

## MOBIABILITY: A European Standard on Support measures in the EHEA for international students with disabilities

2016-1-ES01-KA203-025001



Erasmus+

(<http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details-page/?nodeRef=workspace://SpacesStore/02e5d10f-007e-42f3-9aaf-a7f212c31c3a>)

### *Medidas de Apoyo para Estudiantes con Discapacidad y/o Trastornos del Aprendizaje en Universidades Europeas*

## MÉTODOS DE INVESTIGACIÓN Y DIAGNÓSTICO EN EDUCACIÓN

# Medidas de Apoyo para Estudiantes con Discapacidad y Trastornos del Aprendizaje en Universidades Europeas

ESPAÑOL ENGLISH

### 1. UNIVERSITY GENERAL INFORMATION

#### 1.1. University/College: \*

#### 1.2. Headquarters address:

#### 1.3. Country: \*

#### 1.4. University/College ownership: \* Remove selection

- Public (supported by public funds)
- Private (not supported by public funds)

#### 1.5. Total (approximate) number of students in 2017: \*

#### 1.6. Total number of students with disabilities and/or learning disorders in the last course (2017): \*

Note: Besides students with officially certified disabilities, there are students that need a different type of training, as they present specific learning disorders (this section includes according to DSM V: Specific Learning Disorder F81, Communication Disorders F80, Autism Spectrum Disorder F84 and Attention-Deficit/Hyperactivity Disorder F90)

#### 1.7.1. Institutional Office responsible for attention to students with disabilities and/or learning difficulties (for example, Vice-Chancellor Office, Support Centre for Students with Special Needs, etc.)

#### 1.7.2. Name of the person in charge of attending to people with disabilities and/or learning difficulties

1.7.3. Contact e-mail: \*

1.8. Has your University participated in at least one of the Erasmus + mobility programmes in the last 5 years (2012-2017)? \* [Remove selection](#)

- Yes  
 No

1.9. In the last five years, have you received any quality label or certification related to accessibility or attention to people with disabilities and/or learning difficulties? If so, please specify the name. \* [Remove selection](#)

- Yes  
 No

Note: Quality labels awarded by different institutions certifying the socially responsible attention to people with disabilities or learning difficulties and/or the fulfillment of legislation in force in terms of disability or learning difficulties.

1.10. Comments, if any, on this section

## 2. GENERAL DATA OF ERASMUS STUDENTS WITH DISABILITIES AND/OR LEARNING DISORDERS

Please, answer the following questions about your Erasmus students with disabilities and/or learning disorders

2.1. Number of Erasmus students with disabilities and/or learning disorders that your University has received and sent out in the last 5 years (from 2012 to 2017). If you do not have data by type of disability or disorder, please indicate the total. \*

	Outgoing	Incoming
2.1.1. Visual sensory impairment	<input type="text"/>	<input type="text"/>
2.1.2. Hearing sensory impairment	<input type="text"/>	<input type="text"/>
2.1.3. Physical and/or organic disability	<input type="text"/>	<input type="text"/>
2.1.4. Mental or psychosocial disability	<input type="text"/>	<input type="text"/>
2.1.5. Intellectual disability	<input type="text"/>	<input type="text"/>
2.1.6. Multiple disabilities	<input type="text"/>	<input type="text"/>

	Outgoing	Incoming
2.1.7. Learning disorders	<input type="text"/>	<input type="text"/>
2.1.8. Total	<input type="text"/>	<input type="text"/>

**2.2. Number of Erasmus students with disabilities and/or learning disorders attended (including counselling, assessment or drafting of adaptation reports) by the disability office (or similar) of your University in the last 5 years (from 2012 to 2017).** If you do not have data by type of disability or disorder, please indicate the total. \*

	Outgoing	Incoming
2.2.1. Visual sensory impairment	<input type="text"/>	<input type="text"/>
2.2.2. Hearing sensory impairment	<input type="text"/>	<input type="text"/>
2.2.3. Physical and/or organic disability	<input type="text"/>	<input type="text"/>
2.2.4. Mental or psychosocial disability	<input type="text"/>	<input type="text"/>
2.2.5. Intellectual disability	<input type="text"/>	<input type="text"/>
2.2.6. Multiple disabilities	<input type="text"/>	<input type="text"/>
2.2.7. Learning disorders	<input type="text"/>	<input type="text"/>
2.2.8. Total	<input type="text"/>	<input type="text"/>

**2.3. Comments, if any, on this section**

**3. RESOURCES, MEASURES AND ACTIONS TO SUPPORT ERASMUS+ STUDENTS WITH DISABILITIES AND/OR LEARNING DISORDERS**

Please answer the following questions about the protocols, information, educational measures and other types of support provided by your University to Erasmus+ students with disabilities and/or learning disorders

**3A. ACCESS TO THE ERASMUS+ PROGRAMME**

**3.1. Are you currently carrying out any of the following actions?**

**Yes No**

**3.1. Are you currently carrying out any of the following actions? Yes No**

3.1.1. Dissemination of information and attracting students with disabilities and/or learning disorders for European mobility programmes

3.1.2. Programme application and grant management

3.1.3. Negotiation of an adaptation agreement with the other University prior to the exchange of students with disabilities and/or learning disorders

**3.2. Comments, if any, on this section**

**3B. PHYSICAL ACCESSIBILITY TO UNIVERSITY FACILITIES**

**3.3. Is your univeristy registered in either the MapAbility (<http://exchangeability.eu/mapability>) or MappED (<https://mapped.eu/>) portal? \*** Remove selection

Yes

No

**3.4. Has an accessibility study been carried out on your University facilities?** Remove selection

Yes

No

Note: Survey of facilities in order to remove potential barriers that may impair autonomy of people with disabilities.

**3.5. Number of accessible places (beds) in University student residences:**

**Places (beds)**

3.5.1. Aavailable (adapted) for persons with disabilities and/or learning disorders

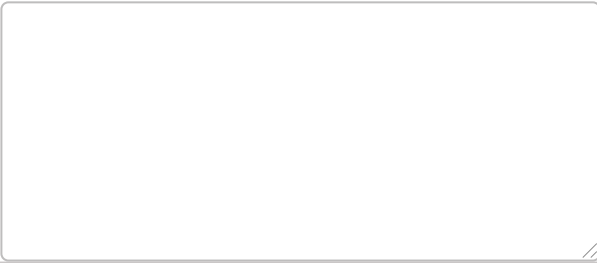
3.5.2. Available for any person overall

**3.6. Possibility of requesting further improvements in accessibility:** Remove selection

Yes

No

**3.7. Comments, if any, on this section**



### 3C. TECHNOLOGY AND INFORMATION ACCESSIBILITY

Level of accessibility for everyone (with and without disabilities)

**3.8. Level of compliance with information accessibility (indicate level according to *Web Content Accessibility Guidelines*, <https://www.w3.org/WAI/intro/wcag>) (<https://www.w3.org/WAI/intro/wcag>)**

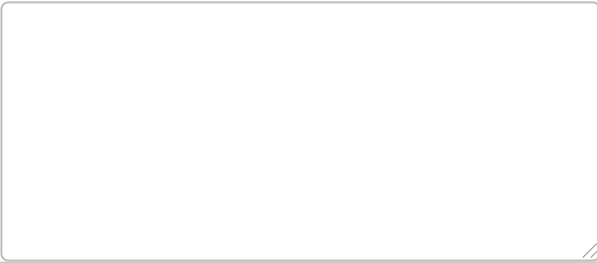
	AAA	AA	A	Not evaluated	Not Applicable
3.8.1. University homepage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.8.2. Disability support office (or similar) website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.8.3. International mobility office (or similar) website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.8.4. Website with specific information for students with disabilities and/or learning disorders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.8.5. Website for enrolment management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.8.6. Website for consultation of the library catalogue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.8.7. Online teaching platform (Moodle, Sakai, own software, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.8.8. Teaching material (slides, PDF files, links, web content) available for students, if is officially edited by the University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.8.9. Own university apps	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**3.9. Possibility of requesting further improvements in compliance with information accessibility:**

Yes

No

**3.10. Comments, if any, on this section**



### 3D. SUPPORT RESOURCES AND REASONABLE ACCOMODATIONS WITHIN THE TEACHING-LEARNING AND EVALUATION PROCESSES

#### 3D-1. General measures for any type of disability and/or learning disorder

##### 3.11. Adaptation of educational materials and access to information \*

	Yes	No
3.11.1. Books or lecture notes (digital books, PDF files, images or similar formats)	<input type="radio"/>	<input type="radio"/>
3.11.2. Audio recorded books or lecture notes	<input type="radio"/>	<input type="radio"/>
3.11.3. Aid for photocopies (discounts or for free)	<input type="radio"/>	<input type="radio"/>
3.11.4. Text simplification/Easy reading	<input type="radio"/>	<input type="radio"/>
3.11.5. Grant for peer note-takers	<input type="radio"/>	<input type="radio"/>
3.11.6. Supplementary teaching materials (notes, outlines, etc.)	<input type="radio"/>	<input type="radio"/>
3.11.7. Lesson audio recording is allowed	<input type="radio"/>	<input type="radio"/>
3.11.8. Lesson video recording is allowed	<input type="radio"/>	<input type="radio"/>
3.11.9. Online teaching (Lecturer's classroom computer shares desktop with students computer)	<input type="radio"/>	<input type="radio"/>
3.11.10. Online academic follow-up	<input type="radio"/>	<input type="radio"/>
3.11.11. Supplying materials in advance (including bibliography) with a clear and chronological planning.	<input type="radio"/>	<input type="radio"/>
3.11.12. Other resources, measures or actions on this item	<input type="radio"/>	<input type="radio"/>
<input type="text"/>		

##### 3.12. Adaptation of facilities and methods inside the classroom for students with disabilities and/or learning difficulties \*

	Yes	No
3.12.1. Is the teaching plan adapted in any way (working in small groups or individually or in any other way?)	<input type="radio"/>	<input type="radio"/>
3.12.2. Is a proper seat guaranteed?	<input type="radio"/>	<input type="radio"/>
3.12.3. Is there someone responsible for accompanying students from one classroom to another if they need to?	<input type="radio"/>	<input type="radio"/>

### 3.12. Adaptation of facilities and methods inside the classroom for students with disabilities and/or learning difficulties \*

Yes No

3.12.4. Are students allowed to leave the room if they need to?

3.12.5. Other resources, measures or actions on this item

### 3.13. Personal support resources managed by the university for people with disabilities and/or learning disorders \*

Yes, with some  
specific  
remuneration  
(officer or  
contracted staff,  
fellows, etc.)

Yes, without  
a specific  
remuneration  
(volunteers)

Not  
available

3.13.1. Persons with specialized training in disabilities who, whether within a specific service or not, carry out a task aiming to support people

3.13.2. Staff from other services that occasionally provide support to students

3.13.3. Special tutors for students in faculties, departments or degrees

3.13.4. Personal assistant that permanently accompanies students with disabilities during their academic activity

3.13.5. Student mentor (occasionally supports students with disabilities in some specific activities: Collection of lecture notes, mobility within the facilities, instructions for software or hardware handling, etc.)

3.13.6. Student-mentor with disabilities

3.13.7. Other resources, measures or actions on this item

### 3.14. Funding of services for people with disabilities and/or learning disorders \*

Reduction in the  
cost for the  
student

Free of  
charge for the  
student

Not  
available

**3.14. Funding of services for people with disabilities and/or learning disorders \*****Reduction in the cost for the student****Free of charge for the student****Not available**

3.14.1. Photocopies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.14.2. Computers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.14.3. Technical aids	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.14.4. Support Software	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.14.5. Transport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.14.6. Personal Assistant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.14.7. Accommodation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.14.8. Fees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.14.9. Sign Language Interpreter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.14.10. Other resources, measures or actions on this item	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**3.15 Adapted furniture available \*****Yes No**

3.15.1. Adjustable height tables	<input type="radio"/>	<input type="radio"/>
3.15.2. Ergonomic chairs	<input type="radio"/>	<input type="radio"/>
3.15.3. Interactive whiteboards	<input type="radio"/>	<input type="radio"/>
3.15.4. Whiteboards	<input type="radio"/>	<input type="radio"/>
3.15.5. Stretchers in toilets or in changing rooms	<input type="radio"/>	<input type="radio"/>
3.15.6. Other resources, measures or actions on this item	<input type="radio"/>	<input type="radio"/>

**3.16. Software/hardware for teaching activity \*****Yes No**

3.16.1. Computers for borrow to students during the course	<input type="radio"/>	<input type="radio"/>
3.16.2. Tablets for loan to students during the course	<input type="radio"/>	<input type="radio"/>
3.16.3. Scanners for loan to students during the course	<input type="radio"/>	<input type="radio"/>



<b>3.16. Software/hardware for teaching activity *</b>	<b>Yes</b>	<b>No</b>
3.16.4. Audio recorders for loan to students during the course	<input type="radio"/>	<input type="radio"/>
3.16.5. Other devices for loan to students during the course	<input type="radio"/>	<input type="radio"/>
3.16.6. Software adapted for voice management that can be installed in the student's personal computer	<input type="radio"/>	<input type="radio"/>
3.16.7. Software adapted for voice management that can be installed in the student's loaned computer	<input type="radio"/>	<input type="radio"/>
3.16.8. Software adapted for voice management that can be installed in the classroom computer	<input type="radio"/>	<input type="radio"/>
3.16.9. Software adapted for voice output that can be installed in the student's personal computer	<input type="radio"/>	<input type="radio"/>
3.16.10. Software adapted for voice output that can be installed in the student's loaned computer	<input type="radio"/>	<input type="radio"/>
3.16.11. Software adapted for voice output that can be installed in the classroom computer	<input type="radio"/>	<input type="radio"/>
3.16.12. Other resources, measures or actions on this item <input type="text"/>	<input type="radio"/>	<input type="radio"/>

<b>3.17. Adaptations of format and time for exams and tasks counting towards the mark in the evaluation process *</b>	<b>Yes</b>	<b>No</b>
3.17.1. Available in electronic format	<input type="radio"/>	<input type="radio"/>
3.17.2. Available in oral or auditory formats	<input type="radio"/>	<input type="radio"/>
3.17.3. Adapted to simplified language or Easy reading	<input type="radio"/>	<input type="radio"/>
3.17.4. Adapted to shorter exams and tasks	<input type="radio"/>	<input type="radio"/>
3.17.5. Extra time for exams and deadlines for academic activities	<input type="radio"/>	<input type="radio"/>
3.17.6. Other resources, measures or actions on this item <input type="text"/>	<input type="radio"/>	<input type="radio"/>

<b>3.18. Changes in evaluation modality (types of exams and academic assignments) *</b>	<b>Yes</b>	<b>No</b>
3.18.1. From written to multiple choice	<input type="radio"/>	<input type="radio"/>
3.18.2. From written to short questions	<input type="radio"/>	<input type="radio"/>
3.18.3. From multiple choice to written	<input type="radio"/>	<input type="radio"/>

### 3.18. Changes in evaluation modality (types of exams and academic assignments) \*

	Yes	No
3.18.4. From exams to assignments	<input type="radio"/>	<input type="radio"/>
3.18.5. From written to oral exam	<input type="radio"/>	<input type="radio"/>
3.18.6. Other resources, measures or actions on this item <input type="text"/>	<input type="radio"/>	<input type="radio"/>

### 3.19. Adaptations in the internship centres or companies: \*

	Yes	No
3.19.1. Adaptations in the internship centres or companies	<input type="radio"/>	<input type="radio"/>
3.19.2. The university selects and prioritizes the accessible internship centres for students with disabilities	<input type="radio"/>	<input type="radio"/>
3.19.3. Other resources, measures or actions on this item <input type="text"/>	<input type="radio"/>	<input type="radio"/>

### 3.20. Individual tutoring and follow-up programme \*

	Yes	No
3.20.1. By the support office for persons with disabilities and/or learning disorders (or similar)	<input type="radio"/>	<input type="radio"/>
3.20.2. By an academic tutor at the faculty or department	<input type="radio"/>	<input type="radio"/>
3.20.3. By a special tutor in charge of accessibility for persons with disabilities and/or learning disorders	<input type="radio"/>	<input type="radio"/>
3.20.4. Activities are carried out to facilitate relations with the rest of classmates in order to promote social integration	<input type="radio"/>	<input type="radio"/>
3.20.5. Student mentor	<input type="radio"/>	<input type="radio"/>
3.20.6. Other resources, measures or actions on this item <input type="text"/>	<input type="radio"/>	<input type="radio"/>

### 3.21. Comments, if any, on this section

### 3D-2. Specific measures for students with visual sensory impairment

Generally speaking, when we talk about blindness or visual impairment we are referring to conditions characterised by a total or severe limitation of the visual function. In this sense, we have

to distinguish between blind people and visually impaired people.

The main characteristic of blind people is that they do not have any remaining sight or may just have a slight perception of light (they can be capable of distinguishing light from darkness, but not the shape of objects).

The visually impaired are people who, with the best correction possible, could possibly see or distinguish with great difficulty some objects from a very short distance. In the best of conditions, some of them can read printed texts provided that the font is sufficiently big and clear, but usually more slowly, making a significant effort and using special aids.

There are also people with a reduced ability to identify objects located in front of them (central vision loss) or to identify objects when they are on one side, above or below their eyes (peripheral vision loss).

**3.22. The following technical aids or adapted materials are allowed or offered to borrow for a course or to be used in the classroom \***

	Yes	No
3.22.1. Reading lamp or point of light	<input type="radio"/>	<input type="radio"/>
3.22.2. Lectern	<input type="radio"/>	<input type="radio"/>
3.22.3. Audio recorder	<input type="radio"/>	<input type="radio"/>
3.22.4. Additional table for technical aids	<input type="radio"/>	<input type="radio"/>
3.22.5. Guide Dog	<input type="radio"/>	<input type="radio"/>
3.22.6. Screen magnification software	<input type="radio"/>	<input type="radio"/>
3.22.7. Voice-adapted software	<input type="radio"/>	<input type="radio"/>
3.22.8. Laptop or tablet	<input type="radio"/>	<input type="radio"/>
3.22.9. Braille Line	<input type="radio"/>	<input type="radio"/>
3.22.10. Other resources, measures or actions on this item <input type="text"/>	<input type="radio"/>	<input type="radio"/>

**3.23. Adapted teaching materials: \***

	Yes	No
3.23.1. Braille documents	<input type="radio"/>	<input type="radio"/>
3.23.2. Large print in paper documents	<input type="radio"/>	<input type="radio"/>
3.23.3. Video audio-description	<input type="radio"/>	<input type="radio"/>
3.23.4. High contrast or customised colour contrast	<input type="radio"/>	<input type="radio"/>
3.23.5. Verbal description of images	<input type="radio"/>	<input type="radio"/>
3.23.6. Accessible formats in online communications (e-mail, readable PDF, etc.)	<input type="radio"/>	<input type="radio"/>

**3.23. Adapted teaching materials: \*****Yes No**

3.23.7. Other resources, measures or actions on this item

 **3.24. Comments, if any, on this section****3D-3. Specific measures for students with hearing impairment**

Deafness as a deficiency, refers to the loss or abnormality of an anatomical and / or physiological function of the auditory system, and its immediate consequence is a hearing disability, which implies a deficit in access to oral language. Based on the fact that hearing is the main route for the language and speech development, we must bear in mind that any disturbance in the child's auditory perception, at an early age, will affect their linguistic and communicative development, their cognitive processes and, consequently, their subsequent school, social and work integration (FIAPAS, 1990).

**3.25. The following technical aids or communication systems are offered to borrow or to be used in the classroom: \*****Yes No**

3.25.1. FM station

3.25.2. Magnetic loop

3.25.3. Microphone

3.25.4. Lip reading

3.25.5. Sign Language Interpreter

3.25.6. In the event that a sign language interpreter is offered, in what language or languages is this service offered?

3.25.7. Other resources, measures or actions on this item

**3.26. Is there a hearing loop at counters, auditoriums, etc. as well as in classrooms? \***

Remove selection

- Yes, in all areas
- Yes, in most areas
- Yes, in some areas
- No

**3.27. Adaptation of educational material and access to information: \*** **Yes** **No**

	Yes	No
3.27.1. Sign language interpretation of videos	<input type="radio"/>	<input type="radio"/>
3.27.2. Written description/subtitles of audio-visual material	<input type="radio"/>	<input type="radio"/>
3.27.3. Structured, clear and specific language (Easy reading)	<input type="radio"/>	<input type="radio"/>
3.27.4. Changes in materials, if any, reported in writing or via email	<input type="radio"/>	<input type="radio"/>
3.27.5. Other resources, measures or actions on this item	<input type="radio"/>	<input type="radio"/>

**3.28. In addition to teaching materials, are former adaptations (item 3.27) offered in other type of materials (informative, dissemination, etc.) of other University services or units? \***

Remove selection

- Yes, in all services and units
- Yes, in most of the services and units
- Yes, in some services and units
- No

**3.29. Comments, if any, on this section**

**3D-4. Specific measures for students with deaf-blindness**

Hearing impairment involves quantitative alterations to a correct hearing perception. There are two basic categories:

- Hypoacusis: Deficient hearing that is nevertheless functional for everyday life.

There is sufficient remaining hearing to be able to, with the necessary support devices (hearing aid, FM systems, etc.) and the pedagogical support and speech therapy required, acquire and/or learn oral language through the auditory pathway (those suffering from mild, moderate and some suffering from severe hearing loss/deafness). It is commonly associated with other deficiencies related to articulation, vocabulary, reading comprehension, etc.

- Profound deafness or cophosis: There is total hearing loss or profound deafness that will hardly enable to learn oral language through the auditory pathway. They need the visual pathway as communication channel and to gain access to information. They face great reading comprehension difficulties.

Combined impairment of sight and hearing that hinders access to information, communication and mobility. This disability seriously affects the daily skills necessary for a minimally autonomous life, requires specialized services, personnel specifically trained for their care and special methods of communication.

**3.30. AddiAdaptation of educational material and access to information in addition to those previously described for visual and hearing impairment: \***

	Yes	No
3.30.1. Interpreter specialized in deaf-blindness	<input type="radio"/>	<input type="radio"/>
3.30.2. Accessible study place (in the classroom, laboratory, library, etc.)	<input type="radio"/>	<input type="radio"/>
3.30.3. Exam adapted according to needs (oral with interpreter, Braille, etc.)	<input type="radio"/>	<input type="radio"/>
3.30.4. Other resources, measures or actions on this item <input type="text"/>	<input type="radio"/>	<input type="radio"/>

**3D-5. Specific measures for students with physical and/or organic disabilities**

Physical or motor disability is defined as the series of alterations affecting the exercise of movement regardless of their cause. Within this group, we find people with total or partial restriction of movement affecting language articulation, their upper or lower limbs, with difficulties to manipulate objects and/or to move about, etc.

In the case of organic disability, internal organs are damaged. For this reason, it is associated with imperceptible diseases such as cancer, digestive diseases (Crohn's disease, ulcerative colitis), cystic fibrosis, heart conditions, etc.

The general characteristics of these diseases are that they present with periodic crises, they require medication, medical follow-up and students need to rest at home, and therefore, they cannot regularly attend lectures or have to be absent.

**3.31. The following technical aids or supports are offered to borrow or to be used in the classroom: \***

	Yes	No
3.31.1. Wheelchair	<input type="radio"/>	<input type="radio"/>
3.31.2. Other means of support to go from one classroom to another	<input type="radio"/>	<input type="radio"/>
3.31.3. Adequate furniture or measures that allow the student to function autonomously in the classroom	<input type="radio"/>	<input type="radio"/>
3.31.4. Reserved space next to the door to facilitate the entry and exit of the classroom	<input type="radio"/>	<input type="radio"/>
3.31.5. Support for writing	<input type="radio"/>	<input type="radio"/>
3.31.6. Support for physical activities	<input type="radio"/>	<input type="radio"/>
3.31.7. Enabling to keep up a specific life care system	<input type="radio"/>	<input type="radio"/>
3.31.8. Adaptation of organisational measures and methodologies to symptom episodes/course	<input type="radio"/>	<input type="radio"/>
3.31.9. Assistance dog	<input type="radio"/>	<input type="radio"/>

**3.31. The following technical aids or supports are offered to borrow or to be used in the classroom: \***

**Yes No**

3.31.10. Other resources, measures or actions on this item

**3.32. Possibility of taking measures for these students related to: \***

**Yes No**

3.32.1. Change of group or shift on the grounds of disability or learning disorder

3.32.2. Adaptation to structured, clear and specific language (Easy reading)

3.32.3. Adaptation of activities involving physical effort or handling

3.32.4. Personal assistant for basic activities of daily life

3.32.5. Accessible or adapted material for handling

3.32.6. Information to the University (Department, College or Faculty) with specific instructions in case of a possible emergency taking place related to the student with disabilities or learning disorders

3.32.7. Other resources, measures or actions on this item

**3.33. Comments, if any, on this section**

**3D-6. Specific measures for students with mental or psychosocial disabilities**

People with mental (also psychosocial) disabilities or disorders usually suffer from alterations in developing cognitive and affective processes which are considered uncommon for the individual's reference group

These alterations can affect the student's reasoning, behaviour, his/her ability to recognise reality or to adapt to life conditions, they involve a variable level of disability and social dysfunction and have to be taken care of in different social and healthcare units.

This section includes mental disorders according to DSM V, (except for Specific Learning Disorder F81, Communication Disorders F80, Autism Spectrum Disorder F84 and Attention-Deficit/Hyperactivity Disorder F90).

Their main needs at an academic level are:

- Pharmacological treatment can affect their academic performance.
- They may need an extra support for social or academic demands.
- Their ability to adapt to the environment may be affected.

**3.34. Adaptation of educational material and access to information is offered: \***

	Yes	No
3.34.1. Support for writing and/or other activities	<input type="radio"/>	<input type="radio"/>
3.34.2. Structured, clear and specific language (Easy reading)	<input type="radio"/>	<input type="radio"/>
3.34.3. Other resources, measures or actions on this item <input type="text"/>	<input type="radio"/>	<input type="radio"/>

**3.35. Possibility of taking measures for these students related to: \***

	Yes	No
3.35.1. Enabling to keep up a specific life care system	<input type="radio"/>	<input type="radio"/>
3.35.2. Adaptation of organisational measures and methodologies to symptom episodes/course	<input type="radio"/>	<input type="radio"/>
3.35.3. Providing information in advance	<input type="radio"/>	<input type="radio"/>
3.35.4. Reminding of time elapsed or deadlines for academic activities	<input type="radio"/>	<input type="radio"/>
3.35.5. Other resources, measures or actions on this item <input type="text"/>	<input type="radio"/>	<input type="radio"/>

**3.36. Comments, if any, on this section**

**3D-7. Specific measures for students with learning disorders.**

This section includes Specific Learning Disorder F81, Communication Disorders F80, Autism Spectrum Disorder F84 and Attention-Deficit/Hyperactivity Disorder F90.

**3.37. Adaptation of educational material and access to information is offered: \***

	Yes	No
3.37.1. Support for writing and/or other activities	<input type="radio"/>	<input type="radio"/>
3.37.2. Structured, clear and specific language (Easy reading)	<input type="radio"/>	<input type="radio"/>
3.37.3. Verbalising aloud what is being shown or written on the whiteboard, power point presentation, etc.	<input type="radio"/>	<input type="radio"/>
3.37.4. Rereading the exam questions if the student requests so to facilitate his/her understanding of complex texts.	<input type="radio"/>	<input type="radio"/>



**3.37. Adaptation of educational material and access to information is offered: \***
**Yes No**

 3.37.5. Other resources, measures or actions on this item
  

**3.38. Possibility of taking measures for these students related to: \***
**Yes No**

 3.38.1. In the case of mistakes in terms of wording, mainly evaluate the content.
  

 3.38.2. Helping out in the organisation, study planning and time management.
  

 3.38.3. Setting clear working plans
  

 3.38.4. Place the student far away from possible distractions, preferably on the front rows, so that he/she will not get distracted and will be able to focus his/her attention.
  

 3.38.5. Providing information and materials in advance
  

 3.38.6. Other resources, measures or actions on this item
  

**3.39. Comments, if any, on this section**

**3D-8. Specific measures for students with intellectual disability**

Intellectual disability (intellectual developmental disorder), according to DSM-V, is characterized by deficits in general mental abilities, such as reasoning, problem solving, planning, abstract thinking, judgment, academic learning, and learning from experience. The deficits result in impairments of adaptive functioning, such that the individual fails to meet standards of personal independence and social responsibility in one or more aspects of daily life, including communication, social participation, academic or occupational functioning, and personal independence at home or in community settings

**3.40. Specific measures for students with intellectual disabilities**
**Yes No**

 3.40.1. The same measures for learning difficulties are applied
  

 3.40.2. Curricular adaptations or individualized education programs are also applied

### 3.40. Specific measures for students with intellectual disabilities Yes No

3.40.7. Other resources, measures or actions on this item

## 3E. PROGRAMS FOR PROMOTING PARTICIPATION

### 3.41. Customised guidance and training for the University community Yes No

3.41.1. Pedagogical guidance and study techniques

3.41.2. Psychological guidance and personal development

3.41.3. Syllabi with content related to universal accessibility and design for all

3.41.4. Training and awareness raising on disabilities and/or learning disorders

3.41.5. Specific training on design for all

3.41.6. Common rules or practices on design for all

3.41.7. Other resources, measures or actions on this item

### 3.42. Mobility for students with disabilities and/or learning disorders \* Yes No

3.42.1. Help to manage Erasmus+ grants

3.42.2. Help to manage national mobility grants

3.42.3. Help to manage adaptations at the host University

3.42.4. Welcome programme for mobility students (Erasmus+ and/or national)

3.42.5. Other resources, measures or actions on this item

### 3.43. Employment Yes No

3.43.1. Specific labour integration service for graduates with disabilities and/or learning disorders

3.43.2. Specific service for management and adaptations of internships for students with disabilities and/or learning disorders

3.43.2. Adaptaed Internship for students with disabilities and/or learning disorders

**3.43. Employment****Yes No**

3.43.4. Other resources, measures or actions on this item

 **3.44. Accessible sport and leisure****Yes No**

3.44.1. Specific programmes for accessible sport

3.44.2. Specific programmes for adapted sport

3.44.3. Accessible leisure activities

3.44.4. Other resources, measures or actions on this item

 **3.45. Employees with disabilities and/or learning disorders****Yes No**

3.45.1 Job and workstation accommodations

3.45.2. Other resources, measures or actions on this item

 **3.46. Comments, if any, on this section****3F. SCHOLARSHIPS  
AND GRANTS FOR FEES AND OTHER NEEDS****3.47. Financial aid for students with disabilities and/or learning disorders \*****Yes No**

3.47.1. Exemption from payment of tuition fees

3.47.2. Exemption from payment of non-formal training

3.47.3. Specific grants for students with disabilities and/or learning disorders

3.47.4. Other resources, measures or actions on this item

 **4. MANAGEMENT PROCESSES OF THE SUPPORT SERVICES**

Indicate the actors involved, how the information is gathered and who participates in the decision making about the needs assessment and in the proposal for reasonable accommodations, as well as in its follow-up.

#### 4.4. Request protocol for reasonable accommodations

Yes No

4.1.1. The request protocol is public

4.1.2. The request is done via printed questionnaire

4.1.3. La solicitud se realiza a través de cuestionarios impresos con preguntas cerradas

4.1.4. Other resources, measures or actions on this item

#### 4.2. Channels to inform on the reasonable accommodations request protocol

Yes No

4.2.1. University information services

4.2.2. Website of University, Faculty, Degree, or Subjects

4.2.3. University rules

4.2.4. University staff

4.2.5. University specialised tutors/counsellors

4.2.6. Other resources, measures or actions on this item

#### 4.3. Usual involvement of specialised actors in the needs assessment process:

Yes No

4.3.1. University support service for disability (or similar)

4.3.2. University service for student guidance (or similar)

4.3.3. University psychological support services (or similar)

4.3.4. Teaching staff

4.3.5. Special tutors

4.3.6. Civil and social organizations

4.3.7. Other actors...

#### 4.4. Strategies and techniques for information collection and needs assessment

	To the student	To the family	To the academic staff	Not used
4.4.1. Personal interview	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4.2. Printed questionnaire with open-ended questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4.3. Printed questionnaire with close-ended questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4.4. Online questionnaire with open-ended questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4.5. Online questionnaire with close-ended questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4.6. Standardised tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4.7. Direct observation in the classroom or in other academic activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4.8. Consultation with the origin center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4.9. Other resources, measures or actions on this item <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### 4.5. Consensus-based processes on reasonable accommodations proposal

Yes No

4.5.1. With the student	<input type="radio"/>	<input type="radio"/>
4.5.2. With the teaching team	<input type="radio"/>	<input type="radio"/>
4.5.3. According to rules, procedures or common practices	<input type="radio"/>	<input type="radio"/>
4.5.4. Other resources, measures or actions on this item <input type="text"/>	<input type="radio"/>	<input type="radio"/>

#### 4.6. Actors responsible for the preparation of the report on results (needs assessment and proposed accommodations)

Yes No

4.6.1. University support service for disability (or similar)	<input type="radio"/>	<input type="radio"/>
4.6.2. University service for student guidance (or similar)	<input type="radio"/>	<input type="radio"/>
4.6.3. University psychological support services (or similar)	<input type="radio"/>	<input type="radio"/>
4.6.4. Teaching staff	<input type="radio"/>	<input type="radio"/>

#### 4.6. Actors responsible for the preparation of the report on results (needs assessment and proposed accommodations)

	Yes	No
4.6.5. Specific tutors	<input type="radio"/>	<input type="radio"/>
4.6.6. Other actors... <input type="text"/>	<input type="radio"/>	<input type="radio"/>

4.7. Type of reports and for whom they are carried out	Report on needs assessment	Report on reasonable accommodations (and other measures) proposal	No
4.7.1. Report for the student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.7.2. Report for the family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.7.3. Report for the teaching team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.7.4. Report for specific tutors/professors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.7.5. Report for the Deal or Department Head (or similar)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.7.6. Report for technical units/services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.7.7. Report for internship centres or companies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.7.8. Report for other actors involved... <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### 4.8. Follow-up and re-assessment processes of the cases

	Yes	No
4.8.1. Follow-up with the student	<input type="radio"/>	<input type="radio"/>
4.8.2. Follow-up with the staff involved	<input type="radio"/>	<input type="radio"/>
4.8.3. Re-assessment after follow-up process	<input type="radio"/>	<input type="radio"/>
4.8.4. Adjustment of measured adopted, if needed	<input type="radio"/>	<input type="radio"/>
4.8.5. Other resources, measures or actions on this item <input type="text"/>	<input type="radio"/>	<input type="radio"/>

If so, the mean satisfaction is...

4.9. Satisfaction	Yes/No	If so, the mean satisfaction is...				
		Muy baja	Baja	Media (regular)	Alta	Muy alta
4.9.1. Does your university have a standardized procedure so that students with special needs can evaluate the services received?	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**4.10. Claims.** Indicate the number of formal claims received in the last five years (2012-2017) in relation to the support measures offered by your university

Where appropriate, indicate the most frequent reasons for such claims

**4.11. Comments, if any, on this section**

## 5. ASSESSMENT OF THE PROGRAMME BY THE STUDENT

**5.1. Does the student make a final evaluation regarding the following aspects of the program?**

Yes No

5.1.1. Access to the Erasmus + programme

5.1.2. Resources, measures and actions to support students with disabilities and/o learning disorders

5.1.3. Satisfaction with the Erasmus+ programme

5.1.4. Other resources, measures and actions on this item

## 6. APPLICABLE REGULATIONS ABOUT DISABILITIES

**6.1. Are there any statute/s specifically regulating the following issues for persons with disabilities? If so, at what level? \***

At state (country) level

At province, department, lander, or region level

Specific at my University

6.1.1. Delimitation or definition of person with disabilities

6.1. Are there any statute/s specifically regulating the following issues for <u>persons with disabilities</u> ? If so, at what level? *	At state (country) level	At province, department, lander, or region level	Specific at my University
6.1.2. Recognition or extension of disability status to foreigners	<input type="text"/>	<input type="text"/>	<input type="text"/>
6.1.3. Access and admission to university	<input type="text"/>	<input type="text"/>	<input type="text"/>
6.1.4. Staying and mobility in university	<input type="text"/>	<input type="text"/>	<input type="text"/>
6.1.5. Accessibility to technological, instrumental or information resources	<input type="text"/>	<input type="text"/>	<input type="text"/>
6.1.6. Teaching-learning process: Assistance and support, and reasonable accommodations	<input type="text"/>	<input type="text"/>	<input type="text"/>
6.1.7. Evaluation and exams: Assistance and support, and reasonable accommodations	<input type="text"/>	<input type="text"/>	<input type="text"/>
6.1.8. Permanent university services/support offices of dedicated staff	<input type="text"/>	<input type="text"/>	<input type="text"/>
6.1.9. Adapted residence halls in the university	<input type="text"/>	<input type="text"/>	<input type="text"/>
6.1.10. Tertiary studies fees, discounts, grants and related supports	<input type="text"/>	<input type="text"/>	<input type="text"/>
6.1.11. Staff training on disabilities	<input type="text"/>	<input type="text"/>	<input type="text"/>
6.1.12. Adapted sports	<input type="text"/>	<input type="text"/>	<input type="text"/>
6.1.13. Researching taking into account universal design o from a disability perspective	<input type="text"/>	<input type="text"/>	<input type="text"/>
6.1.14. Adapted job placement	<input type="text"/>	<input type="text"/>	<input type="text"/>
6.1.15. Other issues (name which ones)	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>			



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