



Policy of the Student Union

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Aalto University Student Union's Policy Paper

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45 **1. Introduction**

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

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

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

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

62 **2. Aalto Community**

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

69 **2.1. Aalto University**

70 Aalto University is a community in which everyone gets to flourish in their own way while
71 supporting one another. Aalto offers both bachelor's and master's degree programmes as well
72 as further studies. At Aalto University, high-quality teaching is offered and influential research
73 conducted in all of the University's fields. At Aalto University, students have the opportunity
74 for interdisciplinary studies and self-realisation in their studies.

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

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

85 **2.1.1. Decision-making**

- 86 • Decisions must be made as close as possible to the people affected by the decision.
 87 • The Aalto University bodies that make and prepare decisions must have student
 88 representation in addition to staff representatives to ensure that the students' point
 89 of view is taken into account. The student representatives have deputies and their
 90 access to information is secured.
 91 • The University Board must also have student representation. The voice of the student
 92 community must be heard in major decisions.
 93 • The Student Union appoints the student representatives to the bodies defined in the
 94 Universities Act and any other bodies established by the university.
 95 • The committees appointing the University Board and management team must have
 96 student representation.
 97 • When making decisions that apply to the whole university, their impact on all fields of
 98 study must be considered. The content of these decisions must not depend on the
 99 fields of the members of the body.
 100 • The recruitment and salary of staff at Aalto are transparent and equal, and the
 101 students will also be heard on this matter. The salary of course assistants is
 102 proportional to the demands and amount of their work.

103 **2.1.2. High-quality Teaching**

104 Both in terms of its content and pedagogically, the teaching is of high quality. The staff are
 105 knowledgeable and encouraged to train themselves continually. The quality of teaching is
 106 improved based on feedback. The teaching is proficiency-based, and the learning goals of
 107 courses and degrees are formulated as part of curriculum work. Students develop both field-
 108 specific skills and generic working life skills. They recognise the best learning methods for
 109 themselves and are able to manage their own work.

110 **2.1.2.1. Teaching**

- 111 • A bachelor's degree prepares students well for completing a master's degree in their
 112 field.
 113 • A master's degree provides students with good transferrable skills for acting as a
 114 specialist in their own field.
 115 • Courses utilise the latest research knowledge and materials are up-to-date. Course
 116 materials are appropriate, clear and of high quality.
 117 • AYY sees plenty of opportunities in the development of multifaceted teaching. Study
 118 modules must support broad learning by utilising several appropriate methods.

- 119 Functional distance learning concepts, new types of digital teaching tools and
 120 interdisciplinary collaborative projects are examples of the studies of the future.
- 121 • AYY promotes cooperation in teaching with parties external to Aalto, such as
 122 corporations. The cooperation must match the learning goals defined by the University
 123 itself. The quality of teaching must not suffer because of the cooperation. In course-
 124 related cooperation, a business must not demand an unreasonably lengthy covenant
 125 not to compete from students or copyrights to the students' work.
 - 126 • Each university lecturer must participate in pedagogical training throughout their
 127 working career. Course assistants must also have access to pedagogical training.
 128 Attending pedagogical training counts as paid work for course assistants who teach.
 - 129 • Growing into a societal influencer and taking responsibility for oneself and other
 130 people is reflected in the teaching. Ethicality, sustainable development, societal
 131 influence and a diverse understanding of leadership belong in the learning goals of
 132 every degree programme.
 - 133 • The University must set goals for the development of its students' international
 134 competence and define the procedures that will advance the development of these
 135 skills. The development of international competence must be taken into account in
 136 study performances and learning goals and supported by financial resources.
 - 137 • The valuable role of working, entrepreneurship and organisational and voluntary
 138 activities alongside one's studies in terms of learning and working life skills is
 139 recognised in the degree programmes in the form of study credits.
 - 140 • The employment opportunities of international students must be paid special
 141 attention to. During their studies, international students must gain the networking and
 142 working life skills required in the Finnish working life.

143 **2.1.2.2. Feedback**

- 144 • Feedback is crucial for development work. Students must be encouraged to give course
 145 feedback, and feedback opportunities must be available.
- 146 • The received feedback must be processed and the developments based on it
 147 introduced to the students when the course is next organised.
- 148 • Students must be given regular personal feedback in addition to the course grades.
- 149 • Feedback discussions between the course organisers and the students can be had
 150 already during a course.
- 151 • Students reflect on their own performance and learn to give and receive peer feedback
 152 that supports learning.
- 153 • The answers to exercises and exam questions are easily available to students
 154 afterwards, even if they cannot attend the exercise or assessment session.

155 **2.1.2.3. Course Arrangements**

- 156 • The assessment criteria of studies are transparent and known at the beginning of the
 157 course. Different assessment methods are used at Aalto as appropriate.
- 158 • Mass lectures are videoed.
- 159 • Course materials are available electronically and free of charge.

- 160 • Students have free and easy access to article databases.
- 161 • Study materials are versatile, and the opportunities offered by new technologies are
- 162 utilised boldly and appropriately. Staff are trained on and assisted in the use of
- 163 technology.
- 164 • All software used on the courses must be available for the students to use for free.
- 165 Whenever possible, entities with a free software licence will be favoured in the
- 166 teaching.
- 167 • The University offers students professional and versatile digital tools according to their
- 168 demand. Such tools include powerful work stations with professional software and
- 169 work stations enabling the use of private devices. Above-mentioned work stations are
- 170 available for use around the clock on every day of the week.
- 171 • Students know their own rights and are able to seek help in problematic situations.

172 **2.1.3. Workload and Flexibility of the Studies**

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

- 180 • It is always possible to resit an exam, and electronic examination is widely used.
- 181 • As a rule, it is possible to complete compensatory assignments to pass a course.
- 182 • It must be possible to complete online courses and sit electronic exams all year round.
- 183 • Distance learning and intensive studies to be completed in the summer for inclusion in
- 184 the degree programme must be available free of charge to students of all fields.
- 185 • Working is an important part of students' development into professionals in their field,
- 186 and hence, the study pace must enable it. Fields have different practices regarding
- 187 summer work, and these must be able to be taken into account as appropriate for each
- 188 degree programme.
- 189 • The teaching times, locations, assignment deadlines, assessment criteria, learning
- 190 goals and completion options will be published before the start of the course in
- 191 MyCourses or on an alternative platform.
- 192 • In addition to traditional classroom teaching, language studies can be organised as
- 193 participatory online courses. This would increase the opportunities to complete
- 194 language studies in both the compulsory and the optional languages.
- 195 • Studies must be planned so that it is possible for a student to complete 30 ECTS credits
- 196 per semester and 60 credits per academic year at a normal study pace. The
- 197 accumulation of ECTS credits must not be hindered by the overlapping of compulsory
- 198 courses, the miscalculated workload of assignments, difficulties in getting study
- 199 guidance, or inflexibility with due dates in difficult circumstances.

- 200 • The workload of courses correlates with the amount of ECTS credits awarded for them,
 201 whether by cutting back the contents of overtly demanding courses or by awarding
 202 more credits for them.
- 203 • The amount of work required for one ECTS credit is uniform and not dependent on the
 204 field or teacher in question.
- 205 • In the pursuit of the pace of 60 ECTS credits per academic year, AYY primarily promotes
 206 investing in the planning and arrangements of studies and support services and does
 207 not see monetary scholarships, for example, as a significant agent of change.

208 **2.1.4. Mobility in the Studies**

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

- 211 • Students must have an opportunity to take courses from other higher education
 212 institutions. This requires smooth mobility and cooperation between institutions.
- 213 • The amounts of ECTS credits awarded for courses at Aalto University must be uniform,
 214 which genuinely supports internal mobility. In the future, courses staged into three
 215 sizes (3, 6 and 12 credits), for example, would serve this goal. The distribution of ECTS
 216 credits for courses of study modules would simultaneously support the goal of 60
 217 credits per year.
- 218 • Previously gained skills can be transferred towards a degree smoothly, and skills gained
 219 outside of higher education will be studyficated.
- 220 • The transfer of exchange studies must be smoothed by ensuring a sufficiently versatile
 221 and high-quality variety of study modules through closer collaboration with the
 222 partner universities. Full equivalence to national course contents must not be
 223 demanded from the studies completed abroad. It should be kept in mind that studying
 224 abroad is challenging in itself and develops many skills that the student would not
 225 absorb in their home country.
- 226 • Courses must be open to all students with the prerequisite knowledge, regardless of
 227 their home institution or degree programme. If attendance must be restricted due to
 228 resource issues, precedence can be given to students majoring or minoring in the
 229 subject.
- 230 • The University encourages its academic staff to combine their abilities and to
 231 cooperate across School borders.
- 232 • The University offers courses and study modules that are open to all Aalto people and
 233 whose completion does not require previous knowledge about the field.
- 234 • Students are encouraged to fearlessly combine different study modules based on their
 235 personal interests.
- 236 • There is as much freedom of choice as possible in master's level studies.
- 237 • Changing one's major subject and degree programme within universities is easy.
- 238 • International mobility must be as straightforward as possible.
- 239 • Internationalisation must also be possible within the home country: all degrees must
 240 include internationalisation studies that can be completed flexibly either in the home
 241 country or abroad.

- 242 • All English-language degree programmes must aim to have both local and international
243 students.

244 **2.1.5. Guidance, Counselling and Tutoring**

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

- 250 • A process will be developed for the integration and guidance of master's level students
251 transferring to Aalto that will make them feel like a part of the community.
- 252 • The goals for the orientation of new students are equality among all new students and
253 the best student's life in the world beginning from the first semester, regardless of
254 degree level.
- 255 • As a result of a successful orientation, each new student feels like they have joined an
256 academic community and are a fully rounded member of the Aalto community. They
257 will also know where to find information on topics related to their studies and coping
258 with the everyday.
- 259 • All new students arriving at Aalto, regardless of their age, native tongue, degree level
260 and other variables, have a competent and responsible tutor and teacher tutor.
- 261 • All Aalto tutors will be offered collective training as applicable, which will act as a basic
262 course on group guidance.
- 263 • Both Aalto University and the Student Union are visible in the orientations and
264 receptions of the Aalto Schools.
- 265 • Students will receive personalised counselling for planning their studies throughout
266 their studies.

267 **2.1.6. Alumni Activities**

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

- 273 • Aalto University's alumni activities must bring together alumni with different
274 backgrounds as smoothly as possible. Interaction and interdisciplinarity between
275 alumni associations is encouraged.
- 276 • Effort must be put on the development of the activities of less organised alumni
277 groups, such as the alumni of arts and design and those living abroad.
- 278 • Versatile alumni activities of high quality are ideal for the development of a culture of
279 giving back. Giving back means, for example, mentoring or support in different
280 projects.

- 281 • Lifelong learning is important now and in the future. Aalto University must offer its
 282 alumni flexible training opportunities to complement their abilities. These can be, for
 283 example, public Studia Generalia lectures or courses meant for alumni.
 284 • The alumni organisations operating within the Aalto community can utilise the
 285 University's alumni register to reach their own alumni.
 286 • The University supports the alumni organisations within the Aalto community by
 287 providing them with facilities, training and financial support.

288 **2.1.7. Languages**

- 289 • AYY has a positive attitude towards bachelor's programmes taught fully in English, as
 290 long as there are bachelor's programmes available in Finnish for business studies and
 291 in both Finnish and Swedish for arts and technology.
 292 • It must be possible to complete the majority of master's degrees in English.
 293 • The guidance and counselling services are available in Finnish, Swedish and English.
 294 • It is possible to participate in the development and decision-making of the University
 295 in Finnish, Swedish and English.
 296 • When the language of teaching is Finnish or Swedish, the Swedish-speaking students
 297 have the opportunity to also write the exam or other assignments in Swedish.
 298 • The teaching of the Finnish language to international students must be improved and
 299 its resources increased. The teaching must not be too focused on grammar or detached
 300 from everyday life.
 301 • The teaching must be of equally high quality in all languages, and the teachers'
 302 language skills must be considered in the curriculum work.
 303 • The availability of university-level, field-specific language courses is versatile.
 304 • Language courses must be organised even with small numbers of participants.

305 **2.2. Campus**

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

310 **2.2.1. Innovative and Developing Campus**

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

- 317 • Students are highly involved in developing the campus, and the student's touch is
 318 visible on campus.

- 319 • Creative activities designed and executed by members of the Aalto community must
320 be enabled through clear processes.
- 321 • When developing the facilities, the usefulness of the old facilities in relation to modern
322 requirements is taken into account.
- 323 • Campus development is guided by ecological sustainability, user-oriented design and
324 equality (e.g. accessibility).
- 325 • The outdoor areas on campus are designed to be comfortable, which will encourage
326 people to, for example, spend time and move around on campus. Responsibility for
327 the cleanliness of the campus is shared by all campus users.
- 328 • Attention will be paid to the usability of and the users' easy movement in the outdoor
329 areas in winter, as well as winter maintenance.

330 **2.2.2. Campus Promoting Sustainable Traffic**

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

- 333 • Access onto campus by public transport is constantly being developed so that it will
334 also meet future needs, such as movement between different academic communities
335 and higher education institutions.
- 336 • In Otaniemi, urban solutions and different experiments for the development of traffic
337 are promoted.
- 338 • The core of the campus is an area for public transport, cyclists and pedestrians. Parking
339 spaces on campus will be reduced in relation to floor area, and parking will be centred
340 on the outskirts of the campus.
- 341 • As a rule, the parking spaces for temporary use on campus are available for all Aalto
342 people to use.
- 343 • The roads and routes on campus are comprehensively developed with the needs of
344 walking and cycling in mind. Moving around campus encourages people to get exercise
345 from everyday routines.
- 346 • New innovations (e.g. robot buses) are utilised in the development of modes of
347 transport, and ecologicality and sustainable development are taken into account.
348 Ecological issues must be highly prioritised, even if they might lead to increased costs.

349 **2.2.3. Campus Supporting Aalto People Coming Together**

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

- 354 • The Aalto community needs a meeting place that is open to all students.
- 355 • In the Otaniemi campus area, wide-ranging student activity in all its forms is taken into
356 account and facilitated.
- 357 • The fields studied at Aalto are a visible part of the campus and create the special
358 features of the Otaniemi campus culture.

- 359 • The outdoor areas on campus are designed to support encounters and leisure activities
360 as well as event organisation in the campus area.
- 361 • The University facilities are at the entire Aalto community's disposal for round-the-
362 clock usage for teaching, studying and communal activities.
- 363 • On campus, permanent field-specific facility requirements are taken into account, and
364 the facilities of one school or department are located close to one another.
- 365 • Students are involved with the planning of the facilities and the campus, on both a
366 large and a small scale.
- 367 • The campus facilities are versatile and transformable, and they support learning and
368 learning and leisure activities.
- 369 • To support the accessibility of all campus area operations it is important that all Aalto
370 people have access to knowledge of them, also on the internet and in mobile-
371 compatible systems.

372 **2.2.4. Campus Supporting Learning**

- 373 • The quality of the internal environment of the University, especially air quality and
374 temperature, is good, being measured and adjustable.
- 375 • When building or renovating facilities, places for both silent and group work must be
376 created. Also rest spaces and quiet places to retreat to on campus are important.
377 Students can reserve campus facilities for their use as flexibly as possible via an up-to-
378 date reservation system.
- 379 • Standing while working must be enabled in the teaching facilities by, for example,
380 acquiring stand-up workstations and designing lecture halls in a way that enables
381 stretching one's legs during lectures.
- 382 • In the choice of furniture for teaching facilities, work ergonomics and acoustics take
383 precedence.
- 384 • Teaching facilities must enable the versatile use of different teaching methods.
- 385 • Learning facilities must offer the prerequisites for the use of digital equipment. This
386 includes, for example, the presence of enough sockets and fast wireless internet.
- 387 • The student organisations of different fields have facilities at their disposal at the
388 University free of charge. The facilities are located as close as possible to the study
389 facilities of the students of the fields in question. When changes occur, the
390 organisations are offered a facility that is at least equal to the previous one.

391 **2.2.5. Campus with Diverse Services**

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

- 394 • Also low-price services are developed for the campus that will meet the needs of
395 students and other campus users. The services on Otaniemi campus are easily
396 accessible.
- 397 • The campus has a wide selection of sports and leisure services that offer versatile
398 hobby opportunities and make use of the special geographic features of Otaniemi. The

- 399 campus has versatile and functional health and sports services, enabled especially by
 400 the FSHS, UniSport and the City of Espoo.
- 401 • The coastal areas of Otaniemi are developed especially for leisure and recreational
 402 purposes.
 - 403 • Student support services, such as study psychologists and student benefit counselling,
 404 are centrally located and easily accessible for students.
 - 405 • Student catering on campus is functional and versatile. The opening hours of the
 406 student restaurants are sufficiently long at dinner-time and on weekends in addition
 407 to lunch.

408 **2.2.6. Campus Supporting Student Accommodation**

- 409 • The efficient construction of student accommodation is made possible in the central
 410 areas of the campus, and student accommodation is the most significant form of
 411 housing in Otaniemi. Non-student housing (i.e. non-subsidised dwellings) are
 412 constructed on the outskirts of the campus.
- 413 • The number of student apartments on campus is increased, taking into account the
 414 needs of future students.
- 415 • When constructing student accommodation, the necessary number of parking spaces
 416 must be assessed case-by-case. The assessment must also appraise the true cost of the
 417 parking spaces and the consequent desirability for future residents. For justified
 418 reasons, it must also be possible to realise student accommodation projects without
 419 any parking spaces. A parking space must not be seen as an imperative housing service
 420 in a student apartment located in the campus area if there can be said to be sufficient
 421 public transport connections.
- 422 • New types of housing solutions, technologies and innovations are utilised in the
 423 construction of student accommodation. Otaniemi acts as a test laboratory for student
 424 accommodation.
- 425 • Communality is an important factor for accommodation and wellbeing. Communal
 426 living increases space efficiency. AYY takes a stand on the prevailing norms and support
 427 systems to increase the appeal of communal living.
- 428 • Ecological and sustainable alternatives are favoured in the housing solutions.

429 **2.3. Wellbeing**

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

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

- 438 • The primary purpose of the students' support services is to be preventative.

- 439 • The University's wellbeing work such as the Success of Students campaign must be
440 developed further and included as part of the ongoing operations. Student wellbeing
441 must be regularly monitored in the future as well.
- 442 • The study psychologist service must be well enough resourced so that when necessary,
443 an appointment with the study psychologist is available quickly and easily, at least
444 within two weeks.
- 445 • The cooperation of study psychologists and the FSHS must be developed.
- 446 • The volunteers of the Aalto community are doing well. The volunteers are operating in
447 an environment where the self and others are looked after, and they are offered
448 training on how to take care of their own wellbeing.
- 449 • Even small efforts to volunteering are acknowledged.
- 450 • Participation in student activities must be meaningful also without recreational drugs.

451 **2.3.1. Student Healthcare and FSHS**

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

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

- 457 • Transferring from FSHS services to municipal specialised medical care or other services
458 must be smooth for students. Treatment must be available sufficiently quickly and
459 reasonably priced.
- 460 • Exchange students and international students must be guaranteed the same level of
461 health care service as Finnish students.
- 462 • Access to FSHS mental health services must be quickened.
- 463 • Free contraception must be offered to everyone under 25 years of age.
- 464 • Rehabilitative psychotherapy by Kela must be free of charge for students.

465 **2.3.2. University Sports**

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

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

472 **2.4. Equality**

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

- 477 • A clear set of practices will be established for intervening in harassment occurring in
478 the Aalto community, whether the harassment occurs between students and staff or
479 two students in their leisure time.
- 480 • Racism, bullying, harassment or any inappropriate behaviour is not condoned in the
481 Aalto community.
- 482 • Students with family are offered flexible opportunities to complete studies with their
483 life situation taken into account.
- 484 • The bathrooms on campus that are suitable must be changed to be gender neutral.
- 485 • In addition to the harassment contact persons of the Student Union, the University
486 must employ harassment contact persons to guarantee better resources.
- 487 • The Sexpo foundation and the Trasek and Seta organisations are the experts on
488 advancing the equality of sexual and gender minorities in the Finnish society. As a rule,
489 AYY promotes the activities and campaigns of these organisations.
- 490 • A transgender law, based on the recommendations of Trasek and Seta and the right to
491 self-determination, must be decreed in Finland.
- 492 • A model for family leave that divides parental leave and its costs equally between both
493 parents and their employers must be established in Finland.
- 494 • The gender-based national defence obligation in Finland must be replaced by a model
495 that is more equal.

496 **3. Society**

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

502 **3.1. Educational Policy**

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

512 **3.1.1. Structure of the Higher Education System**

- 513 • The Student Union promotes the separation of universities from universities of applied
514 sciences, as the two have clearly separate tasks. The voluntary cooperation of higher
515 education institutions is promoted.
- 516 • A university degree and a degree from a university of applied sciences retain different
517 profiles.

518 **3.1.2. Funding of Studies**

- 519 • Public funding covers most of the costs of universities. In addition, universities gather
520 competitive funding for research.
- 521 • Funding encourages the production of high-quality degrees and does not reward only
522 quantity.
- 523 • Student feedback is part of the funding model.
- 524 • The graduates' becoming employed is taken into account in the University's funding
525 model.
- 526 • Each completed ECTS credit is financially productive regardless of whether it is
527 completed by the higher education institution's own degree student or someone else.
528 This will encourage mobility between universities.
- 529 • Higher education and applying to higher education must be free of charge to all
530 students, so that everyone would have an opportunity for higher education, regardless
531 of their background.
- 532 • The completion of a degree must be free of charge to students, regardless of their prior
533 studies.
- 534 • The law concerning tuition fees for students arriving from countries outside the EU and
535 EEA must be revoked.
- 536 • The currently standing tuition fees for students from outside the EU and EEA, which
537 increase inequality, must not affect student admission or the approval of studies. Nor
538 should the students required to pay be treated with different criteria to others.
- 539 • The scholarship system applicable to students from outside the EU and EEA must
540 primarily be implemented as payment exemptions granted by the university. The
541 scholarship system must be based on predetermined standards, and the grounds and
542 points system for scholarships must be clear and equal.

543 **3.1.3. Degrees**

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

551 Change in society is continually quickening. New fields are created in the working life while
552 others become obsolete. Work places demand versatile skills and the ability to work with
553 people from different fields. Highly educated recent graduates quickly find employment that

554 pertains to their skill sets. Aalto students are sought-after employees, and they have had the
 555 opportunity to assemble their degrees from interdisciplinary courses and study modules from
 556 different fields. The students have the time to gather work experience already during their
 557 studies, the impact of which on finding employment is appreciated in society.

- 558 • Apart from excepted fields, universities simultaneously grant the right to complete
 559 both a bachelor's and a master's degree.
- 560 • Restricting the duration of degrees leads to overload and interruptions. A student with
 561 the right to complete both the first and the second cycle degree must be granted at
 562 least two extra years to the target duration of their studies, and the student must have
 563 the opportunity to flexibly get additional time to complete their degree.
- 564 • Students must have the opportunity to apply for and complete a second degree.
- 565 • AYY does not promote the right for an open university to grant degrees. The university
 566 grants students the degrees after they have gained entry via, for example, the open
 567 university route.
- 568 • AYY promotes the moderate loosening of the regulation of the number of degrees.
- 569 • AYY opposes commissioned training that leads to a degree but has a positive view on
 570 offering parts of a degree as commissioned training.

571 **3.1.4. Student Admission**

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

- 578 • It is possible to apply to higher education studies with either a general upper secondary
 579 school certificate or a vocational school certificate.
- 580 • There are different, free-of-charge routes into a university.
- 581 • Success in upper secondary level education alone does not determine access to higher
 582 education.
- 583 • Entry exams remain one way to gain entry, and it must be possible for applicants to
 584 prepare for multiple entry exams.
- 585 • Different routes to applying to university are being developed. For example, students
 586 can be chosen based on their results in MOOCs (Massive Open Online Courses) and in
 587 open university.
- 588 • Students will receive notification of all the places they have been selected for.
- 589 • The first timers' quotas will be revoked.
- 590 • Voluntary admission cooperation between higher education institutes and various
 591 fields will be increased.
- 592 • The grounds for admission are transparent and equal.
- 593 • Applying for university education with an upper secondary level certificate other than
 594 the Finnish Matriculation Examination is also smooth and just.

595 **3.2. International Movement**

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

- 601 • International students must receive the same services and student benefits in Finland
602 as other students. Services must also be available in English.
- 603 • Banking services must be available trouble-free, and each international student can
604 open a bank account without additional fees and receives a debit card and online
605 banking rights attached to their account.
- 606 • International students must be offered a chance to purchase reasonably priced health
607 insurance with a broad range of coverage. The availability and functionality of the
608 health insurance required by the immigration legislation must be improved.
- 609 • The residence permit process must be simplified, and each student with a Finnish
610 higher education degree must be offered an opportunity for permanent residency.

611 **3.3. Subsistence**

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

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

- 621 • Financial aid for students must be unified so that also higher education students who
622 are under 20 years of age receive the same aid as other higher education students.
- 623 • Student loan must reach a larger part of students, and the loan's terms of repayment
624 must be just.
- 625 • Students' housing supplement must be granted to each individual student and be
626 sufficient in amount for full-time studying.
- 627 • Gaining work experience during studies is valuable, and this must be taken into
628 account in the financial aid for students, for example, in the form of sufficiently high
629 income limits.
- 630 • Internship funds and scholarships must not count as income when observing income
631 limits.

632 **3.3.1. Basic Income**

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

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

646 **3.4. Corporate Activities and Working Life**

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

- 655 • AYY promotes, in particular, corporate activities that are conducted by Aalto people
 656 and ethically sustainable.
- 657 • AYY promotes societal corporations whose primary goal is to resolve societal or
 658 environmental issues, to bear societal responsibility and to produce good in society.
- 659 • AYY has a negative stance on corporations and organisations that are clearly
 660 discriminatory towards one or more groups of people, or whom it is justifiable to
 661 suspect of continuous corruption, environmental destruction either intentionally or
 662 through negligence, actions contrary to legislation or good practice, human rights
 663 violations, support of military conflicts, the use of child labour, or actions degrading
 664 humanity. The Student Union considers cooperation with such corporations or
 665 organisations impossible.
- 666 • The Finnish working life culture must internationalise. It should be possible to handle
 667 more and more jobs using fluent English.
- 668 • The bureaucracy connected with the work permits and entrepreneurship of persons
 669 coming from outside the EU must be streamlined considerably.

670 **3.5. Helsinki Metropolitan Area**

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

- 676 • The development of the Länsiväylä bicycle connection to Helsinki must be given
 677 particular importance.
- 678 • The realisation of the Science Tram combining the metropolitan area's higher
 679 education institutions must be furthered.
- 680 • The metro must run around the clock, and its automatisisation must be promoted. In
 681 addition to this, also other round-the-clock public transport modes in the metropolitan
 682 area must be supported.

683 **3.5.1. Accommodation**

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

- 688 • In the metropolitan area, at least 600 student apartments must be completed each
 689 year, focusing on areas near campuses in particular, and at least 3000 ARA rental
 690 apartments each year.
- 691 • In the planning of student apartments, the eased parking requirements must be taken
 692 into account.

693 **3.6. Sustainable Development**

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

- 700 • The University, the metropolitan area and all of society must set quantitative and
 701 qualitative goals to succeed in sustainable development. The UN's Agenda2030 goals
 702 on sustainable development will be included as an integral part of all operations.
- 703 • All fields at Aalto must have a strong understanding of responsibility, sustainable
 704 development and societal influencing.
- 705 • AYY promotes development cooperation which increases individuals' opportunities to
 706 enhance their living conditions themselves and which makes society more just.
- 707 • It is important that Aalto people understand their role in the promotion of
 708 development cooperation.

- 709 • Finland must set goals on how it will raise the share of funding for development
710 cooperation to 0.7% of its GDP, as recommended by the UN.
- 711 • The use of development cooperation funds to cover tuition fees set by higher
712 education institutions themselves or to finance brain gain is not acceptable.

713 **3.6.1. Ecological Sustainability**

- 714 • Finland must strive towards carbon neutrality by 2030 and, in the long run, towards
715 net-negative carbon emission. This must be pursued in both energy politics and city
716 planning.
- 717 • The Climate Change Act must be binding, and Finland must commit to its efficient
718 implementation.
- 719 • The production of greenhouse-gas-emission-free types of energy must be eased, with
720 the focus on the users and the environment, by removing bureaucracy and by investing
721 in the research on emission-free energy sources.
- 722 • Emission-free and low-emission means of transport, particularly walking, cycling and
723 public transport, must be favoured in city planning and development.
- 724 • Circular and sharing economies, sustainable recycling and the minimising of food waste
725 must be promoted in the operations of cities, citizens and corporations alike.
- 726 • The recycling law must be reformed and recycling requirements tightened.
- 727 • New construction and renovations must commit to sustainable and energy-efficient
728 solutions. In building production, attention must be paid to the building's entire
729 lifespan being environmentally friendly, starting from the building materials.
- 730 • Housing production in the metropolitan area must not jeopardise urban nature or its
731 diversity.
- 732 • Food production is a significant cause of environmental load, and more
733 environmentally-friendly food choices must be made both in the University community
734 and in wider society. The choices must primarily favour the use of vegetables, local
735 production and seasonality.
- 736 • The food selection in student catering is based on an ethical and ecological footing and
737 takes into account different diets.
- 738 • The environmental point of view must be considered in all decision-making, as
739 applicable.

740 **3.7. Arts Policy**

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

- 747 • Increasing the appreciation of arts experts in society. The appreciation can be seen in
748 e.g. work terms as well as in wages and recruitment.
- 749 • As a rule, individuals in creative fields hold the copyright to their works and the right
750 to decide on the use of their works.
- 751 • The visibility of arts and design fields and the sense of the field's versatility must be
752 increased.
- 753 • Art, culture and education are appreciated, and this shows also in decision-making.
754 The assessment systems of culture stem from the expertise of the arts field.
- 755 • AYY promotes the implementation of a Percent for Culture, similar to the Percent for
756 Art principle, also in other fields than just the construction field, such as social work
757 and healthcare. Performing arts must also be taken into account as a field of art. Arts
758 professionals must be included in the decision-making of projects using the Percent
759 for Culture principle.
- 760 • The artistic operations of Aalto people are supported and their visibility improved.

761 **3.8. Information Society**

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

- 766 • On a national level, the services and benefits of students, such as student cards, must
767 be secured without the need for students to accept the terms and conditions of third
768 parties.
- 769 • In public information system projects, such suppliers and executing companies are
770 prioritised that are willing to supply a system with a free software licence.
- 771 • It is important that the information systems that are mandatory for citizens are open
772 in terms of their execution and technological interface.