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# Plan for Methodological Adaptations

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## INTRODUCTION

The Protocol for Students with Special Educational Needs (SEN) is a fundamental element in the development of the Plan for Methodological Adaptations (PMA) of the UPF Barcelona School of Management (hereinafter UPF-BSM).

The aim of this document is to establish an action framework for the identification, support and management of students' special educational needs (hereinafter SEN).

The identification of SEND is aimed at implementing the necessary adaptations for each case and type in order to ensure that the student can participate in teaching and assessment activities on an equitable basis, as well as to promote their full integration into the university environment, in accordance with the principles of the Methodological Adaptations Plan.

These adaptations must be carried out while at all times preserving the achievement of the competences established in the framework of the module and the corresponding programme. It should be borne in mind that knowledge of the NEE or of a disability is a necessary, but not sufficient, requirement to guarantee the success of the educational inclusion process.

It should be borne in mind that adapting is not about lowering the competencies of the programme's curriculum; for this reason, mechanisms must be found to facilitate their achievement.

This protocol defines the actions to be taken from the receipt of applications for recognition of SEND until the monitoring of students who may require specific support. It also establishes the communication mechanisms with the teaching staff of the relevant modules in order to implement the agreed teaching adaptations.

This protocol is based on the following regulations on teaching adaptation for students who may require specific support: the Resolution on Teaching Adaptation Services and the Resolution on the Documentation Required to Certify Situations Requiring Specific Support, all of which were approved by the Pompeu Fabra University (Governance Council Agreement of 28 April 2021).

### *Subjective scope of application*

For the purposes of this protocol, a student will be considered to have SSE when they are in one of the following situations:

- a) Students with a legally recognised disability with a degree of 33% or higher, accredited by the competent authority.
- b) Students with a legally recognised disability with a degree below 33%, when this situation may give rise to specific needs for teaching adaptation.

c) Students with physical, intellectual or sensory disabilities, autism spectrum disorders (ASD), mental health disorders, as well as serious, degenerative or rare diseases, with or without a legally recognised disability, provided that these situations entail specific educational needs in the academic sphere.

d) Students with specific learning or communication disorders, including, but not limited to, language disorders, reading and writing disorders, calculation disorders, or attention deficit disorders, with or without hyperactivity, when these may affect the normal development of teaching or assessment activities.

### *Tutoring support*

The protocol for students with SEND is developed in accordance with the following stages:

1. Request from the student via the Inclusion email address (bsm.inclusio@bsm.upf.edu).
2. Interview with the Head of the Service, where applicable.
3. Preparation of the certificate of adjustments based on the certificate provided by the student or on the information available for each case.
4. Sending the signed certificate of adjustments to the student by the Head of Student Services
5. Communication of the adaptations to the academic leadership.
6. Monitoring of the student by the person responsible for Student Services.
7. Final evaluation of the adaptation process.
8. Retention and custody of the data

## **1. Student application and legitimization for the processing of personal data**

EAs part of the Welcome Day and/or at the start of the academic year, the Student Services introduces students to the UPF-BSM Inclusion Service.

In this context, students are informed of the possibility of applying for recognition as students with special educational needs, provided they meet the established requirements, and are encouraged to contact the Inclusion Service to assess the need for teaching adaptations.

In order to ensure that adjustments for SEND can be implemented from the start of the academic year or term, it is the student's responsibility to contact the Inclusion Service during the first week of the course or term to request the relevant recognition.

Recognition of SEN can be requested at any time during the academic year. However, if the request is submitted less than four weeks before the start of the assessment period, the

implementation of adaptation measures for that term's examinations, including resits, cannot be guaranteed.

The student must sign this authorisation to give explicit consent for the processing of their personal data and to allow the tutor to inform the teaching staff of the agreed teaching adaptations, ensuring at all times the confidentiality and protection of sensitive data, in accordance with current legislation.

## 2. Interview with the Head of the Inclusion Service and definition of the teaching adaptations

If the student so requests, or if the Inclusion Service deems it necessary, an interview may be arranged to assess the request for a curriculum adaptation or to review any of the documentation they may have provided.

Supporting documentation:

The documentation required to substantiate specific treatment situations for the purposes of teaching adaptation may include the following:

- Students with an officially recognised degree of disability: Disability identification card (Royal Decree BSF/43/2012 of 27 February on the disability identification card) and a resolution or official document issued by the relevant authority of the autonomous community or state of residence of the student. The document must specify the degree of disability, as well as the diagnosis, the impairment and the validity of the document, or indicate whether it is permanent or definitive. Documents that, by regulation, are valid for disability-related allowances in the university enrolment process will also be accepted.
- Students without an officially accredited degree of disability, but who manifest academic difficulties for health reasons or due to a disorder, which may alter or impair their academic performance: A medical report specifying the adjustments the student requires to carry out their academic activities. The medical document or professional report must clearly identify, where possible, the name and professional registration number of the issuing professional, and bear an original or verifiable electronic date and signature. Students participating in exchange programmes may also provide a report from their tutor detailing the adjustments made at their home university.
- A certificate from the home university detailing the adjustments made during the undergraduate degree (provided no more than two years have passed since its completion).

UPF BSM has a Psychological Support Service (SAP) available as a resource for students and the university community who wish to make an enquiry. Additionally, advice may be sought from public or private organisations, such as the ONCE, FESOCA, MIFAS, etc. In some cases, the ONCE service contacts the person's tutor to make recommendations on the adaptations that can be implemented.

### **3. Preparation of the certificate of adaptations and sending it to the student**

Once the documentation submitted by the student has been reviewed and, where applicable, the relevant personal interview has been conducted, the Service issues an official certificate specifying the academic adaptations to be applied by the teaching staff.

### **4. Communication of adaptations to the academic leadership**

The proposed teaching adaptations are communicated to the relevant academic leadership for their information and, where applicable, validation. The academic leadership is responsible for communicating the necessary adaptations to the teaching staff involved in the programme.

The programme's academic leadership makes this communication to all involved teaching staff at the start of the academic year, or at the start of each term where possible, and provided they are aware of the case in good time. It is the responsibility of the teaching staff to implement the established adaptations.

### **5. Monitoring of the student by the person responsible for Student Services**

The person responsible for the Inclusion Service is in charge of monitoring the adaptation process and providing support to the student throughout the academic year. This monitoring can be carried out at the student's request or on the proposal of the programme's academic management, and can be conducted continuously throughout the academic year.

Within the framework of this monitoring, the suitability of the adopted adaptation measures, as well as their correct implementation, is reviewed as often as necessary, with the aim of ensuring academic progress, the student's well-being, and the adequacy of the measures in relation to the established competences and learning outcomes.

### **6. Final assessment of the adaptation process**

Once the teaching period has ended, a comprehensive assessment is carried out of the effectiveness of the adaptations implemented, with the aim of identifying potential improvements for future courses.

### **7. Retention and custody of data**

Personal data collected under this protocol are retained and safeguarded in accordance with current data protection legislation and the security and confidentiality criteria established by the institution. Requests for erasure of data must be made via [rgpd@bsm.upf.edu](mailto:rgpd@bsm.upf.edu).