

23 January 2023

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**UNIVERSITY
OF TURKU**Faculties and Departments
Independent units
University Services

Recommendation on Individual Arrangements for Students with Disabilities and Diverse Learners

1. General

Students and applicants of the University of Turku can be granted individual arrangements for their studies. The goal of the individual arrangements for students with disabilities and diverse learners is to eliminate the disadvantages and obstacles caused by disability, chronic illness or learning difficulty and thus promote the realisation of non-discrimination of people with disabilities and diverse learners in accessing and thriving in education. (Non-discrimination Act, Section 5)

When planning and implementing arrangements for teaching and studying, particular attention must be paid to the general accessibility and availability of teaching and studies, for example, in relation to facilities, teaching materials and other teaching arrangements. General accessibility does not necessarily reduce the need for individual arrangements but it supports the equal participation of people with different disabilities and diverse learners in the University community.

All teaching situations aim to acknowledge the needs of students with disabilities and diverse learners also when it comes to the availability of communications and teaching materials. The availability of teaching materials is also regulated by the Web Accessibility Directive of the EU and the Act on the Provision of Digital Services.

Communications related to teaching, such as exam results, should be made accessible to students with visual impairments and diverse learners, for example, in digital format or larger font size. Keeping communications up-to-date, such as informing about schedule changes, is particularly important to students who need, for example, interpreter or transport services in their studies. In the availability of study materials, the aim is to acknowledge the disadvantages caused by disability, chronic illness or learning difficulty, for example, in taking notes and group work situations.

2. What are individual arrangements?

The content and implementation of individual arrangements are defined based on the needs of the student and the characteristics of the situation. When implementing individual arrangements for the first time, the applicant or student must present a medical certificate or other expert statement of the need for individual arrangements. The certificate or statement must include the disadvantages and obstacles caused by the disability, illness or learning difficulty in the necessary scope.

The disability or chronic illness can be physical or psychological, such as a mobility, sensory or cognitive disability. Diverse learners may have reading, writing or other learning difficulties. The disability or illness of the student may also cause challenges in social interaction or social situations. The student or applicant may have more than one disability or chronic illness that have an impact on accessing and thriving in

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education. Individual arrangements can also be implemented on a fixed-term basis when the disadvantage caused by the disability or illness is temporary, such as a result of an accident.

Individual arrangements can concern entrance examinations or aptitude tests, exams or other teaching situations. In addition to teaching, other teaching situations include guidance related to studying and included services. Individual arrangements can, for example, concern the following:

- organisation of exam and teaching situations (e.g., a possibility for extra time, additional lighting, other facility arrangements or the possibility to complete studies with some other alternative manner agreed separately)
- assistive devices (e.g., possibility to use a computer or other aid for writing, such as a braille display or an induction)
- materials (e.g., the possibility to receive exam questions in larger font size)
- services (e.g., the possibility to use an interpreter or a personal assistant. The student is in general responsible for acquiring the personal assistant or interpreter).

A student who needs individual arrangements has an equal right for supervision in an entrance examination or exam situations. If a student needs to use an assistive device of their own, such as a computer, in an entrance examination or exam, the University has the right to check the files and programmes of the equipment before the beginning of the entrance examination or exam.

A student/applicant has the obligation to report changes in the circumstances that are the grounds for the individual arrangements.

The Accessibility Planning Officers provide counselling related to applying for and the contents of individual arrangements. In the faculty, the Head of Academic and Student Affairs provides counselling for students when necessary.

3. Individual arrangements in exams and other teaching situations

The aim is to realise the accessibility and availability of exams and other teaching situations as well as possible. Study guidance, career and recruitment services as well as international studying and related services are also an integral part of education, to which students with disabilities and diverse learners must have an equal right with other students.

Students can contact the Accessibility Planning Officer when they wish to receive a recommendation for individual arrangements. A student can initiate the process by sending a free-form application to the Accessibility Planning Officer at the Study and Work Well-being Services, for example, by email or phone. The application must be submitted well before the exam or other teaching situation in question. A student can also contact the Accessibility Planning Officer when they need assistance in their studies due to, for example, a disability, which is when the need for a

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recommendation for individual arrangements will become clear during the conversation.

When planning the individual arrangements for exams and other teaching situations, the individual needs of students with disabilities or learning difficulties are the starting point. If necessary, a student can have a counselling discussion with the Accessibility Planning Officer in order to review the situation of studies as well as the study arrangements offered by the University. The counselling discussion is voluntary for the student.

The Accessibility Planning Officer writes a recommendation for individual study arrangements on the basis of the medical certificate or other expert statement and the counselling discussion or application. The recommendation is approved and signed by the Accessibility Planning Officer and the Head of Academic and Student Affairs of the faculty or the Department Manager at the Open University.

If the student has applied for individual arrangements in the entrance examination of the previous spring, they do not need to provide an attached certificate/statement to the Accessibility Planning Officer.

Information concerning individual arrangements is confidential. This is why the University personnel will not receive information regarding the recommendation for individual arrangements, unless the student in question provides it. Therefore, when it comes to exam and other teaching situation arrangements, the student is primarily responsible for informing the teacher about the recommendation and agreeing on the implementation of the arrangements with them. The Accessibility Planning Officer can help with forwarding the required information to specific teachers with the student's permission.

The Accessibility Planning Officer stores the recommendations for the duration of their validity in a register to which only the Accessibility Planning Officer has access to. The Accessibility Planning Officer can give a copy of the recommendation to the student in question on request. After the recommendations expire, they are disposed of securely.

In exam and other teaching situations, the student must agree on the implementation of the individual arrangements with the responsible teacher two weeks prior to the exam at the latest or when the arrangements concern teaching, at the beginning of the course at the latest. The practices for implementing the arrangements can have faculty or department-specific variation of which the student will be informed in more detail in the recommendation and counselling discussion.

If the student has dyslexia, the recommendation can be sent, with the student's permission, to the Head of Academic and Student Affairs at the Centre for Language and Communication Studies for the part of foreign language teaching.

On the student's request, a meeting on the individual arrangements can be organised between the student, teacher(s), Student Advisor and Accessibility Planning Officer.

A recommendation for individual arrangements for exam and other teaching situations can be valid for a maximum of four years at a time. The recommendation can be granted for a fixed term if the disability or illness of the student can be expected to last a certain time. In case the need for individual arrangements lasts

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longer than the validity of the recommendation, the student must contact the Accessibility Planning Officer to update the recommendation. If necessary, the recommendation can also be updated during studies if there are changes in the student's situation.

4. Individual arrangements in entrance examinations

If an applicant needs individual arrangements in an entrance examination, they can apply for the arrangements as instructed by the Admission Services of the University. There may be differences in the instructions and regulations concerning individual arrangements, for example, in different Bachelor's entrance examinations. The Accessibility Planning Officers help applicants with questions related to individual arrangements. The applicant will be informed of the granted individual arrangements via email well before the entrance examination.

If an applicant needs the pre-reading materials or advance assignments of an entrance examination in an accessible format, they can apply for the material through Celia during the joint application period. If the examination and exam materials need to be accessible, the University can order an accessible entrance examination subject to a fee from Celia, or Celia can instruct in compiling an accessible entrance examination.

The documents related to the individual arrangements of an entrance examination are stored for one year starting from the day of the entrance examination.

5. Implementation and follow-up of individual arrangements

Individual arrangements are implemented in close collaboration with faculties and the Open University. When planning and implementing arrangements, the learning outcomes of the subject in question must be considered.

The Accessibility Planning Officer writes a recommendation on the granted individual arrangements, after which the Head of Academic and Student Affairs approves it with their signature and sends the recommendation to the student. In case the student is unsatisfied with the contents of the recommendation or the implementation of the arrangements, they must contact the Accessibility Planning Officer. The faculty or unit providing the teaching is responsible for the practical implementation of the arrangements.

The Accessibility Planning Officer stores the recommendations for the duration of their validity as the Data Controller and can provide a copy to the student on request. The attachments of the recommendation are stored for six months starting from the day of the application submission. After the recommendation expires, it is deleted from the register.

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The Accessibility Planning Officer monitors the implementation of the individual arrangements. The implementation of individual arrangements in entrance examinations is monitored regularly with a feedback survey sent to the applicants. The Accessibility Planning Officer reports on the recommendations to the Equality Committee of the University in its annual report.

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Notification The Student Union of the University of Turku