



## **Studying with a need for support**

## **HZ University of Applied Sciences**

Policy amendment for equal opportunities

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Formerly 'Studying with a disability'

Department of Education, Research and Quality

Dorette Schotpoort  
Bob Wassenaar  
Martijn Leenknecht

## Introduction

Everyone has the right to equal participation in society. Yet, stories from students with disabilities show that in many areas of life, barriers are still experienced that prevent unrestricted participation. Some students have visible disabilities, take, for instance, someone in a wheelchair or someone with a guide dog. There are also invisible disabilities due to which barriers can be experienced. These include dyslexia, ADHD, autistic spectrum disorder, depression and chronic pain.

In ensuring students' equal participation in society, HZ University of Applied Sciences (hereafter HZ) plays an important role. As an educational institution, we train students to become professionals who will be working within that society. HZ considers it important that every student is given the opportunity to develop into a professional, on a personal as well as a professional level, within their own capabilities and on an equal footing.

HZ therefore puts the student first. Education is designed to give students equal opportunities. However, a student may experience obstacles that affect (his<sup>1</sup> participation in) the educational process. This amendment

*Available support for students studying at HZ University of Applied Sciences: Policy amendment for equal opportunities* describes which support and facilities HZ offers to students who experience barriers.

The amendment is in line with the mission and vision of HZ, as anchored in the Institutional Plan. The core values mentioned in the institutional Plan and the vision and mission are brought together in the motto and ambition: *The Personal University of Applied Sciences*. The personal character of HZ University of Applied Sciences is given substance by placing the student at the centre and offering guidance in line with the student's need for support, taking into account the reasonableness and fairness of the need.

The amendment is in line with the (legal) national frameworks drawn up to ensure opportunity for equality in higher education: Equal Treatment on the Grounds of Disability and Chronic Illness Act (Wgbh/cz) - including the general accessibility standard, Wet op Hoger Onderwijs en Wetenschappelijk Onderzoek [Higher Education and Scientific Research Act] (WHW, art 7.13), Higher Education Accreditation Framework] (which has included accessibility and educational feasibility for students with disabilities as an assessment criterion since 2011), the Higher Education Reference Framework drawn up by the Maatstaf Commission and the UN convention on the rights of persons with disabilities.

This policy focuses on a transparent and coordinated approach, with the student's question or need as the starting point. The policy makes clear to (prospective) students and staff what support and facilities HZ offers, for whom these are intended and how they can be requested. It also describes which stakeholders are involved in this process and what responsibility they bear.

The policy amendment *Studying with a need for support: policy amendment for equal opportunities* contributes to:

1. Increasing accessibility and equal opportunities in education;
2. Increasing student success and reducing study delays;
3. Using resources efficiently and effectively for student success.

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<sup>1</sup> For readability, the policy document uses he /his. However, this can be replaced by the preferred pronouns in all cases.

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## 1. HZ Vision and ambition

One of HZ's ambitions is to be the trainer of professionals for a world in transition. We are committed to lifelong development, which means that we want everyone's talents to develop to their full potential. HZ is a University of Applied Sciences where there is room for everyone who wants to develop his or her talent. Acceptance of diversity and equal treatment are essential to be able to think and develop freely as a person. This is why we at HZ think it is important to know our students and guide them in their development as professionals. The guidance offered by HZ is appropriate and personal ([HZ Institutional Plan 2022 to 2027](#)).

The personal character of the college is anchored in implicit interactional norms (e.g. the teacher being accessible to the student), the facilities offered (such as the physical and digital campus), and the organisation of education (with, for example, the study choice check, study career coaching and individual study plans).

HZ strives to be an educational institution where every student participates in the educational process on an equal footing with other students and feels welcome and accepted. Achieving this, demands something from the design of education, the educational environment and the guidance of students. Attention to curriculum flexibility, staff development, information facilities and preparation for the transition to the labour market are important in this respect. Staff must be sufficiently equipped (e.g. in terms of didactics and attitude) to contribute to an inclusive educational climate.

## 2. Target Group

Until recently, we talked about 'Studying with a disability'. As HZ, we think this terminology is too limited for the group of students for whom this policy amendment is intended. Even without a diagnosis or label, a student may experience barriers in the educational process. HZ therefore chooses to view the target group more broadly than just students with a (diagnosed) functional impairment or disability and therefore speaks of '*Students with a need for support*'.

The target group consists of students who experience barriers in participating in the educational process and need support to develop personally and professionally. The diversity in functional limitations and/or perceived barriers makes it difficult to define the target group unambiguously.

The essence is that this policy amendment is there for all students who, in whatever form, experience obstruction in the educational process. The student's need is central, which calls for customisation. The policy covers anyone who experiences **social, physical and/or mental barriers** that prevent them from participating fully, effectively, or on an equal footing with others in education. This barrier may be temporary or structural in nature. Also, the severity of the perceived barrier may vary from person to person or over time, and so may the impact on the educational process and the desired need for supports. When assessing whether the HZ can provide the student with the need, the reasonableness and fairness of the need is always taken into account.

### **3. Options for support**

In offering support options, the student's perceived barrier is central. In this, HZ offers customisation to the student. Together with the student counsellor, the student explores the perceived hindrance, the impact and consequences of the perceived hindrance on the educational process are mapped out and the need for supported for the student to participate equally in the educational process is explored.

The support option is always tested for practical, financial and organisational feasibility (feasibility test). There is also the precondition that the required (final) level remains guaranteed and that the final competences of the programme are met.

The support options offered by HZ are divided into three categories:

- 1. Facilities related to the organisation and delivery of education**

These are facilities that ensure the student's equal participation in the educational process.

- 2. Facilities related to tests**

These are facilities that help ensure that students have a fair chance to demonstrate their competence of the learning objectives/learning outcomes, while maintaining the required (final) level.

- 3. Additional support or guidance**

The student may not require adjustments within the teaching or assessment process, but may need additional support or guidance to fully participate in the educational process.

## **4. Informing and signalling**

When a (prospective) student experiences or expects to experience a hindrance in the educational process, it is important that the student knows what support and facilities HZ offers and with whom these can be discussed. It is also important that the student knows in advance what consequences a need for support may have in the relevant professional field.

It is important for students to be aware of this even before they start their studies, so that prospective students considering starting a programme at HZ can make a well-considered study choice and apply for and receive appropriate support at an early stage. This so that the student can participate equally in the educational process from the start of the study.

### **4.1 Informing**

Prior to enrolment, the prospective student is informed about the support possibilities offered by HZ and what HZ can do for the individual student. This is done during open days, course information sessions and during information activities for students and parents that take place at the supplying schools. In addition, there is always the possibility to request an individual interview with a study advisor, a student counsellor or a teacher from the study programme.

When the prospective student applies for a programme, he is invited for a university programme quiz. During this quiz, the applicant reflects on his choice of study and gets to know the study programme and its lecturer. Part of the university programme quiz is an assignment in which the applicant can indicate whether he expects to experience any hindrance during the study and indicate any need for support. The applicant can request a personal interview with a teacher from the programme or is invited for this (depending on the programme) to discuss the need for support. During the study programme interview, attention is also paid to managing expectations regarding the professional perspective, the feasibility of the programme and the (expected) opportunities on the labour market given the nature of the need for supported.

Both at the university programme quiz and at the start of the study (during the kick-off week), the applicant is made aware of and referred to the support offered by HZ (student counsellors, psychologists for , students, confidential advisor, language coach, etc.).

### **4.2 Signalling**

In order to realise appropriate facilities in time, it is important that the (prospective) student identifies and makes known his/her need for supports as early as possible. After enrolment (but also before), the student has various possibilities to do so. For instance, this can be done through the aforementioned university programme quiz or during a conversation with the study career coach or a teacher of the programme. If the student belongs to the target group that needs support while studying, the student is expected to report this to the student counsellor (see procedure below). This may be on the student's own initiative or on the advice of the study career coach.

The study career coach has a *signalling function*. When the study career coach signals during the university programme quiz, a personal interview or within the educational process that the student may have a need for support, he makes this known to the student. The study career coach refers the student to the student counsellor to further identify the need for support.

If a student arranges extra support on their own, for example externally, it is wise to report this to the student counsellor.

## 5. Identifying needs for support

Once the student has made the need for support known to the student counsellor, the process of determining the need for support and the appropriate support or facilities to go with it can be started. This process is described below. Figure 1 is a visual representation of this process.

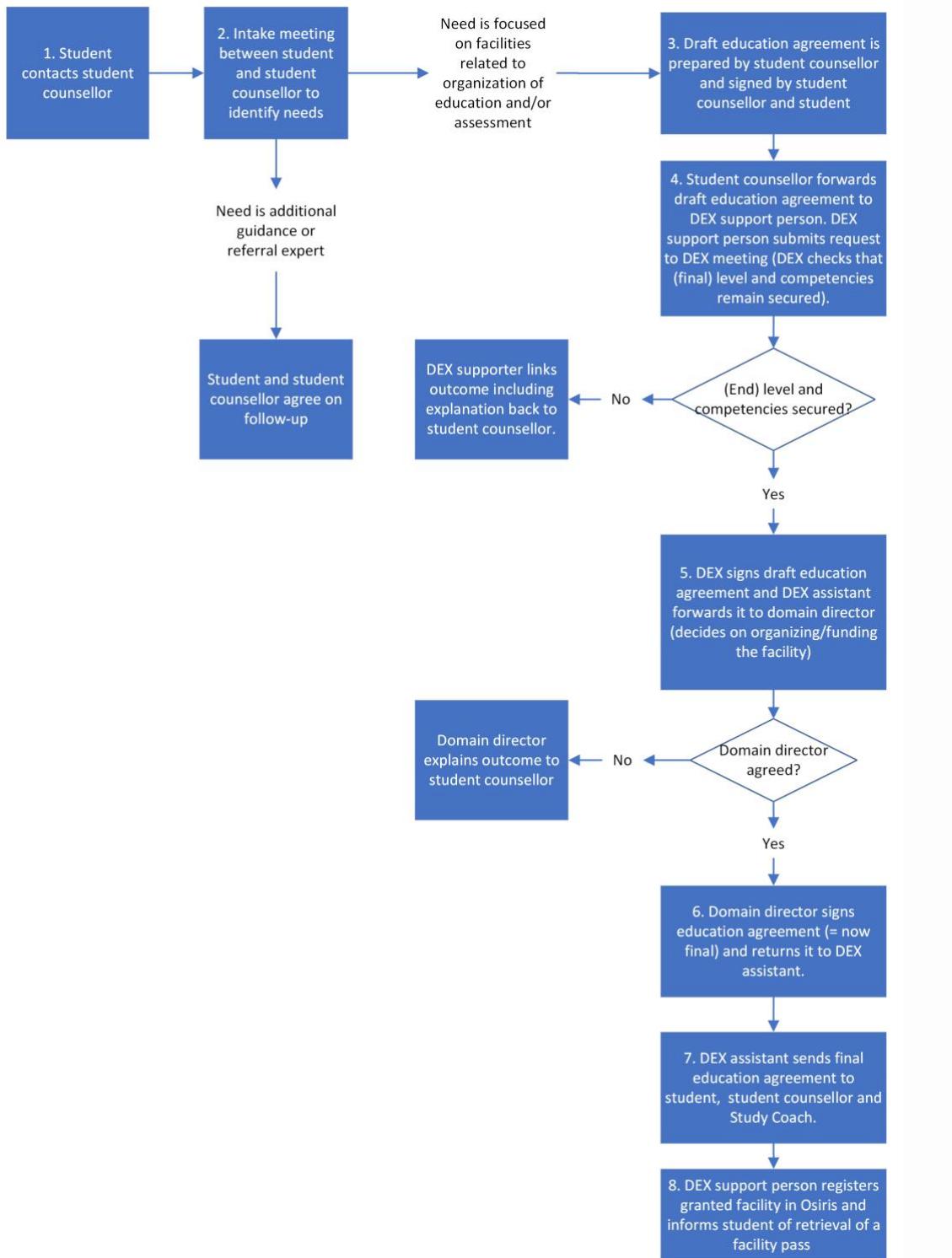


Figure 1: Process of requesting facilities when studying with a need for support.

## **5.1 Making needs known**

The student can express his/her needs to the study career coach. The study career coach can also make signals known to the student. If the student wants to explore possible eligibility for facilities, the starting point is that the student *himself* makes his need for supports known and contacts the student counsellor *himself*. This [link](#) shows which counsellor is linked to which programme.

In this process, the student can involve the study career coach and ask for advice.

## **5.2 Intake interview with student counsellor**

During the intake interview, the student, together with the student counsellor, identifies the obstacles he experiences or expects to experience during his studies and the consequences these may have on his development and participation in the educational process. The student counsellor explores with the student what support can possibly be realised by HZ and/or the student, appropriate to the need for support and the (final) level and context of the study programme (see appendix 1: Protocol intake interview students with a need for support). If necessary, the student may be accompanied by a parent/guardian or an external expert during the interview with the student counsellor.

### *5.2.1 Need for support focused on facilities related to the organisation and delivery of teaching and/or testing*

If the intake interview reveals that the need for support focuses on facilities related to the organisation and facilities of education and/or tests, the submission of a medical declaration is important. Based on this medical declaration, it can be assessed whether the proposed facilities qualifies as effective. To qualify for the facilities, the student submits a written declaration signed by a BIG-registered medical specialist or doctor or on behalf of a recognised body. For example, consider a dyslexia or dyscalculia declaration. This declaration contains the nature and extent of the limitation/disability, relevant to the support request.

If no explanation is present, the student can use the 'Form of (para)medical/psychological circumstances' (see appendix 2) to prove a (para)medical/psychological circumstance. On this form, the practitioner can indicate and confirm the existence of (para)medical/psychological circumstances, with a global indication of the diagnosis. It explicitly does not request access to the medical diagnosis. Unless the necessity criterion is met, the ban on processing (special) personal data, as contained in the General Data Protection Regulation (AVG), applies in full. The student counsellor records the inspection of the statement in the student file; the statement itself is not included in the file (see H7: Filing).

**The student counsellor records the inspection of the statement in the student file; the statement itself is not recorded in the file. A statement/confirmation of a (para)medical/psychological circumstance by a BIG-registered medical specialist or doctor or on behalf of a recognised body is conditional for the granting of facilities related to the organisation and facilities of education and/or facilities related to testing.**

### *5.2.2 Need for supports focused on additional guidance or referral expert*

If, during the intake interview, the student and student counsellor determine that the support request requires support other than an adaptation to the teaching and/or testing, an alternative is sought together which meets the student's need for supports. This may, for instance, be extra support from the student counsellor in the area of study skills. In this case, no medical statement or circumstance

needs to be submitted. When the student counsellor determines that the student needs support from an expert other than the student counsellor, the student is referred. This might include a referral to the language coach, psychologist for students or GP.

#### *5.2.3 Setting appointments*

Both when offering facilities and when referring students, the student counsellor and student together agree on how to proceed with the contact. The agreements are recorded by the student counsellor in the student file. The medical statement is not recorded.

### **5.3 Draft education agreement**

Once the need for support has been identified and it appears that the student, in the opinion of the student counsellor, qualifies for an adaptation or facilities, a draft education agreement is drawn up by the student counsellor (see Appendix 3). The draft education agreement contains a brief description of the student's need for support and a description of the proposed facilities. The proposed facilities must be able to demonstrate the (final) competences at the required (final) level.

The draft education agreement will also define the duration of the proposed facilities. If the facilities are of a temporary nature, the student counsellor is advised to coordinate with the relevant examiner(s) and/or lecturers. Facilities of a structural nature are, where possible, coordinated with the programme coordinator. If coordination has taken place, this is included in the draft education agreement.

The draft education agreement does not include a medical certificate.

When the student counsellor and student agree on the content of the draft education agreement, it is signed by both. This is a *draft education agreement* and is not legally valid at this time. Therefore, the student cannot appeal the proposed adjustments from the draft education agreement either.

### **5.4 Decision-making**

The agreements laid down in the draft education agreement concern the organisation and/or facilities of education or tests (as part of an examination). This means an adjustment of the regular education (process) and/or tests. It must be ensured that the proposed adjustments enable the student to demonstrate the (final) level and meet the (final) competences of the programme. It must also be determined whether the facilities can be facilitated by HZ. The decision-making process therefore consists of two steps: assessment by the (shared)examination board and assessment by the domain director.

Both the (shared)examination board and the domain director assess the requested facilities on the basis of the (legal) regulations and current HZ policy, regulations or guidelines. According to the Equal Treatment in virtue of Disability or Chronic Illness Act (*Wet gelijke behandeling op grond van handicap of chronische ziekte, WGBH/CZ*), support and/or facilities must meet the test of reasonableness. This means that an education, domain or service of the HZ does not have to be subject to a disproportionate financial and/or organisational burden. If a dispute arises about this assessment, the dispute can be submitted to the Human Rights Board or the courts for review.

#### *5.4.1 Assessment of (partial) examination board*

The ([shared]) examination board assesses whether the support and/or facilities proposed by the student counsellor (may) affect the (final) level to be demonstrated by the student. The support and/or facilities may also not jeopardise the quality of education - for the student himself or for others. If the (shared)examination board judges that by granting the facilities the (final) level is guaranteed, it signs the draft education agreement and forwards it to the domain director. If the (shared)examination board judges that the (final) level is not guaranteed, the draft education agreement is not signed.

#### *5.4.2 Domain director assessment*

When the (shared) examination board allocates the facility, the domain director signs for the correct facilitation and funding of the facility as included in the draft education agreement. If the domain director decides not to facilitate the facilities, the draft education agreement is not signed.

### **5.5 Allocation of facilities**

When the (shared) examination board and the domain director have both signed the draft education agreement, the requested facilities are granted. The domain director communicates the outcome to the support person of the shared examination board and requests to file the granted facilities in Osiris. The outcome is communicated back to the student, the study career coach and the student counsellor by the support person of the shared examination board. A final education agreement is now in place. The student office ensures that the student receives a Facilities Pass.

When the (shared) examination board and/or the domain director decide not to sign the draft education agreement, this decision including an explanation is fed back to the student, the student counsellor and the study career coach by the party rejecting the request. If necessary, changes are proposed.

Students may lodge an appeal against decisions of the (shared) examination board with the HZ Examination Appeals Board. The appeal is submitted to the Facility HZ. Against decisions of the domain director, the student may lodge an objection with the HZ dispute advisory committee. The objection is submitted to the Facility HZ ([faciliteithz@hz.nl](mailto:faciliteithz@hz.nl)). See the regulations on legal protection for students and external students HZ for the procedure and more information (regulations available at [www.hz.nl](http://www.hz.nl)).

## 6. Offering support

Once the process for granting the proposed facilities is complete, the facilities should be facilitated.

### 6.1 HZ Facilities pass

To prevent a student from having to explain to every lecturer or examination opportunity that he is entitled to a certain facility or adjustment, the student will receive a pass on the basis of the education agreement which lists the facilities granted: the HZ Facilities Pass. The student office ensures that the pass is prepared on the basis of the data in Osiris. The support staff of the shared examination board is responsible for issuing the pass to the student. The pass will state:

- Name of student
- Photo of the student
- Student number
- Training
- Period of validity of the facilities(s)
- Facilities

The facilities pass (combined with an identity card) acts as proof of the facilities granted. The student should be able to show both passes at the time a student uses the facilities. When a student presents the facilities pass and an invigilator or examiner asks why the student has been granted the facilities pass, the student does not have to answer.

### 6.2 Responsibilities

The facilities granted should be facilitated. The study career coach monitors the implementation of the education agreement and is the contact point for the student and colleagues. If the agreements as included in the education agreement are not met, the student links this back to his study career coach. The study career coach links this back to the education coordinator. The study programme coordinator takes appropriate action so that the agreements made are realised.

If the student is assigned another study career coach, the current study career coach or the programme coordinator will ensure a proper transfer. If a study career coach has substantive questions about the facilities allocated, the relevant student counsellor can be contacted.

#### *6.2.1 Responsibilities in facilities related to organisation and/or grooming of education*

If the facilities relates to the organisation or facilities of education, the programme coordinator is responsible for ensuring that the agreements are complied with. He will coordinate with colleagues from the educational units the student attends on how the allocated facilities should be given shape

#### *6.2.2 Responsibilities in facilities related to tests*

When the facilities relates to tests, the examiner is responsible for providing the facilities. This is because of he is responsible for the entire testing cycle ([HZ Assessment Policy, 2022](#)). The examiner can consult the domain office for an overview of students who have been granted facilities. If required, the examiner can involve the domain office and/or invigilators when providing facilities. When providing facilities for tests, a distinction can be made between assessments that are scheduled at a certain moment and tests with a hand-in moment (see [HZ Assessment Policy 2022](#) for more

explanation of this distinction). The protocols and guidelines of the examination board and the Course and Examination Regulations (CER) are always the starting point here.

a. Ensuring facilities for assessments with a scheduled date and time

In the protocols and/or guidelines for assessments scheduled at a certain date and time, the domain office specifies which students with a need for support take part in the test in question and which facilities they are allowed to use. If a student has been allocated extra test time or is allowed to use a small room, this is taken into account in the test planning and scheduling. If a student is allowed to use earplugs or a laptop, for example, the domain office is involved. The caretaker is involved when the facility is aimed at (re)arranging a room, for example when setting up a bar height folding table

Students must carry their facilities pass, in combination with their ID, with them during assessments so that invigilators know which facilities the student in question is allowed to use. The pass acts as proof of the facilities granted.

b. Providing facilities for assessments with a due date

Even when the facilities relate to a test with a due date, the examiner is responsible. The examiner informs the student of the adjustment and makes individual arrangements with the student. The examiner records these agreements and links them back to the domain office. If a student or examiner doubts whether the adjustment is in line with the agreements made, the study career coach and student counsellor can be consulted.

### **6.3 Adjustments**

During the duration of the education agreement, there may be reasons to adjust the arrangements in the education agreement. This may, for example, be due to a change in a situation, a change in need for support or when the facilities granted do not turn out to match the student's need for support.

#### *6.3.1 Switching course programmes*

When the student switches course programmes within HZ, the student should reapply for the facilities according to the regular process. This is important because in some cases the facilities granted do not guarantee the (final) level. A new assessment is therefore necessary; the process for applying for facilities has to be gone through again. When the student switches to a programme where another student counsellor is attached, the current file is transferred (after the student's consent) to the new student counsellor.

#### *6.3.2 New situation/change in need for support*

The student's situation may change, facilities may not prove appropriate in practice or there may be a change in the level of need for support. When this is the case, the student contacts the student counsellor. The student and student counsellor evaluate the facilities together. At the student's request, intermediate adjustments can be made to the education agreement according to the applicable procedure (i.e. after renewed consultation and approval by the (sub)examination board and domain director).

## 7. Filing

The student counsellor prepares a file for the student with a need for support. This file is prepared so that at a later date it is possible to look back at what arrangements have been made and, if a student counsellor otherwise engaged for any reason, a colleague can take over the file with the student's permission. The file contains at least:

- A record of the conversations held with the student, including any agreements made (to be filed by the student counsellor);
- If applicable, the registration and description of a (para)medical certificate relevant to the granting of the facility (the certificate itself will not be included in the file);
- If applicable, the education agreement including the facilities granted;
- If applicable, records of (annual) evaluation interviews with the student.

The file is kept confidential according to the General Data Protection Regulation. The file can be inspected by the student at any time.

## **8. Quality assurance**

The student counsellors, together with students, study career coaches and the staff of the domain offices, discuss the implementation of policies within the programme.

Consultations are held twice a year between the student counsellor, the chairman of the shared examination board and the domain director. The domain director takes the initiative for this. Once per academic year, the student counsellor reports the implementation of the policy to the domain director. The report contains at least:

- The percentage of students dropped out by programme;
- These students' reasons for dropping out.

In addition, once a calendar year, together with student counsellors, an evaluation takes place in all HZ domains, which is initiated by the Department of Education, Research & Quality. This evaluation focuses on the effectiveness of the policy and may possibly lead to policy adjustments. All stakeholders (e.g. students, student counsellors, study career coaches, examination board, domain director, domain office and student office) who play a role in the development and implementation of this policy are involved in this evaluation.

## **9. Appendix**

- Appendix 1      Protocol intake interview students with need for supports
- Appendix 2      Form (para)medical circumstances
- Appendix 3      Format (draft) education agreement

# Protocol intake interview Support available for students

A student him/herself reports the need for support to the student counsellor of the study programme. The intake interview is conducted by the student counsellor. The aim of the intake interview is to explore what social and/or physical barriers the student experiences in the educational and/or assessment process and what need for support the student has. If necessary, the student may be accompanied by parents or an external expert.

## Topics during the first interview

- Exchange of student contact details;
- Choice of study and profession;
- Discuss perceived barriers (social and physical) and their consequences;
- Discuss need for support and expert advice (if necessary);
- Discuss any support previously obtained during pre-training;
- Consequences of perceived barriers and need for support for the study at HZ in terms of study delay, guidance, facilities, accessibility, transport, accommodation and/or income;
- Discuss any external guidance and/or facilities used, taking into account the (final) level and context of the course;
- Restrictions for the profession, and/or restrictions for the internship or graduation period;
- What should fellow students, staff (SLC, FAFS officers, caretakers) or external supervisors know or what do they need to know about the need for support.

## During the interview, the student counsellor draws the student's attention to the following information

- The process by which any education agreement is established;
- The fact that the discussed need for support must have been determined by an attending physician, a recognised expert or on behalf of a recognised body and that the student must submit this determination in writing;
- The Expertise Centre for Inclusive Education (website: <https://ecio.nl>); Voorzieningen Prestatiebeurs [Facilities Performance Grant] (DUO) and the HZ's profiling fund;
- Appeals. If the student feels that HZ is not providing him with the facilities to which he is entitled then he can apply to the HZ Facility;

## Optional information to be shared

- Support offered when studying with a specific disability (see: <https://ecio.nl/ondersteuning-bij-studeren-met-een-functiebeperking/>)
- JongPIT For young people with chronic conditions or disabilities (see: <https://jongpit.nl/jongpit-maakt-verschil-dit-doen-we-voor-jou/>)
- Stichting Studeren en werken op Maat (SWOM) ([www.studerenenwerkenopmaat.org](http://www.studerenenwerkenopmaat.org)) assists Young Professionals with an employment restriction in finding a full-fledged internship and job matching a student's talents and qualities.
- The website <https://www.hogeronderwijsstoegankelijk.nl> gathers information for students in higher education that need support. For example, the website contains a list of difficulties/barriers students may encounter while studying. These include difficulty concentrating, social skills, reduced energy and financial problems. Tips are provided for each theme. You can also read stories by other students who have experienced this. This site is also available in English.

## Form (para)medical/psychological conditions

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### Reason for this request

A student, who, due to (para)medical/psychological circumstances, needs adjustments or facilities to enable him/her to follow his/her studies, can appeal to HZ University of Applied Sciences' *'Policy on studying with a need for support'*. To be eligible, the student(s) will need to provide evidence from a practitioner.

This form allows the practitioner to indicate whether there are (para)medical/psychological conditions, with an overall indication of the diagnosis. It is not intended to be an assessment by the practitioner. This is not a medical statement. The assessment of whether the (para)medical/psychological circumstance is a justifiable reason to qualify for the requested adjustments or facilities is up to HZ.

### To be completed by student

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Student hereby gives permission to his/her practitioner to answer the questions regarding his/her (para)medical conditions as stated below. Student(s) assumes responsibility for this.

#### Student data

Student name	
Student number	
Study programme	
Date of birth	

**Date** Click or tap to enter a date.

**Signature** Student

### To be completed by practitioner

---

Undersigned,

#### Data practitioner

Surname and initials			
Function			
Organisation/agency			
Street name		House number	
Postal code		Location	
Phone number			

Indicates the above student:

- A (para)medical/psychological circumstance, during the period of:  
**Enter start date up to Enter end date;**
- a disability or chronic illness since: **Enter start date here;**
- A diagnosis or global indication thereof.

**I confirm that I have completed this form truthfully.**

Signature:

Date Click or tap to enter a date.

BIG registration number (if any):

Stamp practitioner:

*No stamp? Then please copy the information on letterhead with logo.*

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# Education agreement

## Studying with a need for support

*Submission of a statement/confirmation of (para)medical circumstance to the counsellor of students is conditional for drawing up an education agreement.*

### Personal data

Student name	
Student number	
Training	
Date of birth	
Phone number	
Email address	



### Data for granting support

Training	
Study career coach	
Student Counsellor	
Description of need for support (incl. duration - temporary or structural facilities)	

### The student requests the following support and/or facilities:

#### A. Regarding the organisation and/or delivery of education:

Enter here the description of the reasoning for the proposed support and/or facilities with regard to the organisation and delivery of education.

#### B. Regarding the assessment:

Enter the description and reasoning for the proposed support and/or facilities in respect of tests here. Indicate clearly whether the assessment concerns assessment at scheduled times /or with a due date.

There has been reconciliation with the examiner/teacher/ study programme manager\*.

- The (shared)examination board judges that with the support and/or facilities described above, the (final) level and/or competences are/remain guaranteed.
- Domain director agrees to the support and/or facilities described above.

**These appointments start on** Enter start date. **and are valid until** Enter end date. \*\*

Signed by:

Date	Date
Student	Student Counsellor
Chairman of shared examination board	Domain director

\* Delete what does not apply, to be indicated by student counsellor.

\*\* To be filled in by chairperson shared examination board.