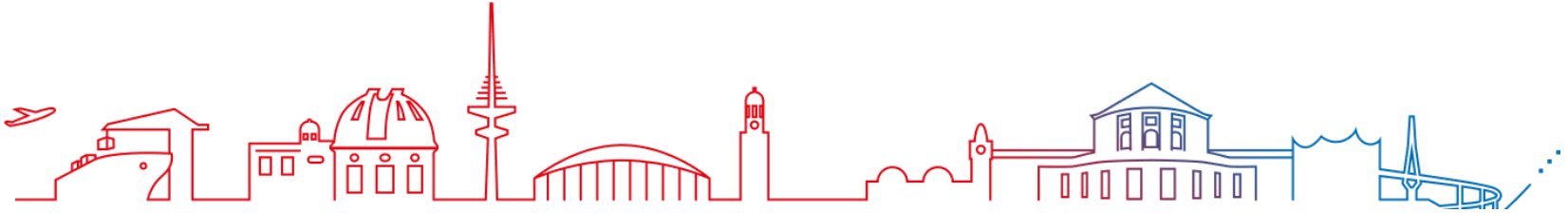




Universität Hamburg
DER FORSCHUNG | DER LEHRE | DER BILDUNG



Individual Adjustments of Course and Examination Conditions („Reasonable Accommodations“)

11.10.2024

Dr. Maike Gattermann-Kasper, Dr. Susanne Peschke

Introduction “Studying with Impairments“

- University of Hamburg
- Büro für die Belange von Studierenden mit Beeinträchtigungen
 - Dr. Maike Gattermann-Kasper, responsible in particular for individual adjustments of course and examination conditions („reasonable accommodations“) supported by student tutors
 - Dr. Susanne Peschke, responsible for digital accessibility and assistive technologies

Service “ Studying with Impairments“ 1 of 2

- Büro für die Belange von Studierenden mit Beeinträchtigungen
 - Usually office hours for in-person appointments once a week
 - Usually office hours for telephone appointments once a week
 - Individual appointments by prior arrangement in person, by telephone or video chat and advisory by email
 - Up-to-date information and, in some cases, the option of making appointments using a digital tool: [Sprechstunden : Studieren mit Beeinträchtigungen : Universität Hamburg \(uni-hamburg.de\)](https://www.uni-hamburg.de/sprechstunden/studieren-mit-beeintraechtigungen)

Service “ Studying with Impairments“ 2 of 2

- Advisory is available in the following languages: German, English, Spanish, German Sign Language (with interpreter)
- Contact options:
 - Telephone: +49 / 40 / 428 38 - 3764
 - Email: beeintraechtigt-studieren@uni-hamburg.de
 - Web: www.uni-hamburg.de/bdb

Agenda

- Students with impairments – Who belongs to the group?
- Reasonable accommodations at University of Hamburg at a glance
 - General information on reasonable accommodations
 - What is considered a disadvantage?
 - What are the conditions for eligibility?
 - What accommodations are possible?
 - How does the procedure go?



Students with impairments – Who belongs to the group?

Students with impairments 1 of 2

- Students with acute, temporary health impairments
 - Deregistration from exams as an option for students
 - Withdrawal from exams due to acute, temporary health impairments, that lead to inability to take exams (if deregistration is no longer possible)
 - Extension or, if applicable, withdrawal from final theses due to acute, temporary health impairments

Students with impairments 2 of 2

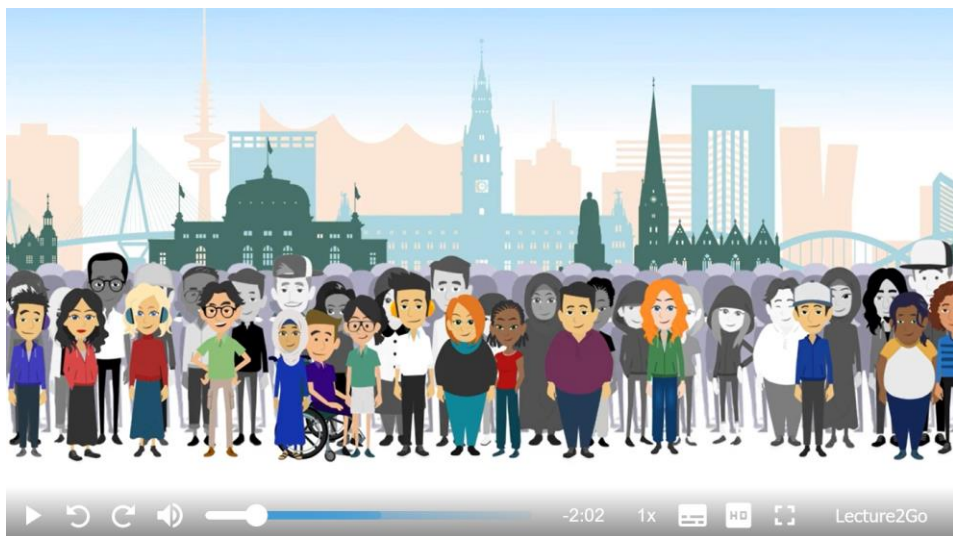
- Students with long-term health impairments who are generally able to take examinations
 - If there are disadvantages compared to students without impairments when it comes to exams and assessments: Individual adaptation of conditions under which you study and take exams

Percentage of students with health impairments

Students ...	21. Sozialerhebung DSW (2017)	22. Sozialerhebung BMBF (2023)
without health impairments	77%	76%
with health impairments	23%	24%
... that doesn't make studying difficult	12%	8%
... that makes studying difficult	11%	16%
(very) weak difficulty	2%	2%
medium, (very) strong difficulty	9%	14%

Forms of health impairments of students

Forms of health impairments of students that can make studying more difficult	best2 (2018)	best3 (2023)
Mental illnesses	53 %	65 %
Chronic physical illness	20 %	13 %
Specific learning difficulties	4 %	4 %
Motoric impairments	4 %	2,5 %
Speech impairments, hearing impairments/deafness	3 %	1 %
Impairments of vision/blindness	3 %	2 %
Other categories	13 %	12,5 %



Reasonable accommodations at University of Hamburg at a glance

General information on reasonable accommodations

What is a reasonable accommodation?

- Coursework or examinations, requirements for the course of study as well as other conditions under which you study and take exams can be adjusted with equal opportunities at the request of students
 - for students with long-term health impairments
 - under certain conditions
 - through adjustments related to the individual case
- The German term for reasonable accommodation is “Nachteilsausgleich”, or “NTA” for short

UHH-regulations on reasonable accommodations

- Requirement Section 60 subsection 2 No. 15 HmbHG (Hamburgisches Hochschulgesetz) and Section 5 subsection 3 Rahmenprüfungsordnung der Universität Hamburg (examination regulations)
- Almost consistent regulation in the Bachelor's- und Master's examination regulations: in each case Section 11
- Different regulations apply for degree programs with state or clerical exams

What is considered a disadvantage?

What is considered a disadvantage? (Examples) 1 of 2

Exam conditions	Examples of problematic characteristics in individual cases
Didactic aspects, especially teaching material, examination subjects	No reasonable accommodations possible
Exam and assessment formats	Lack of structure in the tasks Language level of the tasks too high Exam format burdened with anxiety Interpretation of a caricature as a task Reasonable accommodations only partially possible
Technical aspects, e.g. examination software, examination documents, aids	Non-accessible examination documents Certain activities only possible with aids Reasonable accommodations generally possible

What is considered a disadvantage? (Examples) 2 of 2

Exam conditions	Examples of problematic characteristics in individual cases
<p>Organizational aspects, in particular spatial and temporal conditions, social form, services</p>	<p>Exam room too big, too loud Chairs not adjustable in height/tilt Exam time too short Exam starts too early/too late Hardly any listening comprehension in oral group exams Need for reading assistance or sign language interpreters Reasonable accommodations generally possible</p>

What are the eligibility requirements?

Eligibility requirements

Eligibility requirements	Notes
Long-term health impairment or disability according to the HmbBGG	(Suspected) diagnosis according to ICD-10 GM version 2024 should be available
Disadvantage in connection with long-term health impairment or disability if exams and assessments were completed under the conditions provided for everyone	A specific status, e.g. officially recognized disability or diagnosis, is not a disadvantage on its own - functional limitations are relevant
Impairment or disability cannot be related to the skills the exams are supposed to access	Determination of the purpose of the exam, which must not necessarily conflict with an eligibility for reasonable accommodations

What accommodations are possible?(Examples)

What needs to be considered when selecting accommodations?

- No over- or undercompensation of disadvantages
- Maintaining of requirement and achievement standards
- No change of examination subjects

What is not possible for examinations?

- Examples
 - Remission of coursework or examinations without appropriate compensation
 - Inadmissible assistance, e.g. differently formulated exam tasks
 - Different assessment or waiver of assessment of (partial) performance in individual cases
 - Additional exam attempt
 - Replacement of an exam format with a non-equivalent format

Adaption of the examination conditions 1 of 2

- Examples
 - Time extension for exams, term papers and theses or coursework that is typically done at home
 - Separate room for written exams
 - Break arrangements for written or oral exams
 - Use of aids, so-called skills, assistance or interpreters during exams

Adaption of the examination conditions 2 of 2

- Examples
 - Replacing an examination format with another **equivalent** format, e.g. screencast instead of presentation
Note: Replacement is always the final attempt in the event that the intended format cannot be adapted as a reasonable accommodation
 - Adapted conditions for work placements, e.g. part-time work placement instead of full-time
 - Adapted conditions for laboratory internships, excursions

More time or breaks during exams?

Impairment	Time Extention	Break regulation
Type 1 diabetes	No	Yes
Crohn's disease	No	Yes
Autism spectrum disorder	Yes	case-dependent
Panic disorder	No	Yes
Motoric impairment	case-dependent	case-dependent
User of „skills“	No	Yes
Depressive disorder	No	Yes

Adaptation of course conditions

- Examples
 - Preferential admission to courses with attendance restrictions
 - Increasing the absence rate for courses with compulsory attendance
 - Provision of accessible materials, live subtitling or transcripts
 - Adaptation of communication conditions, e.g. use of FM technology in seminars

How does the procedure go?

Procedure 1 of 2

Procedural aspect	Regulation or practice UHH
Form of application	in writing: informal, with form, partly entry form on the website of the academic office
Application limit of time	in time = at least four weeks before the examination or request by e-mail from the academic office
Obligations to provide evidence	Attach supporting documents, recommendation of the representative for students with impairments or disabilities is usually accepted as sole proof
Recipient of the application	Usually examinations board (chairperson) via the respective academic office

Procedure 2 of 2

Procedural aspect	Regulation or practice UHH
Role of the representative for students with impairments or disabilities	Counseling, preparation of a written recommendation for students as sole proof, for which evidence must be submitted during counseling An information leaflet is available on our website: „How to request reasonable accommodations for studies and examinations or guidelines for designing and conducting your studies?“
Timeframe of the decision	Depending on the form of impairment, e.g. 1 semester or several semesters or the entire course of study

Evidence for the application

- Medical, psychotherapeutic or other evidence should
 - present medical facts
 - not answer any legal questions, e.g. whether the medical facts meet the requirements for reasonable accommodations. This is the task of the chairperson of the examination board or the examination board
- The decision as to which reasonable accommodations are granted in individual cases lies solely with the chairperson of the examination board or the examination board

Content of medical evidence

Nr.	Content
1	Presence of diagnosis according to ICD-10-GM version 2024 or, if applicable, another recognized classification system, e.g. ICD-11, DSM 5, naming the diagnosis is often helpful
2	Temporary or permanent functional limitations, possibly of varying intensity, which result from impairment or disability and affect the ability to perform
3	Further progression of the impairment or disability
4	Proposals for reasonable accommodations, if applicable
5	Formalities: header sheet, date, signature of the person issuing the medical evidence stating the function, stamp of the practice

Contact



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