

Guidelines for targeted study support

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1. Introduction

At Stockholm University of the Arts (SKH), all students should be able to participate in the university's educations. Where obstacles arise in the study situation for students with disabilities, the university offers the opportunity to apply for targeted study support. Targeted study support is provided in the form of individual solutions to ensure that students with disabilities are in a comparable situation to students without disabilities.

The purpose of these guidelines is to clarify the responsibilities of various functions at SKH with regard to targeted study support for students with disabilities and to clarify the student's own responsibility in their studies. The guidelines also aim to clarify the case management process for targeted study support. The goal is to create clarity and good conditions for an accessible study period.

1.1 Laws and regulations that governs the work with targeted study support

According to the Discrimination Act (2008:567), higher education institutions have a responsibility to counteract discrimination and otherwise promote equal rights and opportunities regardless of gender, gender identity or expression, ethnic origin, religion or other belief, disability, sexual orientation or age. The law is binding.

Lack of accessibility for persons with disabilities is a form of discrimination. Lack of accessibility means that:

A person with disability is disadvantaged through a failure to take measures for accessibility to enable the person to come into a situation comparable with that of persons without this disability where such measures are reasonable on the basis of accessibility requirements in laws and other statutes, and with consideration to

- *the financial and practical conditions,*
- *the duration and nature of the relationship or contact between the operator and the individual, and*
- *other circumstances of relevance* (Discrimination Act 2008:567).

According to the Higher Education Act (1992:1434) and the Higher Education Ordinance (1993:100), higher education institutions are responsible to promote sustainable development, to support students in their study situation and to ensure that students have a good study environment. Higher education institutions are also responsible for widening participation and equal opportunities.

The Administrative Procedure Act (2017:900) also provides legal support in the case management concerning targeted study support.

1.2 Different forms of support

The targeted study support offered by SKH is linked to the study situation, such as the various educational components – practical and theoretical, individual

assignments, group assignments, study visits and examination components within the education. The measures may involve targeted study (personal) support, adjustments to the teaching situation, the need for special equipment or adjustments to premises. For more information on different types of support measures, see Appendix 1.

1.2.1 Limitations

SKH is not responsible for, for example:

- converting campus-based education into individual distance learning education
- personal aids such as wheelchairs, hearing aids, technical communication aids or specially designed computer programs
- private support for personal hygiene, eating or dressing
- transport within the campus area
- accommodation and transport to and from the university.

1.3 Funding

For targeted study support for students with disabilities, SKH is responsible for covering up to 0.3 per cent of the direct government funding for first and second cycle education each year. The number of students who have applied for and been granted targeted study support is reported each year to the national coordinator for targeted study support at Stockholm University, which has a special mandate to compile the information at the national level and is responsible for distributing national funds to colleges and universities. If the costs for targeted study support exceed 0.3 per cent, SKH will automatically be included in the calculations for the allocation of national funds.

For national funds for targeted study support, there are restrictions on which costs may be reported by colleges and universities. The restrictions concern who is eligible for support funded by tax revenue as well as the types and to what extent support can be funded by tax revenue. For more information on what is required to receive support, see section 2.1. For information on the framework for compensation and restrictions on the extent of different types of support at SKH, see Appendix 2.

1.3.1 Funding for international students

When it comes to funding targeted study support, there are three groups of international students:

- exchange students,
- non-fee-paying foreign students from the EU, EEA and Switzerland, and
- fee-paying students from countries outside the EU, EEA and Switzerland.

Targeted study support for exchange students is usually paid for by the sending university or according to another agreement through Erasmus+. It is advisable to include an agreement on who will bear the costs of targeted study support in the exchange agreement. SKH can apply for minor costs for exchange students from

national funds for targeted study support. In this case, minor costs are defined as up to SEK 7,000 per exchange student.

For foreign students from the EU, EEA and Switzerland who are not required to pay fees, the same rules apply as for students with Swedish citizenship.

Costs for fee-paying students is not to be included in the documentation sent to national funds for targeted study support. SKH therefore needs to handle the costs in a different way.

2. Case management for applications for targeted study support

2.1 Application for support via Nais

Applications for targeted study support must be submitted via a digital system available on the Swedish Higher Education Authority's website (www.Nais.uhr.se). The application must be accompanied by digital medical documentation confirming a permanent or long-term disability from a licensed healthcare professional, such as a doctor, psychologist or speech therapist.

The documentation must include:

- the name and personal identity number of the applicant
- the name and profession of the person who issued the documentation, as well as their signature
- the assessment unit
- the date and results of the assessment, and
- how long the student has had the disability and the duration of the disability

When the application is submitted, it is registered in the digital system where it is processed. In order for a student to be granted targeted study support, the student must be admitted to and registered at one of the educations at SKH. If the student needs interpreting support, this support can be granted before registration if the student in question has applied for the support well in advance via Nais. The application, supporting documentation, decisions and recommendations regarding targeted study support are registered in Nais.

A Swedish personal identity number is required to submit an application via Nais. If the student has not yet received, or will not receive, a Swedish personal identity number, the student must contact the coordinator for targeted study support at SKH to submit an application.

2.2 Decision and recommendation regarding support

The coordinator for targeted study support at SKH receives the application and contacts the student for an assessment meeting. The assessment of what support the student is granted is based on the application together with medical documentation and the assessment meeting with the student. In the assessment meeting the course syllabus and/or programme syllabus as well as learning objectives are taken into account. If the student is granted targeted study support, they can receive both a

decision on support measures and recommendations for support measures. See Appendix 1 for different forms of targeted study support.

Decisions on support measures are made by the coordinator for targeted study support in consultation with the head of the Education Administration Department (UA), who has financial responsibility for targeted study support.

If the application is approved, it is the student's responsibility to contact their subject unit for further assistance. A student who has a temporary injury or illness is not entitled to targeted study support. The practice at Swedish universities is that the disability must affect the student for a period longer than six months. SKH works according to this practice.

The coordinator may also recommend support that is decided upon by the examiner or course/programme coordinator. See Chapter 3, Division of responsibilities, for more information about who is responsible for what. The decision by the examiner or course/programme coordinator shall be based on the learning objectives in the course syllabus. The subject unit also decides on special adjustments such as individual study pace.

Approved and/or recommended targeted study support is summarised in a notification in Nais by the coordinator.

The notification of targeted study support is time limited. If the student's need for support changes or the student wishes to extend the period of targeted study support during the validity period of the notification, the student shall contact the coordinator for a new meeting and possible revision of the notification. If the notification has already expired, the student shall submit a new application in the same way as the first application was made.

Applications and decisions regarding targeted study support in Nais are sorted and archived in accordance with the university's document management plan.

2.3 Rejection and cancellation of applications

In cases where the student has submitted an application for targeted study support but has not provided the requested supplementary information within 30 days, the application for support will be cancelled. In cases where the student has not responded to the invitation to book an assessment meeting with the coordinator within 30 days, the application for support will be cancelled. In cases where the student chooses to terminate their studies at SKH before the application has been processed, the application will be cancelled. If the student wishes, they can submit a new application for targeted study support to SKH, which will be reviewed again.

SKH may, in accordance with the Discrimination Act (2008:567), assess that the support requested is not reasonable and therefore reject the application. Rejected applications are always sent together with a written explanation of why the application was rejected and information on how to appeal.

If the examiner or course/programme coordinator assesses that the coordinator's recommendations for support based on the student's need for adaptation are not

possible based on the course syllabus's learning objectives or other practical conditions, the student shall receive a written decision and justification for the rejection. For decisions on rejection, the examiner or course/programme coordinator uses the Blankett om avslag från ämnesenhet - Form for rejection from subject area.

A decision to reject an application may be appealed under the Discrimination Act (SFS 2008:567), so an appeal reference must be attached to the rejection decision. Any appeal will be examined by the Higher Education Appeals Board (ÖNH). For more information, see below.

2.4 Reporting discrimination and appeals

The Discrimination Act states that certain decisions that violate the prohibition of discrimination may be appealed to the Higher Education Appeals Board (ÖNH). This applies, for example, to decisions that violate the prohibition of discrimination in the form of lack of accessibility (Chapter 4, Section 18, first paragraph, point 2).

Certain decisions made by SKH that cannot be appealed to ÖNH in accordance with the Higher Education Ordinance and the Discrimination Act may be appealed to a general administrative court by the person affected by the decision, if the decision has gone against them and if the decision can be assumed to affect their situation in a not insignificant way (Sections 40–42 of the Administrative Procedure Act).

2.4.1 Appeal procedure

If a student finds that a decision on targeted study support constitutes discrimination in the form of lack of accessibility in accordance with Chapter 1, Section 4, Paragraph 3 of the Discrimination Act, the decision may be appealed to ÖNH. A student who finds that a decision on targeted study support is unfavourable to them in ways other than lack of accessibility as described above may appeal to a general administrative court. In that case, the appeal should be submitted to the Administrative Court in Stockholm.

Both recommended and decided forms of support in the notification from Nais can be appealed, as well as a decision made within a subject unit. An appeal against a decision on targeted study support is submitted to the registrar at SKH. UA then coordinates the case management within the university. This applies to all appealed decisions on targeted study support, regardless of which higher authority the case is to be forwarded to. The processing time should not normally exceed one week.

The case shall be handled in the following steps:

1. The appeal is submitted to the registrar, who registers the case and forwards it to the UA/coordinator for targeted study support for processing. The coordinator checks whether the appeal has been submitted on time (within three weeks of the student receiving the decision). An appeal that has been submitted too late shall be rejected. An appeal may not be rejected for any reason other than late submission (see Section 45 of the

Administrative Procedure Act). If the decision was made by a subject unit, the coordinator sends the appeal to the relevant subject unit for comment.

2. The person who made the decision that is being appealed will check whether the appealed decision is incorrect for any reason. If this is deemed to be the case, the university is obliged to change the decision under certain conditions (see Sections 37–38 of the Administrative Procedure Act).
3. If the decision-maker does not have time to formulate a statement within the specified time (one week), this must be notified to the UA. The UA then forwards the appeal to ÖNH or the administrative court without a statement and requests a postponement of the submission of the statement. The decision-maker must then submit their statement to the UA as soon as possible.
4. The decision-maker must write a statement both if the decision-maker changes the decision in accordance with the student's appeal and if the decision-maker stands by the original decision. If the decision-maker stands by their decision, a statement must be written with a clear justification as to why the previous decision is not being changed. The decision-maker shall send the statement to the UA/coordinator as soon as possible.
5. When a statement has been received by the UA, the case is compiled and sent to the Vice-Chancellor for a decision.
6. After the Vice-Chancellor's decision, the UA submits the appeal, SKH's statement and other documents in the case to ÖNH or the Administrative Court (see Section 46 of the Administrative Procedure Act).
7. In cases where the higher authority requests further opinions on the case from the university, these shall also be decided by the Vice-Chancellor.
8. The higher authority that has examined the case sends its decision to the SKH registrar, who closes the case and forwards it to the UA. The UA forwards the decision to the subject unit.

3. Division of responsibilities

The targeted study support aims to compensate for the student's disability during their studies at SKH. This chapter clarifies the division of responsibility between the student, the coordinator and other functions at the university.

3.1 The student

The student is responsible for:

- Obtaining information about targeted study support at SKH
- Applying for targeted study support at www.nais.uhr.se
- Attaching medical documentation to the application
- Contact the coordinator if they need to extend or change their decision on targeted study support before the decision expires, or

- Submitting a new application for targeted study support if the validity period of the decision has already expired
- Inform the relevant parties (examiner, course coordinator or other teacher) at the subject unit of the need for support and show them the decision on targeted study support
- When a decision on note support has been made, ask a classmate if they can provide note support and contact the administrator at the subject unit and the coordinator with information on who will take on the assignment (see Appendix 1 for information on note support assignments)
- If audio recording is recommended during classes, discuss the possibilities for this with the responsible teacher.
- Use audio recordings for personal use only, do not share audio files and delete the audio files when the course is over.
- If you need audiobooks or speech synthesis, contact the library yourself to gain access to these tools.
- If you need adapted furniture, contact your subject unit.
- Use/handle aids and equipment in an appropriate manner.

Targeted study support should be seen as a form of self-help. It never replaces personal responsibility, the goal is for the student to become as independent as possible in their studies.

3.2 Coordinator for targeted study support

The coordinator for targeted study support is responsible for:

- Investigating whether the student is entitled to targeted study support and
- Requesting additional information for the application if necessary, and rejecting or cancelling the application if the requirements are not met (see section 2.3 Rejection and dismissal of applications in this document)
- Investigating, deciding and recommending, based on the student's application with attached medical documentation and assessment conversation with the student on which support is most suitable for the student, to what extent and for how long the support should be provided (see section 2.2 Decisions and recommendations regarding support in this document)
- If necessary, provide consultative support to the student and to employees affected by the support measures granted and recommended to the student, in order to help remove obstacles that may arise in the study situation
- If necessary, assist in meetings between the student and the examiner, course or programme coordinator, other teachers, subject coordinator or head of department
- Offer the student follow-up meetings before the targeted study support expires or when necessary
- Develop, design and disseminate information about targeted study support to students and staff
- Annually compile statistics necessary for internal use and reporting to National funds at Stockholm University
- Register applications, supporting documentation, decisions and recommendations for support in Nais.

3.3 Subject head

The Head of Department is responsible for:

- Ensuring that there are procedures in place at the subject unit for signing agreements with students, alumni, teachers or other persons for assignments in accordance with Appendix 1
- Themselves or with the support of an administrator or other staff at the subject unit:
 - checking that students who request adjustments have a decision and/or recommendations regarding support from the coordinator and/or head of UA regarding targeted study support
 - draw up agreements for fees for students with assignments within targeted study support,
 - report costs for employed staff with the support of an accountant who reallocates time within existing employment to the correct project,
 - report costs for hourly-paid staff and persons with fees by selecting the correct project for posting in Primula,
 - be responsible for informing coordinators about and the administration of the person who provide special educational (personal) support at their own subject unit, such as note support, extra teaching support or mentoring support.

3.4 Examiner

The examiner is responsible for:

- Checking that students who request adjustments have a decision and/or recommendations from the coordinator for targeted study support.
- Decide on the possibility of alternative forms of examination, if necessary, in consultation with the course coordinator or programme coordinator, following a recommendation from the coordinator. Decisions are made based on the current course syllabus and its learning objectives. If the recommended support is not granted, a written explanation for the rejection must be provided to the student and the coordinator for targeted study support (see section 2.4 Rejection and cancellation of applications).

3.5 Teachers

Teachers are responsible for:

- Adapting teaching as far as possible so that it is accessible and non-discriminatory with regard to functional impairment
- Acquiring knowledge about different disabilities as far as possible and adapting teaching accordingly
- Accepting the aids that the student in question has been allocated through a decision on targeted study support
- Avoiding late changes to teaching as far as possible and, when changes such as schedule changes, room changes or similar occur, informing students of this as early as possible.

3.6 Library

The library is responsible for:

- Helping students who need audiobooks and speech synthesis to access Legimus and speech synthesis at the university.

Appendix

Various support measures within targeted study support

Below is a list of the forms of support, decided and recommended, that are included in targeted study support, as well as a description of what they entail.

Decided support

Decisions on the following forms of support are made by the coordinator for targeted study support. The decision is made together with the head of UA. If necessary, the coordinator for targeted study support consults with the person responsible at the subject unit. The cost of the support is charged to the project for targeted study support. For information on compensation and limitations regarding the support, see Appendix 2. In cases where it is necessary, it may be possible for SKH to provide forms of support that are available in Nais but are not mentioned in this document.

Adjustments during internships or work-based learning (VFU) – During internships or VFU periods, there may be a need for support that is not otherwise relevant in a regular study situation. This support involves adjustments during VFU periods for students who need, for example, extra individual support from a supervisor, teacher or other support person. However, it is not appropriate for the person who is the VFU supervisor for the student in question, and/or who is to examine the student, to also have the role of support person. Other support measures, such as a shortened working day or spell-checking software, can be included under this support. Assistive devices such as spell-checking software or physical adjustments to the environment at the internship or VFU placement cannot be reported to the National Fund for Targeted study support, only personnel costs during the internship. Therefore, the costs for assistive devices must be reported separately.

Note support – This means that a student on the same course/programme takes notes during educational sessions and shares the notes with the student who has been granted support. The student asks a student on the same course/programme to be their support and then informs the administrator for the subject and the coordinator for targeted study support.

Extra supervision for reports, essays or degree projects – This support involves extra supervision time with an appointed supervisor or other staff with the relevant subject knowledge.

Extra teacher support (not for reports, essays or degree projects) – This support means that the student gets extra time with teachers on the course or programme. The support can be used, for example, for questions, clarifications,

study planning or reviewing alternative assignments. The support should be a complement to regular teaching.

Mentor – Assists the student with study techniques, structure and planning of studies. The support is intended to be for form rather than content. The mentor should be a person who has experience of studying artistic subjects and may be a student who is further along in their education, an alumnus, university staff or retired staff. The subject unit is responsible for finding suitable mentors. Students who have been granted mentor support should contact the person responsible at the subject unit. The subject unit will then assign a mentor to the student and inform the coordinator for targeted study support who the student's mentor is.

Educational interpreting – Sign language interpreting, speech-to-text interpreting and deafblind interpreting carried out in study-related contexts. The support is provided by sign language interpreters, deafblind interpreters or speech-to-text interpreters who are engaged by the university through agreements.

Recommended support

The coordinator may recommend various forms of support after an assessment meeting with the student. The examiner or other responsible person at the subject unit decides whether support can be provided based on the course syllabus (see Chapter 3, Division of responsibility, for a more detailed description of who at the subject unit decides on support). In the event of a rejection, the person making the decision must write a justification for why the support cannot be provided in the course (see Chapter 2.3 Rejection and cancellation of applications).

Adapted form of examination following a decision by the examiner – This means that the examiner can decide on alternative forms of examination. This may involve dividing the examination into several parts, individual examination instead of group examination, oral instead of written examination, written instead of oral, oral examination as a supplement to written examination, or another form not mentioned above within the framework of the learning objectives of the course.

Adaptation for group work – The student is given the opportunity to work individually on elements that involve group work or to work in a smaller group.

Receive teaching materials in advance – To give students the opportunity to access the materials used by teachers on an equal basis. This may, for example, mean that teaching materials and articles are made available to students on the course well in advanced.

Extended time for home exams and/or assignments after a decision by the examiner – This support means that the student is given extra time to write a home exam or assignment.

Extended time for practical examinations following a decision by the examiner – This support means that the student is given extra time for practical examinations.

Individual study pace – The student studies at a slower pace than that specified in the programme or course syllabus. Individual study pace does not need to be

preceded by a recommendation from the coordinator for targeted study support, but it can be. The subject unit plan an individual study plan together with the student and the UA.

Audio recording for personal use – A student with recommended support to record audio during educational sessions may do so after agreeing with the teacher concerned. The student is not allowed to share the audio files with anyone or use the audio files for any purpose other than their own studies, and must delete the audio files after completing the course.

Printouts/copying – The support means that students with note support or who need text enlargement receive free printouts or copies.

Appendix 2

Table for compensation for assignments within targeted study support

The compensation levels and time limits reflect the document *Restrictions on reporting to National Funds for Targeted study support from 2025*.

Assignment	Scope (max)	Fee
Mentor*	1 hour per week	SEK 1,500 7.5 credits/term per student
	1 hour per week	3000 SEK 15 credits/term and student
	1 hour per week	3500 SEK 22.5 credits/term per student
	1 hour per week	6000 SEK 30 credits/term per student
Note support		1000 SEK 7.5 credits/term
		2000 SEK 15 credits/term
		3000 SEK 22.5 credits/term
		4000 SEK 30 credits/term
Adjustment for internship or VFU		According to: SKH guidelines for hourly wages and fees
Extra supervision for reports, essays or degree projects	7 hours per 30 credits and student	According to: SKH guidelines for hourly wages and fees
Extra teacher support	7 hours per 30 credits and student	According to: SKH guidelines for hourly wages and fees
Educational interpreter		According to agreement with the interpreting service at SU

* There are two types of mentors: 1) Regular mentors in the form of students, alumni and retired staff. Regular mentors fall under the compensation model above. 2) Professional mentors in the form of staff employed by the university. Professional mentors' fee falls under SKH's guidelines for hourly wages and fees, with a limit of one hour per week per student. The assignment must be carried out within the scope of the position, regardless of the scope of the position, and the subject unit reports the hours spent on support.

Hours for all support activities carried out by employed staff shall be performed within the scope of the position, regardless of the scope of the position, fee shall be paid in accordance with SKH's guidelines for hourly wages and fees, and the hours shall be reported by the subject unit.

Fee for assignments to persons who are not employed by SKH, such as students, alumni or retired staff, shall be paid after the assignment has been completed. Fee for staff employed by the university can be reported on an ongoing basis by the subject unit.

The scope of the support or number of meetings for an individual student is always specified in the decision on targeted study support.