

INDIVIDUAL STUDY ARRANGEMENTS

When are you entitled to individual study arrangements?

Each student has the right to receive reasonable individual study arrangements based on health reasons. Individual study arrangements can be based on any health reason, such as dyslexia, sensory disability, mental health disorder or learning disability. Individual arrangements may also be granted when the harm caused by an injury or illness is temporary, for example, following an accident.

According to the study regulations, the teacher in charge of a course may grant an exception to the method of completion described in the curriculum in individual cases for a very compelling reason, such as short-term illnesses (e.g., influenza, norovirus, flu, Covid-19). The teacher may allow the student to use a dictionary as an individual arrangement related to language skills, for instance. In such cases the teacher may, under the study regulations, agree on arrangements directly with the student by e-mail without the faculty's recommendation on the matter.

Not all life situations justify individual study arrangements. Individual arrangements are not granted in cases where the student lives elsewhere than in the campus town. In addition, individual arrangements are not granted due to the student's working life tensions, nor for reasons arising from the care of loved ones.

As a rule, students are entitled to similar individual study arrangements in teaching/exams as they have been granted in the entrance examination. Since teaching differs pedagogically from student admissions and entrance examinations, a decision on individual arrangements in the entrance exam is not automatically valid for teaching later on. Therefore, students must reapply for individual study arrangements after the student selection.

Every student at the university has the right to apply for individual study arrangements. In addition to degree students, it is also possible for those pursuing open university studies to request individual arrangements.

Provisions on individual study arrangements are presented in section 21 of the UEF Study Regulations:

"The faculties shall organise teaching and study guidance so that full-time students are able to complete each degree in the normative time laid down in the Universities Act, in an appropriate order and without interruption. Teaching shall be organised in line with the approved curricula. The teacher in charge of the course, in an individual case, may give permission to deviate from the method of completion described in the curriculum for a very compelling reason. However, even then, the learning objectives set for the course concerned must be attained. A student may be granted individual arrangements upon application."

What are individual study arrangements in practice?

Individual arrangements may include teaching, exams and other teaching-related situations, such as group sessions or the completion of practical training. The arrangements may also concern study-related guidance, and other services included in university studies.

Examples of individual study arrangements:

- The opportunity for additional time or lighting, a separate exam room or other arrangements regarding premises.
- The opportunity to use special aids (e.g. computer, braille display, induction, dictionary).
- Material arrangements (e.g. exam questions in a larger font size, having lecture materials in advance, audio books, streaming or recording lectures).
- Services (the opportunity to use an assistant or interpreter, NB! The university is not responsible for obtaining an assistant or interpreter, this is the responsibility of the applicant/student).
- Alternative way of completing a study module or course exam (such as an oral exam, completing a course with learning assignments, or completing a course in parts).

In practice, study arrangements are individual solutions for courses, teaching and exams, as well as for various ways of completing a course.

The implementation of individual study arrangements does not mean lowering the requirements or learning outcomes of a course. Individual study arrangements guarantee the students equal opportunities to participate in teaching and demonstrate their competence. In the end, the teachers are responsible for maintaining the same learning outcomes for all students on their courses.

Instructions for students

1. You can bring up your need for individual study arrangements at any time during your studies: either when you start your studies or when the need for individual arrangements arises.
2. [Apply for individual arrangements online](#) (form opens in a new tab). **Please indicate what kind of individual study arrangements you are requesting and on which grounds.**
 - You can request individual arrangements for some of your studies only, such as the Language Centre communication and language training. You may also request different arrangements for communication and language training than your other studies.
3. **Attach the required documents to your application**

- If you are requesting individual study arrangements due to an injury or illness, attach a medical certificate to your application.
 - To verify the difficulty of reading or writing, a statement from a special education teacher, psychologist or speech therapist is sufficient. The decision of the Finnish Matriculation Examination Board on dyslexia can be accepted as such without a medical certificate or any other statement, if the decision indicates that you have been granted support measures for taking the matriculation examination.
 - The validity of an expert's statement is considered case-by-case, depending on the persistence of the disability, illness or learning disability.
 - **Do not send original certificates/statements or any other original documents to the university to verify your need for individual study arrangements.** The university does not return copies but destroys them after issuing a recommendation.
4. Send your application to the faculty where you are pursuing your major studies. If you are an open university student, submit your application to the faculty whose studies you are pursuing. You can also send your application by traditional mail. Contact information can be found under the heading **Actors and contact information** in this document.
 5. If you need personal assistive devices, a personal assistant or a guide dog in your studies, you can use them in teaching without a separate recommendation. However, it's a very good idea to inform the teacher in advance to avoid any misunderstandings or inconvenience. A recommendation is necessary if you need a small group room or a separate exam room and use assistive devices or a personal assistant there.
 6. If your situation requires or you wish, a network discussion can be arranged to assess the individual study arrangements you may need.
 - The discussion will consider which arrangements are needed and for how long, as well as the prerequisites for the implementation. Possible follow-up will also be agreed.
 - In addition to a representative of your academic subject, any necessary expert (e.g., a study psychologist) may attend. You may bring a support person of your choice to the network discussion as well.
 - If necessary, a memo will be prepared of the discussion, highlighting the discussion and providing advice on how to complete your studies.
 7. You will receive a written recommendation on individual arrangements to your UEF e-mail.
 - The recommendation is issued by the Vice Dean responsible for teaching in the Faculty whose studies are in question. The Language Centre does not need to make a separate decision if a Faculty decision already exists, however, the Language Centre can agree on additional arrangements needed for its own teaching.

- The recommendation may apply to all teaching/courses and be valid for the entire duration of your studies. It is also possible to grant temporary individual arrangements that apply to certain studies only. Individual arrangements may be re-considered where necessary.
 - You must report any changes in your circumstances that affect individual study arrangements (e.g. recovery from injury).
8. To receive individual arrangements, you must request the implementation of individual arrangements no later than 10 days before teaching/study attainment/exam by sending the recommendation to the teacher by UEF e-mail, or by showing the recommendation to the teacher in person.
 9. In case you use your own assistive device – such as a computer – the university has the right to inspect the files and software before the exam.
 10. In case of any problems, contact your Faculty's contact person. The contact information is available under **Actors and contact information** in this document.

Instructions for teachers

Individual study arrangements refer to a person with a disability or health issues who will be placed in an equal position in relation to other students. The arrangements concern the methods of completing a course, but they do not change the learning outcomes of the course.

Individual study arrangements are implemented when the student has a recommendation on the arrangements:

- The student must request the implementation of individual arrangements no later than 10 days before teaching/study attainment/exam.
- The student will send you the recommendation by e-mail, alternatively, they can show you their recommendation in person.

The recommendation indicates what kind of individual study arrangements are recommended:

- The recommendation typically includes clear instructions on individual arrangements, such as additional time for exams.
Examples: "The student is recommended to have 150% of the usual exam time." "The student has the right to record teaching." "The student is allowed to use a braille display." "The student's assistant participates in teaching."
- The recommendation usually contains loose formulations, on the basis of which you may implement the pedagogically most suitable individual arrangement(s) for your course **also addressing** the student's health conditions. The recommendation contains a lot of pedagogical discretion since you are best able to assess how the learning outcomes of your course may be achieved.

Example: "The student agrees with the teacher on the methods of completion that deviate from the course description."

NB! Individual study arrangements often involve reasonable accommodation in accordance with the Non-discrimination Act (1325/2014). **The education provider has the duty to make due and appropriate adjustments necessary in each situation for a person with disabilities to be able, equally with others, to gain access to education** (Section 15.1 of the Non-discrimination Act). The denial of reasonable accommodation constitutes discrimination as referred to in the Act (Section 8.2 of the Non-discrimination Act).

The implementation of individual study arrangements does not mean lowering the requirements of learning outcomes on the course. Individual study arrangements guarantee the student equal opportunities to participate in teaching and demonstrate their competence. In the end, the course teacher is responsible for maintaining the same learning outcomes for all students.

The recommendation does not contain information about the student's health nor a medical certificate, for instance. You cannot ask the student for this confidential information.

Please be discreet in situations related to individual study arrangements. This means that unnecessary attention should be avoided in and outside class/on and beyond the course.

If you have any questions about the implementation of individual arrangements, please contact your Faculty's accessibility contact person. The contact information is available under **Actors and contact information** in this document.

NB! The teacher in charge of the course, in an individual case, may give permission to deviate from the method of completion described in the curriculum for a very compelling reason (Section 21 of the UEF Study Regulations). You may react to a student's short-term illness (e.g. influenza, norovirus, Covid-19) or the student's difficult life situation (e.g. death or serious illness of a close relative) by agreeing with the student on another method of completion. **The equal treatment of students is observed when the student achieves the learning outcomes of the course, as set in the curriculum, with another method of completion.**

Actors in individual study arrangements and division of duties

UEF is using a *network operator model*. The goal is that people providing guidance and counselling can work together with students to resolve questions related to accessibility.

Accessibility is coordinated by the Student Well-being and Study Ability Team, and practical matters are managed and prepared by the *accessibility network* working under the team comprising various actors.

The person in charge of accessibility issues at UEF reports the data on individual study arrangements annually to the Student Well-being and Study Ability Team as well as to the Equal Opportunities Committee.

Key actors in individual study arrangements include

- Student Well-being and Study Ability Team (HYRY)
- Campus-specific contact persons
- Experts in student well-being
- Contact persons in Faculties
- Study psychologists
- Academic subjects/Departments/Independent Institutes
- Student Admissions
- Facilities Management Services
- Student Union ISYY
- Student Health Care Service FSHS

The roles of the actors are described in more detail in Kamu and Heimo.

Monitoring of individual study arrangements

The quantitative and qualitative implementation of individual study arrangement recommendations as well as individual arrangements related to entrance examinations is discussed annually. The implementation will be monitored by the accessibility network led by the Student Well-being and Study Ability Team.

The accessibility network also presents the necessary indicators and improvement proposals to the Council for Teaching and Guidance and Student and Learning Services. For this, the Faculties, the Language Centre and the Centre for Continuous Learning prepare summaries of the applications received, the individual study arrangements granted (dyslexia, learning disability, other), and the number of applications rejected. In addition, statistics are produced by each Faculty on studying annually, and reports are sent to the person coordinating accessibility issues in the Faculty in January. S/he reports the statistics to the Student Well-being and Study Ability Team and to the Equal Opportunities Committee.

Academic subjects should monitor the need for individual arrangements annually in connection with the personal study plan discussions in order to observe any changes in the need for individual study arrangements.