

On the basis of Article 168 of the Statute of the University of Primorska (Official Gazette of the Republic of Slovenia, No. 51/15 - official consolidated text, 63/16, 2/17 and 31/17 and 77/18), the Senate of the University of Primorska adopted on 20 November 2019

RULES ON STUDENTS WITH SPECIAL NEEDS AT THE UNIVERSITY OF PRIMORSKA

I. GENERAL PROVISIONS

Article 1 (Provisions)

Students with special needs and special status face deficits, barriers or disorders in the physical, motor, perceptual, emotional, social and communication fields and in the field of information processing that prevent or hinder their full and effective inclusion and participation in the study process. Therefore, they are entitled to certain adjustments regarding the study programme and study environment, and help. Adjustments of the study programme and environment are of key importance. It is also crucial that students with special needs are provided with the help of another person when they need it due to deficits, barriers or disorders, in order to participate equally and carry out the tasks provided for in the study programme.

Article 2 (Students with special needs)

Pursuant to the Higher Education Act (Official Gazette of the Republic of Slovenia, No. 32/12 - officially consolidated text, 40/12 - ZUJF, 57/12 - ZPCP-2D, 109/12, 85/14, 75/16, 61/17 - ZUPŠ and 65/17) and the Placement of Children with Special Needs Act (Official Gazette of the Republic of Slovenia, no. 58/11, 40/12 - ZUJF, 90/12 and 41/17 - ZOPOPP), the students with special needs according to these Rules are/have: blind or partially sighted or visually impaired, deaf or hard of hearing, speech impairments, reduced mobility, a long-term illness, lacking knowledge in specific areas, autism spectrum disorders, psychosocial difficulties who require adapted delivery of study programmes.

Article 3 (Content of the Rules)

These Rules regulate the following procedures for students with special needs:

- obtaining the status,
- special adjustments of the study programme,
- monitoring and support,
- rights and obligations,
- duties of the higher education institution,
- coordination of activities at the university and its members,
- keeping records and documentation at the members and the Rectorate of the University of Primorska (hereinafter: the university).

Article 4 (Goals and principles of education of students with special needs)

The education of students with special needs is based on the following goals and principles:

- ensuring equal opportunities for access to studies and study success,
- an individualized approach,
- immediate and continuous provision of adjustments and support,

- providing appropriate conditions and opportunities for achieving general and course-specific competencies and self-advocacy.

Article 5
(Educational standards)

Pursuant to the Higher Education Act, Article 32a., a student who completes all obligations under the study programme obtains a publicly valid education and a diploma, which is a public document. Adapted methods and forms of implementation of the study programme for students with special needs represent an individualized organization of the study process to ensure the achievement of standards of knowledge and general and course-specific competencies that must be acquired by graduates of an individual study programme.

Article 6
(Neutral grammatical form)

In these Rules, the plural grammatical form is used as neutral for men and women.

II. OBTAINING THE STATUS OF A STUDENT WITH SPECIAL NEEDS

Article 7
(Application for obtaining the status of a student with special needs)

A student studying at undergraduate or postgraduate level at the university may apply for the status of a student with special needs (hereafter: application for the status). They submit the application for the status at their home faculty Student office when enrolling in the first or higher year (or exceptionally at any time during the study) on a special form attached to these Rules (Application for the status of a student with special needs at the University of Primorska - Annex 1).

Article 8
(Annexes to the application for obtaining the status)

(1) The student shall attach to the application for status the relevant evidence to demonstrate the deficit, handicap or disability, as follows:

- a decision on guidance from the Institute of Education of the Republic of Slovenia from the last completed level of education and an expert opinion of the Commission for Guidance of Children with Special Needs in accordance with the Placement of Children with Special Needs Act and the Regulation on the Rules on the organization and work methods of commissions for the placement of children with special needs (Official Gazette of the Republic of Slovenia, No. 88/13) or,
- a decision of the Pension and Disability Insurance Institute of Slovenia proving disability in accordance with the Pension and Disability Insurance Act (Official Gazette of the Republic of Slovenia, No. 106/99 and amendments), or
- a medical certificate from a specialist doctor proving the eligibility for granting the status of a student with special needs.

In the application, the student proposes the adjustments needed for more equal inclusion in the study process.

The university senate commission responsible for deciding on the application for status may request additional evidence.

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(2) The evidence referred to in the preceding paragraph shall be submitted by the student in a sealed envelope with the annotation "Annexes to the application for obtaining the status of a student with special needs" to the home faculty Student office.

Article 9

(Deciding on the application for obtaining the status)

(1) The Student office shall forward the application for the status within 8 days to the Commission of the university senate responsible for deciding on the status of students with special needs (hereinafter referred to as the "Commission"), which shall consider the application for the status of a student with special needs within 30 days at the latest.

(2) After the completion of the processing of the application for obtaining the status, the commission shall issue a decision granting or not granting the student the status of a student with special needs. In the decision, the Commission also states the period for which the student is granted this status. The status of a student with special needs can be granted for the entire period of study or for a shorter period.

(3) The decision of the Commission referred to in the previous paragraph of this Article shall be sent to the student who applied for the status and to the home faculty Student office.

(4) A student may appeal to the university senate against the decision of the commission referred to in the third paragraph of this Article within 15 days after service of the decision. The decision of the university senate is final.

III. SPECIAL STUDY ADJUSTMENTS FOR STUDENTS WITH SPECIAL NEEDS

Article 10

(Preparation of an individualized plan of support for students with special needs)

(1) The home faculty Student office shall inform the tutor-teacher for students with special needs referred to in Article 22 of these Rules of the receipt of the Commission's decision (if there are several tutors-teachers at the faculty, a coordinator shall be appointed). The coordinator has an overview of tutors-teachers for students with special needs, to whom they direct an individual student with special needs for further help and support.

(2) The tutor-teacher for students with special needs shall invite a student with special needs to an introductory individual interview no later than 15 days after receiving the decision referred to in Article 9 of these Rules. The aim of this interview is to prepare an individualized plan, which defines the:

- adjustments to the study programme,
- method of evaluating the planned adjustments, and
- agreement on the method of communicating adjustments of the study programme to teachers. A student with special needs may choose:
 - to communicate independently with the course/study units holders and to agree with them in advance and in a timely manner on the adjustments written in the individualized plan;
 - that the tutor-teacher informs (other) teachers about the adjustments written in the individualized plan.

In the introductory individual interview, the tutor-teacher informs the student that the materials and sound recordings they received from higher education teachers and their associates may be intended solely for their personal use for the purpose of performing study obligations.

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(3) The tutor-teacher submits an individualized plan to the Student office of the faculty, which confirms it with the faculty's stamp, gives one stamped copy to the student with special needs and puts one in the student's personal file.

(4) When preparing an individualized plan, the proposed measures for reducing or eliminating obstacles for studying, which are stated by the student in the application for obtaining the status, shall be taken into account. In the selection and definition of special study adjustments that represent a financial cost for the faculty, the financial capacity of the faculty shall also be taken into account.

(5) If the need arises, the tutor-teacher referred to in Article 22 of these Rules shall adjust in cooperation with the student the individualized plan accordingly during the academic year.

Article 11

(Study adaptations for students with special needs)

(1) Adjustments of study for students with special needs are possible only within the framework of the valid curricula of the study programme in which the student is enrolled and the internal acts of the university members/faculties.

(2) With regard to deficits, obstacles or disorders of students with special needs, it is possible to make adjustments during the study in the implementation of lectures and exercises, in the method of checking and assessing knowledge and in the use of the library.

1. Adjustments in the implementation of lectures and exercises

Article 12

(Adjustments in the implementation of lectures and exercises)

Depending on the complexity of deficits, obstacles or disorders, the following adjustments are possible for students in the implementation of lectures and exercises:

- advance publication of study materials received by students in lectures and tutorials (e.g. for blind and partially sighted students to be able to follow the lecture or for those students who are unable to take notes),
- advance publication of study materials used in the course (study unit), so that they can be adapted in electronic or audio form or increased accordingly,
- recording of lectures and exercises,
- use of special devices such as a computer, electronic magnifier, magnifiers, etc.,
- the possibility of transmitting written products in electronic form,
- performing certain study obligations in pair with a student who does not have the status of a student with special needs,
- the possibility of performing certain tasks and exercises at home (partial form of e-learning),
- adaptation of the method of performing professional or study practice to the student's abilities so that they can show their knowledge and abilities or acquired competencies defined by the study programme,
- other adjustments according to the given possibilities of the faculty.

2. Adjustments in the method of checking and assessing knowledge

Article 13

(Adjustments in the method of checking and assessing knowledge)

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(1) The method of checking and assessing knowledge for students with special needs is adjusted in such a way that they can demonstrate the level of their knowledge, but the required standards for achieving knowledge must not be lowered.

(2) Depending on the complexity of deficits, obstacles or disturbances, the following adjustments are possible:

- extension of the time for taking the oral or written examination,
- providing a special space for taking the exam,
- adaptation in space or of the space and adjustments of equipment,
- taking the examination with the help of a computer and using special aids,
- taking the exam with the help of an assistant or reader,
- adaptation of the method of assessment of knowledge,
- design adjustments of the examination material (e.g. font size and format, line spacing, appropriate contrast between background and letters, etc.),
- tolerance of errors arising from specific deficiencies, disturbances or obstacles (e.g. peculiarities in oral expression, writing, accuracy, etc.),
- other adjustments according to the faculty's possibilities.

Article 14

(Extension of the duration of the oral or written exam)

(1) The duration of the written or oral exam may be extended by a maximum of 50% of the time provided for the exam, but may also be extended depending on the deficit, obstacle or disorder or specificity of the course (study unit) in which the exam is taken. Exceptionally, one or more interruptions may be allowed to a student during the examination (e.g. in case of emergency therapy). Also, in exceptional cases, the student is allowed to take the exam in several parts.

(2) All students with special needs are entitled to an extension of the examination (time).

Article 15

(Providing a special space for taking the exam)

(1) A special space for taking the examination shall be provided to the student if the space in which the examination is to be conducted is inaccessible to them.

(2) A special space is also provided to the student in case the student would be "disturbing" to other students taking the exam (e.g. the use of audio support on a computer, the presence of an assistant, etc.).

Article 16

(Adaptation in space or of the space and adjustments of equipment)

(1) The room in which the student takes the exam may be adapted to the student; the equipment may also be adapted to the student, namely: the work surface may be adapted, the room with special acoustic conditions may be provided, additional lighting may be provided, a suitable chair and table with cut-out may be used, etc.

(2) Blind and partially sighted students shall be provided with an adapted work surface (possibility of lifting, additional lighting, etc.). Deaf and hard of hearing students are provided with a space with appropriate acoustic conditions, they are also entitled to use electroacoustic equipment, while candidates with a reduced mobility are entitled to an adapted workplace (cut-out table, appropriate chair, tilt).

Article 17

(Taking the exam with the help of a computer and using special aids)

(1) A student may be enabled to take an examination with the help of a computer. In this case, the student must not have access to other devices on the computer or programmes; they can only use programmes that technically make it easier for them to take the exam. Their work must be submitted in electronic and physical form and deleted from the computer. The student may also use special aids in agreement with the course holder, such as a Braille typewriter, a computer with a Braille line or programme magnification, an electronic magnifier, magnifiers, suitable pens, a suitable pocket computer, appropriate accessories for geometry, etc.

(2) The use of special aids is enabled also to blind and partially sighted students (Braille typewriter, computer with Braille line or programme magnification, electronic magnifier, magnifiers, appropriate pens, appropriate computer, etc.), students with reduced mobility (appropriate pens, appropriate accessories for geometry, computer), long-term sick students (computer) and students with lacking knowledge in specific areas (computer).

Article 18

(Change in the method of checking and assessing knowledge)

(1) To a student who, due to the complexity of the deficit, obstacle or disorder, cannot perform e.g. oral or written examination, a different way of checking and assessing knowledge shall be provided.

Article 19

(Taking the exam with the help of an assistant)

(1) A student who, due to the complexity of the deficit, obstacle or disorder, is unable to take the examination alone, may be assigned an assistant. In justified cases, the assistant can be assigned also to other students.

(2) Taking the exam with the help of an assistant is enabled to blind and visually impaired students (reader and/or clerk), deaf and hard of hearing students (interpreter - translator into Slovenian sign language), physically handicapped students (reader and/or clerk), long-term patients are entitled to take the examination with the help of an assistant (reader and/or clerk) and students with deficits in individual areas of learning (reader and/or clerk).

Article 20

(Design adjustments of examination material)

For a blind or visually impaired student or a student with visual impairment and a student with lacking knowledge in specific areas, the examination material can be adapted (e.g. font size and shape, line spacing, providing appropriate contrast between background and letters, transcribing questions into Braille, etc.).

3. Adjustments in the library

Article 21

(Library adjustments)

Depending on the complexity of their deficits, obstacles or disorders, and the possible co-occurrence of deficits, obstacles or disorders, the following adjustments are possible for students in the library:

- longer borrowing time (due to conversion into accessible forms: enlargement of the material, transcription into Braille, etc.),
- the possibility of borrowing material that is only available in the reading room (due to the conversion into accessible forms: enlargement of the material, transcription into Braille, etc.),
- providing assistance in finding material,
- the possibility of borrowing materials from the (student's) assistant, if the library is inaccessible to the student,
- other adjustments according to the given possibilities of the faculty.

IV. MONITORING AND SUPPORT FOR STUDENTS WITH SPECIAL NEEDS

Article 22 (tutor-teacher)

(1) If at least one student with special needs is enrolled at the faculty, the dean appoints one or more higher education tutors-teachers for the period of two academic years to monitor and support students with special needs (hereinafter: tutor-teacher).

Article 23 (Tutor-teacher's tasks)

(1) The tutor-teacher is in charge of monitoring and supporting students with special needs.

(2) The tasks of the tutor-teacher are:

- acquainting the student with special needs with his rights and duties,
- preparing and monitoring the implementation of an individualized plan of support for students with special needs,
- supporting students in coordination with the course/study unit's holders,
- submitting a report on their work with students with special needs to the faculty dean, who informs the faculty senate (the report is usually submitted at the end of the academic year and may not contain personal data about students),
- submitting proposals for improving study conditions for students with special needs at the faculty, to the dean and faculty senate,
- attending meetings of the Commission referred to in Article 26 of these Rules,
- other tasks specified in the university act on the implementation of tutoring, adopted by the university senate.

Article 24 (Tutor-student)

(1) A student with special needs is assigned a tutor-student by the faculty. The tasks of the tutor-student are primarily to provide assistance in the study process, to provide information related to studies and extracurricular activities, to advise on problems related to studies and other tasks specified in the university act on tutoring adopted by the university senate.

(2) The tutor-student is obliged to the confidentiality of personal data.

V. RIGHTS AND DUTIES OF STUDENTS WITH SPECIAL NEEDS

Article 25

(Rights and duties of students with special needs)

(1) Students with special needs have the following rights:

- the right to a reduction in compulsory attendance at study obligations for justified reasons (e.g. due to a medical examination, hospital treatment, rehabilitation procedure, spa treatment, etc.),
- students with special needs have the right to adjustments in their studies, but nevertheless in order to advance to a higher year they have to achieve all obligations defined by the study programme for advancement to a higher year,
- the right to take examinations in examination periods, which the student individually agrees with the subject/study unit's holder,
- the right to extend the status of a student for a maximum of one academic year in accordance with the law governing higher education, if due to a deficit, obstacle or disorder the student is unable to perform their study obligations within the deadline.

(2) Students with special needs have the following duties:

- participation at an introductory interview with a tutor-teacher in order to prepare an individualized plan,
- take over (in the Student office) of a stamped individualized plan, which is the basis for adjustments,
- as soon as possible, after obtaining the status and the individualized plan, inform all courses' holders of where they want the adjustments to be made and agree with them the necessary adjustments; this can also be done for them by their tutor-teacher in accordance with Article 10 of these Rules,
- informing course holders as soon as possible of the adjustments they need for the assessment of knowledge,
- careful and conscientious handling of materials, e-materials and sound recordings received or obtained from higher education teachers and their associates,
- real-time notification of changes that relate to and may affect their status to the competent authority of the faculty.

Article 26

(Sanctions)

(1) In case a student with special needs abuses the rights referred to in Article 25 of these Rules, all acts that constitute an abuse of these rights shall be treated in accordance with the university act determining the students' disciplinary responsibility.

(2) On the basis of a measure imposed by the disciplinary commission in accordance with a university act determining the students' disciplinary responsibility, the commission referred to in Article 9 of these Rules shall decide on the possible revocation of the special needs status.

VI. DUTIES OF THE HIGHER EDUCATION INSTITUTION

Article 27

(Duties of a higher education institution)

The higher education institution has the following duties:

- provide an introductory interview for students with special needs with a tutor-teacher who is authorized to prepare an individualized plan,

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- as soon as possible after obtaining the status of a student with special needs, inform all holders and providers of courses where students with special needs are included,
- ensure equal treatment of students with special needs in exercising their rights and duties,
- prevent direct and indirect discrimination, ensure respect for human dignity and physical and mental integrity,
- ensure to students with special needs access to information regarding the acquisition of the status of a student with special needs and the exercise of the rights recognized by the Commission's decision,
- raise the awareness of higher education teachers and associates and other employees at the higher education institution about the work and cooperation with students with special needs,
- encourage actions to promote equal opportunities and inclusive education.

VII. COORDINATION OF ACTIVITIES AT THE UNIVERSITY

Article 28

(Coordination of activities at the university)

The Commission referred to in Article 9 of these Rules is in charge of coordinating activities at the university, and it meets at least twice a year for this purpose.

Article 29

(Tasks of the UP Commission for Student Affairs and the UP Tutoring Commission for the coordination of activities at the university)

(1) The tasks of the Commission referred to in Article 9 of these Rules are:

- monitoring the experience of students with special needs,
- submitting proposals for improving the study conditions for students with special needs to the Rector and the university senate.

(2) Tasks of the UP Tutoring Commission:

- monitoring and directing the work of tutors-teachers,
- monitoring the experience of tutors-students and tutors-teachers in working with students with special needs, and
- reporting on the work of tutors-teachers and tutors-students to the commission referred to in Article 9 of these Rules.

VIII. RECORDS AND DOCUMENTATION AT THE MEMBERS AND THE RECTORATE OF THE UNIVERSITY

Article 30

(Records and documentation on applications for obtaining the status)

(1) The Rectorate and the members/faculties of the university keep records and documentation on applications for obtaining the status.

(2) The Rectorate and the members/faculties of the university keep a record of applications for obtaining the status, which shall contain:

- name and surname of the student,
- study programme in which the student is enrolled and their year of study,
- the date of receipt of the application for obtaining the status,

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- the number and date of the session of the commission referred to in Article 9 of these Rules, at which the decision on the application was taken, and the decision,
- an indication of student's deficit, obstacle or disorder,
- an indication of the adjustments,
- the period for which the student is granted this status,
- date of issue of the individualized plan,
- name and surname of the tutor-teacher.

(3) The records referred to in the second paragraph of this Article shall also be kept in electronic form, which enables statistical processing and analysis of data.

(4) The Rectorate keeps the following documentation on applications for obtaining the status:

- student's application for status with attachments,
- the decision of the commission referred to in Article 9 of these Rules.

(5) The members/faculties of the university keep the following documentation:

- the decision of the commission referred to in Article 9 of these Rules,
- the individualized plan.

(6) On the basis of a questionnaire, the competent department/office of the Rectorate prepares once a year an analysis on the satisfaction of students with special needs and adjustments for them.

IX. FINAL PROVISIONS

Article 31

(Use of equipment and aids for students with special needs)

University members/faculties cooperate in the use of equipment and aids for students with special needs.

Article 32

(Protection of personal and confidential data)

(1) Personal data on students are collected and processed for the purposes of procedures under these Rules in accordance with the principles and provisions of the Personal Data Protection Act (Official Gazette of the Republic of Slovenia, No. 94/2007) and the University Rules on the Protection of Personal and Confidential Data.

(2) All persons involved in the procedures under these Rules are obliged to act in accordance with the principles and provisions of the Personal Data Protection Act and the University Rules on the Protection of Personal and Confidential Data.

Article 33

(Adoption of the Rules)

These Rules are adopted by the university senate with a majority of the members present. Amendments to these Rules shall be adopted in accordance with the same procedure as provided for the adoption of these Rules.

Article 34

(Interpretation of the provisions of the Rules)

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If there is any doubt about the content of an individual provision of these rules, the university senate shall adopt the interpretation by the same majority as is necessary for the adoption of these Rules.

Article 35
(Validity)

(1) These Rules are published on the university website.

(2) These Rules shall enter into force on the day following their publication on the website of the University of Primorska, thus terminating the Rules on Students with Special Needs at the University of Primorska no. 002-24 / 2013 (adopted by the UP Senate at its 22nd regular session on 18 September 2013).

No: 002-13/2019
Date: 22. 11. 2019

Prof. Dragan Marušič, PhD
Rector of the University of Primorska

Attachments:

1. OBR. PP1: Application for obtaining the status of a student with special needs at the University of Primorska
2. Record sheet for monitoring applications for obtaining the status of a student with special needs
3. Individualized plan
4. Attachments to the individualized plan