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	PC 10.2 EDUCATIONAL GUIDANCE, DIVERSITY AND INCLUSION	

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1. OBJECT

The aim of this process is to establish the mechanisms to provide its services to pupils, including in its functions the attention to diversity in its attention to pupils with specific educational support needs (ACNEAE).

2. SCOPE

This procedure is aimed at providing a service to students at the Universidad Europea de Valencia (hereinafter Universidad), and giving advice to the different Departments of the institution that interact with students.

3. REFERENCES

- University Student Statute in force.
- Royal Decree 640/2021, of 27 July, on the creation, recognised and authorisation of universities and university centres, and institutional accreditation of university centres.
- Organic Law 3/2018 of 5 December on the Protection of Personal Data and Guarantee of Digital Rights approving the regulation implementing 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.

4. DEVELOPMENT OF THE PROCESS

The Educational Guidance, Diversity and Inclusion Unit provides support to University students who proactively request personalised monitoring throughout their university life to help them achieve academic success. It also contributes to the continuous improvement of student satisfaction in everything related to their competence development.

The Educational Guidance, Diversity and Inclusion Unit carries out different actions throughout the academic year, the aim of which is to support students in their university life. One of the actions is the monitoring of all our students, carrying out specific actions for those students with low performance and late incorporation.

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Another of our pillars of action is based on the attention to students with Special Educational Needs, making the appropriate non-significant adjustments derived from the needs of each case and that do not involve alterations in the development of competences to obtain the academic Degree.

With all our students we design personalised plans to improve their academic performance, through individualised consultancy where we develop planning tools, organisation and study techniques and the creation of training courses or workshops.

As part of our educational action, we focus on students by designing and implementing resources and educational tools to improve their academic and personal development. We advise and train teaching staff on the inclusion of students with specific educational support needs at the University. The Training offered to students is part of the activities that generate University Activities credits.

Raising awareness among the educational community about specific educational needs and promoting universal accessibility at the University is another focus of action, as well as providing students with specific educational support needs with the technical and human resources that will enable them to make the most of their time at the University, within the real possibilities of the University.

IDENTIFICATION OF NEEDS

The Educational Guidance, Diversity and Inclusion Unit provides its services to all the students of the University including in its functions the attention to diversity in its attention to students with specific educational support needs (ACNEAE). Students are identified through the following channels:

Admission and Enrolment

Each student who requires it will receive specific information from their counsellor about the resources and assistance that the Educational Guidance, Diversity and Inclusion Unit can provide and will answer questions about this service. If necessary, a person from the Unit can attend the admission interviews to analyse your needs and assess whether the University can offer you an equitable and quality educational response.

Faculty

When requested by the ACNEAE and students with educational support needs, the teaching staff must inform the students of the existence of the Educational Guidance, Diversity and Inclusion Unit. Likewise, they must apply the procedures that guarantee the protection of confidential student information.

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The student should contact the Educational Guidance, Diversity and Inclusion Unit on a voluntary and proactive basis, as this is an on-demand service.

Students can contact us at any time during the academic year. Students with Special Educational Needs who require non-significant adaptations should contact us at least 1 week before their assessment tests are due to take place, in order to ensure that they have sufficient time to prepare and communicate them.

Academic Advisor

Graduate academic advisors shall inform students requiring educational support of the services of the Educational Guidance, Diversity and Inclusion Unit. They must also implement procedures to ensure the protection of confidential student information.

ACTION

Below is a description of the process that students must follow in order to be attended to by the Educational Guidance, Diversity and Inclusion Unit, which is divided into two main blocks. On the one hand, the identification of needs and, on the other, the adjustments and follow-up that can be provided.

A. Identification of needs

Students or their families can contact the Educational Guidance, Diversity and Inclusion Unit by e-mail.

Being of legal age, the student and/or his/her family shall be responsible for assuming that the student, being of legal age and/or his/her family, shall be responsible for contacting the Educational Guidance, Diversity and Inclusion Unit and that only he/she/they, out of respect for the confidentiality of his/her possible needs, shall be responsible for establishing this first contact.

The student will receive an initial individualised interview where the educational or support needs will be identified and ongoing attention and monitoring will be established. In order to be able to make non-significant adjustments, the student must accredit with an official document the type of specific educational care needs he/she has. This document must be signed by a member of the relevant Field, be valid for a maximum of two years and be in the original Spanish or translated into Spanish by a sworn translator.

In addition, the student will sign a request for support from the Educational Guidance, Diversity and Inclusion Unit and an authorisation to inform the appropriate persons of their circumstances, both documents and all measures taken to respect the confidential information of the student body are protected under the Organic Law on Data Protection (LOPD).

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In the attention to ACNEAE, the Educational Guidance, Diversity and Inclusion Unit contacts the student's teaching staff for that semester/term and a proposal for a personalised action plan is formalised. A copy is sent by e-mail to the teaching staff (of that semester who will receive the action plan). At the end of the semester, the implementation of the adaptations is assessed and the plan for the following semester and/or academic year is stipulated.

The Educational Guidance, Diversity and Inclusion Unit will hold regular meetings with the Faculty and the Academic Advisor to monitor the students who are being attended to by the Unit, whether or not they have these non-significant adaptations.

Students join or leave the Educational Guidance, Diversity and Inclusion Unit with express written consent which is recorded in a private register under the safekeeping of the Educational Guidance, Diversity and Inclusion Unit.

B. Curricular adjustments

Adaptations that may arise during the interview with the student:

- Access adaptations: which affect Methodological - how the teacher teaches - and Assessment - assessment tools and instruments.
- Adaptations of materials and resources: in the event of the need for investment to request material, this is managed through the Bank of Support Products of the Once Foundation, which provides the support material for as long as the student needs it.

FOLLOW-UP

Within the procedure for Educational Guidance in its attention to diversity, a commitment is established by the students to a half-yearly review of the fulfilment of the personalised plan that was carried out and referred to the teachers. The results of this review are communicated to the teaching staff so that, if necessary, specific improvement actions can be implemented.

The student is obliged to have at least one meeting per semester to carry out this follow-up work.

TRAINING OF THE UNIVERSITY COMMUNITY

The Educational Guidance, Diversity and Inclusion Unit also prepares Training on ACNEAE and different study techniques and strategies, as well as preventive training aimed at students Enrolled at the University. This Training will be provided through the School of Life initiative, which includes an itinerary linked to attention to diversity and inclusive education.

REVIEW AND IMPROVEMENT OF THE PROCESS

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The Unit sends the students that we have attended a Satisfaction Survey consisting of measuring the quality of care, giving them the opportunity to indicate what they consider to have helped them and what they think we should improve.

At the end of the year, a report is drawn up with the data collected in the form of a report and in which the areas for improvement are analysed.

COMMUNICATION

The following section details the different means of dissemination of the actions carried out by the Educational Guidance, Diversity and Inclusion Unit.

- *Dissemination aimed at Students:* the Educational Guidance, Diversity and Inclusion Unit and everything that surrounds and involves it will be publicised :
 - Welcome Week
 - Orientation Week
 - Information brochures
 - Website

- *Dissemination aimed at Teachers:* the Educational Guidance, Diversity and Inclusion Unit and all that surrounds and involves it will be made known :
 - Orientation Week
 - Attendance at talks at Welcome Week
 - Teaching staff
 - Faculty boards
 - Specific Training Programme on Educational Guidance, Diversity and Inclusion

5. SPECIFICITIES PER CENTRE

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School of Architecture and Polytechnic School

Not applicable

Faculty of Social Sciences

Not applicable

Faculty of Health Sciences

Not applicable

School of Doctoral Studies and Research

Not applicable

6. RECORDS

NAME	CUSTODIAN
Documents for the attachment, detachment and follow-up of ACNEAE students.	Educational Guidance, Diversity and Inclusion Unit.

7. MONITORING AND MEASUREMENT

The monitoring of this process is carried out continuously by the Educational Guidance, Diversity and Inclusion Unit with the support of the Quality Assurance Team, updating it when deemed necessary, based on the different situations that may arise in the reviews of the system.

IDENTIFIER	DEFINITION	RESPONSIBLE	CALCULATION PERIOD
IND01 PC 10.2	Number of students served	Unit for Educational Guidance, Diversity and Inclusion	Academic year
IND02 PC 10.2	Number of curriculum adjustments made.	Educational Guidance Unit,	Academic year

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		Diversity and Inclusion	
IND03 PC 10.2	Number of awareness-raising days	University Life Unit	Academic year
IND04 PC 10.2	Number of teachers advised	Unit for Educational Guidance, Diversity and Inclusion	Academic year

8. RESPONSIBILITIES

RESPONSIBLE	TASK DESCRIPTION
Educational Guidance, Diversity and Inclusion Unit	<p>Attending to students with specific educational support needs (ACNEAE).</p> <p>Attention to all students who require learning tools and strategies.</p> <p>Periodic personalised follow-ups to work on their educational needs.</p> <p>Collaborate in awareness-raising days.</p> <p>Design and implement the Training plan for Attention Diversity, Educational Guidance, Diversity and Inclusion.</p> <p>Carry out the improvement plan for educational inclusion.</p> <p>Ensure the protection of information in the subject of confidentiality.</p>
Teaching Staff	Carry out the adjustments agreed and communicated by the Educational Guidance, Diversity and Inclusion Unit.
Academic advisor / Online tutor	<p>Inform students with specific educational support needs (ACNEAE) of the service of the Educational Guidance, Diversity and Inclusion Unit.</p> <p>Assisting in administrative processes.</p> <p>To ensure the protection of information on the subject of</p>

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	confidentiality.
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9. STAKEHOLDERS AND ACCOUNTABILITY

Students are the beneficiaries of this Unit, they are the ones who receive the specific educational support needs.

Teaching and non-teaching staff participate in the necessary plan to adjust to the needs of each student. They receive specific training and collaborate in the dissemination of this service.

Society in general is informed of the existence of this support service and of this Unit which makes training possible for all students requiring educational support via the website.

10. EXCHANGE CONTROL

EDITION	DATE	REASON FOR AMENDMENT
04	25/10/2021	IQAS update - Creation of the procedure
05	13/05/2022	Replacement of the designation "guarantee" by "assurance" in line with the new AUDIT model (2018 version) and "PGC" by "PC".
06	08/01/2024	Updating the name and development of the process.

11. ANNEXES

Not applicable