

Non-discrimination, equality and accessibility plan 2023–2025 of the Police University College

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1 Non-discrimination, equality and accessibility

Under the law (Act 1325/2014), non-discrimination means that no one may be discriminated against on the basis of age, origin, nationality, language, religion, belief, opinion, political activity, trade union activity, family relationships, disability, state of health, sexual orientation or other personal characteristics.

The Act on Equality between Women and Men (609/1986) safeguards the realization of gender equality. Gender equality is about acknowledging the equality of the genders and creating equal opportunities for various genders. No-one may be placed in a different status based on gender, gender identity or gender expression. Gender is a complex concept that can be understood at the individual level as self-defined, or legal. Gender identity means an individual, personal experience of gender. Gender expression is expressing one's gender through clothing, behavior or any other way.

Accessibility facilitates participation and equality for people of diverse personal characteristics and in different situations in life. According to the [Accessibility criteria of higher education institutions](#)¹, accessibility can be viewed from eight different angles

- 1) values, attitudes and operating culture
- 2) management
- 3) physical environment
- 4) digital accessibility (Act on the Provision of Digital Services 306/2019)
- 5) teaching and learning
- 6) support and counselling
- 7) communication services
- 8) student admissions.

2 Non-discrimination, equality and accessibility policies of the Police University College

At the Police University College (Polamk), we want to be involved in creating a basis for higher equality, non-discrimination and accessibility within the police and society in general. We promote equality, non-discrimination and accessibility in all our activities. We implement [police values](#)², [the Ethical Code for the Police](#)³ and [the Polamk Code of Community](#)⁴.

We treat everyone equally. Everyone has the right to study and work in a safe and healthy community that supports well-being. Together, we are responsible for ensuring that our working and learning atmosphere is fair, safe, inclusive and inspiring. We pay particular attention to the way we speak, and avoid all expressions and assumptions that violate non-discrimination and

¹ <https://esok.fi/hankkeet/oho-hanke/julkaisut/saavutettavuuskriteeristo>, only in Finnish

² <https://polamk.fi/en/strategy-and-quality>

³ <https://poliisi.fi/en/ethical-code-for-the-police>

⁴ <https://polamk.fi/documents/25254699/36377711/Police-university-college-etiquette.pdf>

equality. We encourage everyone to express opinions on work assignments or studies, and to give feedback.

As an agency of the Finnish central government, we are religiously and politically neutral. We respect everyone's beliefs and freedom of opinion, but staff members and students cannot engage in activities related to a religion or belief during office hours or while studying, if such activities hinder the performance of their duties or are intended to influence the community at large. Political activities during office hours or while studying, and politically motivated advertising on our premises or area are also prohibited.

We respect the right of staff members and students to become organized and join a trade union. We secure the operating prerequisites of elected representatives of the staff, enabling them to manage the duties involved in their position of trust and to participate in relevant training.

Applicants' sexual orientation, family relations, age, background, religion, beliefs or other personal opinions have no bearing on student admissions or recruitment of staff, and these issues will not be asked about during the student admission process or later during the studies or at work. The admission criteria specify the requirements for the applicants to [Bachelor of Police Services](#)⁵, [Bachelor of Rescue Services](#)⁶ and [Master of Police Services](#)⁷ degrees and Police sergeant's specialization studies. If an applicant requires special arrangements during the entrance examination and aptitude test, they must prepare a written application of the necessary arrangements and submit the application to the Police University College before registering for the entrance examination and aptitude test.

The admission criteria of the Bachelor of Police Services degree are supplemented by the [health inspection guideline](#)⁸, prepared for health care professionals conducting health inspections for student admission purposes. Everyone admitted to the Bachelor of Police Services program must undergo a health inspection and drug test at a medical clinic specified by Polamk, at certain localities nationwide in Finland. The inspection is carried out by a health care professional designated by Polamk.

According to the [Decree on police uniforms](#)⁹ adherence to a religious or culture-related dress code is not permitted when wearing a police uniform. The Decree is specified by the order on police uniform. When wearing civilian clothing, adherence to a religious or culture-related dress code is possible, studies and work assignments permitting, and if the clothing does not hinder the identification of the person.

Finland is a bilingual country, and in order to safeguard citizens' linguistic rights, it is important that police personnel have a good proficiency in both Finnish and Swedish. We provide degree and continuing education in both national languages. We prepare internal documents in Finnish and Swedish. Students may complete studies in Finnish or Swedish.

One of the general competences in the curricula of our degree programs is ethical competence that includes promoting non-discrimination and equality. In the Bachelor of Police Services

⁵ <https://polamk.fi/en/requirements-for-the-applicant>

⁶ <https://polamk.fi/en/bachelor-of-rescue-services>

⁷ <https://polamk.fi/en/master-of-police-services>

⁸ <https://polamk.fi/documents/25254699/34112571/Terveystarkastusohje.pdf/>, only in Finnish

⁹ <https://finlex.fi/fi/laki/alkup/2013/20131106>, only in Finnish

degree program, promoting non-discrimination and equality is one of the learning outcomes of courses in criminal investigation and pre-trial investigation, first responder patrol operations, questioning, coercive measures and command. In the Master of Police Services curriculum, non-discrimination and equality are cross-cutting themes in the curriculum, but do not currently have dedicated learning outcomes.

In line with the [pedagogical policies](#)¹⁰, our principles include student-centricity, collegiality, competency-based curriculum and shared pedagogic management. We take different ways of learning into account in curriculum work. We utilize teaching and assessment methods and learning environments in diverse ways. Clear, transparent assessment criteria published in advance promote non-discrimination and openness. Students dissatisfied with the assessment of their study performance or recognition of prior learning may apply for rectification from the Police University College Examination board.

If the flexible study opportunities in the curriculum are not sufficient to ensure the fluent progress of studies, we can grant the student special study arrangements for example due to proven learning difficulties or an illness or injury that affects studying. Special arrangements support the attainment of learning outcomes. As a rule, special arrangements in teaching and learning require the student to initiate the matter by providing an official document of the learning difficulty to the Study Counsellor in accordance with the guide [Students with special needs, and accessibility at the Police University College](#)¹¹.

We obtain the majority of goods and services we need through Hansel joint procurement agreements. According to Hansel, all joint procurement agreements undergo a responsibility analysis. As to social responsibility, Hansel pays attention particularly to respecting labor rights and human rights, and promoting decent work. Contract terms and conditions may include requirements related to responsibility. Further important issues include taking availability and accessibility into account in the agreements in which it is possible.

3 Current status of non-discrimination, equality and accessibility at the Police University College

We use various methods to evaluate the current status of non-discrimination and equality and compile the key results regularly in the appendix Current status of non-discrimination and equality at Police University College. This chapter contains a summary of the key observations of the aforementioned broader appendix on the current status of non-discrimination, equality and accessibility at the Police University College.

3.1 Personnel viewpoint

The number of person-workyears (pwy) was 203 at the end of 2022, distributed as follows

- teaching positions (53%)

¹⁰<https://polamk.fi/en/strategy-and-quality>

¹¹ <https://polamk.fi/documents/25254699/37709942/Students-with-special-needs-and-accessibility-at-the-Police-University-College-guide.pdf/>

- other specialist positions (32%)
- research positions (7%)
- executive and supervisory positions (6%)
- academic trainees (2%).

At the end of 2022, women accounted for approximately 39% of Polamk personnel, and men about 61%.

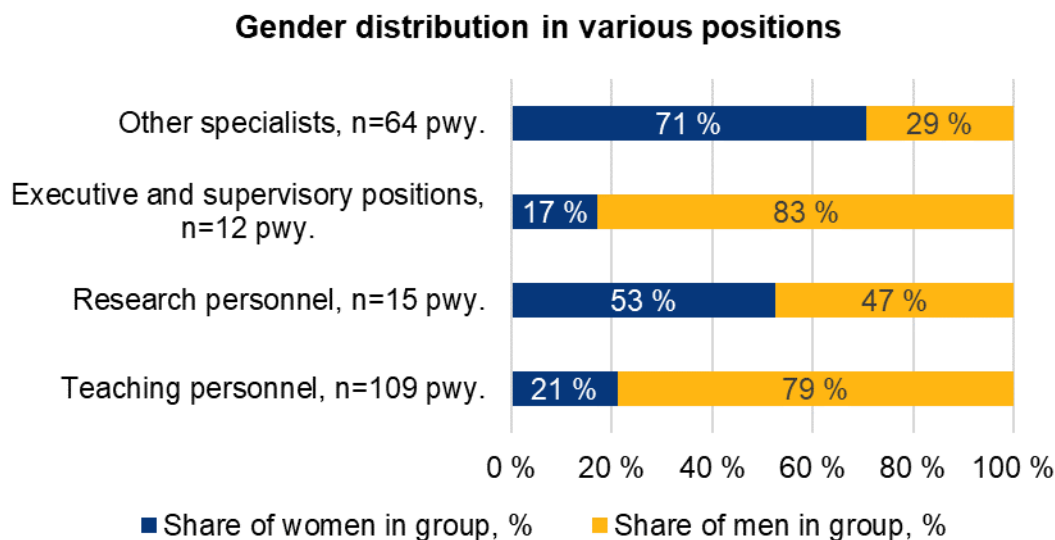


Figure 1 Gender distribution in positions at the end of 2022

At the end of 2022, 71% of women and 29% of men worked in other specialist positions. Of those in executive and supervisory positions, 83% were men and 17% women. Of research personnel, 53% are women and 47% are men. Of teaching personnel, 79% are men and 21% are women. Of academic trainees, 88% were women and 12% men.

Men hold the majority in executive and supervisory positions (83%) and in teaching personnel (79%) whereas there are more women among other specialists (71%) and researchers (53%).

Approximately 48% of personnel held police posts and of them, about 11% were women. Of all personnel, some 13% hold a fixed-term position, and of them 50% are men and 50% are women. Of all women, 17% and of all men, 11% are in fixed-term employment.

Table 1 Average age of personnel in 2020–2022

Average age	Outcome 2020	Outcome 2021	Outcome 2022
All personnel	49.2	50.0	49.9
average age, women	46.1	47.5	47.5
average age, men	51.2	51.7	51.5

The average age of Polamk personnel is around 50 years. At the end of 2022, 15 persons above retirement age were working at Polamk, because they have wanted to continue working with us.

Summary of pay survey

Our salaries are based on the pay system of the police, whereby the salary is specified on the basis of the level of complexity of work, assessment of personal work performance and experience component. In autumn 2022, the average basic salary of all employees was €3,777. The average basic salary of women was €3,536 and of men, €3,926. The higher average basic salary of men is explained by the fact that their positions' level of complexity is higher. There are no differences between genders in the personal performance components.

The majority of our personnel work in senior specialist (59%) and specialist positions (30%) as specified in the pay system. Personnel is placed on the various levels of complexity as follows:

- Supporting positions (level of complexity 40.06–40.08): 6% of all personnel, 5% of all women and 6% of all men
- Specialist positions (level of complexity 40.09–40.13) 31% of all personnel, 41% of all women and 24% of all men
- Senior specialist positions (level of complexity 40.14–40.17): 59% of all personnel, 53% of all women and 63% of all men
- Supervisors and management (level of complexity 40.18 and 15 series): 5% of all personnel, 1% of all women and 8% of all men.

Men and women are equally satisfied with their pay and pay satisfaction is at a neutral level (not dissatisfied nor satisfied).¹²

Personnel recruitment

We value non-discrimination, equality and diversity in our work community and encourage candidates from diverse backgrounds to apply for a position with us. At the application stage, we provide clear criteria for comparison of merit. Applicants for an open post or employment relationship are not required to disclose personal characteristics that have no impact on work performance, neither are such characteristics collected or examined. We perform most recruitments on an anonymous basis.

We select the candidate with the best qualifications for each position, and no gender quotas apply in recruitment. However, the overall aim is that representatives of various genders would apply for all vacant positions. The selection process includes preparation of a comparison of merit, whereby we compare the merits of candidates based on equal criteria.

In 2022, Polamk had a total of 13 vacant positions that attracted applications from 329 candidates. Of them, 78% were women and 22% men. 7 men (54%) and 6 women (46%) were appointed to the positions.

¹² Source: Personnel barometer 2022, personnel background information, survey responses

Satisfaction with competence development and career progress

A competent university college community is one of the focus areas of [our strategy](#)¹³ and competence is one of our values. Competence development is based on an annually prepared development plan. All staff members have equal rights and opportunities to personnel training or job rotation. We apply National Police Board order POL-2020-81920 to the support of independent studies. In 2022, six persons were on study leave, and 67% of them were women and 33% were men.

The level for career progress and the related support in the work community is approximately 'satisfied' among all respondents, with a narrow margin. The respondents have a neutral approach to the usefulness of performance and personal appraisal discussions, regardless of gender. Approximately one half (51%) of staff members are interested in job rotation, women slightly more often than men.

Well-being at work and work community

Employees are satisfied with the reconciliation of work and private life and there are no gender-based differences in the responses. For all respondents, the major cause of stress is time pressure and being busy at work. Employees are satisfied with the content and challenge of work, regardless of gender. ¹⁴

Community spirit, trust, confidence in the competence of the work community, and openness are at a positive level. Women have a slightly more critical attitude to gender equality in the work community than men. A review of the differences shows that women choose a neutral option (not dissatisfied or satisfied) more often than men. There seems to be very little inequality, discrimination and conflicts in the work community and the respondents' views are similar, regardless of gender. ¹⁴

The Police University College has zero tolerance for inappropriate treatment as well as a procedure for preventing and handling inappropriate treatment, and we encourage staff members to report any inappropriate treatment with a low threshold. We investigate all cases without delay and intervene in inappropriate treatment and behavior.

3.2 Student viewpoint

The Police University College (Polamk) offers the following degrees:

- 1) Bachelor of Police Services
- 2) Bachelor of Rescue Services
- 3) Master of Police Services.

The Bachelor of Rescue Services education is provided by Emergency Services Academy Finland.

Our continuing education programs include

¹³<https://polamk.fi/en/strategy-and-quality>

¹⁴ Source: Personnel barometer 2022, personnel background information, survey responses

- Specialization studies of 30–60 credits
- Courses, seminars and conventions for police administration and cooperating authorities
- Training and education subject to a charge, which is commercial, related to public law or multi-authority cooperation.

The buildings on our main campus are accessible. The access routes are broad, there is ample space in front of doors and thresholds are low. Lighting on the premises is mainly good, without glare. In the future, more accessibility buttons (for example elbow switches) must be installed on the campus by the entranceways and acoustics must be improved in the facilities.¹⁵ So far, no accessibility survey has been conducted.

Applicants, entering students and ability to study

In January 2023, the Police University College had approximately 1,020 degree students having registered as being present, of whom 824 were Bachelor of Police Services students, 53 Master of Police Services students and 146 Bachelor of Rescue Services students.

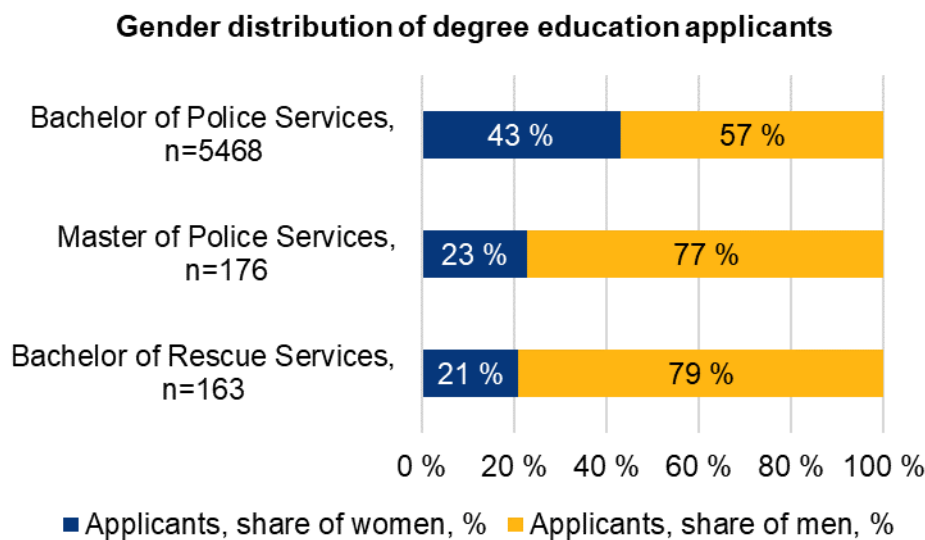


Figure 2 Gender distribution of degree education applicants in 2022

The gender distribution of Bachelor of Police Services applicants has remained almost unchanged since 2019. Over a ten-year analysis period, women’s share of Bachelor of Police Services applicants has grown by approximately 10 percentage points. The gender distribution of Master of Police Services and Bachelor of Rescue Services applicants has remained at the same level for longer, and around every fifth applicant is female.

¹⁵ FSHS Health and Safety survey 2022

Gender distribution of entering degree students

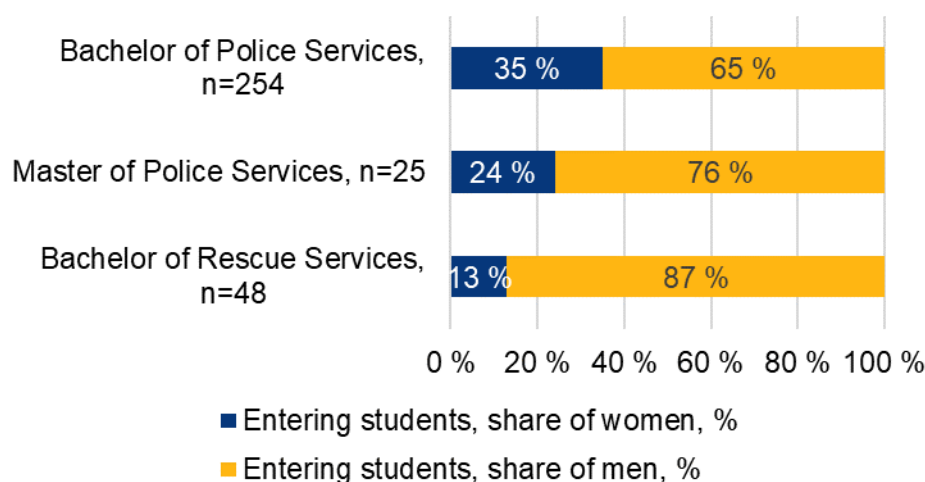


Figure 3 Gender distribution of entering degree students in 2022

The share of women of Bachelor of Police Services' entering students has been around 40% since 2018. In ten years, the share of women of Bachelor of Police Services' entering students has grown in relation to the number of applicants, that is, about 10 percentage points. The gender distribution of entering students in the degrees of Master of Police Services and Bachelor of Rescue Services has varied greatly due to the small group of entering students.

In 2022, the gender distributions of applicants and entering students in specialization studies were

- specialization studies for police sergeants: 79% of applicants were men and 21% women, of entering students, 87% were men and 13% women
- specialization studies for patrol dog handlers: police departments decide on the admission of candidates to training and of the entering students, 100% (n=11) were men, while the number of women has varied annually from 0 to 2 entering students
- specialization studies for cybercrime prevention: 84% of applicants were men and 16% women, of entering students, 91% were men and 9% women.

In 2022, 21% of police officers were female, and their share has increased by 6 percentage points in ten years. In the police organization as a whole, the share of women in supervisory and commanding posts was 16% in 2022. The figure has grown by 8 percentage points in ten years. The present number of specialist dog handlers is 39, of whom 6 (15%) are women and 33 (85%) are men.

Our degree students assessed their ability to study mostly as strong. Students name interaction with others and team work skills as their strengths. More often than men, women find that their strengths include self-motivation, studying for exams, writing and planning of studies. No differences between genders were found in the other strengths measured (online studies, interaction, completion of learning assignments, appropriate study methods, teamwork, active participation). The majority (88%) had received guidance or counselling when necessary. ¹⁶

¹⁶ Source: Student barometer 2021, students' background information, survey responses

Atmosphere, collegiality and opportunities to influence

According to degree students, the atmosphere and collegiality are at a good level. Women's assessment of collegiality was slightly more critical than that of men. Students find that they are encouraged to participate and influence Police University College activities and they are aware of their opportunities to participate and influence. Sufficient feedback is collected of courses, students are heard in decision-making and peer feedback is sufficient. There seems to be room for development particularly in receiving feedback from teachers, in utilizing feedback to improve teaching, and in providing feedback on answers. 26% of 2022 graduates assessed that we utilize student feedback a fair amount or a lot in the development of operations, while 52% found that feedback had some impact and for 23%, the opinion on feedback impact was 'only little or none at all'.¹⁷

Zero tolerance for inappropriate treatment

Harassment and inappropriate treatment are prohibited. In addressing incidents, we use the guideline [Instruction against harassment and inappropriate treatment for Police University College students](#)¹⁸, prepared together with the student union. In 2021, 11% of degree students having responded to the student barometer stated that they had experienced inappropriate treatment. Women mentioned inappropriate treatment in their responses more often than men. Most experiences of inappropriate treatment occurred between students. In most cases, the experiences caused by another student involved insulting speech related to gender, unequal treatment, insulting speech related to age, or discrimination. Most cases of experienced inappropriate treatment caused by teachers or personnel involved unequal treatment or insulting speech related to gender.¹⁹

Our student barometer also investigates whether there are opinions in the university college community that foster prejudice or stereotypes. According to respondents, prejudices were most common against

- gender (32% rarely, 7% often or continuously)
- age (28% rarely, 3% often or continuously)
- ethnic groups or nationalities (23% rarely, 7% often or continuously).²⁰

According to the [Master of Police Services thesis by Rantahuhta](#)²¹, in the police, there is need for training to reduce prejudice against sexual and gender minorities. The results of the thesis indicate that in general, the police have an appropriate approach to customers or colleagues who belong to a minority, but inappropriate language can be used behind the customer's back.

¹⁷ Source: AVOP survey 2022 and Student barometer 2021, students' background information, survey responses

¹⁸ <https://polamk.fi/documents/25254699/37709942/Instruction-against-harassment-and-inappropriate-treatment-Polamk.pdf>

¹⁹ Source: Student barometer 2021, students' background information, survey responses

²⁰ Source: Student barometer 2021, students' background information, survey responses

²¹ <https://urn.fi/URN:NBN:fi:amk-2022112223479>, only in Finnish

4 Evaluation of the implementation of the previous plan

The objectives of our previous non-discrimination and equality plan included

- raising awareness of equality and non-discrimination
- promoting diversity in recruitments
- supporting horizontal and vertical career development
- ensuring equal pay at the Police University College
- discrimination and harassment free Police University College
- accessible campus and accessible online services
- accessibility of educational activities.

Awareness of equality and non-discrimination among staff members and students has been raised in many ways. Non-discrimination, equality and accessibility have been discussed at many personnel events and in personnel training sessions. Contents to support non-discrimination and equality were added to our induction plan. An online course on non-discrimination and equality was included as a compulsory element in the Bachelor of Police Services curriculum. We implemented a self-assessment of accessibility, and the results indicate that collegiality is at a good level and there is overall satisfaction with the atmosphere. There seems to be room for improvement in taking different learning methods into account and in the flexibility of studies.

In recruitment of staff, we piloted anonymous recruitment and in 2022, we introduced it as the primary procedure for our recruitments. We added non-discrimination, equality and diversity viewpoints to our job advertisements and we encourage candidates from diverse backgrounds to apply for a position with us.

We developed diverse student recruitment in close cooperation with the National Police Board. The National Police Board prepared shared policy recommendations for the police administration and promotion of diverse recruitment was recorded in all police units' 2023 performance agreement. Our concrete actions include

- investigating [the obstacles to and promotion of diverse recruitment](#).²²
- publishing of [the podcast Everyone's police? \(Kaikkien poliisi?\)](#)²³
- communicating about the police's broad field of operations and personnel diversity in police channels and partners' channels
- participating in [the video campaign of the Mentoring for Future project](#)²⁴
- participating in the inter-Nordic Nordcop Diversity Recruitment project.

It is challenging to monitor the current state of and changes in diversity of police education applicants, entering students or personnel, because we do not ask about the background of applicants, students or anyone working in the police organization. Personal data can only be collected for a specific, particular and lawful purpose. The ethnic origin or other background of a person is not among the data that may be collected.

²² <https://www.theseus.fi/bitstream/handle/10024/499252/Katsauksia17.pdf>, only in Finnish

²³ <https://polamk.fi/podcast-kaikkien-poliisi>, only in Finnish

²⁴ <https://www.rahya.fi/tyhja-sivu/>, only in Finnish

We established anonymous evaluation of the written part of the entrance exams and we also process rectification requests anonymously. We added non-discrimination and equality viewpoints to the training of entrance exam interviewers. The contents of websites for applicants have been improved.

We have supported fairness of pay and career development in many ways. The way of recording job descriptions has been harmonized and the comparability of roles has improved to a certain degree. Supervisors have received training to support performance and personal appraisal discussions. The Executive Group processes all matters related to filling public offices. We make sure that our recruitment is systematic and open. The pay working group and the non-discrimination and equality working group analyze pay statistics every year.

We encourage personnel and students to expose experiences of inappropriate treatment. Together with the student union, we have prepared the Instruction against harassment and inappropriate treatment for Police University College students. We follow the National Police Board's instruction in situations of inappropriate treatment involving the personnel. According to the preliminary results of the 2023 student barometer, approximately 8% of respondents say they have experienced inappropriate treatment, which is about 3 percentage points less than in 2021.

Since autumn 2022, we have provided induction for Bachelor of Police Services' student tutors regarding the student barometer results for inappropriate treatment and harassment. The student tutors discuss the results with their group and guide new students to consider how everyone can contribute positively to collegiality at the Police University College. Students have found this procedure useful.

Our website and intranet have been reformed to be digitally accessible. The National Police Board has prepared an accessibility guideline for online services and web contents, and we follow the guideline. The digital accessibility policies of teaching materials have been confirmed.

5 Objectives and actions

The objectives of the plan are divided in three sections

- 1) objectives for the entire Police University College community
- 2) objectives for teaching and learning
- 3) objectives for the work community.

All actions are scheduled for the period of the plan, 2023–2025.

We started defining the objectives by assessing the implementation of our previous non-discrimination and equality plan. In addition, our plan is based on the separate appendix 'Police University College's Non-discrimination and equality status', for which we analyze and compile statistical, feedback and assessment data from various sources and on the basis of which we identified key targets of development regarding non-discrimination, equality and accessibility.

Our non-discrimination and equality working group prepared the draft for the plan and it was circulated for comments to all members of the Police University College community in spring 2023. We addressed a separate request for comments to the following named parties

- Police University College student union
- class chairpersons of Master of Police Services education
- Emergency Services Academy Finland
- the Non-Discrimination Ombudsman
- the Ombudsman for Equality
- chairperson of the non-discrimination and equality working group of the police.

Comments on the draft plan were received from the non-discrimination and equality working group of the police, the Non-Discrimination Ombudsman and a representative of Police University College personnel. We processed all comments we received and they had the following impact on the contents and structure of the plan

- we completed and specified the non-discrimination and equality policies (Chapter 2)
- we expanded the description of the non-discrimination and equality situation to cover different grounds for discrimination (Chapter 3)
- we specified the actions taken on the basis of the previous plan and their impacts (Chapter 4)
- in the objectives and actions of the plan (Chapter 5), we divided the responsibilities of the education organizer and employer more clearly and updated the actions based on the comments.

5.1 Objectives for the entire Police University College community

5.1.1 Discrimination and harassment free Police University College

Actions	Employer's responsible parties	Education organizer's responsible parties
We encourage everyone to address all experienced inappropriate treatment.	Supervisors	Teachers Teacher Tutors Student Tutors Student union board
We investigate experiences of inappropriate treatment promptly and intervene in line with our procedures.	Director of the Police University College Supervisors	Designated Police University College officials Student union harassment contact person Course chairpersons of Master of Police Services degree and specialization studies for police sergeants Teacher in charge of the course in question (Emergency Services Academy Finland)

5.1.2 Raising awareness of equality, non-discrimination and accessibility among our personnel and students

Actions	Employer's responsible parties	Education organizer's responsible parties
In curriculum work, we ensure that promoting non-discrimination and equality are included as learning outcomes in our degree education programs and specialization studies.	-	Director of Education Heads of Education Educational Developers

Actions	Employer's responsible parties	Education organizer's responsible parties
		Teachers in Charge of courses
We provide education on non-discrimination, equality and accessibility for all.	Non-discrimination and equality working group Human resources Working group on education development	Director of Education Heads of Education Educational Developers Teachers in Charge of courses
Non-discrimination, equality and accessibility matters are brought up by means of work community and student communications.	Non-discrimination and equality working group Communication services	Non-discrimination and equality working group Student union board
By request, Police University College Non-discrimination and equality working group gives statements and recommendations on non-discrimination, equality and accessibility matters at the Police University College.	Non-discrimination and equality working group	Non-discrimination and equality working group

5.1.3 Language rights are observed at the Police University College

Actions	Employer's responsible parties	Education organizer's responsible parties
We implement the Police University College's national language strategy action plan	Director of Administration Director of Education Supervisors	Director of Education Heads of Education Educational Developers Teachers

5.1.4 Our campus is accessible

Actions	Employer's responsible parties	Education organizer's responsible parties
We take accessibility into account in planning of the learning environment and facilities.	Head of Facilities Police University College operating environment working group Senaatti Properties	Head of Facilities Director of Education Head of Student Services

5.2 Objectives for teaching and learning

5.2.1 Student recruitment supports diversity and geographical coverage of the police

Actions	Responsible parties
We implement the student recruitment plan and monitor its implementation.	Director of Education Chief Inspector, student recruitment Student recruiting group
We investigate whether the impact of culture has been taken into account in the various aspects of the student admission process, for example regarding aptitude.	Head of Student Services Chief Inspector, student recruitment Admissions Committee RDI activities
We investigate ways of systematically monitoring the proportion of individuals with an immigrant background among applicants and students.	Director of Education Head of Student Services Chief Inspector, student recruitment Lawyer
We investigate the need for and implementation possibilities of alternative educational pathways for police and the needs to revise the health inspection guideline.	Director of Education

Actions	Responsible parties
	Heads of Education Head of Student Services

5.2.2 Studying is accessible.

Actions	Responsible parties
We take the various aspects of accessibility into account in curriculum work.	Director of Education Heads of Education Educational Developers Teachers in Charge
We promote the suitability of police uniforms and equipment for everyone, regardless of cultural background, gender or physical size, without compromising the ability to function.	Official in charge of uniforms Chief Inspector, student recruitment Teachers in Charge
We support teaching staff in accessibility matters.	Working group on education development Student Services Support services (ICT management, technical services, communication services)

5.3 Objectives for the Police University College work community

5.3.1 Personnel recruitment is diverse

Actions	Responsible parties
We ensure open recruitment in filling vacant positions, internally and externally.	Director of Administration Supervisors

Actions	Responsible parties
	Human resources
We encourage individuals of diverse backgrounds to apply for vacant positions.	Supervisors Human resources Communication services
We encourage everyone to apply for executive/managerial positions and in order to promote gender equality, we encourage women in particular to apply. We support everyone's career development equally.	Supervisors

5.3.2 Police University College is an inclusive workplace for all.

Actions	Responsible parties
We ensure that supervisors and others participating in recruitment are aware of the obligation to provide reasonable accommodation.	Director of Administration Human resources Supervisors
We take account of diversity of work assignments and staff members and provide reasonable accommodation.	Supervisors Human resources
We investigate the introduction of exit interviews and compilation of the information gained from the interviews in an appropriate way.	Director of Administration Human resources Supervisors

6 Approval of the plan

Police University College confirms the Non-discrimination, equality and accessibility plan for the years 2023-2025.

Tampere 22.6.2023

Director Marko Laitinen

Sergeant Jani Niemi, chairperson of the Non-discrimination and equality working group of Polamk