

Accessibility Plan for the Jyväskylä University of Applied Sciences 2025–2028

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Jyväskylän ammattikorkeakoulu	Postiosoite/Address	Puhelin/Tel.	Faksi/Fax	Internet	Y-tunnus
JAMK University of Applied Sciences	PL 207 FI-40101 Jyväskylä FINLAND	0207438100 +358 20 743 8100	(014) 4499694 +358 14 4499694	www.jamk.fi	1006550-2

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1. Introduction

1.1 National guidelines for accessibility plans

Accessibility plans in higher education aim to make efforts to promote accessibility more goal-oriented and systematic. The objective is to promote accessibility, equality, participation and diversity in higher education for all higher education actors, including those belonging to under-represented and minority groups. Equality and non-discrimination have been included as legally binding sections in the Constitution of Finland, the Act on Equality between Women and Men, the Non-Discrimination Act, international human rights treaties (UN Declaration of Human Rights 1948, UN Convention on the Rights of Persons with Disabilities 2006), the Polytechnics Act and the Act on the Provision of Digital Services. Universities and universities of applied sciences are also committed to promoting the accessibility, equality and non-discrimination of higher education as part of sustainable development policies (Sustainable Development Guidelines 2020). According to Kosunen's (2021) report, higher education in Finland is not yet equally accessible for everyone and equal opportunities are not provided to all.

In 2022, higher education institutions had to draw up their own accessibility plans based on national accessibility policies and objectives for higher education (Kosunen 2021). An accessibility plan must include 1) a report on the state of accessibility and 2) measurable objectives and measures to be taken to promote accessibility. According to the guidelines of the Ministry of Education and Culture, the accessibility plan must be updated for the next agreement period. The implementation of accessibility is monitored and evaluated as part of the steering process between higher education institutions and the Ministry of Education and Culture. (Ministry of Education and Culture 2022.)

1.2 Accessibility plan principles at Jamk University of Applied Sciences

The accessibility plan for Jamk University of Applied Sciences was prepared for 2022–2024. In autumn 2024 and spring 2025, the plan was updated for 2025–2028.

At Jamk, accessibility means that every student and staff member can experience equality and inclusion regardless of their personal characteristics or life situation. The facilities, digital systems, learning environments, teaching methods and attitudes enable the participation and equality of students with various personal characteristics and those living in different life situations. Jamk services are also equally and consistently available to everyone, and everyone has equal rights to education.

Promoting accessibility will be integrated into Jamk's new strategy for 2035, the Reinventing Higher Education 2.0 operating model and the agreement with the Ministry of Education and Culture for 2025–2028. In line with Jamk's new strategy, "Creating Solutions 2035", Jamk's activities and community culture are based on the values of responsibility, trust and creativity.

Responsibility is reflected in the understanding of well-being and ethics as part of the activities. Students and other community members from different backgrounds are seen as a significant source of creativity. Interaction competence and building a culture of interaction are reflected in management, internal community activities and partnerships as well as in strengthening the well-being of the community. The key starting point for Jamk's activities is innovative pedagogy that recognises the increased diversity of both students and education providers and the future prospects of technology. According to the Reinventing Higher Education 2.0 vision, Jamk's new concept will be built to support a sense of community and well-being in education, RDI activities and services. Another objective is to support students' graduation within the normative duration of studies, which requires developing measures to improve completion rates. (Jyväskylä University of Applied Sciences Strategy 2035.)

Jamk's agreement with the Ministry of Education and Culture outlines the objective of promoting the well-being of the higher education community and systematically developing the professional competence of personnel. Jamk's strategic development in 2025–2028 will include developing various measures that support the well-being of the academic community and raise the level of education. These include services that consider the needs of different types of learners.

Where applicable, the accessibility plan is applied to Jamk's equality and equity plan, the Thriving Jamk programme, the principles of sustainable development and continuous learning activities.

A guiding principle in the accessibility plan work has been "accessibility for everyday life". According to Jamk's equality and equity plan, Jamk is committed to promoting equality and equal opportunities for all Jamk community members to learn, participate and influence. Just like with equality and non-discrimination, the objectives promoting accessibility must be linked to the everyday life, activities and communications at Jamk if they are to succeed.

The accessibility plan has been developed in cooperation with the personnel and students. The Education Services Manager has been responsible for coordinating the preparation in cooperation with the accessibility contact person. The accessibility plan has been prepared by an accessibility working group consisting of persons responsible for various thematic areas and a representative from the student organisation Jamko. The students and personnel were involved in the preparation through an accessibility survey. In addition, the contact persons worked on the evaluation and plan of their thematic area in cooperation with other actors.

The accessibility plan includes measurable objectives and measures to promote accessibility in 2025–2028 (pages 6–17). The accessibility objectives, evaluation targets and descriptions are based on the accessibility areas described in Kosunen's (2021) report. They have been prepared using the accessibility criteria for higher education developed in the OHO! project ([Accessibility Criteria 2020, in Finnish](#)).

2. Current state of accessibility and its evaluation

2.1 Evaluating the current state of accessibility

The accessibility working group, coordinated by the accessibility contact person and the Education Services Manager, has been responsible for evaluating the current accessibility state and for compiling the accessibility plan. The persons responsible for the thematic areas have coordinated the evaluation of accessibility and the preparation of the plan in their area.

The current state of accessibility and the implementation of the 2022–2024 plan were assessed in the accessibility working group, in self-evaluation events organised by the working group members in their respective areas of responsibility and thematic areas, as interviews conducted by the accessibility contact person and through an accessibility survey directed at students and personnel. In addition, evaluating the current state of accessibility and development needs was linked to Jamk's strategic work.

The accessibility survey for students and personnel was conducted in November and December 2024. The same survey was conducted in 2022 so that the results could be compared and the achievement of the objectives assessed. Only minor edits were made to the survey and a section on individual study arrangements was added. The assessment areas of the survey were:

- Values, attitudes, operating culture, management
- Physical facilities and environment
- Online environments and digital accessibility
- Teaching and learning
- Guidance and support

The accessibility assessment criteria are based on the level descriptions used by FINEEC in audits of higher education institutions: excellent, good/satisfactory, insufficient. 'Excellent' requires evidence of sustained and effective development work that produces special added value for the higher education institution, and there are impressive examples of this (survey items rated 4.5–5 on a scale of 1–5). 'Satisfactory/good' means survey items rated 3–4. 'Insufficient' (survey items rated 1–2) means that the activity assessed shows an absence or major shortcomings in systematic, functioning and participatory procedures, and there is no clear evidence of the impact of accessibility work in the development of the activity. ([Audits of higher education institutions 2025–2030.](#))

2.2 Current state of accessibility

Organisation of accessibility work

One of the objectives in 2022–2024 was to organise accessibility efforts at Jamk. The coordination of accessibility work and the areas of responsibility were clarified in 2023–2024.

Educational Development Services are responsible for the coordination of accessibility work, and the Education Services Manager oversees the operations. A designated accessibility contact person began their work in autumn 2023 and serves as a partner in coordinating the accessibility efforts.

A contact person was appointed for each accessibility thematic area, whose task is to coordinate and support the promotion of accessibility in their area of responsibility. They coordinate the updating of the accessibility plan for their thematic area and provide information and serve as a spokesperson on accessibility. They are also part of Jamk's accessibility working group. Managers in the relevant responsibility areas are in charge of the accessibility efforts.

Communicating about accessibility

A new page on accessibility titled [Equality, equity and accessibility at Jamk University of Applied Sciences](#) has been published on the Jamk website in collaboration with communications specialists and the contact persons of the thematic areas. Each contact person has contributed to providing information on accessibility. Communicating about accessibility has also been included in curriculum work and Education Development Services' webinars, for example. Several guidelines have been drawn up for promoting accessibility, for example, regarding Moodle and communications. A website featuring learning materials related to the accessibility of digital learning and work environments is currently under development.

Results of the accessibility survey

A total of 300 Jamk members responded to the accessibility survey in November/December 2024, of which 179 (60%) were students and 121 (40%) were personnel. In 2022, the survey attracted 748 respondents, of which 554 (74%) were students and 194 (26%) were personnel. As the number of respondents is small relative to the entire Jamk community, the results are indicative.

Based on the survey, progress had been made in all thematic areas. The table below summarises the average scores for the thematic areas and compares them with the target set for 2024 in the 2022–2024 accessibility plan. Most progress was made in 'online environments and digital accessibility' and 'guidance and support'. The responses of students and personnel differed in particular in 'values, attitudes and operating culture'.

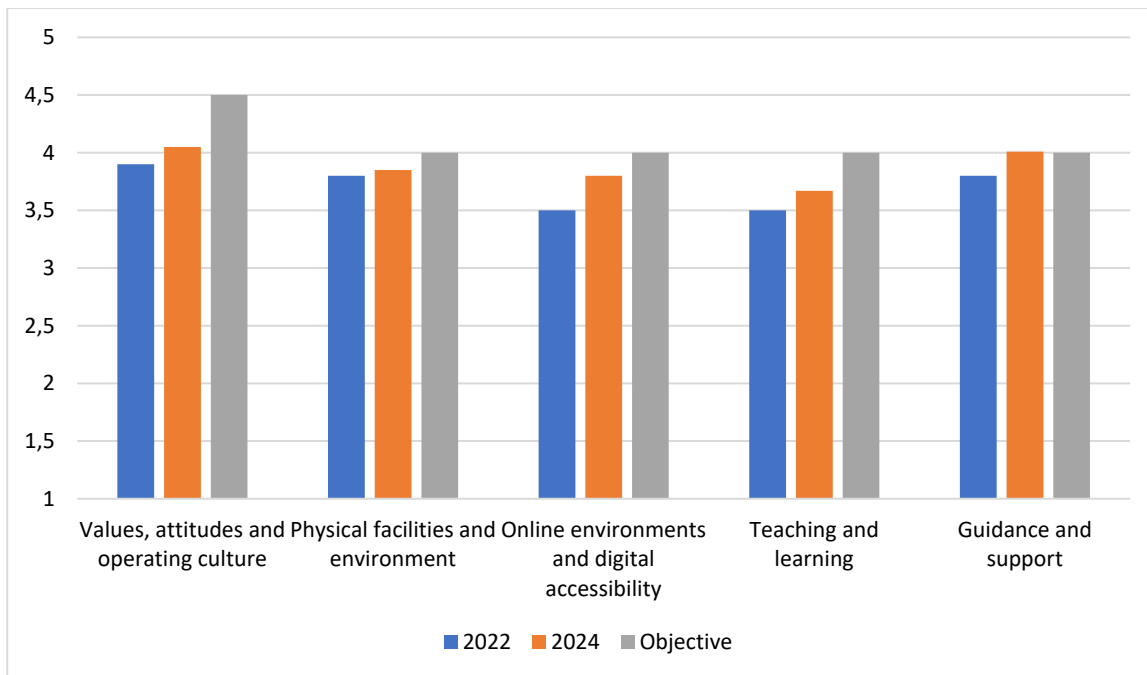


Figure 1. Comparison of the average scores for the thematic areas in the 2022 and 2024 surveys and their relation to the target.

A total of 100 respondents answered the open-ended questions in the survey. The responses highlighted concrete challenges and development proposals. Development needs were identified in the accessibility of digital and physical learning environments, teaching and evaluation. The students would like more individual guidance and support during their studies. Promoting communality and well-being was considered important. The teachers felt that they do not have enough time for the planning and implementation of accessible teaching. Around 30% of students with individual study arrangements felt that the arrangements did not work or worked poorly.

Student well-being and accessibility development projects at Jamk 2023–2028

Accessibility and student well-being are also promoted through projects. These include Communal and Equal Jamk (2022–2023), Active University (2022–2024), Active University – In Motion (2024–2025) and Building Communality across the University through Movement (2025–2026). As part of Jamk's internal development projects, the LuoVuutta strategic development programme (2025–2028) includes a programme for developing pedagogical competence in 2025. In 2024, the RaiPe project explored the use of artificial intelligence in three areas: smart development of curriculum work, smart guidance and evaluation as a catalyst for graduation and multi-channel learning. The international In-Work project (2021–2024) focused on developing the internship guidance of students in need of support and fostering collaboration with workplace mentors.

The current state of accessibility by target area is described in more detail under the various accessibility themes on pages 7–19.

3. Accessibility plan 2025–2028

The target areas of the accessibility plan have been formed on the basis of Jamk's accessibility plan for 2022–2024. It was based on the objectives set for the accessibility of higher education institutions by the Ministry of Education and Culture (Kosunen 2021), on the self-evaluation and accessibility surveys and on Jamk's policies. Pages 6–17 describe the accessibility objective for each target area in 2028, assessment indicators, key measures and the parties responsible for implementing the measures in 2025–2028.

Target areas of the accessibility plan:

- Values, attitudes, operating culture, management
- Elimination of discrimination, harassment, and racism and promotion of well-being
- Physical facilities and environment
- Digital accessibility
- Teaching and learning
- Guidance and support
- Student selections
- Foreign students
- Students with an immigrant or foreign background
- Teacher education
- Communications

3.1 Values, attitudes, operating culture, management

Jamk promotes the well-being, sense of community and open interaction of the entire academic community. Equality, non-discrimination and inclusion are at the centre of the operating culture. Jamk is a place to study and work free of discrimination, harassment and racism. Accessibility is actively and systematically promoted as part of Jamk's strategy and quality evaluation.

In the accessibility survey, the average score for the thematic area was 3.9 in 2022 and 4.05 in 2024. The accessibility plan aimed for an average of 4.5–5.

Strengths:

- Students' experiences of equality, non-discrimination and safety have improved.
- Students' and personnel's attitudes towards diversity and students in need of support are positive.
- A special development target was to actively and systematically promote accessibility as part of Jamk's strategy and quality evaluation. Progress has been made in this respect based on the survey.

Development challenge:

- Systematic efforts to promote accessibility are being advanced as part of strategic development work.
- Strengthening personnel's sense of equality, non-discrimination and safety is important during the planning period 2025–2028.

Objective

- Accessibility is actively and systematically promoted as part of Jamk's strategy and quality evaluation.

Table 1. Values, attitudes, operating culture, management – indicators, key measures and responsible party.

Indicators	Key measures 2025–2028	Responsible party for the measures
Measures taken and results, self-evaluation Accessibility survey 2027: target, excellent (4.5–5)	• LuoVuutta strategic development programme: e.g. pedagogical principles • Thriving Jamk programme for personnel • Equality and non-discrimination survey for personnel and students (2026)	Jamk management LuoVuutta project office Equality and non-discrimination working group JAMKO

3.2 Elimination of discrimination, harassment and racism and promotion of well-being

This thematic area will be incorporated into Jamk's equality and non-discrimination plans for personnel and students. More detailed descriptions of the measures can be found in the plans below.

Objective

Jamk promotes well-being and open interaction. Jamk is a place to study and work free of discrimination, harassment and racism. Good level.

Table 2. Elimination of discrimination, harassment and racism and promotion of well-being – indicators, key measures and responsible party 2025–2028

Indicators	Key measures 2025–2028	Responsible party for the measures
Measures and results	- Measures in Jamk's equality and non-discrimination plan - Principles of a safer space in use	Equality and non-discrimination working group
Measures and results	- Promoting the operating model (approved 3/25) for addressing harassment and inappropriate treatment of students - Promoting the Take Care model for early intervention (approved 3/25)	JAMKO
Accessibility survey 2027: Good level (4.0)		Guidance and well-being team

3.3 Physical facilities and environment

Accessibility of physical facilities means that buildings, spaces and outdoor areas are accessible to all users and that they support students, staff and visitors in their use of the facilities and services. Accessible work and learning environments are easy to navigate when attention is paid already at the planning stage to the widths of corridors, elevators and doorways, to the absence of thresholds and to the accessibility of the spaces. Passageways must not be blocked by excessive furniture. Furniture is being systematically updated to be more ergonomic and spaces more adaptable.

The nearest entrance doors to the parking area and the accessible parking spaces are electrically opened with a button (two on the Main Campus and the main door at Dynamo). A clear signage system improves the accessibility of the facilities, and they are updated when changes are made. The signs take into account the size of the text, colour contrast and clarity of the content. The Jamk website has maps of the campuses and facility information in text format. Accessibility information and exceptions in the facilities have also been described.

In working spaces, attention is paid to the soundscape, and acoustics and absorption solutions help ensure that the environment is as free from disturbances and background noise as possible. Instructors and teachers are also instructed to remind students about their volume during group work.

Jamk's auditoriums have fixed induction loops. The lobby services will be equipped with a counter hearing loop with headphones. Similarly, various solutions addressing visual accessibility are considered, such as adequate and appropriately selected lighting in accordance with intensity recommendations. Spot lamps are available if necessary.

Sufficient ventilation and suitable temperature are taken into account in maintaining healthy and safe facilities; good indoor air is supported by a cleaning service programme and quality monitoring. From the ventilation perspective, the maximum number of users is factored in

when furnishing spaces. Jamk has a multi-sectoral indoor air working group that works to ensure that the facilities are in good condition.

In day-to-day work, it is important that the space is the right size and properly equipped for each group and that there are suitable spaces for different functions, such as quiet or group work rooms and informal meeting spaces. The Main Campus has small resting rooms for students and staff. Proper use of the facilities – ground rules – is key. An effort is made to organise personalised accessibility solutions whenever necessary. More gender-free toilets have been added to campuses with specific markings.

Facility safety is part of accessibility. Safety is supported by zoning and access control of facilities as well as planned drills, safety briefings and safety materials.

Balancing between the built environment and accessibility is necessary especially in protected buildings. It is always easier to incorporate accessibility features into new construction projects and during property renovations, which also allows for the inclusion of other measures that improve accessibility. These include tactile signs and staircase markings, colour contrasts in spaces, audible signals, material selections on surfaces and sensory-friendly interior design. Sensory-friendly interior design acknowledges all basic human senses except for taste; harmony, down-to-earth colours, organic materials, odourlessness, the use of indirect lighting and clear visual lines defining the spaces. Sensory-friendly spaces aim to minimise factors creating sensory stress and to incorporate elements that are positively stimulating and promote relaxation.

Strengths:

- Positive attitudes towards development measures that support accessibility, and the ability to respond to needs.
- Cooperation with the FSHS, occupational health and municipal health authorities and, for example, carrying out the related fixed-term, planned audits.

Development challenge:

- Taking accessibility issues into account as well as possible in new construction and working together with the users of the facilities already at the planning stage.

Objective

- We will take care of the physical accessibility of our facilities.

Table 3. Physical facilities and environment – indicators, key measures and responsible party 2025–2028.

Indicators	Key measures 2025–2028	Responsible party for the measures
Measures taken and results Accessibility survey 2027: Good level (4.0)	• Counter hearing system for headphones at lobby service counters • Checking the height of thresholds on exterior doors • Establishing an infrastructure group; launch 2/2025 with schools • Enabling measures to support the accessibility of the Institute of Bioeconomy (POKE restaurant services) in cooperation with Poke • Examining whether the Institute of Bioeconomy's entrance can be opened using an electric button • Taking physical accessibility into account in the implementation phases of new construction, e.g. Hippos 2027	Facility Services in collaboration with service providers

3.4 Digital accessibility

Jamk's objective is that digital learning environments, teaching materials, services and online content are accessible and provide learners with equal opportunities to study.

Jamk's websites are governed by the **Act on the Provision of Digital Services (in Finnish)**, which requires websites and mobile applications to meet accessibility standards. The Act also covers services requiring login, such as Jamk's intranet and content published by Jamk on social media channels.

The accessibility statement for each Jamk website describes how well the online service meets the requirements laid down in the Act on Digital Services. Jamk strives to address any observed shortcomings as soon as possible.

Accessibility of existing information systems and learning environments are continuously improved. Accessibility is also considered in research, development and innovation activities (RDI) projects and their outputs. We continuously develop the accessibility competence of our personnel.

Strengths:

- Accessibility is actively monitored; an automated monitoring tool is used on key public websites.
- Identified shortcomings are addressed on a regular basis, especially regarding the technical implementation of online services.
- Accessibility is taken into account in document templates (Word, PowerPoint).

- Standardisation of Moodle course home pages.

Development challenge:

- Creating a more receptive atmosphere
- Personnel have limited expertise in digital accessibility
- Content accessibility varies

Objective

- Jamk's objective is that digital learning environments, teaching materials, services and online content are accessible and provide learners with equal opportunities to study.
Good level.

Table 4. Digital accessibility – indicators, key measures and responsible party 2025–2028

Indicators	Key measures 2025–2028	Responsible party for the measures
Measures taken and results Accessibility survey 2027: Good level (4.0)	Developing the accessibility competence of personnel: • Training • Accessibility Help website • New employee material: update • Intranet campaign ○ Pptx accessibility ○ Image usage ○ Content accessibility • Standardisation of Moodle course home pages continues • Developing the accessibility of content • Developing and maintaining the Accessibility Help website • Standardisation of Moodle courses • Compulsory training package if necessary	System administrators and online pedagogy specialists of schools Communications HR Education Development Services ICT Services

3.5 Teaching and learning

At Jamk, accessibility in teaching and learning means that the diversity and participation of students are taken into account in the implementation plans, the planning and delivery of instruction as well as in teaching materials and assessment. If necessary, students can apply for individual study arrangements to support learning.

One development challenge that emerged from the 2024 survey was how the diversity and individual needs of students are acknowledged in the implementation of learning environments and teaching materials (average 3.3). Compared to the previous survey, it seems that students' experiences of how individuality and diversity are into account in teaching methods,

learning environments, assessment and practical training have improved. The personnel's perceptions, on the other hand, have remained unchanged or declined from the 2022 survey.

At Jamk, curriculum work aims to take accessibility considerations into account. New curricula were introduced in autumn 2024. The next curriculum reform will begin in spring 2026 for master's degree programmes, and the new curricula will take effect in autumn 2028. A similar reform for bachelor's degree programmes will begin in autumn 2027, and the curricula will take effect in autumn 2029.

[Principles of the Curricula 2024 \(PDF\)](#)

[Pedagogical Principles \(in Finnish, updated in spring 2025\)](#)

[Principles of Guidance at Jamk](#)

Strengths:

- Students' experiences of how individuality and diversity are taken into account in teaching methods, learning environments, assessment and practical training have improved.
- Accessibility in teaching has been promoted through curriculum work.

Development challenge:

- Promoting accessibility in teaching and taking the diversity and individual needs of students into account in learning environments (e.g. Moodle) and teaching materials.

Objective

Pedagogical development promotes the idea and expertise that high-quality pedagogy is accessible. This means taking accessibility into account when revising curricula, developing personnel competence and implementing training and materials that support these efforts.

Table 5. Teaching and learning – indicators, key measures and responsible party 2025–2028

Indicators	Key measures 2025–2028	Responsible party for the measures
Measures taken and results Accessibility survey 2027: Good level (4.0)	• Pedagogical principles are updated in spring 2025 • Developing career tutor activities (tasks, competence) • Including accessibility competence in the pedagogical programme (planning) • Launching the curriculum reform – new MA curricula in 2028 and BA curricula in 2029 • Implementing the pedagogical development programme • Help site is in use	Education Development Services Programme coordinators LuoVuutta project / including School of Professional Teacher Education

3.6 Guidance and support

Accessible support services for studying and well-being promote the smooth progress of studies. Students' individual goals are taken into account in the personal study plan (PSP) and the PSP discussion with the career tutor. Students have the opportunity to apply for individual study arrangements based on learning difficulties and other factors that affect academic performance.

Information about well-being, study support services and matters related to the student's life has been compiled on [the Degree Student page](#), under Wellbeing and Everyday Life.

Strengths:

- JAMKO's activities
- Library's role in promoting accessibility
- Access to individual study arrangements

Development challenge:

- Awareness of guidance and well-being services (3.9)
- Cooperation between teaching staff and support services (3.9)
- Implementation and monitoring of individual study arrangements
- Role and duties of the special needs teacher

Objective

Students can obtain individual study arrangements when applying for and throughout their studies. Counselling and well-being specialists support students and staff in ensuring accessible learning.

Table 6. Guidance and support – indicators, key measures and responsible party 2025–2027

Indicators	Key measures 2025–2027	Responsible party for the measures
Measures taken and results Accessibility survey 2027	- Identifying the need for individualised support at the start of studies - Maintaining the individual support form, compiling statistics on decisions, monitoring them and evaluating their implementation - Utilising and further developing the results of the "Me as a Student" survey - Standardising the resources and quality of teacher tutoring - Updating and implementing guidance and well-being models - Jamk policy: reasonable adjustments - Low-threshold guidance and counselling for own students and applicants, in an accessible and equal manner to all who seek it, with an emphasis on first encounters -> further guidance as needed - Increasing awareness -> info sessions about services for schools - Developing pre-orientation - Support for teachers and consistent practices in arranging individual support - Bringing guidance and well-being services directly to students and making them known (e.g. meetings with groups) - Strengthening competence in special pedagogy	Guidance and well-being team Student and Admission Services Guidance and well-being team

3.7 Student selection

At Jamk, all candidates have equal and accessible opportunities to apply for and be admitted to Jamk programmes. Communications regarding student selection take into account the diversity of applicants and the accessibility of information. It is also possible to obtain individual arrangements for entrance examinations.

The starting point for student selections is the realisation of equality, which is closely associated with the accessibility requirement. Jamk is involved in a national student selection project, which provides instructions for organising individual arrangements for entrance examinations, for example.

In addition to the joint application process, it is possible to apply to Jamk through a transfer application, an open UAS path application and a secondary level path application. The number of those selected through the open study path has increased.

In student selection, the most important information channels are Jamk's updated and accessible website and the Studyinfo website, which provide comprehensive and clear information on Jamk's educational offering, the contents and implementation methods of education, matters related to applying and employment opportunities.

Objective

- All candidates have equal and accessible opportunities to apply for and be admitted to Jamk programmes.
- Communications regarding student selection take into account the diversity of applicants and the accessibility of information.

Table 7. Student admissions – indicators, key measures and responsible party

Indicators	Key measures 2025–2028	Responsible party for the measures
Measures taken and results Self-evaluation. Accessibility survey 2027: Good level	• Uniform methods have been developed at the national level for individual arrangements at UAS entrance examinations during autumn 2024 -> new guidelines to be reviewed and implemented • Monitoring national discussions and policy directions -> potential opportunities to improve our own activities • Ensuring that Jamk's admission criteria support equality and accessibility	Admission Services

3.8 8 International students

Objective

International degree students' contacts with working life and their Finnish skills are stronger and have improved the students' employment in Central Finland and Finland in general. International exchange students are integrating smoothly into Jamk and Jyväskylä. Guidance and counselling procedures developed at SIMHE higher education institutions are in use at Jamk.

Table 8. Foreign students – indicators, key measures and responsible party 2025–2028

Indicators	Key measures 2025–2028	Responsible party for the measures
Measures taken and results Number of international students integrated into Finland/Central Finland is increasing. There are enough English-language studies for exchange students.	• Raising awareness of current tuition fees and grant practices for personnel, perhaps in March. • It is important to direct people to the right information and the right source. • Talent Boost, International EduJyväskylä and other measures help international students integrate into Finnish society and find internships and jobs. • Supporting the development and improvement of their Finnish language skills. • There is a sufficient range of English-language courses for exchange students in different fields.	Internationalisation Services, Student Services International EduJyväskylä Schools, degree programmes

3.9 Students with an immigrant or foreign background

Persons whose both parents or the only known parent were born abroad are considered to be of foreign background. Persons who have been born abroad and whose parents' data are not included in the Population Information System are also considered to be persons with foreign background (Statistics Finland).

Objective

- A wide selection of qualification training and higher education programmes for target groups with varying language and learning skill levels
- Seamless service paths and guidance in cooperation with other actors in the region
- Guidance and counselling procedures developed at SIMHE higher education institutions are in use at Jamk

Table 9. Students with an immigrant or foreign background – indicators, key measures and responsible party.

Indicators	Key measures 2025–2028	Responsible party for the measures
Provision of studies and guidance for the target group Introduction of guidance and counselling procedures (SIMHE)	• Provision of studies and guidance for the target group. • Guidance and advice for applicants: provided as clearly and comprehensibly as possible by Admission Services. Going through the Finnish education system and related topics. Aim is to provide services in plain Finnish if the customer requests it. Guidance has a language-aware approach. • Introduction of guidance and counselling procedures (SIMHE)	Study counsellors Career tutors Admission and Student Services

3.10 Teacher education

The development targets in the plan "Towards more accessible higher education and higher education institutions" (2021) highlight the development of teacher education. The objective is to better address accessibility, gender equality and non-discrimination issues in both teacher education and study counsellor education. To this end, Jamk's accessibility plan sets out objectives and measures for teacher education programmes.

Accessibility and equality are part of the core values and the very essence of Jamk's teacher education programmes. Accessibility is included in the pedagogical principles, curricula and intended learning outcomes of teacher education.

Jamk's School of Professional Teacher Education also serves as a developer and researcher of expertise in the accessibility of learning through continuing education and research and development activities.

Strengths:

- Accessibility is included in the pedagogical principles, curricula and intended learning outcomes of teacher education.
- In quality assurance for teacher education, accessibility means adopting a student- and customer-centred approach at every stage. Accessibility is also monitored and developed at different stages of the feedback system. The most extensive feedback procedure in teacher education – the periodic evaluation – collects and generates data on accessibility in terms of curricula, the implementation of programmes and outcomes.
- Teacher education institutions develop admission processes so that people from diverse backgrounds can apply for the programmes.
- Students are familiarised with using digital environments at the beginning of their studies, and support is available from their own instructor and learning circle throughout the studies. Support clinics for online tools are available in the early stages of studies.

Development challenge:

- Increasing optional offerings related to accessibility
- Further clarifying the processes of identifying and recognising competence
- Examining the practices of teacher education in relation to the quality criteria for accessibility
- Developing personnel competence in areas such as digital accessibility
- Continuing the discussion on our shared values
- Further highlighting the concept of accessibility in student surveys and the internal quality system

Objective

- Teacher education is genuinely accessible, flexible, safe and designed to deepen the expertise of students from different backgrounds, with different track records and different needs.
- Learning takes place in versatile environments.
- Study paths are flexible, clear and user-friendly.
- The process for identifying and recognising prior learning is streamlined and clear.
- Prospective students receive clear-language information about the content, implementation, guidance, available support and the requirements of the programme as well as the students' responsibilities.
- Various types of guidance meetings are part of the study programme. Study skills and possible needs for individual support are assessed and, if necessary, support is incorporated into the studies.

Table 10. Teacher education – indicators, key measures and responsible party 2025–2028.

Indicators	Key measures 2025–2028	Responsible party for the measures
Measures taken and results Systematic feedback surveys for students: early stage and graduation stage Continuous feedback PLPs Final discussions with graduates Number of graduates	• Application info / orientation days • Regional groups: studies are possible anywhere in Finland • Making Jamk's website more informative; content and instructions have been specified and clarified • Logic of Peppi, Moodle and the forms used • Enhancing students' and instructors' skills and understanding of accessibility • Smoother start of studies: "Support for the start of studies" webinars, the New Student website. • Smoother transitions and more flexible study paths: the process of identifying and recognising prior learning has been streamlined with the introduction of the electronic eRPL application. The RPL procedure is carried out using a form. • Introducing new pedagogical principles	Head of teacher education programmes Principal lecturers in teacher education, vocational special needs teacher education and study counsellor education

3.11 Communications

Jamk's aim is to make communications as accessible as possible in all channels and content production (websites, intranet, newsletters, social media updates, presentation templates, AV materials). All key communication content is accessible in both Finnish and English.

Jamk regularly assesses and develops the accessibility of communications based on user feedback and internal and external evaluations. Jamk regularly monitors the accessibility of communication channels and addresses identified shortcomings. The accessibility of the technical implementation of the website and intranet is monitored using tools such as Siteimprove. Each content provider is responsible for the accessibility of content published through various channels.

Jamk continually develops its personnel's accessibility skills and knowledge related to communication through various training and guidelines.

Strengths:

- Accessibility competence of Jamk's communicators
- Accessibility, monitoring and development of publication platforms

Development challenge:

- Communications and content are produced by many Jamk employees, not just communications personnel: competence development at the organisational and individual levels
- Content creator training

Objective

- Jamk's marketing and communications promote equality and accessibility. The diversity and equality of people are taken into account in the communications instructions.
- The higher education institution's accessibility and equality are part of the institution's communications and marketing.
- Good level

Table 11. Communications – indicators, key measures and responsible party 2025–2028.

Indicators	Key measures 2025–2028	Responsible party for the measures
The accessibility of communications is regularly assessed based on user feedback and internal and external evaluations. Accessibility survey 2028: Good (4.0)	• Continuous monitoring of accessibility on different publication platforms (channels) • Addressing identified shortcomings • Enhancing accessibility expertise in communications • Training for those working in communication tasks	Jamk websites (www, intranet) and main social media channels: Communication Services Other channels: those responsible for the website or social media account Communication-related tasks: Communication Services

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