

Guidelines for support **TO STUDENTS WITH DISABILITIES**





This document provides guidelines and information regarding the support that the Stockholm School of Economics (SSE) offers students who have been diagnosed with a disability. The document is in effect as of August, 2015 and applies until further notice. SSE's work to support students with disabilities is continually ongoing, so this document may be subject to changes.

SSE'S POLICY

SSE's policy is that all students are welcome and provided with the same opportunities regardless of sex, religion, ethnicity, sexual orientation, gender identity/expression, social background, disability or age. Sweden's Discrimination Act¹ stipulates that it is prohibited to discriminate against a student or applicant on account of their disability and that the university or other higher education institution is responsible for actively promoting equal rights and opportunities for students. In addition, adequate accessibility must be provided.

The goal for SSE is to provide undergraduate and graduate students with disabilities with such measures of support so as to ensure to as great an extent as possible that students can pursue their studies under the same conditions as students who do not have disabilities. It is worth emphasizing that it is not a question of lowering the standard of quality with respect to the course objectives.

HOW IS DISABILITY DEFINED?

The Discrimination Act defines disability as a "permanent physical, mental or intellectual limitation of a person's functional capacity that as a consequence of injury or illness existed at birth, has arisen since then or can be expected to arise."

Disabilities include difficulties reading and writing (dyslexia), neuropsychological disabilities (ADHD, Asperger's syndrome etc.), visual or hearing impairment, neurological disorders or mental illness. Temporary or short-term injury or illness does not qualify as a disability.

1) The Discrimination Act (2008:567)



CERTIFICATES AND PLANNING

Students who have been diagnosed with disability can apply for educational support. One prerequisite for receiving compensatory support is that the student can attest their disability with a certificate, report or other documentation from an expert recognized by the Stockholm School of Economics. The certificate should state what supporting measures are suggested. The certificate should be prepared with regard to studies at a university or higher education institution, composed in Swedish or English and not older than five years. Some measures require a long turnaround time, so it is important that the student submit the certificate and contact the coordinator for students with disabilities well in advance.

After this, the coordinator informs the student of the student's duties, goes through the various supportive measures available with the student and provides the student with a certificate describing the relevant supportive measures. The student can then use the certificate in their contacts with the departments and teachers.

THE COORDINATOR'S TASKS

In order to provide good service to students with disabilities, it is important that there is a clear defined organization. This makes it easier for students but also for other staff who deal with students in their day-to-day work. At SSE, the coordinator for support to students with disabilities has been placed in Academic Support and Records and is the person responsible for coordinating educational support to individual students with disabilities.

STUDENT RESPONSIBILITIES

Students need to contact the coordinator on their own as soon as possible for a preparatory discussion about their disability and to receive information about what forms of educational support are available. Information about the option of getting educational support can be found in *The Student Compass*, which is sent out to all new students admitted to the program. Students must then determine individually on their own whether they will apply for educational support with the coordinator. At the time of their initial contact with the coordinator, students are informed of the various options of support available and encouraged to contact the course director or other relevant staff well in advance for a discussion about relevant forms of support.

Good advance planning makes it easier for everyone involved. If a student, for instance, is granted extended time to take an exam, the student must inform the Office of Examinations & Records of this at least fourteen days in advance.

Students with disabilities cannot expect academic requirements to be lowered, and students should contact the coordinator on their own if they find that the forms of educational support are not working or if any problem shall arise.

FORMS OF EDUCATIONAL SUPPORT

People with disabilities do not constitute a homogenous group, and it is important to remember this. That means that different disabilities can entail different kinds of consequences for each individual student. That means that the same disability may be manifested in different ways depending on the individual and the environment. The forms of educational support therefore depend on the individual, and in this way each student with a disability should be able to get the support that allows them to have the same conditions to perform in as students who do not have disabilities. Below are examples and a short description of the most common forms of educational support:

NOTE-TAKING ASSISTANCE

What the support entails:

a) The student with a disability copies notes in order to study them later.

- b) The student with a disability gets a clean copy of the notes typed up and sent by e-mail or postal mail.
- c) The student with a disability also gets an oral review from the person who took the notes in order to get further clarification.

Most often the student asks a fellow student. If necessary, the coordinator helps to find a person who can take notes.

Who provides support: Usually a fellow student in the same study group.

FELLOW STUDENT

What the support entails: May involve someone to ask questions to about the relevant schedule or similar matters. Another example is guidance on school premises. The support is often provided in the beginning of the education.

Who provides the support: Provided by a student who attends the same course as the student with a disability.



MENTOR

What the support entails: Students with neuropsychiatric disabilities can under certain circumstances get a mentor. A mentor helps to structure and plan studies, for instance, by making agreements and following up on them. Can also help structure and make selections from the course materials.

Who provides the support: Provided by a person who has knowledge of the subject – usually a student who is farther along in their studies or, for instance, a doctoral student.

MODIFIED EXAMINATION

What the support entails: May involve many different measures depending on the student's needs and the structure of the course. It may be additional arrangements during a regular exam, such as extra time to take the exam, a separate room for students with disabilities, having the exam recorded on an MP3 player, using a computer with a speech synthesis or spelling

program, or assistance in reading or writing. SSE's policy on giving additional time to take an exam is basically to allow 50% more time than the regular amount for the test. It may also involve another form of examination, like an oral instead of written exam, a take-home exam or a written exam supplemented with an oral report.

Who provides the support: Can be provided by staff from the Office of Examinations & Records, staff from relevant departments such as a teacher or others.

Keep in mind: The decision is made based on the relevant syllabus. The form of examination is always indicated in the syllabus, and it is always the course examiner who decides on the form of examination².

2) The examiner is the person responsible for conducting the examination. Hence any requests regarding modification in the examination form, due to reasons of temporary or short-term injury or illness, should be directed to the examiner. Should the examiner approve such a change to the examination form, then the examination must be administered by the department involved.



COURSE LITERATURE IN MEDIA ADAPTED TO THE STUDENT

What the support entails: All course literature can be adapted as talking books or e-text books, enlarged or converted to Braille through MTM (Swedish Agency for Accessible Media).

Who provides the support: The library orders a library ID (user ID and PIN code) from MTM for the individual student. The student can then download talking books from MTM's digital library via Legimus. The SSE library can help students order and borrow books if necessary.

Keep in mind: Because it takes up to eight weeks for MTM to record a talking book, it is important that the student have good advanced planning. To make it easier for students who need to order recorded literature from MTM, it is therefore important that the course literature be specified well in advance and is made available at least eight weeks prior to the start of the course. The same applies for course compendia and articles, as such material may need to be recorded.

SOFTWARE

As a student at Stockholm School of Economics there is the opportunity to download and install text to speech software TorTalk for Mac or Windows³. For more information contact the library <https://www.hhs.se/en/library/>.

OTHER SUPPORT

Sign language interpretation, information interpretation and deaf-blind interpretation

What the support entails: All forms of instruction in spoken Swedish or English are interpreted into Swedish Sign Language or written Swedish.

Who provides the support: Provided by sign-language interpreters or writing interpreters who affiliated with SSE through agreements or employment.

3) The software is available as of January 2016



Stockholm School of Economics
P. O. Box 6501 · SE-11383 Stockholm
Phone +46 8 736 90 00 · info@hhs.se
www.hhs.se

