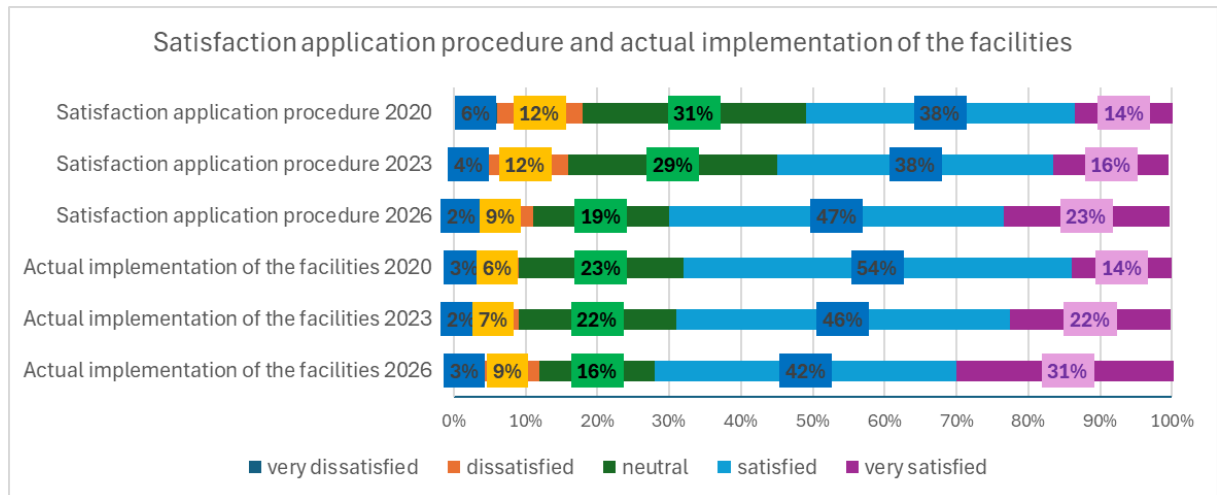
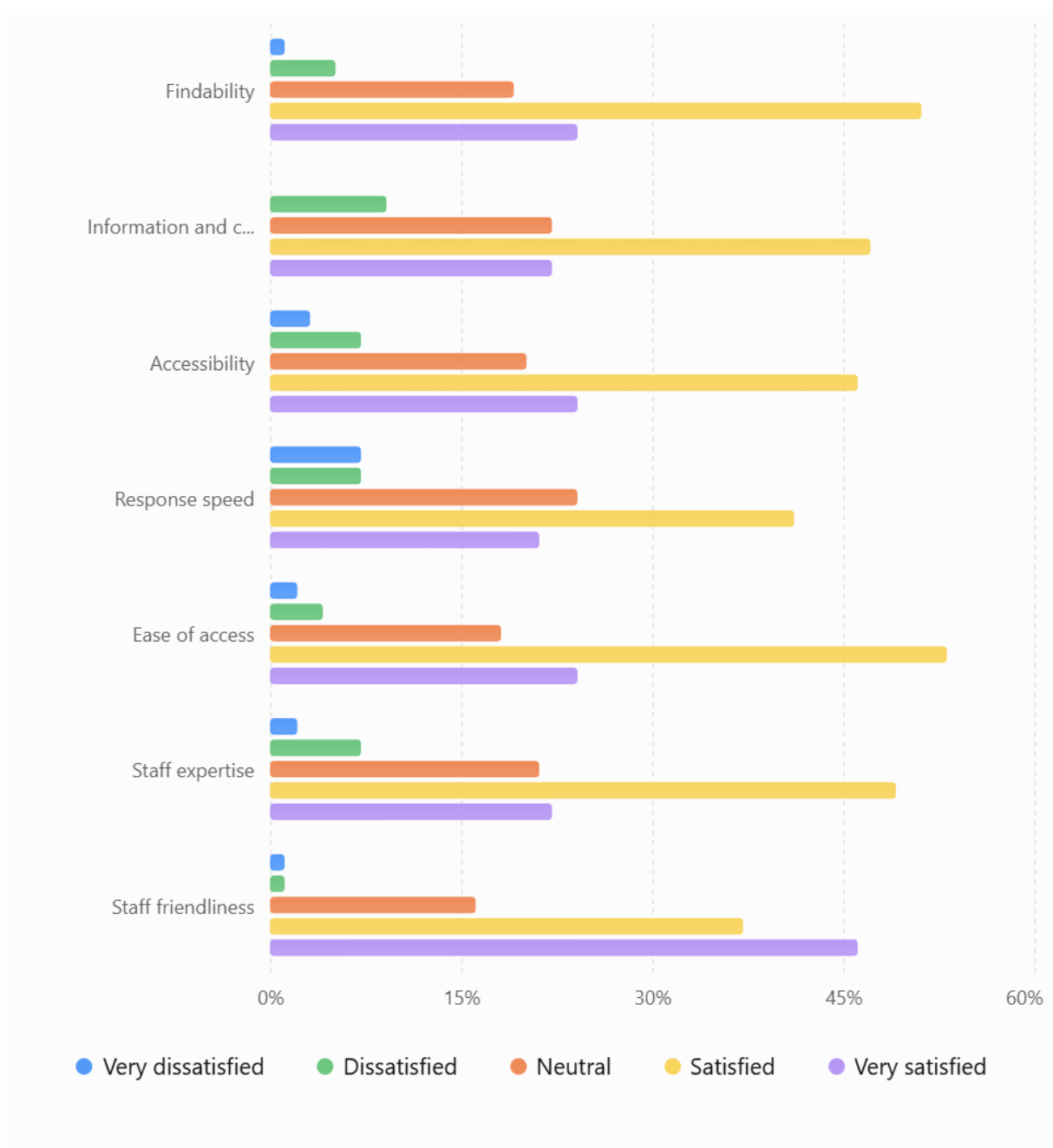


Main Results Student Survey 2026: Studying with a disability @ Maastricht University

- Most common disability: **AD(H)D** (45%), **dyslexia/dyscalculia** (26%), autism (18%), mental issues and chronic illness (both 17%)
- Most granted facilities: **Extra exam time** (69%), **smaller exam rooms** (53%)
- 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; at some faculties, the lack of possibilities within attendance requirements.
- 57% experience **a lot/significantly hinder** of the disability in their studies
- 18%, who experience a form of hinder, do **not make use of facilities**. Compared with 2023 (19%) and 2020 (28%) a significant decrease. Main reason: unfamiliarity, try first without support, requested support has not been granted.
- Students with **AD(H)D** and **mental disorder** experience relatively more hinder in studies.
- Students with **Autism Spectrum Disorder** make **least use** of facilities, 24% don't make use of any facility (for students with Dyslexia, this is 6%)
In 2023, 35% of the students with Autism didn't make use of any facilities
- International students with a disability
 - Experience significantly **more** hinder (66%) than Dutch students (48%)
 - Make **less** use of facilities (significant difference 24% of international students don't make use of any facilities → 13% of Dutch students. Mostly because of unfamiliarity
18% **don't have** contact with anyone within UM about studying with a disability
- **50% of students at FHML** do **not** want to come into contact with students who have a (similar) disability, while this percentage is **25%** at FASoS.
- Most important source of information about studying with a disability is **UM website** (45%) and study advisor (26%). 8% of the respondents **do not feel informed** (in 2020, 18%. In 2023, 11%).
- Students are **satisfied** with **Disability Support**; staff friendliness in particular scores well
- 'Findability' and 'Information disclosure' scores significantly better than in 2023.

- In general students are more satisfied than before. New digital application form; 82% is (very) satisfied





- 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
 - Keep improving **information and disclosure**

- **Improve quality smaller exam rooms** Keep investigating and consulting with faculties whether the adaptation of smaller exam rooms is feasible
- Specific **attention for students with Autism Spectrum Disorder, AD(H)D and Mental Health Disorder**
- Sustain **UnliMited**
- Keep using and improving **the digital application form**