



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

Policy paper  
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# Policy of the Student Union

Aalto University Student Union's Policy Paper

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## 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, and the learning goals of courses and degrees are formulated as part of  
 116 curriculum work. Students develop both field-specific skills and generic working life  
 117 skills. They recognise the best learning methods for themselves and are able to  
 118 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,

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, courses  
242 staged into three sizes (3, 6 and 12 credits), for example, would serve this  
243 goal. The distribution of ECTS credits for courses of study modules would  
244 simultaneously support the goal of 60 credits per year.

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

### 273 2.1.5. Guidance, Counselling and Tutoring

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

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

#### 299 2.1.6. Alumni Activities

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

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

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

### 322 2.1.7. Languages

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

## 342 2.2. Campus

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

### 348 2.2.1. Innovative and Developing Campus

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

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

### 368 2.2.2. Campus Promoting Sustainable Traffic

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

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

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

### 388 2.2.3. Campus Supporting Aalto People Coming Together

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

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

### 412 2.2.4. Campus Supporting Learning

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

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

#### 434 2.2.5. Campus with Diverse Services

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

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

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

#### 452       2.2.6. Campus Supporting Student Accommodation

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

### 475       2.3. Wellbeing

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



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

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

### 500 2.3.1. Student Healthcare and FSHS

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

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

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

### 515 2.3.2. University Sports

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

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

## 522 2.4. Equality

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

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

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

## 550    3.    Society

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

### 556       3.1.   Educational Policy

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

#### 567           3.1.1.   Structure of the Higher Education System

- 568       • The Student Union promotes the separation of universities from universities  
569       of applied sciences, as the two have clearly separate tasks. The voluntary  
570       cooperation of higher education institutions is promoted.
- 571       • A university degree and a degree from a university of applied sciences retain  
572       different profiles.

#### 573           3.1.2.   Funding of Studies

- 574       • Public funding covers most of the costs of universities. In addition, universities  
575       gather competitive funding for research.
- 576       • Funding encourages the production of high-quality degrees and does not  
577       reward only quantity.

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

### 600 3.1.3. Degrees

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

609 Change in society is continually quickening. New fields are created in the working  
 610 life while others become obsolete. Work places demand versatile skills and the  
 611 ability to work with people from different fields. Highly educated recent graduates  
 612 quickly find employment that pertains to their skill sets. Aalto students are sought-

613 after employees, and they have had the opportunity to assemble their degrees  
 614 from interdisciplinary courses and study modules from different fields. The students  
 615 have the time to gather work experience already during their studies, the impact  
 616 of which on finding employment is appreciated in society.

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

### 633 3.1.4. Student Admission

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

- 640 • It is possible to apply to higher education studies with either a general upper  
 641 secondary school certificate or a vocational school certificate.
- 642 • There are different, free-of-charge routes into a university.
- 643 • Success in upper secondary level education alone does not determine access  
 644 to higher education.
- 645 • Entry exams remain one way to gain entry, and it must be possible for  
 646 applicants to prepare for multiple entry exams.

- 647 • Different routes to applying to university are being developed. For example,  
648 students can be chosen based on their results in MOOCs (Massive Open  
649 Online Courses) and in open university.
- 650 • Students will receive notification of all the places they have been selected  
651 for.
- 652 • **The first timers' quotas will be revoked.**
- 653 • Voluntary admission cooperation between higher education institutes and  
654 various fields will be increased.
- 655 • The grounds for admission are transparent and equal.
- 656 • Applying for university education with an upper secondary level certificate  
657 other than the Finnish Matriculation Examination is also smooth and just.

### 658 3.2. International Movement

659 The Student Union believes in the power of international cooperation and promotes  
660 the universities' and Finland's active role in international networks such as the  
661 European Union. The free movement of people, thoughts and businesses is a  
662 prerequisite for world-class educational and research cooperation. Finland, for its  
663 part, is an open and attractive destination for international talents and invests in  
664 the quality of their integration.

- 665 • International students must receive the same services and student benefits  
666 in Finland as other students. Services must also be available in English.
- 667 • Banking services must be available trouble-free, and each international  
668 student can open a bank account without additional fees and receives a  
669 debit card and online banking rights attached to their account.
- 670 • International students must be offered a chance to purchase reasonably  
671 priced health insurance with a broad range of coverage. The availability and  
672 functionality of the health insurance required by the immigration legislation  
673 must be improved.
- 674 • The residence permit process must be simplified, and each student with a  
675 Finnish higher education degree must be offered an opportunity for  
676 permanent residency.

### 677 3.3. Subsistence

678 Much is required from students during their studies in terms of subsistence: they  
679 must be a full-time student, gain work experience even before they graduate, and

680 supplement their subsistence with earned income. This combination does not work.  
 681 The financial aid for students must reflect reality and take into account the  
 682 **students' life situation as a whole.**

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

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

### 701 3.3.1. Basic Income

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

- 711 • Moving to a gratuitous basic income model must be promoted, for example,  
 712 by executing a broader experiment that must include also students.

- 713           • Social security must be individualised: housing allowance, social assistance  
714           and unemployment allowance must be personal and not dependent on the  
715           income of one's partner or other person living in the same household.

### 716           3.4. Corporate Activities and Working Life

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

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

### 742           3.5. Helsinki Metropolitan Area

743           Urbanisation is a megatrend of our time that must be taken into account in the  
744           planning of the entire Helsinki metropolitan area. The development of the area into  
745           a metropolis must be furthered, and the area must be made more compact



746 particularly in terms of car-free movement. This can be done, for example, by  
 747 investing in cycling and walking routes and in planning for public transport and  
 748 residential construction across municipality borders.

- 749 • The development of the Länsiväylä bicycle connection to Helsinki must be  
 750 given particular importance.
- 751 • **The realisation of the Science Tram combining the metropolitan area's higher**  
 752 **education institutions must be furthered.**
- 753 • The metro must run around the clock, and its automatisation must be  
 754 promoted. In addition to this, also other round-the-clock public transport  
 755 modes in the metropolitan area must be supported.

### 756 3.5.1. Accommodation

757 In the future, the municipalities of the metropolitan area must offer more  
 758 reasonably priced accommodation, commit to the production of student  
 759 apartments and streamline the planning process of student housing projects.  
 760 Enabling high-quality student living in the metropolitan area facilitates the building  
 761 of a city of the future.

- 762 • In the metropolitan area, at least 600 student apartments must be  
 763 completed each year, focusing on areas near campuses in particular, and at  
 764 least 3000 ARA rental apartments each year.
- 765 • In the planning of student apartments, the eased parking requirements must  
 766 be taken into account.

### 767 3.6. Sustainable Development

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

- 775 • The University, the metropolitan area and all of society must set quantitative  
 776 **and qualitative goals to succeed in sustainable development. The UN's**

777 Agenda2030 goals on sustainable development will be included as an  
778 integral part of all operations.

779 • All fields at Aalto must have a strong understanding of responsibility,  
780 sustainable development and societal influencing.

781 • **AYY promotes development cooperation which increases individuals'**  
782 opportunities to enhance their living conditions themselves and which makes  
783 society more just.

784 • It is important that Aalto people understand their role in the promotion of  
785 development cooperation.

786 • Finland must set goals on how it will raise the share of funding for  
787 development cooperation to 0.7% of its GDP, as recommended by the UN.

788 • The use of development cooperation funds to cover tuition fees set by higher  
789 education institutions themselves or to finance brain gain is not acceptable.

### 790 3.6.1. Ecological Sustainability

791 • Finland must strive towards carbon neutrality by 2030 and, in the long run,  
792 towards net-negative carbon emission. This must be pursued in both energy  
793 politics and city planning.

794 • The Climate Change Act must be binding, and Finland must commit to its  
795 efficient implementation.

796 • The production of greenhouse-gas-emission-free types of energy must be  
797 eased, with the focus on the users and the environment, by removing  
798 bureaucracy and by investing in the research on emission-free energy  
799 sources.

800 • Emission-free and low-emission means of transport, particularly walking,  
801 cycling and public transport, must be favoured in city planning and  
802 development.

803 • Circular and sharing economies, sustainable recycling and the minimising of  
804 food waste must be promoted in the operations of cities, citizens and  
805 corporations alike.

806 • The recycling law must be reformed and recycling requirements tightened.

807 • New construction and renovations must commit to sustainable and energy-  
808 efficient solutions. In building production, attention must be paid to the  
809 **building's entire lifespan being environmentally friendly, starting from the**  
810 building materials.

- 811 • Housing production in the metropolitan area must not jeopardise urban  
812 nature or its diversity.
- 813 • Food production is a significant cause of environmental load, and more  
814 environmentally-friendly food choices must be made both in the University  
815 community and in wider society. The choices must primarily favour the use of  
816 vegetables, local production and seasonality.
- 817 • The food selection in student catering is based on an ethical and ecological  
818 footing and takes into account different diets.
- 819 • The environmental point of view must be considered in all decision-making,  
820 as applicable.

### 821 3.7. Arts Policy

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

- 828 • Increasing the appreciation of arts experts in society. The appreciation can  
829 be seen in e.g. work terms as well as in wages and recruitment.
- 830 • As a rule, individuals in creative fields hold the copyright to their works and  
831 the right to decide on the use of their works.
- 832 • **The visibility of arts and design fields and the sense of the field's versatility**  
833 **must be increased.**
- 834 • Art, culture and education are appreciated, and this shows also in decision-  
835 making. The assessment systems of culture stem from the expertise of the  
836 arts field.
- 837 • AYY promotes the implementation of a Percent for Culture, similar to the  
838 Percent for Art principle, also in other fields than just the construction field,  
839 such as social work and healthcare. Performing arts must also be taken into  
840 account as a field of art. Arts professionals must be included in the decision-  
841 making of projects using the Percent for Culture principle.
- 842 • The artistic operations of Aalto people are supported and their visibility  
843 improved.

### 844 3.8. Information Society

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

- 850 • On a national level, the services and benefits of students, such as student  
851 cards, must be secured without the need for students to accept the terms  
852 and conditions of third parties.
- 853 • In public information system projects, such suppliers and executing companies  
854 are prioritised that are willing to supply a system with a free software  
855 licence.
- 856 • It is important that the information systems that are mandatory for citizens  
857 are open in terms of their execution and technological interface.