



**accessibility,
equality and non-
discrimination plan**

PURPOSE AND GOALS OF THE LAUREA UNIVERSITY OF APPLIED SCIENCES ACCESSIBILITY, EQUALITY AND NON-DISCRIMINATION PLAN

PROMOTING ACCESSIBILITY, EQUALITY and non-discrimination in work, studies and teaching is a common goal for the entire higher education community. Both the personnel and the students are encouraged to promote equality and non-discrimination in all their daily activities. At Laurea, the promotion of accessibility, equality and non-discrimination is a key tool for realising the higher education institution's goals and values: openness, effectiveness and responsibility.

THE PURPOSE OF THIS accessibility, equality and non-discrimination plan is to identify the goals and define the measures for promoting accessibility in work, studies and the learning environment as well as the equal treatment of members of the higher education community. This plan guides the operations in coordination with the ethical guidelines and Laurea's rules and regulations.

THE GOAL OF THE MEASURES is to promote the equality of all members of the higher education community at Laurea University of Applied Sciences as well as the physical, psychological, social and pedagogical accessibility of functions and facilities in a target-oriented, systematic manner throughout the entire employment relationship or studies.

THE ACCESSIBILITY, EQUALITY and non-discrimination plan is part of Laurea's quality system. The realisation of the goals promoting accessibility, equality and non-discrimination is assessed with an accessibility survey sent to students once every four years as well as with a feedback questionnaire sent to new students and a well-being survey sent to second-year students each year. Feedback from the personnel is collected in a personnel survey conducted every 1 or 2 years. The implementation of equality and non-discrimination is monitored with a personnel survey and workplace surveys and annually in connection with the processing of personnel financial statements. A personnel financial statement is a document compiled annually in which the realisation of equality and non-discrimination are always monitored in the second Cooperation Advisory Board of the year. The number of safety reports and notifications of inappropriate treatment submitted by members of the higher education community is monitored annually by the Occupational Safety and Health Committee. The results of feedback questionnaires and personnel financial statements are used to update the plan. The plan is updated at least every four years.

AT LAUREA, THE IMPLEMENTATION of the goals and measures of the accessibility, equality and non-discrimination plan is assessed by the Occupational Safety and Health Committee, the Service Unit Management Team and the Education Management Team. Laurea's accessibility, equality and non-discrimination plan is discussed and approved by the higher education institution's Management Team.

The programme is based on the following principles:

Laurea does not tolerate discrimination, harassment or bullying.

A PERSON OR A GROUP of people will not be treated unequally by anyone based on an opinion, characteristic or background. At Laurea, we respect the culture and religion of members of the higher education community. The goal is to establish mutually respectful interaction and a positive atmosphere by accepting diversity. We do not tolerate behaviour that is against the law, agreements or good manners.

Students are treated equally and non-discriminatingly throughout their study paths.

EQUAL AND NON-DISCRIMINATING treatment and services are realised through the joint electronic entrance examinations of universities of applied sciences, the development of physical and digital learning environments and the improvement of teaching, counselling and student services. The individual needs of students and alternative implementation methods are taken into consideration in the activities.

Personnel are treated equally and non-discriminatingly in recruitment and at different stages of employment.

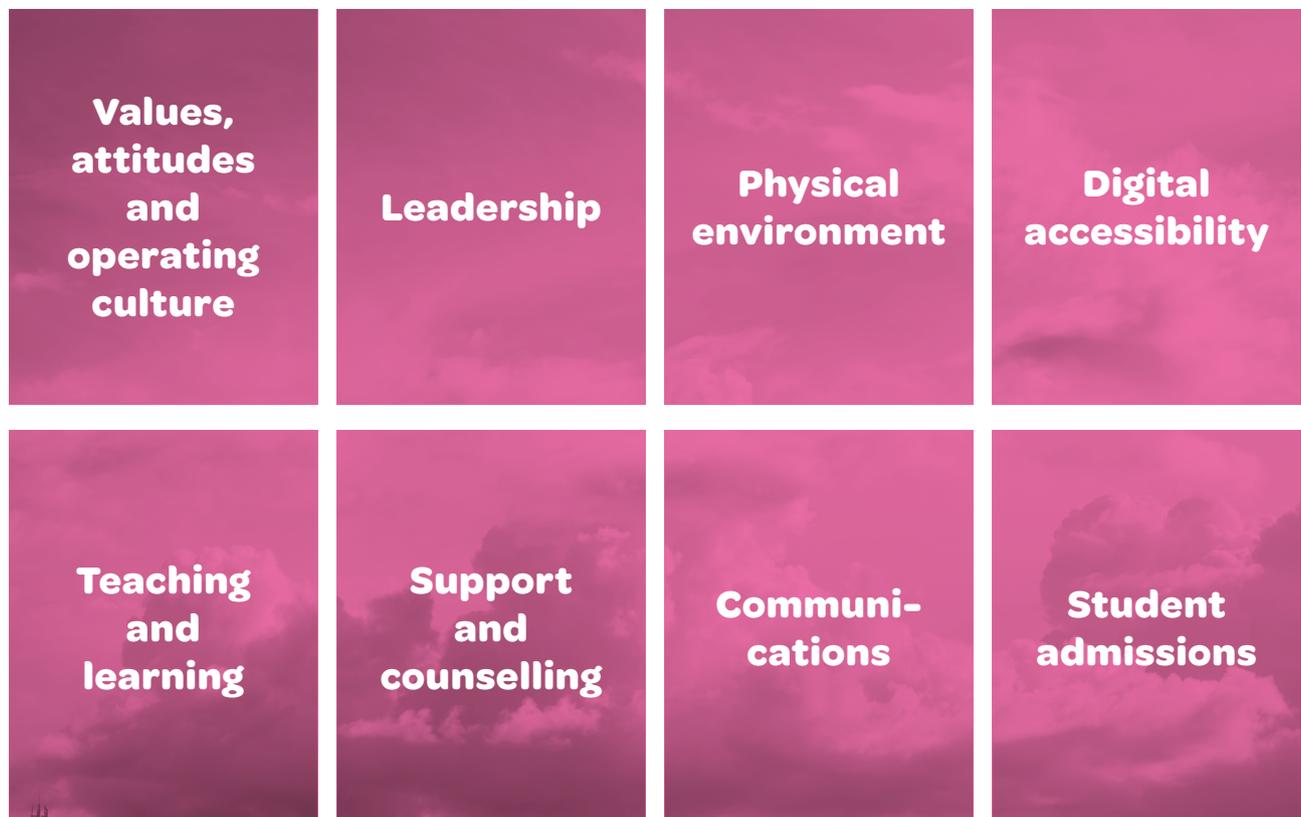
LAUREA'S RECRUITMENT PRACTICES are up to date, and there are established recruitment processes and guidelines in place. The recruitment practices are prepared in cooperation and discussed in the Laurea Cooperation Advisory Board. This ensures that recruitment of personnel is always open, equal and non-discriminatory, and up-to-date recruitment practices ensure Laurea's diversity and equal treatment of minorities. Equality and fairness in the work community are promoted through high-quality orientation and internal supervisor training. Behaviour that violates equality or non-discrimination in the work community will always be addressed. The personnel are informed in both Finnish and English.

Laurea is an accessible and inclusive place to work and study.

THE FACILITIES, ELECTRONIC SYSTEMS, learning and working environments, teaching and working methods and atmosphere of the higher education institution enable the inclusion and equality of members of the higher education community with diverse personal characteristics and life situations. Laurea is an inclusive higher education institution. Laurea's studying and working languages are Finnish and English. All student and personnel services are available in Finnish and English. Instructions are available in both Finnish and English. Teaching/study units will always be held in English if this has been announced beforehand.

ACCESSIBILITY ASSESSMENT – GOALS AND MEASURES FOR 2021–2024

FUNDED BY THE MINISTRY of Education and Culture, the OHO! project, designed to promote student well-being, developed a set of accessibility criteria published at the end of 2019 for assessing accessibility in higher education institutions. The accessibility criteria have been divided into the following categories:



THE GOALS AND MEASURES of this accessibility, equality and non-discrimination plan have been specified according to the aforementioned categories. The content of the categories are described below from Laurea's point of view. Laurea conducted a current state analysis (2020) on the realisation of equality, non-discrimination and accessibility to be used as a basis for determining the goals and development measures for 2021–2024.

Values, attitudes and operating culture

LAUREA'S VALUES ARE openness, effectiveness and responsibility. All the members of the higher education community impact the operating culture which, in turn, affects all of its members. An operating culture promoting accessibility and equality is focused on our values as well as non-discrimination, parity, equality and inclusion. This category also emphasises interaction and a sense of community.

GOAL 1: No member of the higher education community will experience bullying, discrimination, harassment or dismissive or disrespectful treatment by a member of Laurea. Laurea's rules and regulations unambiguously forbid unprofessional treatment in work, teaching and on social media.

MEASURE: At the student orientation, it is important to emphasise that any inappropriate behaviour must immediately be reported as a safety deviation, and each member of the higher education community is instructed on how to fill in the report at the start of their studies or employment relationship. A student can also report their experiences to the harassment contact person of the student union or to a tutor teacher, whereupon the behaviour is addressed.

A MEMBER OF THE PERSONNEL may report their experience to their supervisor, occupational safety and health manager or a labour protection delegate. Laurea's rules and regulations describe a procedure where inappropriate treatment is always addressed with internal disciplinary measures. The personnel receive training and information concerning preventing and identifying harassment and inappropriate treatment as well as handling cases of harassment.

RESPONSIBILITY: Safety and Security Services.

GOAL 2: The higher education institution supports and promotes a sense of community and solidarity.

MEASURE 1: Developing sense of community and cohesion for personnel and the entire higher education institution. The rise of digitalisation makes it necessary to develop a digital sense of community.

RESPONSIBILITY: Steering group of strategic initiative 1.

MEASURE 2: Grouping and getting to know each other is emphasised more strongly in the orientation for daytime, blended learning and online studies. The views of students needing different types of supporting, living in different conditions and belonging to minorities are taken into account.

RESPONSIBILITY: Tutor teachers of new students.

GOAL 3: The individuality and diversity of members of the higher education community is taken into account and all of them are cared for. Everyone at Laurea has the opportunity to be themselves regardless of their ethnic background, life situation, gender and sexual orientation.

MEASURE: Regular training of supervisors and personnel on themes related to local management, and equality and non-discrimination issues.

RESPONSIBILITY: Management, HR.

MEASURE: The goal is an open discussion culture, where early support and regular interaction between the supervisor and subordinates are important. HR support for supervisors and all employees at different stages of their careers. Tapping into the strengths and competence of people of different ages in the organisation.

RESPONSIBILITY: Management, supervisors, supported by HR.

Leadership

LEADERSHIP IS REVIEWED at a strategic level and with everyday practices to make the strategy policies tangible. Accessibility is assessed according to whether the higher education institution is operating in line with the stated goals promoting accessibility, among other things. With regard to Laurea's joint events, we pay attention to ensuring that, in terms of content, they are planned so that those who do not speak Finnish can also participate in the event.

GOAL 1: The management of the higher education institution is committed to promote accessible higher education in the strategy.

MEASURE: The next update of the Laurea strategy should emphasise the aim for accessible, equal and non-discriminating higher education.

RESPONSIBILITY: Service Unit Management Team.

GOAL 2: The management of the higher education institution is committed to promote accessibility and equality in practice.

MEASURE: The realisation of the accessibility and equality plan is monitored in the Service Unit and Education Management Teams once a year as follows:

- Service Unit Management Team: values, attitudes and operating culture; leadership; communications; physical environment; digital accessibility; student admissions
- Education Management Team: teaching and learning; support and counselling

RESPONSIBILITY: Service Unit Management Team and Education Management Team.

Physical environment

THE PHYSICAL ENVIRONMENT refers to Laurea's buildings, facilities, yards and parking areas that must be accessible for all users. Physical accessibility means that a person with reduced mobility or a person requiring mobility aids is able to access the facilities. The facilities must also be accessible to, for example, those with impaired eyesight or hearing.

THE PHYSICAL ACCESSIBILITY of Laurea's campuses is assessed on all campuses using accessibility mappings in cooperation with an external evaluator. Laurea's accessibility information is available on the website.

GOAL 1: The physical environment of the higher education institution (outdoor premises, buildings, facilities and furniture) is accessible and offer as few sensory stimuli as possible.

MEASURE: The usability of the facilities is assessed from the perspective of people with impaired eyesight or hearing and those with sensory processing sensitivity. Any shortcomings identified are addressed through development measures, the impacts of which will be monitored.

RESPONSIBILITY: Facility Services.

GOAL 2: The information on the accessibility of the physical environment of the higher education institution can be found on the public website.

MEASURE: The information on the accessibility of the physical environment of all the campuses is recorded on the public website and the information is updated as changes are implemented.

RESPONSIBILITY: Web Services.

Digital accessibility

THE ACCESSIBILITY OF DIGITAL services means that anyone can use the digital services, regardless of their situation. Digital services include information systems and interfaces, online learning environments, project websites, digital learning materials, electronic publications and theses, websites and other public web services. An accessible web service takes the following factors into account:

- Technical implementation
- Ease of use
- Clear and comprehensible content

LAUREA HAS COMMISSIONED accessibility statements by a third party for the most frequently used online services. Administrators are responsible for promoting the correction of the deficiencies mentioned in the statement. The Laurea.fi online service uses the SiteImprove system, which automatically assesses the accessibility of the website

and reports any shortcomings and improvements made.

GOAL 1: All of Laurea's digital services are accessible as specified in legislation.

MEASURE: The accessibility of students' digital services is reviewed; the websites are updated by the service suppliers and accessibility statements are prepared in cooperation with the information system administrators.

MEASURE: Our electronic forms are reviewed and corrected in accordance with the WCAG instructions of the accessibility directive.

MEASURE: Audits and accessibility statements are completed regularly by an external consultant (audits of Canvas, IAM laurea and Servicedesk).

MEASURE: Moving forward, accessibility must be one of the requirements in any information system procurement and deployment of new digital services.

RESPONSIBILITY: IT Management.

GOAL 2: The teaching personnel understands the importance of digital accessibility in their work.

MEASURE: The teaching personnel is instructed to ensure the accessibility of teaching materials published in the workspaces of the Canvas learning platform.

RESPONSIBILITY: dCell.

GOAL 3: The teaching personnel is able to guide the students in utilising assistive tools in digital learning environments.

MEASURE: Teachers are instructed on accessibility requirements and the use of identified assistive tools (e.g., screen reader) in Canvas.

RESPONSIBILITY: dCell.

Teaching and learning

ACCESSIBILITY, EQUALITY AND non-discrimination are comprehensively taken into account in the planning and implementation of teaching and the learning process. The pedagogical solutions of teaching support the opportunities of as diverse a student base as possible to participate in teaching, learn and demonstrate their competence. Accessibility is also taken into consideration when selecting and preparing teaching materials.

GOAL 1: Students receive support in the development of their studying skills.

MEASURE: Students are told about their opportunities for support in the orientation. Students in need of better studying skills are supported by a special education teacher.

RESPONSIBILITY: Special Education Teacher.

GOAL 2: Students are instructed in preparing a personal study plan throughout their studies.

MEASURE: Personal study plans are updated so that they consist of studies in accordance with the curriculum. This makes the guidance and counselling provided by tutor teachers meaningful and supportive of the students' progress.

RESPONSIBILITY: Specialist, study process, counselling and student well-being.

GOAL 3: Students' competence is identified and recognised with purposeful methods.

MEASURE: Promoting operations that enable the student-driven demonstration of competence and recognition of competence as well as the related efficient progress of the studies.

RESPONSIBILITY: Director responsible for the development of guidance and counselling.

GOAL 4: Students receive sufficient feedback on their learning and competence.

MEASURE: Developing the practices of competence-based evaluation and recognition of prior learning and, in particular, verbalising shared understanding are part of developing Laurea's pedagogical programme. Providing feedback helps students make a difference and teachers to support the development of the students' competence.

RESPONSIBILITY: Quality Management and Information Production Development Group, Education and Guidance Development Group.

GOAL 5: Personnel's competence development and on-the-job learning are part of the work. Everyone has equal opportunities to learn and develop.

MEASURE: The development discussion process includes discussion on the development at work, ensuring non-discriminatory treatment in competence development and career advancement. Efforts will be made to increase the use of job rotation at Laurea. Tools and measures for managing and developing competence in the work community development plan to be updated annually in a cooperative manner.

RESPONSIBILITY: Management, supervisors, supported by HR.

Support and counselling

AT LAUREA, SUPPORT, GUIDANCE and counselling is provided by teachers but also many other parties, such as heads of student affairs, tutor teachers, counselling psychologists, special education teachers, teachers supporting students with difficulties reading and writing, international services, career services and the staff of the Student Affairs Offices and libraries. In addition to the personnel of the higher education institution, support, guidance and counselling is also provided by several partners of Laurea, such as the student union Laureamko, campus chaplains, national student organisations and health care professionals.

THE STATUS OF STUDENT well-being services is assessed based on student feedback. The activities are developed in a student well-being team, the members of which include counselling psychologists, a special education teacher, a student social counsellor, a student well-being service planner, a career services specialist and as external members, campus chaplains. The status of guidance and counselling is also assessed based on student feedback, and the services are developed in a steering team of heads of student affairs.

LAUREA'S STUDENT WELL-BEING development group meets four times a year. In addition to the representatives of the student well-being team and the heads of student affairs, the members include representatives of the campuses, the FSHS and the student union.

GOAL 1: Students receive the needed support, guidance and counselling throughout their studies.

MEASURE: A student-oriented approach is promoted in any guidance and counselling operations. All parties providing guidance and counselling are clearly stated in the students' intranet.

RESPONSIBILITY: Director responsible for the development of guidance and counselling.

MEASURE: Students receive services that support their student well-being in Finnish and English from student health care, counselling psychologist, special education teacher, student social counsellor, campus chaplain, head of student affairs, tutor teachers or other needed Laurea personnel.

RESPONSIBILITY: Actors providing services that support student well-being.

GOAL 2: Students in need of special support have access to customised arrangements throughout their studies.

MEASURE: The orientation materials sent to students before their studies contain information on applying for customised study arrangements due to learning difficulties, for example. Customised arrangements are planned based on the students' needs.

RESPONSIBILITY: Special Education Teacher, tutor teachers, Head of Student Affairs.

GOAL 3: Support for coping at work through various forms of employment flexibility. Employees' ability to work is

taken into account in the planning of work. Everyone is treated equally at all stages of their careers.

MEASURE: Laurea will further develop the career and work ability management process and implement it as part of management and supervisory work, in collaboration with occupational health care and an earnings-related pension company. Training of supervisors on the topic.

RESPONSIBILITY: Management, supervisors, supported by HR.

Communications

COMMUNICATIONS ARE MEANS of making a difference and reporting events and news of the higher education institution both externally and internally. In crises, up-to-date, informative communications are important. In terms of accessibility, we consider the diversity of the recipients. The key information is also available to those with impaired eyesight or hearing and across various devices. Attention is also paid to multi-channel communications to ensure that all the recipients receive the message.

THE CRISIS COMMUNICATIONS plan is updated regularly, and the latest version is available on the intranet. The accessibility of communications is measured continuously, and the data is monitored. The reach and effectiveness of communications is assessed regularly.

GOAL 1: The communications of the higher education institution promote equality and diversity.

MEASURE: All communications should be clear and comprehensible. Purposeful communications in both languages (FI/EN). Increasing the coverage of English-language communications and investing in video subtitles.

RESPONSIBILITY: Web Services.

GOAL 2: Accessibility is taken into consideration in updating websites, releasing materials and using social media.

MEASURE: Accessibility is taken into consideration as required by accessibility legislation.

RESPONSIBILITY: Web Services.

GOAL 3: Accessibility is taken into consideration in the strategic communications planning and instructions.

MEASURE: Specifying responsibilities in communications. Preparing and distributing instructions on considering accessibility in different materials.

RESPONSIBILITY: Director in charge of communications.

GOAL 4: The accessibility of communications is systematically assessed as part of quality management at the higher education institution.

MEASURE: We assess accessibility systematically by means of monitoring tools and separate accessibility evaluations.

RESPONSIBILITY: Web Services.

Student admissions

THE GROUNDS OF LAUREA'S student admissions are in compliance with the Non-Discrimination Act. Student admissions cover the entire application process, including joint and separate application processes. Information on the higher education institution, education and entrance requirements and practical studies in different fields is offered as support for choosing studies. Information is offered in an accessible format so that anyone can easily find and understand the information. Accessibility is also realised in the actual application process, including the entrance examination and the transparency of the student admission results.

GOAL 1: The results of student admissions are in an accessible format.

MEASURES: The results are made more accessible, for example, by continuing to display the minimum score for Laurea on the website so that applicants can compare the score with their own scores.

RESPONSIBILITY: Admissions Services.