



Information on the subject of studying with impairments

## Possible starting points and examples for disability compensation

The respective individual case is essentially definitive for deciding on disability compensatory measures.

The table below can therefore only serve as an orientation and offer possible starting points for the identification of disability compensation and examples of measures.

Starting points for the adjustment of course and examination requirements as well as deadlines	Examples of measures for the adjustment of course and examination requirements as well as deadlines
Adjustment of deadline requirements for modules or course segments	Extension of deadlines for modules or course segments
Adjustment of time requirements for coursework and examinations	Adjustment of time requirements for class tests or oral examinations, e.g. 10-12 am instead of 8-10 am Participation of students affected with regard to times, e.g. from 10 am at the earliest, and dates of exams, e.g. with a distance of 5 days to stressful treatments Extension of time limits for work with a limited amount of time, in particular for tests, theses, homework, projects and oral examinations Interruption of examinations with one or more breaks, e.g. in order to recover, move around or apply crisis management techniques Splitting of work into sections
Accessibility of the venue or room in which the examinations take place	Participation of students concerned with regard to examination building, e.g. only specific buildings or examination rooms, only specific places or equipment with regard to lighting, acoustics, floor covering, area of movement, accessible table, height-adjustable chair
Presentation of tasks	Presentation of tasks in accessible form, e.g. via adjustment of font, size of font or appearance of information for tests (e.g. speech instead of text or formal presentation in place of graphic presentation) Adjustment of speaking speed or pronunciation for oral examinations
Provision of assistance when undertaking work in situ	Provision of assistance for reading, writing and looking up information



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	Use of sign language or written language interpreters for oral examinations and tests
Provision of resources and aids when undertaking work in situ	Use of technical aids, e.g. notebook, special keyboards, magnifying glasses, lights, as well as software, e.g. language input or language output programmes, magnification programme, screen reader Use of optical aids, e.g. magnifying glass, cold light lamp Use of measurement and test devices for vital signs, e.g. blood glucose
Activities relating to health impairments during the undertaking of work in situ	Taking of medication Medically-required intake of food Frequent leaving of the examination room for toilet visits Activities to alleviate an acute stress or crisis situation
Social constellation (independent of form of examination)	Allocation of an own working area in or outside of the faculty, where necessary also at home Informing of supervisor of actions or omissions regarding specific activities, e.g. response to absence
Substitution of one form of the examination with another form	Substitution of intended forms with other forms that are of the same level and ideally typical for the course and that enable the qualification, respectively learning goals to be achieved, in particular <ul style="list-style-type: none"> <li>• Substitution of individual activities such as written tests with other individual activities such as oral examinations</li> <li>• Substitution of individual activities with longer-lasting activities, such as written tests with theses (seldom appropriate)</li> <li>• Substitution of practical with theoretical activities</li> <li>• Substitution of group activities or examinations with individual ones</li> <li>• Substitution of in situ activities with remote activities or examinations, e.g. E-tests, creation of a video instead of a presentation</li> </ul>



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