

Promotion of accessibility at Humak

Guide for students and staff

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1 INTRODUCTION

In an accessible higher education institution, the physical spaces, digital systems, learning environments, teaching methods and the general atmosphere facilitate inclusion and equality for students with different personal characteristics and in varying life circumstances. Individual needs can refer to those associated with health and functional capacity, age, or language or cultural background. Physical accessibility refers to facility solutions and digital systems. Psychological accessibility describes the higher education institution's atmosphere and attitudes as well as its approach to diversity and valuing it in a way that enables everyone to feel that they are part of the learning community. Social accessibility refers to a range practices and operating methods that promote accessibility.

Accessibility can sometimes merely refer to physical accessibility. This means equal physical usability of facilities for everyone, and in addition to psychological and social accessibility, it is part of (a higher education institution's) accessibility. (Kosunen 2021, 57–58.)

This guide draws on experiences gathered during the (ESF) project titled *Saavutettavat koulutuspolut ja oikeus oppia – Saako oppia [Accessibility in Educational Pathways and the Right to Learn – Is Learning Achievable for Me?]* that focused on promoting accessibility in education. In this project, the elements of accessibility were examined as a whole, including physical, psychological, social and cultural accessibility, accessible communication, as well as the cognitive, technical and economic elements of accessibility. All these elements must be addressed when promoting equality in education.

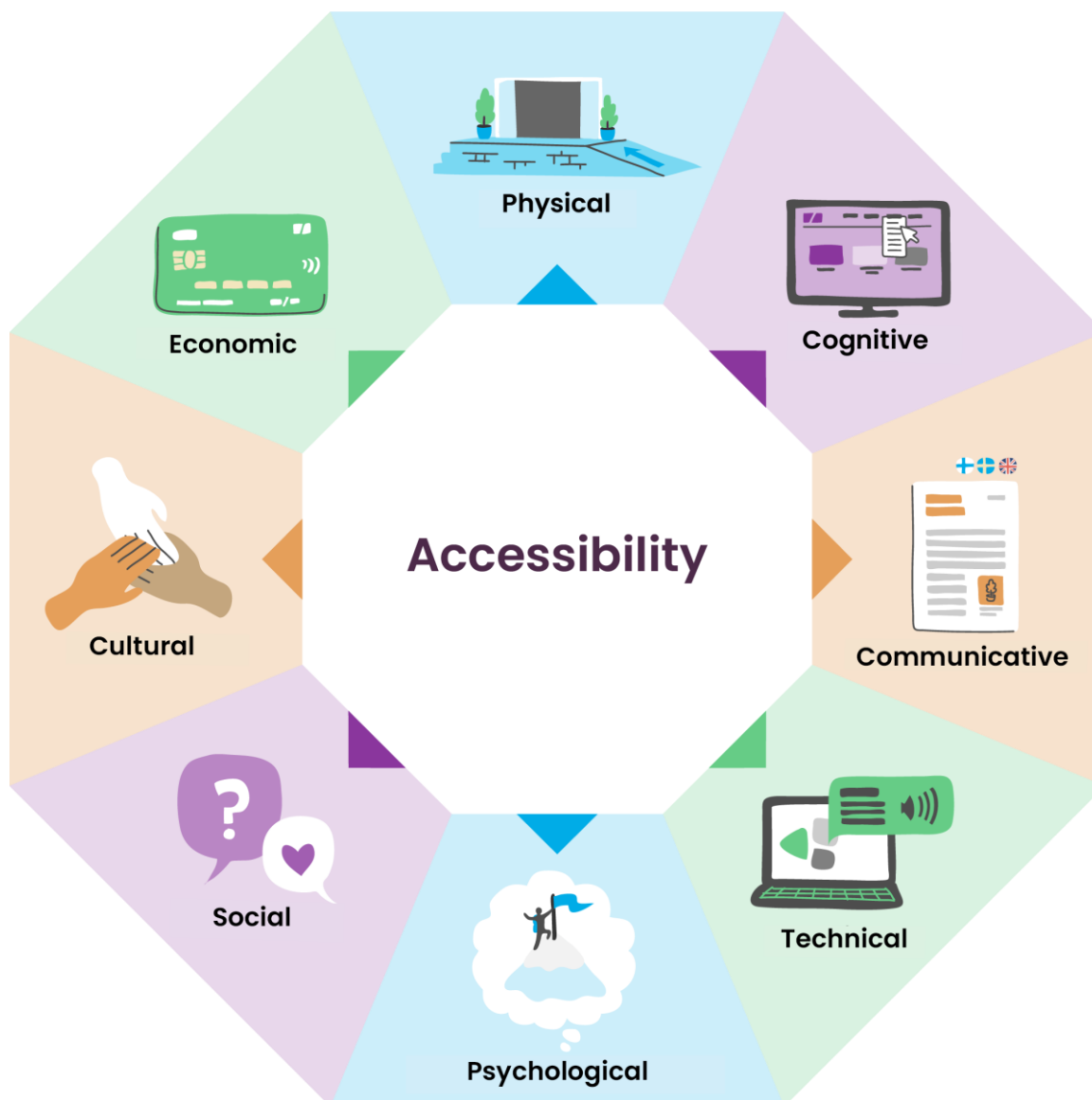


Figure 1: Elements of accessibility (Accessible Pathways) / Source: Muotoilutoimisto Polku / Jenina Salminen. Modified by Emilia Hirvelä / Humak by adding English terms.

In a broad sense, pedagogical accessibility includes all these perspectives. Physical spaces, digital systems, learning environments, teaching methods and the general atmosphere enable inclusion and equality for students with diverse characteristics, backgrounds and life situations. An open operating culture and approachability promote the realisation of accessibility. (Cf. Klemola, Ikäheimo & Hämäläinen 2020).

The promotion of pedagogical accessibility at Humak means addressing the elements of accessibility and their interconnections in the planning, implementation, assessment and development of courses.

Equality means that all persons are equal regardless of their gender, age, ethnic or national origin, nationality, language, religion or belief, opinion, disability, state of health, sexual orientation or any other personal characteristics.

(Source: [Equality.fi](#))

Rather than meaning the same thing for everyone, equality means promoting the equal opportunities of every individual student. This guide contains notes and recommendations concerning factors that promote accessibility. Students' experiences and needs were heard during the 'Is Learning Achievable for Me' project to support the planning of this material. In order to develop accessibility, it is important to listen to persons whom this issue concerns. The best outcome can be achieved through joint discussions between students and staff.

More information for Humak staff on [accessibility](#) is available on the intranet.

2 ACCESSIBILITY TERMINOLOGY

2.1 Physical accessibility

Campus facilities must be suitable for people using different mobility and sensory aids. The accessibility of entering the facilities and their suitability for persons in need of aids and/or an assistant must be addressed. Accessibility tours should be conducted to examine the facilities together with tour participants.

2.2 Psychological accessibility

Pay attention to appreciative encounters, being heard and participation experienced as safe. Sensitive encounters promote psychological accessibility. Establishing common rules and clear communication about them increase psychological accessibility. In teaching situations, it is advisable to consider the fact that participants' everyday lives and workload may cause stress or involve factors that affect their functional capacity. In this case, it is important that students can tell someone about their situation safely.

2.3 Social accessibility

Pay attention to ensuring that each participant can have a sense of togetherness and inclusion, without experiences of exclusion or discrimination. Social accessibility can be promoted through participatory methods that engage students in shared activities and by discussing the principles of a safer space together. It is also important to express appreciation for diversity.

2.4 Cultural accessibility

Cultural accessibility consists of genuinely taking students' diversity into account and valuing it in teaching and learning situations. Sensitive language and visuals in which diversity is addressed promote cultural accessibility. It is advisable to make sure that the participants form a common understanding of the theme to be discussed.

2.5 Communicative accessibility

Communicative accessibility can be promoted in many ways. Depending on the situation, clear language, plain language, text alternatives, interpretation, translations and multi-channel communication should be considered. Accessibility in communication can be promoted by drawing on different interaction resources and methods that support communication (including space, body, eyes, facial expressions, images, objects and signs). It is important to address the person you are talking to directly during encounters, even if an interpreter, assistant or instructor is present.

2.6 Cognitive accessibility

Cognitive accessibility is closely linked to communicative accessibility. Clear language, use of multiple channels and comprehensibility of information and content improve cognitive accessibility. In the composition of text, you should consider using subheadings and structuring the text appropriately, making information easy to find at a glance. In learning materials, it is advisable to divide information into logical wholes, with one set of materials containing one topic. You should make the purpose of the material clear. Large volumes of information and its presentation in multiple layers should be avoided.

2.7 Technical accessibility

Technical accessibility can be promoted by ensuring that documents are accessible (including functions that are user friendly and accessibility checks) and observing accessibility criteria in content (font sizes, colour contrasts, alt texts, possibility to use a screen reader).

2.8 Economic accessibility

Issues associated with economic accessibility include funding of studies, online access, banking IDs, financial aid, benefits, possibilities to consume as well as study accessories, including laptops or mobile phones. You cannot require students to use fee-paying applications in their studies and, if necessary, you should talk to them about alternative ways of participating or completing an assignment when, for example, a certain technology or new programs are required to do a task.

3 INSTRUCTIONS FOR STUDENTS AND STAFF FOR PROMOTING ACCESSIBILITY

3.1 Student

If, for example, you have learning difficulties or a disability affecting your studies, or you need individual support relating to your cultural and linguistic background to be able to achieve your goals in your studies, contact your study counsellor at the beginning of your studies. The study counsellor is a person with whom you can discuss and consider potential special arrangements. This is also the person to whom you will show any certificates and statements that affect the arrangements of your studies.

Any agreements related to your studies are concluded with the study counsellor and recorded and saved in Humak's Peppi system. The agreements are always based on a proven factor that hinders or slows down your studies. With your permission, the agreement will be sent for information to the lecturers who teach you. The agreement can be modified if your situation changes. You are responsible for initiating both a discussion with the study counsellor and discussions on individual arrangements with lecturers responsible for courses once the agreement is in place. Only the student themselves can inform the course lecturers about their agreement and discuss its contents.

As a student, you should openly talk to the study counsellor about your situation, wishes and needs. Depending on your situation, you should also:

- obtain the aids you need for studying (Social Insurance Institution/health care services)
- find a personal assistant if you need one
- find an interpreter if you need one (for your studies)
- obtain a transport service for persons with severe disabilities for travel required by your studies
- use mobility skills guidance in your place of study.

As a student, you often know best what kind of arrangements you need. You and the study counsellor as well as the lecturer in charge of the course can talk about your situation and find solutions for planning and pursuing your studies. A joint discussion is vital, especially at the

beginning of your studies, as you often need to learn new things about the practices and environments of the institution.

3.2 Study Counsellor

The role of the Study Counsellor is to:

- support students in solving challenges they face in their studies
- support the lecturers' work if the student has informed them and/or their personal study plan advisor of their situation/agreement or given the study counsellor permission to discuss their studies.

3.3 Lecturers and teachers

If necessary, lecturers and teachers can contact the study counsellor and request advice for implementing student agreements.

The lecturer in charge of the course will check accessibility aspects associated with Hoodle, using the Hoodle-haltuun material. More information is also available on the [intranet](#).

4 PROMOTING ACCESSIBILITY IN DIFFERENT SITUATIONS:

4.1 Visual impairment and blindness

A person with a visual impairment may have low vision or be blind. A person who cannot move around in an unfamiliar place relying on their eyesight is considered blind. For more information about seeing and visual impairments, visit the website of the [Finnish Federation of the Visually Impaired](#). This website also contains information in Finnish on [how the studies of persons with visual impairment can be supported](#).

It is advisable that **the study counsellor and the student** with visual impairment or blindness talk about issues related to the studies together. The student is the best person to provide information about their situation. Based on this discussion, an agreement is made in Peppi system that defines the student's needs for individual support and the persons to whom the student gives permission to see the agreement. It is also advisable to talk about what other students should know about visual impairments and/or blindness and, for example, the aids used by the student.

Aspects that a lecturer teaching a student with visual impairment or blindness should note in different situations:

- The website of the Finnish Federation of the Visually Impaired has a [compilation of arrangements that should be used to optimally facilitate a visually impaired student's progress](#) (in Finnish). In addition to the tips you can find on the websites, it is worth remembering the possibility of working in pairs, which can promote any student's learning, and alternative ways of demonstrating competence.
- Special arrangements **for exams** are recorded in Peppi. They include allowing the student extra time and handing the questions to them in an appropriate form. The [website of the Finnish Federation of the Visually Impaired](#) (in Finnish) also offers good suggestions for this.
- **When the student is participating in an internship**, you should talk to the student, as there are no standard solutions that would suit everyone. The accessibility principles relating to materials and the environment are the same as in contact teaching.

4.2 Physical disabilities

A physical disability may be congenital or result from an accident or illness. The independent functional capacity and mobility of students with a physical disability have deteriorated temporarily or permanently. The functional capacity of such students is individual. The disability may, for example, restrict their speed of movement, physical strength, reach, balance, use of both hands and handling of burdens. For more information, see the [materials of the ESOK project](#) (in Finnish).

The study counsellor and the student should talk about issues related to the studies together. The student is the best person to provide information about their situation. Based on this discussion, an agreement is made in Peppi system that defines the student's needs for individual support and the persons to whom the student gives permission to see the agreement. It is also advisable to talk about what other students should know about a physical disability and, for example, the aids used by the student.

The student:

- obtains the aids they need for studying (Social Insurance Institution/health care services)
- finds a personal assistant if they need one
- obtains a transport service for their transport needs related to studying
- uses mobility skills guidance in their place of study

The lecturer in charge of the course and the PSP advisor play an important role in the student's progress in their studies and management of everyday matters. In an accessible learning environment, students with physical disabilities can participate in studies on an equal basis with others. To make this possible, the lecturer in charge of the course must anticipate issues.

Aspects that a lecturer teaching a student with a physical disability should note in different situations:

- Obtaining information about the available facilities and the schedules helps to plan teaching and studying. If necessary, facilities and operating methods are modified to ensure that the studies are accessible, such as replacing a lecture room with an accessible one.

- The student's participation may also be affected by issues that are difficult to anticipate, including the availability of personal assistance, weather conditions and transport services or public transport arrangements.
- The student may have a personal assistant who helps them to make notes, for example.
- **If the student's agreement recorded in Peppi includes allowing them extra time in exams**, the student must contact the lecturer in charge of the course at the beginning of the course and give the agreement to them for information.
- **If the student needs an assistant or aids in an exam**, they must inform the lecturer in charge of the course at the beginning of the course. The lecturer and the student can agree on the necessary arrangements together.
- **When participating in an internship**, the student must agree on any special arrangements with the workplace offering the place.

4.3 Deafness and hearing loss

A person who cannot hear the sounds in their surroundings is deaf. Their first language is (Finnish) sign language, and they have learned other languages (spoken languages in a written form) as foreign languages. When dealing with a person who uses (Finnish) spoken language or operating in a Finnish-speaking environment, a sign language interpreter is used to ensure successful communication. The interpreter interprets everything that is discussed in the situation: sign language into Finnish speech, and Finnish speech into sign language. Interpretation service is a subjective benefit for the deaf person. This means that with certain exceptions, it is up to them to book the interpreter. Exceptional situations include dealing with the authorities. When studying, the deaf person has an interpreter for this purpose. For information on the deaf and sign language, visit the [website of the Finnish Association of the Deaf](#) (in Finnish).

A person who can hear (to some extent) with hearing aids (earbuds, in-the-ear hearing aids or a cochlear implant) or even without them is affected by hearing loss. Depending on the level of their hearing, the person with hearing loss primarily uses either sign language (cf. a deaf person) or spoken language. A person with hearing loss usually has strong Finnish skills. A person with hearing loss may use a sign language interpreter or speech-to-text interpreting if they have received an official decision granting them this service. A speech-to-text interpreter works in the same way as interpreters in general: the spoken word is typed and displayed on a computer

screen. The person with hearing loss gives their answers by speaking. In an exceptional situation, for example if more than one person with hearing loss are present, what the person with hearing loss says is also written. The [Kuuloavain](#) website of the Finnish Association of the Deaf and [the Association's website](#) (in Finnish) provide information about hearing loss.

A person who has lost their hearing was able to hear when they were born. This means that they have learned Finnish as their mother tongue. They have subsequently been affected by hearing loss for one reason or another, and they can no longer hear. Such persons may have studied sign language. However, they often communicate in spoken language and receive information in writing (speech-to-text interpretation or discussions conducted with paper and pen), sign language or signed speech. Signed speech consists of signs borrowed from sign language but the sentence structure of spoken language. Many of those who have lost their hearing are skilled in lip reading. They look at the speaker's face and understand the words the person forms with their lips.

When you encounter a person who is deaf or has lost their hearing fully or partially, speak directly to them. Lightly touch their upper arm or upper back to draw their attention to you. When you talk to them, look them in the eye and make sure that your face is in the light. This means you should move away from bright sunlight streaming in through a window, for example. If an interpreter is present, they will be standing next to you. Keep talking directly to the person who is deaf or has lost their hearing. Speak normally and at the usual speed. The interpreter will manage the situation and tell you if you need to pay attention to anything special.

For good perspectives on and tips for such encounters, see the materials on [encountering a customer](#) and for [educational institutions](#) provided by the Finnish Association of the deaf (in Finnish).

The study counsellor and the student who is deaf or affected by hearing loss should talk about issues related to the studies together. The student is the best person to provide information about their situation. Based on this discussion, an agreement is made in Peppi system that defines the student's needs for individual support and the persons to whom the student gives permission to see the agreement. You should also talk about what other students should know about deafness/hearing loss and, for example, encountering them and the aids they may use.

Aspects that a lecturer teaching a student who is deaf or affected by hearing loss should note in different situations:

- The [Kuuloavain](#) -website provides information about hearing loss, deafness and tertiary education in English. The websites of [the Finnish Association of the Deaf](#) and [the Finnish Hearing Association](#) provide a compilation of arrangements that should be used to facilitate the optimal progress of students who are deaf or affected by hearing loss in Finnish. In addition to the tips you can find on the websites, it is worth remembering the possibility of working in pairs, which can promote any student's learning, and alternative ways of demonstrating competence.
- **For study situations**, special arrangements have been recorded in Peppi system. They include allowing the student extra time and handing the questions to the student in the appropriate language. The Finnish Association of the Deaf recommends reasonable accommodations as set out in the UN Convention on the Rights of Persons with Disabilities and the Non-Discrimination Act. Further information in Finnish can be found in the ESOK project materials: [Consideration of students who are deaf/affected by hearing loss in higher education studies](#).

4.4 Dyslexia

A person who struggles with accuracy of reading and/or understanding what they read has dyslexia. This difficulty significantly hampers their studies and daily activities that require literacy skills.

The study counsellor and the student with a dyslexia should talk about issues related to the studies together. If the student has previously taken a dyslexia test and been issued a statement on it, the study counsellor can conclude an agreement with the student on individual study arrangements in Peppi. If the student does not have this statement, they can obtain it from a private provider. Dyslexia tests are also organised at Humak. Based on the test results, an agreement can be recorded in Peppi that will be valid for the duration of the student's studies at Humak. When concluding the agreement, it should be remembered that the student is the best person to provide information about their situation. Their needs and also the persons the student permits to see the agreement should be discussed together with the student. It is also advisable to talk about what other students should know about dyslexia and, for example, the aids used by the student.

Aspects that a lecturer teaching a student with dyslexia should note in different situations:

- The website of the Finnish Diverse Learners' Association has [a compilation of arrangements](#) (in Finnish) which you should look at and use in order to facilitate the optimal progress of a student with dyslexia. In addition to the tips you can find on the websites, it is worth remembering the possibility of working in pairs, which can promote any student's learning, and alternative ways of demonstrating competence.
- Special arrangements **for exams** have been recorded in Peppi. They include allowing the student extra time and handing the questions to them in an appropriate form. [Practical tips](#) can also be found on the website of the Accessible studying project (in Finnish).

4.5 Anxiety and nervousness

Anxiety and nervousness have many reasons and manifest themselves in multiple different ways. The websites of the [Finnish Student Health Service](#) (FSHS), [Nyyti ry](#) and [MentalHub.fi](#) contain digital materials on dealing with nervousness and anxiety as well as self-help tips. You can also practise managing nervousness through various exercises (incl. breathing and guided imagery exercises). Without belittling the feeling of nervousness or performance anxiety, it is worth remembering that nervousness is also normal. Almost everyone is nervous, especially in the first few classes. It often helps if you say out loud that you are nervous as you are starting a task. All listeners are rooting for the speaker. Everyone wants the student to succeed. It is also important to understand that others will not notice your nervousness, at least not as much as you imagine.

It is advisable for **the study counsellor and the student** to talk about issues related to nervousness together. You can talk to the study counsellor about situations in which you feel nervous and the kinds of coping mechanisms you can seek and find.

Exams: You must agree on any special arrangements with the lecturer in charge of the course at the beginning of the course.

Internships

When participating in an internship, the student should talk about their nervousness with the internship supervisor.

Aspects that a lecturer teaching a student who is affected by anxiety or nervousness should note in different situations:

- The student should tell the lecturer in charge of the course about being nervous, especially if the course involves assignments that you are anxious about. An effort is made to create a safe atmosphere that facilitates everyone's participation in teaching. [Humak's principles of a safer space](#) can be used as a guideline in teaching situations.
- You must agree on **any special arrangements for exams** with the lecturer in charge of the course at the beginning of the course.
- **When participating in an internship**, the student should talk to the internship supervisor about being nervous.

4.6 Autism spectrum disorders

Autism is caused by atypical brain development. Autism manifests itself in the person's way of sensing and experiencing the world around them and communicating and interacting with others. For more information, visit the website and publications of [Autism Finland](#).

The study counsellor and the student on the autism spectrum should talk about issues related to the studies together. The student is the best person to provide information about their situation. Based on this discussion, an agreement is made in Peppi system that defines the student's needs for individual support and the persons to whom the student gives permission to see the agreement. It is also advisable to talk about what other students should know about autism and, for example, the aids used by the student.

Aspects that a lecturer teaching a student on the autism spectrum should note in different situations:

- The website of Autism Finland has a [compilation of arrangements](#) that should be used to facilitate optimal progress in studies for a student who is on the autism spectrum. In addition to the tips you can find on the websites, it is worth remembering the possibility of working in pairs, which can promote any student's learning, and alternative ways of demonstrating competence.
- Special arrangements **for exams** are recorded in Peppi. They include allowing the student extra time and making appropriate adjustments in the exam room or using a separate room.

- **When the student is participating in an internship**, it is advisable to talk to the student, as there are no standard solutions that suit everyone. The accessibility principles relating to materials and the environment are the same as in contact teaching. The student should also consider if they should inform the internship supervisor of being on the autism spectrum.

4.7 Activity and attention deficit disorders

ADHD (Attention Deficit Hyperactivity Disorder) is a developmental neuropsychiatric set of symptoms involving long-term challenges that impair functional capacity associated with the key symptoms, which are problems with concentration, regulation of activity and impulse control. ADHD can be diagnosed in childhood, adolescence or adulthood. For more information and a self-help programme, visit the website of [MentalHub.fi](https://www.mentalhub.fi).

Each student's situation is individual. In addition to challenges, an activity and attention deficit disorder also comes with strengths. The student may be very creative, innovative and energetic, and they are not afraid of new challenges. The support needs of a student with ADHD symptoms are determined based on the way the teaching is delivered and the student's individual needs and strengths. Some can manage their studies independently and without support. A discussion between the student and the teacher is an effective way of finding productive teaching and study practices.

The study counsellor and the student should talk about issues related to the studies together. The student is the best person to provide information about their situation. Based on this discussion, an agreement is made in Peppi system that defines the student's needs for individual support and the persons to whom the student gives permission to see the agreement. It is also advisable to talk about what other students should know about the student's situation.

The student:

- Informs their advisor and the lecturer in charge of the course of their situation and need for support as necessary.
- The lecturers in charge of courses and PSP advisor play an important role in the student's progress in their studies and managing everyday matters. This is why the student should inform these persons about what should be noted in the context of studies relating to activity and attention deficit disorders.

Special notes for teaching situations:

- Multi-sensory channels should be considered in all communication and teaching. The topics to be discussed should be presented in writing, verbally, and by showing or doing.
- Clear and accurate information about the course structure, key dates, exam requirements, and practical arrangements will support the student's progress.
- Special arrangements **for exams** are recorded in Peppi. They include allowing the student extra time and making appropriate adjustments in the exam room or using a separate room.
- **When participating in an internship**, the student should talk about issues related to ADHD with the internship supervisor.

4.8 Mental health problems and disorders

When a person's mood, emotions, thoughts or behaviour significantly restrict their life, interfere with their functional capacity or relationships, or cause long-term suffering, the person is deemed to have a mental health disorder. More information on mental health disorders can, for example, be found on the website of [Terveyskirjasto](#) (in Finnish). Short-term and temporary mental health issues are referred to as mental health problems. For more information about this classification visit, for example, the website of the [Vates Foundation](#).

If you as a lecturer suspect that a student has mental health problems, talk to them or share your concerns with the study counsellor. It is up to the lecturer and study counsellor to bring the matter up in keeping with Humak's Early intervention model and to refer the student to professional support or treatment.

The study counsellor and a student with a mental health disorder should talk about issues related to the studies together. The student is the best person to provide information about their situation. Based on this discussion, an agreement is made in Peppi system that defines the student's needs for individual support and the persons to whom the student gives permission to see the agreement. It is also advisable to talk about what other students should know about mental health disorders and, for example, the aids used by the student.

Aspects that a lecturer teaching a student with a mental health disorder should note in different situations:

- Plenty of information and tips are available for students with mental health disorders at [Korkeakoulu.fi -website](https://korkeakoulu.fi) (in Finnish). You can support students' face-to-face and online work by, for example, getting them to take appropriate breaks and giving positive feedback. To find other tips for studying, you can visit the website of [MentalHub.fi](https://mentalhub.fi). In addition to the tips you can find on the website, it is worth remembering the possibility of working in pairs, which can promote (anyone's) learning, and demonstrating competence in optional ways.
- Special arrangements **for exams** are recorded in Peppi. They include allowing the student extra time and making appropriate adjustments in the exam room or using a separate room.
- **When the student is participating in an internship**, you should talk to the student, as there are no standard solutions that suit everyone. The accessibility principles relating to materials and the environment are the same as in contact teaching. The student should also consider it they should inform the internship supervisor of their mental health disorder.

5 REFERENCES AND ADDITIONAL INFORMATION

Finnish Institute for Health and Welfare. Handbook on Disability Services. <https://thl.fi/en/publications/handbooks/handbook-on-disability-services>

Equality.fi. Information bank on equality and non-discrimination maintained by the Ministry of Justice for interested individuals and communities. <https://yhdenvertaisuus.fi/en/front-page>

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ADHD:

- ADHD Association | Adults: <https://adhd-liitto.fi/adhd-tietoa/aikuiset/> (In Finnish)
- ADHD Association | Information about ADHD: <https://adhd-liitto.fi/information-about-adhd/>
- ESOK Project | Taking ADHD into Account in Higher Education Studies: <https://esok.fi/hankkeet/esok-hanke/julkaisut/oppaat/adhd> (In Finnish)
- Mental Health House | Self-care Program: <https://www.mielenterveystalo.fi/fi/oma-hoito/keskittymisvaikeuksien-omahoito-ohjelma> (In Finnish)

Autism Spectrum:

- Autism Association | Autism Spectrum Across Different Life Stages: <https://autismiliitto.fi/autismi/autismikirjo-eri-elamanvaiheissa/> (In Finnish)

- Autism Association | Studies: <https://askelaikuisuuteen.fi/nuorille/autismikirjon-nuorten-siirtymavaiheet/jatko-opinnot/> (In Finnish)

Performance and Social Anxiety:

- Mental Health House | Self-care Program: <https://www.mielenterveystalo.fi/fi/omahoito/sosiaalisen-jannittamisen-omahoito-ohjelma> (In Finnish)
- Nyyti ry | Nervousness: <https://www.nyyti.fi/en/information-about-mental-health/nervousness/>
- FSHS | Performance Anxiety: <https://www.yths.fi/en/health-information/mental-health/performance-anxiety/>
- FSHS | Social Anxiety: <https://www.yths.fi/en/health-information-resource/social-anxiety/>

Hearing Impairment and Deafness:

- ESOK Project | Kuuron ja huonokuuloisen opiskelijan huomioon ottaminen korkeakouluopiskelussa -guide <https://esok.fi/hankkeet/esok-hanke/julkaisut/oppaat/kuulo> (In Finnish)
- Kuuloavain | Tertiary Education: <https://www.kuuloavain.fi/en/info/day-care-and-school/what-will-i-be-when-i-grow-up/tertiary-education/>
- Kuuloliitto | Client Interaction: <https://www.kuuloliitto.fi/wp-content/uploads/2020/04/KHL-Opas-Asiakkaan-kohtaaminen-Kuulovammaiset-030420.pdf> (In Finnish)
- Kuuloliitto | Accessible Listening Environment: <https://www.kuuloliitto.fi/toiminta/es-teettomyys/kuunteluymparisto/> (In Finnish)
- Kuuloliitto | Accessible Participation in Studies: <https://www.kuuloliitto.fi/opiskelu/> (In Finnish)
- Kuurojen liitto | FAQ: Kysymyksiä ja vastauksia kuuroudesta ja viittomakielestä [kuurojen liitto julkaisu 150x150mm web.pdf](#)

- Kuurojen liitto | For Students and Educational Institutions: <https://kuurojenliitto.fi/opiskelijoille-ja-oppilaitoksille/> (In Finnish)

Dyslexia:

- The Finnish Diverse Learners' Association | Material Bank: <https://www.eoliitto.fi/tukija-valineet/materiaalipankki/> (In Finnish)
- ESOK Project | Reading Difficulties of Higher Education Students: <https://esok.fi/hankkeet/esok-hanke/julkaisut/luki> (In Finnish)
- Lukihäiriö.fi | Dyslexia <https://www.lukihairio.fi/lukivaikeus/> (In Finnish)
- Niilo Mäki Institute | Reading <https://www.nmi.fi/niilo-maki-instituutti/tietoa-oppimisesta-ja-oppimisvaikeuksista/lukeminen/> (In Finnish)

Physical Disability:

- ESOK Project | Taking Students with Physical Disabilities into Account in Higher Education Studies: <https://esok.fi/hankkeet/esok-hanke/julkaisut/opaat/liikkuminen> (In Finnish)
- CP-liitto | Information and materials: <https://www.cp-liitto.fi/tietoa> (In Finnish)

Mental Health:

- Korkeakouluopiskelijat.fi | Studies – Higher Education Students: <https://korkeakouluopiskelijat.fi/opiskelu/> (In Finnish)
- MIELI Mental Health Finland | Website: <https://mieli.fi/en/>
- MentalHub | Website: <https://www.mielenterveystalo.fi/en>
- Mental Health House | Self-care Programs: <https://www.mielenterveystalo.fi/en/self-help-programs>
- Nyyti ry | Website: <https://www.nyyti.fi/en/nyyti-english/>
- Duodecim Health Library | Mental Health Disorders: <https://www.terveyskirjasto.fi/dlk01313> (In Finnish)

- Vates Foundation | Mental Health Problem or Disorder: <https://vates.fi/mielenterveyden-ongelma-vai-hairio/> (In Finnish)

Visual Impairment and Blindness:

- Finnish Federation of the Visually Impaired | Higher Education Studies: <https://www.nakovammaistenliitto.fi/fi/korkea-asteen-opinnot> (In Finnish)
- Finnish Federation of the Visually Impaired | Vision and Visual Impairment: <https://www.nakovammaistenliitto.fi/fi/nakeminen-ja-nakovammaisuus> (In Finnish)
- Finnish Federation of the Visually Impaired | Studies: <https://www.nakovammaistenliitto.fi/fi/opiskelu> (In Finnish)
- Finnish Federation of the Visually Impaired | Accessibility and Barrier-free Environment: <https://www.nakovammaistenliitto.fi/fi/saavutettavuus-ja-esteettomyys> (In Finnish)