

# Transforming vision into useful policy for all students in higher education



# Expert centre for studying with disabilities, stimulates the participation of students with disabilities in higher education.

We encourage young people with disabilities to study  
successfully in a degree program of their own choice.



# What do we do

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- + We support universities to be (more) accessible for students with disabilities and raises awareness among managers, teachers and support services and everyone else.
- + To establish a connection with the daily activities in the field of higher education, handicap + studie can only work together with universities, institutes for applied science (hogeschole), students and other stakeholders.

# How do we do it?

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- + We don't support individual students anymore
- + We find solutions in the primary education process, not in secondary bypasses
- + We join forces with the universities and students themselves



Op zoek naar  
#verbinding

# Main themes

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- + Information and awareness
- + Accessibility: physical and digital
- + Student guidance
- + Expertise of professionals
- + Provide flexible learning routes
- + Testing and examination
- + Ensuring quality and continuity
- + Internships and work

# Proper policy helps

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- + Policy concerning students with a disability

## Risks:

- + Policy purely based on the medical model of disability
- + Adjustments to the program only made individually when a student requests



# PolicyScan | one aspect as an example

Accessibility	Employee oriented	Policy oriented	Organisation oriented	Result oriented
	On request of an individual student a building, room and facility can be adjusted.	The faculty takes care of the accessibility of buildings, rooms and facilities.	A central service centre takes responsibility for the accessibility of all buildings, rooms and facilities.	A central service centre takes responsibility for the accessibility of all buildings, rooms and facilities. Accessibility is being evaluated each year, preferably by students.



# How will truly inclusive education look like?

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- + Flexible for all students
- + An universal design based on diversity being the norm
- + A learning environment in which all students can learn time and place-independent, according to their educational needs.



## Scan 2: FlexScan

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- + Management, students and teachers can scan the flexibility of their learning method. At 4 levels:
  1. Traditional education
  2. Education with exceptions
  3. Education in learning arrangements and
  4. Flexible education
- + Concerning these issues:
  - + Information and awareness
  - + Intake
  - + Curriculum
  - + The teacher
  - + Testing and Examination
  - + Evc's, certificates and diplomas
  - + Educational Logistics

# FlexScan | one aspect as an example

Curriculum	Traditional education (standardized)	Education with exceptions	Education based on learning arrangements	Flexible education
<b>Aspect 1: Time</b>	<p>The curriculum is time-bound.</p> <p>Planning is determined by the academy.</p> <p>Ad hoc adjustments to schedules for individual students can happen.</p>	<p>The curriculum is in essential time-bound.</p> <p>Classes can be recorded and can be available in a digital form.</p> <p>Adjustments to schedules can be made for individual students.</p>	<p>The curriculum is partly time-bound.</p> <p>The student establishes his personal planning, considering the learning arrangement and in consultation with the mentor.</p> <p>Modules can be followed separately.</p>	<p>The curriculum is almost completely time-independent.</p> <p>The student decides when he achieves the learning outcomes.</p> <p>Modules can be followed separately and can be started more times during one semester.</p>



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