



TOMORI PÁL COLLEGE

EQUAL OPPORTUNITIES POLICY FOR STUDENTS WITH DISABILITIES

Number of versions: 4.

Date of adoption: 05/10/2021.

Decision number: 2021/4/25

Effective date: 05/10/2021.

Responsible person: Vice-Rector for Education



TABLE OF CONTENTS

TABLE OF CONTENTS	3
I. GENERAL PROVISIONS	5
§ 1 LIST OF RELEVANT LEGISLATION	5
§ 2 SCOPE OF THE RULES	5
§ 3 INTERPRETATIVE PROVISIONS	HIBA! A KÖNYVJELZŐ NEM LÉTEZIK.
II. PROVISIONS TO ENSURE EQUAL OPPORTUNITIES FOR STUDENTS WITH DISABILITIES.....	6
§ 4 PROCEDURE FOR ESTABLISHING AND CERTIFYING DISABILITY.....	6
§ 5 REQUESTING EQUAL OPPORTUNITIES CONDITIONS	6
§ 6 THE COORDINATOR	6
§ 7 EXAMINATION AND AUTHORISATION OF THE APPLICATION	7
§ 8 ACADEMIC, TECHNICAL AND PERSONAL ASSISTANCE PROVIDED BY THE INSTITUTION	7
§ 9 SERVICES AUTHORISED BUT REQUIRING ASSISTANCE FROM OTHER INSTITUTIONS	10
§ 10 SPECIAL TEXTBOOKS AND NOTES	10
III. MISCELLANEOUS PROVISIONS.....	10
ARTICLE 11 ENTRY INTO FORCE.....	10



The Tomori Pál College (hereinafter referred to as "the College") has adopted the following policy to promote equal opportunities for students with disabilities.

I. GENERAL PROVISIONS

1. § List of relevant legislation

- (1) Act XXVI of 1998 on the Rights of Persons with Disabilities and Ensuring their Equal Opportunities (in force: 01.07.2007)
- (2) Act CCIV of 2011 on National Higher Education
- (3) Government Decree No 87/2015 (IV. 9.) on the implementation of certain provisions of Act CCIV of 2011 on National Higher Education;
- (4) With effect from 23 December 2017, Articles 63 and 64 (1) of Government Decree 87/2015 (IV. 9.) on the implementation of certain provisions of Act CCIV of 2011 on National Higher Education was amended.
- (5) Government Decree No. 407/2017 (XII. 15.) of the Government on the Regulation of Higher Education and on the Amendment of Certain Related Government Decrees
- (6) Government Decree 423/2012 (XII. 29.) on the higher education admission procedure, Section 8 (Ensuring equal opportunities)
- (7) Act CXXV of 2003 on equal treatment and the promotion of equal opportunities

2. § Scope of THE Code

- (1) The scope of the Code covers:
 - a) persons who are students of the College,
 - b) only in the case of express provision - in accordance with Article 41 c) of Act CCIV of 2011 on National Higher Education on Higher Education - to persons applying for admission to college.

3. § Preferential treatment rules

- (1) A student with a disability (hereinafter: student with a disability) is a person who, according to Article 1(a) of Act LXII of 2013 on the Rights of Persons with Disabilities and Ensuring their Equal Opportunities, has a permanent or permanent sensory, communication, physical, intellectual or psychosocial impairment - or any accumulation thereof - which, in interaction with environmental, social and other significant barriers, limits or hinders effective and equal participation in society;"
- (2) In addition, a student with a disability is a student who has a disability as defined in § 47 of Act CXC of 2011 on National Public Education, e.g.: (7) A pupil with special educational needs who has a mild intellectual disability, a speech impediment or a mental disorder is defined as two children, a pupil with a motor, sensory (visual, auditory), or moderate intellectual disability, children and pupils with autism spectrum disorder or with multiple disabilities shall be counted as three children in the calculation of the number of kindergarten classes, school classes and dormitory classes if they are educated together with other children and pupils.



II. PROVISIONS TO ENSURE EQUAL OPPORTUNITIES FOR STUDENTS WITH DISABILITIES

The Equal Opportunities Act: Act XXVI of 1998 : (1) "Persons with disabilities shall be guaranteed equal access to public services, taking into account the different special needs of different disability groups."

4. § Procedure for establishing and certifying disability

(1) The type and extent of the disability of the student with a disability, whether permanent or temporary, is certified by a specialist certificate.

(2) The persons entitled to issue an expert opinion are defined in § 63 of Government Decree No. 87/2015 (IV. 9.), amended on 23 December 2017.

(Section 38) Paragraphs (1) and (2) of Article 63 of Government Decree No.87/2015 (IV. 9.) shall be replaced by the following provisions:(1) The student (applicant) with a disability shall certify the type of disability by an expert opinion issued by the body specified in paragraph (2) or (3). If the disability or special educational need of the student (applicant) already existed during secondary education, the disability or special educational need may be certified by an expert opinion issued by the county (metropolitan) pedagogical specialised service institutions or their member institutions acting as county or national expert committees, or their predecessors, the learning ability testing expert and rehabilitation committees, and the national expert and rehabilitation committees, except in the case of studies in adult education not on a full-time basis, in which case the disability or special educational needs can be certified by an expert opinion of the ELTE Practising National Specialist Pedagogical Service and its predecessor, the Eötvös Loránd University Practising Specialist Pedagogical and Speech Therapy Service, Expert and Rehabilitation Committee and Special Educational Service Institution.")

5. § Requesting equal opportunities conditions

(1) Students with a disability may, on the basis of a certificate attesting to their disability, request the institution's permission to set requirements that differ from the curriculum, in whole or in part, and to provide assistance in examinations. Preferential treatment may be granted only in connection with the circumstance on which the preferential treatment is based and may not lead to exemption from the basic academic requirements for the acquisition of a vocational qualification certified by a diploma in bachelor's and master's programmes or a vocational qualification certified by a certificate in higher vocational education

(2) An applicant with a disability is entitled to the same advantages during the admission procedure as those granted under the legislation on public education and must continue to be granted during the course of his/her studies. Persons and bodies competent in matters of disability

(3) The coordinator

(4) The coordinator is the person in charge of the institution's support for students with disabilities.

(5) The coordinator's duties are carried out by the disability coordinator.

(6) Tasks of the coordinator:



- a) participating in the work of the committee responsible for examining requests for exemption from the regulations submitted by students with disabilities,
- b) liaising with students with disabilities, their personal assistants and students at the higher education institution,
- c) providing assistance for students with disabilities during their studies and examinations, and organising consultations for students with disabilities during term time,
- d) keeping a continuous record of the number of disabled students, in compliance with data protection provisions, and ensuring the use of the data for statistical purposes,
- e) reporting statistics on disabled students to the Office of Student Affairs within 30 days of enrolment.

(7) Students with disabilities review the work of the coordinator every year.

6. § Examination and authorisation of the application

(1) Applications for exemption or assistance for students with disabilities are considered by the Disabled Students' Application Committee (hereinafter: Fhkbb).

(2) The Fhkbb will make its decision within 20 days of the application being submitted, and the student will be notified of the decision within 5 days of the decision.

(3) The teachers concerned should also be informed so that they can provide the assistance and discounts requested when they are called to account.

(4) Students with disabilities may appeal against the decision of the Fhkbb in accordance with the College's Organisational and Operational Regulations.

7. § Academic, technical and personal assistance provided by the institution

(1) For students with disabilities, depending on the type and degree of disability, the College will endeavour to provide all the benefits that students are entitled to under the Higher Education Act.

(2) In the case of students with reduced mobility, in accordance with § 62 of the Act No. 87/2015 (IV. 9.):

- (a) partial or total exemption from the practical requirements, or other forms of exemption,
- b) substitution of the written examination by a written test and the oral examination by a written test,
- c) exemption from the language examination or part or all of the level of the examination,
- d) exemption from tasks requiring manual skills, with the theoretical knowledge being required,
- e) allowing the use of special tools and equipment necessary for solving written tasks,
- f) providing a longer period of preparation than the preparation period for non-disabled students,
- g) providing a personal assistant during the student's studies.

(3) In the case of a hearing impaired (deaf or hard of hearing) student according to (§ 62 of Decree 87/2015 (IV. 9.) 62.):

- (a) partial or total exemption from the practical requirements, or other forms of exemption,
- b) substituting oral examinations with written examinations, and providing a sign language or oral interpreter during oral examinations, if requested by the student,
- c) exemption from the language examination or part or all of the level of the examination,
- d) for clarity and comprehension purposes, the simultaneous written presentation of the lectures and examinations to the student,
- (e) the provision of aids and visual aids at all examinations,
- f) providing a longer period of preparation than the preparation period for non-disabled students,
- g) providing personal assistance, note-taking interpreters and sign language interpreters during the student's studies.

(4) In the case of visually impaired (blind, partially sighted) students (according to (§ 87/2015 (IV. 9.) 62.))

- (a) partial or total exemption from the practical requirements, or other forms of exemption,
- b) the use of special technical means instead of written examinations or, in the case of written examinations, the use of oral examinations,
- c) exemption from the language examination or part or all of the level of the examination,
- d) exemption from tasks requiring manual, visual skills, but theoretical knowledge may be required,
- (e) the availability of questions and items in lectures, exercises and examinations on audio, digital, dot matrix or enlarged versions,
- f) providing a longer period of preparation than the preparation period for non-disabled students,
- g) providing a personal assistant during the student's studies.

(5) Discounts for students with a speech disability (dysphasia, dyslalia, dysphonia, stuttering, babbling, aphasia, nasal speech, dysarthria, mutism, severe speech reading and comprehension disorder, central perturbation, delayed speech development):

- a) written exams instead of oral exams, and the use of specialised technical equipment for the quizzes,
- b) exemption from the language examination or part or all of the level of the examination,
- (c) provide a longer preparation period than the preparation period for non-disabled students,
- d) providing a personal assistant during the student's studies.

(6) Discounts for students with mental retardation:

- a) a student with dyslexia-dysgraphia-dysorthography:
 - aa) oral instead of written examination or written instead of oral examination,
 - ab) in the case of written examinations, a longer preparation period than the preparation period for non-disabled students,
 - (ac) providing the necessary aids (in particular computer, typewriter, spelling dictionary, dictionary of synonyms, dictionary of synonyms),
 - ad) exemption from the language examination or part or all of the level of the examination;
- b) for a student with dyscalculia:



ba) exemption from computational tasks, but theoretical knowledge may be required,

bb) the use, during the examinations, of all the aids with which the student has previously worked during his/her studies (in particular spreadsheets, calculators, configuration, mechanical and manipulative tools) and the provision of extended preparation time;

c) a hyperactive student with attention deficit disorder:

ca) oral instead of written examination or written instead of oral examination,

cb) provide a longer preparation period than the preparation period for non-disabled students,

cc) minimise the waiting time for exams,

cd) the use of special tools and equipment needed to solve written tasks,

ce) taking examinations of longer duration in several parts, or allowing breaks without leaving the examination room, or allowing physical activity, or tolerating emotional expressions,

cf) a separate exam, separate from the other students,

cg) depending on the individual characteristics of the oral examination, writing down or repeating questions, breaking down complex questions into sub-questions, helping to clarify expectations and questions, if requested by the student,

ch) digital availability of questions and items on audio media during lectures, exercises and exams,

ci) providing a personal assistant during the student's studies;

d) students with behavioural dysregulation (disturbances in socio-adaptive processes, emotional control, aggression towards self or others, anxiety, behavioural traits showing weaknesses in self-regulation, adaptability, goal-directed behaviour, self-organisation and metacognition):

da) substitution of the written examination by a written test or the oral examination by a written test,

db) the taking of examinations of longer duration in several parts or allowing breaks, tolerating individual urges and emotional expressions,

dc) a separate examination, separate from the other students,

dd) during oral examinations, if requested by the student, writing down questions, clarifying expectations and questions, simplifying and clarifying the wording of questions and instructions,

de) longer preparation time than the preparation time for non-disabled students,

df) providing a personal assistant during the student's studies.

(7) In the case of a student with autism, on the basis of the expert opinion and his/her application, the discounts provided for in paragraphs (2) to (5) may be applied in accordance with (§ 62 of Decree No. 87/2015 (IV. 9.) 62.):

a) adapting the conditions of the examination to the specific needs of the student, with an oral examination instead of a written examination or a written examination instead of an oral examination,

b) in the case of debriefing, helping to clarify expectations and questions, and in the case of oral exams, putting questions and instructions in writing and simplifying their wording,

c) a longer preparation period than the preparation period for non-disabled students,

d) the use of specialised equipment (mainly audio recording equipment, computer, interpreting dictionary, other supportive and info-communication technologies) both in the courses and in the assessment,

e) exemption from the language examination or part or all of the level of the examination,

(f) exemption from certain practical requirements on account of difficulties resulting from his/her developmental disability, or substitution of the fulfilment of these requirements by appropriate non-practical tasks,

g) providing a personal assistant during the student's studies.

(7) The longer preparation time for the preparation provided for in paragraphs (2) to (6) may be extended by up to 30% of the time allowed for students without disabilities.

8. § Services authorised but requiring assistance from other institutions

(1) The services that are only needed in exceptional cases (speech therapist, assistance of a sign language interpreter, wheelchair, walker, special computer, binoculars, etc.) are provided by the College for students with disabilities with the help of other institutions (hospital, social home).

(2) The coordinator will contact the other institution and request the appropriate service as needed.

9. § Specialised textbooks and notes

(1) A student with a disability - taking into account the extent of the disability - receives a subsidy for the purchase of special textbooks and notes.

(2) The opinion of the competent expert shall be sought when the grant is awarded. The coordinator is responsible for obtaining the opinion.

(3) Subscription fees can be up to 50% of the cost of acquisition.

(4) For visually impaired students, the College's self-published notes can be issued in electronic format, provided the student has the necessary equipment to process them.

III. MISCELLANEOUS PROVISIONS

10. § Entry into force

(1) These Rules shall enter into force upon approval by the Senate.

a) Decision number: 11/2/2018

b) Date of decision: 29.05.2018.

c) Entry into force: 30.05.2018.

(2) The Deputy Rector for Education is responsible for the preparation of the regulations, their updating in accordance with the law and their annual review.