



Policy of the Student Union

Aalto University Student Union's Policy Paper

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

32	3.1.2.	Funding of Studies	19
33	3.1.3.	Degrees.....	20
34	3.1.4.	Student Admission.....	21
35	3.2.	International Movement.....	22
36	3.3.	Subsistence	23
37	3.3.1.	Basic Income	23
38	3.4.	Corporate Activities and Working Life.....	24
39	3.5.	Helsinki Metropolitan Area	25
40	3.5.1.	Accommodation.....	25
41	3.6.	Sustainable Development	25
42	3.6.1.	Ecological Sustainability	26
43	3.7.	Arts Policy	27
44	3.8.	Information Society.....	28
45			

46 1. Introduction

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

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

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

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

64 2. Aalto Community

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

72 2.1. Aalto University

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

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

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

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

91 2.1.1. Decision-making

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

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

111 2.1.2. High-quality Teaching

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

119 2.1.2.1. Teaching

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

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

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

156 2.1.2.2. Feedback

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

169 2.1.2.3. Course Arrangements

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

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

189 2.1.3. Workload and Flexibility of the Studies

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

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

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

233 2.1.4. Mobility in the Studies

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

- 237 • Students must have an opportunity to take courses from other higher
238 education institutions. This requires smooth mobility and cooperation
239 between institutions.
- 240 • The amounts of ECTS credits awarded for courses at Aalto University must
241 be uniform, which genuinely supports internal mobility. In the future, this goal
242 would be supported by course sizes based on six ECTS credits, for example.
- 243 • Previously gained skills can be transferred towards a degree smoothly, and
244 skills gained outside of higher education will be studyficated.

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

271 2.1.5. Guidance, Counselling and Tutoring

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

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

297 2.1.6. Alumni Activities

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

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

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

320 2.1.7. Languages

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

340 2.2. Campus

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

346 2.2.1. Innovative and Developing Campus

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

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

366 2.2.2. Campus Promoting Sustainable Traffic

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

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

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

386 2.2.3. Campus Supporting Aalto People Coming Together

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

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

410 2.2.4. Campus Supporting Learning

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

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

432 2.2.5. Campus with Diverse Services

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

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

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

450 2.2.6. Campus Supporting Student Accommodation

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

473 2.3. Wellbeing

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

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

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

498 2.3.1. Student Healthcare and FSHS

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

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

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

513 2.3.2. University Sports

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

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

520 2.4. Equality

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

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

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

548 3. Society

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

554 3.1. Educational Policy

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

566 3.1.1. Structure of the Higher Education System

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

574 3.1.2. Funding of Studies

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

599 3.1.3. Degrees

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

608 Change in society is continually quickening. New fields are created in the working
609 life while others become obsolete. Work places demand versatile skills and the

610 ability to work with people from different fields. Highly educated recent graduates
 611 quickly find employment that pertains to their skill sets. Aalto students are sought-
 612 after employees, and they have had the opportunity to assemble their degrees
 613 from interdisciplinary courses and study modules from different fields. The students
 614 have the time to gather work experience already during their studies, the impact
 615 of which on finding employment is appreciated in society.

- 616 • Apart from excepted fields, universities simultaneously grant the right to
 617 **complete both a bachelor's and a master's degree.**
- 618 • Restricting the duration of degrees leads to overload and interruptions. A
 619 student with the right to complete both the first and the second cycle degree
 620 must be granted at least two extra years to the target duration of their
 621 studies, and the student must have the opportunity to flexibly get additional
 622 time to complete their degree.
- 623 • Applying to and acceptance into degree programme education as well as
 624 the completion of a degree must be free of charge for students, regardless
 625 of their prior studies.
- 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 • Students' residence permits must be granted to cover the entire duration of
675 their degree programmes. The residence permit process must be simplified,

676 and each student with a Finnish higher education degree must be offered
677 an opportunity for permanent residency.

678 3.3. Subsistence

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

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

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

702 3.3.1. Basic Income

703 AYY promotes basic income, meaning a monthly gratuitous sum paid to citizens,
704 **which clarifies the arrangement of students' sustenance and raises its level**
705 particularly for students with family. In addition, basic income must enable flexible
706 transition from studies to working life and vice versa. Basic income must consist of
707 1) a fixed, gratuitous basic part that covers reasonable accommodation and living
708 expenses, 2) means-tested parts that secure sustenance over periods of illness or

709 parenthood, for example, and 3) a student loan or other similar social microloan.
 710 The loan serves to supplement sustenance when the student or other individual
 711 does not have the opportunity to accept paid work.

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

717 3.4. Corporate Activities and Working Life

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

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

743 3.5. Helsinki Metropolitan Area

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

746

747 3.5.1. Transport

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

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

759 3.5.2. Accommodation

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

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

773 3.6. Sustainable Development

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

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

796 3.6.1. Ecological Sustainability

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

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

827 3.7. Arts Policy

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

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

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

851 3.8. Information Society

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

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