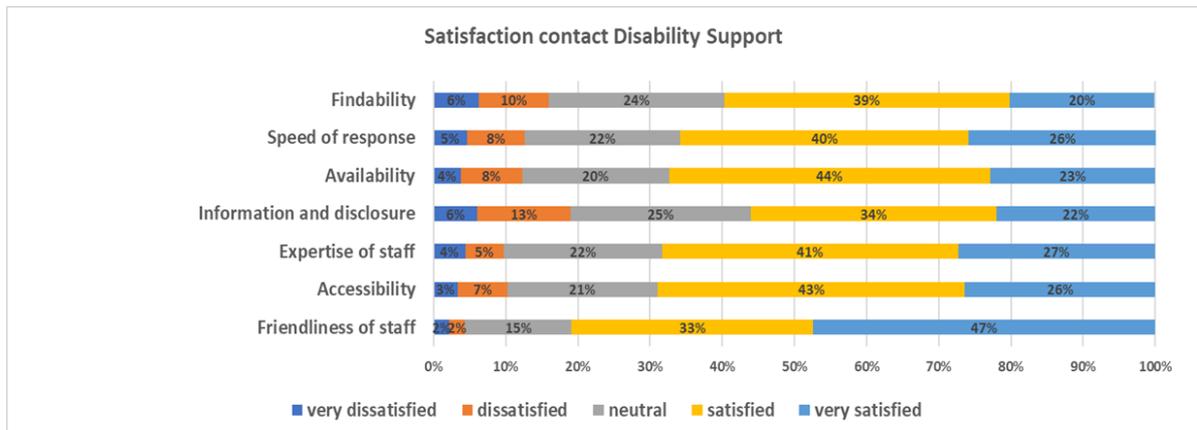


Main Results Student Experience Survey 2023: Studying with a disability @ Maastricht University

- Most common disability: **ADHD** (39%), **Dyslexia/dyscalculia** (30%)
- Most granted facilities: **Extra exam time** (68%), **smaller exam rooms** (43%)
- In general **satisfied** with the used facilities. Reasons for dissatisfaction; e.g. poor 'quality' of smaller exam rooms (experience of too crowded/distractions/disturbance/noise); extra exam time experienced as insufficient
- 53% experience **a lot/significantly hinder** of the disability in their studies
- 19%, who experience a form of hinder, do **not make use of facilities** (in 2020, 28%). Main reason: unfamiliarity, try first without support.
- Students with **AD(H)D** and **mental disorder** experience relatively more hinder in studies
- Students with **Autism Spectrum Disorder** make **least use** of facilities, 35% don't make use of any facility (for students with Dyslexia, this is 5%)
- International students with a disability
 - Experience relatively **more** hinder
 - Make **less** use of facilities;
 - 25% don't make use of any facility (Dutch students 15%)
 - 17% **don't have** contact with anyone within UM about studying with a disability (Dutch students 8%)
- 30% of the international students with a disability want to **get in touch with other students** with a (similar) disability. Differences between disabilities; 34% of students with a mental disorder want to get in touch with other students. Students with Dyslexia/Dyscalculia 16%
- Most frequent contact with **study advisor** (52%), **Disability Support** (67%)
- Most important source of information about studying with a disability is **UM website** (48%). 11% of the respondents **do not feel informed** (in 2020, 18%).

- Students are **satisfied** with **Disability Support**; staff friendliness and accessibility in particular score well



- Main Points of **improvement**/Next steps:
 - Maintain and improve **familiarity and awareness** for **Disability Support and facilities** with specific attention for international students with a disability
 - Improve **information and disclosure**
 - **Improve quality smaller exam rooms** Investigate and consult with faculties whether the adaptation of smaller exam rooms is feasible
 - Specific **attention for students with Autism Spectrum Disorder**
 - Sustain **UnliMited**