

574 The main tasks of universities are teaching, research and societal interaction. In the
575 future, education will be more digital, international mobility greater and change will
576 be quicker. A university degree is a steady foundation onto which new skills are
577 continually added through work and studying. In addition to substance, a student
578 learns social skills, empathy, handling emotions, persistence, managing their own

579 work, responsibility and group leadership when completing a degree. Studying
580 together offers a chance for dialogue instead of self-improvement by oneself.
581 Networks and working life contacts are already created during the studies. The
582 opportunities of individuals from different backgrounds to seek and succeed in
583 higher education must be actively supported.

584 3.1.1. Structure of the Higher Education System

- 585 • The Student Union promotes the separation of universities from universities
586 of applied sciences, as the two have clearly separate tasks. The voluntary
587 cooperation of higher education institutions is promoted.
- 588 • A university degree and a degree from a university of applied sciences retain
589 different profiles.

590 3.1.2. Funding of Studies

- 591 • Public funding covers most of the costs of universities. In addition, universities
592 gather competitive funding for research.
- 593 • Funding encourages the production of high-quality degrees and does not
594 reward only quantity.
- 595 • Student feedback is part of the funding model.
- 596 • The graduates' becoming employed is taken into account in the University's
597 funding model.
- 598 • Each completed ECTS credit is financially productive regardless of whether
599 it is completed by the higher education institution's own degree student or
600 someone else. This will encourage mobility between universities.
- 601 • Higher education and applying to higher education must be free of charge
602 to all students, so that everyone would have an opportunity for higher
603 education, regardless of their background.
- 604 • The completion of a degree must be free of charge to students, regardless
605 of their prior studies.
- 606 • The law concerning tuition fees for students arriving from countries outside
607 the EU and EEA must be revoked.
- 608 • The currently standing tuition fees for students from outside the EU and EEA,
609 which increase inequality, must not affect student admission or the approval
610 of studies. Nor should the students required to pay be treated with different
611 criteria to others.

- 612 • The scholarship system applicable to students from outside the EU and EEA
 613 must primarily be implemented as payment exemptions granted by the
 614 university. The scholarship system must be based on predetermined
 615 standards, and the grounds and points system for scholarships must be ~~in~~
 616 ~~order~~ clear and equal.

617 3.1.3. Degrees

618 At the moment, the bachelor's degree has been developed into a broad general
 619 degree after which the student will choose a specialist subject for their master's
 620 level studies. Different modules, open online MOOC (Massive Open Online Course)
 621 courses and other study modules are a good addition to a degree during or after
 622 its completion, but they do not replace a higher education degree. The goal is that
 623 after a high-quality degree that provides them with good learning skills, a person
 624 can continue learning by means other than a degree programme. However, they
 625 must have an opportunity to complete a second higher education degree.

626 Change in society is continually quickening. New fields are created in the working
 627 life while others become obsolete. Work places demand versatile skills and the
 628 ability to work with people from different fields. Highly educated recent graduates
 629 quickly find employment that pertains to their skill sets. Aalto students are sought-
 630 after employees, and they have had the opportunity to assemble their degrees
 631 from interdisciplinary courses and study modules from different fields. The students
 632 have the time to gather work experience already during their studies, the impact
 633 of which on finding employment is appreciated in society.

- 634 ~~• AYY promotes simultaneously granting the right to complete both a~~
 635 ~~bachelor's and a master's degree at the University.~~
- 636 • Apart from excepted fields, universities simultaneously grant the right to
 637 complete both a bachelor's and a master's degree.
- 638 • Restricting the duration of degrees leads to overload and interruptions. A
 639 student with the right to complete both the first and the second cycle degree
 640 must be granted at least two extra years to the target duration of their
 641 studies, and the student must have the opportunity to flexibly get additional
 642 time to complete their degree.
- 643 ~~• If they so wish, students must retain the opportunity to apply for and~~
 644 ~~complete a second degree.~~

- 645 • Students must have the opportunity to apply for and complete a second
646 degree.
- 647 • AYY does not promote the right for an open university to grant degrees. The
648 university grants students the degrees after they have gained entry via, for
649 example, the open university route.
- 650 • AYY promotes the moderate loosening of the regulation of the number of
651 degrees.
- 652 • AYY opposes commissioned training that leads to a degree but has a positive
653 view on offering parts of a degree as commissioned training.

654 3.1.4. Student Admission

655 In a fair admission system, a student applies for degrees in the order they truly wish
656 to study. An applicant need not worry about the impact of first choice points on
657 admission into their dream field or the impact of first timers' quota on a potential
658 field transfer. Universities must retain the autonomy over selecting their students
659 according to the methods and criteria they see fit. In student admissions measuring
660 aptitude, the grounds for admission are transparent and equal.

- 661 • It is possible to apply to higher education studies with either a general upper
662 secondary school certificate or a vocational school certificate.
- 663 • There are different, free-of-charge routes into a university, and higher
664 education is also available to students who have had poorer success in
665 upper secondary level education.
- 666 • Success in upper secondary level education alone does not determine access
667 to higher education.
- 668 • Entry exams remain one way to gain entry, and it must be possible for
669 applicants to prepare for multiple entry exams.
- 670 • ~~New ways of applying to university are being developed. For example,~~
671 ~~students can be chosen based on their results in MOOCs (Massive Open~~
672 ~~Online Courses).~~ Different routes to applying to university are being
673 developed. For example, students can be chosen based on their results in
674 MOOCs (Massive Open Online Courses) and in open university.
- 675 • Students will receive notification of all the places they have been selected
676 for.
- 677 • The first timers' quotas will be revoked.
- 678 • ~~Entry exams remain one way to gain entry, and it must be possible for~~
679 ~~applicants to prepare for multiple entry exams.~~

- 680 • Voluntary admission cooperation between higher education institutes and
 681 various fields will be increased.
- 682 ~~• The open university route and admissions based on online courses are in~~
 683 ~~place.~~
- 684 • The grounds for admission are transparent and equal.
- 685 • Applying for university education with an upper secondary level certificate
 686 other than the Finnish Matriculation Examination is also smooth and just.

687 3.2. International Movement

688 The Student Union believes in the power of international cooperation and promotes
 689 **the universities' and Finland's active role in international networks** such as the
 690 European Union. The free movement of people, thoughts and businesses is a
 691 prerequisite for world-class educational and research cooperation. Finland, for its
 692 part, is an open and attractive destination for international talents and invests in
 693 the quality of their integration.

- 694 • International students must receive the same services and student benefits
 695 in Finland as other students. Services must also be available in English.
- 696 • Banking services must be available trouble-free, and each international
 697 student can open a bank account without additional fees and receives a
 698 debit card and online banking rights attached to their account.
- 699 • International students must be offered a chance to purchase reasonably
 700 priced health insurance with a broad range of coverage. The availability and
 701 functionality of the health insurance required by the immigration legislation
 702 must be improved.
- 703 • The residence permit process must be simplified, and each student with a
 704 Finnish higher education degree must be offered an opportunity for
 705 permanent residency.

706 3.3. Subsistence

707 Much is required from students during their studies in terms of subsistence: they
 708 must be a full-time student, gain work experience even before they graduate, and
 709 supplement their subsistence with earned income. This combination does not work.
 710 The financial aid for students must reflect reality and take into account the
 711 **students' life situation as a whole.**

712 In order to guarantee their income and the development of their skills, students
 713 must work at least seasonally during their studies. Hence, financial aid must be able
 714 to respond flexibly to varying income. The importance of the work experience
 715 **gained during studies must be recognised in the students' social security.** The overall
 716 level of financial aid for students must be sufficient and truly enable full-time
 717 studying **without taking out a loan.**

- 718 • Financial aid for students must be unified so that also higher education
 719 students who are under 20 years of age receive the same aid as other
 720 higher education students.
- 721 • Student loan must reach a larger part of students, and **the loan's terms of**
 722 **repayment must be just.**
- 723 • **Students' housing supplement must** be granted to each individual student
 724 and be sufficient in amount for full-time studying.
- 725 • Gaining work experience during studies is valuable, and this must be taken
 726 into account in the financial aid for students, for example, in the form of
 727 sufficiently high income limits.
- 728 • Internship funds and scholarships must not count as income when observing
 729 income limits.

730 3.3.1. Basic Income

731 AYY promotes basic income, meaning a monthly gratuitous sum paid to citizens,
 732 **which clarifies the arrangement of students' sustenance and raises its level**
 733 particularly for students with family. In addition, basic income must enable flexible
 734 transition from studies to working life and vice versa. Basic income must consist of
 735 1) a fixed, gratuitous basic part that covers **meagre** **reasonable** accommodation
 736 and living expenses, 2) means-tested parts that secure sustenance over periods of
 737 illness or parenthood, **for example,** and 3) a student loan or other similar social
 738 microloan. The loan serves to supplement sustenance when the student or other
 739 individual does not have the opportunity to accept paid work.

- 740 • Moving to a gratuitous basic income model must be promoted, for example,
 741 by executing a broader experiment **that must include also students.**
- 742 • Social security must be individualised: housing allowance, social assistance
 743 and unemployment allowance must be personal and not dependent on the
 744 **income of one's partner or other person living in the same household.**

745 3.4. Corporate Activities and Working Life

746 AYY considers the private sector an important, world-changing force. Therefore,
 747 the accountability of corporate activities must be monitored particularly closely.
 748 Entrepreneurship and business operations are intrinsic tools for Aalto people in
 749 striving towards a better world. Student entrepreneurship and the start-up culture
 750 are particularly strong in the Aalto community, and Aalto-based student
 751 entrepreneurship has had significant national impact. Ideally, they offer students
 752 an opportunity to develop their working life skills rapidly while getting to know
 753 various corporations and their operating methods as well as students from
 754 different fields.

- 755 • AYY promotes, in particular, corporate activities that are conducted by Aalto
 756 people and ethically sustainable.
- 757 • AYY promotes societal corporations whose primary goal is to resolve societal
 758 or environmental issues, to bear societal responsibility and to produce good
 759 in society.
- 760 • AYY has a negative stance on corporations and organisations that are
 761 clearly discriminatory towards one or more groups of people, or whom it is
 762 justifiable to suspect of continuous corruption, environmental destruction
 763 either intentionally or through negligence, actions contrary to legislation or
 764 good practice, human rights violations, support of military conflicts, the use
 765 of child labour, or actions degrading humanity. The Student Union considers
 766 cooperation with such corporations or organisations impossible.
- 767 • ~~AYY promotes societal corporations whose primary goal is to resolve societal
 768 or environmental issues, to bear societal responsibility and to produce good
 769 in society. It can also be counted as a sign of a societal corporation if the
 770 corporation spends more than half of its profit on furthering its goal and
 771 operative mission and developing its operations. A societal corporation is
 772 recognisable from the Finnish Social Enterprise Mark awarded by the
 773 Association for Finnish Work.~~
- 774 • ~~AYY promotes, in particular, corporate activities that are conducted by Aalto
 775 people and ethically sustainable.~~
- 776 • The Finnish working life culture must internationalise. It should be possible to
 777 handle more and more jobs using fluent English.
- 778 • The bureaucracy connected with the work permits and entrepreneurship of
 779 persons coming from outside the EU must be streamlined considerably.

780 3.5. Helsinki Metropolitan Area

781 Urbanisation is a megatrend of our time that must be taken into account in the
782 planning of the entire Helsinki metropolitan area. The development of the area into
783 a metropolis must be furthered, and the area must be made more compact
784 particularly in terms of car-free movement. This can be done, for example, by
785 investing in cycling and walking routes and in planning for public transport and
786 residential construction across municipality borders.

- 787 • The development of the Länsiväylä bicycle connection to Helsinki must be
788 given particular importance.
- 789 • The realisation of the Science Tram combining the metropolitan area's higher
790 education institutions must be furthered.
- 791 ~~• The metro must run later in the evenings and night-time than currently.~~
- 792 • The metro must run around the clock, and its automatisation must be
793 promoted. In addition to this, also other round-the-clock public transport
794 modes in the metropolitan area must be supported.

795 3.5.1. Accommodation

796 In the future, the municipalities of the metropolitan area must offer more
797 reasonably priced accommodation, commit to the production of student
798 apartments and streamline the planning process of student housing projects.
799 Enabling high-quality student living in the metropolitan area facilitates the building
800 of a city of the future.

- 801 • In the metropolitan area, at least 500 600 student apartments must be
802 completed each year, focusing on areas near campuses in particular, and at
803 least 3000 ARA rental apartments each year.
- 804 • In the planning of student apartments, the eased parking requirements must
805 be taken into account.

806 3.6. Sustainable Development

807 AYY is a bold and responsible community that understands its role when facing the
808 greatest global challenges of our time. Climate change and the overconsumption
809 of natural resources concern the entire current generation of students. The Student
810 Union bears its responsibility for the collective future of the environment and society
811 as well as for a liveable Earth by promoting the goals of sustainable development

812 both in the University community and in the wider society, where the diversity of
813 nature and global justice are intrinsic values.

- 814 • The University, the metropolitan area and all of society must set quantitative
815 and qualitative goals to succeed in sustainable development. The UN's
816 Agenda2030 goals on sustainable development will be included as an
817 integral part of all operations.
- 818 • All fields at Aalto must have a strong understanding of responsibility,
819 sustainable development and societal influencing.
- 820 • AYY promotes development cooperation which increases individuals'
821 opportunities to enhance their living conditions themselves and which makes
822 society more just.
- 823 • It is important that Aalto people understand their role in the promotion of
824 development cooperation.
- 825 • Finland must set goals on how it will raise the share of funding for
826 development cooperation to 0.7% of its GDP, as recommended by the UN.
- 827 • The use of development cooperation funds to cover tuition fees set by higher
828 education institutions themselves or to finance brain gain is not acceptable.

829 3.6.1. Ecological Sustainability

- 830 • Finland must strive towards carbon neutrality by 2030 and, in the long run,
831 towards net-negative carbon emission. This must be pursued in both energy
832 politics and city planning.
- 833 • The Climate Change Act must be binding, and Finland must commit to its
834 efficient implementation.
- 835 • The production of greenhouse-gas-emission-free and decentralised types of
836 energy must be eased, with the focus on the users and the environment, by
837 removing bureaucracy and by investing in the research on emission-free
838 energy sources.
- 839 • Emission-free and low-emission means of transport, particularly walking,
840 cycling and public transport, must be favoured in city planning and
841 development.
- 842 • Circular and sharing economies, sustainable recycling and the minimising of
843 food waste must be promoted in the operations of cities, citizens and
844 corporations alike.
- 845 • The recycling law must be reformed and recycling requirements tightened.

- 846 • New construction and renovations must commit to sustainable and energy-
 847 efficient solutions. ~~In building production, attention must be paid to the~~
 848 ~~ecology of the building's entire lifespan, starting from the building materials.~~
 849 ~~Environmentally friendly material choices and the energy self-sufficiency of~~
 850 ~~buildings must be supported by the construction and planning policies.~~ In
 851 building production, attention must be paid to the building's entire lifespan
 852 being environmentally friendly, starting from the building materials.
- 853 • Housing production in the metropolitan area must not jeopardise urban
 854 nature or its diversity.
 - 855 • Food production is a significant cause of environmental load, and more
 856 ~~ecological~~ environmentally-friendly food choices must be made both in the
 857 University community and in wider society. The choices must ~~highlight an~~
 858 ~~emphasis on~~ primarily favour the use of vegetables, local production and
 859 seasonality.
 - 860 • The food selection in student catering is based on an ethical and ecological
 861 footing and takes into account different diets.
 - 862 • The environmental point of view must be considered in all decision-making,
 863 as applicable.

864 3.7. Arts Policy

865 Art is valuable in itself. The inherent value of art and its special position as part of
 866 society are the prerequisites for preserving the freedom and development of art.
 867 The value of art cannot be measured by economic standards. Art increases
 868 wellbeing, and artistic creative thinking can also help to increase economic growth.
 869 Art is necessary for society, and it is utilised for many different purposes. Hence,
 870 art production must be funded by society, individuals and corporations.

- 871 • Increasing the appreciation of arts experts in society. The appreciation can
 872 be seen in e.g. work terms as well as in wages and recruitment.
- 873 • As a rule, individuals in creative fields hold the copyright to their works and
 874 the right to decide on the use of their works. ~~Copyrights exist primarily to~~
 875 ~~advance creativity, not for commercial reasons.~~
- 876 • The visibility of arts and design fields **and the sense of the field's versatility**
 877 must be increased.

- 878 • Art, culture and education are appreciated, and this shows also in decision-
 879 making. The assessment systems of culture stem from the expertise of the
 880 arts field.
- 881 • ~~AYY promotes extending the Percent for Art principle in construction to a~~
 882 ~~Percent for Culture Principle that also covers other fields, such as social~~
 883 ~~services, healthcare and youth work, for example.~~ AYY promotes the
 884 implementation of a Percent for Culture, similar to the Percent for Art
 885 principle, also in other fields than just the construction field, such as social
 886 work and healthcare. Performing arts must also be taken into account as a
 887 field of art. Arts professionals must be included in the decision-making of
 888 projects using the Percent for Culture principle.
- 889 • The artistic operations of Aalto people are supported and their visibility
 890 improved.

891 3.8. Information Society

892 The freedom of software is a value on a level with the freedom of speech. Society
 893 needs free software, as these enable the distribution, learning and further
 894 development of information without boundaries. The privacy and self-
 895 determination of students must be respected in the design and deployment of
 896 information systems.

- 897 • On a national level, the services and benefits of students, such as student
 898 cards, must be secured without the need for students to accept the terms
 899 and conditions of third parties.
- 900 • In public information system projects, such suppliers and executing companies
 901 are prioritised that are willing to supply a system with a free software
 902 licence.
- 903 • It is important that the information systems that are mandatory for citizens
 904 are open in terms of their execution and technological interface.