

**GUIDELINE**

Decision-maker

President

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Responsible**department**
GVS/EDO/AFS

Guideline for supportive measures in the examination of students with disabilities

KTH values diversity, and welcomes anyone who has the prerequisites to complete the education.

All students admitted to KTH have been accepted based on the same assessment. The demands regarding performance are the same for all students during their studies. The manner in which students demonstrate their skills may vary.

Students with a documented lasting disability should as far as possible be able to study at university or university college under the same conditions as other students. A lack of accessibility for people with disabilities is considered discriminatory as defined in the Discrimination Act.

Inadequate accessibility: that a person with disability is disadvantaged through a failure to take measures for accessibility to enable the person to come into a situation comparable with that of persons without this disability where such measures are reasonable on the basis of accessibility requirements in laws and other statutes, and with consideration to

- the financial and practical conditions,
- the duration and nature of the relationship or contact between the operator and the individual, and
- other circumstances of relevance,

Chapter 1, Section 4 of the Discrimination Act (2008:567)

Economic and resource-related aspects are not normally a reason for denying a student with a lasting disability the opportunity to have an examination adapted to their needs.

KTH allocates resources and organises individual, compensatory study support for students with documented and lasting disabilities. Compensatory support means that students with disabilities receive support in order to have a situation comparable to that of non-disabled students. The disability being documented means that the student is able to present a current certificate from a medical expert, showing that the disability may lead to difficulties in the study situation. Doctors, psychologists, speech therapists or equivalent are examples of medical experts. The disability being lasting means that the student has an impairment in their physical or mental functions that is not temporary. A guiding principle is that the disability must last, or be expected to last for at least six months (as is common practice within higher education). The disability may be congenital, acquired from illness or

due to an accident. Regardless of the disability, the requirements for student performance should always be the same, although the students can demonstrate their skills in different ways.

These guidelines apply to both written examination and other forms of examination.

Categories of support

KTH offers students two categories of compensatory support for examinations:

- Adaptions relating to space, time and physical circumstances are usually considered to be granted by the examiner. An examiner who wants to reject this type of adaption must actively decline these conditions and justify this on the basis of the intended learning outcomes. Examples of these types of support are extended writing time and a separate exam room.
- Pedagogical adaptions must always be investigated by the examiner in consultation with the Programme Director or Director of First and Second Cycle Education, or the Director of Studies. In the event of a rejection, the examiner must justify this on the basis of the intended learning outcomes. Pedagogical adaptions involve support that can make a difference in how the students are able to demonstrate their knowledge and skills. Examples of this support are calculators and formula collections.

Responsibility and competencies

KTH should handle support for students with lasting disabilities as quickly and efficiently as possible. In order to ensure that the student receives support for a written examination, they need to submit their complete application for support as soon as the need arises. Support cannot be guaranteed for early examinations in study period 1 (e.g. partial exams as early as week 3).

When a student with a lasting disability and in need of compensatory support is to be examined at KTH, the case is treated by several instances based on different areas of responsibility. Each instance contributes its specific knowledge and competence. Assessments, decisions and recommendations should only be made within the particular instance's area of responsibility:

- **External medical experts** (doctors, psychologists, speech therapists or equivalent) assess whether the student has a lasting disability, and if so, what type of disability, i.e. present a diagnosis. The medical expert issues a certificate regarding the individual's disability.
- **KTH's Coordinator for students with disabilities** assesses whether the student should be recommended support in the study situation. The assessment is based on the complete investigation and diagnosis from the medical expert as well as on conversations with the student. If the coordinator considers the student to be in need of supportive study measures, the administrator writes a recommendation for supportive measures. If the coordinator

considers the student not to be in need of supportive measures in the study situation, or if the student has not submitted documentation proving a disability is present, the application is rejected. The processing time upon reception of a complete application is up to 15 working days.

- **The examiner** decides whether the recommended supportive examination measures are consistent with the intended learning outcomes of the course. The examiner announces, in writing, what pedagogical examination support is to be granted or rejected (according to the decision template). The examiner can also propose other adaptations in dialogue with the student and the coordinator for students with disabilities.

Examiners

The examiner is responsible for the examination of students. Submitting a written examination for registration in Ladok is a prerequisite for managing the joint operational support. The examiner is responsible for handling compensatory support in such examinations that are *not* posted for registration in Ladok.

The examiner should also:

Inform the students

- The course syllabus must be clear regarding the course's intended learning outcomes, examination and adaptation for students with disabilities (in accordance with the template for establishing a course).
- At the start of the course, the examiner must ensure that the students are informed, both in writing in the course memo (or equivalent) and orally at the first teaching session of the academic year, of the possibility of applying for disability support. The examiner is also responsible for providing information on which types of support can or cannot be approved in relation to the intended learning outcomes.

Decide on compensatory support

- The examiner must check what types of compensatory support concerning space, time and physical circumstances have been filed with registered students. In cases where it is not possible to obtain compensatory support for a course in terms of space, time and physical circumstances, the examiner must notify the central exam administration no later than the day on which registration closes. The examiner must be able to justify which of the intended learning outcomes that is not considered to be achievable if the examination is conducted with the recommended support.
- If the examiner rejects all or some of the recommended pedagogical support, each rejection must be clearly justified. The rejection must state which alternative forms of examination have

been considered and which of the learning outcomes that are not considered to be achievable if the examination is carried out with the recommended support. Rejections must always be made in writing and instructions on how to appeal must always be attached to the decision (see decision template).

- For examination during the examination periods, the examiner must notify the student of the decision on approval/rejection of support no later than 15 working days prior to the examination, provided that the student has contacted them within the specified time. The decision (decision template) will be sent to the student. In the case of a written examination in an examination hall, the decision must also be reported to the central exam administration for students with disabilities no later than the day on which registration in Ladok closes, approximately 14-16 days before the examination period begins.
- For ongoing examinations in the study period (e.g. partial exams), registration closes 10 days prior to the partial exam. The examiner must make a decision whether the support is to be granted or rejected within 7 working days. The day the registration in Ladok closes is the last day that the examiner is able to inform the student of their decision. The decision to reject/approve the support must also be submitted to the central exam administration no later than the day on which the registration closes in Ladok.
- The examiner is responsible for ensuring that the decision to reject/approve support is filed in KTH Box (or other designated location). The central exam administration must be provided with the decision to grant/approve support prior to each examination.
- In the case of a written examination (e.g. examination, partial exam) submitted for registration in Ladok, the examiner must ensure that a complete examination/partial exam is sent to the central exam administration for students with disabilities at KTH Campus Valhallavägen (campus Kista, Södertälje and Flemingsberg may have different procedures).

Programme Directors, Directors of First Cycle Studies, Directors of Third Cycle Studies or Directors of Studies

The Programme Director, Director of First Cycle Studies, Director of Third Cycle Studies or Director of Studies should participate when an examiner makes a decision on support:

- The Programme Director, Director of First Cycle Studies or Director of Third Cycle Studies must always participate in decisions on pedagogical support.
- The Programme Director, Director of First Cycle Studies or Director of Third Cycle Studies must always participate in decisions about rejecting adaptations relating to space, time and physical circumstances of an examination.

In cases where the course is not part of a programme, the director of studies, the head of education or the graduate education officer must participate in the decision.

Universities

The respective course-providing school is responsible for:

- Administering examination not handled by the central exam administration for students with disabilities, for example oral examinations, examinations at campuses other than Valhallavägen, and examinations that are not available for registration in Ladok.
- Administering support for examinations in which the examiner approves support that involves, for example, more supervision time, writing assistance or reading of questions during an examination, or other measures that requires a teacher's competence and/or attendance at an examination.
- Ensuring that the premises rented/booked by the university are physically adapted to accommodate students with disabilities, may apply for example to the hearing loop or door opener.

Students

The student is responsible for staying informed about the procedures at KTH and for applying for disability support by:

- Contacting a medical expert for a certificate of lasting disability.
- Applying for disability support, according to KTH's information for application. It is important that the application is submitted by the student as soon as possible in order for it to be possible to grant support for the following examination period. The student must submit up-to-date documentation from a medical expert regarding lasting disability, adapted for university level.
- The student needs to contact the examiner as soon as possible and no later than 16 working days after the start of the course, in order to typically have a chance to receive supportive measures for the current teaching session in an examination period. For continuous examination during the study period (e.g. partial exam), the student must urgently contact the examiner about the need for support. The examiner should, if possible, be given at least 7 working days to make a decision. The examiner can decide on support only after a recommendation has been issued by KTH's coordinator for students with disabilities.