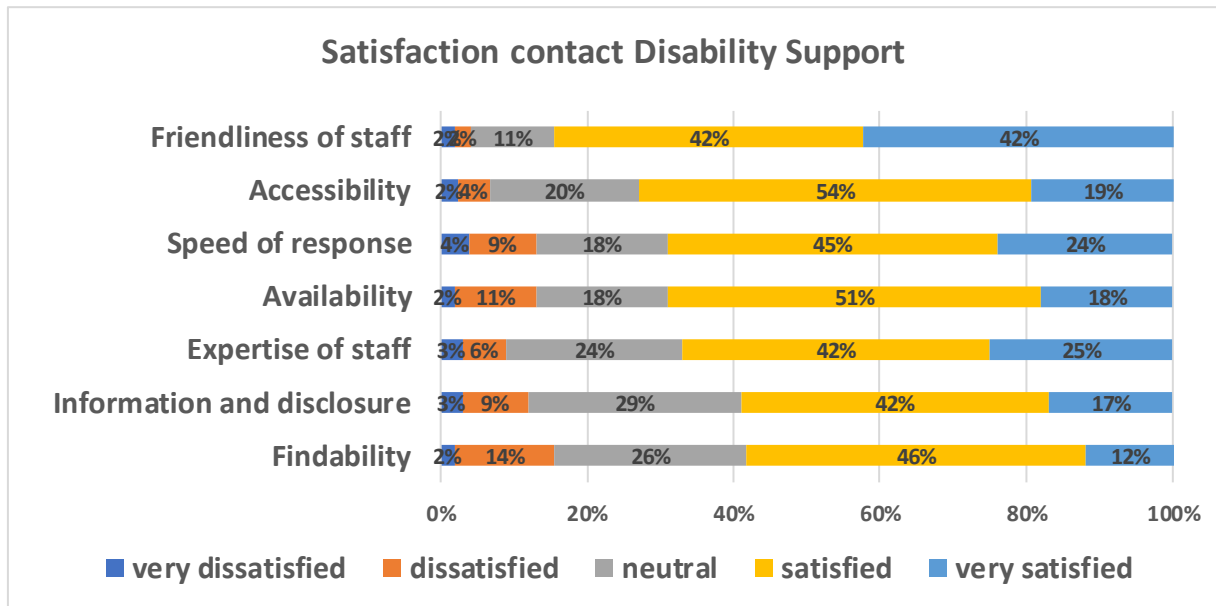


Main Results Student Survey 2020: Studying with a disability @ Maastricht University

- Most common disability: **Dyslexia/dyscalculia** (29%), **mental disorder** (20%)
- Most granted facilities: **Extra exam time** (58%), **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
- 44% experience **a lot/significantly hinder** of the disability in their studies
- 28%, who experience a form of hinder, does **not make use of facilities**. Main reason: try first without support, unfamiliarity
- Students with **AD(H)D** and **mental disorder** experience relatively more hinder in studies but make less use of facilities
- 31% want to **get in touch with other students** with a (similar) disability. Differences between disabilities; 46% of AD(H)D students wants to get in touch with other AD(H)D students. Students with Dyslexia/Dyscalculia 21%
- Most frequent contact with **study advisor** (59%), **Disability Support** (52%)
- Most important source of information about studying with a disability; **UM website** (36%) and **study advisor** (35%), 18% of the respondents **do not feel informed**
- Students with **Dyslexia/Dyscalculia**
 - experience relatively least obstacles during study
 - make relatively most use of (standard) facilities
 - mainly Dutch students
- **International students** with a disability
 - experience relatively more hinder
 - make less use of facilities, mostly because of unfamiliarity
 - relatively more mental disorders

- Main reason **not** to use facilities for **Dutch** students with a disability “**I want to try it first, without support**”.
- Students are **satisfied** with **Disability Support**; staff friendliness and accessibility in particular score well



- Main Points of **improvement**/Next steps:
 - More **familiarity and awareness** for **Disability Support and facilities** with specific attention for international student with a disability
 - Improve the **speed of response, availability** and **findability** of Disability Support
 - Create **platform** for various groups of students with a disability starting with AD(H)D students
 - Improve **clarifying** the application procedure facilities
 - **Limit** the need to **re-apply** for facilities
 - **Improve smaller exam rooms** Investigate and consult with faculties whether the adaptation of smaller exam rooms is feasible

