



aalto-yliopiston ylioppilaskunta  
aalto-universitetets studentkår  
aalto university student union

Policy Paper  
Board's proposal 7 May 2019

# 1 Policy of the Student 2 Union

3 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.....	10
16	2.1.6. Alumni Activities.....	11
17	2.1.7. Languages.....	12
18	2.2. Campus.....	12
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.....	14
23	2.2.5. Campus with Diverse Services.....	15
24	2.2.6. Campus Supporting Student Accommodation.....	16
25	2.3. Wellbeing.....	16
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.....	19

32	3.1.2. Funding of Studies .....	19
33	3.1.3. Degrees.....	20
34	3.1.4. Student Admission.....	21
35	3.2. International Movement .....	22
36	3.3. Subsistence .....	23
37	3.3.1. Basic Income .....	23
38	3.4. Corporate Activities and Working Life.....	24
39	3.5. Helsinki Metropolitan Area .....	25
40	3.5.1. Accommodation.....	25
41	3.6. Sustainable Development .....	26
42	3.6.1. Ecological Sustainability .....	26
43	3.7. Arts Policy .....	27
44	3.8. Information Society.....	28
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 Both in terms of its content and pedagogically, the teaching is of high quality. The  
 113 staff are knowledgeable and encouraged to train themselves continually. The  
 114 quality of teaching is improved based on feedback. The teaching is proficiency-  
 115 based, meaning that and the learning goals of courses and degrees are formulated  
 116 as part of curriculum work. Students develop both field-specific skills and generic  
 117 working life skills. They recognise the best learning methods for themselves and are  
 118 able to manage their own work.

#### 119 2.1.2.1. Teaching

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

**Commented [KP1]:** Reasons:

Word changed to a clearer one.

143 societal influence and a diverse understanding of leadership belong in the  
144 learning goals of every degree programme.

- 145 • The University must set goals for the **development of its students'**  
146 international competence and define the procedures that will advance the  
147 development of these skills. The development of international competence  
148 must be taken into account in study performances and learning goals and  
149 supported by financial resources.
- 150 • The valuable role of working, entrepreneurship and organisational and  
151 voluntary activities **alongside one's studies** in terms of learning and working  
152 life skills is recognised in the degree programmes in the form of study credits.
- 153 • The employment opportunities of international students must be paid special  
154 attention to. During their studies, international students must gain the  
155 networking and working life skills required in the Finnish working life.

#### 156 2.1.2.2. Feedback

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

#### 169 2.1.2.3. Course Arrangements

- 170 • The assessment criteria of studies are transparent and known at the  
171 beginning of the course. Different assessment methods are used at Aalto as  
172 appropriate.
- 173 • Mass lectures are videoed.
- 174 • Course materials are available electronically and free of charge.
- 175 • Students have free and easy access to article databases.

- 176 • Study materials are versatile, and the opportunities offered by new  
 177 technologies are utilised boldly and appropriately. Staff are trained on and  
 178 assisted in the use of technology.
- 179 • All software used on the courses must be available for the students to use  
 180 for free. Whenever possible, entities with a free software licence will be  
 181 favoured in the teaching.
- 182 • The University offers students professional and versatile digital tools  
 183 according to their demand. Such tools include powerful work stations with  
 184 professional software and work stations enabling the use of private devices.  
 185 Above-mentioned work stations are available for use around the clock on  
 186 every day of the week.
- 187 • Students know their own rights and are able to seek help in problematic  
 188 situations.

### 189 2.1.3. Workload and Flexibility of the Studies

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

- 198 • It is always possible to resit an exam, and electronic examination is widely  
 199 used.
- 200 • As a rule, it is possible to complete compensatory assignments to pass a  
 201 course.
- 202 • It must be possible to complete online courses and sit electronic exams all  
 203 year round.
- 204 • Distance learning and intensive studies to be completed in the summer for  
 205 inclusion in the degree programme must be available free of charge to  
 206 students of all fields.
- 207 • **Working is an important part of students' development into professionals in**  
 208 **their field, and hence, the study pace must enable it. Fields have different**  
 209 **practices regarding summer work, and these must be able to be taken into**  
 210 **account as appropriate for each degree programme.**



- 211 • The teaching times, locations, assignment deadlines, assessment criteria,  
212 learning goals and completion options will be published before the start of  
213 the course in MyCourses or on an alternative platform.
- 214 • In addition to traditional classroom teaching, language studies can be  
215 organised as participatory online courses. This would increase the  
216 opportunities to complete language studies in both the compulsory and the  
217 optional languages.
- 218 • Studies must be planned so that it is possible for a student to complete 30  
219 ECTS credits per semester and 60 credits per academic year at a normal  
220 study pace. The accumulation of ECTS credits must not be hindered by the  
221 overlapping of compulsory courses, the miscalculated workload of  
222 assignments, difficulties in getting study guidance, or inflexibility with due  
223 dates in difficult circumstances.
- 224 • The workload of courses correlates with the amount of ECTS credits awarded  
225 for them, whether by cutting back the contents of overtly demanding courses  
226 or by awarding more credits for them.
- 227 • The amount of work required for one ECTS credit is uniform and not  
228 dependent on the field or teacher in question.
- 229 • In the pursuit of the pace of 60 ECTS credits per academic year, AYY  
230 primarily promotes investing in the planning and arrangements of studies  
231 and support services and does not see monetary scholarships, for example,  
232 as a significant agent of change.

#### 233 2.1.4. Mobility in the Studies

234 The studying of various fields both at one's own university and in other national  
235 and international higher education institutions enables individual choices and a  
236 versatile degree.

- 237 • Students must have an opportunity to take courses from other higher  
238 education institutions. This requires smooth mobility and cooperation  
239 between institutions.
- 240 • The amounts of ECTS credits awarded for courses at Aalto University must  
241 be uniform, which genuinely supports internal mobility. **In the future, this goal  
242 would be supported by course sizes based on six ECTS credits, for example.  
243 In the future, courses staged into three sizes (3, 6 and 12 credits), for example,  
244 would serve this goal. The distribution of ECTS credits for courses of study  
245 modules would simultaneously support the goal of 60 credits per year.**

#### Commented [KP2]: Reasons:

Policy updated to correspond with the ongoing reform work of the curricula. The size of 12 ECTS credits included in the previous entry is not sensible in terms of course length and workload.

The goal of 60 credits is found on line XX already, so there is no reason for a double entry.

- 246 • Previously gained skills can be transferred towards a degree smoothly, and  
 247 skills gained outside of higher education will be studyficated.
- 248 • The transfer of exchange studies must be smoothed by ensuring a sufficiently  
 249 versatile and high-quality variety of study modules through closer  
 250 collaboration with the partner universities. Full equivalence to national  
 251 course contents must not be demanded from the studies completed abroad.  
 252 It should be kept in mind that studying abroad is challenging in itself and  
 253 develops many skills that the student would not absorb in their home country.
- 254 • Courses must be open to all students with the prerequisite knowledge,  
 255 regardless of their home institution or degree programme. If attendance  
 256 must be restricted due to resource issues, precedence can be given to  
 257 students majoring or minoring in the subject.
- 258 • The University encourages its academic staff to combine their abilities and  
 259 to cooperate across School borders.
- 260 • The University offers courses and study modules that are open to all Aalto  
 261 people and whose completion does not require previous knowledge about  
 262 the field.
- 263 • Students are encouraged to fearlessly combine different study modules  
 264 based on their personal interests.
- 265 • **There is as much freedom of choice as possible in master's level studies.**
- 266 • **Changing one's major subject and degree programme within universities is**  
 267 **easy.**
- 268 • International mobility must be as straightforward as possible.
- 269 • Internationalisation must also be possible within the home country: all  
 270 degrees must include internationalisation studies that can be completed  
 271 flexibly either in the home country or abroad.
- 272 • All English-language degree programmes must aim to have both local and  
 273 international students.

#### 274 2.1.5. Guidance, Counselling and Tutoring

275 Student guidance and counselling is an entity comprised of tutoring, academic  
 276 guidance, study counselling, study guidance, career services and an up-to-date  
 277 personal study plan (PSP). The resources for guidance must be sufficient so that the  
 278 studies can advance smoothly, and the student can be helped to progress  
 279 proactively. All new students have equal opportunities for a high-quality  
 280 orientation.

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

#### 300 2.1.6. Alumni Activities

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

- 307 • Aalto University's **alumni activities must bring together alumni with different**  
 308 backgrounds as smoothly as possible. Interaction and interdisciplinarity  
 309 between alumni associations is encouraged.
- 310 • Effort must be put on the development of the activities of less organised  
 311 alumni groups, such as the alumni of arts and design and those living abroad.
- 312 • Versatile alumni activities of high quality are ideal for the development of a  
 313 culture of giving back. Giving back means, for example, mentoring or support  
 314 in different projects.

- 315 • **Continuous Lifelong** learning is important now and in the future. Aalto  
 316 University must offer its alumni flexible training opportunities to complement  
 317 their abilities. These can be, for example, public Studia Generalia lectures or  
 318 courses meant for alumni.
- 319 • The alumni organisations operating within the Aalto community can utilise  
 320 the University's alumni register to reach their own alumni.
- 321 • The University supports the alumni organisations within the Aalto community  
 322 by providing them with facilities, training and financial support.

**Commented [KP3]:** Reasons:

Term updated to currently used form. Content as before.

### 323 2.1.7. Languages

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

## 343 2.2. Campus

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

### 349 2.2.1. Innovative and Developing Campus

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

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

### 369 2.2.2. Campus Promoting Sustainable Traffic

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

- 372 • Access onto campus by public transport is constantly being developed so  
373 that it will also meet future needs, such as movement between different  
374 academic communities and higher education institutions.
- 375 • In Otaniemi, urban solutions and different experiments for the development  
376 of traffic are promoted.
- 377 • The core of the campus is an area for public transport, cyclists and  
378 pedestrians. Parking spaces on campus will be reduced in relation to floor  
379 area, and parking will be centred on the outskirts of the campus.
- 380 • As a rule, the parking spaces for temporary use on campus are available for  
381 all Aalto people to use.

- 382 • The roads and routes on campus are comprehensively developed with the  
 383 needs of walking and cycling in mind. Moving around campus encourages  
 384 people to get exercise from everyday routines.
- 385 • New innovations (e.g. robot buses) are utilised in the development of modes  
 386 of transport, and ecologicality and sustainable development are taken into  
 387 account. Ecological issues must be highly prioritised, even if they might lead  
 388 to increased costs.

### 389 2.2.3. Campus Supporting Aalto People Coming Together

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

- 394 • The Aalto community needs a meeting place that is open to all students.  
 395 • In the Otaniemi campus area, wide-ranging student activity in all its forms is  
 396 taken into account and facilitated.
- 397 • The fields studied at Aalto are a visible part of the campus and create the  
 398 special features of the Otaniemi campus culture.
- 399 • The outdoor areas on campus are designed to support encounters and  
 400 leisure activities as well as event organisation in the campus area.
- 401 • **The University facilities are at the entire Aalto community's disposal for**  
 402 **round-the-clock usage for teaching, studying and communal activities.**
- 403 • On campus, permanent field-specific facility requirements are taken into  
 404 account, and the facilities of one school or department are located close to  
 405 one another.
- 406 • Students are involved with the planning of the facilities and the campus, on  
 407 both a large and a small scale.
- 408 • The campus facilities are versatile and transformable, and they support  
 409 learning and learning and leisure activities.
- 410 • To support the accessibility of all campus area operations it is important that  
 411 all Aalto people have access to knowledge of them, also on the internet and  
 412 in mobile-compatible systems.

### 413 2.2.4. Campus Supporting Learning

- 414 • The quality of the internal environment of the University, especially air  
 415 quality and temperature, is good, being measured and adjustable.

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

#### 435 2.2.5. Campus with Diverse Services

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

- 438 • Also low-price services are developed for the campus that will meet the  
439 needs of students and other campus users. The services on Otaniemi campus  
440 are easily accessible.
- 441 • The campus has a wide selection of sports and leisure services that offer  
442 versatile hobby opportunities and make use of the special geographic  
443 features of Otaniemi. The campus has versatile and functional health and  
444 sports services, enabled especially by the FSHS, UniSport and the City of  
445 Espoo.
- 446 • The coastal areas of Otaniemi are developed especially for leisure and  
447 recreational purposes.
- 448 • Student support services, such as study psychologists and student benefit  
449 counselling, are centrally located and easily accessible for students.

- 450 • Student catering on campus is functional and versatile. The opening hours of  
 451 the student restaurants are sufficiently long at dinner-time and on weekends  
 452 in addition to lunch.

#### 453 2.2.6. Campus Supporting Student Accommodation

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

### 476 2.3. Wellbeing

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



483 In terms of the upkeep of learning ability, study psychologists are a very important  
 484 service that must be well resourced also in the future. Transferrals between the  
 485 University's study psychologists and the FSHS mental health services must be  
 486 smooth.

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

### 501 2.3.1. Student Healthcare and FSHS

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

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

- 508 • Transferring from FSHS services to municipal specialised medical care or  
 509 other services must be smooth for students. Treatment must be available  
 510 sufficiently quickly and reasonably priced.
- 511 • Exchange students and international students must be guaranteed the same  
 512 level of health care service as Finnish students.
- 513 • Access to FSHS mental health services must be quickened.
- 514 • Free contraception must be offered to everyone under 25 years of age.
- 515 • Rehabilitative psychotherapy by Kela must be free of charge for students.

### 516 2.3.2. University Sports

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

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

## 523 2.4. Equality

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

- 529 • A clear set of practices will be established for intervening in harassment  
530 occurring in the Aalto community, whether the harassment occurs between  
531 students and staff or two students in their leisure time.
- 532 • Racism, bullying, harassment or any inappropriate behaviour is not condoned  
533 in the Aalto community.
- 534 • Students with family are offered flexible opportunities to complete studies  
535 with their life situation taken into account.
- 536 • The bathrooms on campus that are suitable must be changed to be gender  
537 neutral.
- 538 • In addition to the harassment contact persons of the Student Union, the  
539 University must employ harassment contact persons to guarantee better  
540 resources.
- 541 • The Sexpo foundation and the Trasek and Seta organisations are the experts  
542 on advancing the equality of sexual and gender minorities in the Finnish  
543 society. As a rule, AYY promotes the activities and campaigns of these  
544 organisations.
- 545 • A transgender law, based on the recommendations of Trasek and Seta and  
546 the right to self-determination, must be decreed in Finland.
- 547 • A model for family leave that divides parental leave and its costs equally  
548 between both parents and their employers must be established in Finland.

- 549       • The gender-based national defence obligation in Finland must be replaced  
550       by a model that is more equal.

### 551 3. Society

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

#### 557 3.1. Educational Policy

558 The **main** tasks of universities are teaching, research, **and** societal interaction **and**  
559 **the enabling of continuous learning**. In the future, education will be more digital,  
560 international mobility greater and change will be quicker. A university degree is a  
561 steady foundation onto which new skills are continually added through work and  
562 studying. In addition to substance, a student learns social skills, empathy, handling  
563 emotions, persistence, managing their own work, responsibility and group  
564 leadership when completing a degree. Studying together offers a chance for  
565 dialogue instead of self-improvement by oneself. Networks and working life  
566 contacts are already created during the studies. The opportunities of individuals  
567 from different backgrounds to seek and succeed in higher education must be  
568 actively supported.

##### 569 3.1.1. Structure of the Higher Education System

- 570       • The Student Union promotes the separation of universities from universities  
571       of applied sciences, as the two have clearly separate tasks. The voluntary  
572       cooperation of higher education institutions is promoted.
- 573       • A university degree and a degree from a university of applied sciences retain  
574       different profiles.
- 575       • **Top research must be focused on internationally competitive units only.**
- 576       • **High-quality degree programme education must be regionally accessible.**

##### 577 3.1.2. Funding of Studies

#### Commented [KP4]: Reasons:

Entry broadened to apply to all tasks of universities by including continuous learning as well.

#### Commented [KP5]: Reasons:

It is useful to have some kind of a policy with regard to the national university and higher education institute network as the topic remains relevant from year to year.

Focusing top research on internationally competitive units would enable university-specific specialisation. Instead of everything being done everywhere, the resources can also be focused so that the top fields do well also in international competition. Different universities have different strengths.

#### Commented [KP6]: Reasons:

Regionally accessible higher education supports geographic equality and the equal opportunities of citizens.

- 578 • Public funding covers most of the costs of universities. In addition, universities  
579 gather competitive funding for research.
- 580 • Funding encourages the production of high-quality degrees and does not  
581 reward only quantity.
- 582 • Student feedback is part of the funding model.
- 583 • **The graduates' becoming employed is taken into account in the University's**  
584 **funding model.**
- 585 • Each completed ECTS credit is financially productive regardless of whether  
586 **it is completed by the higher education institution's own degree student or**  
587 **someone else. This will encourage mobility between universities.**
- 588 • Higher education and applying to higher education must be free of charge  
589 to all students, so that everyone would have an opportunity for higher  
590 education, regardless of their background.
- 591 • **The completion of a degree must be free of charge to students, regardless**  
592 **of their prior studies.**
- 593 • The law concerning tuition fees for students arriving from countries outside  
594 the EU and EEA must be revoked.
- 595 • The currently standing tuition fees for students from outside the EU and EEA,  
596 which increase inequality, must not affect student admission or the approval  
597 of studies. Nor should the students required to pay be treated with different  
598 criteria to others.
- 599 • The scholarship system applicable to students from outside the EU and EEA  
600 must primarily be implemented as payment exemptions granted by the  
601 university. The scholarship system must be based on predetermined  
602 standards, and the grounds and points system for scholarships must be clear  
603 and equal.

### 604 3.1.3. Degrees

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

**Commented [KP7]:** Reasons:

Entry moved elsewhere.

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

- 621 • Apart from excepted fields, universities simultaneously grant the right to  
 622 complete both a bachelor's and a master's degree.
- 623 • Restricting the duration of degrees leads to overload and interruptions. A  
 624 student with the right to complete both the first and the second cycle degree  
 625 must be granted at least two extra years to the target duration of their  
 626 studies, and the student must have the opportunity to flexibly get additional  
 627 time to complete their degree.
- 628 • ~~Students must have the opportunity to apply for and complete a second~~  
 629 ~~degree.~~ Applying to and acceptance into degree programme education as  
 630 well as the completion of a degree must be free of charge for students,  
 631 regardless of their prior studies.
- 632 • AYY does not promote the right for an open university to grant degrees. The  
 633 university grants students the degrees after they have gained entry via, for  
 634 example, the open university route.
- 635 • AYY promotes the moderate loosening of the regulation of the number of  
 636 degrees.
- 637 • AYY opposes commissioned training that leads to a degree but has a positive  
 638 view on offering parts of a degree as commissioned training.

#### 639 3.1.4. Student Admission

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

**Commented [KP8]:** Reasons:

Combined payment policies and specified entry.

- 646 • It is possible to apply to higher education studies with either a general upper  
647 secondary school certificate or a vocational school certificate.
- 648 • There are different, free-of-charge routes into a university.
- 649 • Success in upper secondary level education alone does not determine access  
650 to higher education.
- 651 • Entry exams remain one way to gain entry, and it must be possible for  
652 applicants to prepare for multiple entry exams.
- 653 • Different routes to applying to university are being developed. For example,  
654 students can be chosen based on their results in MOOCs (Massive Open  
655 Online Courses) and in open university.
- 656 • Students will receive notification of all the places they have been selected  
657 for.
- 658 • **The first timers' quotas will be revoked.**
- 659 • Voluntary admission cooperation between higher education institutes and  
660 various fields will be increased.
- 661 • The grounds for admission are transparent and equal.
- 662 • Applying for university education with an upper secondary level certificate  
663 other than the Finnish Matriculation Examination is also smooth and just.

### 664 3.2. International Movement

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

- 671 • International students must receive the same services and student benefits  
672 in Finland as other students. Services must also be available in English.
- 673 • Banking services must be available trouble-free, and each international  
674 student can open a bank account without additional fees and receives a  
675 debit card and online banking rights attached to their account.
- 676 • International students must be offered a chance to purchase reasonably  
677 priced health insurance with a broad range of coverage. The availability and  
678 functionality of the health insurance required by the immigration legislation  
679 must be improved.

- 680 • **Students' residence permits must be granted to cover the entire duration of**  
 681 **their degree programmes.** The residence permit process must be simplified,  
 682 and each student with a Finnish higher education degree must be offered  
 683 an opportunity for permanent residency.

**Commented [KP9]:** Reasons:

New policy. Residence permits granted to cover the entire duration of a degree programme would ease the bureaucracy facing international students.

## 684 3.3. Subsistence

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

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

- 696 • Financial aid for students must be unified so that also higher education  
 697 students who are under 20 years of age receive the same aid as other  
 698 higher education students.
- 699 • **Student loan must reach a larger part of students, and the loan's terms of**  
 700 **repayment must be just.**
- 701 • **Students' housing supplement must be granted to each individual student**  
 702 **and be sufficient in amount for full-time studying.**
- 703 • Gaining work experience during studies is valuable, and this must be taken  
 704 into account in the financial aid for students, for example, in the form of  
 705 sufficiently high income limits.
- 706 • Internship funds and scholarships must not count as income when observing  
 707 income limits.

## 708 3.3.1. Basic Income

709 AYY promotes basic income, meaning a monthly gratuitous sum paid to citizens,  
 710 **which clarifies the arrangement of students' sustenance and raises its level**  
 711 **particularly for students with family.** In addition, basic income must enable flexible  
 712 transition from studies to working life and vice versa. Basic income must consist of

713 1) a fixed, gratuitous basic part that covers reasonable accommodation and living  
 714 expenses, 2) means-tested parts that secure sustenance over periods of illness or  
 715 parenthood, for example, and 3) a student loan or other similar social microloan.  
 716 The loan serves to supplement sustenance when the student or other individual  
 717 does not have the opportunity to accept paid work.

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

### 723 3.4. Corporate Activities and Working Life

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

- 733 • AYY promotes, in particular, corporate activities that are conducted by Aalto  
 734 people and ethically sustainable.
- 735 • AYY promotes societal corporations whose primary goal is to resolve societal  
 736 or environmental issues, to bear societal responsibility and to produce good  
 737 in society.
- 738 • AYY has a negative stance on corporations and organisations that are  
 739 clearly discriminatory towards one or more groups of people, or whom it is  
 740 justifiable to suspect of continuous corruption, environmental destruction  
 741 either intentionally or through negligence, actions contrary to legislation or  
 742 good practice, human rights violations, support of military conflicts, the use  
 743 of child labour, or actions degrading humanity. The Student Union considers  
 744 cooperation with such corporations or organisations impossible.
- 745 • The Finnish working life culture must internationalise. It should be possible to  
 746 handle more and more jobs using fluent English.



- 747 • The bureaucracy connected with the work permits and entrepreneurship of  
748 persons coming from outside the EU must be streamlined considerably.

### 749 3.5. Helsinki Metropolitan Area

750 Urbanisation is a megatrend of our time that must be taken into account in the  
751 planning of the entire Helsinki metropolitan area.

752

#### 753 3.5.1. Transport

754 The development of the area into a metropolis must be furthered, and the area  
755 must be made more compact particularly in terms of car-free movement. This can  
756 be done, for example, by investing in cycling and walking routes and in planning for  
757 public transport and residential construction across municipality borders.

- 758 • The development of the Länsiväylä bicycle connection to Helsinki must be  
759 given particular importance.
- 760 • The realisation of the Science Tram combining the metropolitan area's higher  
761 education institutions must be furthered.
- 762 • The metro must run around the clock, and its automatisation must be  
763 promoted. In addition to this, also other round-the-clock public transport  
764 modes in the metropolitan area must be supported.

#### 765 3.5.2. Accommodation

766 In the future, the municipalities of the metropolitan area must offer more  
767 reasonably priced accommodation, commit to the production of student  
768 apartments and streamline the planning process of student housing projects.  
769 Enabling high-quality student living in the metropolitan area facilitates the building  
770 of a city of the future.

- 771 • In the metropolitan area, at least 600 student apartments must be  
772 completed each year, focusing on areas near campuses in particular, and at  
773 least 3000 ARA rental apartments each year.
- 774 • In the planning of student apartments, the eased parking requirements must  
775 be taken into account.
- 776 • In the planning of student apartments, the planning regulations limiting the  
777 apartments' size and types should be abandoned, and it should be made  
778 possible to build only studios and small apartments, for example.

**Commented [KP10]:** Reasons:

Added a subchapter to clarify the structure. Content as before.

**Commented [KP11]:** Reasons:

The current planning regulations restrict the building of student apartments unreasonably.

### 779 3.6. Sustainable Development

780 AYY is a bold and responsible community that understands its role when facing the  
781 greatest global challenges of our time. Climate change and the overconsumption  
782 of natural resources concern the entire current generation of students. The Student  
783 Union bears its responsibility for the collective future of the environment and society  
784 as well as for a liveable Earth by promoting the goals of sustainable development  
785 both in the University community and in the wider society, where the diversity of  
786 nature and global justice are intrinsic values.

- 787 • The University, the metropolitan area and all of society must set quantitative  
788 **and qualitative goals to succeed in sustainable development. The UN's**  
789 **Agenda2030** goals on sustainable development will be included as an  
790 integral part of all operations.
- 791 • All fields at Aalto must have a strong understanding of responsibility,  
792 sustainable development and societal influencing.
- 793 • AYY **advocates** **promotes** development cooperation which increases  
794 **individuals' opportunities** to enhance their living conditions themselves and  
795 which makes society more just.
- 796 • It is important that Aalto people understand their role in the promotion of  
797 development cooperation.
- 798 • Finland must set goals on how it will raise the share of funding for  
799 development cooperation to 0.7% of its GDP, as recommended by the UN.
- 800 • The use of development cooperation funds to cover tuition fees set by higher  
801 education institutions themselves or to finance brain gain is not acceptable.

#### 802 3.6.1. Ecological Sustainability

- 803 • Finland must strive towards carbon neutrality by 2030 and, in the long run,  
804 towards net-negative carbon emission. This must be pursued in both energy  
805 politics and city planning.
- 806 • The Climate Change Act must be binding, and Finland must commit to its  
807 efficient implementation.
- 808 • The production of greenhouse-gas-emission-free types of energy must be  
809 eased, with the focus on the users and the environment, by removing  
810 bureaucracy and by investing in the research on emission-free energy  
811 sources.

**Commented [KP12]:** Reasons:

Policy adapted so that it does not seem to be guiding  
AYY's internal operations.

- 812 • Emission-free and low-emission means of transport, particularly walking,  
813 cycling and public transport, must be favoured in city planning and  
814 development.
- 815 • Circular and sharing economies, sustainable recycling and the minimising of  
816 food waste must be promoted in the operations of cities, citizens and  
817 corporations alike.
- 818 • The recycling law must be reformed and recycling requirements tightened.
- 819 • New construction and renovations must commit to sustainable and energy-  
820 efficient solutions. In building production, attention must be paid to the  
821 **building's entire lifespan being environmentally friendly, starting from the**  
822 **building materials.**
- 823 • Housing production in the metropolitan area must not jeopardise urban  
824 nature or its diversity.
- 825 • Food production is a significant cause of environmental load, and more  
826 environmentally-friendly food choices must be made both in the University  
827 community and in wider society. The choices must primarily favour the use of  
828 vegetables, local production and seasonality.
- 829 • The food selection in student catering is based on an ethical and ecological  
830 footing and takes into account different diets.
- 831 • The environmental point of view must be considered in all decision-making,  
832 as applicable.

### 833 3.7. Arts Policy

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

- 840 • Increasing the appreciation of arts experts in society. The appreciation can  
841 be seen in e.g. work terms as well as in wages and recruitment.
- 842 • As a rule, individuals in creative fields hold the copyright to their works and  
843 the right to decide on the use of their works.
- 844 • The visibility of arts and design fields **and the sense of the field's versatility**  
845 **must be increased.**

- 846
- 847
- 848
- 849
- 850
- 851
- 852
- 853
- 854
- 855
- 856
- Art, culture and education are appreciated, and this shows also in decision-making. The assessment systems of culture stem from the expertise of the arts field.
  - AYY promotes the implementation of a Percent for Culture, similar to the Percent for Art principle, also in other fields than just the construction field, such as social work and healthcare. Performing arts must also be taken into account as a field of art. Arts professionals must be included in the decision-making of projects using the Percent for Culture principle.
  - **The arts and culture budget should be reserved 1.0% of the state budget.**
  - The artistic operations of Aalto people are supported and their visibility improved.

**Commented [KP13]:** Reasons: Arts and culture are an integral part of peoples' lives, a means to piece together the surrounding world as well as a force promoting communality, discussion and criticality. Additionally, they significantly impact the economy and the promotion of wellbeing.

AYY has already advocated this goal publicly by participating in a related campaign of the University of the Arts Student Union.

### 857 3.8. Information Society

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

- 863
- 864
- 865
- 866
- 867
- 868
- 869
- 870
- On a national level, the services and benefits of students, such as student cards, must be secured without the need for students to accept the terms and conditions of third parties.
  - In public information system projects, such suppliers and executing companies are prioritised that are willing to supply a system with a free software licence.
  - It is important that the information systems that are mandatory for citizens are open in terms of their execution and technological interface.