

Non-Discrimination and Equality Plan of Police University College 2026–2028



Contents

1 Introduction	3
2 Non-discrimination, equality and accessibility.....	3
3 Non-discrimination and equality policies of Police University College.....	4
4 Current state of non-discrimination and equality at the Police University College	5
4.1 Facilities	5
4.2 Personnel	6
4.3 Students	10
5 Assessment of the fulfilment of the previous plan.....	16
5.1 Achievement of the goals of the entire Police University College community	16
5.2 Achievement of the goals for teaching and learning.....	17
5.3 Achievement of the goals of the workplace community of Police University College	17
6 Goals for 2026–2028.....	18
6.1 The Police University College is free from discrimination and harassment.....	18
6.2 Personnel and students work to promote non-discrimination, equality and accessibility ..	18
6.3 Language rights are realised at the Police University College.....	19
6.4 Our campus is accessible	20
6.5 Recruitment of students supports the diversity and geographical coverage of the police .	20
6.6 The recruitment of our personnel is diverse	21
6.7 We support the growth in the number of women in managerial and supervisory positions	21
7 Follow-up of plan.....	22
8 Sources.....	22
9 Approval of plan	23

1 Introduction

The Non-Discrimination and Equality Plan is a commitment to promote a fair and safe operating environment that respects all. The plan is based on the Finnish Act on Equality between Women and Men and the Non-Discrimination Act, which oblige employers and education providers to promote equality and non-discrimination and to prevent discrimination.

The Police University College follows the general policies of the police administration in its plan. It is the duty of the Police University College to maintain a learning and workplace community where everyone has equal opportunities to function, learn and develop. The purpose is to ensure that every student and employee can feel that they are valued as they are, without discrimination and inappropriate treatment. Preventing discrimination and promoting and communicating non-discrimination and equality issues is a key part of the work of the non-discrimination and equality working group of the Police University College.

The Non-Discrimination and Equality Plan includes a report on the current equality and non-discrimination situation, including a pay survey between women and men. The plan contains an assessment of the achievement of the measures of the previous period and of the goals for the next period. The goals of the Non-Discrimination and Equality Plan for the next period have been defined by assessing the achievement of the goals of the previous plan, and it also includes new issues. Our plan is based on the separate non-discrimination and equality situation appendix of the Police University College, in which we analyse and compile statistical data, feedback and evaluation data available from several different sources.

In addition to police degrees and continuing training and education, the Police University College is responsible for the degree of Bachelor of Rescue Services. The Emergency Services Academy Finland has its own Equality and Non-Discrimination Plan, which is why this plan only covers the activities of the Police University College.

2 Non-discrimination, equality and accessibility

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

The realisation of gender equality is safeguarded by the Act on Equality between Women and Men (609/1986). Equality is about accepting gender equality and creating equal opportunities for different genders. No one may be treated differently on the basis of gender, gender identity or gender expression. Gender is a multifaceted concept that can be understood at the individual level as a self-defined concept or as a legal concept. Gender identity refers to a person's experience of their own gender.

Accessibility means that regardless of diverse abilities, a person is able to easily use and understand services and information. Accessibility is non-discrimination that extends from an accessible environment to digital services, communications and attitudes. The key aspects in

accessibility are digital accessibility, physical accessibility, accessibility of information and communication, and cognitive accessibility, which refers to the unambiguous and simple structure of information. The accessibility criteria for higher education institutions are a concrete tool that the Police University College uses to assess and develop its operations to ensure non-discrimination.

3 Non-discrimination and equality policies of Police University College

At the Police University College, we wish to create a foundation for better equality, non-discrimination and accessibility in the police and society. We promote equality, non-discrimination and accessibility in all our activities. We follow the values of the police, the code of ethics and the etiquette of the Police University College. We have defined the target state of College well-being, which emphasises psychological safety, a sense of community spirit and expertise, as well as a learning and working environment that enhances well-being. Students have the right to a safe study environment (Act on the Police University College 1164/2013). EU-funded research, development and innovation projects comply with the principles required by the European Commission, such as non-discrimination, equality and equal opportunities. In our research, development and innovation policies, we are committed to the principles of freedom of science, open science and research, and research ethics.

As an agency of the Finnish government, we are religiously and politically neutral. We respect everyone's beliefs and freedom of opinion, but the personnel and students may not engage in activities related to religion or belief during office hours or during studies if the activities interfere with the performance of their duties or are intended to influence the rest of the community. Political activities during office hours or during studies and political advertising on our premises or in our area are also prohibited.

We respect the right of personnel and students to organise and to join or not to join a trade union. We secure the operating conditions of the elected representatives elected by the personnel and enable them to hold positions of trust and participate in related training.

Issues such as the applicants' sexual orientation, family relationships, age, origin, religion or beliefs have no impact on student admission or personnel recruitment, and these issues are not asked during the admission process or later during studies or work. The admission criteria are publicly available and the same for all applicants. Applicants can have individual arrangements in admission examinations on the basis of a separate application. It is possible to use a gender-neutral locker room for the physical tests included in the admission examination. The admission criteria are specified in the health examination instructions.

In the recruitment of personnel, we apply positive action in situations where there are two equally qualified applicants. We use positive action to promote equality, and we aim to support the recruitment of minority groups to different positions. Positive action refers to measures permitted by law to improve the position of groups susceptible to discrimination and to promote *de facto* equality. With positive action, we aim to increase the number of women in managerial positions, among other things.

According to the Uniform Decree, religious or cultural clothing in connection with a police uniform is not permitted. The Decree is specified in more detail in the police uniform order. When wearing civilian clothing, it is possible to wear clothing required by religion or culture if the studies and work duties allow it and the dress code does not make it difficult to identify the person.

Finland is a bilingual country, and in order to realise language rights, it is important that the police have good proficiency in both Finnish and Swedish. We provide degree and continuing education in both national languages. We draw up the most important guiding documents in Finnish and Swedish. Regardless of the language of instruction, students have the right to use Finnish or Swedish based on their choice. Regulations and instructions concerning the students are drawn up in both languages.

In accordance with the pedagogical policies, our principles are student orientation, community spirit, competence basis, and shared pedagogical leadership. We endeavour to take into account different ways of learning and to use teaching and evaluation methods and learning environments in a versatile manner. Unambiguous and open evaluation criteria that are published in advance promote non-discrimination and transparency. A student who is dissatisfied with the evaluation of their study attainment or the recognition of their studies can make a claim for rectification to the Board of Examiners of the Police University College.

One of the general competences in the curriculum of our degree programmes is an ethical approach, which includes the promotion of non-discrimination and equality. The cross-cutting themes of the degree of Bachelor of Police Services are fundamental and human rights as well as an ethical approach. The objective of the studies is that the graduating student takes into account the significance of fundamental and human rights when making and justifying decisions and acts in accordance with the ethical principles and values of the professional field of the police. In the degree of Master of Police Services, the themes of non-discrimination and equality are clearly visible as competence goals in several different courses. Moreover, the realisation of the competence goals related to the theme has been taken into account in the literature, pedagogical implementation and evaluation criteria of the courses.

If the flexible study opportunities in the curriculum are not sufficient for the fluent progress of studies, we may grant individual arrangements to a student on the basis of issues such as a verified learning difficulty or a health reason. We use special arrangements to support the achievement of the competence goals and the student's well-being.

4 Current state of non-discrimination and equality at the Police University College

4.1 Facilities

The main building, sports facility, vehicle hall, training area, student dormitory buildings and the Police Museum of the Police University College are located in Hervanta, Tampere. The buildings of the main campus are accessible. There is enough space in front of the doors, and the thresholds are lowered. The passageways are wide, flat, hard and non-slipping.

When moving to different facilities on the campus, it is possible to use a wide lift. There are signs leading to the different parts of the main building, and the signs have been renewed to make them clearer. The lighting of the premises fulfils the set requirements. The acoustics of the premises have been improved. Accessible parking spaces are located near the entrance, and there are several accessible toilets on the campus. An accessible apartment can be reserved in the campus dormitory for students participating in continuing education. An accessibility survey is in the planning phase.

The facilities of the Police University College also include the Police Dog Training Centre in Hämeenlinna, the motorcycle and ATV training facilities in Räyskälä and the driving training centre in Pieksämäki. The facilities located outside Tampere are functional premises and only partially accessible.

4.2 Personnel

At the end of 2024, the number of person-years at the Police University College was 206, which was broken down as follows:

- teaching positions (45%)
- other specialist positions (34%)
- supervisory positions (management, heads of unit, group leaders) (12%)
- research positions (7%)
- university interns (1%)

At the end of 2024, women accounted for about 39% and men for about 61% of the personnel of the Police University College. About 42% of the person-years were in police positions, of which women accounted for about 10% and men for about 90%. The share of other personnel was 58%, of which 59% were women and 41% were men.

Gender distribution of different positions in 2024

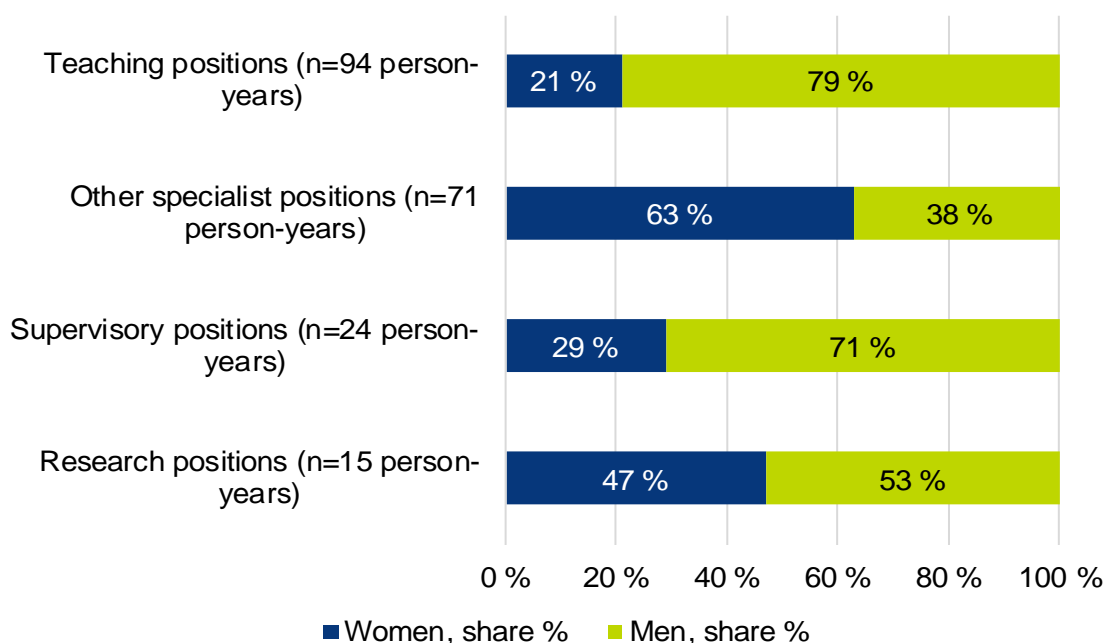


Figure 1 Gender distribution of different positions in 2024

In 2024, women working at the Police University College were most often in specialist (56%), teaching (25%) or research positions (9%). Men most often worked in teaching (59%), specialist (21%) or group leader positions (8%). Of the teaching personnel, 21% were women and 79% were men. 63% of the specialists were women and 38% were men. Of the supervisors, 29% were women and 71% were men. In research positions, the share of women was 47% and that of men 53%.

Approximately 16% of the person-years in 2024 were for fixed-term employees, of which 59% were men and 41% women. Of all women working at the Police University College, 17% were in fixed-term employment, and the equivalent share of men was 16%.

Table 1 Average age of personnel in 2022-2024

Average age	Outturn 2022	Outturn 2023	Outturn 2024
Total personnel	49.9	48.5	50.5
average age, women	47.5	45.9	48.4
average age, men	51.5	51.1	51.8

The average age of the personnel of the Police University College, 50 years, is considerably higher than the average age of the personnel of police administration, which was about 44 years. At the end of 2024, the share of employees aged 45 or over at the Police University College was nearly 75%. About 4% of the personnel are under 30 years of age and about 14% are under 40 years of age.

At the end of 2024, the Police University College employed ten persons who had already reached retirement age and wanted to continue working at the College.

A total of 9 persons took family leave in 2024, of whom 3 were women and 6 were men.

Summary of salary survey

The salary is based on the remuneration system of the police, where the amount of the salary is determined on the basis of the requirements of the job, the assessment of personal work performance and the experience component. In the autumn of 2024, the average basic salary of the entire personnel was 4,041 euros per month. The average basic salary for women was 3,786 euros and for men 4,207 euros. The higher average basic salary of men is explained by the fact that their positions are located at higher requirement levels. There do not appear to be any gender-specific differences in the individual performance components. The figures include salary change security due to the 2024 organisational reform.

68% of all personnel are on the five most common requirement levels of the entire personnel, and they are 40.15, 40.14, 40.13, 40.16 and 40.17.

Number of women and men at the various requirement levels in November 2024

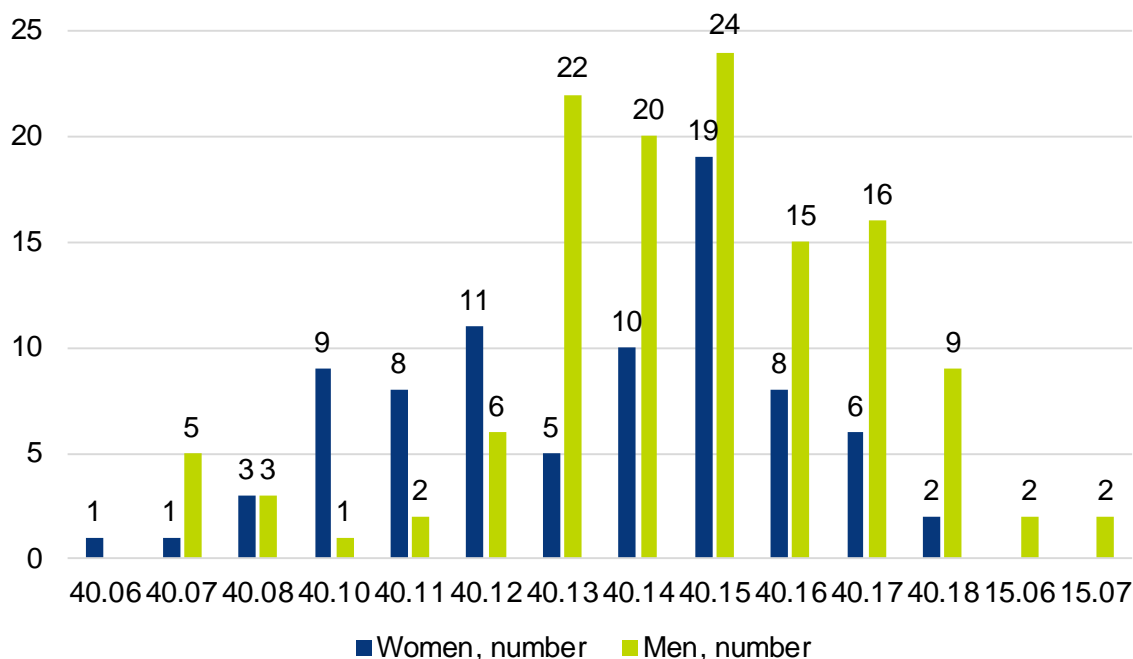


Figure 2. Number of women and men at the various requirement levels

An examination of the requirement levels based on gender shows that:

- The most common requirement levels for women are 40.15, 40.12 and 40.14.
- The most common requirement levels for men are 40.15, 40.13 and 40.14.
- About a quarter (27%) of women work at the lowest requirement levels of 40.06–40.11. 9% of men work at the same lowest requirement levels. The lowest quarter of men’s requirement levels is reached at the requirement level 40.13.
- For 35% of all men, the requirement level of the position is at the highest requirement levels 40.16–40.18 of the 40 series, or at the 15 series. 19% of women work at the same highest requirement level range 40.16–40.18.
- All four persons working in the 15 series positions are men.

An examination of the requirement levels based on personnel groups shows that:

- The most common requirement level of supervisors is 40.17. The most common requirement levels of male supervisors are 40.17 and 40.18. The most common requirement levels of female supervisors are evenly distributed between 40.15 and 40.17.
- The most common requirement levels in teaching positions are 40.15, 40.13 and 40.14. The most common requirement levels of female teachers are 40.15 and 40.13 and of male teachers 40.13, 40.15 and 40.14.
- The most common requirement levels in research positions are 40.17, 40.15, 40.16 and 40.14. The most common requirement level of a man working in a research position is 40.17 and of a woman 40.15.
- The most common requirement levels in specialist positions are 40.12, 40.15 and 40.14. The most common requirement levels of female specialists are 40.12 and 40.10 and of male specialists 40.15, 40.17 and 40.07.

Personnel recruitment

We value equal opportunities and diversity in our workplace community and encourage people from a wide range of backgrounds to make job applications to us. At the application stage, we explain unambiguously the criteria by which the comparison of the applicants will be made. We carry out recruitments anonymously. We select applicants for an interview without any information about the applicant's name, age, gender or external appearance. In recruitments related to police positions, the applicant's citizenship information is indicated, because only a Finnish citizen can be appointed to a police position. In recruitment, we follow the policies stated in the personnel plan of the police.

We choose the most qualified person for the position. The goal is that representatives of different genders apply for all vacant positions. In the selection processes, we prepare a merit comparison in which we compare the applicants' merits on uniform grounds.

Satisfaction with competence development and career advancement

A competent Police University College community is one of the focal areas of our strategic policies, and competence is one of our values. Competence development is based on an annual development plan. All members of personnel have equal rights and opportunities to access personnel training or personnel rotation. We apply the regulation of the National Police Board to support self-motivated study. Personnel rotation is used more and more actively for competence development. Four people were in personnel rotation in 2024, and the number increased to eleven in 2025. All personnel rotations were directed to police units. The goal for the next few years is that some of the personnel rotations would be directed to other higher education institutions. Only one person joined the Police University College for personnel rotation in 2025.

In 2024, seven people were on study leave, of whom two were women and five were men.

Well-being at work, and workplace community

The results of the personnel barometer of the police provide information on the experience related to well-being at work and to the workplace community. It is possible to examine the average results for all respondents and by gender (women, men, I do not wish to answer). In the interpretation instructions, the average responses are divided into five levels, which are:

- 3.25–4.00 Top-level!
- 2.80–3.24 Good level
- 2.50–2.79 Requires monitoring of the situation
- 2.14–2.49 Requires action
- 2.13 or less: Requires immediate action.

As a rule, the average responses given by men are slightly higher than those of women. The lowest averages are in the "I do not wish to answer" group, regardless of the theme. This text only deals with the responses of men and women, and does not take a stand on the group "I do not wish to answer".

The average responses to the statements measuring the appreciation and meaningfulness of one's own work are mainly either at the top level or good level. The average responses to the

statements measuring the command and control of one's own work are also at the top level or good level, with the exception of the reasonableness of the workload. In terms of workload, the average responses of men are lower than the average responses of women.

Most of the average responses of women and men to statements concerning the workplace community are at a good level. Co-operation between different workplace communities requires monitoring of the situation based on the average responses of both groups. Moreover, women's average responses are lower in terms of access to information needed in work, organisation of activities and solving challenging situations in the workplace community.

In the leadership theme, the average responses to statements measuring supervisory work are mostly either at the top level or good level. The average responses of both groups are at least at a good level when assessing the supervisor's fairness, the support provided by the supervisor in challenging situations, mutual trust, and satisfaction with the supervisor's performance. The average of all responses and statements concerning the leadership culture of the organisation is at the level "requires action". In terms of the leadership culture, the men's average responses are higher than those of women.

The average of responses to all statements measuring the innovativeness and renewal capacity of the organisation is at the level "requires action", and the men's average responses are slightly higher than those of women. The average of the responses to statements describing the operating culture of the organisation is at the level "requires monitoring of the situation". A positive result is that it is considered worth pursuing the values of the police. The average of the responses to this statement is at the top level in both groups. The biggest differences in the men's higher and women's lower average responses to statements measuring the culture of the organisation exist in the experiences of fair remuneration, consultation of personnel, and fair and equal treatment.

13% (n=24) of the personnel of the Police University College state that they have experienced inappropriate treatment or harassment in the past 12 months. 96% of the inappropriate treatment was felt to come from within the organisation and 4% from outside the organisation. The Police University College has zero tolerance for inappropriate treatment, and the College applies the common guidelines of the police against inappropriate treatment.

4.3 Students

Applicant and student statistics

The following degrees can be completed at the Police University College:

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

The Emergency Services Academy Finland implements the training of the degree of Bachelor of Rescue Services.

Our continuing education offering includes:

- Specialisation studies of 30 - 60 credits
- Courses, seminars and negotiation days for the police administration and co-operating authorities
- Paid training and education representing business co-operation, public law co-operation or co-operation between authorities.

Gender distribution of applicants for degree education in 2024

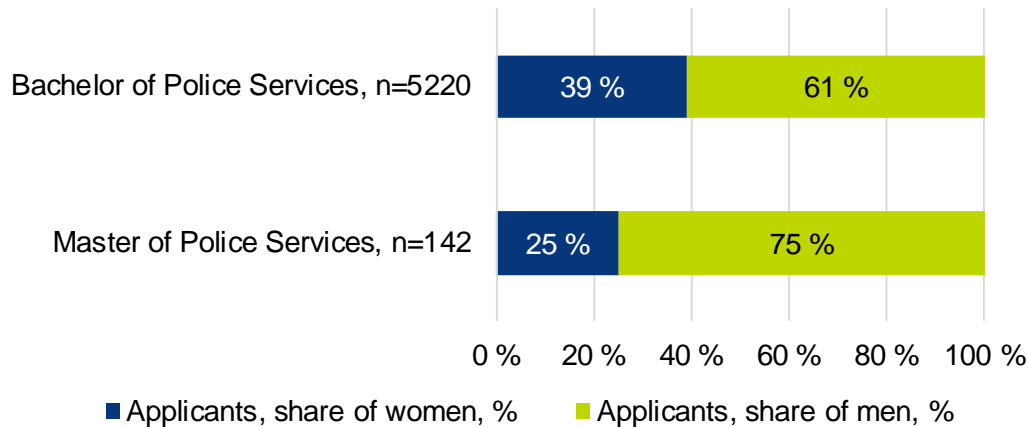


Figure 3. Gender distribution of applicants for degree education in 2024

The gender distribution of applicants for the degree of Bachelor of Police Services has remained almost the same since 2018, and the proportion of women among applicants has been about 40%. The share of women among the applicants for the degree of Master of Police Services has been about 20–25% for the past 10 years. When the number of applicants for the degree of Master of Police Services is proportioned by gender to the number of the representatives of the genders in the police, the proportions of women and men have remained almost identical during the 10-year review period, with a few exceptions. In 2024, female police officers accounted for 23% of all police officers.

Gender distribution of those who started degree education in 2024

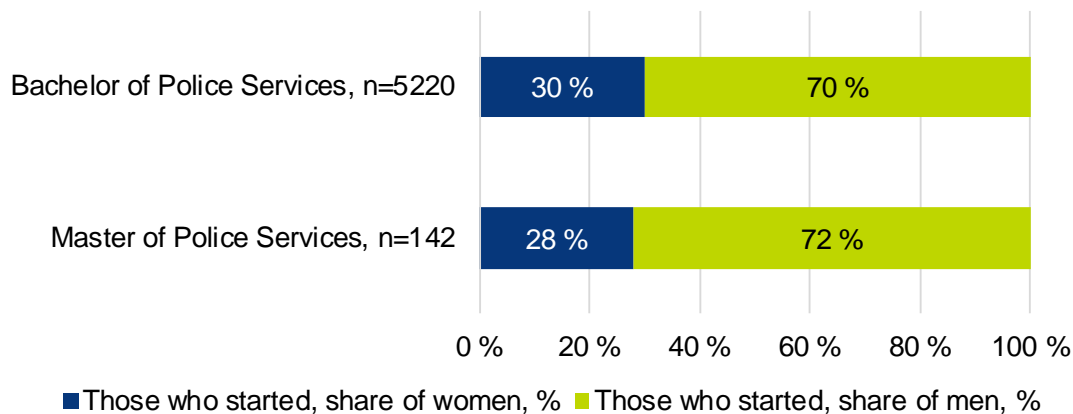


Figure 4. Gender distribution of those who started degree education in 2024

The share of women among those starting their studies for the degree of Bachelor of Police Services has varied between 30% and 40% over the past 10 years. There has been more annual variation in the gender distribution of those starting their studies for the degree of Master of Police Services. When the number of students admitted to the studies for the degree of Bachelor of Police Services is proportioned to the number of applicants by gender, the proportion of men is slightly higher than that of women, in other words men do slightly better than women in the admission examination. The proportions of different genders among those admitted to the studies for the degree of Master of Police Services are approximately at the same level in the long term when the number of women and men admitted to the studies is proportioned to the number of applicants of each gender.

In the autumn semester of 2025, the Police University College had 1,266 degree students registered as attending, of whom 1,197 were students for the degree of Bachelor of Police Services and 69 were students for the degree of Master of Police Services. Of the students for the degree of Bachelor of Police Services, 35% were women and 65% were men. Of the students for the degree of Master of Police Services, 29% were women and 71% were men.

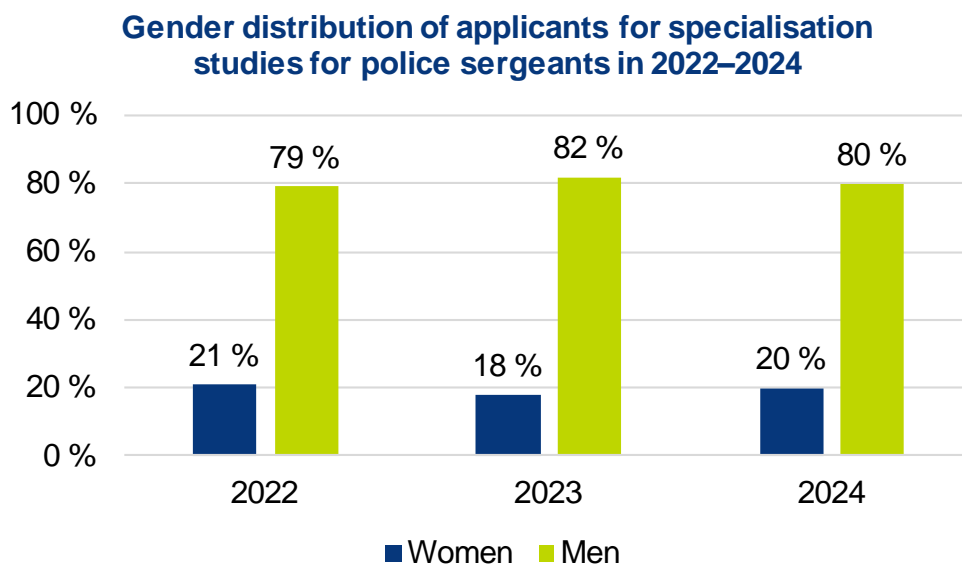


Figure 5. Gender distribution of applicants for specialisation studies for police sergeants in 2022–2024

The proportion of women among applicants for the specialisation studies for police sergeants has varied between 14% and 21% over a 10-year period. When the number of applicants is proportioned by gender to the number of representatives of different genders working as police officers over a longer period of time, the proportions are approximately equal. This indicates that there are no gender differences in applying for education.

Gender distribution of those who started specialisation studies for police sergeants in 2022–2024

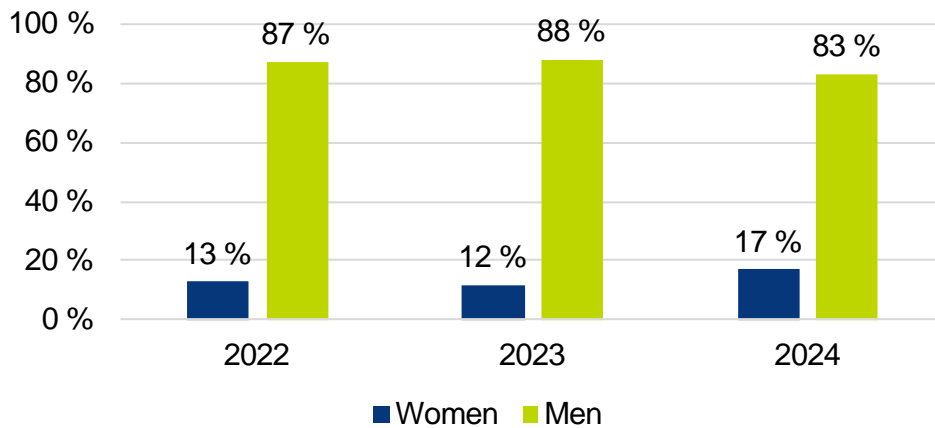


Figure 6. Gender distribution of those who started specialisation studies for police sergeants in 2022–2024

The proportion of women among those who have started the specialisation studies for police sergeants has varied between 10% and 20% over the past 10 years. When the number of students admitted to the specialisation studies for police sergeants is proportioned to the number of applicants by gender, the proportions of men and women admitted to the studies are approximately equal over a longer period of time. The admission process seems to treat everyone equally, regardless of gender.

Gender distribution of those who started specialisation studies of police dog handler and studies in cybercrime prevention in 2025

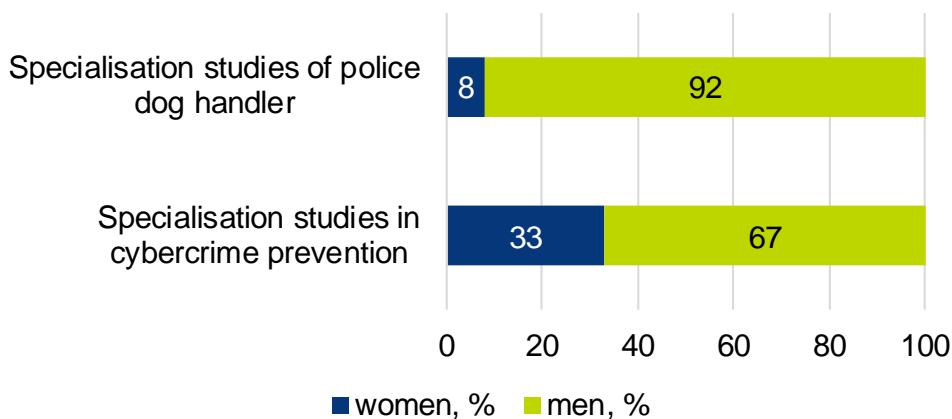


Figure 7. Gender distribution of those who started specialisation studies of police dog handler and studies in cybercrime prevention in 2025

Eleven to twelve persons start their specialisation studies of police dog handler each year. The majority of the new students are men. The proportion of women over the past four years has varied between 0% and 25%. The number of students starting specialisation studies in cybercrime prevention varies between about 20 and 40. The majority of those who have started

the studies are men, and the share of women has varied between 9% and 33% over the past four years.

Degree students' ability to study

Based on the results of the student barometer 2023, the majority of degree students (91%) felt that their ability to study was good. The ability to study was assessed as neutral (neither poor or good) by 8% of the respondents and as poor by 1% of the respondents. None of the respondents felt that their ability to study was very poor. Women rated their ability to study to be slightly better than men and felt that especially tasks that required independence and writing as well as planning their studies were their strengths more often than with men. The majority (91%) of the students were satisfied with the progress of their studies.

Teaching, evaluation and guidance counselling

According to the feedback survey among students at the graduation stage of universities of applied sciences, students for the degree of Bachelor of Police Services feel that teaching and evaluation are at a good level. The assessments by those who graduated in 2024 were consistent regardless of gender in the following statements:

- Students were encouraged to actively participate in learning situations.
- The evaluations I received for the study attainments corresponded to my competence.
- Teachers take students into account equally and fairly.

Gender differences were observed in the feedback survey among students at the graduation stage of universities of applied sciences among students for the degree of Bachelor of Police Services in the following statements, in which women were more likely than men to neither agree or disagree, or disagree:

- I received sufficient support in the planning of my studies ($p < 0.001$).
- I received sufficient feedback on the development of my competence ($p < 0.01$).
- Co-operation with the teachers was natural ($p < 0.05$).

The assessments of the students for the degree of Master of Police Services in the feedback survey among students at the graduation stage of universities of applied sciences on teaching and evaluation are also mainly at a good level. The area requiring development is sufficient feedback on the development of competence. Gender comparisons cannot be made due to the small number of respondents.

According to the feedback survey among students at the graduation stage of universities of applied sciences, students for the degree of Bachelor of Police Services consider that guidance counselling is of high quality. On the other hand, students for the degree of Master of Police Services give guidance counselling a rather low rating. According to the student barometer 2023 survey, 96% of the students for the degree of Bachelor of Police Services and 97% of the students for the degree of Master of Police Services had received guidance and counselling when needed.

Community spirit and atmosphere

Students for the degree of Bachelor of Police Services who are close to graduation give good ratings to the community spirit in the feedback survey among students at the graduation stage of universities of applied sciences. The responses of the different genders are consistent in the following statements:

- The students supported each other and tried to help when needed.
- I felt like I was part of the student community.

The group “women and others” more often than men neither agrees nor disagrees with the statement: “The students and personnel formed a close-knit community” ($p < 0.05$).

According to the results of the student barometer 2023, students are aware of the opportunities to influence and are encouraged to participate in and influence the activities of the Police University College. The most common view of students for the degree of Bachelor of Police Services who graduated in 2020–2024 in the feedback survey among students at the graduation stage of universities of applied sciences was that student feedback is taken into account to some extent in the development of studies. Depending on the year of graduation, about one quarter or one fifth of the respondents felt that the feedback given had little or no effect. Approximately the same proportion of the respondents felt that the feedback given had fairly much or much impact. Potential gender differences in the responses have not been examined.

The views of students for the degree of Master of Police Services who graduated in 2020–2024 on the effectiveness of student feedback vary a lot from year to year in the feedback survey among students at the graduation stage of universities of applied sciences. This is probably due to the small size of the respondent group. In 2023 and 2024, the experience of the effectiveness of feedback has decreased. On the other hand, in 2022 more than half of the respondents felt that student feedback was taken into account quite much or much. Potential gender differences in the responses have not been examined.

Zero tolerance for inappropriate treatment

Harassment and inappropriate treatment are prohibited. In the investigation of situations, we follow the “Instruction against harassment and inappropriate treatment for Police University College students”, prepared together with the student union.

In 2023, 9% ($n=33$) of the students for the degree of Bachelor of Police Services who responded to the student barometer reported that they had experienced inappropriate treatment. Women reported inappropriate treatment more often than men in their responses. The experiences of inappropriate treatment were most often unequal treatment or gender-suggestive offensive speech. Inappropriate treatment had been observed by about 17% ($n=73$) of the respondents, and it was most often unequal treatment and inappropriate expressions.

The student barometer also examines whether there are prejudices or stereotypes in the College community. According to the respondents, prejudice most commonly concerned the following issues:

- gender (34% rarely, 6% often or continuously)
- ethnic groups or nationalities (25% rarely, 6% often or continuously)
- age (24% rarely, 3% often or continuously).

5 Assessment of the fulfilment of the previous plan

The goals of our previous Non-Discrimination and Equality Plan for 2023–2025 were divided into three parts: the goals of the entire Police University College community, the goals of teaching and learning, and the goals of the workplace community. We achieved the goals set for the 2023–2025 period quite well, only the accessibility survey of the facilities has not been carried out.

5.1 Achievement of the goals of the entire Police University College community

The goals of the entire Police University College community that apply to all were:

- The Police University College is free from discrimination and harassment.
- The awareness of our personnel and students about non-discrimination, equality and accessibility will be strengthened.
- Language rights are realised at the Police University College.
- Our campus is accessible.

We consolidated the discrimination-free and harassment-free higher education community by means such as updating the instructions against harassment and inappropriate treatment for students together with the student union, by systematically familiarising student tutors with a safe study environment, and by drawing up a development plan to be monitored by the personnel barometer. The student union drew up the principles of a safe space and now appoints a harassment contact person for each of its events.

The Act on Equality between Women and Men obliges educational institutions to promote equality. For the first time, we analysed the study attainments of all courses for the degree of Bachelor of Police Services by gender. Female students mainly get slightly better grades for their studies than male students. Students for the degree of Bachelor of Police Services who are about to graduate are satisfied with the fairness of the evaluation and there are no gender differences in the answers.

We raised awareness of equality and non-discrimination among our personnel and students in many ways. In 2024, we celebrated the European Diversity Month and wrote four articles on the police intranet from the following perspectives:

- 1) Anonymous recruitment promotes equality.
- 2) Let's not make a number out of age!
- 3) Police for everyone?
- 4) When love was a crime.

In addition to the diversity theme, we published an article on hate crimes.

In 2025, we arranged the event “Yhdessä olemme enemmän / Tillsammans är vi mer” (Together we are more) on 6 November, Swedish Day. We shared information and strengthened awareness of equality and non-discrimination through information bulletins and playful competitions, among other things. There were discussions on various topics, such as how equality and non-discrimination are reflected in police studies and in the world of work, and what

kind of approach should be used to approach diversity. The event reached a large number of students, personnel and visitors.

The non-discrimination and equality working group made an excursion to the Office of the Non-Discrimination Ombudsman in September 2025. At the meeting, we received useful suggestions for developing our activities.

The organisational change of the Police University College, which entered into force in 2024, paid special attention to the status of the Swedish language and the safeguarding of Swedish-language education. We translate the key instructions, decisions and other material into Swedish. Every 1.5 years, we start Swedish-language education for the degree of Bachelor of Police Services. We also organised Swedish-language course of police sergeant in 2024–2025. We supported the realisation of language rights by organising Swedish language studies for our personnel.

No accessibility survey of the facilities has been carried out yet. There have been many renovations during the operating period, which is why the survey would not have given an up-to-date picture of the situation. However, accessibility has been promoted by renewing the signage and lighting of the facilities and by improving the acoustics of the facilities.

5.2 Achievement of the goals for teaching and learning

Our goals in developing equality and non-discrimination in teaching and learning were:

- The recruitment of students supports the diversity and geographical coverage of the police.
- The studies are accessible.

In student recruitment, we implemented our annual plan, in which the diversity perspective and the goal of geographical coverage are part of everything we do. We presented under-represented population groups in the career stories. We targeted visits and events to educational institutions that reach young people from different language and cultural backgrounds, among other things. We visited areas where more applicants are needed, such as Swedish-speaking areas, Sámi homeland as well as Northern and Southeastern Finland. We are currently reforming the admission process for the Bachelor of Police Services programme and are also reviewing the admission criteria.

We promoted the accessibility of studies by paying attention to unambiguous learning outcomes and evaluation criteria in the curriculum work. Different alternative presentation methods support learning by different kinds of learners. We introduced a subtitling service for media files, and our public materials are digitally accessible. The students' uniform package was updated to serve different users, and it also includes unisex products. We organised accessibility training for the personnel.

5.3 Achievement of the goals of the workplace community of Police University College

Our workplace community goals were:

- Personnel recruitment is diverse.

- The Police University College is an inclusive workplace.

We carry out external recruitments anonymously. Anonymous recruitment has received positive feedback. We arranged recruitment training for supervisors and ensure the quality of recruitment through means such as expert services, common document templates and a framework structure of interviews. In all announcements for applications, we encourage people from a wide range of backgrounds to apply for a job at the Police University College.

Flexible working hours and remote work practices support a balance between work and private life and a sense of community spirit at the workplace. We introduced exit interviews and are developing our operations based on the information obtained from them.

6 Goals for 2026–2028

Our non-discrimination and equality working group prepared a draft plan, which was submitted for comments by the entire personnel, students and the employee co-operation committee of the Police University College in December 2025.

6.1 The Police University College is free from discrimination and harassment

Discrimination refers to unjustifiably placing a person in a disadvantageous position because of factors such as their origin, sexual orientation or other reason related to the person. Harassment can be considered to be any act that is one-sided in nature and that the harassed person finds unwilling. Agency refers to a person’s experience of their own ability and opportunities to influence their environment and its activities.

Goal	Indicator	Responsible party
<p>The students and personnel of the Police University College are familiar with the guidelines against inappropriate treatment and harassment and act in accordance with the guidelines.</p> <p>Understanding of one’s own agency and responsibility as part of a safe study and workplace community is strengthened.</p>	<p>Personnel barometer</p> <p>Student barometer</p> <p>Health and safety assessment of the study environment (FSHS & City of Tampere)</p> <p>Number of notifications</p> <p>Communication to students and personnel, such as during personnel afternoon and student union meeting</p>	<p>Harassment contact person of Police University College</p> <p>Harassment contact person of student union</p> <p>Director of Administration</p> <p>Non-discrimination and equality working group</p>

Goal	Indicator	Responsible party
The amount of discrimination and harassment decreases.	Personnel barometer Student barometer Health and safety assessment of the study environment (FSHS & City of Tampere) Number of notifications	Each member of the College community
We make sure that those who do equally demanding work receive the same level of pay regardless of gender.	Salary survey	Pay working group Supervisors

6.2 Personnel and students work to promote non-discrimination, equality and accessibility

Goal	Indicator	Responsible party
Non-discrimination, equality and accessibility are reflected in the curriculum work, in the content of our degree programmes and in our operating methods.	The competence goals and contents of curricula reflect equality and non-discrimination Course feedback	Heads of education Education planners Teachers in charge of the courses
We promote the suitability of police uniforms and equipment for everyone without impairing their ability to function.	Uniform models and their tailoring	Uniform manager
Issues related to non-discrimination, equality and accessibility are reflected in everyday life and operating methods.	Annual action plan of the non-discrimination and equality working group Feedback survey among students at the graduation stage of universities of applied sciences	Management Personnel Chairperson of the non-discrimination and equality working group

Goal	Indicator	Responsible party
	Personnel barometer	

6.3 Language rights are realised at the Police University College

Language rights guarantee Finnish, Swedish and Sámi speakers an equal position in society. Language rights are a key part of cultural diversity and the fundamental rights of the individual in Finland.

The objective of the National Language Strategy is to ensure that Finland will continue to have two national languages. With regard to the Swedish language, the goal is to secure the functionality and availability of Swedish-language services and to strengthen the vitality of the language community.

Goal	Indicator	Responsible party
The implementation plan of the National Language Strategy at the Police University College is implemented and monitored.	Monitoring of the implementation plan of the National Language Strategy	Director of Education and Research Superintendent (Swedish-language education) Director of Administration

6.4 Our campus is accessible

Accessibility refers to the equal access and use of facilities, services and environments for every person. It is based on taking into account the diversity of people and covers matters related to mobility, seeing, hearing, understanding and communication.

Goal	Indicator	Responsible party
Accessibility is taken into account in the design of premises and alteration work.	Accessibility survey Customer satisfaction survey of Senaatti-kiinteistöt Health and safety assessment of the study environment (FSHS & City of Tampere)	Facilities Manager Facility Designer

Goal	Indicator	Responsible party
	Annual follow-up	

6.5 Recruitment of students supports the diversity and geographical coverage of the police

Diverse student recruitment aims to ensure equal access to information on police training for different population groups and genders. We pay special attention to reaching different target groups and strengthening trustful relationships. The goal is that as many people as possible find the police profession an interesting career option. Student recruitment is nationwide, also taking into account regional special needs.

Goal	Indicator	Responsible party
The student recruitment plan is updated regularly and it is implemented and monitored. Recruitment reaches potential applicants from different backgrounds from all parts of Finland.	Actual results of student recruitment plan Applicant statistics Visits and events	Head of Student Services
The student admission processes treat all applicants equally and in a non-discriminatory manner.	Monitoring of the development of the admission process Applicant survey	Head of Student Services

6.6 The recruitment of our personnel is diverse

Diverse personnel recruitment aims to ensure equal representation of different population groups and genders in recruitment and in the organisation. Practices that promote diversity include anonymous recruitment, the use of diversity clauses in job advertisements, and transparent candidate communication. Diverse recruitment promotes the creation of a positive employer image.

Goal	Indicator	Responsible party
The recruitment of personnel is open and fair. The person who is best suited to the job description is selected for the	Number of direct and open recruitments and justifications for appointments	Director of Administration Heads of units

Goal	Indicator	Responsible party
position. Positive action applies to cases where applicants are equal.		Supervisors Personnel services

6.7 We support the growth in the number of women in managerial and supervisory positions

Goal	Indicator	Responsible party
We encourage everyone to apply for managerial and supervisory positions. To promote gender equality, we encourage women in particular to apply.	Share of women in managerial and supervisory positions Jobseeker statistics, number of female applicants	Director of Administration Supervisors Non-discrimination and equality working group

7 Follow-up of plan

The implementation of the Non-Discrimination and Equality Plan is monitored annually as part of the annual report of the Police University College.

In the non-discrimination and equality working group, we will draw up an annual action plan from 2026 onwards.

At the Police University College, we comply with the Non-Discrimination and Equality Plan of the entire police and the development issues defined by it. In addition, the Police University College is obliged to take the measures required of educational institutions to promote equality.

8 Sources

Feedback survey among students at the graduation stage of universities of applied sciences, data collected with CSC Arvo service in 2024 (internal source).

Personnel and salary statistics, Kieku system (internal source).

Instruction against harassment and inappropriate treatment for Police University College students (POL-2024-152310). Police University College, 2025.

Act on Equality between Women and Men (609/1986).

Act on the Police University College (1164/2013).

Student statistics, study management systems (internal source).

Curriculum for the degree of Bachelor of Police Services 2024–2026. Online source: <https://polamk.fi/en/the-structure-of-the-degree>

Curriculum for the degree of Bachelor of Police Services 2026–2029. Online source: <https://polamk.fi/en/the-structure-of-the-degree>

Curriculum for the degree of Master of Police Services 2025–2026. Online source: <https://polamk.fi/koulutus-ja-opiskelu-yamk>

Curriculum for the degree of Master of Police Services 2026–2028. Online source: <https://polamk.fi/koulutus-ja-opiskelu-yamk>

Curriculum for the specialisation studies for police sergeants 2024 – 2025. Online source: <https://polamk.fi/en/continuing-education-for-police>

Target state of Police University College for higher education well-being (internal source).

Police University College, student barometer 2023 (internal source).

Police University College, pedagogical policies. Online source: <https://polamk.fi/en/strategic-policies-and-quality>

Police University College, strategic policies. Online source: <https://polamk.fi/en/strategic-policies-and-quality>

Non-Discrimination, Equality and Accessibility Plan of Police University College 2023-2025. Online source: <https://polamk.fi/en/strategic-policies-and-quality>

Police personnel barometer 2025 (internal source).

Accessibility criteria: tool for assessing the accessibility of higher education institutions. Online source: <https://esok.fi/hankkeet/oho-hanke/julkaisut/saavutettavuuskriteeristo>

Decree of the Ministry of the Interior on Police Uniforms (1106/2013).

Health examination guidelines for assessing the suitability of a person applying for police training. Online source: <https://polamk.fi/terveystarkastus-ja-huumausainetestaus>

Non-Discrimination Act (1325/2014).

9 Approval of plan

The Police University College confirms the Non-Discrimination, Equality and Accessibility Plan for 2026–2028.

Tampere 9 December 2025

Marko Laitinen, Director of Police University College

Lotta Parjanen, Head of Human Resource Development, Chairperson of the non-discrimination and equality working group of Police University College