

Satisfaction of disabled students with disability policies in higher education



Jasmijn Yi Liu.van Slingerland
Student number 1702254
European Public Administration
University of Twente, Enschede
First supervisors: J. J. Vossensteyn and A. Kottmann
Second supervisor: M. R. R. Ossewaarde
5 July 2018

Abstract

In the past 15 years, the number and percentage of students with a functional impairment in higher education has increased and attention has increasingly been paid to the equal treatment of disabled people and those with a chronic illness. This study examines the impact of institutional disability policies on disabled students' satisfaction at two higher education institutions in the Netherlands. A framework was developed to investigate the relationship between policies and explanatory factors of disabled students' experience. Interviews were conducted at both institutions with students, study counsellors and policy staff members. The results of this study show that a clear implementation of institutional disability policies has a positive impact on disabled students' satisfaction in these two universities of applied sciences.

Key words: studying with a disability, disabled students, higher education, disability policies, disabled students' satisfaction

Foreword

The report before you presents my bachelor thesis on the relationship between disabled students' satisfaction and the implementation of disability policies in higher education. I would like to take the opportunity to thank my supervisors, dr. Kottmann, prof. dr. Vossensteyn and dr. Ossewaarde for their guidance and feedback. I would also like to thank the respondents for their time and openness during the interviews and Studiekeuze123 for providing me with data. Without them, this study would not have been possible. Also of great value have been those who thought with me and read and commented on drafts during the past months.

Jasmijn van Slingerland

Enschede, July 2018

Table of contents

1. Introduction	2
2. Disability policies in higher education in the Netherlands.....	4
3. Conceptualisation.....	5
3.1. Disability	5
3.2. Disability policy	5
3.3. Student satisfaction of disabled students.....	7
4. Theoretical framework	8
4.1. Effect of policies	8
4.2. Explanatory factors of disabled students' experience	9
4.3. Relationship between disability policies and disabled students' experience	10
4.4. Relationship between disability policies and disabled students' satisfaction	12
5. Research design.....	13
5.1. Overall approach	13
5.2. Methodology	13
5.3. Operationalisation	17
6. Results and analysis	18
6.1. Windesheim.....	18
6.2. Inholland	28
6.3. Comparing Windesheim and Inholland.....	38
7. Conclusion.....	42
8. Discussion	46
References	47
Appendices	49

1. Introduction

The number and percentage of full-time students at universities of applied sciences in the Netherlands with a disability has increased from 11.3% in 2015 (CHOI, 2015) to 16.3% in 2017 (CHOI, 2017). There is a wide diversity of disabilities that students face, which include but are not limited to dyslexia, dyscalculia, chronic illnesses and sight and hearing limitations. The legal obligation and need to design and implement policies that support disabled students are implied from international treaties, the constitution and more specifically Dutch legislation such as the Equal Treatment on the Grounds of Disability or Chronic Illness Act (12/2003). Also, research has shown the positive relationship between the provision of facilities and study progress (ResearchNed/ITS Nijmegen, 2013). Support from the national government was also seen in their request for the Commissie Maatstaf, which was asked to provide advice to improve the accessibility of higher education for disabled students. The Commissie Maatstaf (2010) developed a reference framework, which has supported higher education institutions in designing and evaluating products, services and facilities to be offered to adequately and reasonably support disabled students. Educational institutions can design their own instruments and policies, which has resulted in differences between the institutions. In the past years, the Centrum Hoger Onderwijs Informatie (CHOI) has published disabled students' satisfaction assessments in annual reports. The data shows that there are differences between the institutions and that most of these have persisted over time (CHOI, 2017). Furthermore, studies have shown that information provision is one of the major bottlenecks for disabled students (Poels-Ribberink, Sombekke, Duisings-Van Oijen, Winkels & Van den Broek, 2011; CHOI, 2017). This study will examine if developments have been made.

Social relevance

In this study, disabled students' satisfaction with the implementation of disability policies at Windesheim and Inholland will be studied. Windesheim has been leading in the CHOI ranking, while Inholland has received relatively low scores during the past years. However, due to the quantitative nature of the research by CHOI, it could not be concluded whether or not and how the implementation of disability policies has influenced satisfaction of disabled students. The policies are expected to enhance disabled students' satisfaction, as they aim at facilitating students during their study. The aim of this study is to examine the influence of the implemented disability policies on disabled students' satisfaction in two large higher education institutions in the Netherlands. The knowledge generated in this study can be used to further develop disability policies, adapting them more to students' needs, and consequently improve disabled students' access to and completion of higher education. The increasing number and percentage of disabled students as well as the results of the study by CHOI (2017) indicate the importance of addressing this issue. More specifically, the results of this study can help higher education institutions to further optimise their policies for disabled students. More effective policies are not only expected to support current students better, but are also assumed to reduce the barriers to enrolment for future students. This defines the social relevance of this study.

Scientific relevance

This study builds on the work by Tinklin & Hall, (1999), Holloway (2001), Fuller, Healey, Bradley & Hall (2004) and Fuller, Bradley & Healey (2004), who studied disabled student

experience and satisfaction in higher education. They identified factors which influence disabled students' experience. Furthermore, this study builds on the work of Avradmidis & Skidmore (2004), who examined learning support in higher education. Moreover, the framework that the Commissie Maatstaf (2010) developed, which presented aspects that institutions should consider when designing disability policies, informed the current study. Based on these studies, a framework showing the explanatory factors of disabled students' experience and how these are influenced by policies is developed. This framework is used for the systematic analysis of the current policies, which are the starting point of this study. This is different from previous studies which take a list of topics from previous research and results of national student surveys as a starting point. Moreover, the collection of qualitative data in universities of applied sciences creates scientific relevance, because no qualitative studies into student experience have been conducted at universities of applied sciences before.

Research questions

This study then aims to answer the following central research question:

Which institutional policies are implemented at Windesheim and at Inholland to support students with a disability and what is their impact on student satisfaction of disabled students?

From this main question, five sub questions are derived to structure the research process.

1) Which factors are found in the literature that influence disabled students' experience?

The answer to the first sub question is used for the development of the framework with the explanatory factors of disabled students' experience, which forms the basis of the analysis of the policy documents and the interview guides.

2) Which institutional disability policies are implemented at Windesheim and Inholland and what are their goals?

Answering this question, the first part of the main question is addressed. Furthermore, the answer to this question provides the basis for the interview guides, which use the current policies as a starting point.

3) How have students experienced the implementation of these policies?

The answer to this question reveals whether students positively or negatively review disability policies at their institution.

4) Do these policies have an impact on student satisfaction of students with a disability and if so, what is this impact?

Answering this question, the impact of the experience of individual policies is addressed to see whether and how they affect students' satisfaction.

5) What are the differences in the implemented disability policies between Windesheim and Inholland and can these explain the difference in disabled students' satisfaction?

By comparing and contrasting the cases, more insight into the effect of the policies is gained.

2. Disability policies in higher education in the Netherlands

In the past 15 years, attention has increasingly been paid to the equal treatment of disabled people and those with a chronic illness. From December 2003, the “Equal Treatment on the Grounds of Disability or Chronic Illness Act (12/2003)” has been in force in the Netherlands. This Act forbids educational institutions to discriminate between individuals when providing access to the study programme, and when offering education and administering tests. Also, the Act obliges institutions to offer adjustments at the disabled student’s request. Only if the changes are considered disproportionate, they may be refused.

In the years after the “Equal Treatment on the Grounds of Disability or Chronic Illness Act (12/2003)” took effect, the Ministry of Education, Culture and Science has paid considerable attention to studying with a disability, for instance by funding research in the field and by subsidising project groups. Between 2006 and 2008, the Ministry of Education, Culture and Science gave a subsidy to higher education institutions, so they could establish project groups to develop action plans. These plans focused on improving the conditions under which institutions are able and willing to develop and implement policies to facilitate disabled students. In October 2009, the Ministry formed the Commissie Maatstaf asking for advice to improve accessibility of higher education for disabled students. This resulted in the development of the reference framework, which is referred to also in this report (Poels-Ribberink et al., 2011).

Furthermore, since June 2010, accreditation procedures have included an assessment of the facilities that are provided for students with a disability and from 2011 onwards, the feasibility of the programme for disabled students is also explicitly assessed (Poels-Ribberink et al., 2011). Including the provisions and facilities in the accreditation underlines their importance, because the accreditation is crucial for the funding and the institutions’ right to award recognised diplomas.

On 14 July 2016, the Netherlands ratified the UN Convention on the Rights of Persons with Disabilities, further strengthening the position of disabled people. Since then, several initiatives have been taken to improve the situation in higher education institutions. In 2017, a declaration of intention was for example established and signed by NHL Stenden Hogeschool, Vrije Universiteit Amsterdam and Universiteit Leiden. This document includes the ambitions, process agreements and goals to be achieved to implement the treaty.

Since 1 January 2017, a general norm of accessibility has been applied, which means that institutions must make their study programmes and services accessible for students with a disability. Only if this is considered disproportionate, an exception can be made.

All in all, a great deal of attention has been devoted to equal treatment of disabled people and how this should be addressed in higher education, which has resulted in the adoption and implementation of various policies and in the assessment of facilities for disabled students as part of the accreditation. The formulation of the policies shows that the national government and Ministry aim at organising the facilities and provisions as close possible to the student (Poels-Ribberink et al., 2011).

3. Conceptualisation

This section will clarify the major concepts and show the current state of the art regarding disability policies in higher education in the Netherlands.

3.1. Disability

The definition and perception of disabilities and what can be done to address them depends on the model in which disabilities are defined and understood. In the medical model of disability, a disability is seen as an impairment that should be cured with (medical) treatments. The social model of disability views a disability as caused by the interaction between the disabled person and society. Hence, emphasis is placed on the changes that can be made by society to enable disabled people to participate in society (Tinklin & Hall, 1999). In this study, disabilities are understood in the social model of disability: disability policies are seen as changes made by society (higher education institutions) to enable disabled students.

This study will focus on disabled students who for example have dyslexia, autism or a physical impairment. The wide variety of disabilities and chronic illnesses is illustrated by the fact that thirty functional impairments were identified in the Nationale Studenten Enquête (2017). These were grouped in seven categories, as shown in Table 1.

Table 1: *Disabilities*

Category	Subcategory
ADHD	ADHD, concentration problems
Autism	Autism or a related disorder (e.g. Asperger, PDD-NOS)
Dyslexia/Dyscalculia	Dyslexia, dyscalculia
Chronic illness	Arthrosis, rheumatism or other joint problems, chronic fatigue syndrome, chronic pains, cancer, epilepsy, severe intestinal disorder, cardiovascular disease, skin disease, lung and respiratory problems, migraine/severe headaches, neurological disease, muscle disease, diabetes, fatigue/energy deficiency
Mental illness	Eating disorder, psychological problems
Physical impairment	Hearing impairment, motor-skills impairment, wheelchair-bound, Repetitive Strain Injury (RSI), other disorders of the locomotor apparatus, language processing disorder, visual impairment
Other diseases/impairments	Obesity, other impairments

3.2. Disability policy

Disability policies, which serve to support students with a disability, are defined as reasonable adjustments and facilities for disabled students that improve access to higher education and that increase the feasibility of completing the educational programme (Commissie Maatstaf, 2010). This study will specifically examine the impact of institutional policies.

In 2010, the Commissie Maatstaf presented seven aspects in a reference framework that higher education institutions are advised to consider when designing, implementing and evaluating policies for disabled students. Table 2 presents these aspects. These aspects were derived from a literature study and interviews with experts from Handicap + Studie, Risbo and Seor, which are respectively an expertise centre and two research institutes (Dutch Ministry of Education, Culture and Science, 2010).

Table 2: *Framework Commissie Maatstaf (2010)*

Aspects	Description
Aspect 1: Information provision and counselling	Information provision about studying with a disability as an integral part of the information provision. Information should be clear and available for all stakeholders. Registration of the disability should be possible.
Aspect 2: Physical accessibility	The infrastructure, like buildings, facilities and teaching rooms, should be accessible for all user groups. Study materials are accessible for all students and are available on time, considering the delivery terms of materials for disabled students.
Aspect 3: Study counselling	The institution actively offers study/student counselling appointments, in particular for disabled students. At request, disabled students get professional support, based on their talents and focused on eliminating the obstacles they experience because of their disability. Agreements are documented and adequately implemented.
Aspect 4: Expertise	The institution stimulates expertise building regarding disabilities, provisions and support materials at the level of the study programmes and at the institutional level.
Aspect 5: Learning paths	The study programmes provide flexible learning paths for completing the curriculum and internships, focused on achieving the final qualifications/established competences.
Aspect 6: Examination and testing	The institution offers concrete possibilities and provisions for adjusted testing and examination. Procedures are transparent, agreements are documented and implemented adequately.
Aspect 7: Quality and continuity	The reference framework is used by the institution to improve the policy regarding studying with a disability. The institution guarantees the quality and continuity of this policy. At the institutional level and at the level of the programmes, the policy is formulated and systematically developed.

3.3. Student satisfaction of disabled students

Generally, student satisfaction can be defined as a “short-term attitude resulting from an evaluation of a student’s educational experience” (Elliot, 2002-2003, p. 272). More specifically, satisfaction is reached when one’s expectation is met or exceeded (Elliot, 2002-2003; Sweeney, 2016). Like many scholars, Elliot (2002-2003) and Sweeney (2016) did not specifically address satisfaction of disabled students, having examined various indicators of satisfaction and factors that impact student satisfaction generally.

This study will focus on satisfaction of disabled students with the disability policies at their educational institution and will use the following definition: short-term attitude resulting from an evaluation of a disabled student’s experience with the implementation of disability policies at his/her institution.

Although acknowledging the importance of expectations in the formation of one’s opinion, it is beyond the scope of this study to explain how individual expectations are met. This study will be limited to explaining the effect of disability policies on disabled students’ satisfaction.

4. Theoretical framework

This section will review the literature on the effect of policies. Moreover, a framework will be developed showing the explanatory factors of disabled students' experience as found in the literature. Then the relationship between disability policies and students' experience will be described. This section will conclude by taking the step from student experiences to student satisfaction.

4.1. Effect of policies

It is generally assumed that a policy is designed “to get people to do things that they might otherwise not do; or it enables people to do things that they might not have done otherwise” (Schneider & Ingram, 1990, p. 513). For the policy to have the envisaged effect, often numerous people need to act, or in other words: the policy needs to be implemented. Schneider & Ingram (1990) distinguish between five types of tools that stimulate or enable people to do things.

First, authority tools are statements that oblige, forbid or require people to act and do what is expected. A typical example of such a disability policy are the policies related to the physical accessibility of the educational institution. The institution needs to comply with the guidelines as laid down in the “Handbook for Accessibility”, which impose an obligation. Another example relates to the electronic learning environment, which should be designed according to the international WCAG-criteria (Web Content Accessibility Guidelines).

Second, incentive tools stimulate people to act by introducing payoffs and sanctions. Examples of payoffs for students to inform their institution about their disability are the extra guidance and facilities that can be provided.

Third, capacity tools provide information and resources to enable people to act. In the context of the current study, an example of such a policy would be the training of staff members who are directly involved with disabled students.

Fourth, symbolic and hortatory tools assume that people's decision to act depends among other things on their norms, values and opinions. These tools respond to this assumption by focusing on altering perceptions. Generally, the existence of the framework from the Commissie Maatstaf (2010) and the institution-specific policies contribute to the creation of norms and values. Opinions and attitudes may be altered as awareness is created and facilities and rights are presented as “normal”.

Fifth, learning tools are applied in situations with uncertainty. The implementation of an evaluation is a typical example of a learning tool.

The tools as described by Schneider & Ingram (1990) can be used to influence disabled students' experience and consequently student satisfaction of disabled students.

4.2. Explanatory factors of disabled students' experience

To create a more positive disabled students' experience, there are several factors to consider when designing disability policies. Several scholars conducted studies to identify the factors that influence disabled students' experience.

Holloway (2001) examined how disabled students experienced higher education at a university in the United Kingdom by conducting semi-structured interviews among disabled students. She concluded that adequate funding of learning support needs, access to appropriate equipment, access to flexible library systems (excluded from the current study, because library systems have changed), specialist advice and assistance, and staff attitude and knowledgeability of staff contribute to a positive student experience. A negative experience is generally caused by a lack of effective systems, which includes the absence of central arrangements and limited internal communication (resulting in students having to inform staff repeatedly which facilities/rights they are entitled to).

Fuller, Healey et al. (2004) investigated the experience of disabled students in higher education by conducting a survey. They concluded that disabled students faced considerable barriers in their learning and assessment related to their functional impairment. Regarding learning, especially making notes during lectures was considered difficult. Concerning assessment, written assignments were found difficult. This had to do with formulating answers, spelling, but also with nervousness. Other factors that were found to influence disabled student satisfaction were access to information and staff attitude. Building on the study by Fuller, Healey et al. (2004), Fuller, Bradley & Healey (2004) conducted group interviews with disabled students from different study programmes and with different disabilities. They identified problems, such as unjust treatment and the inability to follow lecturers. Good practices that were found were the approachability and support of some lecturers and the variation in assessment forms. Other factors that were reported as influencing disabled student satisfaction are the approachability of academic staff, the availability of support materials, assessment forms, lecturer support, equal treatment, elaborate feedback, access to information before and during the study and the extent to which information is shared within the university.

Avradmidis & Skidmore (2004) took a broader approach by studying learning support in higher education in general. They conducted the Learning for All Questionnaire among all students to identify the needs of all students. The starting point that they took was that the needs of disabled students may not be distinct from the needs of regular students. The learning needs of disabled students and regular students were compared. The results indicated that there is no significant difference between the needs and perception of various forms of support of disabled and regular students. Factors that were found to positively influence all students' opinion were the amount of working space, access to a tutor if necessary, the opportunity to meet face to face with a tutor, tutor responsiveness to the student's needs, regular meetings and office hours organised by the tutors, the quality of the relationship between the tutor and student, provision of lecture notes and taped lectures, feedback, clarity of requirements regarding assessments and common teaching and learning strategies.

4.3. Relationship between disability policies and disabled students' experience

Building on the studies that were discussed in the previous section, the framework presented in Figure 1 has been developed. This framework aims to explain the relationship between disability policies and disabled students' experience. This relation can be explained by examining the use of the policy tools that are assumed to have an influence on the explanatory factors of disabled students' experience (Schneider & Ingram, 1990). In this section, several examples will be provided.

Access to information was found to positively influence disabled students' experience (Fuller, Healey et al., 2004; Fuller, Bradley & Healey, 2004). Policies that improve access to information are providing information through various channels and automatically sending (all) students information about studying with a functional impairment when they apply for the study programme (Commissie Maatstaf, 2010, Information provision & counselling). The authority and capacity tool are applied here, because these policies require the institution to act and the policies enable students to act (Schneider & Ingram, 1990). The policies effectively improve access to information when students know what their rights and responsibilities are and where they can find the information about studying with a disability.

The better staff is available and approachable, the more positive disabled students' experience is (Fuller, Bradley & Healey, 2004; Avradmidis & Skidmore, 2004). Policies that improve availability and approachability include those that describe the relationship between study counsellors and students and that stipulate the documentation of agreements about extra guidance. In terms of approachability, the aim to assign a fixed contact person to each student is for example defined (Commissie Maatstaf, 2010, Study counselling). The authority policy tool is applied here by documenting the agreements on (extra) study counselling. Also, the incentive tool is relied upon, as students are encouraged to approach their contact person and indicate if they need more support. The incentive here is the possible extra guidance as a payoff (Schneider & Ingram, 1990).

The negative influence of a lack of internal communication was found by Holloway (2001). A policy that stimulates internal communication is the obligation for the study counsellor to keep in contact and encourage communication between the student and other stakeholders (teachers, staff and experts). The authority tool is applied here, as it is documented as part of the study counsellor's task, thus requiring him or her to act (Schneider & Ingram, 1990). The policy effectively improves internal communication when all staff members who need to know about the student's disability and corresponding rights and facilities provided are informed.

Holloway (2001) also found that a lack of central arrangements has a negative influence on students' experience. The existence of policies addresses this issue, especially if arrangements are laid down at the central level. The Commissie Maatstaf (2010) suggests that institutions record their vision, policy goals and policy provisions. This implies the use of the authority tool (Schneider & Ingram, 1990), because the policies require people to act in accordance with what is laid down at the central level. Effective central regulations are achieved when there is a central policy that is observed.

Fuller, Healey et al. (2004) and Holloway (2001) found that knowledgeability of staff and staff attitude contribute to a positive disabled student's experience. Knowledgeability does not only

have a direct effect on student experience, but also positively influences the latter via staff attitude (Thompson, Purcal, Deeming & Sawrika, 2011). It is plausible to assume that the more knowledgeable the staff is, the better they can support students and the more positive their attitude is towards disabled students. This leads to a more positive student experience. Policies to increase the knowledgeability of staff are touched upon in the aspect related to expertise in the framework of the Commissie Maatstaf (2010). This aspect focuses on the institution actively encouraging the gaining of expertise on disabilities, facilities and support materials as well as on providing staff that is directly involved in guiding disabled students with a basic level of knowledge. The knowledgeability of staff is effectively improved if the policies have enabled staff to act, applying the capacity tool (Schneider & Ingram, 1990). Policies effectively improve the attitude of staff when staff members are more understanding towards disabled students.

There were barriers regarding assessment reported in the study by Fuller, Healey et al. (2004) regarding assessment. At the policy level, the Commissie Maatstaf (2010) addresses “Examination and testing” by suggesting policies that provide the opportunity to make adjustments to the assessment while considering the student’s disability. Here, the authority tool applies, because of the regulations that are laid down regarding this subject (Schneider & Ingram, 1990). Policies include the need for institutions to have clear criteria on what adjustments can be made. Assessment barriers are effectively reduced when students can still show they have achieved the competences specified in their study programme by completing adjusted assessments that consider their disability.

Not all policies bear a clear relation to the explanatory factors and the effect of those will be explored in a later stage of this study.

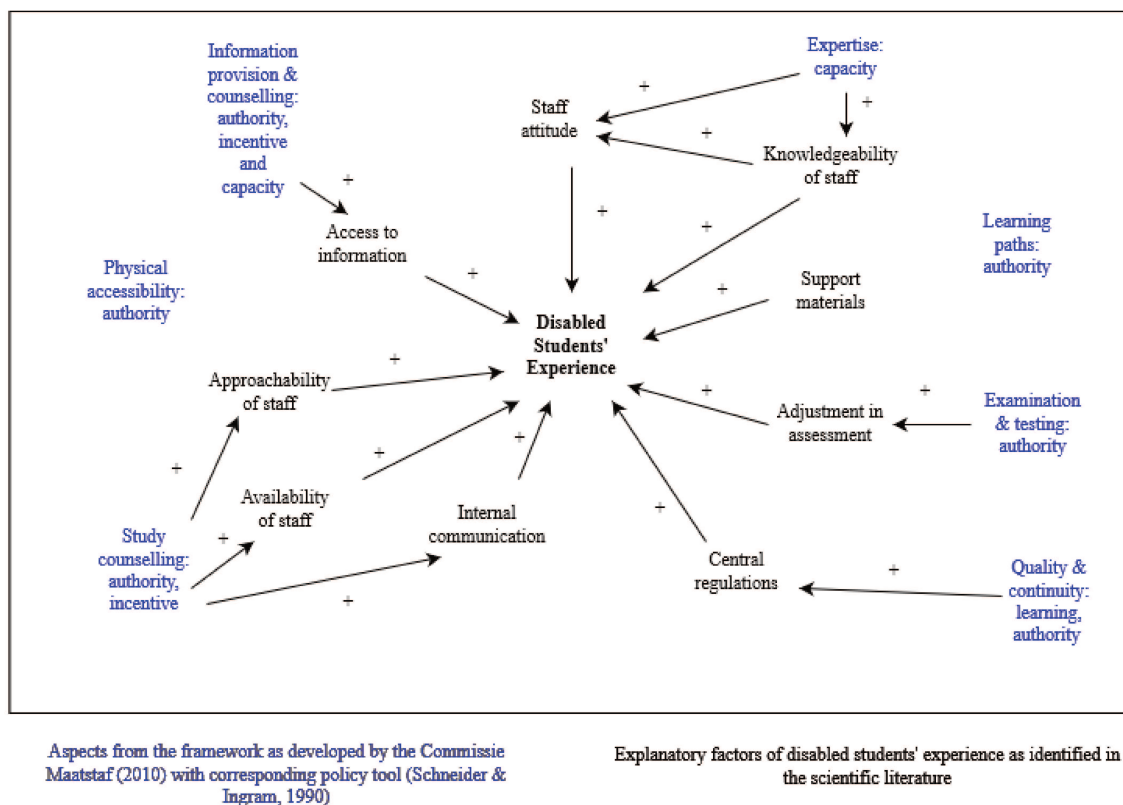


Figure 1. Policies, policy tools and explanatory factors of disabled students' experience

4.4. Relationship between disability policies and disabled students' satisfaction

Examining the relationship between disability policies and disabled students' satisfaction (Figure 2), there are several other influences that should be considered. First, it is plausible to assume that some policies and explanatory factors are more important for a student's overall satisfaction than others. The accessibility of information is for example assumed to be more impactful than the extent to which things are organised at a central level (Elliott, 2002-2003). Second, the level of implementation has an impact on the extent to which the explanatory factors are influenced and thus eventually on disabled students' satisfaction. Since students are relatively short at the institution, it is hard for them to say whether and to what extent a policy provision had an influence on an explanatory factor. Hence, the level of implementation is only taken into account if there are clear suggestions that implementation is lacking.

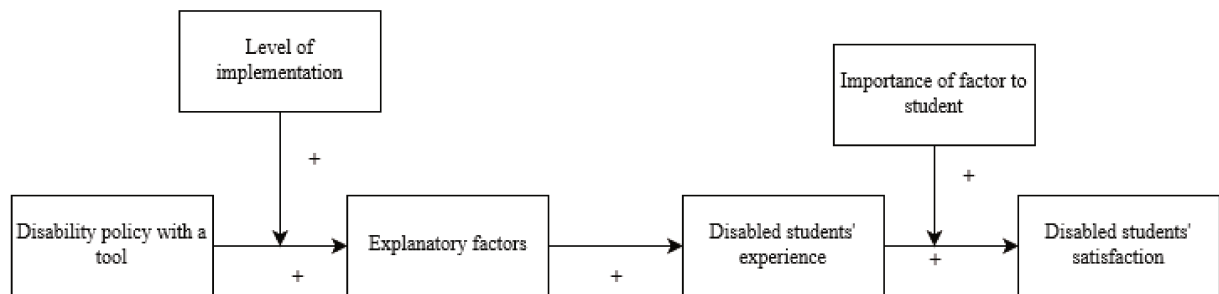


Figure 2. The influence of policies on student satisfaction of disabled students

5. Research design

5.1. Overall approach

To further analyse the relationships between policies disabled students and student satisfaction, a comparative case study design was used at Windesheim and at Inholland, which are two large universities of applied sciences in the Netherlands. The policy documents of both institutions were analysed to identify the current institutional policies. Thereafter, interviews were conducted to examine students' experience and satisfaction with the implementation of these policies, measuring the impact of the policies. The information derived from the policy analysis and the interviews was used to formulate suggestions to improve the institutional disability policies, which was one of the research goals (Figure 3). Furthermore, a quantitative analysis was performed with data from the National Student Survey 2017 to investigate the differences in satisfaction between Windesheim and Inholland in more detail. Figure 3 shows an overview of the research goals, the methods and the knowledge that was generated consequently.

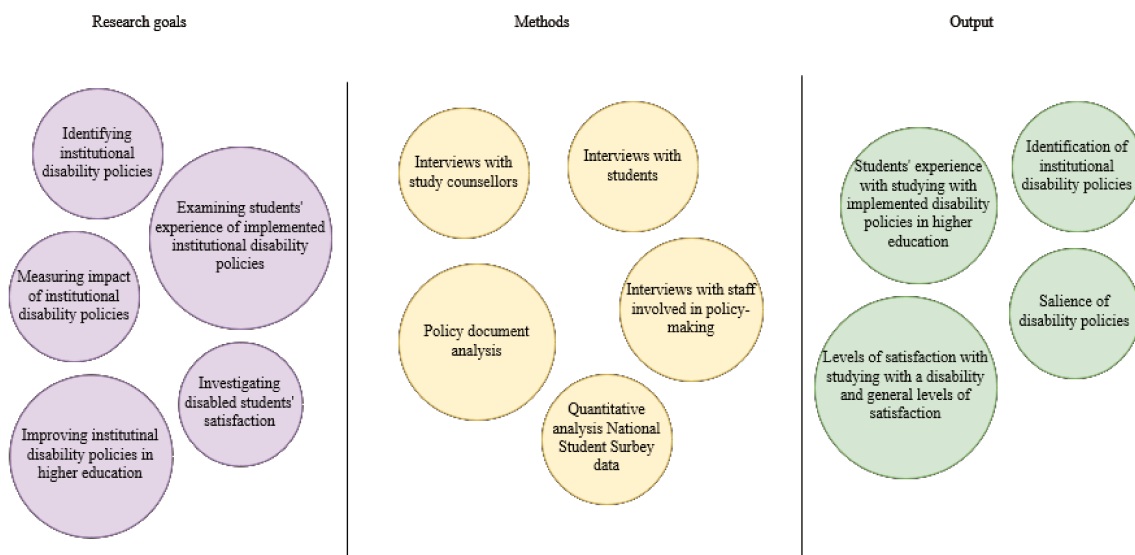


Figure 3. Research design

5.2. Methodology

This section will describe the research methods that were used in detail. Furthermore, the potential risks will be addressed.

5.2.1. Case selection

An information-oriented case selection was applied selecting diverse/contrasting cases for comparison. The diversity was reflected in the level of satisfaction of disabled students as shown

in the results of the National Student Survey (CHOI, 2017; Studiekeuze123, 2017). Windesheim was chosen as a good practice, having had a leading position in terms of disabled students' satisfaction with studying with a functional impairment at their institution. In Holland, on the other hand, has been the last or second from last until last year. These positions in the CHOI ranking have persisted over the past few years (CHOI, 2015; CHOI, 2017). These cases were expected to be representative of the large Dutch universities of applied sciences (Seawright & Gerring, 2008). Located in the same country, the national legislation is similar as well as the funding scheme.

5.2.2. Policy analysis

In answer to the second research question about the current institutional policies and their goals, Windesheim's "Policy studying with a functional impairment" (2017) and Inholland's "Studying with a disability: policy and implementation guidance" (2014) were analysed. The goals and structure were first described to provide some context. After that, the policies were reviewed to examine their influence. Per aspect as presented in the reference framework of the Commissie Maatstaf (2010), institutional articles, measures, provisions and facilities were examined using the policy tools as introduced by Schneider & Ingram (1990) and the explanatory factors of disabled students' experience. Figure 4 shows a schematic overview of this analysis. The outcome of the policy analysis also informed the interview guides.

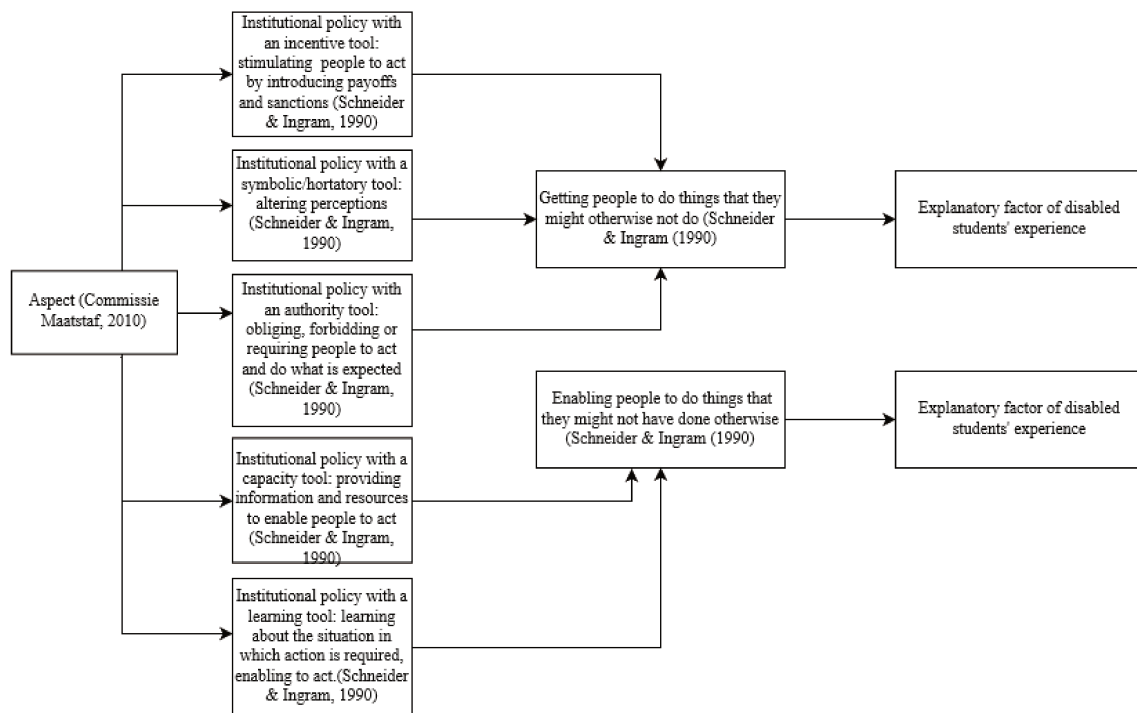


Figure 4. Schematic overview of the policy analysis

5.2.3. Interviews

At both institutions, semi-structured interviews were conducted with disabled students. To improve the institutions' disability policies, it is essential to know why students are more or less satisfied. Interviews were conducted to provide an insight in why students were more or less satisfied in addition to identifying the satisfaction levels with particular aspects, as examined

conducting quantitative research. Furthermore, study counsellors and two staff members, who were involved in the policy-making process, were interviewed to provide the practical and institutional view.

5.2.3.1. Participants

Interviews were conducted with disabled students from both institutions ($n = 9$). The students from Windesheim were asked to participate through a notice on Sharenet, which is an internal communication channel of the institution. Furthermore, the institutions' platform for disabled students shared the request for interviewees. Also, a message was posted on the Facebook pages of the institution and a note was posted on Campus (in the buildings). The students from Inholland were self-selected after a notice that Inholland posted on its website and Facebook page in which disabled students were asked to contact the researcher by email or phone if interested in participating in the study. Moreover, methods of snowball sampling were applied by asking those who responded if they knew anyone who would also be interested in participating. This led to a group of participants which was diverse in functional impairment, in study background and in the phase of the study programme in which they were. The disabilities included dyslexia, autism, mental problems and physical disabilities. It is worth noting that the sample of students at Inholland only included female students and that three of the four students interviewed at Windesheim were male. Results of the Studentenmonitor have shown that the percentage of female students that is satisfied with the facilities for their impairment is similar to the percentage of satisfied male students (ResearchNed, 2016). This does not take away the imbalance in the sample, but does indicate that the imbalance may not be problematic. There were several students that have more than one disability. Table 3 provides an overview of the student respondents.

Table 3: *Student interviewees*

Institution	Category of disability/disabilities	Year of study	Gender
Windesheim	Dyslexia, physical impairment, chronic illness	5	Male
Windesheim	Dyslexia, autism	2	Female
Windesheim	Chronic illness	5	Male
Windesheim	Chronic illness, physical impairment	1	Male
Inholland	Dyslexia	3	Female
Inholland	Physical impairment	3	Female
Inholland	Physical impairment, chronic illness	2	Female
Inholland	Chronic illness, mental illness	8	Female

Furthermore, study counsellors ($n = 2$), a policy advisor employed by Inholland and a “Studying with a disability”-coordinator from Windesheim, who was highly involved in the policy development process, were interviewed. The aim of these interviews was to include the practical aspect and the institutional view to provide more insight in the background of the policies. The staff members were approached indirectly through contacts from the researcher.

5.2.3.2. Interview guides

The student interview guide was developed based on the institutions' policies and the framework with explanatory factors (Figure 1), and can be found in Appendix A. The interviews were semi-structured, which allowed for discussing topics that arose during the interview and for follow-up questions to clarify answers. For the student interviews, the flexibility was deemed appropriate

and important, considering the diverse functional impairments and consequently varying needs and used facilities. Students were asked to share their experiences with and opinion about studying with a disability at their institution. They were asked, for example, if they knew who to approach if they had questions and if their questions were sufficiently answered by staff members.

Study counsellors were asked to elaborate on their role as a study counsellor, which included questions about their relationship with students as well as other staff members, such as the exam committee and student counsellors. Furthermore, they were asked about their role in the policy development process and what they thought the value of the policy document was. These questions were asked to provide more insight in the institution and to show the study counsellor-student relationship also from the other side. The interview guide can be found in Appendix A.

Staff involved in the policy-making process were interviewed about the development and evaluation of the disability policy. The interview guide (in Appendix A) included questions about the involved stakeholders and the influence of the reference framework as developed by the Commissie Maatstaf (2010).

5.2.3.3. Analysis of the interviews

All interviews were recorded, transcribed and then coded in two rounds using Atlas.ti. The content of the interviews was coded and categorised in accordance with the framework that was developed based on the literature review (Figure 1). Furthermore, inductive coding was applied.

5.2.4. Quantitative analysis

Using data from the National Student Survey 2017, which was conducted by Stichting Studiekeuze123, correlations were computed to assess the relationship between disabled students' general satisfaction and disabled students' satisfaction with studying with a disability. It may be that students' general and disability-specific satisfaction scores are similar, because students fail to clearly distinguish between them. Furthermore, it is plausible to assume that an institution which generally scores better on information provision also does a better job in information provision regarding studying with a disability. The same applies to study counselling. Correlations were run regarding information provision and study counselling to examine these relations.

5.2.5. Potential risks

The design of this study entailed several potential risks. First, the influence of the researchers' norms, values and experiences on the interpretation of the findings and conclusions. This impact was limited by the structured analysis that was performed, interpreting the data in the context of the literature and framework (Figure 1). Besides that, important to mention is that the researcher did not have any interests and was not personally involved in any of the universities of applied sciences. Furthermore, during the study, the process and results were discussed several times with other researchers.

Another risk were various forms of interview bias. First, interviewer bias that influenced the wording of the questions and the relation between the interviewer and interviewee. This form of bias was reduced by using some fixed wording questions and by establishing a relaxed atmosphere. Second, the interviewee bias that arose because of social desirability. Socially desirable answers were countered by emphasising that all responses were valuable. The presence of this risk was also limited, because the researcher was not personally involved in any of the

institutions. Furthermore, non-response was a risk. This was encountered as much as possible by approaching students using as many possibilities as possible (for example: social media and post-its in the buildings).

5.3. Operationalisation

The key variables in this study were the institutional disability policy provisions, the explanatory factors, disabled students' experience and disabled students' satisfaction. This section elaborates on the operationalisation of these variables.

Institutional disability policies provisions were operationalised as the provisions that were documented in the main text of "Studying with a disability" from Windesheim (2017) and the current measures and provisions as laid down in Inholland's "Studying with a disability: policy and implementation guidance" (2014). These did not include the descriptions that indicated the institution's situation in 2014 when the document was written.

The explanatory factors were operationalised as follows. **Access to information** was operationalised as the extent to which students knew about the institution's facilities and provisions for disabled students before they entered their study programme and the extent to which they considered information provision as clear. **Staff attitude** was operationalised as the extent to which students felt they were listened to seriously and the extent to which staff was involved with students' wellbeing and showed interest. **Support materials** were conceptualised as tools and resources used by disabled students to eliminate the barriers that they face because of their disability. Support materials for example included software programmes. **Adjustment in assessment** were facilities and provisions that disabled students were entitled to during or after exams for example in the form of extra time an extra resit. **Central regulations** were operationalised as policies that are applied institution wide and that are initiated at the central level. **Internal communication** was operationalised as the extent to which students had the idea that staff members communicated with one another. **The availability of staff** was operationalised as the time it takes on average to make an appointment with staff members, how quickly students get a reply via email and if staff has enough time during the appointments. **The approachability of staff** was operationalised as the extent to which students knew who to approach if they had questions.

Disabled students' experience was operationalised as the extent to which disabled students had a positive or negative opinion about the policy or topic they were asked about. Then **disabled students' satisfaction** was operationalised as a disabled students' experience of a topic they considered important.

The provisional list of codes included the aspects of the reference framework of the Commissie Maatstaf (2010), themes derived from the institutions' policy documents and the explanatory factors. Furthermore, codes were developed during the coding process. These concerned topics that were discussed in several interviews. The list of codes can be found in Appendix B.

6. Results and analysis

In this section, the results of the current study will be discussed per institution. First, a short introduction will be given providing some contextual information about the institution and its history of disability policy development. Thereafter, the policy's goal (sub question 2) and structure will be discussed. Then the content of the policy will be reviewed (sub question 2) and students' experiences (sub question 3) and satisfaction (sub question 4) will be presented. This will be done per aspect as identified by the Commissie Maatstaf (2010) and presented in Table 2. Per aspect the explanatory factors that are influenced by the institution's policy provisions and the corresponding student experiences and satisfaction levels will be examined. The Figures in Appendix C provide schematic overviews of the analyses.

6.1. Windesheim

6.1.1. Contextual information and policy's history

Windesheim is a Dutch university of applied sciences located in Zwolle, Almere, Utrecht and Amsterdam. The higher education institution was formed in 1986 with the merger of several study programmes. With over 22 000 students and 2 000 staff members, it is one of the larger universities of applied sciences in the Netherlands.

Windesheim has developed a policy for students with a functional impairment since 1994, which was until 2005 referred to as a document about studying with a handicap (Windesheim, 2017). The publication of the framework by the Commissie Maatstaf (2010), the implementation of a trial audit by Handicap + Studie and the changes in 2011 in the Higher education and Research Act (Wet op het Hoger Onderwijs en Wetenschappelijk Onderzoek) led to the conclusion that actualisation of this policy was needed. In 2014, the new policy "Studying with a disability" was presented and established by the Board of Directors. In 2017, major revisions were made by a working group in which two "Studying with a disability"-coordinators, a study counsellor, the dyslexia specialist, a lawyer and a student from SCHIB (platform for disabled students) were involved (Windesheim, 2017).

The results of the annual report "Studying with a disability 2017" showed that Windesheim has been leading in the CHOI ranking with an average score of 6.66 on a ten-point scale (CHOI, 2017). The aspects used to compute this score only included aspects that were influenced by the institution and although these did not include all aspects addressed by the Commissie Maatstaf (2010), the ranking does provide a good indication of the institution's performance regarding studying with a disability. Since it is plausible to assume that general satisfaction and satisfaction with studying with a disability are related, the general satisfaction of disabled students was examined as well. Results of the National Student Survey (2017) showed that on average, disabled students generally evaluated their institution with a 7.22 score (Studiekeuze123, 2017).

The data from the National Student Survey 2017 were used to examine the relation between students' general satisfaction and disabled students' satisfaction about studying with a disability regarding information provision and study counselling (Studiekeuze123, 2017). First, a

correlation was computed to assess the relationship between disabled students' satisfaction with general information provision and disabled students' satisfaction with information provision and counselling about studying with a disability. There was a positive correlation between the two variables as shown in Table 4. Second, a correlation was computed to assess the relationship between disabled students' satisfaction with study counselling in general and disability-specific study counselling. There was also a positive correlation between these variables (Table 4). These results imply that the more satisfied students are with the general information provision and study counselling, the more satisfied they are with the information provision and counselling regarding studying with a disability, and disability-specific study counselling. Since the data were collected at one moment, a causal relationship could not be established.

Table 4: *Correlation between general disabled students' satisfaction and disability-specific satisfaction*

	1	2	3	4
1. General information provision	1			
2. Information provision studying with a disability	0.296**	1		
3. General study counselling	--	--	1	
4. Disability-specific study counselling	--	--	0.473**	1

Note: Significant at $P < 0.01$ level.

6.1.2. Policy goals and structure

Windesheim has broadly stated to aim at actively contributing to an inclusive and sustainable society, which it wants to achieve by providing everyone who has the talent with the opportunity to study at Windesheim. In its mission statement, the institution strongly emphasises personal needs and learning paths. Windesheim does not only focus on reducing and eliminating barriers that students face because of their functional impairment, but also on providing challenging learning paths (Windesheim, 2017, p. 5). Hence, the university of applied sciences intends to welcome all students with their strengths and weaknesses.

The seven aspects from the reference framework of the Commissie Maatstaf (2017) formed the starting point of the policy document, which can be recognised in its structure. The provisions, measures and facilities are categorised using the seven aspects. The policy is complemented by an appendix that includes an example of a protocol, intake form and advice form for the exam committee. Furthermore, an implementation paper is added.

6.1.3. Information provision and counselling

Windesheim documented five provisions for disabled students and involved staff members, such as teachers and student counsellors, to improve the information provision and counselling regarding studying with a disability (Windesheim, 2017, p. 5; Appendix C, Figure C1).

First, Windesheim documented that in the information that is provided about the institution, study programmes, policy, registration and study counselling, it is also clear which facilities there are for disabled students. This provision imposes an expectation on the institution and its staff, requiring them to act and thus applying the authority tool (Schneider & Ingram, 1990). This provision positively influences the access to information, which is one of the explanatory factors of disabled students' experience (Fuller, Healey et al., 2004; Fuller, Bradley & Healey, 2004).

Students indicated that the information about studying with a disability on the website is clear. Furthermore, positive experiences were shared regarding the information provision during open days. There is a stand about studying with a disability where the “Studying with a disability”-coordinator and some students explain everything. However, not all students were aware of the provided facilities and guidance. One of them indicated that although the information provision is clear, (prospective) students should know that their dyslexia or autism, for example, is a functional impairment. Besides the availability of information, which is influenced by the policy, the extent to which students have a proactive attitude seems to have an impact on how students evaluate the information provision. More proactive students are more positive than those who have a more wait-and-see attitude.

Second, Windesheim included in its policy that student counsellors are responsible for referring disabled students to the study counsellor, who is responsible for providing adequate and independent advice and the file management. This provision requires the student counsellor and study counsellor to act and the authority tool is thus applied. Also, referral enables the study counsellor to do his/her work, applying the capacity tool (Schneider & Ingram, 1990). This provision positively influences the approachability of staff, as students are referred to the person they need for possible facilities and provisions. One student told that he was immediately referred to the study counsellor when he told about his disability. The study counsellor then advised him about the available facilities and provisions. For him, this worked well.

Third, Windesheim laid down that there is a staff member per (cluster of) study programme(s), who is available to answer any questions related to studying with a disability. This provision requires the institution to facilitate a student counsellor with time to fulfil this role, applying the authority tool. Furthermore, the capacity tool is applied, since this staff member provides students and staff with information enabling them to act (Schneider & Ingram, 1990). This provision positively influences the approachability of staff by having one central contact person regarding studying with a disability. Also, the access to information is positively impacted. The “Studying with a disability”-coordinator indicated that she is the central figure for studying with a disability and that students and colleagues approach her often to discuss issues with her. However, not all students knew about this. Several indicated for example that it was not entirely clear who to go to in case of questions. Hence, the impact of this policy may be enlarged by raising the awareness among students of the role of the “Studying with a disability”-coordinator.

Fourth, Windesheim documented that they take an active approach towards disabled students, inviting them for an intake at the deanery once they applied. This requires the institution to act, thus applying an authority tool. Furthermore, the incentive tool is used, because students are stimulated to report their disability and make an appointment. The incentive lies in the extra support and facilities that can be organised (Schneider & Ingram, 1990). Students were positive about the intake appointments, during which they were provided with information about facilities and provisions. These included for a dyslexic for example the opportunity to go to Windesheim’s dyslexia specialist. Hence, this policy positively influences the approachability of staff and the access to information.

The fifth measure is aimed at students who did not inform Windesheim about their disability. The institution laid down that there should be clear communication for them about (requesting) facilities, which imposes an expectation upon the institution, thus applying the authority tool (Schneider & Ingram, 1990). This measure is expected to improve the access to information and

the approachability of staff. However, experiences regarding this measure were not discussed during the interviews and hence conclusions about the impact of this provision on disabled students' satisfaction could not be drawn.

By influencing the access to information, the knowledgeability and approachability of staff, the provisions increased student experience (Figure 5). The impact of these provisions on disabled students' satisfaction is substantial. Students indicated that they considered it very important to be informed about the possibilities and their rights, because of the impact provisions may have on their study progress. Furthermore, one student indicated that the information may affect the choice of the study programme.

6.1.4. Physical accessibility

Windesheim has implemented three provisions to ensure disabled students' accessibility of teaching facilities and materials (Appendix C, Figure C2; Windesheim, 2017, p. 6). Students probably do not know about the first two provisions, but they could evaluate the outcome. As part of the policy document, the provisions will be discussed shortly.

The first provision indicates that new buildings should comply with the guidelines that are documented in the Handbook for Accessibility. Older buildings should be improved if requested and if this does not create a disproportionate burden on the institution. This provision imposes an obligation, applying the authority tool (Schneider & Ingram, 1990). A student in a wheelchair indicated that all buildings are easily accessible.

Second, Windesheim documented that the website should comply with the WCAG-criteria (Web Content Accessibility Guidelines). Requiring the institution to comply with these criteria, the authority tool is identified here (Schneider & Ingram, 1990). These guidelines are expected to increase the access to information. Since students do not know about these criteria, only their experience with the website can be reported. Students indicated that the information on the website is clear.

Third, Windesheim provides students with a visual impairment, and to a limited extent also dyslexics, with the facility to convert study materials using Dedicon (service). Documenting the availability of the provision imposes an expectation on the institution in the facilitation of students, thus applying an authority tool (Schneider & Ingram, 1990). This policy positively influences the explanatory factor support materials and therefore has a positive impact on student experience. From the interviews, it was concluded that not all students were aware of the provision. A student who knew about the available software decided not to use it, because it did not work for her. Some of her fellow students found the software supportive and were positive about it.

Furthermore, the availability of restrooms came up during the interviews. This facility is documented in the appendix of the policy. A student indicated that there are not enough restrooms currently and that this is something that has been on the agenda for two years now.

The impact of these provisions on disabled students' satisfaction was not specifically discussed during the interviews and is likely to depend on the student's use since not all are concerned with these provisions.

6.1.5. Study counselling

Windesheim implemented five provisions to provide each student with the guidance he/she needs (Windesheim, 2017, p. 6-7; Appendix C, Figure C3).

First, Windesheim laid down that the intake procedure starts when the student has informed the institution about his/her disability. From the moment of informing onwards, the institution is expected to act and this expectation to act is characterised by the authority tool (Schneider & Ingram, 1990). If students indicate in Studielink that they have a disability, they are invited for an appointment with the study counsellor to discuss what obstacles they faced, what provisions and facilities Windesheim could offer and who to go to (referral for example to the dyslexia specialist). In some domains, the “Studying with a disability”-coordinator was also present during the intake. Students could also be referred to the study counsellor after having informed their student counsellor. This positively increased the approachability of staff.

Second, the roles in study counselling are laid down. For each staff member involved with disabled students, a description is provided which includes responsibilities and tasks. The authority tool is applied, since the expectations and obligations to act are written down per role (Schneider & Ingram, 1990). This provision is expected to positively influence the approachability of staff, since it clarifies the roles and tasks. A distinction is made between study counsellors and student counsellors, where study counsellors are involved in everything regarding the disability and the student counsellors are more generally supportive in the study process. However, several students indicated that it was unclear who their contact person was and who they needed to contact with questions. To help students find their way, which could reduce the confusion and increase the approachability of staff, Windesheim offers students the opportunity to be supported by a student coach. This is a student who takes partly the responsibility of guiding the disabled student and is an extra contact point for the student. The capacity tool applies here, since disabled students are enabled to find their way within the institution (Schneider & Ingram, 1990). One student used this opportunity and he was very positive about the concept. Later, he became a student coach himself. The documentation of the roles and responsibilities also has a positive impact on the knowledgeableability of staff, because students are helped by the person whose task/responsibility that is and who thus knows most about that. Students with dyslexia can for example go to a dyslexia specialist, who knows everything about the available facilities and support materials. One student indicated that she had four sessions with the dyslexia specialist during which the central specialist helped her for example with mind mapping. Furthermore, the dyslexia specialist provided her with information about the available software programmes. The only downside was the availability of the specialist, who was very busy, which resulted in a limited number of appointments. Besides that, the more staff members who are involved, the more important internal communication becomes. The opinions regarding the internal communication varied a lot. Where one indicated that he was very positive about the communication within the institution, another mentions that this leaves much to be desired.

Third, Windesheim documented that on a yearly basis, evaluations take place to discuss the provided facilities. The evaluation of the study progress and provided facilities informs the institution about the effectiveness of the provided facilities, which is uncertain at first, thus applying the learning tool (Schneider & Ingram, 1990). Diversity within the institution was identified here, because these yearly evaluations were only conducted in some domains, while students from other programmes indicated that no one ever evaluated the facilities with them.

Students did indicate that the evaluations would be valuable. One student mentioned that the implementation of a yearly evaluation alone would increase her general satisfaction regarding studying with a disability.

Fourth, extra guidance can be provided at request if considered needed and adequate. For the extra guidance, student counsellors may get more time if needed. This implies the application of the authority tool, since the institution is expected to possibly facilitate extra guidance at request. Also, the capacity tool enables student counsellors to provide extra guidance to disabled students if needed. Furthermore, the incentive tool can be recognised here. Students are encouraged to indicated themselves if they need more support, with the extra guidance as a payoff (Schneider & Ingram, 1990). This provision influences the availability of staff, which was found to have a positive impact on disabled students' experience (Avradmidis & Skidmore, 2004). The responsibility to ask for more guidance thus lies with the student. This was a point that was brought up by several interviewees. Students had diverse opinions about the responsibility that is imposed on students. Some indicated that it would be better to (more) actively approach students, because of the barrier they may feel to ask for more help. Also, when students are not physically present at school, because of circumstances, the situation is different. One student indicated that there was no contact at Windesheim's initiative, which made him feel abandoned. Others were positive about the guidance, also indicating that some responsibility may be expected from students once they entered higher education. The suggestion to make a distinction between students was also raised. For example, acting more proactively towards autistic or introverted people. Students do not know about the distribution of time and the allocation of hours for staff members and could therefore only evaluate if they thought that their student and study counsellors had enough time to guide them. Students indicated that their study and student counsellors have enough time for them during the appointments and that in general, they replied quickly via email. One student was especially positive about her student counsellor, whom she could always approach for advice. The student counsellor replied quickly and prepared appointments well. According to the "Studying with a disability"-coordinator, there are differences within the institution regarding the facilitation of personnel. Some do indeed allocate more hours, where others do not. The study counsellor indicated that the availability of time was one of her challenges.

Fifth, Windesheim laid down that substantiated advice is given if a study programme is considered unrealistic or unachievable for a (prospective) student. However, experiences regarding this provision were not discussed during the interviews and hence no conclusions could be drawn.

By influencing the availability, approachability and knowledgeability of staff, these provisions positively influenced disabled students' experience (Figure 5). The impact of these provisions on satisfaction was only evaluated indirectly by asking students the importance of the availability and knowledgeability of staff for their satisfaction. The knowledgeability of the student counsellor was reported as fairly important. The knowledgeability of the study counsellor was considered important in general. About the availability of staff, in terms of the time that it generally takes for study and student counsellors to reply to emails and for making appointments, students shared diverse opinions. One indicated that this was very important, while another did not consider it very important. Taken together, this aspect was considered fairly important.

6.1.6. Expertise

Windesheim has five provisions to build and share expertise within the institution (Appendix C, Figure C4; Windesheim, 2017, p. 8-9). Students do not know about these measures and could only evaluate the knowledgeability of staff members. Nevertheless, the institution's efforts will be discussed shortly to provide the context in which staff members operate.

First, the Corporate Academy trains teachers who have just begun regarding student counselling. There is specific attention for studying with a disability in this training. Furthermore, the Corporate Academy can offer a training with more in-depth knowledge about studying with a disability. The capacity tool is applied here, as staff members are enabled to act being provided with information during the trainings. Also, the authority applies as teachers are expected to follow a training (Schneider & Ingram, 1990). This provision is expected to increase the knowledgeability of staff. This provision was not discussed during the interviews.

Second, the "Studying with a disability"-coordinator has the task to stimulate expertise building for staff members. Here, also the authority and capacity tool apply (Schneider & Ingram, 1990). This provision positively influences the knowledgeability of staff members. The interviewed coordinator for example indicated that she organised a training for teachers and student counsellors each year. Furthermore, together with a study counsellor and another colleague, she followed a programme, which educated her as an autism coach.

Third, there is a Windesheim broad consultative body that monitors the implementation of the expertise building. Twice a year, expertise building is subject on their agenda and during these meetings, the manager of the Study Success Centre and the "Studying with a disability"-coordinators are also present. The authority tool applies here, as the consultative body is expected to act (Schneider & Ingram, 1990). The interviewed "Studying with a disability"-coordinator indicated that generally the monitoring at Windesheim leaves something to be desired.

As a fourth point, SCHIB, which is the student platform for disabled students, can be asked for their experiences. The learning capacity is applied here, as this concerns an evaluation (Schneider & Ingram, 1990). One of the students was active within SCHIB and she told that SCHIB is for example present during directors' meetings, where they can voice their opinion.

The fifth provision documents that Windesheim encourages expertise building, which is for example done with the cooperation with Handicap + Studie. The authority tool applies here, as the institution imposes an expectation on itself with this provision (Schneider & Ingram, 1990).

By influencing the knowledgeability of staff, students' experience was positively influenced (Figure 5). The impact of these provisions on disabled students' satisfaction is considerable, since students considered the knowledgeability of staff as rather important.

6.1.7. Learning paths

Windesheim has three provisions to provide every student with the chance to map out a personal and challenging learning path, which may include additional provisions or adjustments (Windesheim, 2017, p. 9; Appendix C, Figure C5). Only the first provision is known generally known by students. This documents the possibility for students to follow an alternative learning path. The authority tool is applied here, because it requires the institution to act and provide disabled students with alternatives (Schneider & Ingram, 1990). A student indicated that because

of his disability, he could take fewer EC's per study period. Furthermore, he could also work fewer hours at his internship placement as long as he would meet the qualifications of the programme. This student indicated that this worked well for him.

Second, the qualifications of the study programme are formulated by the exam committee, as laid down in the policy. This also concerns an authority tool, because it requires the exam committee to act. Furthermore, the capacity tool is applied, since the qualifications inform study counsellors about the framework in which they can develop alternatives (Schneider & Ingram, 1990).

As a third provision, the procedures to request an alternative are specified in the implementation strategy (Windesheim, 2017, p. 17-18). The authority and capacity tool are applied here (Schneider & Ingram, 1990).

It is plausible to assume that the importance attached to these provisions depends on whether students use them or not. Only one of the students used the opportunity and the importance was thus not discussed sufficiently to draw conclusions.

6.1.8. Examination and testing

Windesheim has three provisions that address the possible facilities and adjustments regarding examination and testing (Windesheim, 2017, p. 9-10; Appendix C, Figure C6).

First, Windesheim documented in the OER (institution's education and examination regulations) and implementation strategy (as part of the policy regarding studying with a disability) that disabled students have the right to adjustments in their exams, if appropriate and needed. This is an authority tool, because it requires the institution to provide adjustments if appropriate and needed. Second, the exam committee is authorised to grant or reject the requests, which they should do based on specialised advice. The authority tool is applied here, because this provision requires the exam committee to act taking specialist advice into account. Also, the capacity tool is applied (Schneider & Ingram, 1990). The specialist advice enables the exam committee to make an informed decision. The specialist advice referred to in the policy is for example provided by the study counsellor. She indicated that she discusses with the student what he or she needs to continue the study programme or to optimise the studying. Then she gives an advice, which the student takes with him or her when handing in a request with the exam committee. For some of the common facilities, the deanery has a mandate. Common facilities included extra time and the use of a laptop. Furthermore, an extra resit and taking tests in a quiet room were facilities used. In general, students were positive about these adjustments, indicating that these were helpful. However, one student indicated that during the extra time, sometimes supervisors started talking. This was disturbing and made the extra time useless.

Third, a standard extension of thirty minutes is applied at Windesheim. The authority tool is applied here, since the institution is expected to act by providing more time to disabled students (Schneider & Ingram, 1990). All students indicated to have extra time and this provision thus positively influenced the adjustment in assessment.

By impacting the adjustment in assessment, students' experiences were positively influenced (Figure 5). The experiences regarding assessment were considered important for the overall satisfaction regarding studying with a disability.

6.1.9. Quality and continuity

Windesheim has five provisions that should guarantee the quality and continuity (Windesheim, 2017, p. 9; Appendix C, Figure C7). These are provisions that most students do not know about and which they are probably not aware of. Therefore, these provisions will only be shortly introduced to provide some context.

First, there are four provisions which apply the authority tool, documenting responsibilities of various directors (Schneider & Ingram, 1990). These include the responsibility for the policy and its implementation, evaluations and the file management of students (which is delegated to the study counsellors). These did not come up during the interviews.

Second, Windesheim documented that there should be a yearly report. Here, the learning tool and capacity tools are applied (Schneider & Ingram, 1990). Evaluations are typical examples of learning tools and the conclusions drawn from the year report enable the institution to improve its facilities and provisions. The interviewed study counsellor told that the data from the Dutch Student Survey were split per domain and that yearly action plans were developed consequently. One student indicated that for him it was unclear what Windesheim did with the feedback, which he considered a deficiency.

Third, Windesheim laid down that SCHIB (student platform for disabled students) is a consultative group, which can be asked for evaluations. The authority tool is applied, because this provision expects the institution to act and involve SCHIB and SCHIB is expected to take the role as a consultative group. Also, the learning tool is applied, as this concerns an evaluation (Schneider & Ingram, 1990). A student indicated that SCHIB is present during director's meetings. The time it takes for changes to be made was considered long. The student suggested that this was caused by the large size of Windesheim.

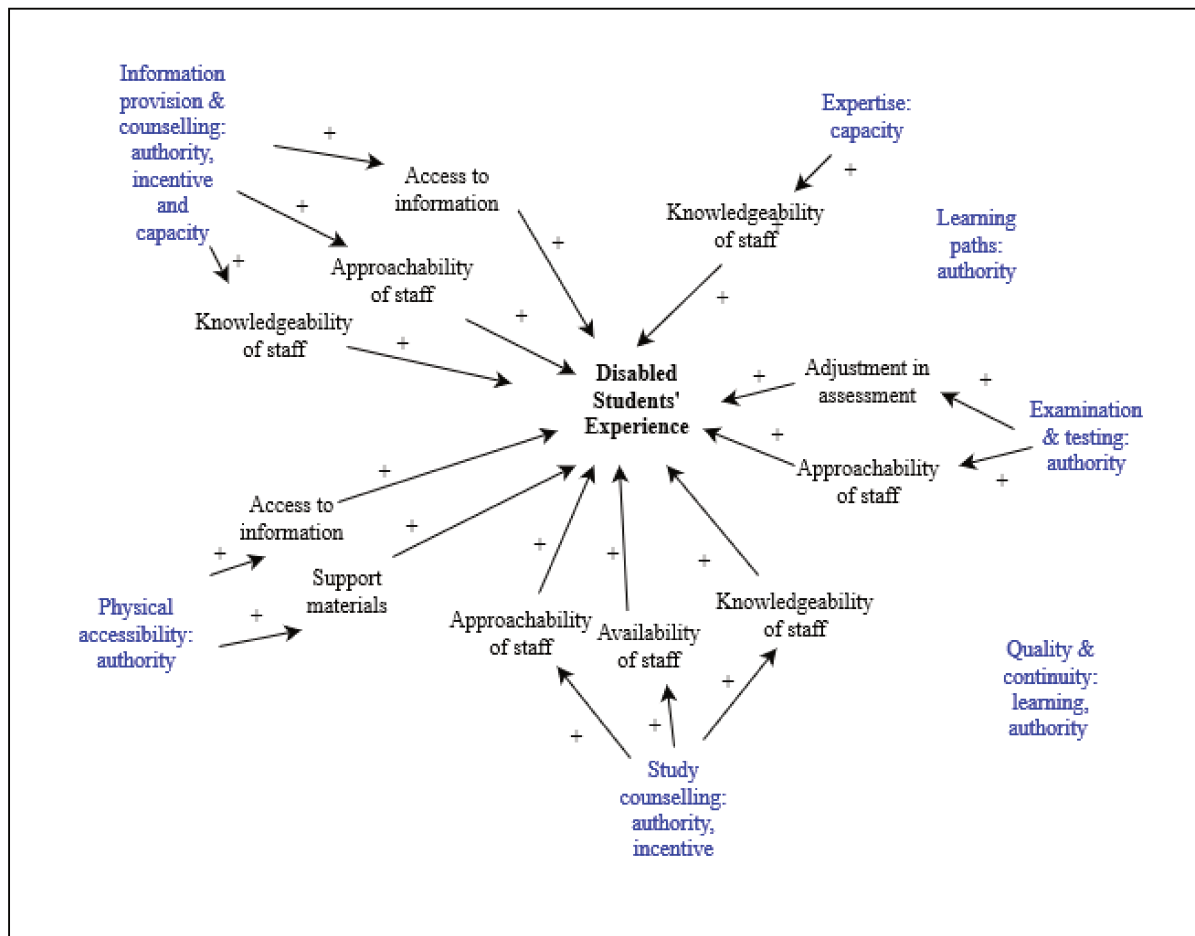
Considering the extent to which this topic was discussed and the awareness of these provisions among students, it is plausible to assume that the importance of this factor is relatively small.

6.1.10. Conclusion

Windesheim has implemented numerous policy provisions that have or are expected to have a positive influence on disabled students' satisfaction by applying authority, incentive, capacity and learning tools (Schneider & Ingram, 1990) and by addressing the explanatory factors of disabled students' experience. Most provisions have a positive influence on one or more of the explanatory factors, as shown in Figure 5. The provisions that do not have an impact on an explanatory factor are generally those that students are not aware of, such as provisions regarding quality evaluation and the physical accessibility of the buildings. Moving from student experience to student satisfaction, the importance of the explanatory factors for the overall disabled students' satisfaction was considered. Provisions regarding information provision and counselling, which have an impact on access to information, approachability and knowledgeability of staff were found most impactful. Students were in general satisfied with studying with a disability at Windesheim.

Hereafter, disabled students' satisfaction and suggestions to improve this will be discussed per aspect (as shown in Table 2). First, students were fairly positive about the information provision and counselling, indicating that information was clearly available as long as one was familiar with the term "functional impairment". This aspect was considered very important for students' overall

satisfaction. The information provision during the study could be improved by clarifying the concept of functional impairment, as not all (prospective) students realise that their disability is a functional impairment. Another suggestion to improve the information provision was to send a newsletter to disabled students when changes in facilities or regulations are made for example. Besides that, the physical accessibility was fairly positively evaluated, but could be improved by increasing the number of restrooms. The importance of this factor for disabled students' satisfaction is assumed to depend on the students' use. As a third aspect, study counselling was positively assessed and this aspect was considered fairly important. Students were especially positive about the availability and knowledgeability of their student counsellors and study counsellors, indicating in general that they replied quickly via email and were well able to answer questions and provide advice. However, improvements can be made by making clearer to students who they need to approach when they have questions. For most, this was not entirely clear. The student coach, who was perceived as very helpful, may play a role in addressing this confusion. Furthermore, the evaluation as documented in the policy has not been implemented in all domains and students indicated that they missed this and considered this as valuable. Another point to consider is the responsibility that is imposed on students in terms of taking the initiative for appointments and asking for more guidance if needed. Fourth, students positively evaluated the knowledgeability of staff, which is likely to be positively influenced by the provisions regarding expertise building. This aspect was considered important by students. The flexibility of the learning paths was not extensively discussed and the importance of this aspect is assumed to depend on whether students use alternative routes or not. For the interviewed student who had some adjustments in his programme, these worked well. Sixth, students were positive about the adjustments that are available for examination and testing, which they considered important. The only remark that was made was that examiners should not talk during the extra time, which happened occasionally. Finally, the provisions that are implemented to guarantee the quality and continuity were not considered important for the satisfaction level, since most students are not aware of them. Addressing this issue, it was suggested to inform students about the steps taken after the evaluations to show that feedback was used.



Aspects from the framework as developed by the Commissie Maatstaf (2010) with corresponding policy tool (Schneider & Ingram, 1990)

Explanatory factors of disabled students' experience as identified in the scientific literature

Figure 5. Windesheim's disabled students' experience framework

6.2. Inholland

6.2.1. Contextual information and policy's history

Inholland is a Dutch university of applied located in Alkmaar, Amstelveen, Amsterdam, Delft, Den Haag, Diemen, Dordrecht, Haarlem and Rotterdam. The higher education institution was formed in 2002 with the merger of four universities of applied sciences. With approximately 32 000 students and 2 200 staff members, it is one of the larger universities of applied sciences in the Netherlands.

Around 2009, the working group "Studying with a disability" was established. The Ministry of Education, Culture and Science then provided money for higher education institutions which handed in a project proposal in which they indicated how they would improve the situation for disabled students. On 13 November 2014, for the first time, a central policy document with regulations for disabled students was established by the Board of Directors. This document was

developed by the working group “Studying with a disability” led by a study counsellor (Inholland, 2014).

The results of the annual report “Studying with a disability 2017” showed that Inholland has been one of the low-scoring large universities of applied sciences in the CHOI ranking with an average score of 6.18 on a ten-point scale (CHOI, 2017). The aspects used to compute this score were only the ones influenced by the institution and although these did not include all aspects addressed by the Commissie Maatstaf (2010), the ranking does provide a good indication of the institution’s performance regarding studying with a disability. Since it is plausible to assume that general satisfaction and satisfaction with studying with a disability are related, the general satisfaction of disabled students was examined as well. Results of the National Student Survey (2017) showed that on average, students generally evaluated the institution with a 6.67 score (Studiekeuze123, 2017).

The data from the National Student Survey 2017 were used to examine the relation between students’ general satisfaction and disabled students’ satisfaction about studying with a disability regarding information provision and study counselling (Studiekeuze123, 2017). First, a correlation was computed to assess the relationship between disabled students’ satisfaction with general information provision and disabled students’ satisfaction with information provision and counselling about studying with a disability. There was a positive correlation between the two variables as shown in Table 5. Second, a correlation was computed to assess the relationship between disabled students’ satisfaction with study counselling in general and disability-specific study counselling. There was also a positive correlation between these variables (Table 5). These results imply that the more satisfied students are with the general information provision and study counselling, the more satisfied they are with the information provision and counselling regarding studying with a disability, and disability-specific study counselling. Since the data were collected at one moment, a causal relationship could not be established.

Table 5: *Correlation between general disabled students’ satisfaction and disability-specific satisfaction*

	1	2	3	4
1. General information provision	1			
2. Information provision studying with a disability	0.286**	1		
3. General study counselling	--	--	1	
4. Disability-specific study counselling	--	--	0.460**	1

Note: Significant at $P < 0.01$ level.

6.2.2. Policy goals and structure

Inholland generally aims at stimulating and facilitating disabled students. More specifically, seven principles were formulated regarding studying with a disability. These principles addressed for example student expectations, designing education as inclusive as possible, legal obligations, legal equality within the institution and the low level of disabled students’ satisfaction that was found in comparison to other large universities of applied sciences in the Netherlands (Inholland, 2014).

For the structure of the policy provisions, Inholland used the reference framework of the Commissie Maatstaf (2010). The policy document included tables which presented per aspect the current measures and provisions, as well as desired additional measures and provisions. Also, the responsible actor(s), suggested time path and costs were included.

6.2.3. Information provision and counselling

Inholland has six provisions for disabled students and involved staff members, such as teachers and student counsellors, to improve the information provision and counselling regarding studying with a disability (Inholland, 2014, p. 21; Appendix C, Figure C8).

First, there should be information on the website and in the internal electronic environment (on the insite) regarding studying with a disability and the available facilities and measures. The authority tool is applied here, because the institution is required to act and provide the information online. Furthermore, the capacity and incentive tools can be recognised. Being provided with information, students are enabled to act and they are stimulated to inform the institution about their disability, with as a payoff the possibilities in terms of extra guidance, facilities and adjustments in assessment (Schneider & Ingram, 1990). The available information positively influences the access to information. An internal evaluation that was performed in the second half of 2017 indicated that the information provision is a point of improvement. The policy advisor mentioned specifically that external information on the website will be addressed. Remarkable was also that the policy could not be found on the website. One student indicated that the information she had was clear. However, she felt that she was not completely informed as she found out during exams about provisions and facilities that other students and which could have been helpful for her too. She suggested that a list with all facilities and provisions could be valuable.

Second, the presence of study counsellors during open days is documented in the policy. The authority tool is applied here, because the study counsellors are expected to act (Schneider & Ingram, 1990). Answering questions and providing information about studying with a disability, the access to information and approachability of study counsellors is expected to improve. Despite the implementation of these policies, no student from Inholland was aware of the available facilities and provisions before entering their study programme. Based on previous experiences, they had expectations, but no concrete ideas about what was expected from them and what they could expect from Inholland. Students indicated that they missed some information about the available facilities and the guidance prior to applying for the study programme.

The third provision applies the authority and capacity tool by laying down that there is a brochure “Studying with a Disability”, which expects the institution to provide this and which enables students to act by informing them who to approach for example (Schneider & Ingram, 1990). This provision is expected to increase the access to information and the approachability of staff. However, students indicated that having a central document in the form of a brochure with all information would be valuable. This implies that indeed the expected effects are plausible, but that these were not achieved, because students were not aware of the document or do not have access to it.

Fourth, Inholland documented that an active approach towards students who informed the institution about their disability is taken. Students receive an invitation for an appointment with the study counsellor and they get the brochure “Studying with a disability”. Both the authority

and capacity tool are applied again (Schneider & Ingram, 1990). Students indicated that they were indeed invited for an appointment. However, no brochure was sent. Especially that was missed, a document which included information about all available facilities and guidance. Furthermore, one student had an appointment with the year coordinator first and only later, she met her study counsellor.

Fifth, there is a brochure for teachers. The capacity tool is applied, since by being informed, teachers are enabled to act (Schneider & Ingram, 1990). This provision is assumed to influence the knowledgeableability of staff. Also, an impact on staff attitude may be expected as more understanding may be created by better information. However, interested in disabled students' satisfaction, this was not specifically discussed. Students are also not aware of this provision and were only able to evaluate the knowledgeableability of staff and staff attitude. This will be discussed in the section on expertise.

The sixth provision indicates that the deanery is the central contact point. This implies an authority tool, as the deanery is expected to act as the central contact point (Schneider & Ingram, 1990). This provision is expected to increase the approachability of staff, as people may know that they can always go to the deanery as the first contact point. However, students were confused about who to approach in case of questions and the effect of this provision may thus be questioned.

By influencing access to information and approachability of staff, the provisions increased student experience or were expected to increase the experience (Figure 6). The implementation of some provisions leaves something to be desired. The impact of this aspect on disabled students' satisfaction is fairly large, since students indicated that they considered the information provision and counselling important.

6.2.4. Physical accessibility

Inholland has three provisions to guarantee and improve the accessibility of teaching facilities and study materials (Inholland, 2014, p. 22; Appendix C, Figure C9).

First, all new buildings should be accessible and designed in compliance with the "Building Decision". This provision imposes an obligation upon the institution and thus applies an authority tool (Schneider & Ingram, 1990). There is room for improvement regarding the accessibility of the teaching facilities as tables and chairs are either too high or too low for students with a wheelchair.

As a second point, the availability of print and scan facilities is documented. However, this did not come up during the interviews.

Third, the availability of restrooms is laid down. The authority tool is applied here, as the institution is expected to provide these restrooms (Schneider & Ingram, 1990). One student indicated that she was offered the opportunity to use them, but she did not need it.

Fourth, study materials and the literature list are available before the start of the study period, so materials can be converted to the suitable format. The authority tool is applied, because teachers are required to act and provide the materials in time (Schneider & Ingram, 1990). This provision is expected to positively influence support materials, as these can increase or improve the use of these. The provision did not come up during the interviews and hence no conclusions could be drawn.

The importance of this aspect for disabled students' satisfaction was not specifically discussed during the interviews, but is likely to depend on whether students use the facilities or not. These may not be used by the majority as are for example study counselling and adjustments in assessments.

6.2.5. Study counselling

Inholland has several provisions in the context of study counselling to stimulate and facilitate disabled students in all reasonableness and when justifiable (Inholland, 2014, p. 23; Appendix C, Figure C10). The first provisions generally address all disabled students. There are also a few that focus on exchange students and students who want to go abroad.

First, in the policy document is indicated that students are incidentally provided with individual study counselling. The authority tool is applied here, imposing the obligation to provide this upon the institution (Schneider & Ingram, 1990). In the ideal situation, this would happen more often, as indicated in the policy document. How incidental this individual study counselling is, could not be assessed in this study. However, the interviewed students all shared experiences of study counselling by the deanery. Some indicated that they had several appointments, of which most were with a study counsellor they had spoken to before. This increased the approachability of staff. The availability of staff is also positively influenced by this provision, because the facilitation of study counsellors, and the wish for more, in terms of hours positively influences the amount of time staff members have for study counselling. Students indicated that study counsellors have enough time during the appointments and that they can easily make an appointment or use the daily consultation hours. The daily consultation hours at Inholland are used a lot according to a student, who indicated that you sometimes need to come back the day after. For a first appointment, the student considered the consultation hours appropriate. Another student thought that the consultation hours lower the barrier for students to go to the deanery, indicating that one can then also go on impulse. The consultation hours are plausible to positively influence the approachability and availability of staff.

Second, Inholland documented that students are supported with the request of facilities. The authority tool applies here, as an expectation is imposed on staff members to help the students. This provision also requires the institution to facilitate staff members with hours to support students, positively influencing the availability of staff. Also, the capacity tool is applied, because the support of staff enables students to request the facilities being provided with advice, which they can take to the exam committee when handing in the request (Schneider & Ingram, 1990). The student is ultimately responsible for the request, which is handed in online. Opinions differ about the support of the deanery. One student was very positive about the contact with the deanery and the help, she had received. She also indicated that much could be organised via email, which helped her a lot at that time. Two other students were more critical. One indicated that for her it was unclear at first what the deanery could do for her and what kind of facilities could be organised. Another student indicated that students were not supported enough and that too much was asked from them in the application process.

Third, there are two provisions for international students. The deanery advises the international office if an extension of the visa is needed in case of a study delay. This implies an authority and capacity tool, because the provision imposes an expectation on the deanery and enables the international office to act. Besides that, international students are referred to the deanery. Here,

an authority tool is applied, because it creates an expectation (Schneider & Ingram, 1990). Both provisions positively influence the internal communication. However, experiences with these were not discussed and no conclusion could thus be drawn.

Fourth, Inholland documented that students who want to go abroad are advised by the deanery in cooperation with the international office about facilities at the host institution and if needed, they are supported when requesting these. This imposes an expectation upon the deanery and the international office and an authority tool is thus applied. As the student is enabled to request facilities at the host institution, the capacity tool is also applied (Schneider & Ingram, 1990). This provision did not come up during the interviews. It is however plausible to assume that the provision positively influences the internal communication (needed for the cooperation) and the approachability of staff.

The next provision prescribes that student counsellors advise students about their study planning, which they do based on advice of the study counsellor. The authority tool is recognised following the expectation that is imposed on the student and study counsellor. Also, the capacity tool is applied, as the student counsellor is enabled to act after being provided with the study counsellor's advice (Schneider & Ingram, 1990). This provision is expected to enhance internal communication. However, there is no interview content regarding this provision and therefore no conclusion could be drawn.

The involvement of the various actors does seem to lead to confusion. Some students indicated that they did not know first who to approach when they had questions. Still, not all were sure. This has a negative influence on the approachability of staff.

By influencing the approachability and the availability of staff, the provisions regarding study counselling positively influenced disabled students' experience (Figure 6). The importance of this aspect was only evaluated indirectly by asking students the importance of the availability and knowledgeability of staff for their satisfaction. Students indicated that the knowledgeability of both the student and study counsellor was very important. The availability of staff was considered fairly important.

6.2.6. Expertise

Inholland has three provisions regarding expertise to enable all teachers and student counsellors to fulfil their signalling and mentoring role and to enable exam committees to offer more customisation in alternative learning paths (Inholland, 2014, p. 24; Appendix C, Figure C11). Students do not know about these measures and could only evaluate the knowledgeability of staff members. The institution's efforts will still be discussed shortly to provide the context in which staff members operate.

First, Inholland documented that expertise is in hands of the deanery. The authority tool is applied here, as the deanery is expected to have the knowledge and expertise regarding studying with a disability (Schneider & Ingram, 1990). This provision positively influences the knowledgeability of staff members of the deanery. Students indicated in general that study counsellors can answer their questions well and can help them. One student emphasised that her study counsellor was the only staff member who was well aware of the legislation and the available facilities. Students indicated that they were often referred to the deanery. The implementation of this provision was

also implied from the membership of study counsellors in LOShbo, where study counsellors share experiences.

The second provision concerns the capacity building within the organisation, which incidentally takes place. Here the capacity tool is applied, since training enables the exam committee, teachers and student counsellors to act (Schneider & Ingram, 1990). This provision positively influences the knowledgeability of staff. Students' opinions about the knowledgeability of staff differ and experiences seem to be person-related. Some were very positive, indicating that their questions were answered well, while others indicated that staff members did not know about their disability and the impact it had on their lives. Also, some staff members were not aware of the available facilities and provisions and just said that certain requests would not be granted. Two students with psychological problems reported that staff members are not aware of the impact these problems have on the student. There seems to be a difference between visible and common disabilities, and psychological problems. The interviewed study counsellor indicated that the capacity building could be improved, allocating fictive money to the training of teachers.

Third, Inholland's policy states that for most domains there is a contact person for studying with a disability at the policy level, imposing an expectation and thus applying an authority tool (Schneider & Ingram, 1990). The influence of this provision is hard to evaluate since the task of this contact person was not defined in 2014. Furthermore, during the interviews, it was not discussed.

By influencing the knowledgeability of staff, these provisions positively influenced or were expected to positively influence disabled students' experience (Figure 6). This aspect was considered very important and therefore had a significant influence on the overall satisfaction with studying with a disability.

6.2.7. Learning paths and Examination & testing

Inholland has eight provisions regarding learning paths and examination and testing to facilitate disabled students in all reasonableness and when justifiable (Inholland, 2014, p. 25; Appendix C, Figure C12). These two aspects are discussed under the same heading in the policy document. Several provisions apply to both aspects.

Inholland's policy states that the exam committee can change the time, location and duration of a test. Furthermore, the exam committee can grant an extra resit or decide upon an adjusted form of assessment. The authority tool is applied here, as the exam committee is required to act (Schneider & Ingram, 1990). This provision positively influences adjustment in assessment. Students mentioned that they had extra time for exams, an oral exam instead of a written test and that an extra resit would have been possible. One of the students who used extra time indicated that she could now focus on the exam questions again instead of being focused on how much time she had left for each question. Similarly, the exam committee decides about the general adjustments and facilities. One of the students mentioned that indeed the exam committee makes the decision to grant or reject requests. This provision positively influences approachability of staff, since it is clear who is responsible for taking the decision. Furthermore, adjustment in assessment and support materials are influenced by the decision of the exam committee. Only for dyslexia, the deanery may take the decision, because this is so common.

Second, Inholland documented that the student is informed in time if requests are rejected and that an explanation for the rejection is provided. The authority tool is applied here, since the exam committee is required to inform students in time (Schneider & Ingram, 1990). One student got a rejection and mentioned that this was well substantiated.

Third, Inholland's document states that study programmes are only limitedly flexible. This was also experienced by one of the students, who indicated that it was very difficult to do an internship for half days. Especially the study programme was not willing to think with the student and rejected the suggestion at first completely. With the support of the deanery, it was organised in the end. Also, switching the order of the subjects turned out impossible.

Fourth, in the policy it is laid down that the study counsellor advises about the facilities and provisions. This provision is characterised by an authority tool, as the study counsellor is required to act, and by a capacity tool with the exam committee being enabled to take an informed decision (Schneider & Ingram, 1990). The provision positively influences the support materials and adjustment in assessment as these are advised if needed and appropriate. The advice is discussed with the student and then provided in PDF format, so the student can hand it over to the exam committee in an online application. The study counsellor's advisory role also positively influences the approachability of staff, because students then know that for questions related to facilities/provisions they can ask the deanery. This experience was expressed by a student who indicated to feel supported by the study counsellor, while also knowing that the exam committee decides in the end.

Fifth, the study programme, examiner and ISO (Inholland Service Organisation) are informed about the granted facilities/provisions. The capacity tool is applied here, because the informed parties are enabled to act (Schneider & Ingram, 1990). This provision positively influences the internal communication. Students indicated that during exams, examiners were mostly informed about the provisions, knowing for whom the laptop is for example. Besides that, codes are written behind students' names that indicate the various facilities. According to several students, this system works well. In lectures, teachers sometimes also considered the disability by looking if the student could easily follow the lectures and take notes. Opinions varied about the extent to which adjustments during lectures are desirable.

As a sixth provision, there is a protocol for dyslexia and a "Smart studying with dyslexia" document. The authority tool is applied here, since these documents impose expectations regarding studying with dyslexia. Also, the capacity tool can be recognised as students are enabled to act (Schneider & Ingram, 1990). Both documents positively influence the access to information. However, this relationship is not as clear as it looks, since students are not aware of the documents. They indicated that a document with all facilities would for example be useful. As part of the protocol for dyslexia, the use of the dyslexia declaration is described. One student used the declaration as prescribed in the protocol to show what she would need to support her during her studies.

By influencing adjustment in assessment, approachability of staff, support materials, internal communication and access to information, these provisions positively influenced or were expected to positively influence disabled students' experience (Figure 6). The aspect examination and testing was considered a very important factor in the overall satisfaction with studying with a disability. Students found it important that adjustments in assessment were made if needed. The

importance of the learning paths and the flexibility was not addressed specifically in terms of importance. However, it is plausible to assume that the importance attached depends also on the student's use. Furthermore, the provisions presented with these aspects also touch upon information provision and counselling and study counselling, which were considered fairly important for the overall satisfaction with studying with a disability.

6.2.8. Quality and continuity

Inholland has seven provisions to enhance and guarantee the quality and continuity (Inholland, 2014, P. 26-27; Appendix C, Figure C13). Most students do not know about these provisions and they are probably not aware of the existence. Therefore, these provisions will only be shortly introduced to provide some context.

First, there are four authority tools that require various actors to act (Schneider & Ingram, 1990). The policy prescribes the presence of procedures and conditions in the OER and financial support for students who have a delay because of their disability. These two provisions positively influence the central regulations factor. Furthermore, periodic actualisation of the advisory forms is documented, as is the yearly discussion of the annual report by the Board of Directors. These provisions did not come up during the interviews.

Second, Inholland laid down that there is a protocol about studying with dyslexia. This document includes the characteristics and consequences of dyslexia, the available provisions and the implementation with the roles and responsibilities of various actors. The document requires staff members to act and by providing them with information also enables them to act, therefore the authority and capacity tool are respectively applied (Schneider & Ingram, 1990). The provision positively influences the access to information and the knowledgeability of staff. One student indicated during the interview that it would be helpful to have a document in which facilities and provisions are laid down. This relationship is only evident if students and staff are aware of the availability of the document.

Third, Inholland documented that the deanery signified bottlenecks in the study counselling, which they report to the managers. Here, the authority and learning tool are applied, with the requirement to report for the deanery, providing the management with evaluations (Schneider & Ingram, 1990). This provision increases the communication between the deanery and the management, thus affecting the internal communication. However, students are not aware of this communication line. Also, this provision did not come up during the interviews.

As a fourth provision, every year the results of the National Student Survey are split to see the satisfaction of students with and without a disability. The learning tool is applied here, since by evaluating student satisfaction, (some of) the uncertainty that characterizes situations in which learning tools are applied is reduced (Schneider & Ingram, 1990). Students indicated that the National Student Survey was the only moment of evaluation. However, it is worthwhile to mention that in the second half of 2017 an internal evaluation project was conducted of which the results are currently discussed by the Board of Directors.

Fifth, there is a working group "Studying with a disability" which is involved with activities and the development of the policy. The authority tool is applied here, as an expectation is imposed on the working group (Schneider & Ingram, 1990). The current policy was developed by the working group. The importance of this factor for disabled students' satisfaction with studying with a

disability did not come up during the interview. Being mostly unaware of the provisions, it is plausible to assume that the importance of this factor is rather small.

6.2.9. Conclusion

Inholland has implemented numerous policy provisions that have or are expected to positively influence disabled students' satisfaction by applying authority, incentive, capacity and learning tools (Schneider & Ingram, 1990) and by addressing the explanatory factors of disabled students' experience. Most provisions have a positive influence on one or more of the explanatory factors, as shown in Figure 6. The provisions that do not influence any explanatory factor are generally those that students are not aware of, such as provisions regarding quality evaluation and the physical accessibility of the teaching facilities. Moving from student experience to student satisfaction, the importance of the explanatory factors for the overall disabled students' satisfaction was considered. Provisions regarding examination and testing, and information provision and counselling, which have an impact on the adjustment in assessment, access to information, approachability and knowledgeability of staff were found most impactful. Students shared very diverse experiences with studying with a disability at Inholland, which also resulted in students who were very dissatisfied and students who were quite satisfied. Overall, students were not positive, nor negative.

Hereafter, disabled students' satisfaction and several suggestions to improve this will be discussed per aspect (as shown in Table 2). First, students were fairly negative about the information provision and counselling. They indicated that they had missed information, especially prior to entering their study programme. No student knew before entering the programme which facilities and provisions are available for disabled students. A central document with all information was missed and it is suggested to send the brochure with the invitation for the intake at the deanery, as documented in the policy. This aspect was considered important. The provisions regarding physical accessibility were not known by students and therefore only the situation at the institution could be evaluated. It turned out that Kurzweil was not known and that tables and chairs are too high or low for wheelchair users. The impact of this aspect on satisfaction is assumed to depend on the students' use. The interviewed students were fairly negative. Third, students were divided about the study counselling with some being fairly positive and others very negative. The experiences seemed to depend on the staff members, the students' disability and their expectations in terms of what should be the responsibility of the student and what should be done by the institution. More generally, students were not sure who to contact if they had questions. This point could be easily addressed by introducing them to the different staff members involved in the first class with the student counsellor. Furthermore, more generally, satisfaction was expressed with the availability of staff and then in particular the daily consultation hours. Students considered this aspect very important for their satisfaction. As a fourth point, the knowledgeability of staff was evaluated. Students had very diverse opinions about this aspect, which appeared to be staff member-related. Generally, students were more positive about the expertise of study counsellors than about the knowledgeability of student counsellors and teachers. To increase the disabled students' experience, the knowledgeability of student counsellors and teachers should be improved in particular. Furthermore, the awareness and knowledge of the impact of mental problems should be considered to improve disabled students' experience. The provisions related to expertise building and sharing were assumed to positively influence knowledgeability of staff. This aspect was considered very important. Then, the limited flexibility of the learning paths

resulted in a dissatisfied student, for whom adjustments were important in being able to complete the programme. The importance of this aspect is assumed to depend on the student's need and use. Regarding examination and testing, students were generally positive and they considered this aspect as very important. To increase the satisfaction, the protocol dyslexia and "Smart studying with dyslexia" should be sent to students or uploaded on a platform where students are likely to find them. Finally, the provisions that are implemented to guarantee the quality and continuity were not considered important for the satisfaction level, since most students are not aware of them. Satisfaction with this aspect could be improved by making the protocol dyslexia available.

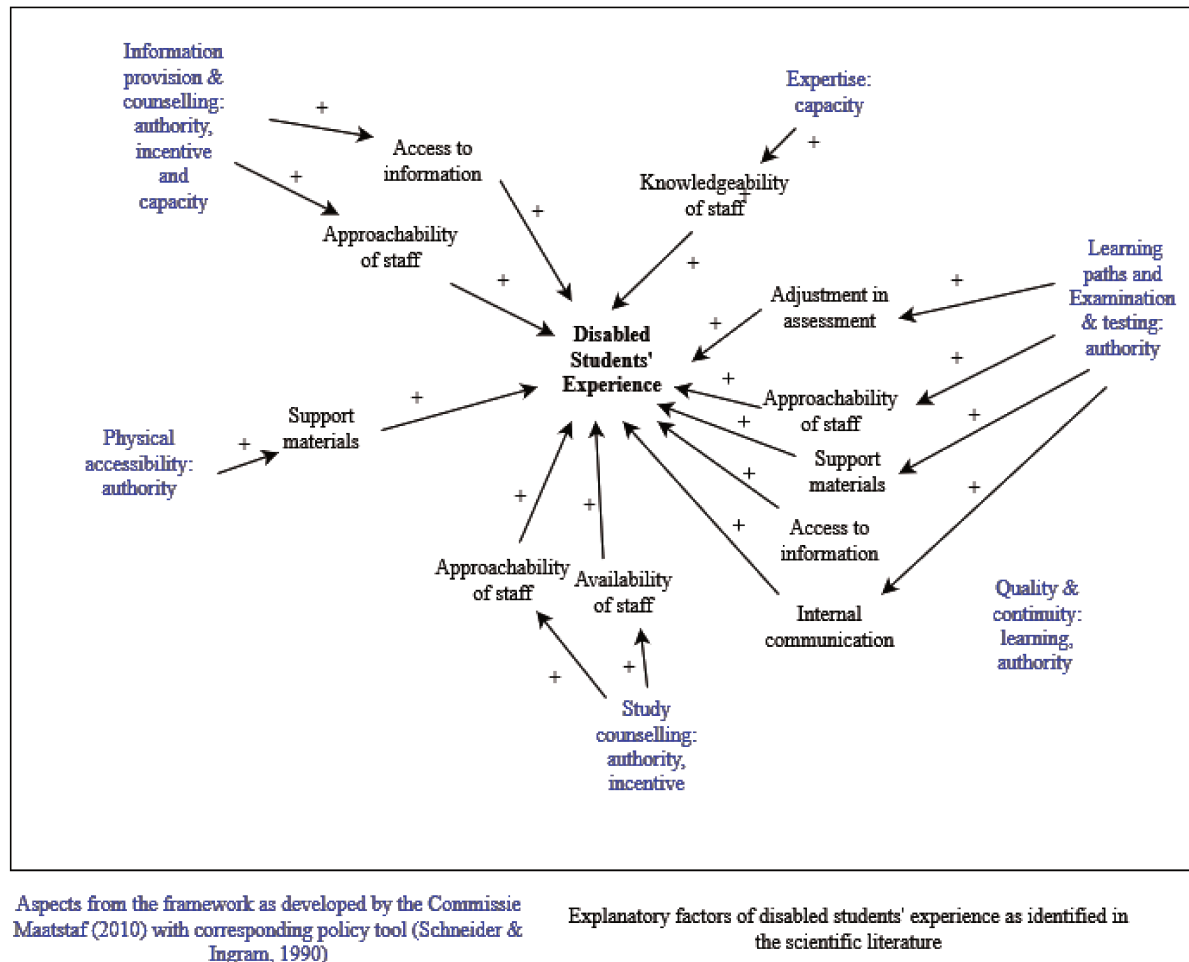


Figure 6. Inholland's disabled students' experience framework

6.3. Comparing Windesheim and Inholland

When reviewing the policy documents of Windesheim and Inholland, many similarities can be found. Both institutions used the reference framework developed by the Commissie Maatstaf (2010) as a starting point and many provisions and facilities are the same. However, there are also clear differences between the institutions. Results of the National Student Survey 2017 showed that Windesheim students are more satisfied than students from Inholland (CHOI, 2017), which is also confirmed by this study. Based on the results of this study, Table 6 shows per aspect, as

identified by the Commissie Maatstaf (2010), the students' evaluation of the aspect and how important they considered the aspect to be for their overall satisfaction with studying with a disability at their institution. In general, Windesheim students were satisfied and Inholland students were neither positive nor negative.

Table 6: *Comparison of Windesheim and Inholland*

Aspects	Windesheim	Inholland
1. Information provision and counselling	Fairly positive Very important	Fairly negative Important
2. Physical accessibility	Fairly positive Dependent on students' use	Fairly negative Dependent on students' use
3. Study counselling	Positive Fairly important	Divided Very important
4. Expertise	Positive Important	Divided Very important
5. Learning paths	Positive Dependent on students' use	Negative Dependent on students' use
6. Examination and testing	Positive Important	Positive Very important
7. Quality and continuity	Not important	Not important

When comparing the policies on information provision and counselling, these are found to be very similar, the main difference being that Inholland documented its provisions in more detail. The results of the interviews suggest that the level of implementation makes a difference, as well as practices that are not explicitly included in the policies, but which positively influenced access to information. Regarding implementation, Inholland students, for example, indicated that they had not received the brochure on "Studying with a disability", which would have positively influenced access to information. In terms of practices that are not explicitly laid down, Windesheim provided a brochure "Studying with a Disability" and its policy online. The difference may also partly be explained by the difference in disabled students' satisfaction with the general information provision. As shown in Table 4 and 5, the quantitative analysis showed that there is a positive correlation between disabled students' satisfaction with general information provision and disabled students' satisfaction with information provision and counselling about studying with a disability. Results of the National Student Survey 2017 showed that 59.0% of the disabled students of Windesheim were satisfied or very satisfied with the general information provision, in comparison with 47.2% at Inholland (Studiekeuze123, 2017). As this aspect is classified as very important or important for disabled students' overall satisfaction (Table 6), it is worthwhile to examine how (prospective) students can best be reached. Fuller, Bradley & Healey (2004) also explicitly distinguished between information before and during the study. The information provided on the websites of the institutions does not seem to sufficiently address students' need for information prior to entering the study programme. This may also have to do with the clarity of the definition of functional impairment since not all (prospective) students realise that their disability is in fact a functional impairment in higher education.

The difference in physical accessibility cannot be explained by the policies as these are similar. The implementation may have an influence on the difference, as well as some other provisions, such as information provision and counselling. If students, for example, are not aware of the

availability of some software programmes, they may evaluate physical accessibility more negatively than they would have if they had known about these facilities.

When comparing disabled students' satisfaction with study counselling and the related policy provisions, there are several differences in the included facilities and provisions. Not all were discussed (for example, those related to studying abroad, since they had not been discussed during the interviews, and not all are expected to have an impact on the difference in disabled students' satisfaction). A difference in satisfaction may be explained by the opportunity to be supported by a student coach. The student coach is an extra contact for the student and takes part of the responsibility of guiding the student. This includes for instance supporting him or her when contacting people within the organisation and providing support lessons. At both institutions, some students indicated that too much responsibility was imposed on the student, which negatively influenced their experience. The support of the student coach may help in the transition from high school and vocational secondary education to the first year of higher education, when the imposed responsibility is felt most. Later in the study, many believe that students have to be more independent. However, more research into the experience with student coaching is needed, interviewing more students who used this opportunity. The differences in experience, as found earlier by Avadminids & Skidmore (2004), also seem to be related to the support students felt from staff members, which is person-dependent and not related to the policies. Furthermore, as shown in Table 4 and 5, the quantitative analysis showed that there is a positive correlation between disabled students' satisfaction with study counselling in general and disability-specific study counselling. Results of the National Student Survey 2017 showed that 61.7% of the disabled students of Windesheim were satisfied or very satisfied with the general study counselling, in comparison with 50.2% at Inholland (Studiekeuze123, 2017). Based on these results, some difference between the institutions in terms of disabled students' satisfaction with disability-specific study counselling could also be explained.

The fourth aspect, expertise, was considered important at Windesheim and even very important at Inholland. Windesheim students were positive about the knowledgeableability of staff, while Inholland students' opinions varied. Remarkable here is that the deanery was generally evaluated more positively than student counsellors and teachers. This difference may be explained by the implemented policy. At Windesheim, the capacity building falls under the responsibility of the "Studying with a disability"-coordinator. Besides that, new teachers are trained by the Corporate Academy. It is clear from the policy that Windesheim aims at spreading knowledge among all staff members who are involved with disabled students. Inholland's policy document indicates that the expertise is in the hands of the deanery, while at the same time holding the domain director responsible for the capacity building. According to the document, capacity building only takes place occasionally. Less focus seems to be on sharing the knowledge with staff members other than study counsellors. In comparison with a domain director, it is plausible to assume that a "Studying with a disability"-coordinator has more affinity with this topic and that the "Studying with a disability" coordinator is more aware of what kind of knowledge and training colleagues need. Students do not know about these provisions, but could evaluate the knowledgeableability of staff.

The difference in the evaluation of the flexibility of the learning paths may be explained by the approach and attitude taken in the policies. In Windesheim's policy, meeting the final requirements is emphasised as well as the fact that these can be achieved in various ways.

Inholland, on the other hand, indicates that study programme flexibility is limited. Student experiences confirm the policy documents. Where a Windesheim student indicated that the institution suggested some possibilities to adjust the study programme (for example: the study pace), at Inholland, suggestions for adjustments were rejected and only one option was approved after a long procedure.

Furthermore, the provisions for making adjustments in examination and testing are similar and students from both institution evaluate this aspect positively. Also, the evaluation of the quality and continuity aspect was comparable.

Comparing the institutions, it turns out that there are some differences, which may explain why Windesheim students are more satisfied than Inholland students. However, the level of implementation also plays an important role, as well as differences between individual staff members that support students. Furthermore, the findings of this study suggest that differences in student experiences are also related to general satisfaction with the institution.

7. Conclusion

This section will first answer the sub questions and then conclude with an answer to the central research question.

1) Which factors are found in the literature that influence disabled students' experience?

Holloway (2001), Fuller, Healey et al. (2004), Fuller, Bradley & Healey (2004) and Avradmidis & Skidmore (2004) found access to information, staff attitude, knowledgeability of staff, support materials, adjustment in assessment, central regulations, internal communication, availability and approachability of staff as explanatory factors of disabled students' experience.

2) Which institutional policies are implemented at Windesheim and Inholland and what are their goals?

Windesheim (2017) has implemented the "Policy studying with a functional impairment", which broadly states that the institution aims at actively contributing to an inclusive and sustainable society. Windesheim wants to achieve this by intending to welcome all students with their strengths and weaknesses, considering individual needs and offering personal learning paths if needed. For disabled students, this specifically implies reducing and taking away limitations that are derived from the functional impairment.

At Inholland, "Studying with a disability: policy and implementation guidance" has been implemented since 2014. This policy states that the institution generally aims at stimulating and facilitating disabled students. Seven principles were formulated which emphasise the goal to design education as inclusive as possible, acting within the legal framework and providing clear procedures to ensure legal equality within the institution.

3) How have students experienced the implementation of these policies?

By applying authority, incentive, capacity and learning tools (Schneider & Ingram, 1990), the policies positively influence or are expected to have a positive impact on disabled students' experience by positively influencing the access to information, the approachability, availability and knowledgeability of staff, adjustment in assessment and support materials, which are explanatory factors of disabled students' experience (Holloway, 2001; Fuller, Healey et al., 2004; Fuller, Bradley & Healey, 2004; Avradmidis & Skidmore, 2004). The impact depends on the level of implementation. Furthermore, there are a few provisions that do not have an impact on any explanatory factor of disabled students' experience. These are generally the provisions that students do not know about and are not aware of and include for example the documentation of responsibilities of particular staff members regarding quality evaluation and the guidelines that the buildings should meet to ensure the physical accessibility of the teaching facilities.

Windesheim students were generally positive about the implementation of the institution's disability policies. Inholland students shared more diverse opinions and were overall not positive, nor negative. There were also differences between the evaluations of the various aspects as identified by the Commissie Maatstaf (2010). Students at both institutions were for example

positive about the provisions regarding examination and testing, while being more critical about the information provision and counselling.

4) Do these policies have an impact on student satisfaction of students with a disability and if so, what is this impact?

Overall, the policies have a positive impact on disabled students' satisfaction, because they positively influence experience regarding aspects that students generally indicated to find of importance. The impact of the single aspects on disabled students' satisfaction varies, depending on the importance that students assign to the aspect. At Windesheim, provisions which influenced information provision and counselling were found most impactful. Students of Inholland considered provisions impacting examination and testing, and information provision and counselling most important. Furthermore, the influence of student experience on student satisfaction depends on the level of implementation of the provisions. At Windesheim, the yearly evaluation of provided facilities was for example not conducted in all domains and Inholland did not send all students the brochure "Studying with a disability".

5) What are the differences in the implemented disability policies between Windesheim and Inholland and can these explain the difference in disabled students' satisfaction?

When comparing Windesheim and Inholland, many similarities are found, both being inspired by the reference framework of the Commissie Maatstaf (2010). However, there are several differences in the policies that are plausibly assumed to explain differences in disabled students' satisfaction.

First, Windesheim focuses more on spreading knowledge within the institution by for example training new teachers about student counselling and studying with a disability. Inholland's policy document indicates that the expertise is in the hands of the deanery and does not specifically focus on training other staff members. This is reflected in students' evaluations. Where Windesheim students are very positive about the knowledgeability of staff, Inholland students share diverse opinions. As may be explained from the policy, they are generally more positive about the study counsellors than about other staff members. Another explanation for the difference in student experience from the policies may be the provisions around capacity building. Where at Windesheim, the "Studying with a disability"-coordinator is responsible for the capacity building, at Inholland, this is the domain director. In comparison to a domain director, it is plausible to assume that a "Studying with a disability"-coordinator has more affinity with this topic and that this person is more aware of what kind of knowledge and training colleagues need.

Another difference that may be explained by the policies is the evaluation of the learning paths aspect. In Windesheim's policy, meeting the end requirements is emphasised as well as that a variety of ways can lead to achieving these, whereas Inholland indicates that study programmes have limited flexibility. The difference in approach, which can be recognised here, was also experienced in practice, which resulted in a more positive evaluation at Windesheim.

Furthermore, the opportunity to be supported by a student coach at Windesheim is expected to positively influence students' experience with study counselling. Since only one student used this opportunity, more research needs to be conducted regarding this provision.

Other differences are a result of the implementation of the policies and some differences are also not related to a specific policy, but dependent on specific staff members.

Furthermore, the quantitative analysis showed that there is a positive correlation between disabled students' general satisfaction and satisfaction with studying with a disability for information provision and study counselling. Results of the National Student Survey 2017 showed that on average disabled students of Windesheim are more satisfied with the general information provision and study counselling than disabled students of Inholland. Some difference in disabled students' satisfaction may be explained by these differences.

Which institutional policies are implemented at Windesheim and at Inholland to support students with a disability and what is their impact on student satisfaction of disabled students?

Windesheim (2017) has implemented the "Policy studying with a functional impairment" and at Inholland, "Studying with a disability: policy and implementation guidance" has been enforced since 2014. These policies include numerous policy provisions that use authority, incentive, capacity and learning tools (Schneider & Ingram, 1990) that are formulated within the reference framework of the Commissie Maatstaf (2010). The relationship between the policies and disabled students' experience was systematically analysed using the framework (presented in Figure 1) that has been developed based on the work by Tinklin & Hall, (1999), Holloway (2001), Fuller, Healey, Bradley & Hall (2004) and Fuller, Bradley & Healey (2004), Avradmidis & Skidmore (2004) and the Commissie Maatstaf (2010).

Most policy provisions have a positive influence or are expected to have a positive impact on access to information, the approachability, availability and knowledgeability of staff, adjustment in assessment and support materials. There were some policy provisions that did not specifically influence an explanatory factor. These are generally the provisions that students do not know about and are not aware of and include for example the documentation of responsibilities of particular staff members regarding quality evaluation and the guidelines that the buildings should meet to ensure the physical accessibility of the teaching facilities. The impact of the policy provisions was dependent on the level of implementation.

By positively influencing the explanatory factors of disabled students' experience, the level of students' satisfaction increased. Provisions that influenced access to information, knowledgeability of staff and adjustment in assessment were found especially influential and more impactful on the overall disabled students' satisfaction than the provisions that for example had an impact on support materials.

The results of this study can help higher education institutions to further optimise their policies for disabled students. For Windesheim and Inholland, in particular, both institutions can make important gains by improving the information provision and counselling both in general and specifically regarding studying with a disability. The results of the quantitative analysis showed that there is a positive correlation between disabled students' satisfaction with general information provision and study counselling, and disabled students' satisfaction with the information provision and counselling about studying with a disability, and disability-specific study counselling. Addressing these aspects of the Commissie Maatstaf (2010), disabled students' experience would be positively impacted by influencing access to information and approachability of staff. Furthermore, other explanatory factors, such as support materials, may be impacted positively in an indirect way as well. As a result of better information provision,

students may become aware of the available provisions and facilities and consequently evaluate these more positively. This study thus confirms previous research, which concluded that information provision is one of the major bottlenecks (Poels-Ribberink et al., 2011; CHOI, 2017).

8. Discussion

8.1. Study's implications

This study provides a framework with explanatory factors of disabled students' experience, which shows how these could be positively influenced by implementing disability policies. Furthermore, this study provides an insight in disabled students' satisfaction at two Dutch universities of applied sciences. Again, information provision and counselling was shown to be of great importance and as an aspect that can be improved a lot. Moreover, having taken the institutional disability policies as a starting point, based on this study, institutions can adapt their current policies to improve disabled students' experience and satisfaction.

8.2. Limitations

Although, students with various disabilities and from different study programmes were asked, there are some doubts regarding the representativeness of the sample. Windesheim students all studied in Zwolle for example. Also, a limited number of students and staff members were interviewed. Hence, more research is needed to generalise the findings.

Furthermore, this was a cross-sectional study, which means that no changes because of the implementation of the policy could be identified. Also changes over time could not be defined, which was also a result of the relatively short period students are at the institution.

8.3. Recommendations for future research.

Considering the limitations and findings of this study, there are several ways to go from here. First, the study can be replicated with a larger and more representative sample of institutions as well as including more students and staff members from various domains and locations. The interview guide can be more focused on the level of satisfaction. Second, more research can be conducted regarding the student coach. At Windesheim, students are offered the opportunity to be guided by a student of the same study programme. However, only one student in the sample used this coaching. In Holland does not have student coaches in this way, but it was suggested during the interviews.

References

- Avradmidis, E. & Skidmore, D. (2004). Reappraising Learning Support in Higher Education. *Research in Post-Compulsory Education*, 9(1), 63-82.
- Billing, K., Newland, H. & Selva, D. (2007). Improving patient satisfaction through information provision. *Clinical and Experimental Ophthalmology*, 35(5), 439–447.
- Centrum Hoger Onderwijs Informatie. (2015). “*Studeren met een handicap*” *De twaalfde gebruikerstoets*, 2015.
- Centrum Hoger Onderwijs Informatie. (2016). “*Studeren met een handicap*” *Gebruikerstoets 2016*.
- Centrum Hoger Onderwijs Informatie. (2017). *Jaarrapport “Studeren met een functiebeperking 2017”*.
- Commissie Maatstaf. (2010). *Meer mogelijk maken: Studeren met een functiebeperking in het hoger onderwijs*. The Hague: Dutch Ministry of Education, Culture and Science.
- Cross, J. & Ruddock, L. (2017). Proceedings from International Research Conference 2017: Shaping Tomorrow’s Built Environment: *Factors impacting upon student expectations and satisfaction with the quality of experience of higher education in England*. University of Salford: Manchester.
- Dutch Ministry of Education, Culture and Science. (2010). *Onbelemmerd studeren*. The Hague: Dutch Ministry of Education, Culture and Science.
- Elliott, K. M. (2002–2003). Key determinants of student satisfaction. *Journal of College Student Retention: Research, Theory & Practice*, 4(3), 271–279.
- Elliot, K. M. & Shin, D. (2002). Student Satisfaction: An alternative approach to assessing this important concept. *Journal of Higher Education Policy and Management*, 24(2), 197-209.
- Fuller, M., Bradley, A. & Healey, M. (2004). Incorporating disabled students within an inclusive higher education environment. *Disability & Society*, 19(5), 455-468.
- Fuller, M., Healey, M., Bradley, A. & Hall, T. (2004). Barriers to learning: a systematic study of the experience of disabled students in one university. *Studies in Higher Education*, 29(3), 303-318.
- Holloway, S. (2001). The Experience of Higher Education from the Perspective of Disabled Students. *Disability & Society*, 16(4), 597-615.
- Inholland. (2014). *Studeren met een functiebeperking: beleid en handreiking implementatie*.
- Khandelwal, K. A. (2009). Effective Teaching Behaviors in the College Classroom: A Critical Incident Technique from Students’ Perspective. *International Journal of Teaching and Learning in Higher Education*, 21(3), 299-309.
- Handicap + studie (n.d.). *Functiebeperkingen*. Retrieved on March 13, 2018 from: http://www.handicap-studie.nl/1_276_Functiebeperkingen.aspx

- Poels-Ribberink, H., Sombekke, E., Duisings-Van Oijen, K., Winkels, J. & Van den Broek, A. (2011). *Maken ze meer mogelijk?* Report prepared for Ministry of Education, Culture and Science.
- ResearchNed/ITS Nijmegen. (2013). *Studeren met een functiebeperking 2012*. Report prepared for Ministry of Education, Culture and Science.
- Schneider, A. & Ingram, H. (1990). Behavioral Assumptions of Policy Tools. *The Journal of Politics*, 52(2), 510-529.
- Seawright, J. & Gerring, J. (2008). Case Selection Techniques in Case Study Research. *Political Research Quarterly*, 6(2), 294-308.
- Stichting Studiekeuze123. (2017). National Student Survey 2017. [Data file in SPSS].
- Sweeney, L. (2016). A Predictive Model of Student Satisfaction. *Irish Journal of Academic Practice*, 5(1), 1-30.
- Thompson, D., Fisher, K. R., Purcal, C., Deeming, C. & Sawrika, P. (2011). *Community Attitudes to People with a Disability*. Occasional Paper No. 39. Retrieved on May 31, 2018 from:
https://www.sprc.unsw.edu.au/media/SPRCFile/Australian_community_attitudes_to_disability.pdf
- Tinklin, T. & Hall, J. (1999). Getting round obstacles: Disabled students' experiences in higher education in Scotland. *Studies in Higher Education*, 24(2), 183-194.
- Windesheim. (2017). Studeren met een functiebeperking; Besluit 2017-039 studeren met een functiebeperking.

Appendices

Appendix A: Interview guides

Student interviews

Toestemmingsverklaringformulier laten tekenen.

Kort voorstellen en het onderzoek toelichten. Aangeven dat de student op ieder moment zonder verklaring mag stoppen en dat de gegevens anoniem verwerkt zullen worden. Verder het verloop van het interview en de duur van het interview toelichten.

Algemene vragen

- Welke studie doe je en in welk jaar zit je?
- Welke functiebeperking heb je?
- Zijn er dingen waar je tegenaan loopt in je studie?
- Ben je tevreden over het studeren met een functiebeperking aan Windesheim/Inholland?
- Heb je het gevoel goed ondersteund te worden in je studie?
- Wat zijn dingen die jouw tevredenheid sterk beïnvloeden?
- Volg je het reguliere studieprogramma of zijn er aanpassingen gemaakt?
- Maak je gebruik van extra faciliteiten en/of extra begeleiding?

Informatievoorziening en voorlichting

- Wist je voor je ging studeren al iets over de begeleiding en voorzieningen die Windesheim/Inholland aanbiedt?
 - a. Ja: hoe ben je aan deze informatie gekomen?

Wat vind je van deze vorm? (Windesheim: website, brochure, voorlichting tijdens open dag; Inholland: website, brochure, via decaan op open dag)
- Heb je dingen die je mist in de informatievoorziening?
- (Heb je toen je je aanmeldde voor studie (meteen) aangegeven dat je een functiebeperking hebt? Waarom wel/niet?)
- Is informatie (voor zover je dat kunt beoordelen) up to date?
- Weet je welke faciliteiten er zijn en wat je rechten zijn?
- Hoe belangrijk zijn informatievoorziening en voorlichting voor je tevredenheid?
- (Vind je het duidelijk waaraan je moet voldoen om in aanmerking te komen voor bepaalde voorzieningen?)

Bereikbaarheid, beschikbaarheid, kennisniveau en houding van medewerkers

- Weet je wie je het beste kunt benaderen als je vragen hebt? Ben je tevreden over de communicatie met deze persoon?

- Zijn er mogelijkheden om face-to-face een afspraak te maken?
- Hoe lang duurt het gemiddeld om een afspraak te plannen met je studiebegeleider/decaan? Vind je dit lang/kort?
- Heb je het idee dat ze genoeg tijd voor je nemen?
- Worden je vragen voldoende beantwoord?
- Wordt er minimaal een keer per jaar gekeken of de voorzieningen die toegekend zijn voldoende zijn?
- Wat vind je van het aantal evaluatiemomenten?
- Heb je het gevoel dat er serieus naar je geluisterd wordt?
- Ben je tevreden met de begeleiding die je krijgt?
- Ben je tevreden over hoe je behandeld/benaderd wordt? (houding)
- Geef jij aan waar je tegenaan loopt of wat je nodig hebt en wordt er dan samen naar mogelijkheden gekeken? (student en studiebegeleider/decaan)
- Heb je het idee dat docenten begrijpen waar je tegenaan loopt en je kunnen helpen als dat nodig is?

Windesheim

- Heb je weleens een centrale specialist gesproken? (studentenpsycholoog, dyslexiespecialist).
- Hoe kun je een afspraak maken of vragen stellen aan centrale specialisten (via mail, telefonisch spreekuur of inloopsprekuren)? Wat vind je hiervan?
- Heb je het gevoel dat zij je goed konden helpen?
- De studieloopbaanbegeleider is je eerste aanspreekpunt, ben je tevreden over zijn/haar bereikbaarheid?
- Heb je het gevoel dat de decaan je kent? (een decaan voor de hele studieperiode)

Inholland

- Hoeveel afspraken heb je gehad voor het vaststellen van voorzieningen?
- Hoe regelmatig heb je contact met je studiebegeleider? (o.a. over studieplanning)

Ondersteunend materiaal

- *Maak je gebruik van faciliteiten zoals Dedicon/opnameapparatuur/etc.?*
- Hoe gaat de aanvraag van ondersteunend materiaal?
- Word je hierin begeleid?
- Word je op de hoogte gehouden als er dingen aangevraagd zijn?
- Ben je tevreden over de aangeboden ondersteunende materialen?
- Ben je tevreden met de manier waarop dit geregeld wordt?
- Zijn er dingen die je mist?

Windesheim

- Maak je gebruik van extra faciliteiten zoals beeldschermvergroting, geluidsopnames etc.?

- Zijn alle PowerPoints, handleidingen en opdrachten digitaal beschikbaar (en ook op tijd)?
- Ben je lid van SCHIB? (Activiteiten, advies)

Inholland

- Zijn er voorzieningen zoals Kurzweil en het omzetten van studiemateriaal waar je gebruik van maakt?
- Heb je een peercoach gehad in de eerste helft van het eerste jaar?

Toetsing en examinering

- In hoeverre heb je verschillende toetsvormen?
- Heb je weleens een toets in een andere vorm gemaakt? Bijvoorbeeld mondeling in plaats van schriftelijk of met multiple choice vragen in plaats van open vragen?
- Heb je weleens gebruik gemaakt van faciliteiten zoals extra tijd of een aparte ruimte?

Interne communicatie

- In hoeverre zijn docenten en andere medewerkers, voor zover nodig, op de hoogte van de faciliteiten waar je recht op hebt? (Bijvoorbeeld: extra tijd tijdens tentamens)
- Ben je tevreden met de communicatie over toegekende of afgewezen faciliteiten?

Afsluitende vragen

- Is dit veranderd naarmate je langer studeert?
- Hoe tevreden ben je over het algemeen met het studeren/?
- Heb je nog vragen/opmerkingen?

Study counsellor interviews

Toestemmingsverklaringformulier laten tekenen.

Kort voorstellen en het onderzoek toelichten. Aangeven dat de geïnterviewde op ieder moment zonder verklaring mag stoppen en dat de gegevens anoniem verwerkt zullen worden.

Interviewvragen

- Hoe ziet uw rol in de begeleiding van studenten eruit?
- Hoeveel studenten begeleidt u/vallen er onder uw verantwoordelijkheid?
- Wat vindt u het meest uitdagende in de begeleiding van studenten?
- In hoeverre heeft het beleid daar invloed op?
- Heeft u het gevoel studenten voldoende te kunnen ondersteunen? (Heeft u het gevoel voldoende tijd te hebben voor de begeleiding van studenten?)

- Heeft u het gevoel dat studenten u weten te vinden?
- Heeft u vaste tijden waarop u inloopuren heeft?
- Hoe zou u uw relatie met studieloopbaanbegeleiders beschrijven?
- Hoe vaak heeft u contact met studieloopbaanbegeleiders en waar gaat dit over?
- Hoe zou u uw relatie met docenten beschrijven?
- Hoe vaak heeft u contact met docenten en waar gaat dit over?
- Hoe vaak heeft u contact met de examencommissie?
- Hoe vaak heeft u contact met de examencommissie en waar gaat dit over?
- Windesheim: Hoe zou u uw relatie met SMF-contactpersonen beschrijven?
- Windesheim: Hoe vaak heeft u contact met SMF-contactpersonen en waar gaat dit over?
- Welke taken heeft u als specialist op het gebied van wet- en regelgeving en financiën? Valt het maken en evalueren van het beleid hier bijvoorbeeld onder?
- Stel dat het beleid er niet zou zijn, hoe zou de studenttevredenheid dan zijn?
- Stel: u zou €10 000 hebben, waar u zou dit dan aan uitgeven?

Policy advisor/ “Studying with a disability”-coordinator (highly involved in policy-making) interviews

Toestemmingsverklaringformulier laten tekenen.

Kort voorstellen en het onderzoek toelichten. Aangeven dat de geïnterviewde op ieder moment zonder verklaring mag stoppen en dat de gegevens anoniem verwerkt zullen worden.

Interviewvragen

- Kunt u kort iets vertellen over uw functie?
- Hoe is het huidige beleid tot stand gekomen?
- Wie is er bij de totstandkoming van het beleid betrokken geweest? (Betrokkenheid van mensen die veel contact hebben met studenten?)
- Het referentiekader van de Commissie Maatstaf is duidelijk een inspiratiebron geweest voor het beleid, zijn er andere belangrijke documenten, onderzoeken of mensen die veel invloed gehad hebben op het beleid?
- In hoeverre is studenttevredenheid van invloed op het beleid?
- Hoe wordt de uitvoering gemonitord?
- Wie is er verantwoordelijk voor de evaluatie?
- Rol van studenten bij evaluatie?
- Stel dat het beleid er niet zou zijn, hoe zou de studenttevredenheid dan zijn?
- Stel: u zou €10 000 hebben, waar u zou dit dan aan uitgeven?

Appendix B: List of codes

Provisional codes (based on reference framework from the Commissie Maatstaf (2010), explanatory factors and policy documents)

- Information provision & counselling (Maatstaf; access to information – explanatory factor)
- Physical accessibility (Maatstaf)
- Study counselling (Maatstaf)
- Knowledgeability of staff/expertise (Maatstaf, explanatory factor)
- Learning paths (Maatstaf)
- Adjustment in assessment (explanatory factor; Examination and testing – Maatstaf)
- Quality evaluation (Maatstaf)
- Approachability of staff (explanatory factor)
- Availability of staff (explanatory factor)
- Central regulations (explanatory factor)
- Internal communication (explanatory factor)
- Staff attitude (explanatory factor)
- Support materials (explanatory factor)
- Evaluation of provided facilities (policy document)
- Facility (policy document)
- Intake (policy document)

Derived from interview

- Adjustment study programme
- Awareness
- Barrier
- Challenge
- Clear definition disability
- Communication
- Disability
- Diversity within institution
- Extra guidance/training (Maatstaf)
- General satisfaction
- Obstacles because of disability
- Paper reality
- Referral
- Request procedure
- Responsibility institution
- Responsibility student
- Satisfaction with studying with a disability
- SCHIB
- Societal changes/debates
- Suggestions improvement

Appendix C: Schematic overview of the analysis

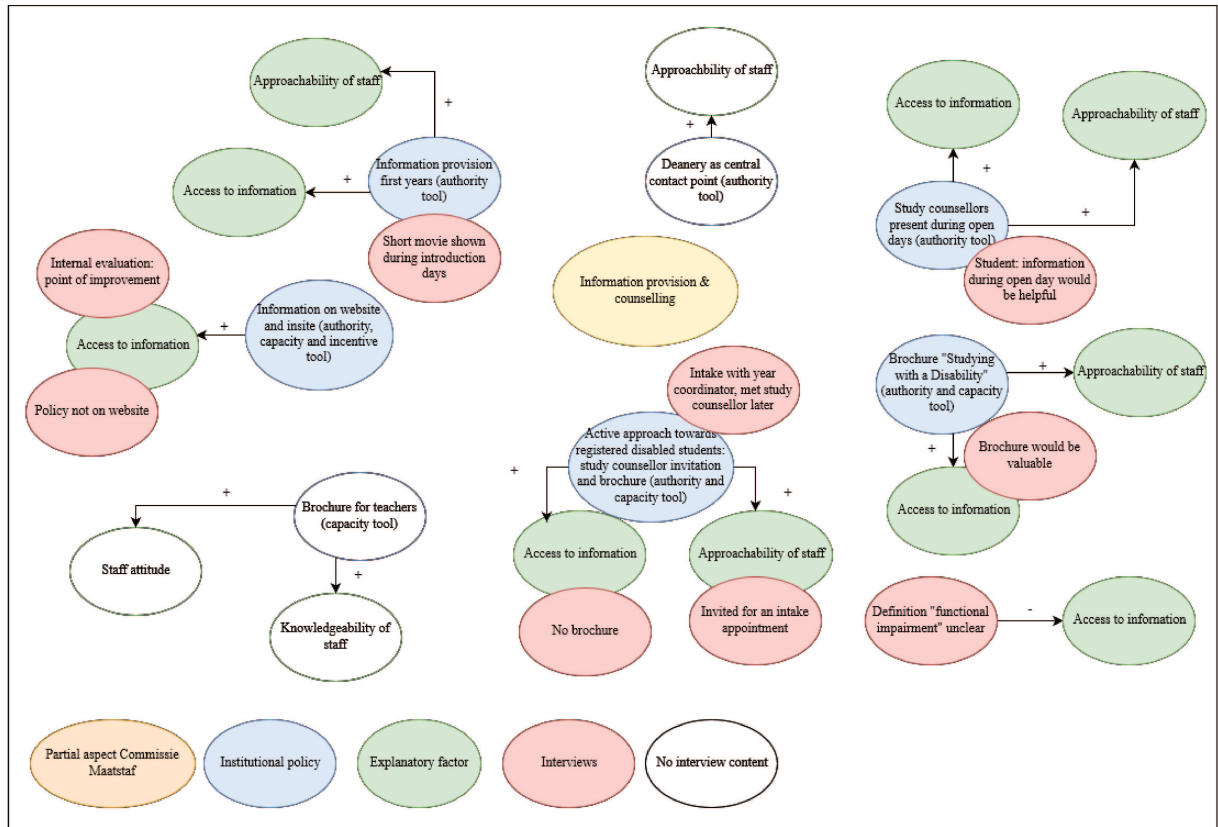


Figure C1. Information Provision & Counselling at Windesheim

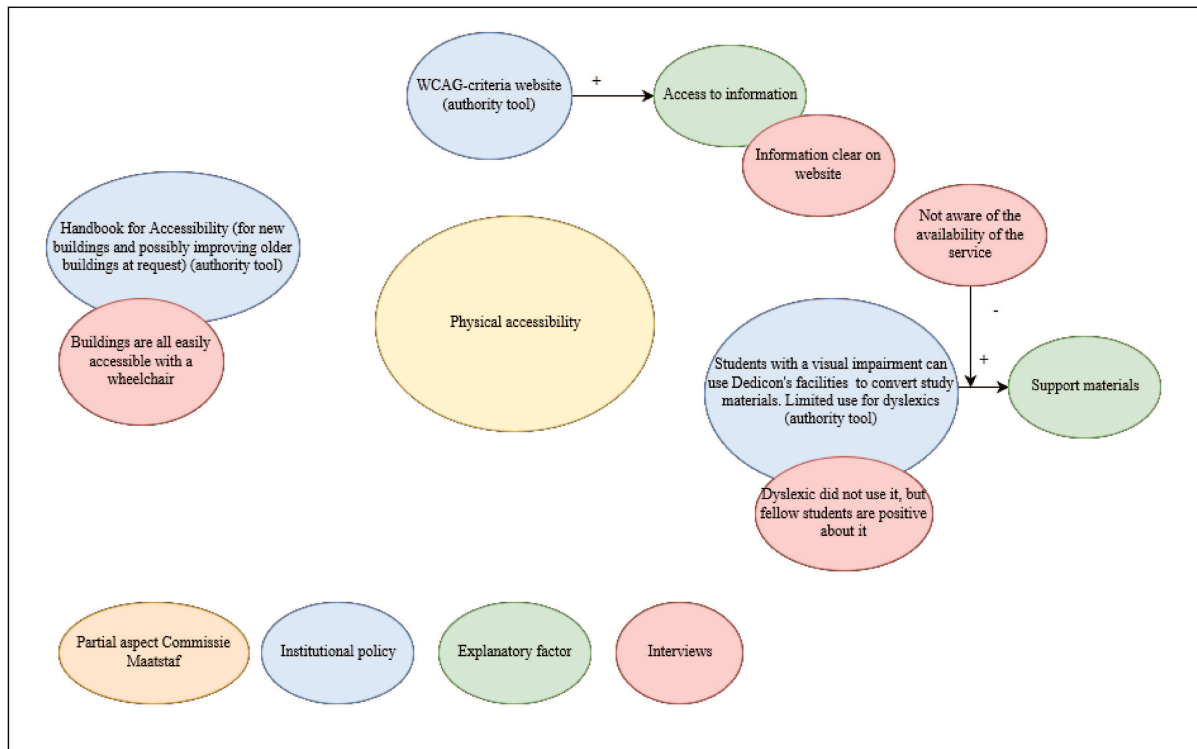


Figure C2. Physical accessibility of teaching facilities at Windesheim



Figure C3. Study counselling at Windesheim



Figure C4. Expertise at Windesheim

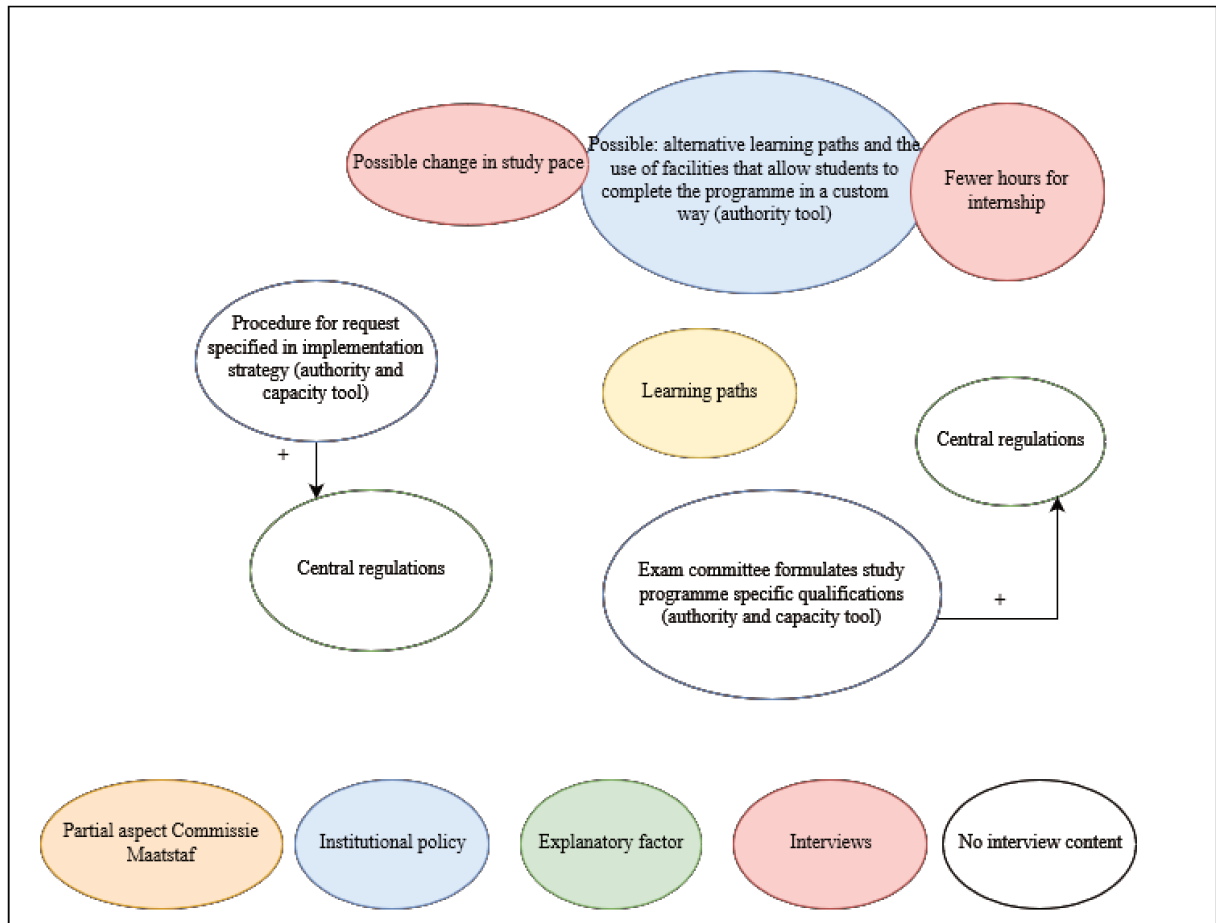


Figure C5. Learning paths at Windesheim

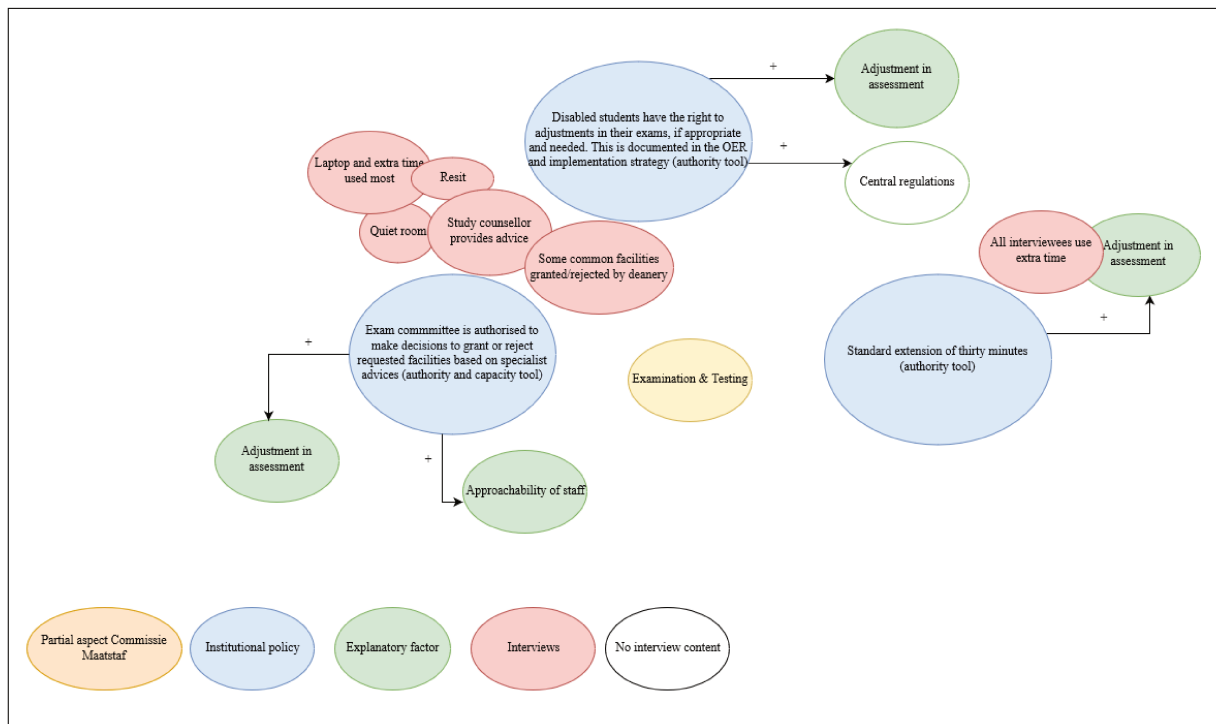


Figure C6. Examination & testing at Windesheim



Figure C7. Quality and continuity at Windesheim



Figure C8. Information Provision & Counselling at Inholland

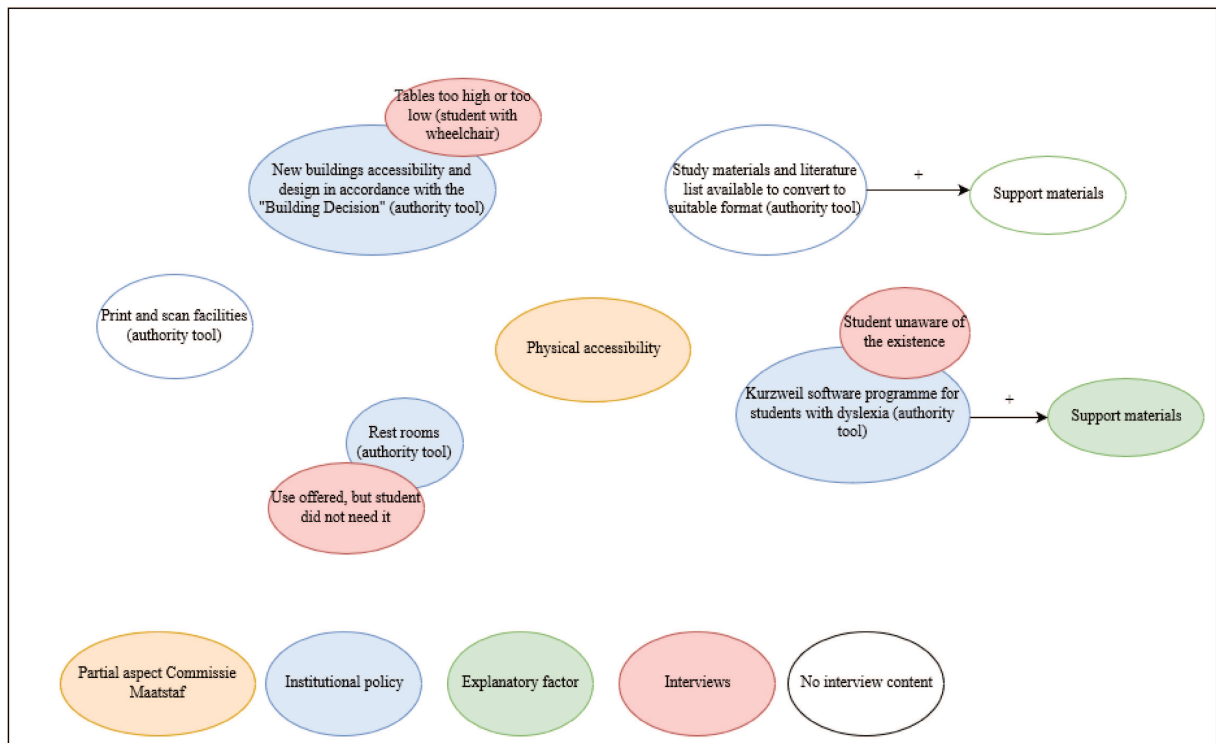


Figure C9. Physical accessibility of teaching facilities at Inholland

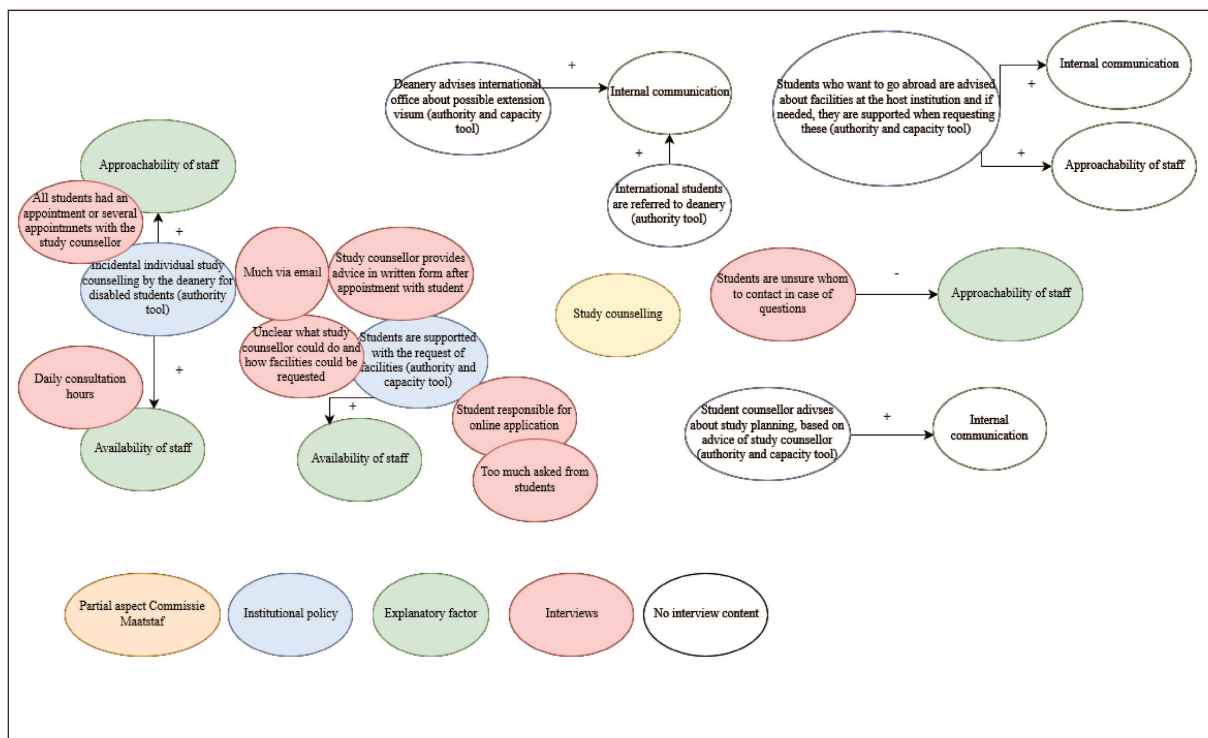


Figure C10. Study counselling at Inholland

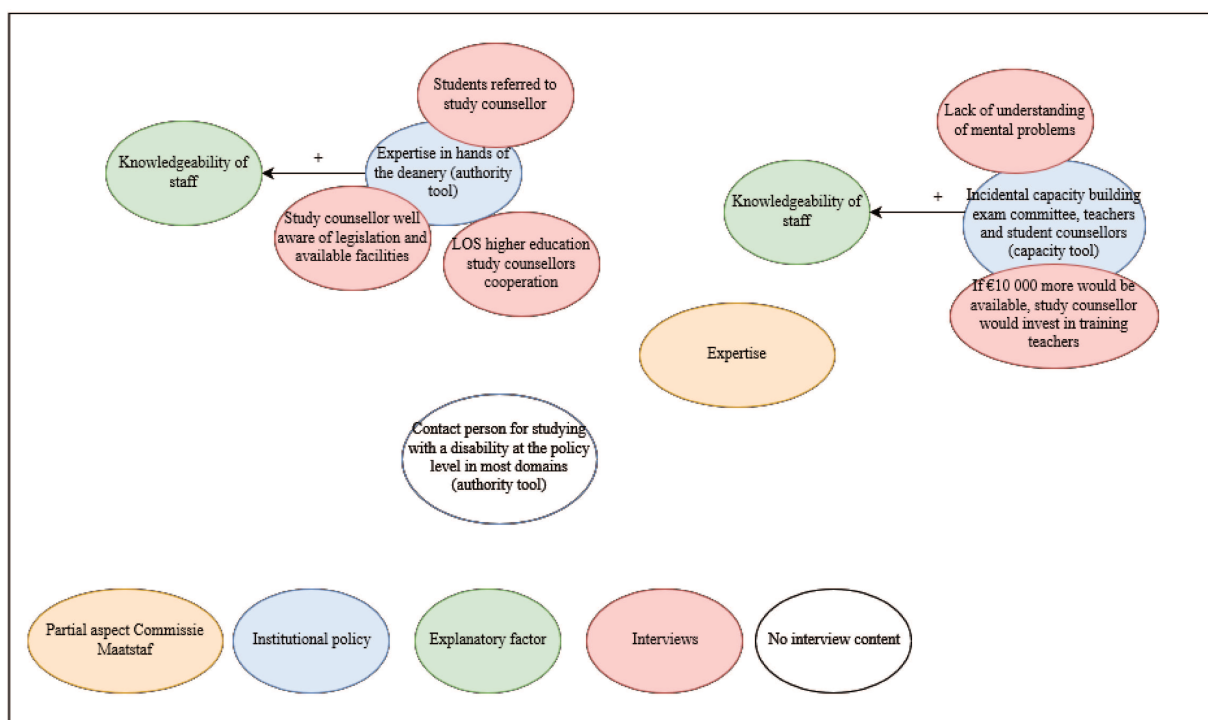


Figure C11. Expertise at Inholand

