



UMEÅ UNIVERSITET

Procedure for support for students with disabilities

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1. Summary

State authorities are responsible for ensuring that their premises, activities and information are accessible to persons with disabilities. To ensure equal conditions in accordance with the Discrimination Act, the university must work to ensure that students with disabilities are not placed at a disadvantage in the study situation. This may involve providing special support or making adaptations to compensate for any limitations imposed by students' disabilities in relation to the study environment.

The procedure describes the process for applying for and receiving a decision on support, the support measures available and the university's internal distribution of responsibility for support and adaptation measures for students with disabilities¹.

2. Introduction

State authorities are responsible for ensuring that their premises, activities and information are accessible to persons with disabilities². The United Nations Convention³ and Standard Rules⁴ must provide guidance for accessibility work.

According to the Discrimination Act (2008:567), "disability" means permanent physical, mental or intellectual restrictions to a person's functional capacity which as a consequence of illness or injury existed at birth, has occurred since or may be expected to occur.

The university must work to ensure that equal opportunities are offered in accordance with the Discrimination Act, where disability constitutes one of the seven grounds for discrimination. Persons with disabilities must not be placed at a disadvantage. This is why it is important for Umeå University to implement reasonable measures to ensure that any such person is placed in a comparable situation with persons without such disabilities.

This work involves resolving differences as far as possible as early as the planning stage in order to provide all students with the same basic conditions, thereby avoiding special adaptations and solutions. However, special solutions may be necessary for individual students in order to compensate for any shortcomings that may exist or occur as regards general accessibility.

The purpose of the procedure is to clarify the process for applying for and receiving a decision on support, the support measures available and the university's internal distribution of responsibility for support and adaptation measures for students with disabilities. The procedure is aimed at students and personnel at Umeå University and replaces *Procedure for support for disabled students (ref. no. 500-927-12)*, which will cease to be applicable on 30/04/2017.

¹ Students at first, second and third-cycle level. Participants in contract education are not included.

² Regulation 2001:526 on the state authorities' responsibility for the implementation of disability policies

³ United Nations Convention on the Rights of Persons with Disabilities (2008:23)

⁴ United Nations Standard Rules on the Equalization of Opportunities for Persons with Disabilities



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3. Limitations

The compensatory measures offered by Umeå University are related to the study situation; that is to say lectures, seminars, laboratory sessions, excursions, group work, study visits, interviews and examinations included in the education, for example. These measures may also involve special educational (personal) support, adaptations in the teaching situation, the need for special equipment or adaptation to premises.

Umeå University is not responsible for

- personal aids such as wheelchairs, hearing aids, technical aids to assist with communication or specially designed software.
- private support such as personal hygiene, eating or dressing and undressing.

4. Process – from application to notice of decision

4.1. Application for support

Applications for support to compensate for disability are submitted via an online form that can be found on the Umeå University student website. A certificate must be enclosed with the application which confirms permanent disability. When the application is submitted, it is registered in a digital system where the ongoing procedure is handled.

4.2. Decision on entitlement to support

For students to be able to receive disability support, they must be admitted to and registered for education at Umeå University. Coordinators for students with disabilities at Student Services Office⁵ receive the application and assess whether or not the student should be entitled to support. This assessment is based on the application together with the certificate confirming permanent disability. Any student suffering from temporary injury or illness will not be entitled to disability support.

4.3. Decision and recommendation on support

If it is decided that the student is entitled to support, the coordinator gets in touch with the student for a mapping interview. After this interview, the coordinator assesses what support the student needs in a study situation. The student can be given access to support measures on which the coordinators are entitled to make decisions. The coordinators can also recommend support on which departments or units make decisions. Examples of support measures can be found in the appendix.

Decisions on sound recording⁶ are made by the Vice-Chancellor and are applicable to all students with disabilities who have been notified by a coordinator of their entitlement to support.

⁵ When the term “coordinator” is used in this procedure, it always refers to “coordinator for students with disabilities at Student Services Office”

⁶ Rules on sound recording, photography and filming, etc. in teaching situations (ref. no. 500-4078-08)



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4.4. Notification of decision on support

When a coordinator has made a decision on which study support the student is to receive, the student receives a notification indicating how they can find out about the decision.

If the student continues to need support when this decision has ceased to apply, the student must submit a new application using the same method as for the first application. If the student's need for support changes during the programme, they contact the coordinator for a new mapping interview and possible review of the decision.

5. Distribution of responsibilities

According to Regulation 2001:526 on the state authorities' responsibility for the implementation of disability policies, everyone is responsible for providing support to students with disabilities. The responsibilities of the respective parties are described below.

A degree programme includes a number of courses that can be provided by various departments. For any student studying on a programme, the chances of receiving the right support throughout the entire programme facilitated if they have a consistent contact person for the programme. Students studying freestanding courses need to have a person they can turn to at every department at which they are studying courses. The department's contact person also becomes the person to whom the program's contact person refers programme students as regards courses at the department in question (see 5.6 and 5.7).

5.1. Student

Responsible for

- applying for support and confirming a permanent disability.
- following a coordinator's instructions on how the student should proceed in order to receive the practical or personal support decided upon or recommended by the coordinator.
- getting in touch as soon as possible with the relevant contact person for support in the case of disabilities. If the student is studying on a degree programme, they contact the programme's contact person in the first instance (see 5.6). If the student is studying on a freestanding course, they contact the department's contact person (see 5.7). The student and the contact person work through the document "Rekommendation om anpassning i studiesituationen" [Recommendation on adaptation in the study situation] together, and the student receives information on what they need to do in order to access this support. All the student needs to do is show a medical certificate or similar to the coordinator. The student also turns to the contact person in order to receive information prior to any study abroad.
- notifying the course coordinator of whether they need adaptations for summative assessments, and if so which ones, at the latest 10 working days before each summative emotive assessment. Examples of adaptations for summative assessments can be found in the appendix.
- Asking another student to provide assistance with making notes during lectures and scheduled seminars, if a decision has been made to provide the student with such support. If the student needs help with recruiting another student to provide assistance with making notes, the student can consult the department's or programme's contact person for disability support.
- consulting Umeå University Library for access to adapted reading lists.
- as an inbound exchange student, contact their home university to review their need for support in connection with the application for study at Umeå University. Depending on exchange agreements, there may be deviations from this procedure.



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5.2. Coordinator for students with disabilities at Student Services Office⁷

Responsible for

- deciding on which special educational (personal) support is to be given to students with disabilities. Examples of such support can be found in the appendix.
- holding new mapping interviews with students if their need for support changes, and making new decisions on support where relevant.
- if necessary, providing consultative support to the student and to employees affected by the support measures required by the student in order to help eliminate obstacles that may occur in the student's study situation.
- ensuring that the student is given access to the special educational (personal) support on which a decision has been made.
- dealing with coordination and administration for the support personnel providing special educational (personal) support.
- logging the application, certificate or investigation, decision and recommendation on support.

5.3. Support personnel – special educational (personal) support

Support personnel are people recruited to provide special educational support students for whom coordinators have made decisions on support. The job of support personnel is to compensate for the disability of the student in study situations in which these capabilities would be needed. Definitions of the job of support personnel can be found in the appendix.

5.4. Dean, or the person to whom the dean has delegated responsibility

Responsible for

- appointing a contact person for disability support for each degree programme (see 5.6).
- if changes are made, updating the list of relevant contact persons for the programmes at the faculty in question.

5.5. Head of department, or the person to whom the head of department has delegated responsibility

Responsible for

- appointing a contact person for disability support at the department (see 5.7).
- if changes are made, updating the list of relevant contact persons for the department in question.
- making decisions on the adaptations in the teaching situation as specified in the document "Rekommendation om anpassning i studiesituationen" received by the student with disabilities from a coordinator. The student does not need to show a medical certificate or similar.
- ensuring that a reading list is available ahead of the start of the course to an extent compliant with applicable rules⁸ at Umeå University and the guidelines for the production of talking books as provided by the Swedish Agency for Accessible Media.

⁷ When the term "coordinator" is used in this procedure, it always refers to "coordinator for students with disabilities at Student Services Office"

⁸ Rules for formulation of course syllabi at first and second-cycle level (ref. no. FS 1.1–292-15)



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- if the document “Rekommendation om anpassning i studiesituationen” indicates that a student needs adapted premises, ensuring that the department initially books premises available for collective bookings that are already adapted.
- making decisions on the financing of adaptations to premises to be funded by the department. The student’s need for adapted premises must be specified in the document “Rekommendation om anpassning i studiesituationen” received by the student with disabilities from a coordinator. The head of department provides notification of his/her decision on finance to the department’s contact person for disability support, who continues dealing with the issue together with the Building Office.
- paying particular attention to fire safety in respect of students with disabilities.
- notifying relevant personnel and deciding on who is to do what to allow the student to receive access to the support decided upon.

5.6. The programme’s contact person for disability support

Responsible for

- working together with the student to review the support recommended by a coordinator and as specified in the document “Rekommendation om anpassning i studiesituationen” received by the student with disabilities from a coordinator. The student does not need to show a medical certificate or similar.
- notifying the student of what they need to do in order to access the support and who their contacts for disability support are at the departments as regards courses on the programme.
- helping in involving another student for any student who has been deemed entitled to assistance with making notes, if the student states that they need such assistance.
- notifying contacts at relevant departments when the document “Rekommendation om anpassning i studiesituationen” indicates that the student requires adaptation of premises.
- notifying the student of opportunities and criteria for receiving study support required by the student prior to any studies abroad.
- acting as the student’s contact person on issues relating to disability support throughout the student’s entire period of study on the programme.
- following the instructions of the coordinator with regard to educational interpreting, if the student has been granted such support.

5.7. The department’s contact person for disability support

Responsible for

- working together with the student to review the support recommended by a coordinator and as specified in the document “Rekommendation om anpassning i studiesituationen” received by the student with disabilities from a coordinator. The student does not need to show a medical certificate or similar.
- notifying the student of which support the head of department, or the person to whom the head of department has delegated responsibility, has decided that the department is to provide. The contact person must also provide information on what the student needs to do and which people they may need to contact in order to access this support.
- helping in involving another student for any student who has been deemed entitled to assistance with making notes, if the student states that they need such assistance.



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- contacting the Building Office for investigation purposes when the document “Rekommendation om anpassning i studiesituationen” indicates that the student requires adaptation of premises⁹. If the investigation finds that the department should fund the adaptations, the contact person must provide information on the results of the investigation to the head of department who makes decisions. The contact person then continues dealing with the issue together with the Building Office.
- notifying the student of opportunities and criteria for receiving study support required by the student prior to any studies abroad.
- notifying the student that they have to tell the course coordinator about any need for adaptations in the case of summative assessments, such as extended writing time or special equipment.
- following the instructions of the coordinator with regard to educational interpreting, if the student has been granted such support.

5.8. Course coordinator

Responsible for

- working in consultation with the examiner to make decisions on adaptations for summative assessments¹⁰, such as extended writing time or special equipment, when the student has reported such needs. The student must show the document “Rekommendation om anpassning i studiesituationen” received from a coordinator, but there is no need to show a medical certificate or similar.
- ensuring that an order is placed with the Service Office if the course coordinator grants permission for adaptations including support provided by the Service Office.

Decisions are made on the basis of an applicable course syllabus. The same requirements in terms of knowledge, skills and the evaluation capability of the student after completing a course (anticipated credits awarded) are applicable to all students, although the actual reporting of these may take place in different ways. Attention must be paid to accessibility requirements in the law and other statutes when assessing the chances of implementing adaptations.

5.9. Unit manager at the Service Office, or the person to whom the unit manager has delegated responsibility

Responsible for

- making decisions on the provision of special equipment based on the needs of the student, as specified in the document “Rekommendation om anpassning i studiesituationen” received by the student with disabilities from a coordinator.
- providing special equipment in the locations where Umeå University provides education stop

5.10. Unit manager at the Building Office, or the person to whom the unit manager has delegated responsibility

Responsible for the following, with regard to premises rented by the university

- receiving orders concerning the need for adaptation of premises from the department’s contact person for disability support. The Building Office examines the need for adaptations in

⁹ The Building Office may be contacted for more information as regards premises rented within the scope of the Agreement on medical education and research or the Dentistry education agreement.

¹⁰ Rules for grades and summative assessments at first and second-cycle level (ref. no. FS 1.1.2–553-14)



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consultation with the contact person. The student in question may also need to be involved in the investigation.

- ensuring that decisions are made on adaptation of premises in accordance with the university's delegation of authority.
- implementing decisions on adaptations to the university's premises.
- ensuring that accessibility is taken into account when planning new premises.

The Building Office bears no responsibility for premises rented within the scope of the Agreement on medical education and research (ALF) or the Dentistry education agreement (TUA), but it can answer questions on how departments renting such premises should proceed when these premises need to be adapted.

5.11. Principal Librarian at Umeå University Library, or the person to whom the Principal Librarian has delegated responsibility

Responsible for

- Registering the student with the Swedish Agency for Accessible Media and providing support when downloading and ordering adapted reading lists.
- introducing students to the support software provided by the university and teaching them how to use it.
- providing the Resource Lab at Umeå University Library, which includes computers with accessibility software.

6. Finance

6.1. Special educational (personal) support

Special educational support at Umeå University is financed by means of a special allocation in the university budget¹¹ managed by coordinators. These funds must be used for personal support for students with disabilities. The funds also finance extended time during written summative assessments, when coordinators have specified this in the recommendation. See the appendix for definitions of what the various forms of support involved.

6.2. Adaptations in the teaching situation

All adaptations in the teaching situation that are not financed in the ways described in 6.1 and 6.3–6.5 financed by the department. If the Service Office is unable to offer invigilators or individual rooms during summative assessments, the department must fund the adapted summative assessment.

In special cases and subject to investigation by coordinators, it may be possible for the department to receive compensation from central funds as regards the support measures additional supervision when writing reports and essays, additional teacher support, additional one-to-one support during internships and placements, and transcription. See the appendix for definitions of what the various forms of support involved.

¹¹ If the annual cost is an excess of 0.3% of the university's direct government funding for first-cycle courses and study programmes, the university has the opportunity to apply for additional funding from the Ministry for Education via the national coordinator at Stockholm University, but this does not include costs for equipment or investments and measures relating to the general accessibility of a higher education institution.



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6.3. Special equipment

Special equipment necessary to allow the student with disabilities to study at the university is financed by the Service Office. Examples of special equipment can be found in the appendix.

Equipment that must be used by all students in the study situation on a specific course or study programme (such as stethoscopes or microscopes) and has to be adapted for the student with disabilities will be funded by the department or unit in question.

The IT unit finances the university's centrally available accessibility software.

6.4. Premises

Premises available for collective bookings must be used in the first instance.

The Building Office is responsible for distribution of costs for necessary renovations on premises rented by the university. These costs may be absorbed by either the Building Office or the department in question.

Costs for group rooms for which students with disabilities may be given priority are included in the existing model for the financing of the booking of premises.

Costs for the Resource Lab are financed by Umeå University Library.

6.5. Adaptation of course materials

An adapted reading list and teaching materials in alternative formats are normally funded by the Swedish Agency for Accessible Media. Teaching materials not provided by the Swedish Agency for Accessible Media will be funded by the department. "Teaching materials" means all course materials except for the reading list¹².

¹² www.mtm.se/english/products-and-services



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Appendix: Definitions of what the support measures involve and who provides the support

Responsibility for various support measures below is indicated in section 5 above. The range of support measures available and the people who provide these may change.

Special educational (personal) support

Examples of support are presented here. Other support may be available.

Assistance with making notes means that someone writes down anything that is said during lectures and scheduled seminars.

A course colleague in the same study group provides this support.

A *mentor* helps the student to improve their study technique and study habits and provides the student with assistance on planning and structuring their studies.

The mentor is a person who has experience of higher education, often a student.

Support from another student or personnel may, for example, involve providing visual support by escorting the students, providing support for orientation or navigating virtual learning environments. This person may also provide support when equipment needs to be moved between lecture halls.

The other student is a course colleague in the same study group or staff at the Service Office.

Assistance with writing involves someone writing down anything that a student says when the student is unable to do their own writing. Assistance with writing is frequently used in connection with written assignments and summative assessments.

A person with transcription skills provides assistance with writing.

Educational interpreting – sign language interpreting, writing interpreting and deaf-blind interpreting – is provided in study -related contexts.

This support is provided by sign language interpreters, deaf-blind interpreters or writing interpreters affiliated to the university via agreements.

Sound recording

Any student with disabilities who has been granted support is entitled to make audio recordings of lectures¹³.

The student must make the audio recording themselves.

Adaptations in the teaching situation

Examples of support are presented here. Other support may be available.

Adaptations during written summative assessments may, for example, involve extended time, a separate room or a computer running special software.

The Service Office provides this support if the department has ordered the service from them, otherwise it is provided by personnel at the department in question.

¹³ Rules on sound recording, photography and filming, etc. in teaching situations (ref. no. 500-4078-08)



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Adapted examination format may, for example, involve verbal summative assessment instead of summative assessment in writing, or dividing the summative assessment up into two or more occasions.

This support is provided by personnel at the department in question.

Provision of lecture material in advance so that the student is given the opportunity to acquaint themselves with the material used by the teacher, on an equal basis.

Teachers ensure that this material is provided.

Individual study plans involve organisational study measures such as adaptation of course organisation and timetables, part-time studies, etc.

This support is provided by personnel who have been tasked with this in accordance with delegation of authority by the Vice-Chancellor and the faculties.

Additional one-on-one support for internships or placements may, for example, involve providing the student with visual support or guidance in connection with internships or placements.

Depending on which support is needed, the person providing the support may be a teacher or supervisor with subject knowledge, or another support individual.

Additional teaching support must be a complement to regular teaching. This may, for example, involve clarification of information and study tasks.

A teacher or supervisor with subject knowledge provides this support.

Additional supervision when writing reports and essays beyond the regular assigned supervision time may be needed in order to clarify issues to the student or if they need more support as regards the content or structure of the essay.

A teacher or supervisor with subject knowledge provides this support.

Transcription involves converting videoed teaching into text.

A person with transcription skills provides this support.

Adaptation of course materials involves making the materials available in the format needed by the student. This may involve Braille, tactile images or large print. These materials can also be made available by having someone read the text or scanning and editing the text for reading out loud using speech synthesis.

Umeå University Library orders materials produced by the Swedish Agency for Accessible Media. Teachers and supervisors may receive support from the Centre for Educational Development when it comes to producing accessible PDF files and other materials not provided by the Swedish Agency for Accessible Media.

Premises

Adaptation of premises may, for example, involve signage, permanent hearing loops, renovation of premises or provision of door openers.

The Building Office must be contacted when there is a need to adapt premises rented by the university.

Access to the Resource Lab The Resource Lab has various kinds of computer support, with software adapted for people with impaired vision or problems with reading and writing, for example.



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Umeå University Library provides the Resource Lab.

Group room priority means ensuring that a student with a recommendation of group room priority is entitled to book any such room up to six days in advance. Infocenter can help the student to access the information they need. The student then books the group room.

Special equipment

Special equipment in connection with teaching situations may, for example, involve portable hearing loops or adjustable desks and chairs.

The student contacts Infocenter, which then delivers the equipment to wherever it is needed.

Special equipment for written summative assessments may include computers, adjustable chairs or desks.

The Service Office provides this support if the department has ordered equipment from it, otherwise the support is provided by the department in question.

Accessibility software

The university provides accessibility software to which all students have access¹⁴. This includes spellcheckers, dictionaries and speech synthesis software.

Umeå University Library can introduce students to the software and teach them how to use it.

¹⁴ More information on how students can access this software can be found at www.umu.se/en/student