



**ORDER OF THE
PRO-RECTOR FOR
STUDIES OF VILNIUS
UNIVERSITY**

**ON THE APPROVAL OF THE
DESCRIPTION OF THE PROCEDURE FOR THE INDIVIDUALISATION OF
STUDIES AT VILNIUS UNIVERSITY ACCORDING TO INDIVIDUAL NEEDS
ARISING FROM DISABILITY**

Pursuant to Article 45(1) of the Statute of Vilnius University, paragraph 1.1.1 of the Order of the Rector of Vilnius University No. R-252 of 15 June 2017 “On the Delegation of the Rector’s Mandate and the Formalization of Decisions within the Assigned Areas of Activity and Administration”, paragraph 24 of Study Regulations of Vilnius University, approved by the Decision of Vilnius University Senate Commission No. SK-2012-12-8 of 21 June 2012 “On the Regulations of Studies” (wording of the decision of Vilnius University Senate No. S-2018-10-7 of 25 September 2018), paragraph 2.2 of the Procedure for the Evaluation of Study Achievements, approved by Decision of Vilnius University Senate Commission No. SK-2012-20-6 of 13 December 2012 “On the Approval of the Procedure for the Evaluation of Study Achievements” (wording of the decision of Vilnius University Senate No. SPN-1 of 22 January 2019), and in implementation of paragraph 5.1 of the Strategy of Vilnius University “Open University for People with Disabilities” approved by Decision of the Senate of Vilnius University No. S-2017-10-4 of 24 October 2017 “On the Approval of the Strategy “Open University for People with Disabilities” 2017-2020”,

I hereby approve the description of the procedure for the individualisation of studies at Vilnius University according to individual needs arising from disability (attached).

APPROVED
by Order No. ___ of 2019
of the Pro-Rector for Studies of
Vilnius University

**THE DESCRIPTION OF THE PROCEDURE FOR THE
INDIVIDUALISATION OF STUDIES AT VILNIUS UNIVERSITY
ACCORDING TO INDIVIDUAL NEEDS ARISING FROM DISABILITY**

CHAPTER I

GENERAL PROVISIONS

1. The Description of the Procedure for Individualisation of Studies at Vilnius University according to Individual Needs Arising from Disability (hereinafter ‘Description’) establishes the procedure for the individualisation of the study process at Vilnius University (hereinafter ‘University’) for students and unclassified students with individual needs arising from disability.

2. The Description has been prepared in accordance with the Study Regulations of Vilnius University, approved by the decision of Vilnius University Senate Commission No. SK-2012-12-8 of 21 June 2012 “On Regulations of Studies” (the wording of the decision of Vilnius University Senate Commission No. S-2018-10-7 of 25 September 2018), the Procedures of Evaluation of Study Achievements approved by the decision of Vilnius University Senate Commission No. SK-2012-20-6 “On the Approval of the Procedure for Evaluation of Study Achievements” (wording of the Resolution of Vilnius University Senate No. SPN-1 of 22 January 2019), and the Strategy of Vilnius University “Open University for People with Disabilities”, approved by the Resolution of Vilnius University Senate No. S-2017-10-4 “On the Approval of the Strategy “Open University for People with Disabilities 2017-2020” of 24 October 2017.

3. Terms used in the description:

3.1. **Individual needs arising from disability** (hereinafter ‘individual needs’) are needs arising from disability related to the study process, which, if met, enable students and unclassified students (hereinafter ‘students’) to study autonomously and on an equal basis with other persons and to participate fully in the activities of the University.

3.2. **Contact person** is the University staff member designated by the Head of the core academic unit of the University (hereinafter ‘Unit’) as the person responsible for issues related to students with disabilities.

3.3. **Disability coordinator** is the University staff member responsible for coordinating disability issues, including the individualisation of the study process according to individual needs arising from disability. The coordinator assesses and identifies the individual needs of students and unclassified students with disabilities, recommends pathways of individualising the study process, and advises the staff on individualising the study process.

3.4. **Recommendation on individualisation of the study process** (hereinafter ‘Recommendation’) is a document of a recommendatory nature drafted by the coordinator, which identifies the individual needs of the student and the ways of meeting them. A Study Individualisation Plan is developed in accordance with the Recommendation.

3.5. **Plan for Individualisation of Studies According to the Needs Arising from Disability** (hereinafter ‘Plan’) is a plan approved by the Deputy Head of the Unit responsible for the organisation of studies on individualisation of the study process based on the individual needs of a student. The Plan identifies the specific pathways of individualisation by the domain of the study process (study environment, lectures or other contact sessions, assessment of learning

achievements (hereafter ‘assessment of achievements’), etc.). The form of the Plan is provided in Annex 1 to the Description

3.6. **Students with disabilities** are University students and unclassified students with long-term physical, mental, intellectual or sensory impairments which, when interacting with various barriers, may prevent such persons from participating fully and effectively in society and from studying on an equal basis with others. Students with disabilities also include students and unclassified students with learning difficulties (dyslexia, dyscalculia, etc.).

3.7. **Health data** shall mean personal data relating to the physical or mental health of a natural person, including data relating to disability and reduced working capacity, which provide information about that person’s state of health and special needs.

CHAPTER II

INDIVIDUALISATION OF STUDY PROCESS FOR STUDENTS WITH DISABILITIES

4. For students with disabilities, certain aspects of the study process are tailored to their individual needs according to the area concerned (study environment, study materials, assessment of achievements, etc.).

5. Individualised forms of study and achievement assessment are tailored to individual needs and the necessary services are provided, but no exceptions are made for the assessment of the student’s achievements (i.e., the acquired competencies provided for in the course (module) outline).

6. Individualisation of the study process is possible under the following conditions:

6.1. Individual needs are compatible with the principles of academic ethics.

6.2. Meeting the individual needs of the student does not conflict with or interfere with the achievement of the learning objectives set out in the course unit (module) description.

6.3. The University has the necessary resources to ensure individualisation of studies.

6.4. The student's individual needs are reported in accordance with the deadlines set out in the Description and other legal acts of the University.

7. A list of the most common pathways of individualisation of the study process is provided in Annex 2 of the Description. The list of individualisation pathways is a recommendation and is applied according to the specific needs of each individual student.

8. The pathways of individualisation of the study process must not contradict the legal acts regulating the University studies.

9. If the student wishes to adapt certain aspects of the study process to their individual needs, they shall contact the coordinator, provide evidence of their disability and continue to actively participate in the process of individualisation of their studies (participate in the adjustment of the Plan, and report new, previously unanticipated individual needs).

10. If the documentation provided is not sufficient to prove the disability and the individual needs, the student shall provide additional documentation at the request of the coordinator.

11. The student shall inform the coordinator of their individual needs arising from a disability before the start of the semester or within the first two weeks of the first semester of studies. If a student applies and submits documents after the start of a semester or after the first two weeks of the first semester, the needs of the current semester are met to the extent possible under the circumstances. This information is set out in the Plan.

12. If the disability is acquired or the individual needs become apparent during the semester, the student shall inform the coordinator of this at the earliest opportunity. The needs are met to the extent possible under the circumstances. This information is set out in the Plan.

13. Once the student has provided documentation of their disability and individual needs

and/or otherwise disclosed their individual needs, the University shall develop a Plan and ensure that the individual needs of the student are met.

14. After receiving the necessary information and documents, the coordinator shall, within two weeks, submit a Recommendation to the Deputy Head of the Unit responsible for the organisation of studies and the contact person via the document management system, indicating the individual needs of the student and the ways of individualising the study process.

15. After receiving the Recommendation, the contact person shall, within two weeks, prepare a Plan in agreement with the student.

16. The plan shall be approved by the Deputy Head of the Unit responsible for the organisation of studies, in agreement with the coordinator and the staff responsible for the relevant area of individualisation of the study process (chairperson of the Study Programme Committee, administrator, etc.).

17. The contact person shall introduce the Plan to the staff of the Unit directly involved in the individualisation of the study process.

18. The Recommendation and the Plan shall be made available to persons who have signed a confidentiality pledge in the form laid down by order of the Rector. The coordinator and the contact person shall ensure that this document has been signed by other staff members before presenting them with the Recommendation and the Plan.

19. The contact person shall provide a copy of the approved Plan in a convenient form to the student's University email account or via the study information system.

20. Where necessary and at the request of the student, the Recommendation and the Plan shall also be made available in English.

21. The contact person shall coordinate the implementation of the Plan and, where necessary, introduce the Plan to the new semester's teaching staff and new staff members.

22. The Plan is valid for the duration of the studies. If necessary, the Plan may set a shorter period of time for which it is valid.

23. The Plan shall cease to be effective upon the expiry of the student's period of study, upon the student's termination of their studies or expulsion from the University, upon the expiry of the period of validity of the Plan, or upon its termination at the request of the student.

24. The Plan may be adjusted or extended at the request of the student or when a need arises and is identified by the contact person.

25. The student or contact person shall inform the coordinator of the need to extend, adjust or terminate the Plan or the specific individualisation pathways set out in the Plan. The coordinator shall assess the validity of such a need and, if necessary, make a recommendation to the contact person to extend, adjust or terminate the Plan or the specific individualisation pathways set out in the Plan.

26. The contact person updates the Plan and submits it for approval to the Deputy Head of the Unit responsible for the organisation of studies. The updates are made available to the Unit's staff directly involved in the individualisation of the study process.

27. If, for objective reasons, it is no longer possible to implement the Plan, the contact person shall immediately inform the student and the coordinator. In this case, other solutions to the problem shall be sought. The Plan shall be updated as necessary.

CHAPTER III

PROVISIONS ON THE PROTECTION OF PERSONAL DATA

28. Personal data related to the student's disability shall be used only for the purpose of individualisation of the study process and processed in accordance with Regulation (EU) 2016/679 of the European Parliament and of the Council of 27 April 2016 on the protection of natural persons with regard to the processing of personal data and on the free movement of such data and repealing Directive 95/46/EC, the Law on the Legal Protection of Personal Data of the Republic of Lithuania, and the Description of the Procedure for Processing of Personal Data at Vilnius University as approved by Order of the Rector of Vilnius University No. R-316 of 25 May 2018 "On Approval of the Description of the Procedure for Processing of Personal Data at Vilnius University", and other legal acts of the Republic of Lithuania and the University regulating the protection of personal data.

29. Personal data of students with disabilities shall be obtained from:

29.1. The data subject themselves or their legal representative;

29.2. Health care facilities;

29.3. Disability and Working Capacity Assessment Office at the Ministry of Social Security and Labour;

29.4. Natural and legal persons fulfilling contractual obligations and legal requirements.

30. Personal data of students with disabilities may be provided to:

30.1. University staff involved in meeting the needs of students with disabilities;

30.2. Disability and Working Capacity Assessment Office at the Ministry of Social Security and Labour;

30.3. State Studies Foundation;

30.4. Vilnius University Students' Representation;

30.5. Public undertaking "Vilniaus universiteto būstas";

30.6. Other natural and legal persons involved in meeting the individual needs of students with disabilities, in accordance with contractual obligations and legal requirements.

31. The processing of personal data of students with disabilities is subject to the following additional organisational and technical requirements:

31.1. Personal data relating to health and disability shall be processed at the University only by staff members who are bound by the confidentiality pledge and only in the exercise of their functions within the scope of their competence.

31.2. Health records of students with disabilities shall be stored in the scanned form in the study information system for the duration of their studies and for a period of 5 years after the fulfilment of their obligations under the study agreement or its termination. After the expiry of the time period, the data shall be destroyed in accordance with the established procedures. If these records were received in hard copy, they shall be scanned and uploaded to the study information system within a maximum of 15 working days and destroyed in accordance with the established procedures.

31.3. Personal data of students with disabilities can only be processed in a depersonalised manner for statistical and research purposes.

31.4. The security of the premises where personal data are processed must be ensured (locked filing cabinets in the offices, access to the archives by authorised persons only, etc.).

32. Persons violating the requirements of the Description or other legal acts of the University related to the protection of personal data shall be liable in accordance with the procedure established by the legal acts of the Republic of Lithuania and the University.

**(Template for a Plan for the Individualisation of Studies at Vilnius University According to
 Individual Needs Arising from Disability)**



VILNIUS UNIVERSITY

**PLAN FOR INDIVIDUALISATION OF STUDIES ACCORDING TO THE NEEDS ARISING
 FROM DISABILITY**

.../.../20... No. ...
 Vilnius Period

from _____ to _____.

1. Information about the student

Full name	
Student ID No.	
Unit	
Cycle	
Study programme	
Study period	

2. Individualisation of the study process by domain:

a. Study environment

b. Lectures and other contact sessions

c. Assessment of achievements

d. Other study aspects

Comments:

(Position)

(Signature)

(Full name)

PATHWAYS OF INDIVIDUALISATION OF STUDIES AT VILNIUS UNIVERSITY ACCORDING TO THE NEEDS ARISING FROM DISABILITY

1. This document outlines the most common approaches to individualising the study process according to individual needs arising from disability. The following list is a recommendation, and different individualisation pathways may be chosen in each case, depending on the student's disability and the resulting needs. The methods of individualisation of the study process must not contradict the University's documents regulating studies. Below are the pathways, broken down by type of disability:

2. For students with reduced mobility:

2.1. Appropriate environmental adaptations:

2.1.1. Accessible environment of the unit, e.g. easily accessible classrooms, catering facilities, toilets;

2.1.2. Providing appropriate conditions in the classroom(s), e.g., ergonomic furniture (chair, desk), a place to sit at a table without a chair, provision of a ramp if necessary, etc;

2.2. Adjusting timetables for a student with reduced mobility by moving classes of the course to classrooms that are accessible to the student;

2.3. Extending the time available for assessment of achievements by 25-100%;

2.4. Rest breaks during classes and assessment of achievements;

2.5. Rescheduling the assessment date if the student is unable to attend for objective reasons (e.g., bad weather);

2.6. Providing slides or other materials for lectures or other contact sessions that are not accessible during the class due to a disability before the lecture or other contact session via Vilnius University Virtual Learning Environment (hereinafter 'VLE');

2.7. Possibility of assessing achievements remotely;

2.8. Possibility of using alternative forms of assessment of achievements;

2.9. Access to a computer and the necessary software for classes and assessment of achievements.

3. For students with visual disabilities:

3.1. For the visually impaired:

3.1.1. Extending the time available for assessment of achievements by 25-50%;

3.1.2. Presenting slides and worksheets in the suitable font. As a general rule, it is recommended to use Verdana or Arial in sizes 16 to 18, without Italics or Underline. To highlight a certain part of the text (e.g. important information or titles), it is recommended to use Bold);

3.1.3. Providing slides or other materials for lectures or other contact sessions that are not accessible during the class due to a disability before the lecture or other contact session using VLE.

3.1.4. Proper lighting in corridors and classrooms;

3.1.5. Access to a computer and the necessary software for classes and assessment of achievements;

3.1.6. Adaptation of unit premises with warning stickers to mark surface changes, stairs, and other obstacles.

3.2. For the blind:

3.2.1. Extending the time available for assessment of achievements by 50%;

3.2.2. Providing study materials and assessment tasks electronically in DOC, DOCX, PPT, PPTX or PDF formats;

- 3.2.3. Providing slides or other materials for lectures or other contact sessions that are not accessible during the class due to a disability before the lecture or other contact session via VLE;
 - 3.2.4. Computer-based assessment of achievements;
 - 3.2.5. Commenting on visual material or information written on the board;
 - 3.2.6. Access to a computer and the necessary software;
 - 3.2.7. Possibility of an oral assessment of achievements;
 - 3.2.8. Adaptation of unit premises with warning stickers to mark surface changes, stairs and other obstacles.
4. For students with hearing disabilities:
 - 4.1. For the deaf:
 - 4.1.1. Extending the time available for assessment of achievements by 50%;
 - 4.1.2. Permission to use a sign language interpreter during lectures or other contact sessions and during assessment of achievements;
 - 4.1.3. Permission to use the assistance of a note-taker during lectures or other contact sessions;
 - 4.1.4. Being able to sit in a position to see the faces of speakers during lectures or other contact sessions;
 - 4.2. For the hard-of-hearing:
 - 4.2.1. Extending the time available for assessment of achievements by 25%;
 - 4.2.2. Access to FM systems or other devices that improve hearing during the classes;
 - 4.2.3. Being able to sit in a position to see the faces of speakers during lectures or other contact sessions.
 5. For students with psychosocial disabilities (autism, mental disorders, etc.):
 - 5.1. Extending the time available for assessment of achievements by 25-50%;
 - 5.2. Possibility of assessing achievements in a familiar setting;
 - 5.3. Possibility of assessing achievements in a separate room.
 6. For students with learning difficulties (dyslexia, dysgraphia, dyscalculia, etc.):
 - 6.1. Increasing the time available for assessment of achievements by 25%;
 - 6.2. Access to screen reader software;
 - 6.3. Possibility of an oral assessment of achievements.
 7. For students with somatic diseases (diabetes, multiple sclerosis):
 - 7.1.1. Possibility of extending the time available for assessment of achievements by 25% (in case of a drop in sugar levels) or to stop the assessment (in case of a seizure);
 - 7.1.2. Being able to leave the classroom during the class or assessment of achievements in order to administer medication via injection.
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