

Code			Support	Workflow	Comment	The examiner's responsibility in addition to general procedure	Grounds for support	
P	R	#						
	R	1	50% longer writing time in written examination	General procedure			Students with dyslexia: With longer writing times, it is possible for the student to re-read the questions if necessary, to read slowly to make sure that they have understood the question correctly. It is also possible to allow going through what has been written to reduce typing errors. Stress can affect the ability of the student to compensate for their impaired function. Students with neuropsychiatric conditions: Many impressions in a short period of time can be overwhelming e.g. for a student with Asperger's syndrome. Extended writing time compensates for this.	
	R	2	Examination in a smaller group	General procedure			Sensory stimuli and distracting impressions from external sources may result in difficulty concentrating for students with a neuropsychiatric diagnosis. Some students may disrupt others due to behaviours linked to the disability; for example with neuropsychiatric conditions this might mean talking loudly and problems with impulse control. Students with neuropsychiatric conditions can also be extremely sensitive to sound.	
	R	3	Examination in smaller groups with screens that separate the seating	General procedure	Students who need to sit in a quiet environment should initially be placed in smaller groups.			
	R	4	Separate exam room	General procedure	Students who need to sit in a quiet environment are initially placed in smaller groups or smaller groups with separation screens.			
	R	5	Examination with customised location in writing room	General procedure	The student is placed in the writing room according to their needs.			For example for students with severe allergies.
	R	6	Examination with customised premises	General procedure	The student is placed in the writing room according to their needs.			For students with mobility equipment such as a wheelchair. For students with mobility equipment there is usually a need for customised toilets, lift and seat at a desk, among other things.
	R	7	Examination with customised placement in a separate writing room	General procedure	The student is placed in their own writing room.			For students with assistance or guide dog.
P	R	8	Using a computer to take the exam	General procedure	The student is placed in a room with a computer. The exam administration ensures that only software related to the student's support is available. The computers are locked as far as other network connections go.			R Support: Motor difficulties. P Support: Support with writing, support with spelling for longer written pieces, difficulty rewriting text, providing the possibility of moving texts around. Spelling programme.
	R	9	Height adjustable desk	General procedure	The student is placed at a height adjustable desk.		Physical condition that requires a varied working position.	
	R	10	Sound shielding, earmuffs	General procedure	The exam administration provides the equipment.		Earphones and earplugs for students who are sensitive to sound, lose concentration with external acoustic stimuli. Music in headphones for students with for example neuropsychiatric conditions increases ability to concentrate.	
	R	11	Sound shielding, earplugs distributed	General procedure				
	R	12	Sound shielding, music in headphones	General procedure		The music for support is provided by the examination administration.		

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	R	13	Breaks during the first hour	General procedure	The examination administration ensures that the examination guards are present to watch during the break.		In order to physically move and for toilet breaks for gastrointestinal problems e.g. Irritable Bowel Syndrome (IBS).
	R	14	Shorter breaks during the examination	General procedure			
	R	15	Possibility of lying down to rest during examination	General procedure			
P		16	Customised version of exam	Examiner's own responsibility		The examiner/school will arrange for a version of the exam that meets the needs. Consult with the student regarding what is required in terms of contrasts and colour scheme. The student is responsible for initiating contact. For exams in Braille, the examiner will contact the examination administration for printouts.	Students with visual impairment and/or colour blindness have a need for clear contrasts and/or the exam to be printed in another format. The support can also be the examination written in Braille.
	R	17	Exam printed in A3 format	General procedure	The exam version is printed in A3 format.		Students with visual impairment.
P		18	Flexible submission time for home examination/assignments.	Examiner's own responsibility.	There is no administrative support from the examination administration when it is not a written exam. After granting the support, the examiner and the student jointly agree on appropriate flexibility with regard to home examination/assignments.	Agree with the student concerned regarding the framework for flexible submission time. The student is responsible for contacting the examiner in good time.	Students with neuropsychiatric conditions may find it difficult to keep to strict deadlines. The support granted means that the examiner will assess the performance of the student, even if it is received after the deadline. The home examination/assignment must be received within the given agreed timeframe. If the examination correction template or similar is distributed when the examination/assignment is returned to the student group, the examination/assignment must be submitted before this happens.
P		19	Divided examination	Special administration	The examination administration will contact the examiner to determine how the division of the exam should be done. An exam can be divided into two or three occasions during the existing examination period. The examiner will decide when examination will be two or three occasions. As the student may have more examinations during the examination period, this should take place in a dialogue with the student so there is a good distribution of examinations during the period.	The examiner will submit separate information for the divided examination.	E.g. for students with brain fatigue, physical disabilities. This form of support is used very sparingly. Students with neuropsychiatric conditions may have difficulty with long writing times, for which extended writing times may mean if the basic examination time is long.

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P	R	20	Spoken questions	General procedure with additions	KTHB will provide instructions on how TorTalk works. The student is placed in rooms with computers with TorTalk and headphones or a voice recorder with headphones. The examiner listens to the exam wording through TorTalk. If reading via TorTalk is not adequate, the examiner will create a new version of the exam or arrange to have the version of the set up in the voice recorder. One voice recorder per student and one question per file. The voice recorder must be provided by the exam administration in the final envelope marked with the course code and the examination date, no later than three working days before the examination.	The examiner will listen to the version of the exam in TorTalk or arrange for questions to be recorded on the voice recorder. The exam version or voice recorder must be submitted to the examination administration no later than three working days before the examination date. Inform the examination administration of which technical solution is applicable to the relevant examination.	R Support: Students who are blind/have severe visual impairment need to be able to assimilate written information in other ways. P Support: Students with dyslexia are provided support with retrieving written information.
	R	21	Sign language interpreter	Special administration	There is no activity support from the examination administration when it is not a written exam.	No action is required from the examiner.	Sign language interpreters may be needed at examination seminars or oral presentations for students with hearing loss. The sign language interpreter support is coordinated through Stockholm University.
	R	22	Own technical equipment	General procedure	The examination administration will provide the student with access to the equipment they need.		e.g. keyboards due to specific motor and physical conditions.
	R	23	Medical equipment	General procedure			E.g. insulin pen, digital blood pressure monitor. The equipment must be stored in such a way that the student does not need access to a jacket/bag during examination.
P		24	Educational aids: formulary	General procedure with additions			
P		25	Educational aids: calculator	General procedure with additions	Simple calculators will be provided by the examination administration.	The examiner will arrange to approve the formulary or any other education aids available for the version of the exam in KTH Box.	E.g. students with short-term memory issues may need this support and/or student with dyslexia or dyscalculia.
P		26	Educational aids: dictionary	General procedure with additions	Dictionaries will be supplied by the examination administration.		
P		27	Educational aids: other	General procedure with additions			
P		28	Assistance with examination	General procedure with additions	The student is placed in a completely separate room to dictate what they want written down. Writing support needs to be free from conflict of interest and other positions on which the student depends. Need to have knowledge of the relevant ways of writing.	The examiner will conduct/appoint writing assistance/assistance.	Physical impairment that makes it difficult to write. Includes assistance at examination, e.g. at laboratory sessions.

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P		29	Oral examination/verbal examination as supplement to written examination	Examiner's own responsibility	The examiner will arrange the administration and execution of the examination. From a legal certainty perspective, it may be appropriate for two people to be present when conducting the examination. The examination should be documented, e.g. using photographs of the board, sound recording, filming etc.	The examiner will arrange the examination themselves.	Instead of a written examination/supplementation of written examination for students with difficulty expressing themselves in writing, e.g. dyslexia.
P		30	Mobility aids, e.g. wheelchair	Special administration	For forms of examination other than written examination in halls.	The examiner will consult with the student regarding how the examination can be customised so as to be carried out. The student is responsible for making contact with the examiner	For students who have mobility equipment, examinations may need to be customised if the environment in which the examination is carried out is such that accessibility may be complicated, e.g. field work, study visits.
P		31	Assistance dog or guide dog	Special administration	For forms of examination other than written examination in halls.	The examiner will consult with the student regarding how the examination can be customised so as to be carried out. The student is responsible for making contact with the examiner.	For students who have assistance or guide dogs, examinations may need to be customised if the environment in which the examination is carried out is such that accessibility may be complicated, e.g. field work, study visits.
P	R	100	OTHER customisations		The examiner will consult with the examination administration.	The examiner must always consult the examination administration. The examiner will make contact.	Support that is not specified in any of the other R and/or P categories is added as R100/P100 support. Existing codes should be used to the greatest extent possible.