

## Information Leaflet for Examination Boards, Examiners, Teachers, and Students

# Compensation for Disadvantages for Students with Disabilities/Chronic Diseases

Students with disabilities, chronic, and psychological diseases as well as with specific developmental disorders have a legal right\* to affirmative action during studies. This counteracts existing barriers and is intended to improve equal opportunities for participation.

Study and examination achievements must be of **equal quality, but are being flexibly adapted in terms of form.**

Depending on the relevant impairment, measures are to be tailored individually, situationally, and appropriately. Each case is examined independently on the basis of the respective needs and regarding the particular field of study. Affirmative action can be approved for individual course assessments, limited periods of time or the entire period of study. There is no entitlement to any particular affirmative action.

## Examples

- Oral instead of written examination (visual impairment, blindness, motor impairment, ...)
- Written instead of oral examination (hearing/speech impairment, ...)
- Extended writing time during exams (visual impairment, blindness, hearing impairment, motor impairment, dyslexia, diabetes, autism spectrum disorder ...)
- Extension of writing time for term papers, final papers, etc.
- Writing exams in a separate room (if writing time is extended)
- Written elaboration instead of presentation/group discussion (hearing impairment, mental disorder)
- Interruption of the examination by breaks (fatigue, when taking sedative medication...)
- use of technical aids (visual impairment, blindness, hearing impairment, motor impairment, dyslexia...)
- Use of assistance/communication assistants (autism spectrum disorder ...)
- Rectification of examination phases...
- Adaptation of internship and laboratory regulations, possibly waiver of internship
- ...

## Affirmative Action: Content and Application

Students with disabilities apply for affirmative action informally and promptly before examinations, i.e. at the beginning of the semester.

In matters of application, the examination offices, chairpersons of the examination boards, registrar's offices, or service centers of the departments can be contacted. The exact procedure is based on the

specifications of the relevant authorities of the respective departments. These are obliged to treat the information and data of the applicants confidentially. The KIT Representative for Students with Disabilities and Chronic Diseases provides comprehensive advice on the application procedure and offers support in clarifying individual needs.

The affirmative action contains the student's name and matriculation number, the subject of study, semester, explanatory statement regarding the specific needs, and the explanation of the symptoms and their effects on the course of study or the performance of examinations. Concrete suggestions for implementation of the affirmative action are helpful because those affected know their own needs best. It is not necessary to mention the diagnosis, but the effects of the disability/chronic disease on studies must be presented in such a way that medical laypersons can understand the respective needs.

Students with disabilities are requested to submit their application together with a medical certificate/opinion to the respective examination board of the department. The certificate contains the time of the diagnosis and illustrates the effects of the impairment on studies.

The examination board takes its decision and sends a written note. This notification enables the respective students to get in personal contact with the examiners. The department (examiner) implements the affirmative action.

## Contact

KIT Representative for Students with Disabilities and Chronic Diseases

Angelika Scherwitz-Gallegos

[angelika.scherwitz@kit.edu](mailto:angelika.scherwitz@kit.edu)

[www.studiumundbehinderung.kit.edu](http://www.studiumundbehinderung.kit.edu)

Phone 0721-608-44860

Dates by arrangement Monday to Wednesday noons

### **\*Legal Background**

According to the Framework Act for Higher Education (Hochschulrahmengesetz - HRG), universities must ensure that disabled students are not disadvantaged in their studies and that they can make use of any courses offered by the university as far as possible without outside help (§ 2 Para. 4 Sentence 2 HRG). In addition, examination regulations must be designed in such a way that the special needs of students with disabilities are taken into account in order to safeguard their equal opportunities (§16 Sentence 4 HRG).

Unless the particular situation of students with disabilities is dealt with in special provisions, it can be inferred from the principle of equality, the nondiscrimination rule, and the Social State Principle of the Basic Law (Grundgesetz - GG) that the needs of students with disabilities must be taken into account by changing the study and examination conditions (see Art. 3 and Art. 20 of the Basic Law).

### **Sources of Information**

Informations- und Beratungsstelle Studium und Behinderung – IBS (Studying with Disabilities – Information and Advice Center) of Deutsches Studentenwerk (German National Association for Student Affairs) <http://www.studentenwerke.de/de/content/nachteilsausgleiche-gesetzliche-verankerung>

Representative of the interests of disabled students at KIT: [www.studiumundbehinderung.kit.edu](http://www.studiumundbehinderung.kit.edu)