



The University of Malta Access Arrangements

October 2018





L-Università
ta' Malta

The University of Malta Access Arrangements

2018

Copyright page© 2018, University of Malta, Msida, Malta

ISBN 978-99957-854-1-3

The document was approved by the Senate and Council of the University of Malta on the 25th October 2018.

Published by the ACCESS-Disability Support Unit, University of Malta

Printed by the Printing Unit, University of Malta.

Acknowledgements

This document was prepared by a team of people under the direction of Prof. Carmen Sammut, Pro Rector for Student Affairs and Outreach, and Chairperson of the ACCESS Disability Support Committee (ADSC).

Thanks goes to Dr Anne-Marie Callus, Head of the ACCESS Disability Support Unit (ADSU), and especially Ms Marchita Mangiafico, ADSC Secretary and ADSU Co-ordinator, for the work on making the necessary revisions to the document.

Thanks also to all of those who provided feedback, including the ADSC, Health & Safety and Logistics, IT Services, Office of Human Resources, Office of the Pro Rectors Scheduling Office, Precincts Office, the Kunsill Studenti Universitarji (KSU) the Commission for the Rights of Persons with Disability,, and the Malta Dyslexia Association.

Thanks also to Dr Joseph Agius, Prof. Marie Alexander, Prof. Paul A. Bartolo, Ms Nathalie Buhagiar, Prof. Joseph Cacciottolo, Prof. Marie Therese Camilleri Podestà, Prof. Kevin Cassar, Mr Roderick Cassar, Mr Joe Cauchi, MR James Cilia, Mr Louis Coleiro, Dr Christine Firman, Ms Rhoda Garland, Mr Richard Gatt, Ms Josanne Ghirxi, Ms Veronica Grech, Dr David Mamo, Prof. Julian Mamo, Mr Edward Mazzacano D'Amato, Ms Doris Mangion, Dr Roxanne Meilak Borg, Ms Veronica Montanaro, Prof. Janet Mifsud, Mr Luigi Pellegrini, Mr Oliver Scicluna, Dr Chris Soler, Dr John Torpiano, Mr Roderick Vassallo, Ms Elisa Vella, Mr Joseph Vella, Ms Ramona Vella Vidal, among others.

Table of Contents

1.	Background & structure.....	1
1.1	Introduction.....	1
1.1.1	Welcome note.....	1
1.1.2	Definition of disability.....	1
1.1.3	Feedback on guidelines.....	1
1.2	Support structures.....	2
1.2.1	The ACCESS-Disability Support Committee.....	2
1.2.2	The ACCESS-Disability Support Unit.....	3
1.2.3	Support at Junior College.....	4
1.2.4	Applying for MATSEC examination access Arrangements.....	5
1.3	Organisation of the UM Guidelines Document.....	5
1.4	Data Protection and Confidentiality.....	6
2.	Obtaining access arrangements.....	7
2.1	Introduction.....	7
2.2	Becoming independent learners.....	7
2.3	Obtaining access arrangements.....	8
2.3.1	Approaching the ADSU as early as possible.....	8
2.3.2	Meeting with the ADSU coordinator	8
2.3.3	Course access arrangements.....	8
2.3.4	Access arrangements for assessments.....	9
2.3.5	Evidence of need	10
2.3.6	Suitability to practice	11
2.4.	Additional support from other entities.....	11
2.5	Support for additional expenses.....	12
2.6	Students from other universities.....	12
2.7	Access arrangements for staff and visitors	12
3.	Accessibility on campus.....	13
3.1	Introduction.....	13
3.2	Physical accessibility on campus.....	13
3.2.1	Meeting physical access needs.....	13
3.2.2	Liaison with other UM entities.....	14
3.3	Access to communication and information	14
3.3.1	Access to written information.....	15
3.3.2	Access to spoken communication.....	15
3.4	Support services on campus	15
3.4.1	Student Advisory Services.....	15
3.4.2	University Counselling Unit	16
3.4.3	Mental Health Services	16
3.4.4	Kunsill Studenti Universitarji (KSU).....	16
3.5	Participation In University life	17
3.6	Health And Safety.....	17

4.	Range of arrangements available to access the course programme and assessments.....	18
4.1	Introduction.....	18
4.2	Details about access needs at application stage.....	18
4.3	Ensuring appropriate access arrangements.....	19
4.3.1	Becoming independent learners.....	19
4.3.2	Access arrangements cannot bypass the requirement for literacy competence.....	19
4.3.3	Literacy skills in English and Maltese.....	20
4.4	Choice of the appropriate course.....	20
4.4.1	Fulfilling established requirements	20
4.4.2	Suitability to practice	20
4.5	Course Access Arrangements (CAAs).....	21
4.5.1	Lectures – access to note-taking.....	21
4.5.2	Getting to the teaching venue.....	21
4.5.3	Coping with workloads.....	22
4.5.4	Access to practical components.....	22
4.5.5	Access to oral modes of assessments.....	22
4.5.6	Other possible arrangements.....	23
4.6	Applying for course and assessment access arrangements	23
	Summary of process for applying for access arrangements at Junior College.....	24
	Summary of process for applying for access arrangements at UM.....	25
5.	Arrangements for students with particular impairments.....	26
5.1	Introduction.....	26
	Table 5.1 – type of impairment and main professional.....	27
5.2	Possible access arrangements.....	28
5.3	Attention Deficit (Hyperactivity) Disorder (ADD/ADHD).....	29
5.4	Autism Spectrum Condition (ASC).....	30
5.5	Developmental Coordination Disorder (DCD)/Dyspraxia	32
5.6	Diabetes Mellitus.....	34
5.7	Epilepsy.....	36
5.8	Hearing Impairment	38
5.9	Irritable Bowel Syndrome	40
5.10	Mental Health Difficulties	41
5.11	Myalgic Encephalopathy (ME)/Chronic Fatigue (CFS)/Post Viral Fatigue.....	43
5.12	Neurological disorders.....	45
5.13	Physical and/or Mobility Impairment.....	47
5.14	Specific Learning Difficulties (SpLD).....	50
5.15	Speech Impairment.....	53
5.16	Systemic Lupus Erythematosus (SLE or Lupus).....	54
5.17	Visual Impairment.....	56
5.18	Guidelines for the reconsideration of decisions of the ADSC by the Board of Referral.....	59
5.18.1	Title.....	59
5.18.2	Interpretation.....	59
5.18.3	Purpose and applicability.....	59
5.18.4	Appointment of the Board of Referral	60
5.18.5	Composition of the Board of Referral.....	60
5.18.6	Roles, functions and powers of the Board of Referral.....	60
5.18.7	Requests for reconsideration.....	61
5.18.8	Pre-requisites for admissibility.....	61
5.18.9	Procedure post-preliminary decision.....	61

Appendix 1	
•Data Protection and Confidentiality Statement.....	64
•Statement to be signed by the student in case of endorsement.....	66
Application forms	
•General application form to be completed by students at Junior College requesting examination access arrangements during their course of studies	67
•Course access arrangements.....	69
•Assessments access arrangements.....	71
•Consent form for recording of lectures	73
•Sample letter sent from the ADSC/ADSU to communicate decision re. access arrangements.....	74
Appendix 2	
•Organogram ADSC.....	76
•Composition of ADSC Working Groups.....	77
•Directory	78
•Definitions.....	80
Appendix 3	
•Feedback Form – Students	82
•Feedback Form – Staff and/or Visitors.....	85
•Feedback Form- Other Stakeholders.....	88

Foreword

Pro-Rector Professor Carmen Sammut

Chairperson-ACCESS-Disability Support Committee

The revised Accessibility Guidelines are another step in the long journey of the University of Malta (UM) towards becoming more inclusive. In our endeavour, academics, students, civil society and relevant entities were crucial partners as we further commit to affirmative action.

Over twenty years ago, the UM set up the Special Needs Committee, which was our very first initiative towards facilitating tertiary education for students with disabilities. The aim was not merely to open access for disabled students but also to ensure that they have equal opportunities to complete their chosen course successfully. Initially, emphasis was mainly placed on physical disabilities. Physical access has increased considerably over the past two decades, and we are still working towards achieving comprehensive physical accessibility on campus.

Along the years, the number of students with different disabilities who were granted access arrangements has increased steadily. A decade ago, the Access Disability Support Committee (ADSC) was set up, to take further the work that had been carried out by its predecessor, the Special Needs Committee. Thanks to the work of the ADSC, significant progress has been registered in the area of inclusion. One of the latest developments has been the approval by Senate of changes in the regulations which permit students with disability with a shortfall in the required qualifications at SEC level to enter courses, as long as the shortfall is due to a significant disability and it does not interfere with their area of study. This exemption is particularly beneficial for students on the autism spectrum and those with dyscalculia. We also made another significant step towards inclusion when the University started to allow dyslexic students the use computers with enabled spell checkers during their exams, as long as spelling is not one of the assessment objectives.

In the course of our work we have also realised that there were many students and members of staff that struggle with mental health issues. For several years, the Human Resources Department has organised mental health first aid courses in collaboration with the Richmond Foundation, which means that a good number of people are trained in this area. In 2018, the University inaugurated the Health and Wellness Centre that brought together our Counselling Services, Mental Health practitioners (that include psychiatrists and a social worker), together with sexual health and substance abuse advisors. All this has helped to further promote inclusivity and it has also helped to improve the general well-being of staff and students. Disabilities, together with the intersections of gender, race, ethnicity and other sphere of diversity are at the heart of our community.

These revised guidelines are the result of long discussions within the ADSC. Special thanks go to Dr Anne-Marie Callus, the head of the ADSU for leading the debate, and to Ms Marchita Mangiafico for co-ordinating the work on the revision. The guidelines reflect the feedback from stakeholders received during the consultations that took place. We also hope that they are more user-friendly so that more potential students are encouraged to take the first step to enrol in tertiary and post-graduate education.

1. Background and structure

1.1 Introduction

1.1.1 Welcome note

The University of Malta (UM) is proud to welcome all persons who have access requirements because of an impairment/medical condition/specific learning difficulties. Persons with access requirements may be students who satisfy the entry requirements of the UM and wish to continue their education at postsecondary and tertiary level as well as members of staff who require support during their working time on campus thus ensuring an inclusive community. This document is aimed at reassuring students that the UM is intent on providing reasonable accommodation in order to enable them to choose and follow the course they would like to take up and for which they have the necessary requirements. The UM also facilitates students' participation in all activities throughout the time they spend on campus, as well as providing support for members of staff and visitors with access requirements.

These guidelines are applicable for visitors, members of staff and students attending any of the activities and courses on the various campuses of the UM, including Junior College (JC). However, staff and visitors who have particular access requirements are encouraged to contact the coordinator of the ACCESS-Disability Support Unit (ADSU) to discuss ways of best meeting these requirements and the arrangements that would need to be put into place in this regard.

1.1.2 Definition of disability

In line with the United Nations Convention on the Rights of Persons with Disability (UNCRPD), disability is understood as 'an evolving concept and ... results from the interaction between persons with impairments and attitudinal and environmental barriers that hinders their full and effective participation in society on an equal basis with others' (Preamble (e)).

These guidelines therefore apply to individuals with physical, sensory or mental impairments; medical conditions; or specific learning difficulties. The term "disability" is taken to encompass all of the above.

1.1.3 Feedback on guidelines

These guidelines have been drawn up in consultation with all stakeholders. However, there is always a need to review these guidelines since inclusion is a dynamic and ever evolving process. Consequently, students, staff and visitors are very welcome to provide us with feedback on the guidelines. Constructive criticism can help us, particularly when it comes from students themselves. Feedback on the student's personal experience vis à vis accessibility at UM is encouraged, as is feedback from staff, visitors and other stakeholders. The form in *Appendix 2* of these guidelines will help the feedback process. The form can also be accessed from the ACCESS-Disability Support Unit (ADSU) website. This feedback and new developments in the field will be used for future updates.

1.2 Support Structures

In order to ensure that the UM's commitment to creating an inclusive environment is implemented in practice, work related to access within UM is mainly carried out by the ACCESS – Disability Support Committee (ADSC) and its administrative arm, the ACCESS – Disability Support Unit (ADSU). The term 'access' is here applied in its widest sense. It includes physical access, access to means of communication and to information, and encompasses the removal of attitudinal barriers, as well as the other aspects of accessibility identified in Article 9 of the UNCRPD.

Access is provided through reasonable accommodation which is defined by the UNCRPD as 'necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden, where needed in a particular case, to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms' (UNCRPD, Article 2).

1.2.1 The ACCESS - Disability Support Committee (ADSC)

The ADSC is a joint Council and Senate appointed committee chaired by the Pro-Rector who is responsible for Student & Staff Affairs and Outreach. The role of the committee is to:

- report to Council and Senate regarding the ways that accessibility to lectures, other teaching sessions, examinations and other forms of assessments can be achieved for each individual with a disability;
- consider requests by candidates for MATSEC Examinations and by University and Junior College students for access arrangements for all teaching sessions and assessments as well as to approve reasonable access arrangements that enable such students to demonstrate their attainment and

capabilities;

- ensure that the ADSU is given the facilities to support students with disability and to deal with all matters related to access;
- consider requests by members of staff for access arrangements during their working hours;
- where applicable, refer a member of staff to other UM entities/services.

The ADSC is composed of a number of professionals with various areas of expertise, representatives of relevant stakeholders and students' representatives. Further information regarding the composition of the ADSC may be obtained through the following link:

um.edu.mt/about/governance/committees/accessdisabilitysupportcommittee

The ADSC appoints working groups that vet individual requests on a case-by-case basis, on the basis of the guidelines set out in this document. When the necessary expertise is not available in the working group, or when a second opinion is advisable, ADSC members or external experts are consulted. The ADSC also makes recommendations to Council and Senate regarding the ways that accessibility, in its widest sense, can be achieved for each group and individual.

1.2.2 The ACCESS - Disability Support Unit (ADSU)

The ADSU is the operational arm of the ADSC and it is also part of the UM Health and Wellness Centre. It is headed by an academic and the staff within fulfil various roles. They:

- provide support to students, staff and visitors with disability;
- process applications for course and examination access arrangements at JC and UM;
- process applications for examinations access arrangements for the Matriculation and Secondary Education Certificate (MATSEC) Examinations;
- guide students at JC and UM regarding the various types of support they can obtain during their course of studies;
- liaise with academic, administrative and technical staff about matters related to access issues;
- liaise with the relevant professionals and other stakeholders;
- form part of the working groups appointed by the ADSC, including those set to decide about the access arrangements to be given to each student on a case-by-case basis;
- coordinate the necessary resources for the implementation of the decisions made by the ADSC.

The Coordinator of the ADSU, who is also secretary of the ADSC, is the reference point for all requests for access arrangements for JC and UM. Contact details for the coordinator can be found in the directory (see *Appendix 2*).

1.2.3 Support at Junior College (JC)

In order to fulfil its duties to provide access to students with disability, the JC administration liaises with the ADSU which is situated at the Msida campus of the UM. Access arrangements are made to enable students with disability to start, follow and complete a programme of study successfully, and to avail themselves of appropriate support where necessary. While the access arrangements set out in these guidelines naturally also apply to JC students, the following should also be noted:

- The UM Admissions Board, on the advice of the ADSC, will consider applications pertaining to JC admission from students whose qualifications fall short of those required due to a significant disability. Each application will be considered on its own merit. Further information is available through the following link: um.edu.mt/__data/assets/pdf_file/0011/265709/adminregs2016.pdf
- If a student requires prolonged hospitalization or other special arrangements, they or their parents/guardians are strongly advised to inform the JC administration in writing, at the beginning of the year or as soon as the issue arises. In such circumstances, a certificate from a specialist/consultant is required. This information will be treated in the strictest confidence.
- Students who require access arrangements during their time at the JC should inform the JC administration in writing and submit supporting documents from specialists during the first week of October or as soon as the issue arises. Such requests will be forwarded to the ADSU so that access arrangements approved by ADSC, can be made for the End-of-Year examinations. A separate request needs to be made to MATSEC by students when applying for MATSEC examinations (refer to the UM's MATSEC Access Arrangement Guidelines, um.edu.mt/matsec/Access).
- Where, in exceptional instances, students cannot follow a course within the same time frame as their peers and may require a longer period of time to finish their studies, they may be allowed to plan their programme over two consecutive two-year periods. They will be subject to the rules and conditions which apply to all other students during the same period.

Contact details of the staff who coordinate requests for access arrangements at JC can be found in the Directory in *Appendix 2*.

The application form to be used by JC students to make these requests can be found in *Appendix 1*. (This application form should not be used for MATSEC exams.)

JC strongly believes that each individual is different and is aware that differences may arise for many reasons including, but not only, race, ethnicity, gender, sexual orientation, religious beliefs and disability. For this reason, it set up the Junior College Diversity Working Group with the aim of focusing proactively on diversity issues and creating awareness amongst students and staff about them. Details of the contact person for this Working Group can be found in the Directory in *Appendix 2*.

1.2.4 Applying for MATSEC examination access arrangements

Students applying for MATSEC examinations should refer to the *University of Malta - Guidelines to MATSEC Examinations Access Arrangements* available online at: um.edu.mt/matsec/Access. They should take note of the relevant deadlines and use the application form found in these guidelines.

1.3 Organisation of the UM guidelines document

This document is divided into five chapters. This introductory chapter sets out the structures that are in place to provide access arrangements at UM.

Chapter 2 outlines the vision of the UM vis á vis tertiary education, especially of how students are expected to develop alongside their peers and become independent learners able to take on the responsibilities of their future commitments once they leave University. It then provides information about the process of identifying support needs and requesting access arrangements, as well as providing information regarding additional sources of support provided by other entities that can be made use of by students with disability.

Chapter 3 details the ways in which the UM provides accessibility in terms of physical access, access to information and communication, and the provision of various support services.

Chapter 4 looks at arrangements that can be made to help students access the course programmes of study and the different modes of assessment, providing information about considerations that are taken into account when access arrangements are provided.

Chapter 5 consists of a listing of impairments/conditions/specific learning difficulties and a summary of the arrangements that are considered appropriate for students in order to enable them to access examinations and assessments. This list is not exhaustive and is not intended to exclude any student whose disability is not listed. Arrangements are made on a case-by-case basis.

The appendices at the back of this document provide the following information:

Appendix 1

- Data Protection and Confidentiality Statement Application forms
- General Application Form to be completed by students at Junior College Requesting Examination Access Arrangements during their course of studies
- Course Access Arrangements
- Assessments Access Arrangements
- Consent Form for recording of lectures
- Sample letter sent from the ADSC/ADSU to communicate decision about access arrangements

Appendix 2

- Organogram ADSC
- Composition of ADSC Working Groups
- Directory
- Definitions

Appendix 3

- Feedback Form – Students
- Feedback Form – Staff and/or Visitors
- Feedback Form- Other Stakeholders

1.4 Data protection and confidentiality

UM collects and stores data concerning staff members' and students' health at the start of employment and at application stage through the Office for Human Resources Management & Development and the Office of the Registrar respectively, as well as through the ADSU, in order to fulfil its obligations under the Equal Opportunities Act (*Equal Opportunities (Persons with Disability) Act 2000 (CAP. 413)*) and to provide necessary access arrangements. This special category data is processed in accordance with the provisions of the General Data Protection Regulation (GDPR) and all other applicable data protection legislation, including the Data Protection Act (*CAP. 586*) and the Processing of Personal Data (Education Sector) Regulations (*S.L.586.07*). Further information about the ADSU's processing of personal data is set out in the Data Protection and Confidentiality Statement in *Appendix 1*.

2. Obtaining access arrangements

2.1 Introduction

It is the policy of the University of Malta (UM) to cater for all students with disability throughout their course, through the ADSC and the ADSU. It is therefore in the interest of the students to approach the ADSU as soon as they have decided to continue their education with the UM. Contacting the ADSU early, possibly even before the end of secondary school, helps to ensure that students' needs are met in a reasonable and timely manner. For this reason, this chapter provides an overview of the support that can be made available to students with disability, after setting out the UM's vision for providing these arrangements. Reference is also made to support for staff and visitors with disability.

2.2 Becoming Independent Learners

An integral aim of post-secondary and tertiary education is that of becoming increasingly autonomous in one's learning and the UM provides students with support throughout their stay to enable them to reach this aim. The concept of independent learning is understood here as including support, where this is necessary, that is sustainable throughout the course of study and beyond.

It should be noted that the support provided at the beginning of a university course is particularly intended to smoothen the path from compulsory education to sixth form through to tertiary education. Students are thus supported to become conversant with assistive means that make them more independent. The services of an occupational therapist are available on campus to facilitate this process. In view of this progression towards independence, the ADSC collaborates with students to review the access arrangements as necessary.

The ADSC may consult with academics and other members of staff, and may ask for updated certification to ensure that the students are supported appropriately. Students may be advised to seek support services outside University (such as Aġenzija Sapport for personal assistance, FITA for matters related to IT access, and the Guide Dogs Association for mobility training).

2.3 Obtaining access arrangements

2.3.1 Approaching the ADSU as early as possible

Arrangements are made to enable all students to make the most of their time at UM and JC. Several students, especially those who did not declare their needs at application stage or as their needs arise and/or did not request support, have struggled to complete their studies successfully. Students are thus strongly encouraged to discuss their support needs with the ADSU as early as possible. This will enable them to ascertain the access arrangements that would put them in a better position to maximise their learning opportunities without altering the course or assessment objectives.

2.3.2 Meeting with the ADSU Coordinator

Students should seek a meeting with the ADSU coordinator to provide a clear picture of their requirements and to be advised on various kinds of support they can get from different sources. This meeting should take place well before the course starts, unless access issues arise after the students have started their studies. Meetings are set with the individual student once they get in contact with the ADSU coordinator. If necessary, the latter liaises with academic, administrative and technical staff to facilitate access to lectures, assessments and various academic activities, with the student being made aware that such discussions are taking place. In order to promote students' independence, they are encouraged to actively engage in the discussions.

2.3.3 Course access arrangements

The range of disabilities that students at University present with is broad. Access arrangements include various measures taken to enable students with disability to start, follow and complete a programme of study successfully. The nature and type of access arrangements put in place to follow courses vary from student to student and will be dependent upon the nature of individual academic requirements. Students may have very specific requirements depending on the nature and severity of their impairments.

Course access arrangements may include:

- permission to record lectures, on condition of the lecturer's consent and the signing of a declaration stating that the recording will be for the students' own personal use and will not be published or transcribed for publication without prior written approval of the lecturer concerned (see *Appendix 1*)

- copies of lecture notes, or presentations, if available
- arrangements regarding venues of lectures
- priority seating at the front of the class or near the door
- permission to utilize personal equipment
- library arrangements to enable access to all library resources
- use of lockers.

Only in exceptional instances the following access arrangements may be applicable:

- The waiving of specific entry requirements listed in the admission regulations. Further information may be retrieved from: um.edu.mt/__data/assets/pdf_file/0011/265709/adminregs2016.pdf.
- Some students may need to follow a programme of studies on an extended basis. However, such arrangements have to be discussed according to the student's needs as assessed by the relevant professional and provided that the progression of the course of study can facilitate this. Such arrangements require very careful planning since not all programmes run in the same way every year and so it is not simply a matter of halving the course content to stretch over twice the time.

Further details about the arrangements that are usually provided for students with different access requirements can be found in Chapter 5.

2.3.4 Access arrangements for assessments

The UM recognises the fact that there are students who have coped with the learning demands of a course but for whom the standard arrangements for the assessment of their attainment may present a barrier which could be removed without affecting the validity of the assessment. This applies both in the case of students with known and long-standing disabilities as well as in the case of those who are affected at or near the time of assessment. These assessment barriers can usually be removed through some modification of the regular arrangements, especially for examinations. The ADSC will study each request brought to its attention in order to make recommendations on the basis of the guidelines set out in this document.

Assessment access arrangements may include:

- flexibility with deadlines for handing in assignments and the dissertation (after discussion with academics concerned)
- permission to utilize personal equipment
- extra time for examinations

- examinations to be taken in a room with a few students
- permission to use a word processor or assistive technology for examinations
- permission to negotiate rescheduling of exams if two or more are scheduled closely together
- examination papers to be provided in enlarged format (A4 to A3)
- in exceptional circumstances, permission to use a scribe for examinations. In such cases the examination is recorded and the student will be requested to show evidence that s/he is able to read and write at an advanced level. Moreover, the student and the scribe are provided with a document reader camera and monitor to facilitate reading from the script.

Further details about the arrangements that are usually provided for students with different access requirements can be found in Chapter 5.

The provision of examination access arrangements is made so that the students can be assessed validly and reliably. Such provision should not alter the assessment demands of the course. Therefore, the objectives of the assessments cannot be changed or limited in any way. In certain cases where exceptional arrangements need to be made for students who cannot otherwise be assessed, the certificate will be endorsed (see *Appendix 1*).

2.3.5 Evidence of need

In order to ensure that adequate access arrangements are in place for each student, the ADSC requires appropriate certification and information related to the student's needs. The documentation submitted must explain the functional implications of the impairment/medical condition/specific learning difficulty with enough details to enable the ADSC to make the necessary access arrangements. It is also important for students to provide the necessary documentation in a timely manner. Access arrangements are given to minimize obstacles to learning without compromising course objectives and assessment criteria.

It is the responsibility of the student at UM or JC to ensure that any request for course and assessment access arrangements is based on firm evidence which proves that a significant barrier exists. Students are advised to consult the relevant sections of these guidelines, especially Chapter 5, to ensure that they have supplied the required information.

Students in need of access arrangements should fill in the relevant form in *Appendix 1* by the commencement of the academic year or as soon as the need arises. They should also consult the ADSU

coordinator to ensure that the request for access arrangements is complete. The UM understands that for some students the access arrangements required go beyond what is usually provided. In such cases, they are actively encouraged to discuss with the ADSU.

2.3.6 Suitability to practice

Students should also be aware that the UM has suitability-to-practice regulations. These can be accessed through the following link:

um.edu.mt/__data/assets/pdf_file/0003/293025/unisuitabilitypractise2016.pdf. Certain faculties/institutes/centres/schools have specific procedures and requirements in this regard. It is important to check about these procedures prior to applying for a course.

2.4. Additional support from other entities

Students who require personal assistance and/or assistive means are advised to refer to the relevant support agencies as early as possible. The ADSU can advise students on how to apply with these agencies as well as on the type of support that they may benefit from.

Based on experience, the agencies that most frequently provide services for students with disability, include:

- Aġenzija Sapport, which is the main state-funded service provider in the field of disability. Among other services, it offers personal assistance for persons with mobility impairments and sign language interpreting for hearing-impaired individuals who use Maltese Sign Language (LSM – Lingwa tas-Sinjali Maltija). The role of the sign language interpreter is to interpret between spoken language (Maltese and English) and LSM, and vice-versa.
- The Foundation for IT Accessibility (FITA), which provides advice and assistance regarding access to information technology for persons with disability.
- The Sonia Tanti Independent Living Centre (STILC), which provides advice regarding assistive equipment and driving modified vehicles.
- The Malta Guide Dogs Foundation, which provides mobility training in the use of the long white cane, and advice and training in the use of the services of a guide dog.
- The Richmond Foundation, which provides services in the area of mental health.

There are also a number of non-governmental organisations that provide support for persons with specific impairments/medical conditions/specific learning difficulties.

A list of these organisations and their contact details is being provided on the ADSU website.

2.5 Support for additional expenses

Students with disability often incur expenses over and above those of their peers. Some help can be made available through a grant. For further information students should refer to the website of the Supplementary Maintenance Grants Board (SMGB)

<https://education.gov.mt/en/Pages/SMGBStipends/SMGB-Supplementary.aspx>

Students may use the grant money to pay for sign language interpreters, equipment and specialised software to help them access lectures or write notes as well as for other assistance. Students should first discuss the matter with the ADSU Coordinator. Some arrangements, such as that of a personal assistant, cannot be provided directly by the UM but the ADSU provides students with the help they need to apply with the relevant agencies for the particular support that will enable them to follow their chosen course.

2.6 Students from other universities

Students who have studied at another university and are now continuing their studies at UM, students following joint degrees, and students who are visiting from other universities on an exchange programme, should also follow these guidelines. This ensures that the ADSC has all certification related to the student's disability in order to process the application. Certification which is not in English must be accompanied by a translation by a licensed/warranted translator. The ADSC will consider these requests on the criteria set out in these guidelines.

2.7 Access arrangements for staff and visitors

Staff and visitors who have particular access requirements are encouraged to contact the ADSU Coordinator to discuss ways of best meeting these requirements and the arrangements that would need to be put into place in this regard.

3. Accessibility and support on campus

3.1 Introduction

Ensuring inclusion at the University of Malta (UM) entails accessibility in its widest sense and includes physical accessibility, access to information and communication and providing support for students and members of staff. Moreover, UM fosters an inclusive academic culture by promoting the use of a variety of approaches in teaching and assessment that motivate and enhance the understanding and achievement of all students. This chapter covers the various ways in which the UM ensures that it provides access for students, staff and visitors with disability.

3.2 Physical accessibility on campus

The UM is in conformity with the building guidelines for accessibility in all its new building projects. Furthermore, it recognises the need to adapt the older parts of its campuses and allocates resources to extend access to the maximum possible. In fact, over the past years physical accessibility on all of its campuses, including JC, has improved considerably. The UM understands that adaptations need to be made wherever obstacles or barriers exist that make it difficult or impossible for students with disability to follow a course, although they are otherwise able to. Apart from adhering to the Access for All Design Standards, published by the Commission for the Rights of Persons with Disability, it addresses specific physical accessibility requirements for students and staff who are already on campus or who have informed the ADSU about their plan to join the UM the following academic year.

3.2.1 Meeting physical access needs

Persons with physical disability who plan to join the UM should discuss their needs with the ADSU well ahead of the commencement of their course. When students have a physical disability, the coordinator supports them at the beginning of the course to find ways of negotiating their way around the campus. Where necessary, the ADSU coordinator advises the respective faculty officer to make alternative arrangements for accessible venues for all lectures and other meetings. Wherever possible, the distance between lecture halls, particularly when two lectures follow each other on the timetable, is kept to a

minimum. However, this may not always be possible where large student numbers are involved and appropriate venues are not available.

Newly recruited members of staff with disability are encouraged to get in touch with the ADSU coordinator to discuss their needs and, where necessary, to make requests for any support they may require. Current staff and students who encounter any difficulties with regards to physical accessibility should also contact the ADSU.

3.2.2 Liaison with other UM entities

The ADSU also works closely with the Estate, Facilities and Capital Development Directorate and the Precincts Office whenever difficulties with physical access arise. Solutions to these difficulties may range from the construction of ramps, leveling of rough ground, removal of obstacles inside and outside of buildings as well as the maintenance of lifts and the supply of motorised wheelchairs for use on campus. It must be appreciated that hundreds of persons use the various buildings and sometimes, because of thoughtlessness or lack of awareness, obstacles may be created by individuals such as when corridor furniture is moved or cars are parked in areas restricted for use by persons with disability. The UM does not tolerate such behaviour and takes action immediately when it is brought to the attention of the Estate, Facilities and Capital Development Directorate or the Precincts Office and/or the ADSU coordinator. Reporting by phone, email or verbally is encouraged and appreciated. Contact details can be found in the Directory in *Appendix 2*. Prompt action will be taken.

The ADSU has also made available a feedback form for students, staff and visitors to facilitate its on-going work to ensure that physical access is at its optimal level. This form can be found in *Appendix 3* of these guidelines as well as on the ADSU website.

3.3 Access to communication and information

The UM also provides access to information and communication. These provisions include access needs for persons with sensory impairments and those with specific learning difficulties, among others. They may take the form of soft copies of printed text that can be accessed through text-to-speech software, sign-language interpreting, predictive text technology, and other assistive means and technology.

3.3.1 Access to written information

Ensuring access to written information is important for persons with print disabilities, that is persons who cannot read print effectively due to a visual, physical, perceptual, or learning difficulty. Students with print disabilities often require access to soft copies of readings and lecture notes to enable them to work on the subjects they are following with the help of text-to-speech software and other assistive devices and technology that are constantly being developed. Students are expected to seek advice from the ADSU coordinator to provide them with the necessary information to obtain software to enable them to access the texts recommended by the various lecturers. Lecturers may provide students with soft copies of the lecture material.

3.3.2 Access to spoken communication

Access to spoken communication is important for those who have hearing impairment and those who have difficulty with taking notes while someone is speaking. Students who have a hearing impairment and are fluent in Maltese Sign Language can book sign language interpreting through Aġenzija Support (see Directory in *Appendix 2* for contact details). These students may also be given priority seating at the front of the class, especially if they rely on lip reading.

Students who have difficulty with taking notes during lectures may be granted permission to record lectures, provided that the lecturers give their consent and that they sign a declaration (see *Appendix 1*).

3.4 Support services on campus

3.4.1 Student Advisory Services

The Student Advisory Services Unit provides prospective and current students at the UM with the necessary information and advice in order to make informed and sensible choices. This is done through the provision of information and advisory services at UM, youth work services at JC, research, and constant contact with fellow stakeholders. The Unit, which integrates both public relations and an administrative function, serves students by:

- providing advisory services on practical or personal issues related to career paths and courses of study within the Maltese context;
- establishing and maintaining links with schools particularly those at post-secondary levels;

- assisting the Office of the Registrar when dealing with enquiries relating to courses of study; and
- providing vocational advice.

The service operates in close liaison with other University specialised service units, in particular those within the Office of the Registrar like the Admissions and Records Office, as well as with the Counselling Unit (see Directory in *Appendix 2* for contact details).

3.4.2 University Counselling Unit

The Counselling Unit, which forms part of the UM Health and Wellness Centre, provides professional counselling services to students and members of staff. Counselling is a process whereby one can explore in confidence any personal issues or concerns with a person trained to facilitate understanding. Personal counselling is offered on an individual basis and in a confidential setting.

Different kinds of difficulties that emerge are tackled. Apart from individual counselling, the Counselling Unit periodically organises seminars that target different students' needs such as stress management and study skills.

Any University student or member of staff is welcome to consult the Counselling Unit that provides its services free of charge. Contact can be made by approaching the Unit through email, phone or in person (see Directory in *Appendix 2* for contact details). Procedures are explained and queries are addressed in an Intake Session.

3.4.3 Mental Health Services

High expectations, financial constraints, lack of emotional openness, a massive workload... life presents many challenges which, if not tackled effectively, may adversely affect one's mental health and consequently everyday life, work or studies, relationships and self-esteem. Both students and staff are welcome to use the UM's Mental Health Services, which also form part of the Health and Wellness Centre. The Intake Officer may refer them to the psychological or psychiatric services (see Directory in *Appendix 2* for contact details).

3.4.4 Kunsill Studenti Universitarji (KSU)

Students are also encouraged to approach the Kunsill Studenti Universitarji (KSU) who may be able to provide different types of support. In certain circumstances, it would be appropriate for fellow students to

provide support, for example when a student with mobility impairment needs to move from one lecture hall to another (see Directory in *Appendix 2* for contact details).

3.5 Participation in university life

Students with disability are strongly encouraged to attend non-curricular events that make their university education a more holistic one, and wherever possible, to participate fully in such activities. Students should not hesitate to ask for support from the relevant organisers and to seek advice from the ADSU where necessary.

3.6 Health and Safety

The UM recognises the importance of safeguarding everyone's health and safety on campus. Its Health and Safety Policy can be downloaded from this link um.edu.mt/hrmd/secure/healthandsafety/handspolicy.pdf

As the policy specifies, it is everybody's responsibility to safeguard their health and safety and that of others. Students, staff and visitors with disabilities should ensure that they are using the assistive means that are best suited for their impairment-related needs. The ADSU can refer students and staff to the appropriate services, including assessment and training in the use of these means.

Students must also assume full responsibility for all medications which have been prescribed for their needs.

4. Range of arrangements available to access the course programme and assessments

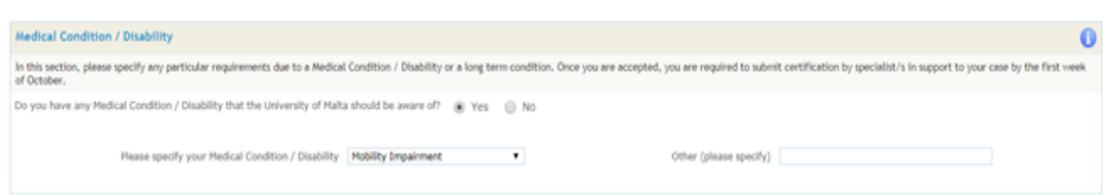
4.1 Introduction

This chapter sets out the range of course and assessment access arrangements that can be made available to students on the basis of their impairment/medical condition/specific learning difficulty, highlighting specific issues that need to be taken into consideration when making requests. The types of reasonable accommodation outlined below are not exhaustive. They are based on past and current experience when meeting the needs of students who have already completed their course or who are currently at the University of Malta (UM). It may be necessary to provide other kinds of reasonable accommodation. It is very important to contact the ADSU coordinator to discuss ideas that may be of support to the student.

4.2 Details about access needs at application stage

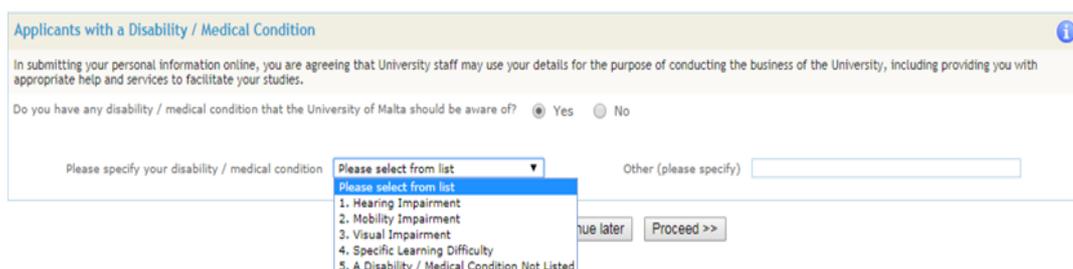
When applying to join JC or the UM, it is important for students to include the details about their need for access arrangements in the application form itself. When applying through the online application, the following sections must be completed.

For JC, kindly indicate within this section:



The screenshot shows a form titled "Medical Condition / Disability" with an information icon. Below the title, there is a paragraph: "In this section, please specify any particular requirements due to a Medical Condition / Disability or a long term condition. Once you are accepted, you are required to submit certification by specialist/s in support to your case by the first week of October." Below this is a question: "Do you have any Medical Condition / Disability that the University of Malta should be aware of?" with radio buttons for "Yes" (selected) and "No". Underneath, there is a dropdown menu labeled "Please specify your Medical Condition / Disability" with "Mobility Impairment" selected, and a text input field labeled "Other (please specify)".

For UM, kindly indicate within this section



The screenshot shows a form titled "Applicants with a Disability / Medical Condition" with an information icon. Below the title, there is a paragraph: "In submitting your personal information online, you are agreeing that University staff may use your details for the purpose of conducting the business of the University, including providing you with appropriate help and services to facilitate your studies." Below this is a question: "Do you have any disability / medical condition that the University of Malta should be aware of?" with radio buttons for "Yes" (selected) and "No". Underneath, there is a dropdown menu labeled "Please specify your disability / medical condition" with a list of options: "1. Hearing Impairment", "2. Mobility Impairment", "3. Visual Impairment", "4. Specific Learning Difficulty", and "5. A Disability / Medical Condition Not Listed". To the right of the dropdown is a text input field labeled "Other (please specify)". Below the dropdown and input field are two buttons: "Continue later" and "Proceed >>".

4.3 Ensuring appropriate access arrangements

In order for UM to maintain the integrity, reliability and validity of its academic standards and its awards, students need to have the entry qualifications required by the UM unless they are exempted by specific regulations. Access arrangements are intended to enable students with disability to overcome barriers that may hinder their achievement or demonstration of competence.

Arrangements are intended to enable students to access the course programme and examinations or other assessments without changing the objectives of the programme or the assessment criteria, and without giving an unfair advantage over other students.

The method of assessment is laid down in the study-unit descriptions. These descriptions, available through eSIMS, should be read carefully before registering for a course to ensure that, with reasonable access arrangements, the student can meet the course and assessment requirements.

4.3.1 Becoming independent learners

The aim of access arrangements is to remove barriers and help students become independent learners. Students may have had various other arrangements that enabled them to sit for the Matriculation and Secondary Education Certificate examinations or other equivalent examinations, not all of which may be acceptable at university level.

Access arrangements should be sustainable and viewed by the student as a support with the purpose of achieving independent ways of accessing learning material. As a result, access arrangements may be reviewed at the request of the student or the ADSC. In such cases updated certification may need to be provided.

4.3.2 Access arrangements cannot bypass the requirement for literacy competence

One of the most important skills that students should possess prior to entry to university is academic literacy, including literacy aided by technology, as required by the course programme. Students who have specific literacy difficulties can still have access to reading and writing independently through technological aids, including text-to-speech and speech-to-text technology.

4.3.3 Literacy skills in English and Maltese

Currently, students who are Maltese citizens are expected to have academic literacy skills in English and Maltese. These requirements are stated in the entry requirements which include SEC passes (or equivalent in English) in both languages. Moreover, students are supposed to have followed advanced and intermediate level subjects through the medium of English (apart from other language subjects). Thus, the University assumes that students with a Matriculation Certificate are competent in reading and writing English (as well as Maltese in the case of Maltese citizens or another language in the case of non-Maltese students). Students are also required to have a SEC pass or equivalent in Mathematics. Regulations regarding the waiving of specific entry requirements may be accessed at um.edu.mt/_data/assets/pdf_file/0011/265709/adminregs2016.pdf

4.4 Choice of the appropriate course

It is important for students to be fully aware of the extent to which it is advisable to read for a particular course. The course content should be studied carefully to ensure that all study-units can be followed and that access to the examinations and other forms of assessments can be provided. Students may seek advice from the Student Advisory Services, the Dean/Director, the Head of Department or the course coordinator. The ADSU coordinator can also be consulted.

4.4.1 Fulfilling established requirements

It is not always possible to arrange access for students whose disability affects a skill, knowledge, understanding or competence which is being tested in a particular assessment, for example to access all compulsory practical components and fieldwork. Students with such challenges should therefore seriously consider whether they will be able to satisfy the assessment criteria and to successfully complete the chosen course of studies with the reasonable arrangements provided.

4.4.2 Suitability to practice

Students should also be aware that the UM has suitability-to-practice regulations. These can be accessed through the following link:

um.edu.mt/_data/assets/pdf_file/0003/293025/unisuitabilitypractise2016.pdf Certain faculties/institutes/centres/schools have specific procedures and requirements in this regard. It is important to check about these procedures prior to applying for a course.

4.5 Course Access Arrangements (CAAs)

4.5.1 Lectures – access to note-taking

Students with severe disabilities may need to make arrangements to record lectures to process them for note-taking afterwards since they may not be able to cope with note-taking during the lecture. Permission must be sought from the lecturers prior to the recording and they must sign a declaration

Deaf students may make arrangements with Aġenzija Sapport for a Maltese Sign Language Interpreter to enable them to access lectures, oral examinations and presentations. This service is offered free of charge for Deaf persons who request it.

Arrangements may be made for lecturers' presentations, notes or other material to be sent to the student. Students will be bound by copyright regulations in such cases and will be required to sign a document to ensure that the copyright to such material remains that of the lecturer and that it is not given out to others. Most lecturers now use the Virtual Learning Environment (VLE) to post different kinds of information, including soft copies of reading material wherever possible to support all students.

4.5.2 Getting to the teaching venue

Some students with mobility and visual impairment may require assistance in getting to and from lecture halls as well as other places (e.g. the library, the canteen). The ADSU coordinator may assist students at the start of their course until they familiarise themselves with the campus. Students are expected to learn to make their own way around campus once they have settled in. Where help is still needed, other students on the same course are often more than willing to help out. The ADSU coordinator often arranges meetings with such students as early as possible.

If students get in touch with the ADSU coordinator well before the start of the academic year, it may be possible to arrange for venues for lectures to be kept close to each other.

It is recommended that blind students make arrangements with the relevant entities to receive orientation training on campus and to consider other options, such as by making arrangements to have a guide dog or undertaking training in the use of the long white cane. Students with a severe mobility impairment may

require a personal assistant some of the time – though fellow students may be very willing to help out when it is necessary to move from one venue to another.

4.5.3 Coping with workloads

Some types of impairment may compromise a student's ability to cope with a regular course workload. For this reason, students can opt to follow the same course over a longer period of time. It may be possible to follow all or only part of the course on a part-time basis or to extend the course in other ways. This possibility needs to be discussed with the course coordinator and the relevant Board of Studies and/or the Head of Department, Dean or Director especially since some study-units may not run every year and hence attention must be given to ensure that the student is not caught out and disadvantaged. However, this option is one that may enable the course to become truly accessible and will avoid putting too much pressure on the student to catch up with peers.

Occasionally, students with disability may find that assignments that are part of the course they have chosen are more taxing on them and they find it difficult or impossible to meet deadlines. Requests can be made to extend assignment deadlines. However, this must be planned well to prevent an accumulation of work that will be difficult to cope with.

4.5.4 Access to practical components

Where fieldwork, laboratory work or some other practical component is a compulsory part of the course, it is important for the student to discuss with the ADSU in order to establish whether it is possible to access the activities involved in the course component including practical work which is an integral part of particular programmes of study. This must be done before registering for the degree, diploma or certificate course. It is important for the student to take responsibility for finding out all details about the course, since it may not be possible to be exempted from a practical component and the successful completion of the course may be jeopardised.

Wherever possible, arrangements should be made to enable the student to take part in practical sessions. It is important for students to take responsibility to discuss these arrangements but the onus of finding ways of carrying out such sessions does not rest solely with them. The ADSU will collaborate with students and the Faculty/Institute/Department concerned to try to find solutions wherever possible.

4.5.5 Access to oral modes of assessments

For some coursework, assessment may be carried out through oral exams or oral presentations. For students who have speech impairments, arrangements can be made for them not to present in front of the whole class. Moreover, the ADSC advises the oral examiners to put the student at ease and to make allowances for the way that the student communicates. It is also possible to allow extra time during these exams.

4.5.6 Other possible arrangements

Students may require other kinds of support that may not be listed in this document. The experience of the ADSC has confirmed the need to have guidelines but to be flexible in order to respond to the needs of individual students. In fact, experience has shown that it is not helpful to generalise regarding the needs of persons with different impairments/medical conditions/specific learning difficulties. It is necessary to look at individuals and listen to what they have to say regarding the support needed. Students often do not realise that at University they are embarking on a new path that is very different from the previous one that led them to qualify to follow a university course. Hence, it is very important for individual students to discuss their plans and ideas with the ADSU coordinator.

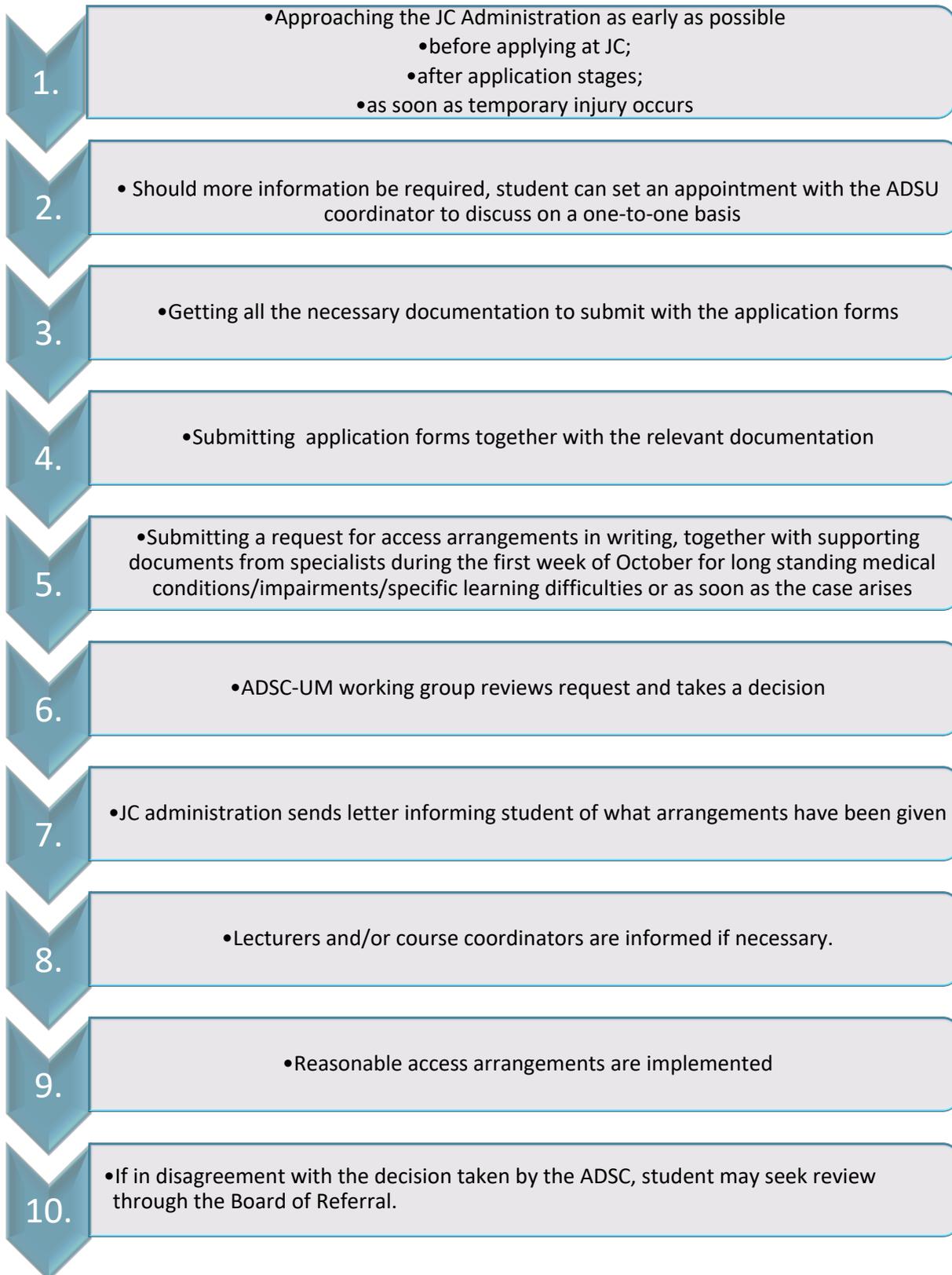
4.6 Applying for course and assessment access arrangements

Students should fill in and submit, by the set deadline, the relevant application forms found in *Appendix 1*. Reference should be made to Chapter 5 to establish the documentation that needs to be submitted together with the application. All specific queries, requests for advice and all completed application forms for access arrangements should be addressed to the ADSU Coordinator (see *Appendix 2* for contact details).

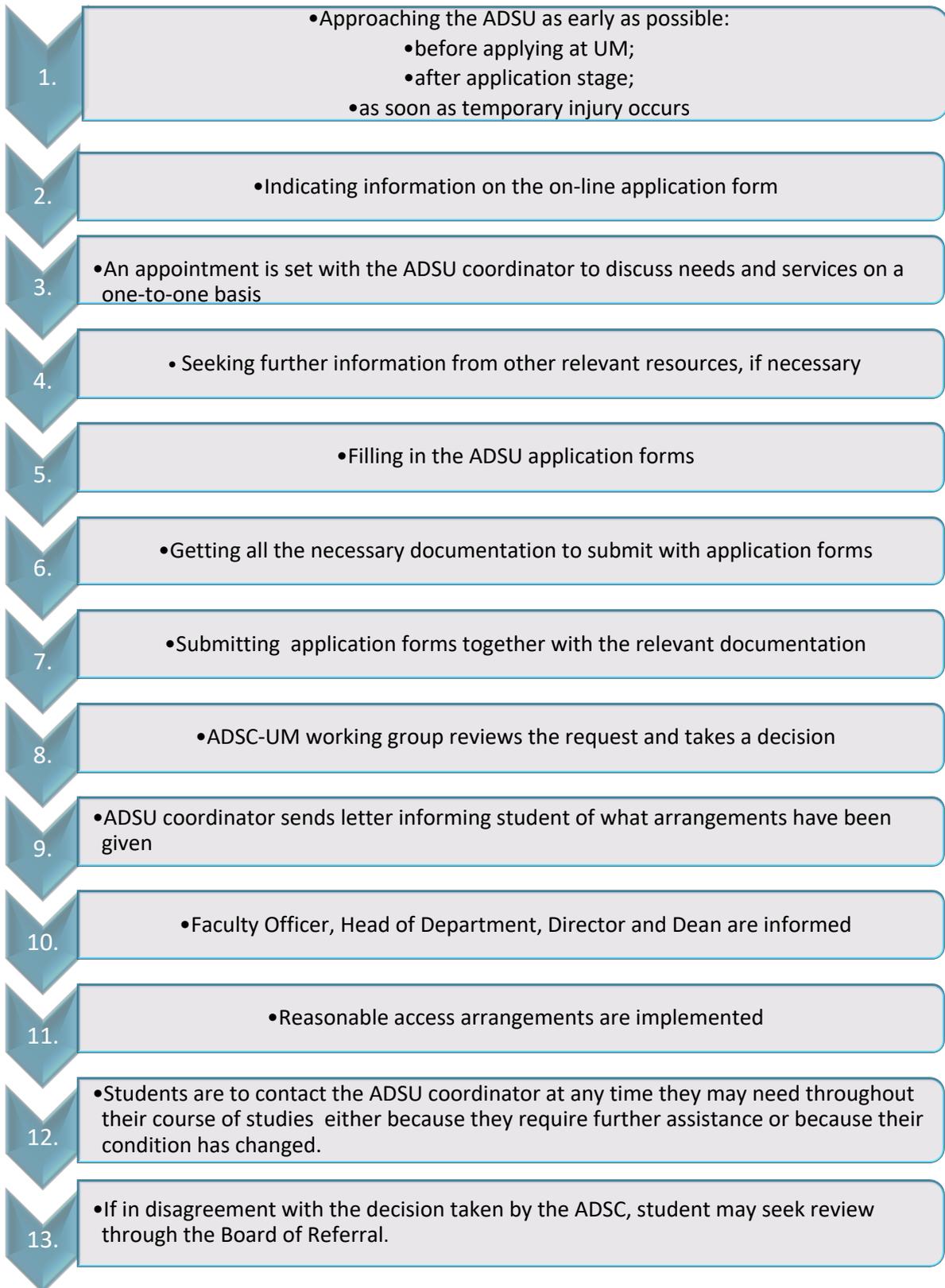
Application forms should be submitted before or at the beginning of the course. Requests by students are considered by the Working Group appointed by the ADSC for this purpose. The Working Group uses these guidelines as the basis for its decisions, while taking into account the specific needs of each individual student.

Once arrangements are given at the beginning of the course, these will hold throughout the duration of the course unless otherwise requested by the ADSC or the student wishes for the arrangements to be reviewed.

Summary of process for applying for access arrangements (AAs) at Junior College



Summary of process for getting access arrangements (AAs) at the University of Malta



5. Arrangements for students with particular impairments

5.1 Introduction

Students should read the information in this chapter that is relevant to them, within the context of the preceding chapters of this document. This chapter explains the course and assessment access arrangements usually granted for each respective impairment/medical condition/specific learning difficulty. The list is presented alphabetically for ease of reference and is by no means exhaustive.

Students may have more than one impairment and, therefore, access may require less straightforward arrangements. On the other hand, it must also be noted that a student with a particular disability does not necessarily qualify for all arrangements listed as possible arrangements for students with that particular disability.

Students may be experiencing difficulties both due to other longstanding medical conditions or difficulties of a temporary nature, like acute injuries to the hands and arms that affect their ability to write. In such cases, students are encouraged to contact the ADSU before applying for arrangements. Each application is considered on its own merits.

Reference should always be made to the relevant section within this chapter as well as to the table overleaf to ensure that documentation is provided from the relevant professional. This documentation needs to have details about the functional abilities of the student and how they affect their learning at UM. Further certification may be requested by the ADSC where necessary.

Students have a right to equal access to assessments and courses of study (see *Equal Opportunities (Persons with Disability) Act 2000 (CAP. 413)* and *University Assessment Regulations, 2009 Education Act (CAP 327)*). The ADSC considers that it has an important role in providing students with the arrangements that best suit them. Students and certifying professionals must take the requests for access arrangements very seriously. All requests for arrangements must be fully justified and reflect the need resulting from the student's disability.

Table 5.1.

Type of impairment	Main professional
Attention Deficit Hyperactivity Disorder	Psychologist/Psychiatrist
Autism Spectrum Condition	Psychologist /Psychiatrist
Developmental Coordination Disorder	Occupational Therapist
Diabetes Mellitus	Endocrinologist
Epilepsy	Neurologist
Hearing Impairment	Audiologist
Irritable Bowel Syndrome	Gastroenterologist/Family Doctor
Myalgic Encephalopathy (ME)/Chronic Fatigue Syndrome (CFS)/Post Viral Fatigue Syndrome	Neurologist/Endocrinologist
Mental Health Difficulties	Psychiatrist/Psychologist
Physical and/or Mobility Impairment	Relevant Specialist
Neurological Disorder	Neurologist
Specific Learning Difficulties	SpLD Specialist/Psychologist with expertise in psycho-educational assessment
Speech Impairment	Speech Language Pathologist
Systemic Lupus Erythematosus	Relevant medical specialist who has known the student for at least one year.
Visual Impairment	Ophthalmologist/Orthoptist

Submitting a false claim for access arrangements can be regarded as an attempt to gain unfair advantage, which would be an academic offence that would be dealt with under the University Assessment Regulations, 2009 of the University of Malta, through the following link:

um.edu.mt/__data/assets/pdf_file/0010/24868/Assessment_Regulations.pdf

Students who wish to request a reconsideration of the decision taken by the ADSC should refer to section 5.18 regarding the process to follow.

5.2 Possible access arrangements

The nature and type of access arrangements will vary from student to student and will be dependent upon the nature of individual academic requirements. The most common types of access arrangements are found in the application forms. The lists are by no means exhaustive and any other access arrangements that may facilitate the student's progress in the course or the examination should be identified. The ADSC will consider any suggestion provided it is justified and does not change the course and assessment objectives.

It must be appreciated that the details mentioned in this document may require updating from time to time. Where there is evidence available for the need of such updates, these will be available on the ADSU website.

5.3 Attention Deficit (Hyperactivity) Disorder (ADD/ADHD)

Students with Attention Deficit (Hyperactivity) Disorder (ADD/ADHD) may have difficulty in allocating and maintaining attention, regulating motor activity, and managing behavioural impulses.

Certification and justification

Requests for access arrangements need to be supported by evidence linked to the students' specific history and current functional impairment. Certification of the condition should be based on a detailed diagnostic report by a psychologist/psychiatrist which may have been carried out at any time in the student's educational history. An update of the student's current functioning and access needs must be provided by the psychologist/psychiatrist report dated within two years of the application for access arrangements. The psychologist/psychiatrist must describe the type and degree of impact that ADD/ADHD has on the student's functioning at university and particularly in examinations. If the student is on medication, psychiatrist's certification is needed that indicates the type of medication and the effects of the medication. This and other relevant documentation will form the basis on which the ADSC will determine how to enable the student to access the course and the examinations.

Access arrangements

The access arrangements usually considered as appropriate for students with ADD/ADHD are:

- extra time during examinations that can be also used as settling down period, supervised rest breaks or supervised movement breaks
and/or
- an examination venue with fewer students.

Other access arrangements may be considered on the basis of appropriate supportive evidence.

Once arrangements are given at the commencement of the course, these will hold throughout the duration of the course unless otherwise decided by the ADSC or the student wishes for their arrangements to be reviewed.

Where access arrangements are granted, the Dean/Director, Head of the Department and Faculty Officer will be informed of such arrangements, and where applicable, of the student's condition, in accordance with such student's explicit consent as provided in his/her application form.

5.4 Autism Spectrum Condition (ASC)

Students with Autism Spectrum Condition (ASC) may have difficulties with university coursework and examinations because of one or more of the following factors: they feel anxious, they have difficulties with communication and social interaction and may misinterpret instructions; they have unusual sensory reactions and may not cope well with, for instance, strip lighting, noise, strong smells, lecturer or invigilator walking about or a large exam hall; and they have difficulty staying 'on task'.

Certification and justification

Requests for access arrangements need to be supported by evidence linked to the students' specific history and current functional impairment. Certification of the condition should be based on a detailed diagnostic report by a psychologist/psychiatrist which may have been carried out at any time in the student's educational history. An update of the student's current functioning and access needs must be provided by the psychiatrist/psychologist report dated within two years of the application for access arrangements. The psychiatrist/psychologist must describe the type and degree of impact that the ADSC has on the student's functioning at university and particularly in examinations. If the student is on medication, psychiatrist's certification is needed that indicates the type of medication and the effects of the medication. This and other relevant documentation will form the basis on which the ADSC will determine how to enable the student to access the course and examinations.

Access arrangements

The access arrangements usually considered as appropriate for students with ADSC are:

- clear instructions on course/examination requirements
- consideration of potential difficulties related to collaboration requirements for group assignments
- avoidance of unnecessary distracting stimuli during lectures
- extra time during examinations that can be also used as settling down period, supervised rest breaks or supervised movement breaks
- an examination venue with fewer students or to be seated in a venue on their own.

Other access arrangements may be considered on the basis of appropriate supportive evidence.

Once arrangements are given at the commencement of the course, these will hold throughout the duration of the course unless otherwise decided by the ADSC or the student wishes for their request to be reviewed.

Where access arrangements are granted, the Dean/Director, Head of the Department and Faculty Officer will be informed of such arrangements, and where applicable, of the student's condition, in accordance with such student's explicit consent as provided in his/her application form.

5.5 Developmental Coordination Disorder (DCD)/Dyspraxia

DCD is distinct from other motor disorders and is characterised by an impairment in fine and gross motor coordination in children and adults. It may interfere significantly with academic achievement and activities of daily living. Both quality of movement and functional performance are impaired (DSM V). It is an umbrella term including subtypes such as:

- sensory integration,
- perceptual motor,
- postural motor,
- musculo-skeletal or minor neuro-motor deficits.

Students with dyspraxia take a long time to think out, plan and carry out motor tasks, which are normally automatic for other persons. In an educational context, this may translate into difficulties in: speed and/or quality of motor performance (handling classroom tools, planning and writing) and/or legibility.

Certification and justification

Requests for access arrangements need to be supported by evidence linked to the students' specific history and current functional impairment. The evidence should include an occupational therapist's report. This must contain supporting evidence of difficulties in areas of visual motor integration, visual perception, fine and gross motor coordination, praxis, sensory processing abilities as well as a detailed assessment of speed and quality of handwriting.

Documentation should include a history of difficulty which specifies results of performance on standardized assessments and functional limitations in familiar settings such as the home and educational environment. A report must be submitted that outlines the student's current functional impairments and is not older than 3 years. This and other relevant documentation will form the basis on which the ADSC will determine how to enable the student to access the course and examinations.

Access arrangements

The access arrangements usually considered for DCD are:

- extra time during examinations that can be also used as settling down period, supervised rest breaks or supervised movement breaks
- use of PC

Other access arrangements may be considered on the basis of appropriate supportive evidence.

Once arrangements are given at the commencement of the course, these will hold throughout the duration of the course unless otherwise requested by the ADSC or the student wishes for their request to be reviewed.

Where access arrangements are granted, the Dean/Director, Head of the Department and Faculty Officer will be informed of such arrangements, and where applicable, of the student's condition, in accordance with such student's explicit consent as provided in his/her application form.

5.6 Diabetes Mellitus

Diabetes mellitus (DM) is a chronic disease that causes uncontrolled high blood glucose concentrations. There are two main types: type 1 and type 2. All patients with type 1 DM are completely dependent on injected insulin therapy. Most patients with type 2 DM will need oral medication, but some may also need injected medication (e.g. insulin). Individuals with DM need to check their own blood glucose level, with a portable glucose meter, at regular intervals and whenever they feel unwell. Patients may produce large volumes of urine when their blood glucose level becomes too high, and they would need free access to a lavatory. They also need full and free access to drinking water to avoid dangerous dehydration in such situations.

Therapy with insulin, and several oral anti-diabetic medications, may occasionally cause the blood glucose to drop quickly to very low and dangerous levels (i.e. hypoglycaemia; blood glucose below 4 mmol/L). This would not only disrupt the brain's processing ability, but may make the individual feel very faint and he/she may even lose consciousness. Individuals with DM who start to experience any symptoms that may be related to hypoglycaemia should be allowed to check their own blood glucose without delay, and to take immediate action to correct hypoglycaemia.

Certification and rationale

Requests for access arrangements need to be supported by evidence linked to the students' specific history and current functional impairment. Certification of the condition should be based on a diagnostic report detailing the student's condition and access needs by a relevant medical specialist who has known the student for at least one year. If the student is on medication, consultant's certification is needed that indicates the type of medication and the effects of the medication. This and other relevant documentation will form the basis on which the ADSC will determine how to enable the student to access the course and the examinations.

Access arrangements

Access arrangements for examinations may include:

- permission to bring in a blood glucose measuring device (e.g. a portable glucose meter, or a continuous glucose monitor that is worn on the body)
- permission to bring and administer their own medication
- extra time will be allowed to make up for when the blood glucose goes low until it is normalised and the student has recovered

- permission to bring water and basic snacks to eat during the exams

However, it must be noted that the student's actions should not distract the others in class. Students are usually seated in the same examination venue as other students but in an area where they can do the above as well as have access to the bathroom as much as possible.

Other access arrangements may be considered on the basis of appropriate supportive evidence.

Once arrangements are given at the commencement of the course, these will hold throughout the duration of the course of studies unless otherwise decided by the ADSC or the student wishes for their request to be reviewed.

Where access arrangements are granted, the Dean/Director, Head of the Department and Faculty Officer will be informed of such arrangements, and where applicable, of the student's condition, in accordance with such student's explicit consent as provided in his/her application form.

5.7 Epilepsy

Epilepsy is a central nervous system (neurological) disorder in which brain activity becomes abnormal, causing seizures or periods of unusual behaviour, sensations, and sometimes loss of awareness. At least two unprovoked seizures are generally required for an epilepsy diagnosis. People with epilepsy usually require lifelong treatment. Medications or sometimes surgery can control seizures for the majority of people with epilepsy. However 30% of patients are not controlled and still have seizures. Since epilepsy is caused by abnormal activity in the brain, seizures can affect any process that the brain coordinates. Signs and symptoms can vary widely and may include: temporary confusion; a staring spell; uncontrollable jerking movements of the arms and legs; loss of consciousness or awareness; psychic symptoms such as fear, anxiety or déjà vu. Anyone can develop epilepsy, at any time of life.

Certification and justification

Requests for access arrangements need to be supported by evidence linked to the students' specific medical history and current control of epileptic seizures. Certification of the condition should be based on a detailed medical report by a neurologist. The report should identify current functioning and any specific access needs. If the student is on medication, the report should also indicate the medication the student is on and possible adverse effects which may affect the student during the assessment process. This and other relevant documentation will form the basis on which the ADSC will determine how to enable the student to access the course and examinations.

Access arrangements

The access arrangements depend very much on the type of epilepsy and the degree of control of seizures and possible adverse effects due to the medication that may impact the particular student's life. These may include:

- arrangements may be made to allow the student to do all or part of the course on a part-time basis. However, this needs to be discussed in detail with the Dean/Director/Head of Department and Faculty Officer since not all study-units may run every year and some study-units may be prerequisites to others
- clear instructions on course/examination requirements
- lighting arrangements for students with photosensitive epilepsy

- consideration of potential difficulties related to collaboration requirements for group assignments
- extra time that can also be used as settling down period, supervised rest breaks or supervised movement breaks
- an examination venue with fewer students or alone
- a trained first aider should be available on call

Other access arrangements may be considered on the basis of appropriate supportive evidence. Different arrangements may be granted to meet the needs of the individual student. However, not all students with epilepsy may be eligible for all of these arrangements. Hence, the need for the specialist's report to be detailed in order to guide the ADSC's recommendations.

Other access arrangements may be considered on the basis of appropriate supportive evidence.

Once arrangements are given at the commencement of the course, these will hold throughout the duration of the course unless otherwise decided by the ADSC or the student wishes for their request to be reviewed.

Where access arrangements are granted, the Dean/Director, Head of the Department and Faculty Officer will be informed of such arrangements, and where applicable, of the student's condition, in accordance with such student's explicit consent as provided in his/her application form.

5.8 Hearing impairment

Students are considered deaf or hearing-impaired if their impairment is congenital or if it occurred early in life and preceded the acquisition of their spoken language(s) or if it severely affects their use of language. For the purposes of these Guidelines, Deaf students are those who make use of sign language. Hearing impaired or deaf students are those whose hearing loss affects their language processing. They usually wear hearing-aids or use cochlear implants or other assistive devices.

Deafened or hard of hearing students are those whose hearing-impairment occurred much later in life and normally make use of hearing-aids which can enable them to access spoken communication. Deafened students do not have any difficulty with processing language but may have difficulty with accessing spoken language.

Certification and justification

Requests for access arrangements need to be supported by evidence linked to the students' specific history and current functional impairment. Students with hearing-impairment need to submit an audiologist's report indicating the age of onset of the impairment. This need not be a recent report but has to be detailed, clearly underlining the functional implications in terms of access to spoken communication. This and other relevant documentation will form the basis on which the ADSC will determine how to enable the student to access the course and the examinations.

Access arrangements

The needs of most congenitally hearing-impaired students will be met by:

- extra time allowance of up to 25% during examinations
- a Sign Language Interpreter for Deaf students to access lectures and other activities involving spoken communication but not during written examinations. However, invigilators will need to be informed and asked to draw the student's attention to any notices being given during the examination, particularly when pointing out errors in examination papers. These will need to be given to the student as a hard copy. This also applies to time announcements.

Deafened students may need particular arrangements for examinations administered orally. This will depend both on their degree of hearing loss and the kind of amplification they use, if any. In examinations administered orally,

- a live-speaker may be requested to present the recorded material
- students will also need to be seated close to the speaker
- some students may use a radio-aid and so the examiner/speaker will be requested to wear a microphone
- students may need additional time in an assessment administered orally which requires written answers because they will not be able to lip-read or receive communication in sign language (if allowed in the case of examinations not testing the language itself) and write at the same time

Other access arrangements may be considered on the basis of appropriate supportive evidence.

Once arrangements are given at the commencement of the course, these will hold throughout the duration of the course unless otherwise decided by the ADSC or the student wishes for their request to be reviewed.

Where access arrangements are granted, the Dean/Director, Head of the Department and Faculty Officer will be informed of such arrangements, and where applicable, of the student's condition, in accordance with such student's explicit consent as provided in his/her application form.

5.9 Irritable Bowel Syndrome

Irritable Bowel Syndrome is characterised by bouts of constipation alternating with bouts of diarrhoea. Other symptoms can include an increased frequency of defaecation, abdominal pain or cramps, abnormally loud bowel sounds and nausea. Symptoms may be worse in periods of stress such as examination time.

Certification and justification

Requests for access arrangements need to be supported by evidence linked to the students' specific history and current functional impairment. Certification of the condition should be based on a diagnostic report by a family doctor or gastroenterologist. An update of the student's current functioning and access needs must be provided in the report. If the student is on medication, the report will be required to indicate the type of medication and the effects of it, if any.

Access arrangements

Access arrangements may include:

- compensation time in case of student requiring frequent use of bathroom
- an examination venue with fewer students or for students to be seated on their own
- the venue will be close to the bathroom
- during lectures students may be allowed to leave the room

Once arrangements are given at the commencement of the course, these will hold throughout the duration of the course of studies unless otherwise decided by the ADSC or the student wishes for their request to be reviewed.

Other access arrangements may be considered on the basis of appropriate supportive evidence.

Where access arrangements are granted, the Dean/Director, Head of the Department and Faculty Officer will be informed of such arrangements, and where applicable, of the student's condition, in accordance with such student's explicit consent as provided in his/her application form.

5.10 Mental Health Difficulties

Mental health difficulties other than those covered under other sections comprise a broad range of problems with different symptoms. They are generally characterised by disorders of one or more of the following: thought processes, emotions, behaviour and relationships with others. These may be of sufficient severity to affect the student's functioning.

Certification and justification

Requests for access arrangements need to be supported by evidence linked to the students' specific history and current functional impairment. Certification of the condition should be based on a detailed diagnostic report by a psychologist/psychiatrist which may have been carried out at any time in the student's educational history. An update of the student's current functioning and access needs must be provided by the psychiatrist/psychologist report dated within two years of the application for access arrangements. The psychiatrist/psychologist must describe the type and degree of impact that the mental health challenges have on the student's functioning at university and particularly in examinations. If the student is on medication, psychiatrist's certification is needed that indicates the type of medication and the effects of the medication. This and other relevant documentation will form the basis on which the ADSC will determine how to enable the student to access the course and the examinations.

Access arrangements

The access arrangements depend very much on the type of mental health difficulty and the way it impacts the particular student's life. These may include:

- allowing the student to do all or part of the course on a part-time basis. However, this needs to be discussed in detail with the Dean/Head of Department and Faculty Officer since not all study-units may run every year and some study-units may be prerequisites to others
- clear instructions on course/examination requirements
- consideration of potential difficulties related to collaboration requirements for group assignments
- examination access arrangements usually considered as appropriate for students with mental health difficulties are that of extra time that can also be used as settling down period, supervised rest breaks or supervised movement breaks
- an examination venue with fewer students or for students to be seated on their own

Other access arrangements may be considered on the basis of appropriate supportive evidence. Different arrangements may be granted to meet the needs of the individual student. However, not all students with mental health difficulties will be eligible for all of these arrangements. Hence, the need for the specialist's report to be detailed in order to guide the ADSC's recommendations.

Other access arrangements may be considered on the basis of appropriate supportive evidence.

Once arrangements are given at the commencement of the course, these will hold throughout the duration of the course unless otherwise decided by the ADSC or the student wishes for their request to be reviewed.

Where access arrangements are granted, the Dean/Director, Head of the Department and Faculty Officer will be informed of such arrangements, and where applicable, of the student's condition, in accordance with such student's explicit consent as provided in his/her application form.

5.11 Myalgic Encephalopathy (ME)/ Chronic Fatigue (CFS) / Post Viral Fatigue Syndrome

Myalgic Encephalopathy/Chronic Fatigue Syndrome (ME/CFS) is a severe systemic, acquired illness that can be debilitating. It manifests symptoms predominantly based on neurological, immunological and endocrinological dysfunction. Post Viral Fatigue Syndrome has similar symptoms to ME and CFS but is of a temporary nature.

Certification and justification

Requests for access arrangements need to be supported by evidence linked to the students' specific history and current functional impairment. Certification of the condition should be based on a detailed diagnostic report by a neurologist or endocrinologist which may have been carried out at any time. An update of the student's current functioning and access needs must be provided in the report. If the student is on medication, the report will be required to indicate the type of medication and the effects of it. This and other relevant documentation will form the basis on which the ADSC will determine how to enable the student to access the course and the examinations.

In the case of post-viral fatigue syndrome the report has to be updated three months before the examination.

Access arrangements

Access arrangements for examinations may include:

- extra time during examinations that can be also used as settling down period, supervised rest breaks or supervised movement breaks
and/or
- an examination venue with fewer students or for students to be seated on their own.
- arrangements for extensions of deadlines for assignments.

Other access arrangements may be considered on the basis of appropriate supportive evidence.

With the exception of post-viral fatigue syndrome, once arrangements are given at the commencement of the course, these will hold throughout the duration of the course of studies unless otherwise requested by the ADSC or the student wishes for their request to be reviewed.

Where access arrangements are granted, the Dean/Director, Head of the Department and Faculty Officer will be informed of such arrangements, and where applicable, of the student's condition, in accordance with such student's explicit consent as provided in his/her application form.

5.12 Neurological Disorders

Neurological disorders affect the central and peripheral nervous system, i.e. the brain, spinal cord, cranial nerves, peripheral nerves, nerve roots, autonomic nervous system and neuromuscular junctions. These include epilepsy (which is treated in a separate section), cerebrovascular conditions including stroke, chronic migraine, multiple sclerosis, neural infections, brain tumours, trauma to the nervous system and congenital conditions affecting the nervous system.

Certification and justification

Requests for access arrangements need to be supported by evidence linked to the students' specific history and current functional impairment. Certification of the condition should be based on a detailed diagnostic report by a neurologist which may have been carried out at any time. The report should identify functioning and access needs. If the student is on medication, certification will be required to indicate the type of medication and the effects. This and other relevant documentation will form the basis on which the ADSC will determine how to enable the student to access the course and examinations.

Access arrangements

The access arrangements depend very much on the type of neurological disorder and the way it impacts the particular student's life. These may include:

- arrangements to allow the student to do all or part of the course on a part-time basis. However, this needs to be discussed in detail with the Dean/Director/Head of Department and Faculty Officer since not all study-units may run every year and some study-units may be prerequisites to others
- clear instructions on course/examination requirements
- consideration of potential difficulties related to collaboration requirements for group assignments
- extra time that can also be used as settling down period, supervised rest breaks or supervised movement breaks
- an examination venue with fewer students or for students to be seated on their own
- a first aider can be on call

Other access arrangements may be considered on the basis of appropriate supportive evidence. Different arrangements may be granted to meet the needs of the individual student. However, not all students with

neurological disorders will be eligible for all of these arrangements. Hence, the need for the specialist's report to be detailed in order to guide the ADSC's recommendations.

Other access arrangements may be considered on the basis of appropriate supportive evidence.

Once arrangements are given at the commencement of the course, these will hold throughout the duration of the course unless otherwise decided by the ADSC or the student wishes for their request to be reviewed.

Where access arrangements are granted, the Dean/Director, Head of the Department and Faculty Officer will be informed of such arrangements, and where applicable, of the student's condition, in accordance with such student's explicit consent as provided in his/her application form.

5.13 Physical and/or Mobility Impairment

Students with a physical and/or mobility impairment include those who have difficulty using one or more of their limbs, or lack the strength to walk or manipulate objects. The use of a wheelchair, crutches, walker or other aids may be utilised to enhance mobility.

Certification and justification

Requests for access arrangements need to be supported by evidence linked to the students' specific history and current functional impairment. Certification of the condition should be based on a detailed diagnostic report by the specialist with whom the student has been in touch in relation to the impairment and which may have been carried out at any time. The report should identify functioning and access needs. If the student is on medication, certification will be required to indicate the type of medication and the effects of it. This and other relevant documentation will form the basis on which the ADSC will determine how to enable the student to access the course and examinations.

Access arrangements

i. Physical access to venues

The majority of venues within the UM are accessible. In cases where lecture rooms or offices do not provide such access, arrangements will be made to give the student with mobility impairment equal opportunity to use all services made available to other students.

The ADSU coordinator is in close contact with Faculty Officers and with the Scheduling Officer to ensure that accessible venues as well as venues that are in close proximity to each other are used whenever possible, to facilitate moving from one lecture to another. Whilst lecture halls are normally accessible, some difficulties occasionally arise. Where students have provided the ADSC with details of the requirements, the ADSU coordinator moves fast to secure all requirements in lecture halls by passing on the information to Faculty Officers and to the Scheduling Officer.

ii. Parking

Students may be given permission to be dropped off as close as possible to the lecture or examination venue. Reserved parking close to the lecture or examination hall may be requested if students who have a severe mobility impairment and drive their own car. Use can also be made of one of the various reserved parking spaces for persons with disability, provided the blue badge is used.

iii. Ergonomic or environmental adaptations

Students should also indicate any other ergonomic or environmental adaptations required to enable them to attend lectures and other teaching and learning activities and also to sit for examinations.

iv. Personal assistant

It is best for students who require a personal assistant to get in touch with the ADSU coordinator in order to be guided regarding applying for assistance from agencies outside the University. Usually, arrangements for personal assistance depend on the timetable followed and the time spent on campus. Different students will have different needs and so the personal assistance requested should reflect those needs.

A personal assistant may be necessary where students have difficulty manipulating objects during an examination. Students may request that the personal assistant (or a relative) be on call outside the examination hall to assist them when necessary. This will need to be requested in the application for examination arrangements.

v. Word processor

Where students have difficulty with hand movements, they should use a word processor or other technological aids. However, where students are unable to make use of a word processor, it is best to make arrangements to record lectures and then make arrangements for the recordings to be transcribed.

It is to be noted that PC spell check, thesauri or similar electronic aids will be disabled unless the use of spellcheck is granted in exceptional instances.

Students who make use of small adaptive equipment (such as typing sticks, writing splints, arm supports) may bring their own equipment to the examination, subject to approval by the ADSC.

vi. Time allowance

During examinations, where students have difficulty writing or word-processing, extra time can be requested that can also be used as settling down period, supervised rest breaks or supervised movement breaks. This request should be made wherever physical difficulties slow down the student's production of written or word-processed material, where they tire, where muscular spasms occur or increase with time, or where pain is experienced as a result of writing or word-processing for a stretch of time. In the majority of instances, the needs of most students will be met by a time allowance of up to 25% of the total examination time. Students may apply for additional extra time if they consider it necessary.

vii. Other equipment

If students are unable to use standard equipment, a request may be made to use alternative equipment. Once again this should be requested as early as possible. Larger equipment such as adapted tables and chairs could be supplied, provided they have been requested and specifications given beforehand.

viii. Practical work (including lab work and field work)

The guiding principle in practical work and assessments is to observe safety measures at all times. Students must neither endanger themselves nor endanger other students or staff.

Other access arrangements may be considered on the basis of appropriate supportive evidence.

Once arrangements are given at the commencement of the course, these will hold throughout the duration of the course unless otherwise decided by the ADSC or the student wishes for their request to be reviewed.

Where access arrangements are granted, the Dean/Director, Head of the Department and Faculty Officer will be informed of such arrangements, and where applicable, of the student's condition, in accordance with such student's explicit consent as provided in his/her application form.

5.14 Specific Learning Difficulties (SpLD)

Specific Learning Difficulties (SpLD) comprise ongoing challenges in the learning of key academic skills, including reading, writing and mathematics. Reading difficulties include challenges with reading accuracy, reading rate or fluency, and reading comprehension. Learning difficulties related to word recognition, decoding and spelling are often referred to as Dyslexia.

Difficulties with written expression can include challenges with spelling, grammar and punctuation, and with clarity or organization of written expression. Difficulties with handwriting are often referred to as Dysgraphia.

Difficulties with mathematics can include challenges with number sense, memorizing facts, calculations or reasoning/problem solving. Difficulties learning mathematical facts and performing mathematical calculations are often referred to as Dyscalculia.

Certification and justification

Requests for access arrangements need to be supported by evidence linked to the students' specific history and current functional impairment. Certification of the condition of SpLD should be based on a diagnostic report by a SpLD specialist/ psychologist with expertise in psycho-educational assessment which may have been carried out at any time in the student's educational history. An update of the student's current functioning and access needs must be provided by the SpLD specialist/psychologist report on an assessment dated within two years of the application for access arrangements. The SpLD specialist/psychologist must describe the type and degree of impact that the specific learning difficulties have on the student's functioning at university and particularly in examinations.

For students with SpLD to qualify for examination access arrangements, the updated report should include evidence of the student's below average performance in literacy/numeracy skills– that is, with a standardized score of one standard deviation below the mean (i.e. <85 or <16 percentile rank) in one or more of the following skills:

- word recognition
- reading comprehension
- spelling
- reading or writing speed
- illegible handwriting
- below average functioning in mathematical skills (where applicable).

For this reason, standardized test scores on relevant and age appropriate scales should be included. The report should also indicate the severity of needs and what access arrangements have been hitherto used and are being requested. This and other relevant documentation will form the basis on which the ADSC will determine how to enable the student to access the course and examinations.

Access arrangements

Students with SpLD are advised to make full use of the information provided for all study-units chosen on the Virtual Learning Environment (VLE), where lecturers post information, reading lists, hand-outs, assignment guidelines and other resources relevant to the study-units, where applicable. Some lecturers may be ready to put copies of their notes on the VLE on request. Students are also advised to use soft copies of books and articles that allow for different ways of display on electronic screens and also the use of text-to-speech software. However, they are also advised to continue to develop strategies for advancing their academic reading, comprehension and writing skills.

Students are normally requested to present assignments that have been produced on a word processor. To ensure adequate presentation, they need to pay particular attention to the proof-reading of their assignments by themselves or others before submission. This means they need to manage their time very carefully to meet the deadlines set.

For examinations, access arrangements are usually given to students with SpLD who have below average performance in English word reading, reading comprehension, word spelling or speed, or reading or writing speed. Such students may be eligible for:

- extra time during examinations that can be also used as settling down period, supervised rest breaks or supervised movement breaks
- an examination venue with fewer students or for students to be seated on their own
- the use of a word processor during their examinations. Students with severe dyslexia can qualify for having the spell checker enabled, in accordance with University Assessment Regulations, 2009, Reg. 57 (2). Severe dyslexia is established through documentation that includes an account of the support received by the student, evidence that the student experiences difficulties in all aspects of reading and writing skills.

The ADSC will consider each application in relation to the assessment objectives of the study-units which the student will be registering for.

Other access arrangements may be considered on the basis of appropriate supportive evidence.

Once arrangements are given at the commencement of the course, these will hold throughout the duration of the course unless otherwise decided by the ADSC or if the student wishes the arrangements to be reviewed.

Where access arrangements are granted, the Dean/Director, Head of the Department and Faculty Officer will be informed of such arrangements, and where applicable, of the student's condition, in accordance with such student's explicit consent as provided in his/her application form.

5.15 Speech Impairment

A speech impairment refers to an impaired ability to produce flowing, fluent speech and may range from mild to severe. It may include an articulation disorder, characterised by omissions or distortions of speech sounds; a fluency disorder (such as stuttering and cluttering) characterised by atypical flow, rhythm, and/or repetitions of sounds and blocks; or a voice disorder characterised by abnormal pitch, volume, resonance, vocal quality, or duration; or verbal dyspraxia characterized by oral motor difficulties.

Certification and justification

Requests for access arrangements need to be supported by evidence linked to the students' specific history and current functional impairment. Students need to submit a speech-language pathologist's report giving full details on the impairment and how it should be managed where students are required to give a presentation and/or where the student is sitting for an oral examination. An update of the student's current functioning and access needs must be provided by the speech language pathologist's report dated within two years of the application for university access arrangements.

Access arrangements

Access arrangements for students who have a speech impairment are mainly required for presentations and for oral components of examinations. Normally these arrangements will follow the recommendations of the speech language pathologist. This means that students cannot be exempted from giving a presentation that forms part of the programme of study or assignment/assessment or for an oral examination or examination component. However, examiners can be asked to make the environment as stress-free as possible while trying to put the student at ease. During the assessment of the one-to-one oral conversation, the examiner will allow ample time for the students to express themselves without giving unnecessary prompts.

Other access arrangements may be considered on the basis of appropriate supportive evidence.

Once arrangements are given at the commencement of the course, these will hold throughout the duration of the course unless otherwise decided by the ADSC or the student wishes for their request to be reviewed. Where access arrangements are granted, the Dean/Director, Head of the Department and Faculty Officer will be informed of such arrangements, and where applicable, of the student's condition, in accordance with such student's explicit consent as provided in his/her application form.

5.16 Systemic Lupus Erythematosus (SLE or Lupus)

Systemic Lupus Erythematosus (SLE or Lupus) is a systemic autoimmune disease that can affect any part of the body, particularly the heart, joints, skin, lungs, blood vessels, liver, kidneys and nervous system and has the effect of intense debilitating fatigue. Depression can often result from the physical effects of this chronic illness or from the prescribed medication.

Certification and rationale

Requests for access arrangements need to be supported by evidence linked to the students' specific history and current functional impairment. Certification of the condition should be based on a diagnostic report detailing the student's current functioning and access needs by a relevant medical specialist who has known the student for at least one year. If the student is on medication, the certification will be required to indicate the type of medication and the effects of the medication. This and other relevant documentation will form the basis on which the ADSC will determine how to enable the student to access the course and examinations.

Access arrangements appropriate for students with SLE / Lupus

Students may need to follow the course on a part-time basis. This arrangement may not be possible for all courses. The particular Faculty Board, Dean/ Director, Head(s) of Department and Faculty Officer need to be consulted to ensure that the student will be able to register for study-units at the right time, particularly if these do not run every year. Also, some study-units may be prerequisites to others. This applies also to practical components, laboratory work and field work. Different arrangements may be needed for individual students.

Access arrangements for examinations may include:

- extra time that can be also used as settling down period, supervised rest breaks or supervised movement breaks
and/or
- an examination venue with fewer students or for students to be seated on their own
- Arrangements for extensions of deadlines for assignments may also be made

Other access arrangements may be considered on the basis of appropriate supportive evidence. Different arrangements may be granted to meet the needs of the individual student. However, not all students with this condition will be eligible for all of these arrangements. Hence, the need for the specialist's report to be

detailed in order to guide the ADSC's recommendations.

Once arrangements are given at the commencement of the course, these will hold throughout the duration of the course of studies unless otherwise decided by the ADSC or the student wishes for their request to be reviewed.

Where access arrangements are granted, the Dean/Director, Head of the Department and Faculty Officer will be informed of such arrangements, and where applicable, of the student's condition, in accordance with such student's explicit consent as provided in his/her application form.

5.17 Visual impairment

Students are considered visually-impaired when they have significant limitations of functional visual capability, including visual acuity and field of vision, that cannot be adequately corrected by conventional means, such as spectacles, refractive correction or other assistive devices.

Certification and justification

Requests for access arrangements need to be supported by evidence linked to the students' specific history and current functional impairment. Certification of the condition should be based on a detailed diagnostic report by an ophthalmologist and orthoptist with details of the functional implications of the visual impairment which may have been carried out at any time in the student's educational history. An update of the student's current functioning and access needs must be provided by the ophthalmologist and orthoptist with details of the functional implications of the visual impairment.

Access arrangements

i. Mobility

Students are encouraged to become independent in all ways. Getting around the campus is no mean feat and this must be organised before the beginning of the academic year. The visually-impaired student needs to know the campus well in order to get from one lecture to the next and from one activity or service to another. Whilst it is possible for the ADSU coordinator to help out at the beginning of the semester, and many peers may be very willing to help out, students should do their utmost to ensure a smooth progress towards independence. Visually-impaired students should seek advice from the relevant organisations regarding using a long white cane or getting a guide-dog or using any other system to make life on campus safe and not to be restricted mobility-wise. The ADSU coordinator can assist the student to get in touch with these organisations.

ii. Course duration

Many visually-impaired students work slower than their fully sighted peers both in accessing written information and in writing. The pace will depend on the severity of their sight loss, their level of skill in managing it, and the nature of the work being done. For this reason, it may be necessary for visually-impaired students to follow a chosen course (ref: 2.6) on a part-time basis. In order to do this, the Dean/Director, Head of Department and Faculty Officer need to be contacted to discuss the possibility since not all study-units may run every year and some study units may be prerequisites for others.

One must keep in mind that reading is a major element in a university course. Visually-impaired students

may need to access their reading through text-to-speech software and/or other assistive technology. Use of these devices/technological aids may take a substantially longer time than directly reading a text. Visually-impaired students should seek advice from the relevant organisations and professionals regarding the use of this technology. The ADSU coordinator can assist the student to get in touch with these organisations.

iii. Coursework

The possible limitations to access material needed for coursework must be brought to the attention of the ADSU coordinator well in advance. Access to soft copies or other accessible formats of course materials and readings will facilitate the student's progress throughout the course.

All technological aids should be considered to enable access to course material and reading.

Students should have/acquire competence (or be competent) in word-processing skills both for their assignments, for note-taking wherever possible and for examinations.

iv. Examinations

For written examinations, the needs of most visually-impaired students will be met by an extra time allowance of up to 50%. The extra time can be used as settling down period, supervised rest breaks or supervised movement breaks. Additional extra time may be necessary. Details to justify this request will be required when applying.

In exceptional circumstances, such as where a student has two examinations with extra time occurring on the same day, students may be allowed to start the first examination earlier and the second examination later provided they will not be allowed to leave the examination venue until the lapse of 30 minutes from the official commencement of the examination.

A request may be made for access to practical tasks wherever possible, instead of or in addition to using a practical assistant and/or assistive devices. The granting of such a request will depend on the assessment objective(s) being tested. It is important for students to find out what practical tasks (including laboratory work and field work) will be expected of students before registering for a course.

Other access arrangements may be considered on the basis of appropriate supportive evidence.

Once arrangements are given at the commencement of the course, these will hold throughout the duration of the course unless otherwise decided by the ADSC or the student wishes for his request to be reviewed.

Where access arrangements are granted, the Dean/Director, Head of the Department and Faculty Officer will be informed of such arrangements, and where applicable, of the student's condition, in accordance with such student's explicit consent as provided in his/her application form.

5.18 Guidelines for the reconsideration of decisions of the ADSC by the Board of Referral- UM/JC

5.18.1 Title

The title of these guidelines is the 'Guidelines for the Reconsideration of Decisions of the ACCESS-Disability Support Committee (ADSC) by the Board of Referral- UM/JC '.

5.18.2 Interpretation

For the purposes of these guidelines:

'A decision at first instance' means a decision delivered by the ACCESS- Disability Support Committee, which decision constitutes a *res judicata* unless a request for reconsideration as applicable hereunder is considered admissible by the Referral Board.

'Days' shall mean running (not working) days.

'Fresh evidence' means evidence which at the time of the decision at first instance, either did not exist or was not known to the student.

'Point of law' means any point which does not deal with the facts of the case or the evidence produced, but which involves a matter which is predominantly of a juridical and/or procedural nature.

'Res Judicata' means a conclusive/definite judgment

'Student' means the applicant or student who allegedly has an impairment/medical condition/specific learning difficulty and who is requesting a reconsideration of the case after the decision at first instance.

5.18.3 Purpose and applicability

The purpose of these guidelines is to lay down the pre-requisites required in order to allow a request for the reconsideration of a case which has already been brought to the attention of the ADSC, a Joint Committee as constituted by Senate and Council of the University of Malta. This request for reconsideration is not tantamount to appellate proceedings.

These guidelines shall be applicable solely and exclusively to cases directly relating to requests dealing with support for students which have already been rejected, *in toto* or *in partem*, by the ADSC, which decisions shall

be deemed to be decisions at first instance constituting a *res judicata*, unless a request for reconsideration as applicable hereunder is considered admissible by the Referral Board.

These guidelines shall therefore supplement and complement any existing guidelines, laws, bye-laws or guidelines relating to support for students with a disability or disabilities. They shall in no manner whatsoever replace, amend, change or repeal any existing guidelines, laws, bye-laws or guidelines relating to support for candidates with a disability or disabilities.

5.18.4 Appointment of the Board of Referral

There shall be a Referral Board which shall enjoy exclusive jurisdiction to hear requests filed by students, or their representative for the reconsideration of cases which have been decided at first instance.

5.18.5 Composition of the Board of Referral

The Referral Board shall be composed of the following members:

- (a) a representative of Senate of the University of Malta acting as chair;
- (b) a representative of Council as a senior member of the administration of the University of Malta;
- (c) a representative of the relevant Faculty/Institute/Centre/School;
- (d) a representative of the Commissioner for the Rights of Persons with Disability (CDPR);
- (e) an *ad hoc* professional in the field which is being assessed and which constitutes the subject-matter of the disability or disabilities under scrutiny.

5.18.6 Roles, functions and powers of the Board of Referral

The Referral Board set up by these Guidelines shall:

- (a) take full cognisance of a request for reconsideration and subsequently consider whether this request is admissible or otherwise in accordance with the relative provisions of these guidelines;
- (b) decide on a preliminary basis and in writing, during its preliminary sitting, as to whether such a request is admissible or otherwise;
- (c) hear requests which are considered admissible further to its preliminary decision confirming admissibility, and subsequently decide, in writing, as to whether such requests should be referred back to the ADSC for its ulterior consideration leading to a *res judicata*.

5.18.7 Requests for reconsideration

Requests which are inadmissible shall be removed from the list of requests and the applicant shall be notified accordingly about the preliminary decision of the Referral Board and shall be referred back to the ADSC, thus ensuring that the decision at first instance becomes a *res judicata*.

5.18.8 Pre-requisites for admissibility

Requests by the student shall be considered admissible only if filed at the ACCESS-Disability Support Unit (ADSU) within thirty days from the decision of the first instance and only when either:

- (a) the student decides that his/her circumstances have changed to render worse his/her disability and prefers to submit the evidence of the changed circumstances to the Referral Board rather than before the first instance;

or

there has been a significant change in the circumstances of the student which entails that his/her disability has deteriorated considerably after the decision at first instance, provided that fresh evidence is produced strengthening and substantiating such contention sufficiently;

or

- (b) two separate affidavits containing reports and/or medical certificates of two different professionals are produced, the contents of which rebut the findings of the decision at first instance;

or

- (c) any point of law, including allegations of an unfair hearing before the first instance.

Provided that for the purposes of sub-paragraph (a) here above, the thirty-day limit shall not be applicable, and any such request based on fresh evidence may be filed when such fresh evidence becomes available.

5.18.9 Procedure post-preliminary decision:

Requests which are considered admissible shall be heard by the Referral Board which shall respect basic procedural rules, including the rules of natural justice throughout its proceedings. A decision on admissibility shall not impinge on the merits of the case, which merits shall be considered separately by the Referral Board which shall hear evidence and submissions by the parties throughout its sittings. The

Referral Board shall determine whether the grounds for re-consideration exist or otherwise and it shall not have jurisdiction to consider the merits of the case unless, as a result of the nature of the case, it deems it fit, expedient and necessary to take the merits of the case into account in order to reach its own decision. Proceedings before the Referral Board shall be viva voce, unless the Referral Board decides otherwise upon the request of the student and in the sole and primary interest of the student. During sittings, a student may be assisted by his/her representative. The decision of the Referral Board shall be taken by a majority vote and shall be brought to the attention of the ADSC and the applicant forthwith.

Appendix 1

- **Data Protection and Confidentiality Statement**
- **Statement to be signed by the student in case of endorsement**

Application forms

- **General Application Form to be completed by students at Junior College requesting examination access arrangements during their course of studies**
- **Course Access Arrangements**
- **Assessments Access Arrangements**
- **Consent Form for recording of lectures**
- **Sample letter sent from the ADSC/ADSU to communicate decision re access arrangements**

Data protection and confidentiality statement

UM collects and stores data concerning staff members' and students' health at the start of employment and at application stage through the Office for Human Resources Management & Development and the Office of the Registrar respectively, as well as through the ADSU, in order to fulfil its obligations under the Equal Opportunities Act (*Equal Opportunities (Persons with Disability) Act 2000 (CAP. 413)*) and to provide necessary access arrangements. UM processes this special category data in accordance with the provisions of the General Data Protection Regulation (GDPR) and all other applicable data protection legislation, including the Data Protection Act (*CAP. 586*) and the Processing of Personal Data (Education Sector) Regulations (*S.L.586.07*).

In its assessment of requests for access arrangements, the ADSC may require further information pertaining to students' results and/or academic performance from other entities within the University, including the MATSEC Support Unit and the Office of the Registrar. Where such entities are not already aware that the concerned individual has requested access arrangements, or where such information is required from third parties, the ADSU will seek the explicit consent of such student or staff member to procure the required information.

Once access arrangements have been granted to a student or staff member by the ADSC, the ADSU will pass on relevant information relating to such access arrangements to those UM employees and/or third parties who, by virtue of their roles and responsibilities, are tasked with effecting such arrangements and with enabling the provision of the service. These recipients include relevant individual lecturers, Deans and/or Heads of Departments, Faculty and Scheduling Officers and exam invigilators. Information is disclosed on a need-to-know basis and on the strength of the student or staff member's explicit consent as expressed in the relevant consent form. Information may, in exceptional cases of life-threatening emergencies or where there is a serious risk to a student's health or the safety of other individuals, be disclosed without such individuals' consent in accordance with the provisions of the Mental Health Act (*CAP. 525*).

Information pertaining to students' and staff members' access arrangements is retained by the ADSU throughout their period of studies and employment at UM respectively, and in the latter case, for a post-employment period as may be necessary for the establishment, exercise or defence of legal claims. This data may be further processed for research and statistics purposes, in accordance with Articles 5 and 89 of the GDPR, and Articles 5 (7) and 8 of SL 586.07.

Applicants with the ADSU and beneficiaries of access arrangements may withdraw the consent provided in

their application forms at any time. Such individuals also have the right to request access to their personal data held and processed by the ADSC, its rectification if it is incorrect, restriction of processing, data portability and where applicable, the right to object to the processing and the right to erasure. Students and staff members may contact the University's Data Protection Officer on ***dpo@um.edu.mt*** with any queries regarding the processing of their personal data, and may additionally seek redress with the Office of the Information and Data Protection Commissioner, Malta should they feel aggrieved by the ADSC or the University's processing of their personal data.

Statement to be signed by student in case of endorsement

Declaration

I, the undersigned, am satisfied that the information provided on this form is accurate. I am aware that, according to the University Assessments Regulations 2008 of the Education Act (CAP.327):

When Senate considers it appropriate, the access arrangements shall be subject to the students' transcript of their academic record being endorsed as follows:

"Access arrangements were made to enable the student to be assessed. Details may be obtained from the Registrar."

Name.....Signature.....

Date.....



General Application Form to be completed by students at **Junior College** Requesting Examination Access Arrangements during their course of studies

Student's Details

ID. Number: Date of Birth:

Last Name: First Name:

Address:

Locality: Candidate's Contact No:

Other contact number: EU Disability Card No: (optional)

Email

Condition/Disability/Impairment

Grade Obtained in SEC English SEC Maltese Year of Commencement of Course:

Kindly indicate your current choice of subjects accordingly. **This form does not replace the candidate's registration for examinations.**

Subject	Level Int (IM)/ Adv (AM)	Tick where appropriate	Subject	Level Int (IM)/ Adv (AM)	Tick where appropriate
Accounting	AM/IM		Home Economics	AM/IM	
Applied Mathematics	AM/IM		Information Technology	AM/IM	
Arabic	AM/IM		Italian	AM/IM	
Art	AM/IM		Latin	AM/IM	
Biology	AM/IM		Maltese	AM/IM	
Chemistry	AM/IM		Marketing	AM/IM	
Classical Studies	IM		Music	AM/IM	
Computing	AM/IM		Philosophy	AM/IM	
Economics	AM/IM		Physical Education	IM	
Engineering Drawing & Graphical Communication	IM		Physics	AM/IM	
English	AM/IM		Psychology	IM	
Environmental Studies	IM		Pure Mathematics	AM/IM	
French	AM/IM		Religious Knowledge	AM/IM	
Geography	AM/IM		Russian	AM/IM	
German	AM/IM		Sociology	AM/IM	
Graphical Communication	AM		Spanish	AM/IM	
Greek	AM/IM		Systems of Knowledge	IM	
History	AM/IM		Theatre and Performance	AM/IM	

Kindly tick where appropriate

School Exam Access Arrangements	
Please indicate whether the candidate has previously been granted examination access arrangements by the school. Indicate since when the arrangements were granted in the space provided (e.g. 2015-18).	
Extra Time	
Reader	
Prompter	
Communicator	
Exam paper enlarged to A3	
Practical Assistant	
Word Processor	
Supervised rest breaks	
Settling down time	
Relative on call	
Permission to use toilets	
Room with few candidates	
Room alone	
Other access arrangements (please specify):	

Evidence / Reports	
Please mark the evidence / reports attached with this form. Kindly ensure that reports satisfy requirements set in 'The University of Malta, Access Arrangements, 2018'	
Psychologist's Report	
Psychiatrist's Report	
Relevant Consultant's Report	
Ophthalmologist's Report	
Audiologist's Report & Audiogram	
Rheumatologist's Report	
Occupational Therapist's Report	
Neurologist's Report	
Past Scripts	
Speech Language Pathologist's Report	
MATSEC/ADSC Letter	
Other reports (please specify):	

Data protection and confidentiality

We, the undersigned, have read and understood the ADSU's Data Protection and Confidentiality Statement (<https://www.um.edu.mt/access>), and agree that, in accordance with such Statement:

- (i) UM employees and third parties who are responsible for effecting access arrangements and enabling the provision of the service are informed about our son/daughter's **access arrangements**. *We understand that this is required for the provision of the service.*
Yes ___ No ___
- (ii) The UM employees and third parties mentioned in (i) are also informed about our son/daughter's **condition/diagnosis**. Yes ___ No ___

Name & Surname _____

(Parents/Legal guardians)

Name _____ Signature _____

(Student)

Date: _____



Application Form - Course Access Arrangements

Students must complete and submit this application form at the commencement of their course of study

Student's Details

First Name: _____ Surname: _____

ID Card No: _____ Date of birth: _____

Address: _____

Locality: _____ Candidate's Contact No: _____

Other Contact No: _____ EU Disability Card No. (optional): _____

Condition/Disability/Impairment: _____

Email: _____

Course of study: _____

Faculty: _____

Year of commencement of course: _____ Part-Time: _____ Full-Time: _____

Have you ever requested access arrangements (AAs) before? _____

If yes, what AAs did you qualify for: _____

Evidence / Reports	
Please mark the evidence / reports attached with this form. Kindly ensure that reports satisfy requirements set in "The University of Malta Access Arrangements, 2018.	
Psychologist's Report	
Psychiatrist's Report	
Relevant Consultant's Report	
Ophthalmologist's Report	
Audiologist's Report & Audiogram	
Rheumatologist's Report	
Occupational Therapist's Report	
Neurologist's Report	
ADSC/MATSEC Access Arrangements Letter	
Speech Language Pathologist's Report	
Other (lease specify):	

Course Access Arrangements		Approved by ADSC	Other Comments
Please indicate what access arrangements you are requesting			
Copies of lecture note/slides (preferably in advance)			
Recording of lectures			
Flexibility with deadlines for course work and assignments			
Use of relevant equipment during lectures			
Permission to stand during lectures			
Permission to leave the room			
Accessible venue			
Recommendations for external (non-University) support			
Extension for the course deadline			
Assistance from UM Occupational Therapy			
Other:			
Other information you may wish to provide to motivate your request:			

Will you be applying for examination access arrangements? Yes _____ No _____

Data Protection and Confidentiality

I, the undersigned, have read and understood the ADSU's Data Protection and Confidentiality Statement (<https://www.um.edu.mt/access>), and agree that, in accordance with such Statement:

- (i) UM employees and third parties who are responsible for effecting access arrangements and enabling the provision of the service are informed about my **access arrangements**.

I understand that this is required for the provision of the service.

Yes ____ No ____

- (ii) The UM employees and third parties mentioned in (i) are also informed about my **condition/diagnosis**. Yes ____ No ____

Name & Surname: _____ Signature _____

Date: _____



Application Form- Assessment Access Arrangements

Students must complete and submit this application form by the deadlines published on the ADSU webpage or as advised

Student's Details

First Name: _____ Surname: _____

ID Card No: _____ Date of birth: _____

Address: _____

Locality: _____ Candidate's Contact No: _____

Other Contact No: _____ EU Disability Card No. (optional): _____

Email: _____

Course of study: _____

Faculty: _____

Year of commencement of course: _____ Part-Time: _____ Full-Time: _____

Have you ever requested access arrangements (AAs) before? _____

If yes, what AAs did you qualify for: _____

Evidence / Reports

Please mark the evidence / reports attached with this form. Kindly ensure that reports satisfy requirements set in "The University of Malta Access Arrangements, 2018).

Psychologist's Report	
Psychiatrist's Report	
Relevant Consultant's Report	
Ophthalmologist's Report	
Audiologist's Report & Audiogram	
Rheumatologist's Report	
Occupational Therapist's Report	
Neurologist's Report	
ADSC/MATSEC access arrangements letter	
Speech Language Pathologist's Report	
Other	

Access Arrangement	Required (Please tick where appropriate)	Access Arrangements already given previously	Approved by ADSC
Extra Time which may be used as supervised rest periods/settling down period			
Alternative accommodation/ venue away from centre			
Venue with fewer students			
Venue alone			
Enlarged Question Paper A4 to A3			
Practical Assistant			
Scribe / Amanuensis			
Voice activated computer			
Use of a word processor			
Use of a word processor with spell check on (not applicable for language-based exams or exams in Maltese)			
First Aider on call			
Scripts and exam papers to be taken apart			
Permission to use toilet frequently			
Permission to eat/drink			
Permission to keep hand towel			
Other:			

Data Protection and Confidentiality

I, the undersigned, have read and understood the ADSU's Data Protection and Confidentiality Statement (<https://www.um.edu.mt/access>), and agree that, in accordance with such Statement:

- (i) UM employees and third parties who are responsible for effecting access arrangements and enabling the provision of the service are informed about my **access arrangements**.
I understand that this is required for the provision of the service.

Yes ____ No ____

- (ii) The UM employees and third parties mentioned in (i) are also informed about my **condition/diagnosis**. Yes ____ No ____

Name & Surname: _____

Signature _____ Date _____



Consent form for the recording of lectures

I, _____, currently registered in the
_____ course, hereby confirm that the recording of
lectures/tutorials/seminars will be used for my own personal use and that the audio video recording will
not be subsequently published or transcribed for publication without prior written approval of the lecturer
concerned.

Signature

Date

Sample letter sent from the ADSC/ADSU to communicate decision re access arrangements

ACCESS-Disability Support Committee (ADSC)

Mr/Ms [name surname]

[Address]

[ID Number]

[date of issue]

Dear Mr/Ms [surname],

Course/Examination access arrangements

The ACCESS-Disability Support Committee (ADSC) has discussed your request for examination access arrangements and agreed to allow you:

- [access arrangements given]

These arrangements are valid for the duration of the course of studies or you are required to provide further information or your request cannot be acceded to.

Kindly contact your faculty office immediately to make the necessary arrangements.

Wishing you success in your exams,

Regards,

[Name, surname]

Head of ACCESS-Disability Support Unit (ADSU)

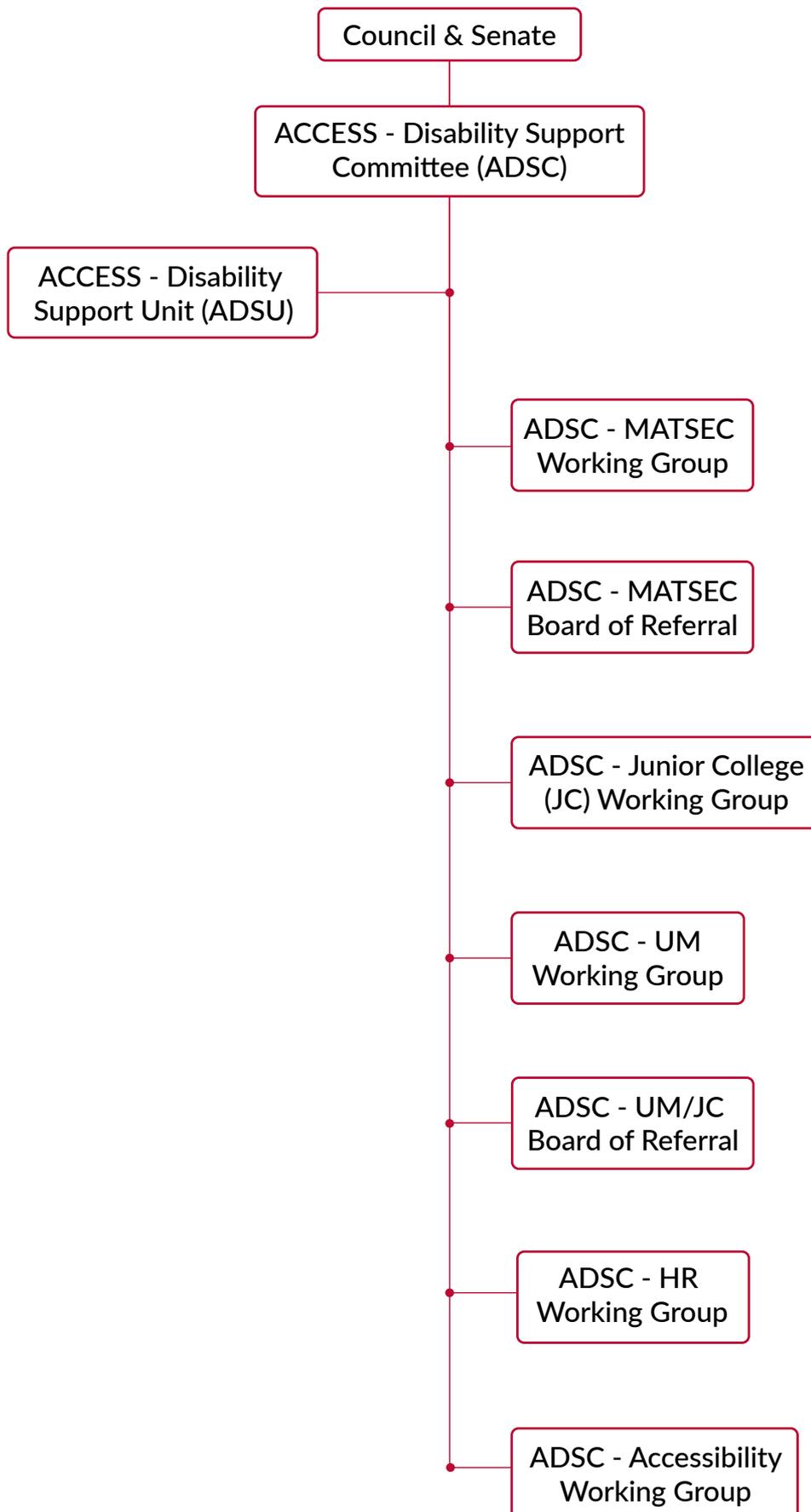
c.c. - Head of Dept/Dean

Faculty Officer

Appendix 2

- **Organogram ADSC**
- **Composition of ADSC working groups**
- **Directory**
- **Definitions**

ACCESS-Disability Support Committee ADSC (Organogram)



Composition of ADSC working groups

<p>ADSC-MATSEC WG</p> <p>Senior Executive ADSU- -Acting as Chairperson</p> <p>Consultant Psychologist</p> <p>Consultant Occupational Therapist</p> <p>Representative from Registrar’s Office</p> <p>Consultant Medical Expert</p> <p>Director MATSEC Support Unit</p>	<p>ADSC-Junior College WG</p> <p>Head of ADSU- Acting as Chairperson</p> <p>Consultant Psychologist</p> <p>Consultant Occupational Therapist</p> <p>Representative from Registrar’s Office</p> <p>Consultant Medical Expert</p> <p>Representative Principal Office at Junior College</p> <p>Director MATSEC Support Unit</p> <p>Coordinator ADSU-Acting as Secretary</p>
<p>ADSC-UM WG</p> <p>Head of ADSU- Acting as Chairperson</p> <p>Consultant Psychologist</p> <p>Consultant Occupational Therapist</p> <p>Representative from Registrar’s Office</p> <p>Consultant Medical Expert</p> <p>Coordinator ADSU-Acting as Secretary</p>	<p>ADSC – HR WG</p> <p>Pro-Rector for Student & Staff Affairs and Outreach, ADSC Chairperson</p> <p>Head of ADSU</p> <p>Director of HR</p> <p>Representative of CRPD</p> <p>Council Representative</p> <p>Ad hoc Professional</p> <p>Coordinator ADSU-Acting as Secretary</p>
<p>ADSC-UM Accessibility WG</p> <p>Head of ADSU- Acting as Chairperson</p> <p>Director Estates & Works</p> <p>Precincts Officer</p> <p>Representative Person with Mobility Impairment</p> <p>Occupational Therapist, ADSU</p> <p>Coordinator ADSU-Acting as Secretary</p>	<p>ADSC- Board of Review</p> <p>Representative of Senate acting as chair</p> <p>Representative of Council as a senior member of the administration</p> <p>Representative of the relevant Faculty/Institute/Centre/School</p> <p>Representative of the Commissioner for the Rights of Persons with Disability (CDPR);</p> <p>An ad hoc professional in the field which is being assessed and which constitutes the subject-matter of the disability or disabilities under scrutiny</p> <p>Coordinator ADSU-Acting as Secretary</p>

Directory

ADSU Coordinator

The ADSU coordinator can be contacted by email or phone or by calling in person at the:

Room 109, Old Humanities Building

University of Malta

Telephone: 2340 2557

Email: adsu@um.edu.mt

Webpage: um.edu.mt/access

Estates, Facilities & Capital Development Directorate

The staff of Estates, Facilities and Capital Directorate can be contacted by email or phone on:

Telephone: 23402228

Email: estates@um.edu.mt

Precincts Office

The staff of Precincts Office can be contacted by email or phone on:

Telephone: 2340 2236

Email: precincts@um.edu.mt

Students Advisory Service

The staff of Students Advisory Service can be contacted by email or by phone on:

Telephone: 2340 2847/3096

Email: sas@um.edu.mt

Webpage: um.edu.mt/sas

Facebook: www.facebook.com/um.studentadvisoryservices

Students Services Office

Students at Junior College who require access arrangements should contact the Student Services

Office on:

Telephone: 2590 7150

Email administration.jc@um.edu.mt

Counselling Service

The Intake officer at the Counselling Services contacted by email or phone or by calling in person at the:

Health and Wellness Centre

University of Malta, Msida

Telephone: 2340 2235

Email: [**counselling@um.edu.mt**](mailto:counselling@um.edu.mt)

Webpage: [**um.edu.mt/counselling.mt**](http://um.edu.mt/counselling.mt)

Mental Health Services

The Intake officer at the Counselling services contacted by email or phone or by calling in person at the:

Health and Wellness Centre

University of Malta, Msida

Telephone: 2340 2235

Email: counselling@um.edu.mt

Webpage: [**www.um.edu.mt/counselling.mt**](http://www.um.edu.mt/counselling.mt)

Kunsill Studenti Universitarji (KSU)

Student's House

University of Malta

Telephone: 2340 2104

Email: info@ksu.org.mt

Website: [**https://www.ksu.org.mt**](https://www.ksu.org.mt)

The Junior College Diversity Officer

The JC Diversity Officer may be contacted by email or phone or by calling in person at the:

Telephone: 2590 7423

Email: joshua.aquilina@um.edu.mt

Facebook: [**www.facebook.com/uom.jcdiversity**](http://www.facebook.com/uom.jcdiversity)

Aġenzija Sapport

Head Office

Address: Fr. Ġwann Azzopardi Street,

St. Venera SVR 1614

Telephone: 2256 8000

Email: [**sapport@gov.mt**](mailto:sapport@gov.mt)

Website: [**https://sapport.gov.mt/en/Pages/default.aspx**](https://sapport.gov.mt/en/Pages/default.aspx)

Definitions

Reasonable Accommodation	'means necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden, where needed in a particular case, to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms' (Equal Opportunities Act, Article 2).
Assistive Means	'includes any palliative or therapeutic device, any prosthetic apparatus, or any other apparatus or means, including trained animals, that may be required by a person with a disability specifically because of that disability' (Equal Opportunities Act, Article 2)
Access	Access refers to physical accessibility, access to information and communication, and access to services, as detailed in Article 9 of the Convention on the Rights of Persons with Disability.
Disability	These guidelines apply for individuals with physical, sensory or mental impairments; medical conditions; or specific learning difficulties. The term "disability" is taken to encompass all of the above.

Students should also be aware that the UM has suitability-to-practice regulations. These can be accessed through the following link:

um.edu.mt/_data/assets/pdf_file/0003/293025/unisuitabilitypractise2016.pdf

Appendix 3

- **Feedback Form – Students**
- **Feedback Form – Staff and/or Visitors**
- **Feedback Form- Other Stakeholders**

Feedback form – Students

It would be appreciated if you would take the time to fill in this form in order to provide the ADSC with feedback on the way you view these guidelines, how useful you found them and how you consider these should be improved. Please be as honest as you can. You do not need to sign it or tell us who you are.

You are not obliged to answer all of the questions below.

1. What year are you currently in? _____

2. Which faculty/ies/institute/s are involved in the course you are following? _____

3. Have you read these guidelines because:

You are disabled

You know someone who is disabled

You know a fellow student who has a disability or you know someone who may be interested in joining a university course and you want to pass on information about accessibility on campus

You are facing difficulty and would like to know if the information applies to you

4. What difficulties do you find getting around on campus:

(a) Accessing buildings

(specify which buildings and what the obstacles are) _____

(b) Accessing facilities

(specify which facilities e.g the library, the IT Services, the canteen, the Chaplaincy and specify what the obstacles are) _____

(c) Making contact with lecturers

(specify the difficulties) _____

(d) Making contact with administrative staff

(specify the difficulties) _____

(e) Making contact with other personnel

(specify the difficulties) _____

(f) Accessing events

(specify what events and why) _____

5. Do you think you have more difficulty than other students? If yes, why?

6. What other difficulties do you meet?

7. What would you like to be done about any of 1-6 above?

8. List improvements you would like to see on campus:

i. _____

ii. _____

iii. _____

iv. _____

9. Do you think that your disability prevents you from living a full student life? If so, specify how and/or why you think this could be overcome.

10. Did you read these guidelines in their entirety? Yes No

11. If you have read these guidelines, how useful/helpful did you find them?

Very useful/helpful

Fairly useful/helpful

Not very useful

because _____

12. Can you suggest what else should be included in it? Please specify:

13. Any other suggestions or comments:

THANK YOU FOR TAKING THE TIME TO FILL IN THIS QUESTIONNAIRE!

Please return the completed questionnaire to:

ACCESS-Disability Support Unit (ADSU)

OH Room 109

University of Malta

Msida, MSD 2080

Or email to: adsu@um.edu.mt

Any personal data is kept in strictest confidence and in accordance with the provisions of the General Data Protection Regulation (GDPR) and all other applicable data protection legislation, including the Data Protection Act (CAP. 586) and the Processing of Personal Data (Education Sector) Regulations (S.L.586.07).



Feedback form – Staff/Visitors

It would be appreciated if you would take the time to fill in this form in order to provide the ADSC with feedback on the way you view these guidelines, how useful you found it and how you consider it should be improved. Please be as honest as you can. You do not need to sign it or tell us who you are. You are not obliged to answer all of the questions below.

1. What is your role at the University:

Member of the Academic Staff

Member of the Administrative Staff

Faculty Officer

Member of the Technical Staff

Visitor

Other (please specify): _____

2. Have you read these guidelines because:

You are disabled

You know a colleague who is disabled

You know a student who is disabled

You know someone who may be interested in joining a university course or apply for a job and you want to pass information about accessibility on campus

You are facing difficulty and would like to know if the information applies to you

3. What difficulties do you find getting around campus:

(a) Accessing buildings

(specify which buildings and what the obstacles are) _____

(b) Accessing facilities

(specify which facilities e.g the library, the IT Services, the canteen, the Chaplaincy and specify what the obstacles are) _____

(c) Making contact with lecturers

(specify the difficulties)

(d) Making contact with administrative staff

(specify the difficulties)

(e) Making contact with other personnel

(specify the difficulties)

(f) Accessing events

(specify what events and why)

4. Do you think you have more difficulty than other colleagues? If yes, why?

5. What other difficulties do you meet?

6. What would you like to be done about any of 1-5 above?

7. What would you like to be done about any of 1-5 above?

i.

ii.

iii.

iv.

8. Do you think that your disability makes your job more difficult? If so, specify how and/or why you think this could be overcome.

9. Did you read these guidelines in their entirety? Yes No

10. If you have read these guidelines, how useful/helpful have you found them?

Very useful/helpful

Fairly useful/helpful

Not very useful

because

11. Can you suggest what else should be included in it? Please specify:

12. Any other suggestions or comments:

THANK YOU FOR TAKING THE TIME TO FILL IN THIS QUESTIONNAIRE!

Please return the completed questionnaire to:

ACCESS – Disability Support Unit (ADSU)

OH Room 109

University of Malta

Msida, MSD 2080

or email to adsu@um.edu.mt

Any personal data is kept in strictest confidence and in accordance with the provisions of the General Data Protection Regulation (GDPR) and all other applicable data protection legislation, including the Data Protection Act (CAP. 586) and the Processing of Personal Data (Education Sector) Regulations (S.L.586.07).



Feedback form – Other stakeholders (e.g. parents)

It would be appreciated if you would take the time to fill in this form in order to provide the ADSC with feedback on the way you view these guidelines, how useful you found it and how you consider it should be improved. Please be as honest as you can. You do not need to sign it or tell us who you are. You are not obliged to answer all of the questions below.

1. What is your role at the University:

You are a person with disability

You are the parent/guardian of a current student

You are the parent/guardian of a member of staff

You are a friend of someone studying/working at UM

You are an interested member of the general public

Other (please specify): _____

2. Did you read these guidelines in their entirety? Yes No

3. If you have read the booklet, how useful/helpful have you found it?

Very useful/helpful

Fairly useful/helpful

Not very useful

because _____

4. How useful is the information you read about:

(a) Accessing buildings

Very useful/helpful

Fairly useful/helpful

Not very useful

because _____

(b) Accessing facilities

Very useful/helpful

Fairly useful/helpful

Not very useful

because _____

(c) Accessing events

Very useful/helpful

Fairly useful/helpful

Not very useful

because _____

5. What other difficulties did you meet?

6. List improvements you would like to see on campus:

- i. _____
- ii. _____
- iii. _____
- iv. _____

7. Any other suggestions or comments:

THANK YOU FOR TAKING THE TIME TO FILL IN THIS QUESTIONNAIRE!

Please return the completed questionnaire to:

ACCESS – Disability Support Unit (ADSU)

OH Room 109

University of Malta

Msida, MSD 2080

or email to adsu@um.edu.mt

Any personal data is kept in strictest confidence and in accordance with the provisions of the General Data Protection Regulation (GDPR) and all other applicable data protection legislation, including the Data Protection Act (CAP. 586) and the Processing of Personal Data (Education Sector) Regulations (S.L.586.07).