

Overall guidelines for coordination of educational support for students with disabilities.

According to the Discrimination Act (2008: 567), universities must counteract discrimination and promote equal rights and opportunities regardless of gender, transgender identity, ethnicity, religion or other belief, disability, sexual orientation or age. The law protects both those who apply and those who are already studying at the university.

The concept of "disability"

The Discrimination Act (2008: 567) defines disability as:

"Permanent physical, mental or intellectual limitations of the functional capacity which, as a result of an injury or illness, existed at birth, have arisen thereafter or may be expected to occur."

Duration

There is no legal support or regulation anywhere on how duration should be defined in time with regard to "permanent disability". On the other hand, there is a practice with the time measure 6 months from the previous National Insurance Administration regarding mentally related disabilities. It has been a benchmark for the time measure 6 months for duration, regardless of disability. In contact with the Swedish Social Insurance Agency's head office in May 2020, it was verbally confirmed that the 6-month guideline is still practice.

Lack of availability

As of 1/1 2015, the following text applies in the Discrimination Act on "lack of accessibility as a form of discrimination - see under the heading "Discrimination "(Section 4, item 3)

"Lack of accessibility" means that a person with a disability is disadvantaged by the fact that such accessibility measures have not been taken to put that person in a comparable situation with persons without this disability who are reasonable on the basis of requirements for accessibility in law and other statutes, and with regards to:

- the economic and practical conditions, durations and extent of the relationship or contact between the operator and the individual, and other relevant circumstances. "

Blekinge Institute of Technology has a responsibility and obligation to provide registered students with disabilities with educational support in the teaching situation. The goal is to create clear routines and guidelines for the higher education institution in the work towards an accessible and inclusive university, which concretely means minimizing and limiting obstacles in the study environment. In the same way, the work for equal conditions and gender equality at BTH aims to create a tolerant and inclusive student environment free from discrimination.



Educational support and adaptations:

A disability is individual and affects the study situation in different ways. A criterion for receiving targeted pedagogical support is that the student is registered for a course at Blekinge Institute of Technology and can present documentation of a permanent disability. Below are examples and clarifications regarding certain compensatory support measures / special adaptations that may be relevant for students with disabilities (unless the general availability is good enough):

- **Adapted examination**

In examinations, all students are assessed on the basis of the same requirements for knowledge. The course objectives must be achieved for the student to be approved. The coordinator can decide on adaptation only at campus exams and notify the examination office, which students and adaptations apply. Decisions are made by exam coordinators. In the event of an examination failure, the student must contact the examination office as soon as possible via e-mail tentamen@bth.se. If the student has not used any of the adaptations five times, the decision on support will be reconsidered by a coordinator for targeted pedagogical support. The student must also send an e-mail to tentamen@bth.se before registration for the exam has closed and inform if there are any of the adaptations that the student does NOT need. The examiner is the one who decides whether the student receives an adapted examination at the home examination or other examinations. At the beginning of each course, the student must inform the examiner of his or her possible recommendations for adaptations.

- **Note support**

If the student is unable to take notes during lectures and lessons due to a disability, a fellow student can provide note-taking support. Students with disabilities must be present in the teaching when note support is given. It is the student's responsibility to ask other classmates if they can be note support, but also coordinators and course coordinators can inform that note support is needed in a particular course. The grant granted means that a fellow student receives compensation from the school for writing notes and copying them and sending them to the student. A student with a disability can only receive note support granted the first time the student reads a course and receives notes. Sometimes the note support can be replaced by an echo smart pen and with the help of it the student can record the teaching himself. Recording can be compared to notes and is allowed for the student with targeted support. Even recorded material can be a sufficient support.

- **Tutorial**

Extra supervision may be relevant in connection with the report and essay writing. Replaced by GSTA.



- **Literature in adapted form**

MTM, authorities for accessible funds, produces course literature in an accessible format for people with reading disabilities. At BTH, there are libraries in Karlskrona and Karlshamn that provide talking books and provide information about Legimus.

- **Support from fellow student or mentor**

A student with a disability may be eligible for support from a fellow student or a mentor. The support as a mentor can be given by a person who has experience of university studies, for example an experienced student with at least one year of study experience, a retired teacher or another person with experience of academic studies. Mentor support is not given by teachers or doctoral students who are employed by BTH. The general mentor helps to structure and plan the studies and follow them up. A mentor can also help to prioritize course material and interpret instructions as well as give advice in different teaching situations. Programming mentor gives the student support in programming. Mathematics mentor gives the student support in mathematics. In the event that a student does not present study results with at least 5 credits per semester, despite support from a mentor, the mentor support must be reconsidered. Support from a fellow student can mean social support, someone to be able to ask questions to the current schedule and the like. The fellow student is usually a student who takes the same course. A fellow student can also help with accompaniment, move equipment between lecture halls and be on hand in various unforeseen situations. Support from fellow students is given to the student with mental and neuropsychiatric disabilities and to people with visual impairment or mobility impairment.

- **Educational interpretation (sign language-deafblind and written interpretation)**

Through procured agreements, BTH has ensured that students who are deaf, have a hearing impairment or deafblindness receive interpreters during their studies.

Organization and responsibility

Students with disabilities at Blekinge Institute of Technology shall be given the same opportunities to pursue higher education as other students. In addition to the coordinator for students with disabilities, there is of course a responsibility on the departments, when the support measures / adaptations are to be implemented. The student has the main responsibility for his studies and applies for educational support. Coordinators call a personal meeting to discuss support measures and recommendations. Notice of support is sent to the student via e-mail. For the student department, the departments, the university library and the student, this means the following:



The student's role and responsibilities mean that

- Ensure that the student is registered as a student at Blekinge Institute of Technology
- in good time before the start of studies, contact the coordinator to apply for pedagogical support. Disability must be proven with a certificate. The application is made in NAIS. <https://www.nais.uhr.se/>
- at the beginning of each course, inform the teachers concerned about the pedagogical support measures
- contact the coordinator when information about decisions on educational support is to be renewed
- to the teacher and the coordinator immediately point out any shortcomings that affect accessibility
- **it is always the student who is the information carrier and must inform teachers and examiners about their granted pedagogical support at the beginning of each course**

The role and responsibility of the coordinator means that

- book a meeting with a student who has applied for educational support as soon as possible
- give the student good conditions for pedagogical support in the study situation. In close collaboration with program managers and teachers, develop the support measures that the university is obliged to offer the student
- be sensitive to what the student needs and as far as possible be able to satisfy a good learning environment
- an evaluation is made each semester to ensure quality regarding pedagogical support measures

The department's role and responsibility means that

- information and teaching is adapted for the student concerned
- adapted examination is decided by the examining teacher (examiner) who decides whether the support measure is possible based on the goals and content of the education
- implement pedagogical support measures for the student
- plan and establish study organizational measures that the program manager adapts to the individual study plan in consultation with study guidance
- assist coordinators for the student with disabilities through information and discussion that leads to a basis for the coordinator's decisions on pedagogical support measures

The role and responsibility of the student department means that



- Exam coordinators take responsibility for ensuring that the adaptations that the student has been granted are available at examination times at the entrance exams.
- The International Office shall promote the possibility of studying abroad for students with functional variations.

- offer study guidance and study technology at the individual level if necessary
- offer IT technology to support the student

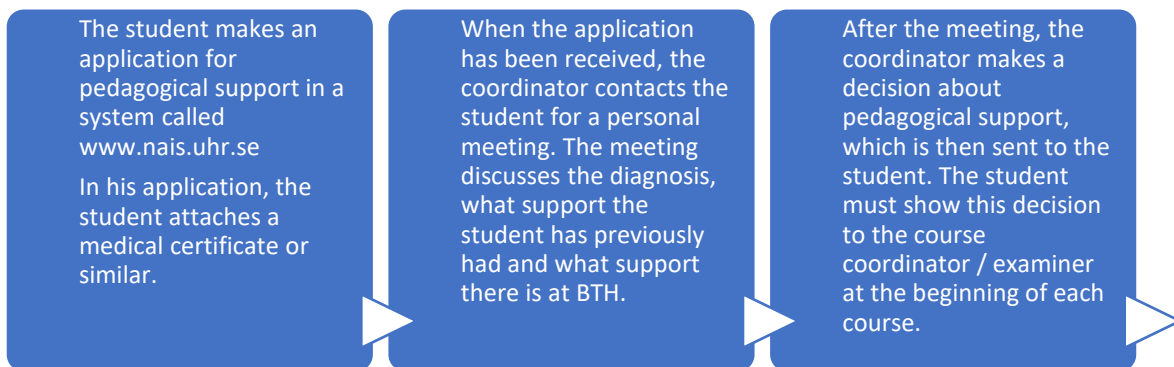
The role and responsibility of the University Library means that

- at the student's request, register a loan account for downloading talking books
- order reading of course literature (books) that is not available via MTM / Legimus
- provide the opportunity for OCR scanning of course materials, such as compendiums. OCR scanning digitizes text on paper into a readable text for speech synthesis on a computer or tablet. OCR scanning is installed on a printer located in the library at Campus Gräsvik and on a printer located on Campus Karlshamn.

The role and responsibility of the communication department means that

- adapt accessibility BTH website, other texts and information material

Personal aids, individually tested and customized, are provided by healthcare



Decided support	Responsible for decisions	Implementation	Comment
Extended time, entrance exam. Primarily 20% longer time, in special cases 40% longer writing time.	Coordinator	Examination	Students with dyslexia have time to read about questions, read through and correct typos. Stress can affect the student's ability to compensate for their

			impaired function. Many impressions can affect students with an NPF diagnosis and cause a loss of concentration.
Smaller group, entrance exam	Coordinator	Examination	Students with an NPF diagnosis or mental illness can easily be disturbed by impressions and external disturbing factors. The student can be extremely sensitive to sound, which makes it difficult to concentrate. In the first instance, students with a need for a calmer environment should sit in a small group.
Single room, entrance exam	Coordinator	Examination	In special cases, individual rooms may be needed. It can be students with an NPF diagnosis who may be perceived as disturbing by others or students with other physical or mental disabilities.
Write on a computer with speech synthesis and spelling programs for examinations that do not test language proficiency	Coordinator	Examination	For students with dyslexia, provides the opportunity to receive support in writing, with spelling and the opportunity to move around text. For students with motor difficulties.
Other adaptations (height-adjustable table, keyboard, etc.)	Coordinator	Examination	For students with physical disabilities
Earplugs or earmuffs?	Coordinator	Examination	For students with an NPF diagnosis who are sensitive to external stimuli

With regard to the above decided support, it is the Coordinator and Exam who implements the decision. The student applies for the exam as usual, the individual support is already submitted to the exam administration.

In the next table, **recommended** support is reported. This is a recommendation from the coordinator after reviewing medical certificates and conversations with the student. The student is an information carrier and must at the beginning of each course contact the course coordinator / examiner to discuss which support can be implemented based on the course syllabus' goals and reasonableness.

Recommended Support	Responsible for recommendation	Responsible for decisions and implementation	Comment
---------------------	--------------------------------	--	---------



Flexible submission time for home exams or other submissions	Coordinator	The examiner decides if the support is possible.	Students with an NPF diagnosis may find it difficult to meet strict deadlines. Students with dyslexia often need extra time to read, write and compile material.
Divided exam	Coordinator	Examiner and exam.	For students with brain fatigue or physical disability. Students with NPF or mental illness may have difficulty with long writing times. This support is used sparingly.
Oral examination, oral examination as a supplement to written.	Coordinator	Examiner	For students with dyslexia who may have difficulty expressing themselves in writing. It may be appropriate to have two people to ensure legal certainty. This support is used sparingly.
Written examination instead of oral	Coordinator	Examiner	For students with mental illness or students with very great difficulty in presenting to a group.
Written home exam instead of hall exam	Coordinator	Examiner	This support is used very sparingly.

Recommended support	Responsible for recommendation	Responsible for decisions and implementation	Comment
Provide lecture materials in advance	Coordinator	Course coordinator / teacher	The student shows his message and notifies the teacher responsible for the course at the beginning of each course. Especially for students with dyslexia.
Record audio and video for your own use	Coordinator	The student, provided that the teacher concerned is informed	The student shows his message and informs the course coordinator at the beginning of each course. Mainly for students with dyslexia but also students with an NPF diagnosis who may have difficulty concentrating



Extra support at VFU	Coordinator	VFU or internship manager	Discussion between student and VFU coordinator. Replaced by GSTA at any cost
Extra guidance	Coordinator	The institution	Replaced by GSTA at costs
Decided support	Responsible for decisions	Implementation	Comment
Mentor	Coordinator	Employed mentor	Mentor provides support 1 hour / week with a focus on structure and planning of the studies. Administered by coordinator, followed up once per semester.
Educational interpretation	Coordinator	Based on BTH's agreement on an educational interpreter, contact is made with the company in question.	Coordinators inform the training about the effort and coordinate it. Replaced by GSTA
Access to Funka room	Coordinator	Coordinator / IT	Coordinators inform IT about which students should have access to the rooms. Booked via TimeEdit
Smartpen	Coordinator	The language workshop	Mainly for students with dyslexia, coordinators provide information and the language workshop provides.
Talking books / Legimus	Coordinator	The library	Students with perceived reading impairment (no certificate required) can gain access to Legimus after contact with the library.